

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 English IIB	Grade Level	10-12
Course Name	WOL- CR English IIB	# of Credits	0.5
SCED Code	01002G0.5048	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

In English 2 CR, students will read literary works from a variety of genres, from different cultures, and from classical and modern time periods. The elements of each genre and various literary techniques will be discussed to develop an understanding of the authors' craft and the effectiveness and purposes of common literary devices. Students will be asked to understand more than storyline; they will be asked to contemplate the universality of literature: themes and motifs that transcend time and place. In order to develop critical thinking skills and the ability to communicate effectively, students will be asked to respond to their readings creatively and thoughtfully, to write for different purposes, to present material orally, and to evaluate material and ideas presented not only in the literature but also in the media.

Course Description

- To provide opportunities for students to read and respond to both fiction and non-fiction.
- To develop post-reading comprehension of different genres of literature through discussion of literary devices.
- To model ways to interpret, describe, analyze, and evaluate components of fiction, literary non-fiction, and mass media.
- To model ways to make inferences, draw conclusions based on text, and cite evidence from readings to support generalizations and personal observations.
- To develop students' understanding of meaningful communication by modeling the writing process; exploring common errors in grammar, usage, and mechanics; and modeling ways to enhance one's style.
- To provide opportunities for students to write, speak, listen, and read for different purposes.
- To develop word recognition skills and develop vocabulary by studying vocabulary in context.
- To develop vocabulary by studying word parts as well as context clues.

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	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	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 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.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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.
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. Assessed first semester.
SL.9-10.1.b	b. Assessed first semester.
SL.9-10.1.c	c. Assessed first semester.
SL.9-10.1.d	d. Assessed first semester.
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.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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.a	a. Use parallel structure.
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. Assessed first semester.
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. Assessed first semester.
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
<p>Unit 5: Drama Section 1 - Drama Introduction Study Guide Vocabulary Journal Vocabulary Review Activity <i>A Raisin in the Sun</i> author background information <i>A Raisin in the Sun</i> Act I scene i <i>A Raisin in the Sun</i> Act I scene ii Vocabulary review activity <i>A Raisin in the Sun</i> Act II scene i <i>A Raisin in the Sun</i> Act II scene ii <i>A Raisin in the Sun</i> Act II scene iii Vocabulary review activity <i>A Raisin in the Sun</i> Act III <i>A Raisin in the Sun</i> Play Summary Bucket activity: elements of plot structure <i>A Raisin in the Sun</i> film study 5.00 Compare/Contrast Paper 5.00 Introduction Quiz Section 2 - Drama Vocabulary Study Guide Vocabulary Journal Tutorial: Positive/negative Greek and Latin roots Matching activity: review positive/negative roots 5.01 Vocabulary Quiz Section 3 - Drama G.U.M. Study Guide Vocabulary Journal Bucket Activity: 3 Types of Subordinate Clauses Review Activity: Clauses and Vocabulary 5.02 Drama G.U.M. Quiz 5.03 Drama Unit Exam</p>	<p>RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.7 RL.9-10.9 RL.9-10.10 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.9-10.9.a W.9-10.10 L.9-10.4.c L.9-10.4.d L.9-10.5.b L.9-10.6</p>	<ul style="list-style-type: none"> ● Students will read and view a drama. ● Students will be able to identify the elements of plot. ● Students will identify similarities and differences between the original script and the film version of a drama. ● Students will compose a compare and contrast paper. ● Students will be able to identify Greek and Latin roots. ● Acquire and use appropriate contextual cues while independently gathering vocabulary knowledge. ● Define and use new vocabulary words. ● Students will be able to identify independent and subordinate clauses.
<p>Unit 6: Writing to Learn Section 1 - Writing to Learn Research Study Guide Vocabulary Journal Self-check exercises 6.00 Writing to Learn Research Project 6.00 Research Quiz Section 2 - Writing to Learn Vocabulary Study Guide Vocabulary Journal Self-check exercise Tutorial: Greek & Latin Roots 6.01 Vocabulary Quiz Section 3 - Writing to Learn G.U.M. Study Guide Vocabulary Journal Self-check exercises 6.02 G.U.M. Quiz 6.03 Writing to Learn Unit Exam</p>	<p>RI.9-10.4 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.9-10.7 W.9-10.8 W.9-10.10 L.9-10.1 L.9-10.2 L.9-10.2.c L.9-10.3.a L.9-10.4.c L.9-10.4.d L.9-10.5.b L.9-10.6</p>	<ul style="list-style-type: none"> ● Identify and apply note-taking skills. ● Identify summaries and quotations and apply these concepts in reading. ● Compile written ideas into reports, summaries, or other formats and draw conclusions. ● Write to discover, organize, and support what is known and what needs to be learned about a topic. ● Survey available resources for a research paper. ● Use the library and the Internet for research. ● Find, record, and evaluate sources of information. ● Continue taking notes for a research paper. ● Review the concepts of note taking, source recording, and source reliability. ● Write a thesis statement. ● Determine a pattern of organization. ● Make a formal outline. ● Recognize citation form for in-text and bibliographic citations. ● Practice correct citation form. ● Continue drafting a research paper. ● Review fundamentals of organization and content. ● Use evidence gained from research to support the thesis. ● Use an appropriate tone, language, and style for the purpose and audience.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> ● Use an appropriate structure and pattern of organization to develop the research paper. ● Include citations within the body of the research paper and bibliographic citations on a Works Cited page. ● Write a research paper with a strong thesis statement. ● Review principles of revision. ● Revise a research paper. ● Review skills of revising for structure, organization, unity, and coherence. ● ● Acquire and use appropriate contextual cues while independently gathering vocabulary knowledge. ● Define and use new vocabulary words.
<p>Unit 7: Writing to Persuade Section 1 - Writing to Persuade Study Guide Vocabulary Journal Self-check exercises 7.00 Persuasive Essay 7.00 Writing to Persuade Quiz Section 2 - Writing to Persuade Vocabulary Study Guide Vocabulary Journal Self-check exercise Tutorial: Greek & Latin Roots –Prepositions 7.01 Vocabulary Quiz Section 3 - Writing to Persuade G.U.M. Study Guide Vocabulary Journal Self-check exercises 7.02 G.U.M. Quiz 7.03 Writing to Persuade Unit Exam</p>	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.9-10.10 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 W.9-10.4 W.9-10.5 W.9-10.10 L.9-10.3 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"> ● Students will identify, explain, and apply techniques used in a persuasive essay. ● Students will read, analyze, and interpret a variety of editorial, consumer, and other persuasive pieces. ● Students will implement the writing process to write a persuasive essay. ● Recognize a persuasive prompt. ● Determine how to respond to a persuasive prompt. ● Analyze a persuasive rubric. ● Apply the skills of the rubric to sample essays. ● Write an essay, under timed conditions, in response to a persuasive prompt. ● Develop the essay with an introduction, thesis statement, body, and conclusion. ● Use active voice, language that shows, and a variety of sentences. ● Acquire and use appropriate contextual cues while independently gathering vocabulary knowledge. ● Define and use new vocabulary words.
<p>Unit 8: Mass Media Section 1 - Mass Media Study Guide Vocabulary Journal Self-check exercises 8.00 Written Paragraph 1: Mass Media’s Effect of You 8.00 Written Paragraph 2: Developing an Informal Opinion 8.00 Mass Media Quiz Section 2 - Mass Media Vocabulary Study Guide Vocabulary Journal Self-check exercises Tutorial: Greek & Latin Roots –Size/Location 8.01 Vocabulary Quiz Section 3 - Mass Media G.U.M. Study Guide Vocabulary Journal Self-check exercises 8.02 G.U.M. Quiz 8.03 Mass Media Unit Exam</p>	RI.9-10.7 RI.9-10.8 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 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.9.b W.9-10.10 L.9-10.4.c L.9-10.4.d L.9-10.5.a L.9-10.5.b L.9-10.6	<ul style="list-style-type: none"> ● Students will identify bias and common persuasive techniques used in media. ● Students will analyze media and texts such as editorials, documentaries, and advertisements for bias and use of common persuasive techniques. ● Students will explore a contemporary controversial topic and consider how the media has shaped their perceptions and beliefs about that topic. ● Students will evaluate the information on a controversial topic from a variety of sources including the Internet, television, documentaries, and newsmagazine. ● Acquire and use appropriate contextual cues while independently gathering vocabulary knowledge. ● Define and use new vocabulary words.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
<p>Unit 9: Oral Presentation Section 1 - Oral Presentation Study Guide Vocabulary Journal Self-check exercises Persuasive Speech 9.00 Oral Presentation Quiz Section 2 - Oral Presentation Vocabulary Study Guide Vocabulary Journal Self-check exercise Tutorial: Greek & Latin Roots-Verbs Word Web Activity 9.01 Oral Presentation Vocabulary Quiz Section 3 - Oral Presentation G.U.M. Study Guide Vocabulary Journal Self-check exercises 9.02 Oral Presentation G.U.M. Quiz 9.03 Oral Presentation Unit Exam</p>	<p>W.9-10.5 W.9-10.6 W.9-10.10 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6 L.9-10.4.c L.9-10.4.d L.9-10.5.b L.9-10.6</p>	<ul style="list-style-type: none"> ● Identify the components of a good oral presentation. ● Analyze oral presentations. ● Create and record an oral presentation using the techniques learned. ● Recognize the differences between a persuasive speech and a persuasive essay. ● Review the elements of a persuasive essay, including structure, thesis statement, rhetorical devices, and logical and emotional appeals. ● Repurpose a persuasive essay into a persuasive speech. ● Recognize level of language in a speech. ● Analyze the rubric for a speech. ● Identify and use tone, pace, and emphasis in speaking. ● Practice delivering a persuasive speech, using tone, pace, and emphasis appropriately. ● Practice delivering a persuasive speech of approximately two to three minutes. ● Deliver a persuasive speech with an introduction that includes a thesis and captures the audience's attention. ● Deliver a persuasive speech that includes points that support the thesis. ● Deliver a persuasive speech that uses rhetorical devices such as parallel structure, refrain, imagery, figurative language, repetition, quotation, or first-person-plural mode of address. ● Deliver a persuasive speech that ends with a conclusion that restates the main points and stirs the audience's emotions, when appropriate. ● Deliver a persuasive speech, using tone, pace, and emphasis appropriately. ● Deliver a persuasive speech of approximately two to three minutes.