

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	OTHEXV2050	Grade Level	9, 10, 11, 12
Course Name	Character Education: Exploring Values, Part 2	# 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 confidence, generosity, humility, obedience, determination, reliability, tolerance, forgiveness, and excellence. Lessons include instructor-graded portfolio activities, which should be submitted as a whole before requesting the final. This is the second 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 the rhetorical techniques commonly used in a variety of media to create a particular effect.
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.9-10.10	"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.
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.9-10.2a	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.9-10.2b	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.9-10.2c	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.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.2e	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.9-10.2f	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	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.9-10.3a	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.9-10.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.9-10.3c	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.9-10.3d	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.9-10.3e	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.)
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: Confidence: The "Can-Do" Attitude	RI.9-10.1, 2, 4, 6, 10; W.9-10.2, a, b,	Identify characters who have confidence and use it in a positive way. Discuss how a positive attitude is necessary
Unit 2: Generosity: In Helping Others, We Help Ourselves	RI.9-10.1, 2, 4, 6, 10; W.9-10.2, a, b,	Discuss why generous acts are not always appreciated or noticed. Define generosity, service, and charity. Analyze
Unit 3: Humility: A Leveling Influence	RI.9-10.1, 2, 4, 6, 10; W.9-10.2, a, b,	Explain how having humility can help you be happy. Explain how acting proud or humble affects yourself and others
Unit 4: Obedience: Appreciating the Boundaries	RI.9-10.1, 2, 4, 6, 10; W.9-10.2, a, b,	Identify the positive consequences of following rules and negative consequences of breaking them. Discuss why
Unit 5: Determination: See It To The End	RI.9-10.1, 2, 4, 6, 10; W.9-10.2, a, b,	In given situations, identify individuals who show determination. Explain why determination for good things

Unit 6: Reliability: We're All In It Together	RI.9-10.1, 2, 4, 6, 10; W.9-10.2, a, b,	Identify the consequences, both positive and negative, when a person chooses to be reliable or not reliable.
Unit 7: Tolerance: Seeing Beyond The Cover	RI.9-10.1, 2, 4, 6, 10; W.9-10.2, a, b,	Discuss ways that one person can make a difference in an intolerant situation. Discuss the idea that tolerance
Unit 8: Forgiveness: A Pathway to Peace	RI.9-10.1, 2, 4, 6, 10; W.9-10.2, a, b,	Explain how forgiveness can lead to healing, while not forgiving can lead to more pain. Discuss appropriate 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