

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	W01001H0.5018	Grade Level	10
Course Name	WOL-Honors English IA	# of Credits	0.5
SCED Code	01001H0.5018	Curriculum Type	K-12 Fuel Education

COURSE DESCRIPTION

This course 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 work on independent projects that 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. 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	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	Assessed second semester.
RI.9-10.2	Assessed second semester.
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	Assessed second semester.
RI.9-10.6	Assessed second semester.
RI.9-10.7	Assessed second semester.
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 second 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	Assessed second semester.
W.9-10.2.a	a. Assessed second semester.
W.9-10.2.b	b. Assessed second semester.
W.9-10.2.c	c. Assessed second semester.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
W.9-10.2.d	d. Assessed second semester.
W.9-10.2.e	e. Assessed second semester.
W.9-10.2.f	f. Assessed second semester.
W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9-10.3.a	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.9-10.3.b	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.9-10.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.9-10.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.9-10.3.e	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)
W.9-10.6	Assessed second semester.
W.9-10.7	Assessed second semester.
W.9-10.8	Assessed second semester.
W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.9.a	a. Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
W.9-10.9.b	b. Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.9-10.1.a	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.9-10.1.b	b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL.9-10.1.c	c. Assessed second semester.
SL.9-10.1.d	d. Assessed second semester.
SL.9-10.2	Assessed second semester.
SL.9-10.3	Assessed second semester.
SL.9-10.4	Assessed second semester.
SL.9-10.5	Assessed second semester.
SL.9-10.6	Assessed second 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. Assessed second semester.
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.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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. Assessed second semester.
L.9-10.2.c	c. Spell correctly.
L.9-10.3	Assessed second semester.
L.9-10.3.a	a. Assessed second semester.
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. Assessed second semester.
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>LC Unit 1: Autobiographically Speaking LC Lesson 1: Semester 1 Introduction LC Lesson 2: What is Autobiography? LC Lesson 3: "A Cub Pilot" LC Lesson 4: from "Barrio Boy" LC Lesson 5: "No Gumption" LC Lesson 6: from <i>I Know Why the Caged Bird Sings</i> LC Lesson 7: Unit Test</p>	<p>RL.9-10.1 RI.9-10.3 RI.9-10.4 RI.9-10.10 W.9-10.9.a W.9-10.9.b SL.9-10.1.a SL.9-10.1.b</p>	<ul style="list-style-type: none"> • Review the content and structure of the Literary Analysis and Composition course. • Develop rules, goals, and deadlines for group discussions while working with peers. • Organize information from reading and/or research to prepare for a discussion. • Refer to evidence from texts or other research to support interpretations or ideas during a discussion. • Define memoir and identify its conventions. • Recognize the effect of setting or culture on a literary work. • Recognize how point of view affects literature. • Identify point of view. • 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 character traits and motivations. • Recognize author's attitude or tone. • Recognize use of language to convey mood. • Describe characters on the basis of speech, actions, or interactions with others. • Recognize plot elements: exposition, complicating incident, rising action, climax, and falling action. • Infer figurative, connotative, and technical meanings of words and phrases as they are used in an informational text. • 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. • Compare and contrast literary characters or selections. • Identify theme. • Recognize ways authors use humor. • Identify conflict and resolution. • Identify climax. • Recognize use of dialect.
<p>LC Unit 2: Memoir LC Lesson 1: Looking at "A Cub Pilot" with a Writer's Eye LC Lesson 2: Planning a Memoir LC Lesson 3: Memoir Techniques and Planning Conference Day LC Lesson 4: Wring a Memoir I LC Lesson 5: Wring a Memoir II LC Lesson 6: Your Choice (Mentor Assignment) LC Lesson 7: Revising a Memoir I LC Lesson 8: Revising a Memoir II LC Lesson 9: Proofreading and Publishing a Memoir</p>	<p>RL.9-10.1 W.9-10.3.a W.9-10.3.b W.9-10.3.c W.9-10.3.d W.9-10.3.e W.9-10.4 W.9-10.5 W.9-10.10 L.9-10.2.c</p>	<ul style="list-style-type: none"> • Analyze the writer's craft. • Respond as a writer to a memoir. • Use a time line, list, or other graphic organizer. • Brainstorm and develop possible topics. • Choose a topic. • Focus a topic. • Recognize purpose, choose an audience, and determine tone. • Plan the beginning, middle, and end. • Review the effect of point of view. • Review the use of dialogue. • Use chronological order. • Write a memoir with a clearly focused topic. • Write a memoir that conveys a meaning or emotion. • Use relevant dialogue. • Include a clear beginning, middle, and end. • Use first-person point of view. • Explore knowledge and skills taught in this course. • Write a memoir that has a clear beginning, middle, and end. • Revise a memoir. • Use correct capitalization, usage, punctuation, and spelling.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
GV Unit 1: Sentences, Fragments, Run-Ons GV Lesson 1: GUM Semester 1 Introduction GV Lesson 2: Sentences GV Lesson 3: Fragments GV Lesson 4: Run-Ons GV Lesson 5: Review GV Lesson 6: Unit Test GV 1.07 Your Choice	L.9-10.2.a	<ul style="list-style-type: none"> • Review the content and structure of the Literary Analysis and Composition course. • 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.
LC Unit 3: Short Stories LC Lesson 1: "The Glass of Milk" LC Lesson 2: "Gumption" LC Lesson 3: "To Build a Fire" LC Lesson 4: "The Secret Life of Walter Mitty" LC Lesson 5: "The Piece of String" LC Lesson 6: Reflect and Review LC Lesson 7: "The Tell-Tale Heart" LC Lesson 8: "The Lottery" LC Lesson 9: "The Lady or the Tiger?" LC Lesson 10: Unit 3 Test	RL.9-10.1 RL.9-10.10 L.9-10.5.a	<ul style="list-style-type: none"> • 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. • Recognize use of dialect. • Compare and contrast literary characters or selections. • Identify and interpret figurative language. • Identify choices and consequences. • Recognize how point of view affects literature. • Identify point of view. • Identify and interpret use of suspense. • Identify and explain use of irony. • Identify and interpret the use of figurative language. • Identify and interpret use of suspense. • Compare contrast literary characters and selections. • Identify author's attitude or tone. • Identify symmetrical plot.
GV Unit 5: Personal Relationships GV Lessons 1-3: Personal Relationships 3A-C GV Lesson 4-5: Personal Relationships 4A-B GV Lesson 6: Your Choice GV Lesson 7: Personal Relationships 4C GV Lesson 8: Personal Relationships Review GV Lesson 9: 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.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
GV Unit 3: Complements GV Lesson 1: Direct Objects and Indirect Objects GV Lesson 2: Predicate Nominatives and Predicate Adjectives GV Lesson 3: Review GV Lesson 4: Unit Test GV Lesson 5: Your Choice GV Lesson 6: Your Choice	L.9-10.4.b	<ul style="list-style-type: none"> • Identify direct objects in sentences. • Identify indirect objects in sentences. • Distinguish between direct and indirect objects in sentences. • Identify predicate nominatives in sentences. • Identify predicate adjectives in sentences. • Distinguish between predicate nominatives and predicate adjectives in sentences. • Distinguish among the four kinds of complements.
GV Unit 4: Phrases GV Lesson 1: Prepositional Phrases GV Lesson 2: Misplaced Modifiers and Appositives GV Lesson 3: Review GV Lesson 4: Unit Test	L.9-10.1.b	<ul style="list-style-type: none"> • Identify adjective phrases in sentences. • Identify adjective phrases and the words they modify in sentences. • Punctuate adverb phrases correctly. • Distinguish between adjective and adverb phrases in sentences. • Identify participial phrases in sentences. • Identify participles and the words they modify in sentences. • Identify absolute phrases in sentences. Identify misplaced modifiers in sentences. • Distinguish among adjective, adverb, and appositive phrases in sentences. • Identify adjective, adverb, and appositive phrases and the words they modify or rename in sentences. • Identify misplaced modifiers in sentences. • Identify appositives and appositive phrases in sentences. • Identify appositives and appositive phrases and the words they rename in sentences. • Punctuate appositives and appositive phrases correctly. • Recognize relative pronouns. • Recognize how a relative pronoun functions in a sentence. • Identify adverb clauses. • Identify the word or words an adverb clause modifies. • Identify noun clauses.
LC Unit 5: Argument LC Lesson 1: What is an Argument? LC Lesson 2: Choosing a Topic and Gathering Information LC Lesson 3: Planning and Organizing the Argument LC Lesson 4: Recognizing Logical Fallacies and Emotional Appeals LC Lesson 5: Planning and Conference Day LC Lesson 6: Writing an Argument I LC Lesson 7: Writing an Argument II LC Lesson 8: Your Choice (Mentor Assignment) LC Lesson 9: Revising an Argument LC Lesson 10: Proofreading and Publishing an Argument <u>Row continues on next page . . .</u>	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 L.9-10.2.c	<ul style="list-style-type: none"> • Respond as a reader to an argument. • Analyze the writer's craft. • Respond as a writer to an argument. • Investigate possible topics for writing an argument. • Choose a topic for writing an argument. • Gather information about the topic chosen for writing an argument. • Write a thesis statement for an argument. • Choose an appropriate pattern of organization. • Make a paragraph outline for an argument. • Recognize opposing views. • Identify logical fallacies. • Identify logical and emotional appeals. • Recognize the effect of logical fallacies and emotional appeals. • Analyze one's own argument. • Write an argument with an introduction that includes a strong thesis statement. • Write an argument with a body that includes examples, evidence, and quotations as needed to support the thesis. • Write an argument with a body that includes recognition of opposing views and concedes a point. • Write an argument with a conclusion that restates the thesis or makes a call to action.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Use an appropriate pattern of organization and transitions. • Punctuate quotations correctly. • Use complete sentences and correct capitalization, usage, punctuation, and spelling. • Use appropriate appeals to logic and to emotion.
<p>LC Unit 6: To Everything There is a Season LC Lesson 1: "Spring and Fall" LC Lesson 2: Your Choice LC Lesson 3: "in Just-" and "July" LC Lesson 4: "To Autumn" LC Lesson 5: "It Sifts from Leaden Sieves" and "The Snow-Storm" LC Lesson 6: Unit Test</p>	<p>RL.9-10.1 L.9-10.4.a L.9-10.5.a</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of authors, characters, and events of historically or culturally significant works of literature. • Identify motif. • 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 theme. • Identify and interpret the use of imagery. • Identify and interpret allusions. • Demonstrate knowledge of authors, characters, and events in works of literature. • Identify and interpret sensory language. • Compare and contrast literary characters or selections. • Recognize how point of view affects literature. • Recognize the effect of setting or culture on a literary work. • Identify and interpret the use of personification. • Recognize use of language to convey mood. • Identify alliteration. • Identify and interpret the use of alliteration.
<p>GV Unit 9: Creature Comforts GV Lesson 1: Creature Comforts 7A GV Lesson 2: Creature Comforts 7B GV Lesson 3: Creature Comforts 7C GV Lesson 4: Creature Comforts 8A GV Lesson 5: Your Choice GV Lesson 6: Creature Comforts 8B GV Lesson 7: Creature Comforts 8C GV Lesson 8: Creature Comforts Review GV Lesson 9: Creature Comforts Unit Test</p>	<p>L.9-10.4.b L.9-10.4.c L.9-10.4.d L.9-10.6</p>	<ul style="list-style-type: none"> • Define and use words with Latin roots.
<p>LC Unit 7: Choice Novel 2 LC Lesson 1: Animal Farm Sessions 1-8 LC Lesson 1 A Tale of Two Cities Sessions 1-8 LC Lesson 1 Jane Eyre Sessions 1-8 LC Lesson 1 Lord of the Flies Sessions 1-8 LC Lesson 1 The Yearling Sessions 1-8 LC Lesson 1 To Kill a Mockingbird Sessions 1-8 LC Lesson 1 A Separate Peace Sessions 1-8</p> <p>LC Lesson 9: Animal Farm Unit Test LC Lesson 9 A Tale of Two Cities Unit Test LC Lesson 9 Jane Eyre Unit Test LC Lesson 9 Lord of the Flies Unit Test LC Lesson 9 The Yearling Unit Test LC Lesson 9 To Kill a Mockingbird Unit Test LC Lesson 9 A Separate Peace Unit Test LC Lesson 10: Your Choice</p>	<p>RL.9-10.1 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 L.9-10.5.a</p>	<ul style="list-style-type: none"> • Recognize author's attitude or tone. • Demonstrate knowledge of authors, characters, and events in works of literature. • Identify and interpret allusions. • Identify and interpret allegory. • Identify and interpret satire. • Describe characters based on speech, actions, or interactions with others. • Identify character traits and motivations. • Identify foreshadowing. • Recognize the effect of setting or culture on a literary work. • Recognize author's purpose and devices used to accomplish it, including author's language, organization, and structure. • Identify point of view. • Recognize how point of view affects literature. • Identify and interpret symbolism. • Identify and interpret the use of irony. • Identify theme. • Compare and contrast characters and literary selections.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
GV Unit 10: Using Verbs GV Lesson 1: Principle Parts of Verbs GV Lesson 2: Verb Tense GV Lesson 3: Shifts in Tense GV Lesson 4: Your Choice GV Lesson 5: Active and Passive Voice GV Lesson 6: Your Choice GV Lesson 7: Review GV Lesson 8: Unit Test	L.9-10.4.b	<ul style="list-style-type: none"> • Identify the principal parts of regular and irregular verbs. • Use the correct verb form to complete a sentence. • Identify verb tense. • Use the correct verb tense in a sentence. • Identify progressive verb forms. • Recognize verb tense shifts in sentences. • Correct verb tense shifts in sentences. • Recognize the voice of verbs. • Distinguish between active voice and passive voice verbs in sentences.
GV Unit 11: GUM Semester 1 Review and Test GV Lesson 1: GUM Semester 1 Review GV Lesson 2: Your Choice GV Lesson 3: GUM Semester 1 Test	L.9-10.1.b L.9-10.2.a	<ul style="list-style-type: none"> • Identify subjects and verbs in sentences in natural and inverted order. • Distinguish among complete sentences, sentence fragments, and run-on sentences. • Distinguish among the four kinds of complements. • Identify adjective, adverb, and appositive phrases and the words they modify or rename in sentences. • Distinguish between correctly placed and misplaced or dangling modifiers. • Distinguish between independent and subordinate clauses in sentences. • Identify the function of a relative pronoun in a sentence. • Identify the use of a noun clause in a sentence. • Identify sentences as simple, compound, complex, or compound-complex. • Distinguish among adverb, adjective, and noun clauses in sentences. • Identify the word that an adjective or adverb clause modifies. • Identify the principal parts of regular and irregular verbs. • Identify verb tense. • Distinguish between active voice and passive voice verbs in sentences. • Use the correct form of a verb to complete a sentence. • Recognize and correct verb tense shifts in sentences. • Demonstrate mastery of important knowledge and skills learned in this semester. • Identify verbals and verbal phrases in sentences. • Identify participles and participial phrases and the words they modify in sentences. • Identify infinitives and infinitive phrases and their uses in sentences. • Identify gerunds and gerund phrases and their uses in sentences.
GV Unit 12: Vocabulary Semester 1 Review and Test GV Lesson 1: Vocabulary Semester 1 Review GV Lesson 2: Your Choice GV Lesson 3: Vocabulary Semester 1 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: Literature Semester 1 Review and Test LC Lesson 1: Semester 1 Review LC Lesson 2: Your Choice LC Lesson 3: Your Choice LC Lesson 4: Your Choice LC Lesson 5: Semester Test <u>Row continues on next page . . .</u>	RL.9-10.10	<ul style="list-style-type: none"> • Recognize the effect of setting or culture on a literary work. • Recognize how point of view affects literature. • Identify point of view. • 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 character traits and motivations. • Recognize author's attitude or tone.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
		<ul style="list-style-type: none"> • Recognize use of language to convey mood. • Describe characters on the basis of speech, actions, or interactions with others. • Recognize plot elements: exposition, complicating incident, rising action, climax, and falling action. • Infer figurative, connotative, and technical meanings of words and phrases as they are used in an informational text. • 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. • Compare and contrast literary characters or selections. • Identify theme. • Recognize ways authors use humor. • Identify conflict and resolution. • Identify climax. • Recognize use of dialect.
GV Unit 2: The Person (Optional) GV Lesson 1: The Person 1A GV Lesson 2: The Person 1B GV Lesson 3: The Person 1C GV Lesson 4: The Person 2A GV Lesson 5: Your Choice GV Lesson 6: The Person 2B GV Lesson 9: The Person 2C GV Lesson 8: The Person Review GV Lesson 9: Your Choice GV Lesson 10: The Person Unit Test GV Lesson 11: 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 6: Verbals and Verbal Phrases GV Lesson 1: Participles and Participial Phrases GV Lesson 2: Gerunds GV Lesson 3: Gerund Phrases GV Lesson 4: Infinitives and Infinitive Phrases GV Lesson 5: Misplaced and Dangling Modifiers GV Lesson 6: Your Choice GV Lesson 7: Review GV Lesson 8: Unit Test	L.9-10.1.b	<ul style="list-style-type: none"> • Identify participles in sentences. • Distinguish between participles and verbs in sentences. • Identify participial phrases in sentences. • Recognize correct punctuation of participial phrases. • Identify the words that participles and participle phrases modify in sentences. • Identify gerunds in sentences. • Identify the use of gerunds in a sentence. • Distinguish between gerunds and participles in sentences. • Identify gerund phrases in sentences. • Identify the use of gerund phrases in sentences. • Identify infinitives and infinitive phrases in sentences. • Identify the use of infinitives and infinitive phrases in sentences. • Distinguish between infinitives and prepositional phrases in sentences. • Distinguish between correctly placed and misplaced or dangling modifiers. • Identify participles and participial phrases in sentences. • Identify gerunds and gerund phrases in sentences. • Identify the use of gerunds and gerund phrases in sentences. • Distinguish among the three kinds of verbals and verbal phrases. • Identify the use of infinitives and infinitive phrases in sentences.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
GV Unit 7: Feelings GV Lesson 1: Feelings 5A GV Lesson 2: Feelings 5B GV Lesson 3: Feelings 5C GV Lesson 4: Feelings 6A GV Lesson 5: Feelings 6B GV Lesson 6: Your Choice GV Lesson 7: Feelings 6C GV Lesson 8: Feelings Review GV Lesson 9: Your Choice GV Lesson 10: Feelings 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 8: Clauses GV Lesson 1: Independent and Subordinate Clauses GV Lesson 2: Adverb Clauses GV Lesson 3: Adjective Clauses GV Lesson 4: Functions of Relative Pronouns GV Lesson 5: Your Choice GV Lesson 6: Noun Clauses GV Lesson 7: Sentence Structure GV Lesson 8: Review GV Lesson 9: Clauses Unit Test	L.9-10.1.b	<ul style="list-style-type: none"> • Distinguish between independent and subordinate clauses in sentences. • Identify adverb clauses in sentences. • Recognize the correct punctuation of sentences with adverb clauses. • Identify adjective clauses in sentences. • Identify the function of a relative pronoun in a sentence. • Recognize the correct punctuation of sentences with adjective clauses. • Recognize misplaced adjective clauses in sentences. • Identify noun clauses in sentences. • Identify the use of a noun clause in a sentence. • Identify sentences as simple, compound, complex, or compound-complex. • Recognize correctly punctuated compound sentences. • Distinguish between independent and subordinate clauses in sentences. • Identify the function of a relative pronoun in a sentence. • Identify the use of a noun clause in a sentence. • Identify sentences as simple, compound, complex, or compound-complex. • Distinguish among adverb, adjective, and noun clauses in sentences. • Identify the word that an adjective or adverb clause modifies.
LC Unit 9: Honors Project 1: Descriptive Essay LC Lesson 1: Seeing with the Mind's Eye: Beauty LC Lesson 2: Seeing with the Mind's Eye Nature LC Lesson 3: Seeing with the Mind's Eye: Wonders LC Lesson 4: Planning a Descriptive Essay LC Lesson 5: Recognizing Descriptive Language LC Lesson 6: Writing a Descriptive Essay 1 LC Lesson 7: Writing a Descriptive Essay 2 LC Lesson 8: Your Choice (Mentor Assignment) LC Lesson 9: Revision and Conference Day LC Lesson 10: Polishing a Descriptive Essay	W.9-10.3.c W.9-10.3.d W.9-10.3.e W.9-10.4	<ul style="list-style-type: none"> • Respond as a reader to a descriptive essay. • Analyze the writer's craft. • Respond as a writer to a descriptive essay. • Determine purpose and audience for a descriptive essay. • Choose a topic for a descriptive essay. • Brainstorm details on a descriptive topic. • Develop details with descriptive language. • Determine a pattern of organization. • Recognize and use language that shows. • Recognize and use language that appeals to the senses. • Recognize and use figures of speech. • Use an appropriate pattern of organization. • Write a descriptive essay about a place. • Use a tone, style, and voice that communicate the meaning of a place that is the subject of a descriptive essay. • Use language that shows and language that appeals to the senses. • Practice skills and reinforce concepts taught in this course. • Use complete sentences and correct capitalization, usage, punctuation, and spelling.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/ STUDENT CENTERED GOALS
LC Unit 10: Honors Project 2: <i>Antigone</i> LC Lesson 1: Greek Tragedy/ Prologue & Ode 1 LC Lesson 2: Beliefs/ Continue Reading LC Lesson 3: Conflict/ Continue Reading LC Lesson 4: A Father and Son/ Continue Reading LC Lesson 5: Who is responsible?/ Ode IV LC Lesson 6: Tragic Heroes/Finish Play LC Lesson 7: Antigone Unit Test	RL.9-10.2 RL.9-10.3 RL.9-10.5 RL.9-10.9 W.9-10.9.a	<ul style="list-style-type: none"> • Identify and interpret allusions. • Identify elements of Greek drama and Greek dramatic conventions. • Recognize the effect of setting or culture on a literary work. • Demonstrate knowledge of authors, characters, and events in works of literature. • Identify character traits and motivations. • Describe characters on the basis of speech, actions, or interactions with others. • Identify conflict and resolution. • Identify choices and consequences. • Compare and contrast literary characters or selections. • Identify and interpret figurative language. • Identify and interpret imagery. • Identify theme.