

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	W01001G0.5028	Grade Level	10
Course Name	WOL-English IB	# of Credits	0.5
SCED Code	01001G0.5028	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

High School Literary Analysis and Composition I challenges students to improve their written and oral communication skills, while strengthening their ability to understand and analyze literature in a variety of genres. Students enrolled in this course will work on independent projects which will enhance their skills and challenge them to consider complex ideas and apply the knowledge they have learned.

Literature: Students read a broad array of short stories, poetry, drama, novels, autobiographies, essays, and famous speeches. The course guides students in the close reading and critical analysis of classic works of literature, and helps them appreciate the texts and the contexts in which the works were written. Literary selections range from the Greek tragedy *Antigone* to Shakespeare's *Romeo and Juliet* to contemporary pieces by authors such as Annie Dillard and Maya Angelou.

Language Skills: Students broaden their composition skills by examining model essays in various genres by student and published writers. Through in-depth planning, organizing, drafting, revising, proofreading, and feedback, they hone their writing skills. Students build on their grammar, usage, and mechanics skills with in-depth study of sentence analysis and structure, agreement, and punctuation, reinforced by online activities (Skills Updates). Student vocabularies are enhanced through the study of Greek and Latin root words, improving students' ability to decipher the meanings of new words.

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	Assessed first semester.
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	Assessed first semester.
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	Assessed first semester.
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	Assessed first semester.
W.9-10.1.a	a. Assessed first semester.
W.9-10.1.b	b. Assessed first semester.
W.9-10.1.c	c. Assessed first semester.
W.9-10.1.d	d. Assessed first semester.
W.9-10.1.e	e. Assessed first semester.
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.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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. 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. Assessed first semester.
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	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.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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. 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. 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
LC Unit 1: Two Great Speeches LC Lesson 1: Analyzing a Speech: A President Speaks LC Lesson 2: Analyzing a Speech: A Civil Rights Leader Speaks LC Lesson 3: Planning a Speech LC Lesson 4: Mentor Day LC Lesson 5: Writing a Speech LC Lesson 6: Practicing and Revising a Speech LC Lesson 7: Delivering a Speech	RL.9-10.4 RI.9-10.4 RI.9-10.5 RI.9-10.6 RI.9-10.7 RI.9-10.9 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.9-10.9.b W.9-10.10 SL.9-10.1.c SL.9-10.1.d SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5	<ul style="list-style-type: none"> ● Complete the Course Introduction student activity. ● Respond as a reader and listener to a speech. ● Analyze the writer's craft. ● Determine the meaning of words and phrases as they are used in a literary text. ● Appraise the impact of word choice on the meaning of a literary text. ● Appraise the impact of word choice on the tone of a literary text. ● Analyze the speaker's craft. ● Extend your knowledge of a topic through research. ● Think about the speaker's craft. ● Deliver a speech. ● Choose a topic for a speech. ● Develop a thesis. ● Make an outline. ● Practice skills and reinforce concepts taught in this course. ● Include a strong thesis statement. ● Write a well-organized speech for a specific purpose and audience. ● Use an appropriate voice, tone, and style for the purpose and audience.
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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
	SL.9-10.6 L.9-10.1.a L.9-10.2.c L.9-10.5.a L.9-10.5.b L.9-10.6	<ul style="list-style-type: none"> ● Use rhetorical devices such as parallel structure, refrain, imagery, figurative language, allusion, repetition, quotation, or first-person plural mode of address. ● Practice a speech aloud. ● Revise a speech. ● Make note cards of a speech. ● Deliver an original speech with an introduction that includes a thesis and captures the audience's attention. ● Deliver an original speech that includes points that support the thesis. ● Deliver an original speech that uses rhetorical devices such as parallel structure, refrain, imagery, figurative language, allusion, repetition, quotation, or first-person plural mode of address. ● Deliver an original speech that ends with a conclusion that restates the main points. ● Deliver an original speech using tone, pace, and emphasis effectively. ● Deliver an original speech of approximately two to three minutes. ● Appraise ideas and conclusions that others present during a discussion and respond to them by clarifying, verifying, or challenging. ● Assess diverse perspectives and respond to them thoughtfully during discussions. ● Determine a speaker's point of view or purpose. ● Evaluate a speaker's reasoning. ● Assess a speaker's use of evidence and rhetoric. ● Identify fallacious reasoning or weak or distorted evidence used by a speaker. ● Use strategies such as questioning to actively incorporate others into a discussion. ● Ask and answer questions that relate the topic of a discussion to broader themes or larger ideas. ● Evaluate the evidence and reasoning presented during discussions and use it to make new connections among ideas. ● Explain and, if necessary, defend views or ideas during a discussion. ● Identify points of agreement and disagreement in a discussion.
LC Unit 2: Autobiography Choice LC Lesson 1: Anne Frank: The Diary of a Young Girl Session 1 LC Lesson 1: Narrative of the Life of Frederick Douglass Session 1 LC Lesson 2: Anne Frank: The Diary of a Young Girl Session 2 LC Lesson 2: Narrative of the Life of Frederick Douglass Session 2 LC Lesson 3: Anne Frank: The Diary of a Young Girl Session 3 LC Lesson 3: Narrative of the Life of Frederick Douglass Session 3 LC Lesson 4: Anne Frank: The Diary of a Young Girl Session 4 Continued . . .	RI.9-10.1 RI.9-10.2 RI.9-10.10 W.9-10.9.b	<ul style="list-style-type: none"> ● Recognize the effect of setting or culture on a literary work. ● Identify point of view. ● Demonstrate knowledge of authors, characters, and events in works of literature. ● Recognize how point of view affects literature. ● Recognize characteristics of autobiography. ● Identify character traits and motivations. ● Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure. ● Recognize how first-person point of view affects literature. ● Identify main ideas. ● Describe characters based on speech, actions, or interactions with others. ● Recognize author's attitude or tone.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
LC Lesson 4: Narrative of the Life of Frederick Douglass Session 4 LC Lesson 5: Anne Frank: The Diary of a Young Girl Session 5 LC Lesson 5: Narrative of the Life of Frederick Douglass Session 5 LC Lesson 6: Anne Frank: The Diary of a Young Girl Session 6 LC Lesson 6: Narrative of the Life of Frederick Douglass Session 6 LC Lesson 7: Anne Frank: The Diary of a Young Girl Unit Test LC Lesson 7: Narrative of the Life of Frederick Douglass Unit Test LC Lesson 8: Your Choice		
GV Unit 1: Using Pronouns GV Lesson 1: Pronoun Case GV Lesson 2: Pronoun Problems GV Lesson 3: Pronouns in Comparison GV Lesson 4: Indefinite Pronoun Antecedents and Antecedent Problems GV Lesson 5: Review GV Lesson 6: Unit Test GV Lesson 7: Your Choice	L.9-10.1	<ul style="list-style-type: none"> ● Use the correct nominative case pronouns to complete sentences. ● Use the correct objective case pronouns to complete sentences. ● Identify objective case pronouns as direct objects, indirect objects, or objects of prepositions in sentences. ● Use the correct possessive case pronouns to complete sentences. ● Distinguish between possessive pronouns and contractions. ● Use the correct form of who to complete sentences. ● Identify the use of who and its related forms in sentences. ● Use the correct pronoun in elliptical clauses in sentences. ● 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. ● Use pronouns that agree with their antecedents in sentences. ● Identify the use of pronouns in sentences.
GV Unit 2: The Head GV Lesson 1: The Head 9A GV Lesson 2: The Head 9B GV Lesson 3: The Head 9C GV Lesson 4: The Head 10A GV Lesson 5: The Head 10B GV Lesson 6: The Head 10C GV Lesson 7: The Head Review GV Lesson 8: The Head Unit Test GV Lesson 9: Your Choice	L.9-10.4.b L.9-10.4.c L.9-10.4.d L.9-10.6	<ul style="list-style-type: none"> ● Define and use words with Greek and Latin roots.
LC Unit 3: Research Paper LC Lesson 1: What Is a Research Paper? LC Lesson 2: Finding Information LC Lesson 3: Taking Notes I LC Lesson 4: Taking Notes II LC Lesson 5: Organizing the Information LC Lesson 6: Conference Day LC Lesson 7: Writing the Research Paper I LC Lesson 8: Writing the Research Paper II LC Lesson 9: Finishing a Draft of a Research Paper LC Lesson 10: Your Choice (Mentor Assignment)	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	<ul style="list-style-type: none"> ● Respond to a research paper. ● Brainstorm topics for a research paper. ● Choose and narrow a topic for a research paper. ● Make a list of questions about a research topic. ● Use the library and the Internet for research. ● Evaluate your responses by comparing your work to the self-check answers. ● Use the card catalog and the computer catalog. ● Use non-circulating materials. ● Use the Readers' Guide to Periodical Literature and/or other indexes.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
<p>LC Lesson 11: Creating a Works Cited Page & Conference Day LC Lesson 12: Revising a Research Paper I LC Lesson 13: Revising a Research Paper II LC Lesson 14: Proofreading and Publishing a Research Paper</p>	<p>W.9-10.10 L.9-10.2.c L.9-10.3.a</p>	<ul style="list-style-type: none"> ● Use a search engine. ● Make bibliography cards for all print and nonprint sources. ● Choose a topic. ● Use exact words for quotations. ● Paraphrase text. ● Use index cards to take notes. ● 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. ● Organize note cards. ● Write a thesis statement. ● Determine a pattern of organization. ● Make a formal outline. ● Determine an appropriate tone. ● Revise the thesis and formal outline based on teacher feedback. 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 a research paper with a strong thesis statement. ● Include citations within the body of the paper. ● Create a Works Cited page. ● 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.
<p>LC Unit 4: Voices and Viewpoints LC Lesson 1: "The Rainy Day" and "Invictus" LC Lesson 2: "We Real Cool" and "The Negro" LC Lesson 3: "Mending Wall" LC Lesson 4: Shakespeare's Sonnets 18 and 29 LC Lesson 5: Unit Test</p>	<p>RL.9-10.2 RL.9-10.3 RL.9-10.4 L.9-10.4.a L.9-10.5.a</p>	<ul style="list-style-type: none"> ● Demonstrate knowledge of authors, characters, and works of literature. ● Identify theme. ● 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 point of view. ● Compare and contrast literary characters or selections. ● Identify and interpret the use of imagery. ● Describe characters through speech, actions, or interactions with others. ● Identify meter and describe its effect on poetry. ● Recognize effect that point of view has on literature. ● Identify characteristics of free verse poetry. ● Identify and interpret symbolism. ● Identify and interpret allusion. ● Identify the characteristics of a sonnet. ● Identify and interpret imagery.
<p>GV Unit 3: Subject and Verb Agreement GV Lesson 1: Agreement of Subjects and Verbs GV Lesson 2: Common Agreement Problems GV Lesson 3: Other Agreement Problems GV Lesson 4: Review GV Lesson 5: Unit Test GV Lesson 6: Your Choice</p>	<p>L.9-10.1</p>	<ul style="list-style-type: none"> ● Use verbs that agree in number with their subjects. ● Use contractions whose verb parts agree in number with their subjects. ● Use verbs that agree in number with collective noun subjects. ● Use verbs that agree in number with subjects that express amounts. ● Use verbs that agree in number with their subject.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
LC Unit 5: Literary Essay About Theme LC Lesson 1: What is a Literary Essay About Theme? LC Lesson 2: Planning a Literary Essay About Theme LC Lesson 3: Your Choice LC Lesson 4: Writing a Literary Essay About Theme LC Lesson 5: Writing a Literary Essay About Theme II LC Lesson 6: Your Choice (Mentor Assignment) LC Lesson 7: Revising an Essay About Theme LC Lesson 8: Revising an Essay About Theme II Lesson 9: Proofreading and Publishing a Literary Essay	RL.9-10.1 RL.9-10.2 RL.9-10.10 L.9-10.2.c	<ul style="list-style-type: none"> ● Respond as a reader to a literary essay. ● Analyze the writer's craft. ● Respond as a writer to a literary essay. ● Choose a poem and determine its theme. ● Find and note evidence to support theme. ● Choose a pattern of organization. ● Use an appropriate pattern of organization. ● Write an essay that analyzes the theme of a poem. ● Write an introduction that includes a thesis about the theme of the poem. ● Use paraphrases, examples, and quotations from the poem as evidence to support the interpretation of theme. ● Write a conclusion that summarizes the theme. ● Use transitions as necessary. ● Read and reflect on feedback. ● Revise an essay about theme. ● Use complete sentences and correct capitalization, usage, punctuation, and spelling.
GV Unit 7: End Marks and Commas GV Lesson 1: End Marks GV Lesson 2: Commas that Separate GV Lesson 3: Commas that Enclose GV Lesson 4: Review GV Lesson 5: End Marks Unit Test	L.9-10.2	<ul style="list-style-type: none"> ● Use a period, question mark, or exclamation point at the end of sentences. ● Use periods correctly in abbreviations and outlines. ● Use commas to separate items in a series. ● Use commas to separate certain adjectives before nouns. ● Use commas before the coordinating conjunctions that join the parts of compound sentences. ● Use commas after certain introductory elements. ● Use commas correctly with dates and addresses and in letters.
LC Unit 7: Romeo and Juliet LC Lesson 1: Romeo and Juliet: Session 1 LC Lesson 2: Romeo and Juliet: Session 2 LC Lesson 3: Romeo and Juliet: Session 3 LC Lesson 4: Romeo and Juliet: Session 4 LC Lesson 5: Romeo and Juliet: Session 5 LC Lesson 6: Romeo and Juliet: Session 6 LC Lesson 7: Romeo and Juliet: Session 7 LC Lesson 8: Romeo and Juliet: Unit Review LC Lesson 9: Romeo and Juliet: Unit Test LC Lesson 10: Your Choice	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"> ● 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. ● 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.
GV Unit 8: The Hands GV Lesson 1: The Hand 13A GV Lesson 2: The Hand 13AB GV Lesson 3: The Hand 13C GV Lesson 4: Your Choice GV Lesson 5: Your Choice GV Lesson 6: The Hand 14A GV Lesson 7: The Hand 14B GV Lesson 8: The Hand 14C GV Lesson 9: The Hand Review GV Lesson 10: The Hand Unit Test	L.9-10.4.b L.9-10.4.c L.9-10.4.d L.9-10.6	<ul style="list-style-type: none"> ● Define and use words with Greek and Latin roots.
LC Unit 8: Poetry of Ideas LC Lesson 1: "Will There Really Be a 'Morning'?" and "I Dwell in Possibility" LC Lesson 2: "Ozymandias" LC Lesson 3: "Do Not Go Gentle into That Good Night" LC Lesson 4: "The Charge of the Light Brigade"	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.6 RL.9-10.10 L.9-10.5.a	<ul style="list-style-type: none"> ● Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure. ● Demonstrate knowledge of authors, characters, and events in works of literature. ● Identify theme. ● Recognize use of language to convey mood.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
LC Lesson 5: "The Battle of Blenheim" LC Lesson 6: The Poetry of Ideas Unit Test		<ul style="list-style-type: none"> ● Identify and interpret the use of figurative language. ● Identify and interpret the use of imagery. ● Identify meter and describe its effect on poetry. ● Describe characters through speech, action, or interaction with others. ● Recognize motifs. ● Compare and contrast literary selections. ● Identify and interpret the use of irony. ● Identify point of view. ● Identify and interpret symbolism. ● Recognize effect point of view has on literature. ● Recognize the effect of setting or culture on a literary work. ● Identify characteristics of narrative poetry. ● Identify and interpret allusion.
GV Unit 9: Italics and Quotation Marks GV Lesson 1: Uses of Italics and Quotation Marks Lesson 2: Direct Quotations GV Lesson 3: Other Uses of Quotation Marks GV Lesson 4: Your Choice GV Lesson 5: Review GV Lesson 6: Italics and Quotation Marks Unit Test	L.9-10.2.b	<ul style="list-style-type: none"> ● Italicize or underline letters, numbers, and words used to represent themselves. ● Italicize or underline the titles of long written or musical works. ● Italicize or underline the titles of paintings and sculptures. ● Italicize or underline the names of airplanes, ships, trains, and spacecrafts. ● Use quotation marks to enclose the titles of chapters, articles, stories, one-act plays, most poems, and songs. ● Use quotation marks correctly in direct quotations. ● Distinguish between direct and indirect quotations. ● Capitalize direct quotations correctly. ● Use commas and end marks correctly in direct quotations. ● Use a colon before a list. ● Use a colon before a direct quotation. ● Punctuate and capitalize dialogue correctly. ● Paragraph dialogue correctly. ● Use quotation marks correctly with long passages. ● Use single quotation marks correctly. ● Use italics or underlining correctly. ● Capitalize direct quotations and dialogue correctly.
LC Unit 9: Compare and Contrast Essay LC Lesson 1: What Is a Compare and Contrast Essay? LC Lesson 2: Planning a Compare and Contrast Essay LC Lesson 3: Organizing a Compare and Contrast Essay LC Lesson 4: Writing a Compare and Contrast Essay LC Lesson 5: Writing a Compare and Contrast Essay II LC Lesson 6: Your Choice (Mentor Assignment) Lesson 7: Polishing a Compare and Contrast Essay LC Lesson 8: Revising and Polishing a Compare and Contrast Essay	L.9-10.2.c	<ul style="list-style-type: none"> ● Respond as a reader to a compare and contrast essay. ● Analyze the writer's craft. ● Respond as a writer to a compare and contrast essay. ● Choose two things to compare and contrast. ● Determine a thesis statement. ● List similarities and differences between two things. ● Organize a compare and contrast essay by using either the point-by-point method or the block method. ● Write a compare and contrast essay that has an appropriate topic for a compare and contrast essay. ● Write a compare and contrast essay that contains an appropriate thesis statement. ● Use transitions as necessary to signal comparisons and contrasts. ● Use a style, voice, and tone appropriate for the purpose and audience. ● Use complete sentences and correct capitalization, usage, punctuation, and spelling.
GV Unit 12: GUM Semester 2 Review and Test GV Lesson 1: GUM Semester 2 Review GV Lesson 2: GUM Semester 2 Test <u>Differentiated/Personalized Learning Units are below</u>	L.9-10.2.b	<ul style="list-style-type: none"> ● Demonstrate mastery of important knowledge and skills learned in this semester. ● Distinguish between possessive pronouns and contractions.

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		<ul style="list-style-type: none"> ● Distinguish between sentences with clear and unclear, missing, or confusing antecedents. ● Use verbs that agree in number with their subjects. ● Identify logical and illogical comparisons. ● Use negative words correctly in sentences. ● Use the correct form of adjectives and adverbs in sentences. ● Recognize and use correct capitalization. ● Use end marks and commas correctly. ● Distinguish between direct and indirect quotations. ● Paragraph dialogue correctly. ● Use single quotation marks correctly. ● Use apostrophes correctly. ● Use semicolons correctly. ● Use colons correctly. ● Use hyphens correctly. ● Identify and use pronouns correctly in sentences. ● Use italics (underlining) and quotation marks correctly. ● Use dashes and parentheses correctly. ● Use pronouns that agree with their antecedents. ● Use capitalization, commas, and end marks correctly.
GV Unit 13: Vocabulary Semester 2 Review and Test GV Lesson 1: Vocabulary Semester 2 Review GV Lesson 2: Vocabulary Semester 2 Test GV Lesson 3: Your Choice GV Lesson 4: Your Choice GV Lesson 5: Your Choice	L.9-10.4.b L.9-10.4.c L.9-10.4.d L.9-10.6	<ul style="list-style-type: none"> ● Define and use words with Greek and Latin roots.
LC Unit 11: Literature Semester 2 Review and Test LC Lesson 1: Recitation LC Lesson 2: Your Choice LC Lesson 3: Semester 2 Review LC Lesson 4: Semester 2 Test	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.10	<ul style="list-style-type: none"> ● Use strategies to enhance listening comprehension. ● Make oral presentations. ● Use appropriate verbal and nonverbal techniques for oral presentations. ● Evaluate strategies used by speakers in oral presentations. ● Identify character traits and motivations. ● Recognize author's attitude or tone. ● Identify conflict and resolution. ● Identify theme. ● Recognize use of language to convey mood. ● Recognize the effect of setting or culture on a literary work. ● Identify climax. ● Compare and contrast literary characters and selections. ● Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure. ● Identify and interpret figurative language. ● Identify point of view. ● Demonstrate mastery of the unit objectives. ● Recognize how point of view affects literature. ● Identify and interpret allusions. ● Identify and interpret imagery. ● Identify and interpret symbolism. ● Identify and interpret the use of irony. ● Recognize characteristics of autobiography. ● Identify and interpret motif. ● Identify meter and describe its effect on poetry. ● Identify the characteristics of a sonnet. ● Identify characteristics of drama and dramatic conventions. ● Describe characters by speech, action, or interaction with others. ● Identify characteristics of free verse poetry.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
GV Unit 4: Using Adjectives and Adverbs GV Lesson 1: Comparison of Adjectives and Adverbs (Optional) GV Lesson 2: Review GV Lesson 3: Unit Test	L.9-10.1	<ul style="list-style-type: none"> ● Identify logical and illogical comparisons. ● Use negative words correctly in sentences. ● Use the correct form of adjectives and adverbs in sentences. ● Use other and else correctly in comparisons. ● Use good and well correctly in sentences.
GV Unit 5: The Body (Optional) GV Lesson 1: The Body 11A GV Lesson 2: Your Choice GV Lesson 3: Your Choice GV Lesson 4: The Body 11B GV Lesson 5: The Body 11C GV Lesson 6: The Body 12A GV Lesson 7: The Body 12B GV Lesson 8: Your Choice GV Lesson 9: The Body 12C GV Lesson 10: The Body Review GV Lesson 11: The Body Unit Test	L.9-10.4.b L.9-10.4.c L.9-10.4.d L.9-10.6	<ul style="list-style-type: none"> ● Define and use words with Greek and Latin roots.
GV Unit 6: Capital Letters (Optional) GV Lesson 1: Capitalization GV Lesson 2: Your Choice GV Lesson 3: More Capitalization GV Lesson 4: Review GV Lesson 5: Capital Letters Unit Test GV Lesson 6: Your Choice	L.9-10.1	<ul style="list-style-type: none"> ● Capitalize the first word of the greeting and the closing of a letter. ● Capitalize the parts of an outline correctly. ● Capitalize proper nouns and their abbreviations. ● Capitalize proper adjectives. ● Capitalize a person's title when it precedes a name. ● Capitalize a person's title when it is used instead of a name or for direct address. ● Capitalize important words in the titles of written works and other works of art. ● Recognize and use correct capitalization.
GV Unit 10: The Feet (Optional) GV Lesson 1: The Feet 15A GV Lesson 2: The Feet 15B GV Lesson 3: The Feet 15C GV Lesson 4: The Feet 16A GV Lesson 5: Your Choice GV Lesson 6: 16B GV Lesson 7: 16C GV Lesson 8: The Feet Review GV Lesson 9: The Feet Test GV Lesson 10: Your Choice	L.9-10.4.b L.9-10.4.c L.9-10.4.d L.9-10.6	<ul style="list-style-type: none"> ● Define and use words with Greek and Latin roots.
GV Unit 11: Other Punctuation (Optional) GV Lesson 1: Apostrophes GV Lesson 2: Semicolons GV Lesson 3: Your Choice GV Lesson 4: Colons and Hyphens GV Lesson 5: Dashes and Parentheses GV Lesson 6: Review GV Lesson 7: Other Punctuation Unit Test	L.9-10.2.b	<ul style="list-style-type: none"> ● Use apostrophes correctly to show possession. ● Use the correct possessive forms of personal and indefinite pronouns. ● Use apostrophes correctly to show joint and separate ownership. ● Use apostrophes correctly with nouns expressing time or amount. ● Use apostrophes correctly in contractions. ● Distinguish between contractions and possessive pronouns. ● Use apostrophes correctly when forming the plurals of letters, symbols, numerals, and words used as words. ● Use apostrophes correctly with certain dates. ● Use semicolons to punctuate compound sentences not joined by a conjunction. ● Use semicolons between clauses in compound sentences that are joined by conjunctive adverbs or transitional words.

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UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> ● Use semicolons between clauses of compound sentences connected with a coordinating conjunction if there are commas within a clause. ● Use semicolons between items in a series if the items themselves contain commas. ● Use colons correctly with lists in sentences. ● Use colons to introduce long, formal quotations. ● Use colons correctly in the time of day, Bible citations, and business letter salutations. ● Use hyphens to divide words correctly. ● Identify the rules for dividing words with hyphens. ● Use hyphens correctly with compound nouns. ● Use hyphens correctly with adjectives. ● Use hyphens when writing out the numbers twenty-one through ninety-nine. ● Use dashes to set off an abrupt change in thought. ● Use dashes to set off an appositive that begins with an introductory phrase. ● Use dashes to set off a parenthetical expression or an appositive that includes commas. ● Use parentheses to enclose information not closely related to the meaning of the sentences. ● Distinguish between contractions and possessive personal pronouns.