

Wyoming Department of Education Required Virtual Education Course Syllabus

Sheridan County School District # 1

Program Name	Sheridan County School District #1 Virtual School	Content Area	LA
Course ID	AC01037	Grade Level	9
Course Name	English I-SE	# of Credits	1
SCED Code	01037	Curriculum Type	Acellus

COURSE DESCRIPTION

The Acellus English I-SE course focuses on providing students with a deeper understanding of the most important Language Arts concepts needed to succeed in life. It is particularly effective for students in special education programs. Course topics include: Plot, Setting, Conflict, and Irony; Characterization and Theme; Point of View, Narrator and Voice Cause and Effect; Autobiography, Memoirs, and Biography; Persuasive, Expository, and Descriptive Essays; Speech in Writing; Editorials; Elements of Poetry and Poetic Devices; Drama.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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 Landscape with the Fall of Icarus).
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.9-10.8	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 grades 9–10 Reading standards 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 grades 9–10 Reading standards 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.9-10.4	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.
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.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, 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., analyze, analysis, analytical; advocate, advocacy).	
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 OBJECTIVES/STUDENT CENTERED GOALS

Unit 1 – Plot, Setting	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; W.9-10.4; W.9-10.5; W.9-10.6; W.9-10.7; W.9-10.8; W.9-10.10; L.9-10.6	In this unit students come to understand plot and conflict, as well as genres, story elements, conflict, summarizing, and literary devices. Students also study vocabulary and semicolons.
Unit 2 – Conflict	RL.9-10.2; RL.9-10.3; RL.9-10.4; RL.9-10.5; RL.9-10.6; RL.9-10.10; W.9-10.10; L.9-10.2.b; L.9-10.4.c; L.9-10.4.d; L.9-10.6	In this unit students learn about conflict and how to evaluate and analyze irony. They also learn to use verbs for description and use adverb clauses. In addition, they learn about etymology and colons, and practice vocabulary.
Unit 3 – Irony	RL.9-10.2; RL.9-10.3; RL.9-10.4; RL.9-10.5; RL.9-10.6; RL.9-10.10; W.9-10.2.a; W.9-10.2.b; W.9-10.2.c; W.9-10.2.d; W.9-10.2.e; W.9-10.2.f; W.9-10.10; L.9-10.2.c; L.9-10.5.b; L.9-10.6	In this unit students learn to what irony is, and what homonyms and homophones are. They learn to recognize and use flashback, characterization, dashes, using dialect in dialogue, paraphrasing, imagery, synonyms, and humor through irony.
Unit 4 – Short Story - Point of View	RL.9-10.2; RL.9-10.3; RL.9-10.4; RL.9-10.5; RL.9-10.6; RL.9-10.9; RL.9-10.10; W.9-10.1.a; W.9-10.1.b; W.9-10.1.c; W.9-10.1.d; W.9-10.1.e; W.9-10.2.a; W.9-10.2.b; W.9-10.2.c; W.9-10.2.d; W.9-10.2.e; W.9-10.2.f; W.9-10.4; W.9-10.5; W.9-10.6; W.9-10.7; W.9-10.8; W.9-10.9.a; W.9-10.10; L.9-10.1.b; L.9-10.5.a; L.9-10.6	In this unit students study point of view, as well as practicing vocabulary. They also learn about setting, irony, characterization, and imagery, along with simile, theme, transitional phrases, run-on-sentences, and misplaced modifiers.
Unit 5 – Short Story - Narrator and Voice	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; W.9-10.10; L.9-10.1.b; L.9-10.4.b; L.9-10.6	In this unit students learn about narrator and voice. They also learn how to use character foils, practice vocabulary, learn to identifying sequence, learn to compare and contrast, to find irony, and how to use theme, comparative and superlative adjectives, and analogies.
Unit 6 – Short Story - Cause and Effect	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.9-10.10; W.9-10.10; L.9-10.1.b; L.9-10.4.b; L.9-10.4.c; L.9-10.6	In this unit students learn about cause and effect relationships. They practice vocabulary and academic vocabulary, and learn about inferences. They go on to learn tips for using a dictionary, parts of words, and words with multiple meanings. They finish up by learning about analogies and how to use concrete details in writing.

Unit 7 – Nonfiction	W.9-10.1.a; W.9-10.1.b; W.9-10.1.c; W.9-10.1.d; W.9-10.1.e; W.9-10.10; L.9-10.2.c; L.9-10.6	In this unit student study the genre of nonfiction. They learn strategies for reading nonfiction and how vocabulary and angle are used in nonfiction. In addition, they learn how to use summarization, semicolons, synonyms, facts, opinion, and rhetorical devices.
Unit 8 – Nonfiction – Autobiography, Memoirs	RI.9-10.1; RI.9-10.3; RI.9-10.4; RI.9-10.5; RI.9-10.6; RI.9-10.10; W.9-10.2.a; W.9-10.2.b; W.9-10.2.c; W.9-10.2.d; W.9-10.2.e; W.9-10.2.f; W.9-10.3.a; W.9-10.3.b; W.9-10.3.c; W.9-10.3.d; W.9-10.3.e; W.9-10.10; L.9-10.2.a; L.9-10.5.b; L.9-10.6	In this unit students study nonfiction, specifically autobiography and memoirs. They study part of Walt Whitman's historical narrative, Specimen Days. They learn about sentence fragments, analogies, how to write a news story, parts of words, analogies, using commas in series, and academic vocabulary.
Unit 9 – Nonfiction – Autobiography	RI.9-10.4; RI.9-10.5; RI.9-10.10; W.9-10.1.a; W.9-10.1.b; W.9-10.1.c; W.9-10.1.d; W.9-10.1.e; W.9-10.2.a; W.9-10.2.b; W.9-10.2.c; W.9-10.2.d; W.9-10.2.e; W.9-10.2.f; W.9-10.4; W.9-10.5; W.9-10.6; W.9-10.7; W.9-10.8; W.9-10.10; L.9-10.4.a; L.9-10.4.b; L.9-10.6	In this unit students improve their reading comprehension, learn to decode vocabulary, and how to write autobiographical narratives. They also learn to use jargon, characterization, imagery, adopted words, dialogue, speaker tags, and word usage.
Unit 10 – Nonfiction – Biography	RI.9-10.10; W.9-10.2.a; W.9-10.2.b; W.9-10.2.c; W.9-10.2.d; W.9-10.2.e; W.9-10.2.f; W.9-10.3.a; W.9-10.3.b; W.9-10.3.c; W.9-10.3.d; W.9-10.3.e; W.9-10.10; L.9-10.5.a; L.9-10.6	In this unit students study the genre of biography. They learn about tone, author's purpose, anecdotes, character inferences, writing skills. They learn to prepare for and conduct an interview, to transition from interview to report, and to decode vocabulary through word parts. In addition, they learn about cause and effect relationships, and dangling modifiers.
Unit 11 – Nonfiction – Persuasive, Expository Essays	RI.9-10.1; RI.9-10.2; RI.9-10.3; RI.9-10.10; W.9-10.1.a; W.9-10.1.b; W.9-10.1.c; W.9-10.1.d; W.9-10.1.e; W.9-10.2.a; W.9-10.2.b; W.9-10.2.c; W.9-10.2.d; W.9-10.2.e; W.9-10.2.f; W.9-10.9.b; W.9-10.10; L.9-10.4.a; L.9-10.4.d; L.9-10.6	In this unit students are introduced to the essay. They learn to recognize persuasive, expository, and humorous essays. They go on to learn about antithesis, analyzing argument, word usage and vocabulary, pronoun-antecedent agreement, paraphrasing, analyzing humor, rhetorical devices, and using context clues.

Unit 12 – Nonfiction – Speech	RI.9-10.2; RI.9-10.4; RI.9-10.6; RI.9-10.10; W.9-10.1.a; W.9-10.1.b; W.9-10.1.c; W.9-10.1.d; W.9-10.1.e; W.9-10.4; W.9-10.5; W.9-10.6; W.9-10.7; W.9-10.8; W.9-10.10; L.9-10.4.a; L.9-10.6	In this unit students study the persuasive essay. They learn about persuasion, argument, bias, rhetorical devices, common ground, word usage, infinitives, synonyms, comparing literature, differing views, sentence fragments, analogies, and editorials.
Unit 13 – Nonfiction – Elements of Poetry	W.9-10.4; W.9-10.5; W.9-10.6; W.9-10.7; W.9-10.8; W.9-10.4; W.9-10.5; W.9-10.6; W.9-10.7; W.9-10.8; W.9-10.10; L.9-10.6	In this unit students learn the elements of poetry. They begin with paraphrasing, rhyme scheme, and metaphor, and continue with poetic form, free verse, comparison and contrast, symbolism, and personification.
Unit 14 – Drama	W.9-10.1.a; W.9-10.1.b; W.9-10.1.c; W.9-10.1.d; W.9-10.1.e; RI.9-10.1; RI.9-10.5; RI.9-10.6; RI.9-10.8; RI.9-10.9; RI.9-10.10; W.9-10.10; L.9-10.1.a; L.9-10.4.a; L.9-10.4.b; L.9-10.5.b; L.9-10.6; SL.9-10.4	In this unit students learn the elements of drama. They learn tragedy and its elements, comedy, and satire, as well as tips for reading and writing drama, dramatic devices, Shakespearean drama, and strategies for reading Shakespeare. Students also learn to use possessives, as well as learning subject-verb order.