



Wyoming Department of Education Required Virtual Education Course Syllabus

Platte County School District # 1

Course Information

Program Name	Peak High School
Course ID	O100033
Course Name	English III
SCED Code	01003G1.0011
Content Area	English Language Arts
Grade Level	11
# of Credits	1.0
Curriculum Type	Edgenuity Online
Please give a concise description of this course including the purpose and what students will demonstrate and/or gain from this course.	
<p><i>Students will delve into American literature. They will engage in literary analysis and inferential evaluation of great texts. Critical reading of fiction, poetry, drama, and expository nonfiction will be a cornerstone of this course. Students will master comprehension and literary analysis strategies. Students will read a range of short but complex texts and produce creative, coherent writing. Students will strengthen their oral language skills.</i></p>	

Wyoming Content and Performance Standards

Standard	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.1(a)	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.1.(b)	b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i> , <i>Garner’s Modern American Usage</i>) as needed.
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.
L.11-12.4.(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.

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L.11-12.4.(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, its etymology, or its standard usage.
L.11-12.4(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-11-12.6	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.
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently
W.11-12.2	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.11-12.2.(a)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.11-12.2.(b)	b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.4	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.11-12.5	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 11–12 on page 54.)

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W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
SL.11-12.1.(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.11-12.1.(b)	b. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
SL.11-12.1.(c)	c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.5	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.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

Scope and Sequence

Unit Outline	Standard #	Outcomes Objectives/Student Centered Goals
American Roots: From Native Traditions to the American Revolution	RL.11-12.1 RL. 11-12.2 RL.11-12.10 RL.11-12.1. RL.11-12.10. L.11-12.1(a) L.11-12.1(b) L.11-12.4(a) L.11-12.4 (c) L.11-12.4(d) L.11-12.6. RI.11-12.10.	<p>The Iroquois Creation Myth: "The World on Turtle's Back" Based on a text, make logical inferences about cultural value. Draw conclusions about a text and support them with textual evidence. Examine the tradition and purpose of a creation myth.</p> <p>Jonathan Edwards's "Sinners in the Hands of an Angry God" Evaluate rhetorical devices in a seminal US text. Examine the societal significance of an early American text. Interpret how connotative and denotative meanings of words affect word choice in a text.</p> <p>Thomas Paine Analyze rhetorical technique and cite evidence to support its effectiveness. Examine the purpose of a text through the author's choice of language. Interpret figurative language to make meaning of a text.</p> <p>The Declaration of Independence Analyze how the structure of a text contributes to its purpose. Evaluate the effectiveness of reasoning in a seminal US text. Examine the historical significance of a primary-source document. Sentence Fluency Evaluate the sentence fluency of a text. Recognize and correct sentence fluency errors. Vary sentence patterns to enhance meaning, style, and the reader's experience.</p>
Bright Romanticism: American Individualism	L.11-12.4 L.11-12.4(a) L.11-12.4(d) RL.11-12.1 RL.11-12.2 RL.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 RI.11-12.10.	<p>Suspense and Horror: Gothic Writing across Time Analyze how an author's use of suspense is developed throughout a text. Cite evidence of the author's tone and its effect on the reader. Critique an American gothic text and recognize its influence on contemporary horror writing.</p> <p>The Scarlet Letter Analyze an author's choice of words in conveying setting, time, and mood. Describe the plot and sequence of events in the beginning of a novel. Monitor comprehension to understand and interpret a complex text.</p>

Scope and Sequence

		<p>Symbols in Moby-Dick Analyze an author's choice of how to begin a chapter of a novel. Analyze symbols in a text and infer their meaning. Draw conclusions from a text excerpt about the theme of a novel.</p> <p>Edgar Allan Poe's "Annabel Lee" Analyze the rhythm and sound devices in a poem. Compare the central ideas in different texts by the same author. Draw conclusions about the theme of a poem.</p> <p>Dark Hauntings: "The Fall of the House of Usher" Draw conclusions about an artist's use of narration and its effect on a story. Evaluate the use of parallelism in a text. Make observations about the narrator of the story</p>
<p>A Nation Dividing and Expanding: Civil War, Regionalism, and Realism</p>	<p>W.11-12.4 W.11-12.5 W.11-12.6 L.11-12.6. RL.11-12.1. W.11-12.2(a) RL.11-12.10. L.11-12.1(a) L.11-12.1(b) L.11-12.4 (c) RI.11-12.10.</p>	<p>Abolition and Women's Rights Movements, Part 1 Analyze repetition and questioning as rhetorical devices in a speech. Evaluate how an author structures reasoning within an argument. Examine the historical significance of a speech.</p> <p>Abolition and Women's Rights Movements, Part 2 Apply understanding of language to make meaning of a text. Evaluate how a speech appeals to logic, reason, and emotion. Relate the central ideas in a speech to its historical and cultural context. The Mississippi River Runaways Analyze an author's use of dialogue and dialect to portray characters and establish setting. Cite examples of satire, irony, and sarcasm in a realist text. Critique the author's use of humor to convey intent and viewpoint.</p> <p>American Indian Issues Assess the impact of tone on the meaning of a text. Determine the central ideas in a speech. Summarize a speech and analyze how its message reflects cultural views. Pronoun Agreement and Reference Recognize and correct pronoun usage errors. Recognize and correct subject-verb agreement errors. Use subject, object, possessive, and intensive pronouns properly.</p>

Scope and Sequence

<p>Realist Novel Study: The Awakening by Kate Chopin</p>	<p>L.11-12.4(a) L.11-12.4(d) RL.11-12.1 RL. 11-12.2 RL.11-12.10 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 L.11-12.6. RL.11-12.1. W.11-12.2(a) RL.11-12.10. L.11-12.1(a) L.11-12.1(b) L.11-12.4 (c)</p>	<p>Realist Novel Study, Part 1 Analyze context to clarify the meaning of words in a text. Preview a text to examine word choice in developing the setting. Verify the meaning of key vocabulary words in a text.</p> <p>Realist Novel Study, Part 2 Analyze how the author's plot structure contributes to the aesthetic impact of the literary device "epiphany." Identify and sequence critical plot elements using a graphic organizer. Interpret plot structure by comparing key scenes.</p> <p>Realist Novel Study, Part 3 Evaluate the impact of word choice on an author's style. Explore the connotative and denotative meanings of words and phrases in a text. Investigate how an author's style reflects realism and naturalism.</p> <p>Realist Novel Study, Part 4 Examine how the author establishes mood in a text. Explore emerging themes in a novel. Make predictions about a novel using knowledge of themes and events.</p> <p>Realist Novel Study, Part 5 Analyze the point of view in a novel. Distinguish explicit and implicit messages of the narrator in a fictional text. Investigate the author's use of narrator and voice.</p> <p>Realist Novel Study, Part 6 Cite evidence to support analysis of characterization. Examine a novel's characters and determine how an author develops their traits. Infer the differences between characters based on the author's portrayals.</p> <p>Realist Novel Study, Part 7 Analyze the development of themes over the course of a text. Determine several themes present throughout a text. Expand upon how the development of theme comments on the human condition. Research Workshop: Generating Research Questions and Evaluating Sources Apply strategies for gathering, organizing, and evaluating sources for research writing. Compose a speech to prepare for classroom discussion or debate.</p>
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Scope and Sequence

		Generate effective research questions to direct study. Use MLA citation correctly.
Make It New!: Early Modernism	<p>L.11-12.4(a) L.11-12.4(d) RL.11-12.1 RL. 11-12.2 RL.11-12.7 RL.11-12.10 RI.11-12.1 RI.11-12.2 RI.11-12.4 RI.11-12.10. RL. 11-12.2 RL.11-12.5 RL.11-12.6 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.2(a)</p>	<p>Dramatic Monologue and Stream of Consciousness in Poetry Analyze how an author uses stream of consciousness to develop the style of a speaker. Cite examples of allusions in a poem. Examine how dramatic monologue is used as a technique in a poem.</p> <p>Meta Poetry: Poetry about Poetry Analyze different forms of poetry. Clarify word meanings using a variety of strategies. Determine and reflect on themes expressed in a modernist poem.</p> <p>Robert Frost's Poetry Assess form, rhythm, and content in a blank verse poem. Contrast a poet's views on poetry with those of his contemporaries. Distinguish between a poem's speaker and the author's point of view.</p> <p>Reflecting on World War I Analyze how an author uses key terms to influence the audience. Analyze the central ideas in a text. Explain how the structure of a text supports an author's viewpoint. Speaking and Listening: Evaluating a Speaker Apply critical listening skills to a speech. Critique the word choice and argumentative techniques (such as rhetoric and use of logic) in a speech. Identify the author's purpose and evaluate the effectiveness of a speech.</p> <p>Writing Workshop: Literary Analysis Apply an understanding of technical vocabulary. Edit for standard English conventions. Explore organizational structures as a prewriting strategy. Revise writing for ideas and organization. Write a literary analysis that draws evidence from a literary text.</p>
Victory and Despair: The Roaring Twenties, Modernism, and Postwar Outlooks	<p>RL.11-12.1 RL. 11-12.2 RL.11-12.7 RL.11-12.10</p>	<p>Hemingway's World War I Analyze an author's use of diction and its impact in a fictional text. Examine how an author's style affects a text. Interpret characterization in a fictional text.</p>

Scope and Sequence

	<p>RI.11-12.1 RI.11-12.2 RI.11-12.4 RI.11-12.10. RL. 11-12.2 RL.11-12.5 RL.11-12.6 L.11-12.1(a) L.11-12.1(b) L.11-12.4 (c) W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6</p>	<p>Fitzgerald and the Roaring Twenties Describe the plot in the first chapter of a novel. Examine the role of setting and cite evidence of its impact on a story. Make inferences from a story's setting.</p> <p>Depression and Hard Times Apply background knowledge of American history to analyze an interview transcript. Determine the central ideas in a primary-source document. Make observations about the Great Depression from the ideas in a text.</p> <p>Southern Gothic Analyze the characterization in a Southern gothic text. Cite examples of irony in a story. Interpret figures of speech in a story. Correct Modifiers and Concise Wording Apply strategies to improve expression in conventional language. Locate and correct dangling, misplaced, and troublesome modifiers. Recognize and revise wordiness and redundancy in writing.</p> <p>Writing Workshop: Comparing Texts Apply academic vocabulary terms to formal writing. Compare the development of theme in two literary works from the same period. Compose a five-paragraph literary analysis essay.</p>
<p>"I, too, am America": The Harlem Renaissance and The Civil Rights Movement</p>	<p>L.11-12.4(a) L.11-12.4(d) RL.11-12.1 RL. 11-12.2 RL.11-12.7 RL.11-12.10 RI.11-12.1 RI.11-12.2 RI.11-12.4 RL. 11-12.2 RL.11-12.5 RL.11-12.6 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5</p>	<p>Poetry of Langston Hughes Analyze the rhythm and repetition in a poem. Compare and contrast the imagery, sensory details, and themes in two poems by the same author. Make observations about the role of the speaker in a poem.</p> <p>Richard Wright's Struggles with Racism Analyze how an author's perspective and purpose reflects societal and cultural influences. Cite evidence of how an author effectively conveys personal experiences. Examine the use of anecdotes in an autobiography to describe events and attitudes.</p> <p>Brown v. Board of Education Analyze reasoning in a Supreme Court opinion. Apply background knowledge of the US Constitution and segregation policies in twentieth-century America to a text. Evaluate the premises, purposes, and arguments in a seminal US text.</p> <p>Martin Luther King Jr. and Civil Disobedience Analyze the effectiveness of the structure an author uses in an argument. Examine and evaluate the use of allusions in a text. Summarize the author's purpose of a letter. Choosing</p>

Scope and Sequence

	<p>W.11-12.6 W.11-12.2(a)</p>	<p>Language for Context and Purpose Apply strategies to determine how language functions in different contexts. Recognize and correctly make meaning out of words and phrases. Use consistent style and tone when writing.</p> <p>Writing Workshop: Argumentative Essay Conduct appropriate research using multiple relevant print and digital sources and use a standard form of source citation. Construct an argumentative essay that supports a specific claim or idea. Organize and write a clear and coherent argumentative essay based on reason and evidence using a style that is appropriate to the purpose and audience. Revise, edit, and rewrite for ideas, organization, and voice.</p>
<p>Cultural Rebellion: Mid-Twentieth-Century Voices</p>	<p>L.11-12.4(a) L.11-12.4(d) RL.11-12.1 RL. 11-12.2 RL.11-12.7 RL.11-12.10 RI.11-12.1 RI.11-12.2 RI.11-12.4 RL. 11-12.2 RL.11-12.5 RL.11-12.6 W.11-12.2 W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.2(a)</p>	<p>Individualism, Modern Capitalism, and Dystopian Visions Analyze how an author uses fictional elements to develop a theme. Identify a text's philosophical concepts. Make inferences about themes of a fictional text and cite evidence to support analysis.</p> <p>Beat Poetry Analyze a free verse poem. Analyze an author's choices in structuring a poem. Cite examples of allusion to convey and reinforce meaning. Beat Movement Spontaneous Prose Analyze an author's style. Monitor comprehension by breaking up a text and rereading it. Synthesize background information with a text.</p> <p>Experiencing and Reliving Vietnam Compare and contrast texts of different genres on the same topic. Examine how an author structures a text to create tension and conflict. Identify the use of frame story, flashback, and sequencing in a short story. Vietnam Literary Journalism Analyze an author's use of paradox. Analyze an author's use of sensory details to create imagery. Make inferences about the features of a literary nonfiction text.</p> <p>Critiques of American Society in Science Fiction Analyze how an author uses irony and satire in science fiction. Examine the impact of character development in a story. Generate questions to interpret societal messages in science fiction.</p> <p>Using Resources and Reference Materials for Editing</p>

Scope and Sequence

		<p>Apply understanding of language usage and conventions. Use references to resolve issues of word usage and syntax. Use resources to distinguish between commonly confused words.</p> <p>Writing Workshop: Visual Media Analysis Create a five-paragraph media analysis essay. Examine and identify a variety of persuasive media techniques. Revise writing for ideas, use of source materials, and organization. Write a media analysis paragraph</p>
<p>Globalization and the Information Age: Postmodernism into the Twenty-First Century</p>	<p>W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.2(a) L.11-12.4(a) L.11-12.4(c) L.11-12.4(d) L.11-12.1(a) L.11-12.1(b) L.11-12.6. RI.11-12.1 RI.11-12.2 RI.11-12.4 RI.11-12.10. RL.11-12.1. RL.11-12.2 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.10. SL.11-12.1(a) SL.11-12.1(b) SL.11-12.1(c) SL.11-12.1(d) SL.11-12.2 SL.11-12.3</p>	<p>A Look at the Fast-Food Industry by Eric Schlosser Analyze how the author develops central ideas. Critique the author's use of reasoning to support an argument. Use academic vocabulary to make meaning of a text.</p> <p>The Poetry of Physics Cite evidence to analyze messages within and between texts. Evaluate information from different sources and media. Summarize and compare the central ideas of two texts.</p> <p>A Response to 9/11 by Jonathan Safran Foer Analyze the assumptions and ambiguities in a text. Cite examples of an author's use of tone for impact and meaning. Evaluate the narration of a fictional text.</p> <p>A Nonfiction Account of Hurricane Katrina by Dave Eggers Analyze a sequence of events in its cultural context. Draw conclusions about conflicts and themes found in a text. Monitor comprehension by rereading, self-questioning, and synthesizing to understand an author's message.</p> <p>Ordering the Chaos of the Contemporary World: An Introduction to Freakonomics Analyze an argument for structure and logic. Evaluate evidence in an argument. Summarize central ideas in a text and analyze their development.</p> <p>Research Workshop: Writing and Presenting the Argumentative Essay, Part 1 Conduct appropriate research using relevant print and digital sources, with standard source citation. Construct an argumentative essay that supports a specific claim. Edit and rewrite for word choice and</p>

Scope and Sequence

SL.11-12.4
SL.11-12.6

sentence fluency. Organize and write a clear, coherent argumentative essay based on reason and evidence using an appropriate style. Revise for the writing traits of ideas and organization.

Research Workshop: Writing and Presenting the Argumentative Essay, Part 2 Create a presentation that makes strategic use of a variety of digital media. Present information clearly for the targeted audience, with supporting evidence. Write an argumentative speech that demonstrates a clear command of formal English