

# 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	OL5284	Grade Level	9th-12th
Course Name	FVS English 12 (S2)	# of Credits	0.5
SCED Code	01004G0.5022	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) 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.
RI.11-12.10	By the end of grade 12, 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 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 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.
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
3.01A Poetry Handbook: Structure	RL.11-12.10	*Use structure to identify styles of poetry
3.01B Poetry Handbook: Structure	RL.11-12.4 RL.11-12.10 L.11-12.4(a)	*Understand structural techniques
3.02A Poetry Handbook: Imagery, Tone, Mood	RL.11-12.10 L.11-12.4(a) L.11-12.4(C) L.11-12.5(b)	*Recognize words used to develop imagery in poetry
3.02B Poetry Handbook: Imagery, Tone, Mood	RL.11-12.10 L.11-12.5(b)	*Understand how imagery influences the mood of a poem
3.02C Poetry Handbook: Imagery, Tone, Mood	RL.11-12.1 RL.11-12.4 RL.11-12.10	*Analyze tone in poetry
3.03A Poetry Handbook: Figurative Language	RL.11-12.4 RL.11-12.10 L.11-12.4(a)	*Analyze words as they are used in context
3.03B Poetry Handbook: Figurative Language	RL.11-12.4 RL.11-12.10 L.11-12.6	*Interpret figurative language used in poetry
3.03C Poetry Handbook: Figurative Language	RL.11-12.4 RL.11-12.10	*Examine the use of figures of speech in a text
3.04A Analyzing Poetry	RL.11-12.1 RL.11-12.4 W.11-12.4 W.11-12.10 L.11-12.3(a) L.11-12.4(a) L.11-12.4(C) L.11-12.6	*Analyze a poem through critical reading and write a summative analysis of the poem
3.04B Analyzing Poetry	RL.11-12.2 RL.11-12.4 RL.11-12.10 RI.11-12.4 L.11-12.4(C) L.11-12.6	*Discuss poetry in terms of theme, form, and language
3.05A Poetry Slam	RL.11-12.4 RI.11-12.4 L.11-12.4(b) L.11-12.5(b) L.11-12.6	*Analyze nuances in the meaning of words with similar denotations

3.05B Poetry Slam	L.11-12.1(a) L.11-12.6	*Manipulate root words to change the meaning of words
3.05C Poetry Slam	W.11-12.3(d) W.11-12.4 W.11-12.5 W.11-12.10 SL.11-12.4 SL.11-12.5 SL.11-12.6	*Write and record a poem that incorporates interesting language and poetic devices including images to enhance the presentation
3.06A Discussion Based Assessment	SL.11-12.1(a) SL.11-12.1(C) SL.11-12.1(d) SL.11-12.4 SL.11-12.6	*Discuss course material with your instructor
3.06B Discussion Based Assessment	SL.11-12.1(a) SL.11-12.1(C) SL.11-12.1(d) SL.11-12.4 SL.11-12.6	*Verbally demonstrate your understanding of course concepts
3.06C Discussion Based Assessment	SL.11-12.1(a) SL.11-12.4 SL.11-12.6	*Formally communicate your ideas in a presentation
3.07A Archtypes: Familiar Expressions	RI.11-12.1 RI.11-12.5 L.11-12.6	*Identify archtypes
3.07B Archtypes: Familiar Expressions	RI.11-12.1 RI.11-12.2 RI.11-12.5 W.11-12.4 W.11-12.10	*Explain representations of archtypes
3.07C Archtypes: Familiar Expressions	RI.11-12.3	*Understand how characters develop from an archtypal foundation
3.08 Finding A Voice	RI.11-12.2 RI.11-12.9 RI.11-12.1 W.11-12.2(b) W.11-12.2(d) W.11-12.3(a) W.11-12.4 W.11-12.5 W.11-12.9(a) W.11-12.10	*Compare texts to understand different perspectives on a topic or theme
3.09 No Love Lost	RI.11-12.1 W.11-12.2(b) W.11-12.4 W.11-12.9(a) L.11-12.6	*Demonstrate knowledge of how two texts from the same time period treat similar themes or topics
3.10 And Justice For All	RI.11-12.2 RI.11-12.6 W.11-12.9(a) L.11-12.4(C) L.11-12.6	*Apply grades 11-12 literature reading standards to compare texts to understand different perspectives on a topic or theme
3.11A Defying Archtypes	RI.11-12.1 RI.11-12.2 L.11-12.4(a) L.11-12.6	*Identify central ideas
3.11B Defying Archtypes	RI.11-12.1 RI.11-12.3 RI.11-12.5 RI.11-12.6 L.11-12.4(a) L.11-12.6	*Analyze central ideas to determine how they develop in a text
3.11C Defying Archtypes	RI.11-12.1 W.11-12.2(a) W.11-12.2(b) W.11-12.2(d) W.11-12.4 W.11-12.10	*Provide evidence from a text to support your conclusions
4.01A Defining and Evaluating an Argument	RI.11-12.5 L.11-12.4(a)	*Define argument

4.01B Defining and Evaluating an Argument	RI.11-12.5 RI.11-12.6 W.11-12.9(b) L.11-12.4(a)	*Identify the elements of an argument
4.01C Defining and Evaluating an Argument	RI.11-12.1 RI.11-12.5 RI.11-12.6 L.11-12.4(C) L.11-12.6	*Evaluate a position in terms of argument
4.02A The Anatomy of an Argument	RI.11-12.2 RI.11-12.6 L.11- 12.4(a) L.11-12.4(C)	*Identify the elements of an argumentation
4.02B The Anatomy of an Argument	RI.11-12.2 RI.11-12.6 W.11-12.1(b) W.11-12.4 W.11-12.10 L.11- 12.4(a) L.11-12.4(C)	*Understand the foundations of a strong argument
4.03A Reading an Argument	RI.11-12.4 RI.11-12.4 L.11-12.4(a) L.11-12.4(d)	*Use context to determine the meanings of words and phrases
4.03B Reading an Argument	RI.11-12.1 RI.11-12.5 RI.11-12.6	*Evaluate tone communicated in argument
4.04A Analyzing an Argument	RI.11-12.5 RI.11-12.7 L.11-12.4(C)	*Identify the purpose and point of view of an argument
4.04B Analyzing an Argument	RI.11-12.5 RI.11-12.6 RI.11-12.7 L.11-12.6	*Understand techniques used to communicate arguments
4.04C Analyzing an Argument	RI.11-12.1 RI.11-12.5 RI.11-12.6 RI.11-12.7 W.11-12.4 L.11-12.6	*Evaluate and explain the effectiveness of an argument in specific examples
4.05A Preparing Your Argument	RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 W.11-12.7 W.11-12.8	*Conduct a search to answer a research question
4.05B Preparing Your Argument	RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 W.11-12.7 W.11-12.8	*Review multiple sources to develop a response to a research question
4.05C Preparing Your Argument	RI.11-12.1 RI.11-12.4 W.11-12.4 W.11-12.5 W.11-12.9(b) W.11-12.10 L.11-12.6	*Establish a claim and identify a counterclaim
4.06A Outlining Your Argument	RI.11-12.7 W.11-12.2(a)	*Use organizational strategies and tools
4.06B Outlining Your Argument	RI.11-12.7 W.11-12.2(a) W.11-12.2(b) W.11-12.4 W.11-12.5 L.11-12.6	*Establish a logical organizational pattern with supporting details

4.07A Drafting Your Argument	RI.11-12.7 W.11-12.2(a) W.11-12.2(b) W.11-12.2(C) W.11-12.2(d) W.11-12.2(e) W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.10 L.11-12.2(a) L.11-12.2(b) L.11-12.4(C) L.11-12.6	*Organize evidence in a logical manner to support claims in an argument
4.07B Drafting Your Argument	RI.11-12.1 RI.11-12.5 RI.11-12.7 W.11-12.2(a) W.11-12.2(b) W.11-12.2(C) W.11-12.2(d) W.11-12.2(e) W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.10 L.11-12.2(a) L.11-12.2(b) L.11-12.4(C) L.11-12.6	*Develop claims fairly and thoroughly with current, relevant evidence
4.07C Drafting Your Argument	W.11-12.2(f) W.11-12.4 W.11-12.5 W.11-12.8 W.11-12.10 L.11-12.2(a) L.11-12.2(b) L.11-12.4(C) L.11-12.6	*Write a concluding statement that reiterates and supports the argument
4.08A Publishing Your Argument	W.11-12.2(a) W.11-12.2(b) W.11-12.2(C) W.11-12.2(d) W.11-12.2(e) W.11-12.2(f) 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 the first draft of your argument
4.08B Publishing Your Argument	W.11-12.2(a) W.11-12.2(b) W.11-12.2(C) W.11-12.2(d) W.11-12.2(e) W.11-12.2(f) W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 L.11-12.2(b) L.11-12.6	*Use editing techniques to polish writing for a final draft
4.08C Publishing Your Argument	W.11-12.2(a)	*Create a visual representation of your argument
4.09A Understanding Satire	RI.11-12.1 RI.11-12.4 L.11-12.4(a) L.11-12.4(C) L.11-12.6	*Define and explain the techniques and purpose of satire
4.09B Understanding Satire	RL.11-12.1 RL.11-12.2 RI.11-12.4 RI.11-12.1 RI.11-12.2 RI.11-12.4 L.11-12.4(C) L.11-12.6	*Analyze historical and modern satire
4.10A Satire: Manipulating Meaning	RL.11-12.3 RL.11-12.4 RI.11-12.4 L.11-12.4(a) L.11-12.6	*Define and explain the techniques and purpose of satire

4.10B Satire: Manipulating Meaning	RL.11-12.3 RL.11-12.4 RI.11-12.1 RI.11-12.4 RI.11-12.6 L.11-12.4(a)	*Analyze historical and modern satire
4.10C Satire: Manipulating Meaning	W.11-12.3(d) W.11-12.4 W.11-12.9(b) W.11-12.10 L.11-12.4(a) L.11-12.6	*Employ humor devices to make your own satirical statement
4.11A Discussion Based Assessment	SL.11-12.1(a) SL.11-12.1(C) SL.11-12.4 SL.11-12.5 SL.11-12.6	*Discuss course material with your instructor
4.11B Discussion Based Assessment	SL.11-12.1(a) SL.11-12.1(C) SL.11-12.4 SL.11-12.5 SL.11-12.6	*Verbally demonstrate your understanding of course concepts
4.11C Discussion Based Assessment	SL.11-12.1(a) SL.11-12.1(C) SL.11-12.4 SL.11-12.5 SL.11-12.6	*Formally communicate your ideas in a presentation