

Wyoming Department of Education Required Virtual Education Course Syllabus

Park County School District # 1

Program Name	Park #1 Online	Content Area	English and Language Arts
Course ID	OL5274	Grade Level	9th-12th
Course Name	FVS English 11 (S2)	# of Credits	0.5
SCED Code	01003G0.5022	Curriculum Type	English and Language Arts

COURSE DESCRIPTION

Semester-long course purchased through Florida Virtual and used for our district students. "Extra, extra, read all about it!" It's all right here in black and white, in the pages of The Virtual Times newspaper. Published at key periods in our American history, The Virtual Times takes us right into the action. The writing is clear and concise. The stories and opinions give us perspective. The sports and entertainment sections give us the color and flavor of the times. In English III, the writing and insights of authors throughout our history are collected in the fast-paced pages of The Virtual Times. In this course you'll gain an appreciation of American literature and the ways it reflects the times in which it was written. You'll discover how people thought and lived and wrote about their experiences. You'll also be asked to observe, investigate and report on stories of today. The goal is to be thorough, accurate and compelling in your writing. Perhaps in times to come, people will want to read what you thought and wrote.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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.)
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.11-12.9	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.
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.
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.
W.11-12.1(a)	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
W.11-12.1(b)	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
W.11-12.1(c)	Use words, phrases, and clauses as well as varied syntax 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.11-12.1(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.11-12.1(e)	Provide a concluding statement or section that follows from and supports the argument presented.
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)	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.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2(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.11-12.2(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.11-12.3(a)	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.11-12.3(b)	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3(c)	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.11-12.3(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.11-12.3(e)	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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.
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(a)	Apply grades 11-12 reading standards to literature (e.g., "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").
W.11-12.9(b)	Apply grades 11-12 reading standards to literary nonfiction (e.g., "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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)").
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.
SL.11-12.1(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.11-12.1(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)	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.11-12.1(d)	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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 or 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.
L.11-12.1(a)	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.1(b)	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
L.11-12.2(a)	Observe hyphenation conventions.
L.11-12.2(b)	Spell correctly.
L.11-12.3(a)	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
L.11-12.4(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.11-12.4(b)	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.11-12.4(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, its etymology, or its standard usage.
L.11-12.4(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.11-12.5(a)	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11-12.5(b)	Analyze nuances in the meaning of words with similar denotations.
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
5.01 Hyphenation and Syntax	L.11-12.4(a)	*Analyze the use of hyphens and syntax in a poem
5.02 Reading Poetry	RL.11-12.1 RL.11-12.10 W.11-12.4 W.11-12.10 L.11-12.2(b) L.11-12.4(C) L.11-12.6	*Write a two to three paragraph essay responding to a prompt based on the poems "On the Pulse of Morning" and "One Today" citing textual evidence to support your response
5.03 The Art of Language	W.11- 12.4 W.11-12.10 L.11-12.1(b) L.11-12.2(b) L.11-12.4(a) L.11-12.4(C) L.11-12.6	*Write a paragraph listing five words you would change in the poem, "One Today" by Richard Blanco, the new words you chose, why you chose the new words, and how the use of an online dictionary and/or thesaurus helped you with this task
5.04 Understanding 20th Century Poetry	RL.11-12.9 RL.11-12.10 W.11-12.4 L.11- 12.4(a) L.11-12.4(C) L.11-12.6	*Complete the timeline of Early 20th Century American Literature by providing one literary title and one influential event for that title in each decade listed and explain how the two pieces are connected
5.05 Analyzing 20th Century Poetry	RL.11-12.9 RL.11-12.10 W.11-12.4 W.11-12.6 SL.11-12.5 L.11-12.2(b) L.11-12.6	*Create a multimedia presentation featuring two poems including an image for each along with text explaining the ways the poems were influenced by the events of the 20th century

5.07 Discussion Based Assessment	SL.11-12.1(a) SL.11-12.1(C) SL.11-12.4 SL.11-12.6	*Participate in a discussion with the instructor reviewing the material learned in Module 5
6.01A Analyzing Language	L.11-12.1(a)	*Learn that language usage can change over time and is sometimes contested
6.01B Analyzing Language	RI.11-12.4 L.11-12.5(a)	*Interpret and analyze figures of speech
6.01C Analyzing Language	RI.11-12.4 L.11-12.4(a) L.11-12.4(C)	*Determine the meanings of words as they are used in a particular text
6.02 Evaluating a Speech	RI.11-12.6 RI.11-12.8 RI.11-12.9 W.11-12.4 SL.11-12.3 L.11-12.6	*Complete the evaluation of a speech worksheet after listening to J.F. Kennedy's "Civil Rights Address" by identifying five examples of logos, ethos, and pathos, citing the specific lines from the speech, and writing a paragraph for each example explaining the impact the lines had on the audience
6.03A Evaluate Reasoning	RI.11-12.8 L.11-12.4(C)	*Evaluate the reasoning in seminal U.S. texts and apply the constitutional principles and legal reasoning in an argument of public advocacy
6.03B Evaluate Reasoning	RI.11-12.9 W.11-12.4 W.11-12.7 L.11-12.4(a) L.11-12.4(C)	*Conduct research to identify a landmark case for the First Amendment and explain the case and decision
6.03C Evaluate Reasoning	RI.11-12.9 W.11-12.7 L.11-12.4(a) L.11-12.4(C)	*Research to find two recent cases relating to the First Amendment
6.04 Analyze Purpose	RI.11-12.2 RI.11-12.4 RI.11-12.6 RI.11-12.8 RI.11-12.9 L.11-12.4(a) L.11-12.4(C)	*Analyze the United States' Declaration of Independence for its theme, purpose, and rhetorical features
6.05 Evaluating Rhetoric	RI.11-12.2 RI.11-12.5 RI.11-12.6 RI.11-12.8 RI.11-12.9 L.11-12.4(a) L.11-12.4(C)	*Analyze President Lincoln's Second Inaugural Address for its themes, purposes, and rhetorical devices
6.06A Gathering Information	RI.11-12.7 W.11-12.7 L.11-12.4(C)	*Gather relevant information and conduct research to answer a question
6.06B Gathering Information	RI.11-12.7 W.11-12.8	*Assess each source for accuracy, bias, validity, and reliability
6.07A Integrating Information	RI.11-12.7 W.11-12.4 W.11-12.8	*Integrate information from sources into your own writing, avoiding plagiarism
6.07B Integrating Information	W.11-12.1(d)	*Follow a standard format for citation
6.08A Integrating Information	SL.11-12.4 SL.11-12.5 SL.11-12.6	*Demonstrate appropriate public speaking and writing skills needed to influence an audience
6.08B Integrating Information	W.11-12.7 W.11-12.8 W.11-12.10 W.11-12.2(b) W.11-12.2(C) W.11-12.2(e) W.11-12.2(f)	*Organize a research paper displaying in-depth understanding of an American poet
6.08C Integrating Information	SL.11-12.4 SL.11-12.5 SL.11-12.6	*Formally present your research findings

6.09 Discussion Based Assessment	SL.11-12.1(a) SL.11-12.1(C) SL.11-12.4 SL.11-12.6	*Participate in a discussion with the instructor reviewing the material learned in Module 6
7.01A Evaluating a Speaker	RI.11-12.4 RI.11-12.6 L.11-12.4(a) L.11-12.4(C)	*Analyze an author's purpose in a text, including the ways that style and content contribute to the persuasiveness of the text
7.01B Evaluating a Speaker	SL.11-12.3	*Analyze a speaker's point of view, reasoning, use of evidence and rhetoric, links among ideas, points of emphasis, and tone
7.01C Evaluating a Speaker	W.11-12.4 SL.11-12.4 L.11-12.6	*Develop an informal speech and deliver it to an audience of at least five people
7.02 Establishing Argument Writing	W.11-12.1(a) L.11-12.4(C)	*Write the claim and counterclaim for your argument essay
7.03 Developing a Claim	W.11-12.1(a) W.11-12.1(b) W.11-12.7 W.11-12.8 L.11-12.4(C)	*Identify and document evidence to support your claim and refute the counterclaim for your argument essay
7.04 Introductions in Argument Writing	W.11-12.1(b) W.11-12.1(d) W.11-12.2(a) W.11-12.4 W.11-12.10 L.11-12.4(C)	*Write the introductory paragraph for your argument essay being sure to state the claim and mention the counterclaim
7.05 Discussion Based Assessment	SL.11-12.1(a) SL.11-12.1(C) SL.11-12.4 SL.11-12.6	*Participate in a discussion with the instructor reviewing the material learned in Module 7
7.06A Writing an Argument	W.11-12.1(b) W.11-12.2(a) W.11-12.2(b) W.11-12.4 W.11-12.10 L.11-12.4(C)	*Write the body paragraphs of your argument essay making sure to clearly develop the rebuttal
7.06B Writing an Argument	W.11-12.1(C)	*Intentionally vary the syntax used within argument writing
7.06C Writing an Argument	W.11-12.1(d) L.11-12.4(C)	*Use formal language when writing your argument essay
7.07 Conclusions in Argument Writing	W.11-12.2(d) W.11-12.2(f) W.11-12.4 W.11-12.10 L.11-12.4(C)	*Write an effective concluding paragraph for your argument essay
7.08A Revising Arguments	W.11-12.5 W.11-12.10 L.11-12.2(b) L.11-12.3(a) L.11-12.4(C) L.11-12.6	*Revise and edit an argument essay
7.08B Revising Arguments	W.11-12.1(b) W.11-12.2(b) W.11-12.2(e) W.11-12.2(f) W.11-12.4 W.11-12.10 L.11-12.6	*Write and submit the final draft of your argument essay
7.09A Presenting an Argument	SL.11-12.4 SL.11-12.6	*Present your argument essay making sure to identify your claim, counterclaim, and support

7.098 Presenting an Argument	SL.11-12.5	*Incorporate audio/visual multimedia to aid in your presentation of your argument
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