

Wyoming Department of Education Required Virtual Education Course Syllabus

2201000- Washakie County School District No.1

Program Name	Washakie #1 Online	Content Area	LA
Course ID	WOL-CR ENG IB	Grade Level	10-12
Course Name	WOL-CR English IB	# of Credits	0.5
SCED Code	01001G0.5028	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

This course is an introduction to the important skills of writing effectively and clearly. These skills are essential to success in college, business, and life. This course will help you develop the technical writing skills and confidence to use those skills in communicating your ideas and thoughts in written form. The main focus is to provide you with the ability to master essential grammatical concepts that will prepare you for more advanced English courses. You will learn to use the Internet to communicate and will explore mass media and gain an understanding of journalism and advertising practices.

Course Objectives

- Choose and apply appropriate reading strategies.
- Analyze elements of short fiction.
- Use a variety of sentence structures in your writing.
- Define and identify a variety of poetic devices.
- Compile written ideas into a report.

WYOMING CONTENT AND PERFORMANCE STANDARDS

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.9-10.7	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.9-10.8	(Not applicable to literature)
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	Assessed first semester.
RI.9-10.8	Assessed first semester.
RI.9-10.9	Assessed first semester.
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

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
	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	Assessed first semester.
W.9-10.3.a	a. Assessed first semester.
W.9-10.3.b	b. Assessed first semester.
W.9-10.3.c	c. Assessed first semester.
W.9-10.3.d	d. Assessed first semester.
W.9-10.3.e	e. Assessed first semester.
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.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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. Assessed first semester.
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. Assessed first semester.
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	Assessed first semester.
SL.9-10.3	Assessed first semester.
SL.9-10.4	Assessed first semester.
SL.9-10.5	Assessed first semester.
SL.9-10.6	Assessed first semester.
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.1.a	a. Use parallel structure.
L.9-10.1.b	b. Assessed first semester.
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.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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 OBJECTIVES/STUDENT CENTERED GOALS
Unit 6 Introduction Section A - Introduction 6.00 Reading Pre-Assessment	RL.9-10.10 RI.9-10.10	<ul style="list-style-type: none"> • Navigate through the online course • Learn course policies • Understand the structure of the online course • Complete a Reading Diagnostic
Unit 7 Reading Strategies Section A - Reading Strategies Introduction 7.01 Assignment: SQ3R Reading Strategies 7.01 Reading Strategies Quiz Section B - Strong Introductions and Conclusions 7.02 Assignment: Controlling Ideas 7.02 Assignment: Writing the Introduction 7.02 Strong Introductions and Conclusions Quiz Section C - Note Taking 7.03 Assignment: Graphic Organizer 7.03 Note Taking Quiz Section D – Correspondence 7.04 Assignment: Friendly Letter 7.04 Correspondence Quiz 7.05 Reading Strategies Exam	RI.9-10.2 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.10 W.9-10.1.a W.9-10.1.b W.9-10.1.e W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 L.9-10.4 L.9-10.4a L.9-10.4 c L.9-10.4.d L.9-10.5.b L.9-10.6	<ul style="list-style-type: none"> • Choose appropriate reading strategies • Apply specific reading strategies to nonfiction • Write a strong thesis. • Write the friendly letter • Write a strong introduction • Write a strong conclusion • Use graphic organizers as learning tools • Try to identify word meanings from their smaller word parts. • Determine how synonyms and antonyms can help provide clues to unlock the meanings of unfamiliar words. • Use cognates to determine the meaning of words. • Apply SQ3R strategy to understand a scientific text.
Unit 8 Short Fiction Section A - Introduction to Fiction 8.01 Assignment: Character Map 8.01 Assignment: Conflict Plot Map 8.01 Assignment: Point of View Questions 8.01 Assignment: Mood and Tone Paragraph 8.01 Introduction to Fiction Quiz Section B - Editing Sentence Fragments 8.02 Assignment: Identifying a Sentence Fragment 8.02 Assignment: Repairing Sentence Fragments 8.02 Editing Sentence Fragments Quiz 8.03 Short Fiction Exam	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.10 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 W.9-10.2 W.9-10.10 L.9-10.1 L.9-10.2.a L.9-10.3 L.9-10.5.a	<ul style="list-style-type: none"> • Choose appropriate reading strategies • Apply specific reading strategies to nonfiction • Write the friendly letter • Write a strong introduction • Write a strong conclusion • Use graphic organizers as learning tools • Identify elements of a short story. • Demonstrate knowledge of authors, characters, and events of historically or culturally significant works of literature. • Identify character traits and motivations. • Recognize the effect of setting or culture on a literary work. • Recognize use of language to convey mood. • Describe characters on the basis of speech, actions, or interactions with others. • Identify conflict and resolution. • Identify theme. • Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure. • Identify climax. • Demonstrate knowledge of authors, characters, and events in works of literature. • Compare and contrast literary characters or selections. • Identify and interpret figurative language.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Identify choices and consequences. • Recognize how point of view affects literature. • Identify point of view. • Identify complete sentences and sentence fragments. • Identify subjects and verbs in natural and inverted order. • Identify the subject of a sentence when the subject is not stated. • Distinguish between sentence fragments and complete sentences. • Recognize how to correct a phrase fragment. • Recognize how to correct a clause fragment. • Distinguish between sentences and run-on sentences. • Recognize how to correct a run-on sentence. • Use semicolons in compound sentences. • Use semicolons and conjunctive adverbs in compound sentences. • Distinguish among complete sentences, sentence fragments, and run-on sentences. • Recognize how to correct sentence fragments and run-on sentences.
<p>Unit 9 The Novel</p> <p>Section A - Theme and Symbolism</p> <p>9.01 Discussion: Theme</p> <p>9.01 Discussion: Symbolism</p> <p>9.01 Theme and Symbolism Quiz</p> <p>Section B - Sentence Variety</p> <p>9.02 Assignment: Sentence Variety</p> <p>9.02 Sentence Variety Quiz</p> <p>Section C - Pronoun Antecedent Agreement</p> <p>9.03 Assignment: Appropriate Pronouns</p> <p>9.03 Assignment: The Novel (analytical essay)</p> <p>9.03 Assignment: Chapter Analysis</p> <p>9.03 Pronoun Antecedent Agreement Quiz</p> <p>9.04 The Novel Exam</p>	<p>RL.9-10.1</p> <p>RL.9-10.2</p> <p>RL.9-10.3</p> <p>RL.9-10.4</p> <p>RL.9-10.10</p> <p>W.9-10.1.a</p> <p>W.9-10.1.b</p> <p>W.9-10.1.c</p> <p>W.9-10.1.d</p> <p>W.9-10.1.e</p> <p>W.9-10.4</p> <p>W.9-10.5</p> <p>W.9-10.9</p> <p>W.9-10.10</p> <p>SL.9-10.1.a</p> <p>SL.9-10.1.c</p> <p>SL.9-10.1.d</p> <p>L.9-10.1</p> <p>L.9-10.2.c</p>	<ul style="list-style-type: none"> • Read a variety of fiction including the novel • Understand theme in long fiction • Understand symbolism as it is used in literature • Use a variety of sentence structures in your writing • Understand pronoun-antecedent agreement and apply correct usage in your writing • Summarize the plot of long fiction • Write an analytical essay with the following parts • Introduction Paragraph • Hook statement to bring the audience into the essay • Summary of your main points • A strong, specific thesis that you will prove in the rest of the essay • Body Paragraphs (3 or more) • At least three main arguments that prove your thesis • Evidence from the novel to support each argument (at least three quotes or examples to prove each argument) • Commentary explaining the thematic or symbolic significance of each quote used • Transitions between ideas within each paragraph and between each paragraph • Concluding Paragraph

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Restatement of your thesis in different words • Recap of the main points • An evaluation of the effectiveness of the title symbolically and thematically • Use complete sentences and correct capitalization, usage, punctuation, and spelling. • Use pronouns that agree with their antecedents in sentences. • Use pronouns that agree with indefinite pronoun antecedents. • Distinguish between sentences with clear and unclear, missing, or confusing antecedents. • Identify the use of pronouns in sentences.
<p>Unit 10 Lyrics Poetry Section A – Poetry 10.01 Assignment: Finding Song Lyrics 10.01 Assignment: Poetic Devices in Song Lyrics 10.01 Assignment: Song Lyrics to Prose 10.01 Assignment: \$5 a Word 10.01 Assignment: Your Turn 10.01 Lyrics Poetry Quiz Section B - Writing a Business Letter 10.02 Assignment: Writing the Business Letter 10.02 Writing a Business Letter Quiz Section C - Using Apostrophes 10.03 Using Apostrophes Quiz 10.04 Lyrics Poetry Exam</p>	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 L.9-10.2.b L.9-10.4.a L.9-10.5.a W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10	<ul style="list-style-type: none"> • Define and identify a variety of poetic devices, including alliterations, simile, personification, metaphor, rhyme, and others • Summarize poetry • Write poetry which tells a familiar story • Create original poetry • Understand and apply acceptable formats for a business letter • Understand and apply the rules for using apostrophes. • Demonstrate knowledge of authors, characters, and works of literature. • Recognize use of language to convey mood. • Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure. • Identify and interpret the use of figurative language. • Identify and interpret symbolism. • Identify and interpret imagery.
<p>Unit 11 Drama Section A - Introduction to Drama 11.01 Introduction to Drama Quiz Section B - The Play (<i>Romeo and Juliet</i>) 11.02 Assignment: Act I Graphic Organizer 11.02 Assignment: Act I Reading Activity 11.02 Assignment: Act II Graphic Organizer 11.02 Assignment: Act II Reading Activity 11.02 Assignment: Act III Graphic Organizer 11.02 Assignment: Act III Reading Activity 11.02 Assignment: Act IV Graphic Organizer 11.02 Assignment: Act IV Reading Activity 11.02 Assignment: Act V Graphic Organizer 11.02 Assignment: Act V Reading Activity 11.02 The Play: <i>Romeo and Juliet</i> Quiz 11.03 Drama Exam</p>	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.6 RL.9-10.7 RL.9-10.9 RL.9-10.10 L.9-10.5.a	<ul style="list-style-type: none"> • Read a Shakespearean Drama • Determine meaning of new vocabulary through context • Use a variety of reading strategies to determine meaning and develop understanding of a text • Draw inferences and predictions which can be supported through the text • Develop the idea of theme • Compare and contrast a visual presentation with a script • Recognize the effect of setting or culture on a literary work. • Demonstrate knowledge of authors, characters, and events in works of literature. • Identify and interpret figurative language. • Identify and interpret allusions.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Identify and interpret imagery. • Identify character traits and motivations. • Identify conflict and resolution. • Identify theme. • Describe characters by speech, actions, or interactions with others. • Compare and contrast literary characters and selections. • Identify characteristics of drama and dramatic conventions.
<p>Unit 12 Research Section A - Avoiding Plagiarism 12.01 Avoiding Plagiarism Quiz Section B - Research Paper 12.02 Assignment: Finding Data 12.02 Research Paper Quiz Section C - Research Paper II 12.03 Assignment: Researching Cars 12.03 Research Paper II quiz 12.04 Research Exam</p>	<p>W.9-10.2.a W.9-10.2.b W.9-10.2.c W.9-10.2.d W.9-10.2.e W.9-10.2.f W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.10 L.9-10.2.c L.9-10.3.a</p>	<ul style="list-style-type: none"> • Write a research report • Document sources appropriately to avoid plagiarism • Use a manual of style (MLA) • Compile written ideas into a report which draws a logical conclusion • Locate and use a variety of sources • Use exact words for quotations. • Paraphrase text. • Understand and identify plagiarism. • Include citations within the body of a research paper and full citations on a Works Cited page. • Take notes for a research paper. • Write a thesis statement. • Determine an appropriate tone. • Write a research paper with a strong thesis statement. • Identify purpose and audience, and determine appropriate tone for a research paper. • Use evidence gained from research to support a thesis. • Use an appropriate pattern of organization and appropriate transitions between paragraphs. • Write and edit according to the guidelines in a style manual. • Revise a research paper. • Use complete sentences and correct capitalization, punctuation, and spelling. • Extend your knowledge of a topic through research.