

# 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	OL5283	Grade Level	9th-12th
Course Name	FVS English 12 (S1)	# of Credits	0.5
SCED Code	01004G0.5012	Curriculum Type	English and Language Arts

### COURSE DESCRIPTION

*Semester-long course purchased through Florida Virtual and used for our district students. In this course, students will explore the world of big ideas in English IV, where you are able to choose which path you will travel first as you explore highly-engaging, thematic units. Each path will guide you through a series of literary pieces that allow you to analyze the political, social, economic, and cultural messages of its time as well as its relevance to the world you live in today. Each path revolves around a central theme. The works in the course span a period of over 1000 years and have been written by authors who share common ideas, but employ a variety of literary genres to express their views. Whether it is the dramatic ending of a play, or the colorful images in a verse of poetry, the words of these authors will leave you with a new understanding of the world around you. As you travel down each path, you will create authentic work pieces that will engage you in higher-level learning and provide you with a greater understanding of literature and its connection to the world.*

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) <a href="#">Use the Standards and Benchmarks as Spreadsheets</a>
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 12, read and comprehend literature, including stories, dramas, and poems, at the 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.
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 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(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
1.01A Beowulf Motifs: Hero and Monster	RL.11-12.10 L.11-12.1(b) L.11-12.4(a) L.11-12.4(C) L.11-12.4(d)	*Understand the origins of the epic poem Beowulf
1.01B Beowulf Motifs: Hero and Monster	RL.11-12.1 RL.11-12.3 W.11-12.2(f)	*Analyze the characters of Beowulf as a hero and Grendel as a monster using evidence from the text
1.01C Beowulf Motifs: Hero and Monster	RL.11-12.2	*Explore the development of themes within the poem
1.02A Beowulf Analysis: Hero vs. Monster	RL.11-12.1 RL.11-12.10 W.11-12.2(f) L.11-12.1(b) L.11-12.4(a) L.11-12.4(C) L.11-12.4(d)	*Evaluate characters of Beowulf as a hero and Grendel as a monster; be sure to include their actions during the battle scene in Beowulf using evidence from the text
1.02B Beowulf Analysis: Hero vs. Monster	RL.11-12.2 RL.11-12.10	*Explore the development of themes within the poem
1.02C Beowulf Analysis: Hero vs. Monster	RL.11-12.3 RL.11-12.10	*Examine the impact characters have on the theme of the poem
1.03A Concept Synthesis : Exploring the Hero	RI.11-12.1 RI.11-12.6	*Analyze informational text to determine its purpose and theme
1.03B Concept Synthesis : Exploring the Hero	W.11-12.8	*Synthesize multiple texts to develop a clear purpose for writing
1.03C Concept Synthesis : Exploring the Hero	W.11-12.2(a) W.11-12.2(b) W.11-12.2(d) W.11-12.4 W.11-12.5 W.11-12.8 L.11-12.6	*Organize ideas into a well-organized, clearly written final product
1.04A Symbols of Kings : Establishing Context	W.11-12.7 W.11-12.8 L.11-12.4(C)	*Conduct research to learn about a subject

1.04B Symbols of Kings : Establishing Context	W.11-12.2(d) L.11-12.6	*Answer questions using information gathered from your research
1.04C Symbols of Kings : Establishing Context	W.11-12.7	*Synthesize information to develop a creative product
1.05A Macbeth: Language and Themes	RL.11-12.4 RI.11-12.5 RL.11-12.10 L.11-12.1(a) L.11-12.4(a) L.11-12.4(C) L.11-12.6	*Consider Shakespeare's use of language while reading
1.05B Macbeth: Language and Themes	RI.11-12.2 RI.11-12.3	*Recognize themes developed in Shakespeare's Macbeth
1.06A Macbeth: Character Development	RI.11-12.2 RI.11-12.10	*Discuss the role characters play in developing theme
1.06B Macbeth: Character Development	RI.11-12.1 RI.11-12.10	*Explain how characters actions drive events in a story
1.06C Macbeth: Character Development	RI.11-12.1 RI.11-12.3 RI.11-12.4 RI.11-12.10 L.11-12.4(a) L.11-12.4(d)	*Analyze characters using detail from a text
1.07A Macbeth: Character Disintergration	RI.11-12.10	*Discuss the role characters play in developing theme
1.07B Macbeth: Character Disintergration	RI.11-12.5 RI.11-12.10	*Explain how characters actions drive events in a story
1.07C Macbeth: Character Disintergration	RI.11-12.1 RI.11-12.3 RI.11-12.10 W.11-12.1(e) L.11-12.4(a) L.11-12.6	*Analyze characters of Macbeth and/or Lady Macbeth as they disintegrate over the course of the play using detail from a text
1.08 Macbeth: Plot Analysis	RI.11-12.1 RI.11-12.10 W.11-12.2(f) L.11-12.4(a) L.11-12.6	*Explain the important events in the plot of Macbeth. Provide text support and analyze why the event is important to the story
1.09 Macbeth: Plot Analysis	RI.11-12.3 RI.11-12.5 W.11-12.2(f) L.11-12.2(b) L.11-12.6	*Analyze the importance of events in Macbeth including the changes in Macbeth. Use support from the play in your analysis
1.10A Macbeth: The Power of Words	RI.11-12.2 RI.11-12.4	*Discuss the role word choice plays in developing themes
1.10B Macbeth: The Power of Words	RI.11-12.3 RI.11-12.4 W.11-12.2(f) W.11-12.4	*Interpret how Shakespeare's use of language supports characterization
1.10C Macbeth: The Power of Words	RI.11-12.5 L.11-12.4(a) L.11-12.4(C)	*Examine word choice to determine setting in the play
1.11 Macbeth: Observation, Interpretation, and Critique	RI.11-12.1 RI.11-12.3 RI.11-12.7 W.11-12.1(C) W.11-12.2(f)	*Critique a text, a piece of art, and a stage adaptation of a scene from Macbeth by William Shakespeare

1.12A Discussion Based Assessment	SL.11-12.1(a) SL.11-12.4	*Discuss course material with your instructor
1.12B Discussion Based Assessment	SL.11-12.1(a) SL.11-12.4	*Verbally demonstrate your understanding of course concepts
1.12C Discussion Based Assessment	SL.11-12.5	*Formally communicate your ideas in a presentation
1.14A Beginning Your Narrative	W.11-12.2(b) W.11-12.3(b) W.11-12.5 W.11-12.10 L.11-12.4(C)	*Develop ideas through the pre-writing process
1.14B Beginning Your Narrative	W.11-12.2(b) W.11-12.3(a) W.11-12.3(b) W.11-12.3(C) W.11-12.5 W.11-12.10 L.11-12.4(C)	*Organize ideas to form a plan for writing a unified narrative
1.15A Writer's Handbook	W.11-12.4 W.11-12.5 W.11-12.10 L.11-12.4(C) L.11-12.6	*Use interesting word choice to improve your writing
1.15B Writer's Handbook	W.11-12.3(b) W.11-12.4 W.11-12.5 W.11-12.10	*Increase sentence fluency in your writing using techniques for varied sentence structure
1.16A Writing Your Narrative	W.11-12.3(a) W.11-12.3(b) W.11-12.3(C) W.11-12.3(e) W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10	*Create a first draft using ideas generated during the pre- writing process
1.16B Writing Your Narrative	W.11-12.2(d) W.11-12.3(b) W.11-12.3(d) L.11-12.4(C) L.11-12.6	*Use descriptive language to add interest to your narrative
1.17A Publishing Your Narrative	W.11-12.5 W.11-12.6	*Gather feedback from others to improve your writing
1.17B Publishing Your Narrative	W.11-12.3(d) W.11-12.5 W.11-12.10 L.11-12.4(C) L.11-12.6	*Use editing techniques to polish writing for a final draft
2.01A Words Make a Nation	RI.11-12.8 RI.11-12.9 L.11-12.4(a) L.11-12.6	*Discuss the theme and purpose of the Preamble for the United States Constitution
2.01B Words Make a Nation	RI.11-12.8 RI.11-12.9 L.11-12.4(a) L.11-12.6	*Discuss the theme and purpose of the Bill of Rights
2.02A Sticking to the Facts	RI.11-12.5	*Discuss the elements of informative/explanatory text
2.02B Sticking to the Facts	RI.11-12.5	*Compare informative/explanatory text to other text types
2.03A Selecting and Discussing Your Topic	SL.11-12.1(a) SL.11-12.1(d) SL.11-12.4 L.11-12.6	*Discuss your writing topic for your informative/explanatory article with your instructor

2.03B Selecting and Discussing Your Topic	RI.11-12.1 RI.11-12.8 RI.11-12.9 W.11-12.7 W.11-12.8 W.11-12.9(b) L.11-12.4(a) L.11-12.4(C) L.11-12.6	*Gather information, findings, and supporting evidence for use in your informative/explanatory article
2.04A Fact Finding	RI.11-12.7 RI.11-12.8 RI.11-12.9 W.11-12.2(d) W.11-12.7 L.11-12.2(b) L.11-12.4(C) L.11-12.6	*Gather relevant information for use in your informative/explanatory article identifying and defining domain-specific vocabulary
2.04B Fact Finding	RI.11-12.8 W.11-12.2(C) W.11-12.2(d) L.11-12.6	*Refine your topic based on your research
2.05A Process of Selection	RI.11-12.4 RI.11-12.8 W.11-12.7 W.11-12.8 W.11-12.9(b) L.11-12.4(a) L.11-12.4(C)	*Describe the legal reasoning and purposes of documents
2.05B Process of Selection	W.11-12.8 W.11-12.9(b)	*Site resources for use in your informative/explanatory article
2.07A Outlining the Facts	RI.11-12.7 RI.11-12.9 W.11-12.2(b) W.11-12.4 L.11-12.4(C)	*Organize ideas by their relationship
2.07B Outlining the Facts	RI.11-12.7 W.11-12.2(b) W.11-12.4 W.11-12.5	*Draft an outline for your informative/explanatory article
2.08A Tools for Informative/Explanatory Writing	W.11-12.2(d) W.11-12.2(e)	*Use formal, domain specific language in your writing
2.08B Tools for Informative/Explanatory Writing	W.11-12.2(C)	*Use transitions to link ideas and clarify relationships among concepts in your writing
2.08C Tools for Informative/Explanatory Writing	L.11-12.2(a) L.11-12.2(b) L.11-12.4(C) L.11-12.6	*Use proper punctuation and grammar in your writing
2.09A Writing Your Informative/Explanatory Article	W.11-12.2(d) L.11-12.6	*Use an analogy, metaphor, or simile as a hook for your topic
2.09B Writing Your Informative/Explanatory Article	RI.11-12.7 W.11-12.2(a) W.11-12.2(b) W.11-12.2(C) W.11-12.2(e) W.11-12.2(f) W.11-12.4 W.11-12.5 W.11-12.10 L.11-12.6	*Draft your informative/explanatory article

2.10A Publish Your Article	W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 L.11-12.4(C) L.11-12.6	*Revise your first draft of your informative/explanatory article
2.10B Publish Your Article	W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 L.11-12.2(a) L.11-12.2(b) L.11-12.4(C)	*Use editing techniques to polish writing for a final draft