

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Park County School District # 1

Program Name	Park #1 Online	Content Area	Language Arts
Course ID	OL5264	Grade Level	9th-12th
Course Name	FVS English 10 (S2)	# of Credits	0.5
SCED Code	01002G0.5022	Curriculum Type	

### COURSE DESCRIPTION

*Semester-long course purchased through Florida Virtual and used for our district students. In this course students learn how the human experience – real life – is the foundation of the best stories, plays, poems, films, and articles. The four modules – Live Love Laugh, Obstacles, Fear, and Betrayal – allow students to focus on particular aspects of the human experience. Throughout the course, students explore what it means to be human, what it means to be fulfilled, challenged, transformed, and intellectually active. Designed to meet Common Core Standards, the course takes an in-depth look at pieces of literature through close readings, the use of textual evidence in writings, the creation of arguments through research and facts, and the application of writing and revision strategies. Additionally, students will encounter new vocabulary and vocabulary acquisition strategies, learn and refine the grammar and mechanics of their writing, discover the power of literary devices, investigate structures, and engage in thought-provoking projects.*

### 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 "Musee 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 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 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(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)	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)	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons.
W.9-10.1(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)	Provide a concluding statement or section that follows from and supports the argument presented.

W.9-10.2(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)	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)	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)	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.2(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)	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(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)	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)	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)	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)	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(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)	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(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)	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)	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)	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(a)	Use parallel structure.
L.9-10.1(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(a)	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.9-10.2(b)	Use a colon to introduce a list or quotation.
L.9-10.2(c)	Spell correctly.
L.9-10.3(a)	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
L.9-10.4(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)	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)	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)	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(a)	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.9-10.5(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
3.01A Fears, Anxieties, and Phobias	L.9-10.1(b) L.9-10.4(a) L.9-10.4(b) L.9-10.4(C) L.9-10.4(d)	*Use knowledge regarding word parts to decipher the meaning of words
3.01B Fears, Anxieties, and Phobias	L.9-10.1(b) L.9-10.2(b) L.9-10.4(a) L.9-10.4(b) L.9-10.4(C) L.9-10.4(d)	*Incorporate new vocabulary in your writing
3.01C Fears, Anxieties, and Phobias	L.9-10.2(b)	*Use phrases and fragments for effect
3.02A The Reality of Fear	RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.6 L.9-10.4(a) L.9-10.4(C) L.9-10.4(d) L.9-10.6	*Employ reading strategies specific to nonfiction selections
3.02B The Reality of Fear	RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.6 L.9-10.4(a) L.9-10.4(C) L.9-10.4(d) L.9-10.6	*Identify and use features unique to nonfiction text
3.03 Nothing to Fear	RI.9-10.6 RI.9-10.9 W.9-10.9(b) L.9-10.4(a)	*Analyze Franklin D. Roosevelt's First Inaugural address to determine how the use of rhetoric advance his purpose
3.04A Free From Fear	RI.9-10.6 RI.9-10.9	*Determine an author's purpose and analyze how the use of rhetoric advances claims using "Four Freedoms Speech" and "Obama's Welcoming Speech"
3.04B Free From Fear	RI.9-10.6 RI.9-10.9 W.9-10.2(a) W.9-10.2(b) W.9-10.2(C) W.9-10.2(d) W.9-10.2(f) W.9-10.4 L.9-10.6	*Organize and evaluate political speeches by writing a compare contrast analysis essay

3.05A Fascination with Fear	RL.9-10.2 L.9-10.4(a) L.9-10.4(C) L.9-10.4(d) L.9-10.5(a)	*Determine a theme in Poe's story "A Premature Burial" and analyze its development over the course of the story
3.05B Fascination with Fear	RL.9-10.3 RL.9-10.5 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(f) W.9-10.4 W.9-10.5 W.9-10.10 L.9-10.4(a) L.9-10.4(C) L.9-10.4(d) L.9-10.5(a) L.9-10.6	*Describe and analyze an author's use of literary elements
3.06A No Hyding from Fear	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.7 RL.9-10.10	*Understand the unique characteristics of Gothic literature
3.06B No Hyding from Fear	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.10 W.9-10.8 L.9-10.4(a) L.9-10.4(C) L.9-10.4(d) L.9-10.6	*Explain how authors use the elements of fiction and language to create suspense and explore fear
3.07A Surprise	W.9-10.4 W.9-10.8 L.9-10.4(a) L.9-10.4(C) L.9-10.4(d) L.9-10.6	*Complete a written analysis of an author's use of literary elements to create mood and effect
3.07B Surprise	RL.9-10.5 L.9-10.6	*Analyze an author's use of literary techniques such as foreshadowing and flashback to create suspense
3.07C Surprise	W.9-10.4 W.9-10.8 L.9-10.4(a) L.9-10.4(C) L.9-10.4(d) L.9-10.6	*Implement what you have learned to write creative revisions to a story
3.08 Fear in Film	RI.9-10.1 RI.9-10.3 W.9-10.2(e) W.9-10.4 L.9-10.2(C) L.9-10.4(a) L.9-10.4(C) L.9-10.6	*Summarize and evaluate film critiques and the author's tone
3.09 Project Runaway	W.9-10.1(C) W.9-10.2(b) W.9-10.2(C) W.9-10.2(d) W.9-10.2(e) W.9-10.4 SL.9-10.4 SL.9-10.5 L.9-10.4(C)	*Evaluate a short film and create a critique of the film
3.10A Discussion Based Assessment	SL.9-10.1(a) SL.9-10.4	*Discuss course material with your instructor
3.10B Discussion Based Assessment	SL.9-10.1(a) SL.9-10.4	*Verbally demonstrate your understanding of course concepts

4.01A Apostrophes and Homonyms	W.9-10.2(d) W.9-10.3(d) L.9-10.4(a) L.9-10.4(b) L.9-10.4(C) L.9-10.4(d) L.9-10.6	*Use apostrophes correctly
4.01B Apostrophes and Homonyms	W.9-10.2(d)	*Use knowledge regarding word parts to decipher the meaning of words
4.01C Apostrophes and Homonyms	W.9-10.2(d)	*Use context clues to determine the correct meaning of words with multiple meanings
4.01D Apostrophes and Homonyms	W.9-10.2(d) W.9-10.3(d) L.9-10.4(a) L.9-10.4(b) L.9-10.4(C) L.9-10.4(d) L.9-10.6	*Recognize and be able to correct commonly misused words
4.01E Apostrophes and Homonyms	W.9-10.3(d) L.9-10.4(a) L.9-10.4(b) L.9-10.4(C) L.9-10.4(d) L.9-10.6	*Incorporate new vocabulary in your writing
4.02 Julius Ceasar Act I	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.10 L.9-10.4(a) L.9-10.4(C) L.9-10.5(b) L.9-10.6	*Determine a theme in the play <u>Julius Caesar</u> and analyze the characters' development in Act I
4.03 Julius Ceasar Act II	RL.9-10.1 RL.9-10.3 RL.9-10.4 RL.9-10.10 L.9-10.4(a) L.9-10.4(C) L.9-10.5(b) L.9-10.6	*Analyze complex characters and their development in Act II of the play <u>Julius Caesar</u>
4.04 Julius Ceasar Act III	RL.9-10.1 RL.9-10.4 RL.9-10.10 W.9-10.2(b) W.9-10.4 L.9-10.2(C) L.9-10.4(a)	*Analyze the persuasive speeches in Act III of the play <u>Julius Caesar</u>
4.05 Julius Ceasar Act IV and V	RL.9-10.1 RL.9-10.3 RL.9-10.10 W.9-10.1(a) W.9-10.1(b) W.9-10.4 L.9-10.4(a) L.9-10.6	*Determine whether Brutus acted as a betrayer or patriot to Rome by his actions over the course of the play <u>Julius Caesar</u>
4.06 Argumentative Writing	RI.9-10.6 RI.9-10.8 L.9-10.4(a) L.9-10.4(C) L.9-10.6	*Determine how logical appeals and logical fallacies contribute to an argument
4.07 Claims and Counter Claims	W.9-10.1(a) W.9-10.1(b) W.9-10.4 L.9-10.4(a) L.9-10.4(C) L.9-10.6	*Define a claim and provide counter claims
4.08A Develop Your Position	W.9-10.1(b) W.9-10.2(a) W.9-10.4 W.9-10.5 W.9-10.8 W.9-10.10 L.9-10.4(C)	*Develop a claim for an argument

4.08B Develop Your Position	W.9-10.4 W.9-10.5 W.9-10.8 W.9-10.10 L.9-10.4(C)	*Develop a counterclaim for an argument
4.09A Discussion Based Assessment	SL.9-10.1(a) SL.9-10.4	*Discuss course material with your instructor
4.09B Discussion Based Assessment	SL.9-10.1(a) SL.9-10.4	*Verbally demonstrate your understanding of course concepts
4.10A Outline Your Argument	W.9-10.1(b) W.9-10.2(a) W.9-10.2(b) W.9-10.2(d) W.9-10.2(f) W.9-10.4 W.9-10.5 W.9-10.8 W.9-10.10 L.9-10.1(a) L.9-10.4(C)	*Synthesize information
4.10B Outline Your Argument	W.9-10.1(b) W.9-10.2(a) W.9-10.2(b) W.9-10.2(d) W.9-10.2(f) W.9-10.4 W.9-10.5 W.9-10.8 W.9-10.10 L.9-10.1(a) L.9-10.4(C)	*Write an outline
4.11A Write Your Argument	W.9-10.2(b) W.9-10.5 W.9-10.8 W.9-10.10 L.9-10.2(b) L.9-10.4(C)	*Use proper punctuation to introduce a quotation
4.11B Write Your Argument	W.9-10.1(b) W.9-10.2(a) W.9-10.2(b) W.9-10.2(c) W.9-10.2(d) W.9-10.2(f) W.9-10.4 W.9-10.5 W.9-10.8 W.9-10.10 L.9-10.2(b) L.9-10.4(C)	*Write a first draft
4.11C Write Your Argument	W.9-10.2(b) W.9-10.2(C) W.9-10.2(d) W.9-10.4 W.9-10.5 W.9-10.10 L.9-10.2(b) L.9-10.4(C)	*Use transitions to improve cohesion in your writing
4.11D Write Your Argument	W.9-10.2(f) W.9-10.4 W.9-10.5 W.9-10.10 L.9-10.2(b) L.9-10.4(C)	*Write a strong conclusion that supports an argument
4.12A Final Draft	W.9-10.1(b) W.9-10.2(a) W.9-10.2(b) W.9-10.2(c) W.9-10.2(d) W.9-10.4 W.9-10.5 W.9-10.8 W.9-10.9(a) W.9-10.10 L.9-10.1(b) L.9-10.3(a) L.9-10.4(c) L.9-10.6	*Edit, proofread, and revise

4.12B Final Draft

W.9-10.1(b)  
W.9-10.2(a)  
W.9-10.2(b)  
W.9-10.2(c)  
W.9-10.2(d)  
W.9-10.4  
W.9-10.5  
W.9-10.8  
W.9-10.9(a)  
W.9-10.10  
L.9-10.1(b)  
L.9-10.3(a)  
L.9-10.4(c)  
L.9-10.6

\*Write a final draft