

Wyoming Department of Education Required Virtual Education Course Syllabus

Sheridan County School District # 1

Program Name	Sheridan County School District #1 Virtual School	Content Area	LA
Course ID	AC01994	Grade Level	9 - 12
Course Name	HS Equivalency Exam Prep - Reading/Language Arts	# of Credits	1
SCED Code	01994	Curriculum Type	Acellus

COURSE DESCRIPTION

This course focuses on reasoning through language arts via an integrated approach, reading carefully, writing about reading material, and the demonstration of good command of English language conventions. Areas covered include the following: Comprehension and summarization of details and ideas, Inference of implied ideas, Creation of evidence-based generalizations based on textual details, Editing for effective support of logic and clarity, Paragraph development and organizational skills, Editing to ensure proper sentence structure, This Reading/Language Arts course is to help prepare students to take the GED, HiSet, or TASC exam.

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.9-10.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. 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.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit One: Literature Analysis & Reading Skills	RL.9-10.1; RL.9-10.2; RL.9-10.3; RL.9-10.4; RL.9-10.5; RL.9-10.6; RL.9-10.10	In this unit, students identify plot, flashback, and sequence of events while reading "The Open Window" by Saki. They learn to identify and clarify difficult passages and practice finding meaning in literature. They also learn how to use semicolons correctly and develop academic vocabulary.

Unit Two: Literature Analysis & Combining Sentences	RL.9-10.1; RL.9-10.2; RL.9-10.3; RL.9-10.4; RL.9-10.5; RL.9-10.6; RL.9-10.10	Students analyze literature while reading “The Necklace” by Guy de Maupassant, learning about sequence, compare and contrast, and theme. They develop academic vocabulary, and they also learn several techniques for combining sentences including using prepositions, appositives, participles, coordinating conjunctions, subordinate conjunctions, adjective clauses, and summary.
Unit Three: Literature Analysis & Grammar Rules	RL.9-10.1; RL.9-10.2; RL.9-10.3; RL.9-10.4; RL.9-10.5; RL.9-10.6; RL.9-10.10	While reading “The Lumber Room” by Saki, students analyze inferences, cause and effect, and point of view. They review grammar rules for quotations in literature, sentence fragments, run-on sentences, misplaced modifiers, dangling participles, and dialogue. Students also develop academic vocabulary and learn about denotation and connotation.
Unit Four: Nonfiction & Sentence Fluency	RI.9-10.1; RI.9-10.2; RI.9-10.3; RI.9-10.4; RI.9-10.5; RI.9-10.6; RI.9-10.9; RI.9-10.10	Students learn about nonfiction and develop academic vocabulary while gaining a deeper understanding of denotation and connotation. They review grammar rules for commas, possessives, and transitions. They also develop sentence fluency using introductory transitions and having subject-verb agreement.
Unit Five: Essay Writing & Transitions	W.9-10.1.a; W.9-10.1.b; W.9-10.1.c; W.9-10.1.d; W.9-10.1.e	In this unit, students learn about writing essays (personal, expository, and persuasive) and examine the structure, style, and theme of essay writing. They go through the process of writing a personal and an expository essay. They also learn how to use semicolons and transitions to strengthen their writing.
Unit Six: Argument Analysis & Persuasive Writing	RI.9-10.1; RI.9-10.2; RI.9-10.3; RI.9-10.4; RI.9-10.5; RI.9-10.6; RI.9-10.9; RI.9-10.10	Students learn more about persuasive essays and go through the process of writing one. They analyze argument in a speech by Ronald Reagan and learn to paraphrase while reading a Benjamin Franklin letter about daylight saving. They learn how to write a summarization and how to compare differing views in literature while continuing to build academic vocabulary.
Unit Seven: Speech Analysis & Rhetorical Devices	RI.9-10.1; RI.9-10.2; RI.9-10.3; RI.9-10.4; RI.9-10.5; RI.9-10.6; RI.9-10.9; RI.9-10.10	In this unit, students focus on speech analysis identifying rhetorical devices, persuasion and argument while evaluating speeches by Abraham Lincoln and John F. Kennedy. They also address grammar issues with clear pronoun antecedent and the use of pronouns as subjects or objects.