



Wyoming Department of Education Required Virtual Education Course Syllabus

Lincoln County School District # 2

Course Information

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| Program Name | Star Valley Virtual School |
| Course ID | LAENG 4050B |
| Course Name | English IV B |
| SCED Code | 01004G0.5011 |
| Content Area | English |
| Grade Level | 12 |
| # of Credits | .5 |
| Curriculum Type | District Developed |

Please give a concise description of this course including the purpose and what students will demonstrate and/or gain from this course.

Senior English provides an opportunity for students to analyze the historical, political, and social context of various world literature to become proficient in reading, writing, speaking, and listening, and to prepare for post-high school education and/or a career. Successful completion of this course satisfies one-half unit of graduation requirement.

Wyoming Content and Performance Standards

| Standard | <u>BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets</u> |
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| 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. |
| 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.) |

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| RL.11-12.5 | Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| RL.11-12.6 | Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). |
| 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.11-12.8 | (Not applicable to literature) |
| 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 |
| 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.11-12.3 | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course 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 faction in Federalist 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. |

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| RI.11-12.8 | Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). |
| RI.11-12.9 | Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. |
| RI.11-12.10 | By the end of grade 11, read and comprehend literary nonfiction 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 literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently |
| W.11-12.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| 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.11-12.4 | 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.) |
| 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.11-12.7 | 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.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. |
| W.11-12.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| W.11-12.10 | 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. |

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| SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others’ ideas and expressing their own clearly and persuasively. |
| 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.) |
| L.11-12.1 | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| L.11-12.2 | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| L.11-12.3 | 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.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.11-12.5 | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| 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. |

Scope and Sequence

| Unit Outline | Standard # | Outcomes Objectives/Student Centered Goals |
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| UNIT 1: Shakespeare (e.g., Macbeth, Hamlet, Romeo and Julie) | R12-1, R12-2, R12-3, R12-4, | List human achievements during the Stone Age, Trace emergence of modern humans, Describe the agricultural revolution, Explain the growth of Show understanding of themes, character development/complexity, and |

Scope and Sequence

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| | W12.4,5,9, SL12.1 R12.1-7,10, RI12.1,2 LS12.1,2 | interpretation of the text both through close reading, and through the use of film and performance analysis. Analyze film versions of text and articulate how they compare to the text to enhance and highlight the idea of interpretation - what does the visual aspect add to the text? What is lost? In addition to film and textual analysis of the play, throughout the lessons, show understanding of the characters and themes of the play and how they are interconnected. |
| UNIT 2: Novel Reading (e.g. The Lord of the Flies, The American Short Story V.1, The Sound and the Fury- 870/1420) | R12-1, R12-2, R12-3, R12-4, R12-5, R12-6 R12-10, W12-1, W12-3 W12-4, SL12-1 | Cite strong and through evidence of what a text says. TSWBAT: Determine theme, or central idea as well as analyze author's purpose, tone, and word choice meaning. TSWBAT: Analyze a complex set of ideas or sequence of events and explain how they interact and develop over the course of the text. TSWBAT: Initiate and participate effectively in a range of collaborative discussions. |
| UNIT 3: Short Stories (e.g., Pearson Common Core Literature the British Tradition) | R12.1-10 W12.1,10, SL12.1 | Read to make connections and find meaning while exploring human experiences and values reflected in texts. Understand the ideas, values and cultures of people past and present and appreciate the multiplicity of voices that make up World Literature. Relate literary experience to personal experience. Read to broaden knowledge extend experience |
| UNIT 4: Rhetoric (e.g Pearson Common Core Literature the British Tradition) | RI12.2-6, W12.2,4-10 SL12.2,4,5,6 LS12.1-3 | Explain and identify rhetorical appeals and employ them in evaluative writing and presentation of evaluation. |
| UNIT 5: Argumentation (e.g., Pearson Common Core Literature the British Tradition) | R12.1-6,9,10 RI12.1-10 W12.1-2,4-6,9-10 LS12.1-6 | Write arguments to support claims with clear reasons and relevant evidence, including the acknowledgement of opposing claims, references to credible sources, a concluding statement, and a formal style. Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| Unit 6: Presentation (e.g., Pearson Common Core Literature the British Tradition) | W12.3, SL12.1- 2,4-6, LS12.3,5 | SWBAT: Capture and maintain audience attention by properly preparing for presentation, developing and employing their own style of presenting, and using multimedia tools effectively. |