

Brookings School District 5-1
Curriculum English I (9th)
2010-2011

Unit: Short Stories				
Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<i>Prentice Hall Literature</i> Gold Level	<p>9.R.1.1 Students can apply example clues to extend vocabulary. – Application</p> <ul style="list-style-type: none"> • I can define appositive and them to find the meaning of unfamiliar words. (9.R.1.1) • I can use relative pronouns to find the meaning of unfamiliar words. (9.R.1.1) • I can find the meaning of an unfamiliar word by connecting it with other words in the text. (9.R.1.1) <p>9.R.2.1 Students can evaluate text by applying comprehension strategies. – Evaluation</p> <ul style="list-style-type: none"> • I can predict possible or likely outcomes. (9.R.2.1) • I can ask questions about the text that help me construct meaning. (9.R.2.1) • I can skim the text for the main ideas. (9.R.2.1) • I can scan the text for specific details. (9.R.2.1) • I can make connections between the text and my experiences. (9.R.2.1) • I can make connections between the text and other texts. (9.R.2.1) • I can make connections between the text and the world in which I live. (9.R.2.1) • I can make a movie in my head of the elements of the text (setting / plot / characters). (9.R.2.1) 	<p>Final Test Chapter Quizzes Worksheets Class Discussion</p>	X	

	<ul style="list-style-type: none"> • I can state the main idea of the text (main idea = what the author is trying to tell us). (9.R.2.1) <p>9.R.2.2 Students can read fluently to comprehend grade-level text. – Application</p> <ul style="list-style-type: none"> • I can answer questions about different types of text. (9.R.2.2) • I can summarize different types of text. (9.R.2.2) <p>I can adjust my reading speed for different types of text. (9.R.2.2)</p> <p>9.R.3.1 Students can analyze an author’s use of literary elements in fiction. – Analysis</p> <ul style="list-style-type: none"> • I can explain how the author uses setting to create meaning. (9.R.3.1) • I can explain how the author uses plot to create meaning. (9.R.3.1) • I can explain how the author uses conflict to create meaning. (9.R.3.1) <ul style="list-style-type: none"> Person vs person Person vs self Person vs fate Person vs nature Person vs society • I can explain how the author uses characterization to create meaning. (9.R.3.1) • I can explain how the author uses point of view to create meaning. (9.R.3.1) • I can explain how the author uses theme to create meaning. (9.R.3.1) 			
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	<p>9.R.4.1 Students can analyze text to determine the influence of time period, culture, geography, and background. – Analysis</p> <ul style="list-style-type: none"> • I can explain how the time period affected the text (ex – conflict, social attitudes, themes). (9.R.4.1) • I can explain how the culture affected the text (ex – conflict, social attitudes, themes). (9.R.4.1) • I can explain how the geography affected text (ex – conflict, social attitudes, themes). (9.R.4.1) • I can explain how the author’s background affected the text (ex – conflict, social attitudes, themes). (9.R.4.1) 			
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Unit: Drama

Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<i>Romeo and Juliet</i> (Shakespeare)	All of the same standards and learning targets for reading short stories are also used throughout the reading of <i>Romeo and Juliet</i> , <i>Uglies</i> , <i>To Kill a Mockingbird</i> , and monthly YARP books.	Test Quizzes Class Discussion Journal Writing Group Project		X

Unit: Novel

Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
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<p>“Harrison Bergeron” by Kurt Vonnegut <i>Uglies</i> by Scott Westerfeld <i>Bogus to Bubbly</i> (Westerfeld)</p>	<p>All of the same standards and learning targets for reading short stories are also used throughout the reading of <i>Romeo and Juliet</i>, <i>Uglies</i>, <i>To Kill a Mockingbird</i>, and monthly YARP books.</p>	<p>Test Quizzes Class Discussion Journal Writing Group Project</p>		<p>X</p>
<p>Unit: Novel</p>				
<p>Resources:</p>	<p>Standard(s): • Learning Target(s)</p>	<p>Assessment:</p>	<p>First Semester</p>	<p>Second Semester</p>
<p><i>To Kill a Mockingbird</i> by Harper Lee Video Teacher Resources</p>	<p>All of the same standards and learning targets for reading short stories are also used throughout the reading of <i>Romeo and Juliet</i>, <i>Uglies</i>, <i>To Kill a Mockingbird</i>, and monthly YARP books.</p>	<p>Test Class Discussion Expository Writing Journal Writing</p>		<p>X</p>
<p>Unit: Independent Reading</p>				
<p>Resources:</p>	<p>Standard(s): • Learning Target(s)</p>	<p>Assessment:</p>	<p>First Semester</p>	<p>Second Semester</p>
<p>Students’ choice of YARP (Young Adult Reading Program) books from the library</p>	<p>All of the same standards and learning targets for reading short stories are also used throughout the reading of <i>Romeo and Juliet</i>, <i>Uglies</i>, <i>To Kill a Mockingbird</i>, and monthly YARP books.</p>	<p>monthly Accelerated Reader test due by last school day of each month (might be acceptations, depending on month) must be taken in presence of teacher</p>	<p>X</p>	<p>X</p>
<p>Unit: Vocabulary</p>				
<p>Resources:</p>	<p>Standard(s): • Learning Target(s)</p>	<p>Assessment:</p>	<p>First Semester</p>	<p>Second Semester</p>
<p>Sadlier-Oxford</p>	<p>9.R.1.1 Students can apply example clues to extend</p>	<p>Exercises in the vocabulary</p>	<p>X</p>	<p>X</p>

Vocabulary Workshop Level B	vocabulary. – Application	book. One unit every two weeks, 8 units the first semester and 7 units the second semester. (15 total in book) Tests		
Unit: Grammar / DOL				
Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
Daily Language Workouts (Writer’s Inc or Oral Language - Great Source) <i>Writing and Grammar Communication in Action Gold Level Text and Workbook</i>	<p>9.W.2.2 Students can identify and incorporate prepositional phrases in the writing process. – Application</p> <ul style="list-style-type: none"> • I can find prepositional phrases. (9.W.2.2) • I can write sentences using prepositional phrases. (9.W.2.2) <p>10.W.2.2 Students can edit text for the correct use of pronouns and pronoun case. – Evaluation</p> <ul style="list-style-type: none"> • I edit text for correct use of pronouns. (10.W.2.2) • I can identify pronoun antecedents. (10.W.2.2) <p>10.W.2.4 Students can identify and incorporate conjunctions in the writing process. – Application</p> <ul style="list-style-type: none"> • I can find and use (with correct punctuation) conjunctions. (10.W.2.4) <p>12.W.2.1 Students can edit a document for all conventions. – Evaluation</p>	DOL sentences every day (unless schedule prohibits it) Test Compositions	X	X

	<ul style="list-style-type: none"> • I can edit my writing for spelling. (12.W.2.1) • I can edit my writing for punctuation. (12.W.2.1) • I can edit my writing for grammar and usage. (12.W.2.1) 			
Unit: Writing	<ul style="list-style-type: none"> • Standard(s): • Learning Target(s) 			
Resources:		Assessment:	First Semester	Second Semester
Journals Research Paper based on a chosen career Detailed handouts and rubrics	<p>9.W.1.1 Students can write a thesis statement for an expository or persuasive document. – Synthesis</p> <ul style="list-style-type: none"> • I can explain the purpose of a thesis statement. (9.W.1.1) • I can write a thesis statement for an expository paper and/or persuasive paper. (9.W.1.1) <p>9.W.1.2 Students can revise a document for sentence fluency. – Evaluation</p> <ul style="list-style-type: none"> • I can revise my writing to include a variety of sentence beginnings, lengths, and structures. (9.W.1.2) • I can use transitions. (9.W.1.2) <p>9.W.1.1 Students can write a thesis statement for an expository or persuasive document. – Synthesis</p> <ul style="list-style-type: none"> • I can explain the purpose of a thesis statement. (9.W.1.1) • I can write a thesis statement for an expository 	<p>Weekly journals</p> <p>Career research paper Note cards, outline, rough drafts, works cited</p>	X	

	<p>paper and/or persuasive paper. (9.W.1.1)</p> <p>9.W.1.2 Students can revise a document for sentence fluency. - Evaluation</p> <ul style="list-style-type: none">• I can revise my writing to include a variety of sentence beginnings, lengths, and structures. (9.W.1.2)• I can use transitions. (9.W.1.2) <p>9.W.1.3 Students can write an informational document using primary and secondary sources that are listed on a reference page. - Synthesis</p> <ul style="list-style-type: none">• I can identify primary and secondary sources. (9.W.1.3)• I can find sources to use. (9.W.1.3)• I can evaluate the credibility and usefulness of a source. (9.W.1.3)• I can create an outline. (9.W.1.3)• I can express my ideas logically. (9.W.1.3)• I can paraphrase information from my sources. (9.W.1.3)• I can quote information from my sources. (9.W.1.3)• I can summarize information from my sources. (9.W.1.3)• I can cite my sources. (9.W.1.3)• I can create a reference page using MLA. (9.W.1.3)• I can make conclusions using information from			
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	<p>my sources. (9.W.1.3)</p> <p>9.W.2.1 Students can revise text for the correct use of phrases. – Application</p> <ul style="list-style-type: none">• I can revise text for incorrect use of phrases. <p>9.W.2.2 Students can identify and incorporate prepositional phrases in the writing process. – Application</p> <ul style="list-style-type: none">• I can find prepositional phrases. (9.W.2.2)• I can write sentences using prepositional phrases. (9.W.2.2) <p>9.R.5.1 Students can evaluate primary and secondary sources for credibility. – Evaluation</p> <ul style="list-style-type: none">• I can identify what makes a source credible. (9.R.5.1)• I can evaluate a source for credibility. (9.R.5.1) <p>9.R.5.2 Students can interpret procedural text to ete a multiple-step task. – Application</p> <ul style="list-style-type: none">• I can follow multi-step directions. (9.R.5.2)			
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