

**Brookings School District 5-1**  
**Curriculum English I (9<sup>th</sup>)**  
**2010-2011**

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

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

<b>Resources:</b>	<b>Standard(s):</b> • <b>Learning Target(s)</b>	<b>Assessment:</b>	<b>First Semester</b>	<b>Second Semester</b>
<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**

<b>Resources:</b>	<b>Standard(s):</b> • <b>Learning Target(s)</b>	<b>Assessment:</b>	<b>First Semester</b>	<b>Second Semester</b>
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<p><b>“Harrison Bergeron” by Kurt Vonnegut</b>  <b><i>Uglies</i> by Scott Westerfeld</b>  <b><i>Bogus to Bubbly</i> (Westerfeld)</b></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><b>X</b></p>
<p><b>Unit: Novel</b></p>				
<p><b>Resources:</b></p>	<p><b>Standard(s):</b>  • <b>Learning Target(s)</b></p>	<p><b>Assessment:</b></p>	<p><b>First Semester</b></p>	<p><b>Second Semester</b></p>
<p><b><i>To Kill a Mockingbird</i> by Harper Lee</b>  <b>Video</b>  <b>Teacher Resources</b></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><b>X</b></p>
<p><b>Unit: Independent Reading</b></p>				
<p><b>Resources:</b></p>	<p><b>Standard(s):</b>  • <b>Learning Target(s)</b></p>	<p><b>Assessment:</b></p>	<p><b>First Semester</b></p>	<p><b>Second Semester</b></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><b>X</b></p>	<p><b>X</b></p>
<p><b>Unit: Vocabulary</b></p>				
<p><b>Resources:</b></p>	<p><b>Standard(s):</b>  • <b>Learning Target(s)</b></p>	<p><b>Assessment:</b></p>	<p><b>First Semester</b></p>	<p><b>Second Semester</b></p>
<p><b>Sadlier-Oxford</b></p>	<p>9.R.1.1 Students can apply example clues to extend</p>	<p>Exercises in the vocabulary</p>	<p><b>X</b></p>	<p><b>X</b></p>

<b>Vocabulary Workshop Level B</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		
<b>Unit: Grammar / DOL</b>				
<b>Resources:</b>	<b>Standard(s):</b> • <b>Learning Target(s)</b>	<b>Assessment:</b>	<b>First Semester</b>	<b>Second Semester</b>
<b>Daily Language Workouts (Writer’s Inc or Oral Language - Great Source)</b>  <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"> <li>• I can find prepositional phrases. (9.W.2.2)</li> <li>• I can write sentences using prepositional phrases. (9.W.2.2)</li> </ul> <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"> <li>• I edit text for correct use of pronouns. (10.W.2.2)</li> <li>• I can identify pronoun antecedents. (10.W.2.2)</li> </ul> <p>10.W.2.4 Students can identify and incorporate conjunctions in the writing process. – Application</p> <ul style="list-style-type: none"> <li>• I can find and use (with correct punctuation) conjunctions. (10.W.2.4)</li> </ul> <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	<b>X</b>	<b>X</b>

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

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