

**Brookings School District 5-1  
Curriculum English 10 (1 semester class)  
2009-2010**

<b>Unit: Greek Mythology</b>				
<b>Resources:</b>	<b>Standard(s):</b> • <b>Learning Target(s)</b>	<b>Assessment:</b>	<b>First Semester</b>	<b>Second Semester</b>
<p><b>Edith Hamilton – Greek gods, heroes, stories, The Odyssey</b></p> <p><b>Greek Myths (Olivia Coolidge)</b></p> <p><b>Supplemental sources for Greek myths (i.e. Prentice Hall Literature Gold Level, Perfection Learning “Echoes from Mt. Olympus)</b></p>	<p>10.R.2.1 Students can formulate associations between texts and experiences. – Synthesis</p> <ul style="list-style-type: none"> <li>• I can make connections between the text and my experiences. (10.R.2.1)</li> <li>• I can make connections between the text and other texts. (10.R.2.1)</li> <li>• I can make connections between the text and the world in which I live. (10.R.2.1)</li> </ul> <p>10.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. (10.R.2.2)</li> <li>• I can summarize different types of text. (10.R.2.2)</li> <li>• I can adjust my reading speed for different types of text. (10.R.2.2)</li> </ul> <p>10.R.3.1 Students can analyze an author’s style. – Analysis</p> <ul style="list-style-type: none"> <li>• I can explain how an author uses narrative structure (letters / journals / flashbacks / flash forwards / etc). (10.R.3.1)</li> <li>• I can explain how an author uses irony. (10.R.3.1)</li> </ul> <p>10.R.4.1 Students can determine the author’s purpose in cultural, geographical, and historical texts. – Analysis</p> <p>I can explain the stated meaning of the text. (10.R.4.1)</p>	<p>Test</p> <p>Class Discussion</p> <p>Journal Writing</p> <p>Expository Writing</p> <p>Group Project</p>		

	<p>I can explain the implied meaning of the text. (10.R.4.1)</p> <p>I can explain how the author’s background affects the text. (10.R.4.1)</p>			
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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>
<b>Midsummer Night’s Dream (Shakespeare)</b>	<p>.1 Students can determine the author’s purpose in cultural, geographical, and historical texts. – Analysis</p> <p>I can explain the stated meaning of the text. (10.R.4.1)</p> <p>I can explain the implied meaning of the text. (10.R.4.1)</p> <p>I can explain how the author’s background affects the text. (10.R.4.1)</p> <p>10.W.1.1 Students can write text using problem/solution and cause/effect organizational patterns. – Synthesis</p> <ul style="list-style-type: none"> <li>• I can organize text using a problem/solution format. (10.W.1.1)</li> <li>• I can organize text using cause/effect format. (10.W.1.1)</li> </ul> <p>10.W.1.2 Students can revise a document for voice. – Evaluation</p> <ul style="list-style-type: none"> <li>• I can write using my individual voice (use of details, tone, word choice, sentence structure). (10.W.1.2)</li> <li>• I can write using another voice (use of details, tone, word choice, sentence structure). (10.W.1.2)</li> </ul>	<p>Test</p> <p>Class Discussion</p> <p>Expository Writing</p> <p>Journal Writing</p>		

<b>Unit: Poetry</b>				
<b>Resources:</b>	<b>Standard(s):</b> <ul style="list-style-type: none"> <li><b>Learning Target(s)</b></li> </ul>	<b>Assessment:</b>	<b>First Semester</b>	<b>Second Semester</b>
<b>Supplemental Poetry Sources</b>	<p>10.R.2.1 Students can formulate associations between texts and experiences. – Synthesis</p> <ul style="list-style-type: none"> <li>I can make connections between the text and my experiences. (10.R.2.1)</li> <li>I can make connections between the text and other texts. (10.R.2.1)</li> <li>I can make connections between the text and the world in which I live. (10.R.2.1)</li> </ul> <p>11.R.2.1 Students can analyze how diction affects the interpretation of text. – Analysis</p> <ul style="list-style-type: none"> <li>I can explain how carefully chosen words work to create tone of a text. (11.R.2.1)</li> <li>I can explain how words create an image for the reader (Setting description (eg – 1<sup>st</sup> paragraph of “Fall... Usher” / Local color / Dialogue (colloquialism / dialect ) / Slang / Idioms) (11.R.2.1)</li> </ul> <p>10.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. (10.R.2.2)</li> <li>I can summarize different types of text. (10.R.2.2)</li> </ul>	<p>Class discussion</p> <p>Test</p>		

	<p>10.R.3.1 Students can analyze an author's style. – Analysis</p> <ul style="list-style-type: none"><li>• I can explain how an author uses word choice. (10.R.3.1)</li><li>• I can explain how an author uses sentence length. (10.R.3.1)</li><li>• I can explain how an author uses tone. (10.R.3.1)</li><li>• I can explain how an author uses imagery. (10.R.3.1)</li><li>• I can explain how an author uses dialogue. (10.R.3.1)</li><li>• I can explain how an author uses point of view. (10.R.3.1)</li><li>• I can explain how an author uses narrative structure (letters / journals / flashbacks / flash forwards / etc). (10.R.3.1)</li><li>• I can explain how an author uses irony. (10.R.3.1)</li></ul> <p>10.R.4.1 Students can determine the author's purpose in cultural, geographical, and historical texts. – Analysis</p> <p>I can explain the stated meaning of the text. (10.R.4.1)</p> <p>I can explain the implied meaning of the text. (10.R.4.1)</p> <p>I can explain how the author's background affects the text. (10.R.4.1)</p>			

Unit: Grammar / DOL				
Resources:	<b>Standard(s):</b> <ul style="list-style-type: none"> <li>• <b>Learning Target(s)</b></li> </ul>	<b>Assessment:</b>	<b>First Semester</b>	<b>Second Semester</b>
<b>Daily Language Workouts (Writer’s Inc or Oral Language - Great Source)</b>	<p>10.W.2.1 Students can edit text for the correct use of active and passive voice. – Application</p> <ul style="list-style-type: none"> <li>• I can write sentences using active voice. (10.W.2.1)</li> <li>• I can write and edit text for active voice. (10.W.2.1)</li> <li>• I can write sentences using passive voice. (10.W.2.1)</li> <li>• I can write and edit text for passive voice. (10.W.2.1)</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.2.3 Students can edit text for the correct use of quotation marks and italics for quoted material, titles, emphasized words, and dialogue. – Evaluation</p> <ul style="list-style-type: none"> <li>• I can write and edit text for correct use of quotation marks. (10.W.2.3)</li> <li>• I can write and edit text for correct use of italics. (10.W.2.3)</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>	DOL Test Compositions		

	<p>11.W.2.3 Students can edit for correct use of semicolons and colons. – Evaluation</p> <ul style="list-style-type: none"> <li>▪ I can incorporate semicolons correctly in a sentence. (11.W.2.3)</li> <li>▪ I can incorporate colons correctly in a sentence. (11.W.2.3)</li> </ul> <p>11.W.2.4 Students can edit for correct use of parentheses, dashes, hyphens, and ellipses. –Application</p> <ul style="list-style-type: none"> <li>▪ I can incorporate parentheses correctly in a sentence. (11.W.2.3)</li> <li>▪ I can incorporate dashes correctly in a sentence. (11.W.2.3)</li> <li>▪ I can incorporate hyphens correctly in a sentence. (11.W.2.3)</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>	<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>	<b>Assessment:</b> Expository Writing – emphasis on persuasive writing	<b>First Semester</b>	<b>Second Semester</b>

	<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>10.W.1.1 Students can write text using problem/solution and cause/effect organizational patterns. – Synthesis</p> <ul style="list-style-type: none"><li>• I can organize text using a problem/solution format. (10.W.1.1)</li><li>• I can organize text using cause/effect format. (10.W.1.1)</li><li>• I can outline information. (10.W.1.1)</li></ul>			
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