

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Lincoln County School District # 2

Program Name	Star Valley Virtual School	Content Area	OT
Course ID	OTHEXV3050	Grade Level	9, 10, 11, 12
Course Name	Character Education: Exploring Values, Part 3	# of Credits	0.5
SCED Code	22105GO.5023	Curriculum Type	BYU

### COURSE DESCRIPTION

*This course is a literary study of additional basic values; it examines the consequences of having or lacking mercy, patience, grace, gratitude, accountability, loyalty, patriotism, and self-sufficiency. Lessons include instructor-graded portfolio activities, which should be submitted as a whole prior to requesting the final. This is the third course in a three-part Character Education: Exploring Values series (XPLR 041, XPLR 043, and XPLR 045); however, any of the courses may be taken independently of the others.*

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
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.9-10.4	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 popular magazine or newspaper); analyze how an author uses rhetoric to advance that point of view or purpose.
RI.9-10.6	"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.
RI.9-10.10	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	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.9-10.2a	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.9-10.2b	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.9-10.2c	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.2d	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.9-10.2e	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.9-10.2f	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	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.9-10.3a	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.9-10.3b	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.9-10.3c	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.9-10.3d	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.9-10.3e	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.9-10.4	
L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1: Mercy: It Blesses Him That Gives, And Him That Takes	RI.9-10.1, 2, 4, 6, 10; W.9-10.2, a, b,	Choose mercy. 1.1 Define mercy.
Unit 2: Patience: The Self-Fulfilling Virtue	RI.9-10.1, 2, 4, 6, 10; W.9-10.2, a, b,	Define patience and give examples of what it is and is not. 2.2 Identify examples of patience. Try to learn from the
Unit 3: Grace: Not Just For Clumsy People	RI.9-10.1, 2, 4, 6, 10; W.9-10.2, a, b,	Develop social graces. 3.2 Learn to converse in a gracious manner.
Unit 4: Gratitude: Focusing On The Positive	RI.9-10.1, 2, 4, 6, 10; W.9-10.2, a, b,	Define gratitude and think of reasons for gratitude in your life.
Unit 5: Accountability: I Decide Who I AM	RI.9-10.1, 2, 4, 6, 10; W.9-10.2, a, b,	Take responsibility for who you are and who you will become.

Unit 6: Loyalty: Developing An Unswerving Allegiance To The Positive Entities In Your Life	RI.9-10.1, 2, 4, 6, 10; W.9-10.2, a, b,	Define loyalty and its key synonyms and antonyms. 6.2 Recognize and explain different aspects of loyalty.
Unit 7: Patriotism: Beyond Pledging Allegiance	RI.9-10.1, 2, 4, 6, 10; W.9-10.2, a, b,	Define patriotism. 7.2 Explain the importance of patriotism and the identity
Unit 8: Self-Sufficiency: You Can Depend On You	RI.9-10.1, 2, 4, 6, 10; W.9-10.2, a, b,	Define what it means to be self-sufficient. 8.2 Differentiate between physical, emotional, and
Unit 9: Excellence: The Personal Journey	RI.9-10.1, 2, 4, 6, 10; W.9-10.2, a, b,	Explain where excellence comes from. Explain what it takes to achieve excellence and what excellence helps us