

## Wyoming Department of Education Required Virtual Education Course Syllabus

### BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Language Arts
Course ID	CALA81583	Grade Level	9-12
Course Name	Reading and Writing with Purpose	# of Credits	0.5
SCED Code	01156GO.5011	Curriculum Type	Connections Academy

#### COURSE DESCRIPTION

This course will introduce you to useful, real-world information by learning to read legal, insurance, employment, and vehicle related documents. You will also explore media bias, trends in journalism, word structures, and research strategies while developing critical reading skills, outline building skills, and identifying good sources of information. This course builds life and study skills, setting you up for success as an adult and post-secondary preparation.

#### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK
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
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. 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	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.11-12.2	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.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
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	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.11-12.2	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.11-12.4	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. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.3	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.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
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.	
<b>SCOPE AND SEQUENCE</b>		
<b>UNIT OUTLINE</b>	<b>STANDARD#</b>	<b>OBJECTIVES</b>
<b><u>Unit 1: Navigation the Information Age</u></b> <i>Writing is a form of power, a tool of change and persuasion that can be motivated by everything from economic gain to personal pleasure. Those who do not carefully examine what they see, read, and hear are ultimately left to the mercy of those who wield the camera, the pen, or the tweet. For that reason, one of the most powerful skills you can learn is to critically read and understand everything you encounter. In this unit, you'll begin to arm yourself with the knowledge needed to interpret information for yourself, navigate the complex challenges of real life, and use your voice for change.</i>	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 W.11-12.4 W.11-12.10 L.11-12.6	<ul style="list-style-type: none"> <li>Identify why critical reading is an important life skill</li> <li>Learn strategies for implementing critical reading into your life</li> <li>Understand the differences between the types of writing and communication</li> <li>Examine how motivation and purpose changes the way we communicate</li> <li>Discuss how people get information in the digital age and how that contrasts with previous generations</li> </ul>
<b><u>Unit 2: Information for the Masses</u></b> <i>Can color choice convince you to choose one bank over the other or get you to go for that clearance buy? Can good journalists make the world better for those of us who live in it? Can fake news affect an election? In an increasingly information-focused culture, the types of information you encounter and, most importantly, your understanding of the messages and purpose of that communication can make all the difference. Learn how to cut through the chaos to get to the heart of a few key questions about any piece of material you encounter: What is the message? Who is the audience? What is the purpose? Is that a trusted source? When you can answer these questions, you will have a real advantage that can help you make decisions wisely.</i>	RI.11-12.1 RI.11-12.4 RI.11-12.7 RI.11-12.8 RI.11-12.9 RI.11-12.10 W.11-12.4 W.11-12.9 W.11-12.10 L.11-12.6	<ul style="list-style-type: none"> <li>Understand how the elements of visual texts convey meaning</li> <li>Describe how news and journalism have changed and the challenges those changes have created</li> <li>Identify the ideals at the heart of good journalism and how they work in practice</li> <li>Examine media bias and its potential for real world effects, especially in politics</li> <li>Explain what "fake news" is and strategies to avoid being manipulated by it</li> </ul>
<b><u>Unit 3: Reading In the Real World</u></b> <i>What happens when all that scrolling and Googling has real-life implications? Reading critically, especially in real world situations, can feel challenging, especially if you are overwhelmed. But those same critical reading skills that help you wade through information to find what's most relevant for you and allow you to see beyond even the most enticing persuasion to focus on the task in front of you can also give you the upper hand when you have to make important decisions. Now let's take those skills that you're learning and put them to work, exploring, researching, and analyzing a real-life problem: relocating thousands of miles away for a great job. You'll get a glimpse inside real world documents and contracts, practicing the skills you need to navigate one of the most exciting of life's events.</i>	RI.11-12.4 W.11-12.4 W.11-12.6 W.11-12.7 W.11-12.9 W.11-12.10 SL.11-12.2 SL.11-12.4 SL.11-12.5 L.11-12.6	<ul style="list-style-type: none"> <li>Identify good sources for official information and understand how to use that information to accomplish goals</li> <li>Narrow your research questions to determine neighborhoods, budget, and potential housing options</li> <li>Analyze rental ads and rental applications to ensure understanding</li> <li>Read and understand utility bills, with the goal of saving as much money as possible</li> <li>Navigate the process of establishing legal residency</li> </ul>
<b><u>Unit 4: The First Day on the Job</u></b> <i>When you're starting your brand-new dream job, what can you expect? The first few days will probably feel like you're experiencing an avalanche of paperwork—but what does it all mean and how can you make sure you're making the right decisions? You'll take the critical reading skills you've been building and apply them to real work situations, learning how to navigate complicated questions. You'll learn about benefits, retirement, taxes, and federal workplace protections, among other topics, by examining the documents you're most likely to encounter in an employee orientation.</i>	RI.11-12.4 W.11-12.4 W.11-12.6 W.11-12.7 W.11-12.9 W.11-12.10 SL.11-12.2 SL.11-12.4 SL.11-12.5 L.11-12.6	<ul style="list-style-type: none"> <li>Identify key workplace documents, understanding their place in your day-to-day duties</li> <li>Use strategies for reading to help understand new and complex information</li> <li>Analyze new documents based on previous knowledge and understanding</li> <li>Understand how to navigate an employee handbook, including how to find policies and procedures related to your workplace</li> <li>Describe how different types of writing applies to the workplace</li> </ul>
<b><u>Unit 6: Signing on the Dotted Line</u></b> <i>One of the most complex reading assignments you may ever have will come when you are ready to make a significant legal or financial decision. In those moments, with contracts in front of you and decisions to make, the fine print and the clauses and addendums may feel more intimidating than you'd like. You'll learn how to use the complicated documents you'll encounter to your advantage, employing critical reading strategies and the use of information to make smart, savvy decisions. Being bold in your reading, questioning, and analyzing can actually transform your questions into power when it's time to sign on the dotted line.</i>	RI.11-12.4 W.11-12.2 W.11-12.4 W.11-12.6 W.11-12.7 W.11-12.10 SL.11-12.2 SL.11-12.4 SL.11-12.5 L.11-12.6	<ul style="list-style-type: none"> <li>Employ strategies to read and understand complex legal and financial documents</li> <li>Describe the basic structure of words in order to decode them, including root words, affixes, and etymology</li> <li>Explore key documents related to essential transactions to answer questions and guide decisions</li> <li>Distinguish between important and unimportant information based on needs and goals</li> </ul>

<p><b>Unit 7: Changing the World Through Writing</b></p> <p>Working your way through a world of texts does not just happen as a consumer. Though it's essential to learn how to critically read and understand the text you'll encounter in your daily life, it's equally important to learn how to use your own voice to create change and solve problems in your own life. When you encounter an issue in your own community, using your voice to advocate for change is a powerful way to change the world. Your first steps in creating that change come in identifying a problem, researching that problem to understand it thoroughly, and harnessing your ideas to present it persuasively. Using strategies for all three of these steps can make your voice more powerful and effective.</p>	RI.11-12.1 RI.11-12.4 W.11-12.1 W.11-12.4 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 W.11-12.10 W.11-12.11 L.11-12.6	<ul style="list-style-type: none"> <li>• Use graphic organizers to harness and plan ideas</li> <li>• Adapt ideas to a specific type of writing, which focuses on defining and proposing a solution to a problem</li> <li>• Identify the common challenges associated with problem-solving writing modes</li> <li>• Synthesize, summarize, and analyze reliable source material</li> <li>• Utilize strategies for reading research material to maximize efficiency</li> </ul>
<p><b>Unit 8: Moving from Ideas to an Action Plan</b></p> <p>You've found a problem that you want to solve and you've done the preliminary research. But ideas are just ideas until you put them into action. In this case, that means taking that initial planning and turning it into a draft. One of the most important stages of proposal writing is the planning and drafting stages, as these stages serve as the bridge between your ideas and real change in your community. When your ideas are clear, focused on your audience, and well-supported, your voice can make a real difference.</p>	RI.11-12.1 RI.11-12.4 W.11-12.1 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 W.11-12.10 W.11-12.11 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	<ul style="list-style-type: none"> <li>• Understand the importance of outlining based on the structure of your argument</li> <li>• Organize your ideas and initial research into a thorough outline</li> <li>• Explain the purpose of the introduction and thesis statement</li> <li>• Analyze your audience to determine their concerns and address those concerns in your draft</li> <li>• Use figurative language, syntax, and style to persuade your audience that your proposal is logical and feasible</li> </ul>
<p><b>Unit 9: The Final Countdown</b></p> <p>One of the least popular steps in the well-known writing process is the revision step. This can be the hardest one, like the last few miles of a marathon. You think you've hit the wall, but the best and most important steps are yet to come. It's time to gather your strength and your creativity and take one more in-depth look at your writing. Your goal is clear: Convince your audience that you've found a problem that needs a solution and that you've found the way to solve it. Can you convey those ideas to that audience in the best, strongest way possible? Let's walk through the final steps, to make sure that you can be proud of your final product.</p>	RI.11-12.1 RI.11-12.4 W.11-12.1 W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.7 W.11-12.8 W.11-12.9 W.11-12.10 W.11-12.11 L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6	<ul style="list-style-type: none"> <li>• Identify the two types of revision</li> <li>• Develop a strategy for revising your own work</li> <li>• Analyze structural elements based on how well they meet assignment requirements</li> <li>• Evaluate word choice and style to ensure that your ideas are being communicated well</li> <li>• Understand how your argument creates inferences in the reader's mind</li> </ul>