

Wyoming Department of Education Required Virtual Education Course Syllabus

BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Language Arts
Course ID	CALA74662	Grade Level	10
Course Name	English 10 A	# of Credits	0.5
SCED Code	01002G0.5012	Curriculum Type	Connections Academy

COURSE DESCRIPTION

This is the first of two courses that comprise English 10. In this course, the student will explore the timeless themes of world literature, including works from the Americas, Europe, and Africa. In reading these diverse selections, the student will gain a thorough understanding of fiction genres, including classics, contemporary fiction, poetry, and drama. The student will also read Mark Twain's - Adventures of Huckleberry Finn-. John Steinbeck's novella -Of Mice and Men- may be read instead of - Adventures of Huckleberry Finn-. In reading these American literature selections and creating a multimedia presentation, the student will understand longer works of literature in their historical and literary context. Writing instruction guides the student through the process of composing expository and analytical essays. It also provides opportunities for the student to write creatively; the student will compose a short story and poem. Throughout the course, the student expands his vocabulary in context. The mastery of both critical vocabulary and grammar skills helps the student become a more thoughtful and effective reader and writer.

WYOMING CONTENT AND PERFORMANCE STANDARDS

RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
RL.9-10.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
RL.9-10.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
RL.9-10.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).
RL.9-10.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
RL.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
RI.9-10.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
RI.9-10.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
RI.9-10.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.1.a	a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W.9-10.1.b	b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W.9-10.1.c	c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W.9-10.1.d	d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.1.e	e. Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.2.a	a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.9-10.2.b	b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.9-10.2.c	c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.9-10.2.d	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.2.e	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.9-10.2.f	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9-10.3.a	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.9-10.3.b	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.9-10.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.9-10.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.9-10.3.e	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)
W.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.9.a	a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
W.9-10.9.b	b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.9-10.1.a	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.9-10.1.b	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL.9-10.1.c	c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.9-10.1.d	d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9-10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL.9-10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.1.a	a. Use parallel structure.
L.9-10.1.b	b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.2.a	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.9-10.2.b	b. Use a colon to introduce a list or quotation.
L.9-10.2.c	c. Spell correctly.
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.9-10.3.a	a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.
L.9-10.4.a	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
L.9-10.4.b	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).
L.9-10.4.c	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
L.9-10.4.d	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9-10.5.a	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.9-10.5.b	b. Analyze nuances in the meaning of words with similar denotations.
L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES
Unit 1: The Literature of the Americas In this unit, you will not only read a selection of literary works from the Western hemisphere, but you will also analyze literary concepts such as theme, tone, mood, and dramatic irony. You will explore fictional stories, drama, and poetry as well as nonfiction essays and famous United States historical documents. During your study of grammar, you will review the eight parts of speech and apply your knowledge of those as you compose summaries, multi-paragraph essays and an informal letter. You will use a wide variety of study skills to master the concepts covered in this unit.	RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.10 RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.9, RI.9-10.10 SL.9-10.3 L.9-10.1, L.9-10.4, L.9-10.4.b	<ul style="list-style-type: none"> •Create writing samples that demonstrate understanding of various literary works •Apply different study skills to master variety of skills and activities •Analyze fiction and nonfiction literary works •Review and apply knowledge of different parts of speech
Unit 2: The Literature of the Americas II In Unit 2, you will continue reading short stories and poems written by authors from the Americas. Selections in this unit include writings by authors from St. Lucia, Trinidad and Tobago, Jamaica, Puerto Rico, Brazil, Argentina, and Chile. The stories cover topics such as reconciliation, death, acceptance, anger, and relationships. There is a wealth of insight and emotion in the writings. As you read, you will learn new literary elements such as paradox, personification, and situational irony. You will also become familiar with additional techniques such as magical realism and repetition, which enable literature to engage an audience from beginning to end.	RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6 W.9-10.2.d, W.9-10.3.a, W.9-10.4, W.9-10.5 L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.5.b	<ul style="list-style-type: none"> •Create a compare and contrast essay •Apply different study skills to master variety of skills and activities •Analyze fiction and non-fiction •Identify parts of a sentence and common sentence errors

<p>Unit 3: Adventruers of Huckleberry Finn Mark Twain's Adventures of Huckleberry Finn is the story of a free-thinking kid, Huck Finn, and a slave named Jim, both of whom choose to flee their oppressive lives. The two set out on a trip down the Mississippi River that is filled with adventures and experiences that are unique to the particular class of characters and setting of the mid-nineteenth century. The novel's title is sometimes extended to include Tom Sawyer's Comrade to indicate to readers that this is a companion novel to The Adventures of Tom Sawyer, told as a first-person narrative from Huck's point of view. Prior knowledge of Tom Sawyer is not required. In this unit, you will identify literary elements, analyze characters, use comprehension strategies to make connections and draw conclusions, and define unfamiliar vocabulary words. You will also create a character analysis presentation for this unit's portfolio assessment.</p>	<p>RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.7, RL.9-10.9 RI.9-10.4, RI.9-10.6, RI.9-10.9 W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.9.a SL.9-10.2</p>	<ul style="list-style-type: none"> •Develop and apply effective comprehension strategies •Analyze relationships among characters, setting, and events •Define new vocabulary and identify words in context
<p>Unit 4: Europe I Europe has endured many conflicts that have influenced its literature—world wars, the Holocaust, and the collapse of the Soviet Union are examples. Writers are among the first targets of totalitarian regimes. Aleksandr Solzhenitsyn, who was twice sent to Siberia, is one of many European authors who were exiled, imprisoned, or silenced. However, he refused to stop criticizing Russia's Communist regime, believing that "literature that is not the breath of contemporary society, that dares not transmit the pains and fears of that society, that does not warn in time against threatening moral and social dangers—such literature does not deserve the name of literature; it is only a façade. Such literature loses the confidence of its own people, and its published works are used as wastepaper instead of being read."</p>	<p>RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.9, RL.9-10.10 RI.9-10.7, RI.9-10.10 W.9-10.1.c, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.9 L.9-10.1, L.9-10.1.b, L.9-10.2, L.9-10.2.c, L.9-10.4</p>	<ul style="list-style-type: none"> •Compose an expository essay •Apply different study skills to master variety of skills and activities •Analyze fiction and non-fiction •Identify grammatical phrases
<p>Unit 5: Europe II In this unit, you will continue to read selections that express some of the hopes, disappointments, and fears of the writers and of the citizens of the European states. Selections you will read include a fable, short stories, one short story adapted from a play, and poetry from European writers.</p>	<p>RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.7, RL.9-10.9, RL.9-10.10 W.9-10.1.e, W.9-10.3, W.9-10.3.c, W.9-10.3.d, W.9-10.3.e, W.9-10.4, W.9-10.5, W.9-10.10 L.9-10.1, L.9-10.1.b, L.9-10.2, L.9-10.3, L.9-10.4.c, L.9-10.4.d, L.9-10.6</p>	<ul style="list-style-type: none"> •Compose a personal narrative •Compose various business communications •Apply different study skills to master a variety of concepts •Analyze fiction and non-fiction •Identify clauses and kinds of sentence structures
<p>Unit 6: Africa The African continent includes more than 50 countries and more than 800 languages. The writers you will study in this unit, who come from various regions of Africa, faced the challenge of telling their stories in languages that honor their heritage while reaching a wide audience. Most authors write in French and English, the languages spoken by European colonizers. But one, Kenyan author Ngugi wa Thiong'o, writes primarily in his native language, Gikuyu.</p>	<p>RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.10 RI.9-10.10 W.9-10.1.d, W.9-10.5, W.9-10.10 L.9-10.1, L.9-10.4.a, L.9-10.5</p>	<ul style="list-style-type: none"> •Compose a poem •Apply different study skills to master a variety of skills and activities •Analyze fiction and nonfiction •Identify and use verb forms correctly