

Wyoming Department of Education Required Virtual Education Course Syllabus

BIG HORN COUNTY PUBLIC SCHOOL #1

Program Name	WYCA	Content Area	Language Arts
Course ID	CALA74657	Grade Level	9, 10, 11, 12
Course Name	Honors English 9 B	# of Credits	0.5
SCED Code	01001H0.5022	Curriculum Type	Connections Academy

COURSE DESCRIPTION

This is the second of two courses that comprise Honors English 9. In this course, the student continues to explore a variety of literature selections from world literature. The student will learn strategies for reading epic poetry and study the characteristics of suspense stories. Also, the student will analyze the elements of drama as he reads William Shakespeare's -Romeo and Juliet-. George Orwell's -Animal Farm- may be read instead of -Romeo and Juliet-. Writing instruction focuses on analytical and expository writing, including in-depth instruction in the process of writing a research paper. This project teaches the student to critically analyze primary and secondary sources and to effectively support his ideas with information gathered from outside sources. The Honors course includes more rigorous curriculum and provides greater opportunities for students to explore concepts, engage in independent research, and demonstrate critical thinking skills.

WYOMING CONTENT AND PERFORMANCE STANDARDS

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 "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).
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 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.
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 9, read and comprehend literary nonfiction 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 literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.9-10.1.a	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	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	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, between reasons and evidence, and between claim(s) and counterclaims.
W.9-10.1.d	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	e. Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.2.a	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	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	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	d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.2.e	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	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	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9-10.3.a	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	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	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	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	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	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.9.a	a. Apply <i>grades 9–10 Reading standards</i> 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	b. Apply <i>grades 9–10 Reading standards</i> 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	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.9-10.1.a	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	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	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	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	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.1.b	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	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9-10.2.a	a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.9-10.2.b	b. Use a colon to introduce a list or quotation.
L.9-10.2.c	c. Spell correctly.
L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.9-10.3.a	a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.
L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9–10 reading and content</i> , choosing flexibly from a range of strategies.
L.9-10.4.a	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	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).
L.9-10.4.c	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	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	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9-10.5.a	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.9-10.5.b	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
<p>Unit 1: Echoes from the Past</p> <p>In this unit, you will analyze fiction, nonfiction, and poetry selections focused on ancient myths and literature. As you read, you will apply active reading strategies, such as making inferences and forming personal connections with the text. You will also learn to understand and analyze elements of epic poetry such as myth, figurative language, character, and tone. Throughout the unit, you will also learn strategies for learning new vocabulary, such as understanding multiple-meaning words and using a dictionary. Grammar instruction will focus on reviewing the use of pronouns. Finally, you will develop your writing skills as you create a summary for one of the selections in this unit.</p>	<p>RL.9-10.2, RL.9-10.4, RL.9-10.10</p> <p>W.9-10.5</p> <p>L.9-10.1, L.9-10.3, L.9-10.4.c, L.9-10.5, L.9-10.5.a, L.9-10.6</p>	<ul style="list-style-type: none"> •Identify and analyze characteristics of the epic poetic genre •Apply a variety of active reading strategies •Review strategies for learning new vocabulary •Learn elements of grammar, usage, and style, focusing on pronouns •Write a summary
<p>Unit 2: Romeo and Juliet</p> <p>William Shakespeare’s classic tragedy <i>Romeo and Juliet</i> tells the story of two youths desperately in love with each other despite the feud that exists between their two families. They are secretly married, but on the same day as their marriage, Romeo is banished for killing Juliet’s kinsman. While he is gone, Juliet fakes her death by taking a poisonous potion in order to avoid an arranged marriage. Romeo does not learn in time that she is not really dead, and kills himself as a result. Upon waking, Juliet discovers Romeo and joins him in death. Through Shakespeare’s timeless story, you will identify and analyze literary and dramatic elements, discover new vocabulary terms, and use comprehension strategies to make connections and draw conclusions.</p>	<p>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</p> <p>RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.6, RI.9-10.10</p> <p>W.9-10.1, W.9-10.1b, W.9-10.1e, W.9-10.5</p> <p>W.9-10.9.a</p> <p>SL.9-10.1.a, SL.9-10.3</p> <p>L.9-10.1, L.9-10.2, L.9-10.2.c, L.9-10.4.a, L.9-10.6</p>	<ul style="list-style-type: none"> •Identify and analyze dramatic elements •Develop and apply effective comprehension strategies •Read and analyze the text, then respond to questions •Analyze relationships between and among characters, setting, and events •Define new vocabulary and identify words in context

<p>Unit 3: The Dark Side In this unit, you will analyze fiction, nonfiction, and poetry selections belonging to the suspense and horror genres. As you read, you will apply active reading strategies, such as making predictions and asking questions to better understand the text. You will also learn to understand and analyze elements of suspense and horror narratives such as foreshadowing, stock characters and archetypes, and the role of unreliable narrators. You will also examine literary elements such as poetic devices and tone. Throughout the unit, you will also learn strategies for learning new vocabulary, such as understanding denotation and connotation and the use of archaic language. Grammar instruction will focus on reviewing the rules of subject-verb agreement and the use of adjectives and adverbs.</p>	<p>RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.10 RI.9-10.4, RI.9-10.7, RI.9-10.8 W.9-10.4 L.9-10.1, L.9-10.2, L.9-10.5.b</p>	<ul style="list-style-type: none"> •Understand and analyze characteristics of the suspense and horror genres •Apply a variety of active reading strategies •Review strategies for learning new vocabulary •Learn elements of grammar, usage, and style, focusing on subject-verb agreement, adjectives, and adverbs
<p>Unit 4: The Research Paper In this unit, you will develop important reading and analytical writing skills as you research and write about a topic of your choice. The lessons in the unit are planned to guide you through the challenging but rewarding process of writing a research paper. You will complete this project in three main phases; forming research questions and gathering information, organizing and analyzing your research findings and combining your own ideas with information from your research to create an effective, well-supported research paper.</p>	<p>W.9-10.1e, W.9-10.2, W.9-10.2.a, W.9-10.2.b, W.9-10.2.e, W.9-10.2f, W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.7, W.9-10.8, W.9-10.8, W.9-10.9b, W.9-10.10 SL.9-10.1, SL.9-10.2, SL.9-10.5, SL.9-10.6 L.9-10.2, L.9-10.2.a, L.9-10.3</p>	<ul style="list-style-type: none"> •Formulate original research questions and conduct research using a variety of primary and secondary sources •Apply reading strategies, including skimming and scanning, to conduct a critical evaluation of sources and to understand the use of text features in identifying research resources •Use effective note-taking and outlining strategies to summarize, paraphrase, synthesize, and organize information •Write a research paper, based on an original thesis statement, that is appropriate to its purpose, and develop a multimedia presentation based on that research paper •Revise and edit a research paper for focus, organization, correctness, voice, and idea development, and use feedback to edit and revise the research paper
<p>Unit 5: What Has Value? In this unit, you will read fiction and poetry selections that analyze people’s differing values. As you read, you will apply active reading strategies, such as comparing texts and differentiating between fact and opinion. You will also learn to understand and analyze literary elements such as theme, tone, plot twist, and repetition. Throughout the unit, you will also review strategies for learning new vocabulary, such as understanding multiple-meaning words and using a dictionary. Finally, grammar instruction will focus on reviewing the skills taught earlier in the semester.</p>	<p>RL.9-10.2, RL.9-10.4, RL.9-10.5, RL.9-10.7, RL.9-10.10 RI.9-10.2, RI.9-10.4, RI.9-10.5, RI.9-10.7, RI.9-10.8 L.9-10.1, L.9-10.2, L.9-10.2.b, L.9-10.4.d</p>	<ul style="list-style-type: none"> •Understand and analyze literary elements in short stories •Understand and analyze the use of poetic devices •Compare themes across different texts •Review strategies for learning new vocabulary •Review standard conventions for grammar, mechanics, and usage