

Brookings School District 5-1
Curriculum
2009-2010
Junior English

Year-Long Unit: VOCABULARY- This year-long daily program addresses the introduction of new words each week for juniors

Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<p><u>Primary Text:</u></p> <p>ADVANCING VOCABULARY SKILLS, Fourth Edition, 2010</p> <p>Authors: Sherri L.Nist Carole Mohr</p> <p>Townshend Press</p>	<p><u>Writing:</u></p> <p>11.W.2.1 Students can edit text for the correct use of independent and subordinate clauses.</p> <p>11.W.2.2 Students can edit for correct use of verbals and verbal phrases.</p> <p>11.W.2.3 Students can edit for correct use of semicolons and colons.</p> <p>11.W.2.4 Students can edit for correct use of parentheses, dashes, hyphens, and ellipses.</p> <p><u>Listening/Speaking</u></p> <p>11.LVS.1.1 Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain.</p>	<ul style="list-style-type: none"> • Weekly introduction and practice with new words • Writing new words each week in original sentences for authentic use • Weekly quiz using words in context • After each unit of 50 words a unit test is given • Students work in groups to create an ongoing story that builds on all words used. These are edited, revised, and read in class. 	<p>X</p>	<p>X</p>

Year-Long Unit: Daily Oral Language- This year-long daily practice program addresses all levels and forms of punctuation, usage, and grammar required to meet the standards at the junior level.

Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester

<p><u>Daily Oral Language-Grade 11, 2004</u></p> <p>Authors: Neil J. Vail; Joseph F. Papenfuss</p> <p>Publisher: Great Source Educational Group-Houghton Mifflin Company</p>	<p><u>Writing:</u></p> <ul style="list-style-type: none"> • 11.W.2.1 Students can edit text for the correct use of independent and subordinate clauses.(application) • 11.W.2.2 Students can edit for correct use of verbals and verbal phrases.(application) • 11.W.2.3 Students can edit for correct use of semicolons and colons.(application) • 11.W.2.4 Students can edit for correct use of parentheses, dashes, hyphens, and ellipses. (application) 	<ul style="list-style-type: none"> • Daily worksheet addressing various writing, grammar, punctuation, and usage skills. • Every four weeks a cumulative quiz over skills covered in administered • Skills learned are applied to other writing in the class for authentic usage 	X	X
---	---	--	---	---

JOURNALING/WRITING- Year-Long Assignments

Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<p>No text: Possible Topics to be assigned:</p> <ul style="list-style-type: none"> • correspond with literature unit • current event topic • open topic of student choice • AR book review 	<p>11.W.1.1 Students can write text using comparison/contrast organizational patterns.</p> <ul style="list-style-type: none"> ▪ I can write using a block comparison/contrast format. (11.W.1.1) ▪ I can write using a point-by-point comparison/contrast format. (11.W.1.1) ▪ I can integrate transitions in comparison/contrast writing. 	<ul style="list-style-type: none"> • Journals will be submitted weekly to turnitin.com and will be evaluated for content and correct grammar and usage covered during the year. • Writing will focus on avoidance of expletives, unnecessary phrases, avoidance of “you”, avoidance of passive voice • Writing assignments will be aligned with literature assignments and will be 	X	X

(11.W.1.1)

11.W.1.2 Students can write a document analyzing how a work of literature mirrors the themes and issues of its historical period.

- I can analyze characters. (11.W.1.2)
- I can analyze plot. (11.W.1.2)
- I can analyze theme. (11.W.1.2)
- I can analyze setting. (11.W.1.2)
- I can explain the way literature represents a view or comment on life. (11.W.1.2)
- I can use textual evidence to support an interpretation. (11.W.1.2)
- I can explain the historical background of a text. (11.W.1.2)
- I can explain how the historical context influenced a piece of literature. (11.W.1.2)

11.W.2.1 Students can edit text for the correct use of independent and subordinate clauses.

- I can identify independent clauses. (11.W.2.1)
- I can edit for correct use of independent clauses. (11.W.2.1)
- I can punctuate independent clauses. (11.W.2.1)
- I can identify subordinate clauses. (11.W.2.1)
- I can edit for correct use of

sent to turnitin.com, peer assessed, or self-assessed

- **Monthly novels will have a journal reflecting the student's summary and reflections about the book.**

subordinate clauses. (11.W.2.1)

- I can punctuate subordinate clauses. (11.W.2.1)

11.W.2.2 Students can edit for correct use of verbals and verbal phrases.

- I can identify gerunds. (11.W.2.2)
- I can edit for correct use of gerunds. (11.W.2.2)
- I can punctuate gerunds. (11.W.2.2)
- I can identify infinitives. (11.W.2.2)
- I can edit for correct use of infinitives. (11.W.2.2)
- I can punctuate infinitives. (11.W.2.2)
- I can identify participles. (11.W.2.2)
- I can edit for correct use of participles. (11.W.2.2)
- I can punctuate participles. (11.W.2.2)
- I can identify sentences which are not parallel. (11.W.2.2)
- I can write sentences with parallel structure. (11.W.2.2)

11.W.2.3 Students can edit for correct use of semicolons and colons.

- I can explain the correct uses of a semicolon. (11.W.2.3)
- I can use a semicolon correctly in a sentence. (11.W.2.3)

	<ul style="list-style-type: none"> ▪ I can explain the correct uses of a colon. (11.W.2.3) ▪ I can use a colon correctly in a sentence. (11.W.2.3) <p>11.W.2.4 Students can edit for correct use of parentheses, dashes, hyphens, and ellipses.</p> <ul style="list-style-type: none"> ▪ I can explain the correct uses of parentheses. (11.W.2.3) ▪ I can use parentheses correctly in a sentence. (11.W.2.3) ▪ I can explain the correct uses of dashes. (11.W.2.3) ▪ I can use dashes correctly in a sentence. (11.W.2.3) ▪ I can explain the correct uses of hyphens. (11.W.2.3) ▪ I can use hyphens correctly in a sentence. (11.W.2.3) ▪ I can explain the correct uses of ellipses. (11.W.2.3) ▪ I can use ellipses correctly in a sentence. (11.W.2.3) 			
--	---	--	--	--

QUARTERLY NOVEL- A NOVEL WILL BE DUE EACH QUARTER

Resources:	Standard(s): <ul style="list-style-type: none"> • Learning Target(s) 	Assessment:	First Semester	Second Semester
-------------------	---	--------------------	-----------------------	------------------------

<p>AR Novels from Brookings High School Library or other sources</p>	<p>11.W.1.1 Students can write text using comparison/contrast organizational patterns. 11.W.1.2 Students can write a document analyzing how a work of literature mirrors the themes and issues of its historical period. 11.LVS.1.1 Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain.</p> <p>11.LVS.1.3 Students can implement rhetorical devices in oral presentations.</p> <p>11.R.1.1 Students can apply cause-and-effect clues to extend vocabulary.</p> <p>11.R.4.1 Students can analyze a text within cultural, geographical, and historical context.</p>	<ul style="list-style-type: none"> • Each quarter students will select a book by an American author • By the end of each quarter students will take an AR test • Each quarter the student will submit a reflection journal about the novel • Students will be required to do a book talk for the class at least once each semester 	<p>X</p>	<p>X</p>
---	---	--	-----------------	-----------------

Units: Grammar- Pronoun Usage, Punctuation, Phrases, Verbals, Clauses

SUB Unit- Pronoun usage and Clear referents

Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<p>Chapters 18-20 of Text: <u>Elements of Language, Fifth Course, 2004</u></p> <p>Students will review pronouns and their antecedents, pronoun forms of case, elliptical</p>	<p><u>Writing:</u> 10.W.2.2 Students can edit text for the correct use of pronouns and pronoun case. 12.W.2.1 Students can edit a document for all conventions.</p> <ul style="list-style-type: none"> ▪ I can edit my writing for grammar 	<p>Practice of concepts</p> <ul style="list-style-type: none"> ▪ text exercises, ▪ worksheets, ▪ original sentences using rules, ▪ website practice <p>Final test over pronoun usage</p>	<p>X</p>	

constructions, reflexive, intensive, who, whom, Ambiguous reference, general, weak, indefinite reference	and usage.			
---	------------	--	--	--

SUB Unit-The Phrase- Prepositional, Verbal forms –(participial, gerund, infinitive), appositive; parallel structure

Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
Chapters 16 of Text: <u>Elements of Language, Fifth Course, 2004</u>	<p><u>Writing:</u> 11.W.2.2 Students can edit for correct use of verbals and verbal phrases.</p> <ul style="list-style-type: none"> ▪ I can identify gerunds. (11.W.2.2) ▪ I can edit for correct use of gerunds. (11.W.2.2) ▪ I can punctuate gerunds. (11.W.2.2) ▪ I can identify infinitives. (11.W.2.2) ▪ I can edit for correct use of infinitives. (11.W.2.2) ▪ I can punctuate infinitives. (11.W.2.2) ▪ I can identify participles. (11.W.2.2) ▪ I can edit for correct use of participles. (11.W.2.2) ▪ I can punctuate participles. (11.W.2.2) ▪ I can identify sentences which are not parallel. (11.W.2.2) ▪ I can write sentences with parallel structure. (11.W.2.2) 	<p>Practice of concepts</p> <ul style="list-style-type: none"> ▪ text exercises, ▪ worksheets, ▪ original sentences using rules, ▪ website practice <p>Final test over phrases and verbals</p>	X	

SUB Unit- The Clause- Independent Clauses, Subordinate Clauses, introductory words for subordinate clauses, uses of clauses, punctuation of clauses

Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<p>Chapters 17 of Text: <u>Elements of Language,</u> <u>Fifth Course, 2004</u></p>	<p><u>Writing.</u> 11.W.2.1 Students can edit text for the correct use of independent and subordinate clauses.</p> <ul style="list-style-type: none"> ▪ I can identify independent clauses. (11.W.2.1) ▪ I can edit for correct use of independent clauses. (11.W.2.1) ▪ I can punctuate independent clauses. (11.W.2.1) ▪ I can identify subordinate clauses. (11.W.2.1) ▪ I can edit for correct use of subordinate clauses. (11.W.2.1) ▪ I can punctuate subordinate clauses. (11.W.2.1) 	<p>Practice of concepts</p> <ul style="list-style-type: none"> ▪ text exercises, ▪ worksheets, ▪ original sentences using rules, ▪ website practice <p>Write original subordinate clause poems-</p> <ul style="list-style-type: none"> ▪ handout with instructions for the poem ▪ handout for ways to identify and use clauses <p>Final test over clauses</p>	X	

Literature Unit: Native American Literature- traditional and contemporary works; traditional philosophies

Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<p>Primary Text: <u>Elements of Literature:</u> <u>Literature of the United States,</u> <u>Fifth Course, 2000</u> Publisher: Holt, Reinhart, and Winston:Harcourt Brace and</p>	<p><u>Reading.</u> 11.R.2.1 Students can analyze how diction affects the interpretation of text. 11.R.2.2 Students can read fluently to comprehend grade-level text.</p>	<p>Explore:</p> <ul style="list-style-type: none"> ▪ types of Native American Literature ▪ stereotyping ▪ essays ▪ poetry ▪ myth 	X	

<p>Company</p> <p><u>Native American Works in American Literature</u></p> <p>Possible choices for stories/essays/myths:</p> <p>The Sky Tree The Earth Only The House Made of Dawn Coyote Finishes His Work Blue Highways The Way to Rainy Mountain</p> <p>Poems selected by students for project</p>	<ul style="list-style-type: none"> • I can answer questions about different types of text. (11.R.2.2) • I can summarize different types of text. (11.R.2.2) • I can adjust my reading speed for different types of text. (11.R.2.2) <p>11.R.3.1 Students can analyze and explain literar</p> <p>11.R.4.1 Students can analyze a text within cultural, geographical, and historical context.</p> <ul style="list-style-type: none"> • I can explain how culture affects the meaning of a text. (11.R.4.1) • I can explain how geography affects the meaning of a text. (11.R.4.1) • I can explain how history affects the meaning of a text. (11.R.4.1) <p>12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.</p> <p><u>Listening-Viewing-Speaking</u></p> <p>11.LVS.1.1 Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain.</p> <ul style="list-style-type: none"> ▪ I can evaluate the effectiveness of sound and visual effects. (11.LVS.1.1) <p>11.LVS.1.2 Students can evaluate logical and critical thinking used in communication.</p> <ul style="list-style-type: none"> ▪ I can identify types of logical fallacies. 	<p>Discuss:</p> <ul style="list-style-type: none"> ▪ backgrounds of tradition ▪ ideas based on tradition <p>Research:</p> <ul style="list-style-type: none"> ▪ Native American topics ▪ Present using multimedia <p>Evaluation:</p> <ul style="list-style-type: none"> ▪ Final projects ▪ Final written test 		
---	--	---	--	--

	<p>(11.LVS.1.2)</p> <ul style="list-style-type: none"> ▪ I can identify reasoning as inductive or deductive. (11.LVS.1.2) ▪ I can evaluate the effectiveness of a speaker’s reasoning. (11.LVS.1.2) ▪ I can evaluate the effectiveness of a presentation’s organization. (11.LVS.1.2) 			
--	--	--	--	--

Literature Unit: PURITAN LITERATURE

Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<p>Primary Text: <u>Elements of Literature: Literature of the United States, Fifth Course, 2000</u> Publisher: Holt, Reinhart, and Winston:Harcourt Brace and Company</p> <p>Primary Reading: THE CRUCIBLE- by Arthur Miller</p> <p>Possible Sources:</p> <p>A variety of Puritan texts/ideology will be utilized examples:</p> <p>Ann Bradstreet’s poetry</p> <p>“Sinners in the Hands of an</p>	<p><u>Reading.</u></p> <p>11.R.1.1 Students can apply cause-and-effect clues to extend vocabulary.</p> <p>12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues</p> <p>11.R.2.1 Students can analyze how diction affects the interpretation of text.</p> <p>11.R.2.2 Students can read fluently to comprehend grade-level text.</p> <p>11.R.3.1 Students can analyze and explain literary devices within text.</p> <ul style="list-style-type: none"> • I can explain how the author uses imagery to create meaning. (11.R.3.1) • I can explain how the author uses allusion to create meaning. (11.R.3.1) • I can explain how the author uses 	<p>Read-</p> <p>Puritan poems</p> <p>Puritan sermons</p> <p><u>The Crucible-</u></p> <p>daily quizzes over reading (some reading done orally in class)</p> <p>Writing- Contrast/Comparison paper about <u>The Crucible</u> to analyze degree of blame</p> <p>Group discussions/project</p> <p>Final written test</p>	<p>X</p>	

<p>Angry God- Edwards</p> <p>Videos about Puritan life/customs</p> <p>Video: <u>The Crucible</u></p> <p>McCarthyism- modern connections</p>	<p>symbols to create meaning. (11.R.3.1)</p> <ul style="list-style-type: none"> • I can explain how the author uses poetic devices (rhyme / meter / refrain) to create meaning. (11.R.3.1) • I can explain how the author uses irony to create meaning. (11.R.3.1) <p>11.R.4.1 Students can analyze a text within cultural, geographical, and historical context.</p> <ul style="list-style-type: none"> • I can explain how culture affects the meaning of a text. (11.R.4.1) • I can explain how geography affects the meaning of a text. (11.R.4.1) • I can explain how history affects the meaning of a text. (11.R.4.1) <p><u>Writing:</u></p> <p>11.W.1.1 Students can write text using comparison/contrast organizational patterns.</p> <ul style="list-style-type: none"> ▪ I can write using a block comparison/contrast format. (11.W.1.1) ▪ I can write using a point-by-point comparison/contrast format. (11.W.1.1) ▪ I can integrate transitions in comparison/contrast writing. (11.W.1.1) <p>11.W.1.2 Students can write a document analyzing how a work of literature mirrors</p>			
---	--	--	--	--

the themes and issues of its historical period.

- I can analyze characters. (11.W.1.2)
- I can analyze plot. (11.W.1.2)
- I can analyze theme. (11.W.1.2)
- I can analyze setting. (11.W.1.2)
- I can explain the way literature represents a view or comment on life. (11.W.1.2)
- I can use textual evidence to support an interpretation. (11.W.1.2)
- I can explain the historical background of a text. (11.W.1.2)
- I can explain how the historical context influenced a piece of literature. (11.W.1.2)

11.W.1.1 Students can write text using comparison/contrast organizational patterns.

- I can write using a block comparison/contrast format. (11.W.1.1)
- I can write using a point-by-point comparison/contrast format. (11.W.1.1)
- I can integrate transitions in comparison/contrast writing. (11.W.1.1)

Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<p>Handouts/Rubrics for completion of Service Learning</p> <p><u>Elements of Literature: Literature of the United States, Fifth Course, 2000</u> Publisher: Holt, Reinhart, and Winston:Harcourt Brace and Company</p> <p>The Examined Life selections: The Autobiography-Franklin</p> <p>All I Really Need to Know I Learned in Kindergarten-Fulghum</p>	<p>11.LVS.1.1 Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain.</p> <p>11.LVS.1.2 Students can evaluate logical and critical thinking used in communication.</p> <p>11.LVS.1.3 Students can implement rhetorical devices in oral presentations.</p> <p>11.R.3.1 Students can analyze and explain literary devices within text.</p> <p>12.W.1.1 Students can generate correspondence for workplace or academic settings. (technical writing, resume)</p>	<ul style="list-style-type: none"> • Discuss Ben Franklin and his attitudes about community involvement <p>Develop and Perform a SLP for final assessment</p> <ul style="list-style-type: none"> • Develop a Service Learning Proposal • Reflect on needs in the community • Journal SLP activities • Write a final reflection paper • Do 8 hours of SL at site • Create a presentation for class using multimedia • Present for class 	X	
LITERATURE UNIT: EMERSON and THOREAU- TRANSCENDENTALSIM				
Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<p><u>Elements of Literature: Literature of the United States, Fifth Course, 2000</u> Publisher: Holt, Reinhart, and Winston:Harcourt Brace and Company</p>	<p>11.W.1.2 Students can write a document analyzing how a work of literature mirrors the themes and issues of its historical period.</p> <p>11.R.3.1 Students can analyze and explain</p>	<ul style="list-style-type: none"> • Read selections • Discussion • Aphorisms Project • Final written exam 	X	

<p>Read; “Self-Reliance” “Walden”</p>	<p>literary devices within text.</p>			
<p>LITERATURE UNIT: HUCKLEBERRY FINN/realism/regionalism</p>				
<p>Resources:</p>	<p>Standard(s): • Learning Target(s)</p>	<p>Assessment:</p>	<p>First Semester</p>	<p>Second Semester</p>
<p><u>Adventures of Huckleberry Finn</u> by Mark Twain</p> <p>Other stories/essays to support</p> <p>Video: <u>The World of Mark Twain</u></p> <p>Video Segments: <u>Huck Finn</u></p>	<p>10.R.3.1 Students can analyze an author’s style</p> <p>11.R.3.1 Students can analyze and explain literary devices within text.</p> <p>11.R.4.1 Students can analyze a text within cultural, geographical, and historical context.</p> <p>11.R.5.1 Students can analyze factors that influence the credibility of informational sources.</p> <p>11.W.1.2 Students can write a document analyzing how a work of literature mirrors the themes and issues of its historical period.</p> <p>11.LVS.1.2 Students can evaluate logical and critical thinking used in communication.</p> <p>11.LVS.1.3 Students can implement rhetorical devices in oral presentations.</p>	<ul style="list-style-type: none"> • Quizzes • Test • Critical essay on a theme of <u>Huck Finn</u> • Group projects about <u>Huck Finn</u> 		<p>X</p>

LITERATURE UNIT: Edgar Alan Poe and Romanticism				
Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<u>Elements of Literature: Literature of the United States, Fifth Course, 2000</u> Publisher: Holt, Reinhart, and Winston:Harcourt Brace and Company Works by Poe, Hawthorne, modern authors influenced by the Romantics	11.R.2.1 Students can analyze how diction affects the interpretation of text. 11.R.2.2 Students can read fluently to comprehend grade-level text.	<ul style="list-style-type: none"> • Read works by Romantic authors • Group discussions • Comparisons of works in groups • Final exam 		X
LITERATURE UNIT: OF MICE AND MEN- THE AMERICAN DREAM				
Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
Novel- <u>Of Mice and Men- John Steinbeck</u> Video- <u>Of Mice and Men</u> Video- <u>The Great Depression</u>	11.LVS.1.2 Students can evaluate logical and critical thinking used in communication. 11.R.1.1 Students can apply cause-and-effect clues to extend vocabulary. 11.R.3.1 Students can analyze and explain literary devices within text 11.R.4.1 Students can analyze a text within cultural, geographical, and historical context.	<ul style="list-style-type: none"> • Read novel • Discussions • Comparisons to past novels and current economic conditions in the United States • Quizzes • Final test 		X

LITERATURE UNIT: MAKE IT NEW-POETRY				
Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<p><u>Elements of Literature:</u> <u>Literature of the United States,</u> <u>Fifth Course, 2000</u> Publisher: Holt, Reinhart, and Winston:Harcourt Brace and Company</p> <p>Selected poems from class text</p>	<p>11.R.2.1 Students can analyze how diction affects the interpretation of text.</p> <p>11.R.3.1 Students can analyze and explain literary devices within text.</p> <p>11.W.1.2 Students can write a document analyzing how a work of literature mirrors the themes and issues of its historical period.</p>	<ul style="list-style-type: none"> • Reading poems • Worksheets • Discussion • Analyzing poems for literary devices • Project with own poetry • Final exam 		X
LITERATURE UNIT: MODERN PLAYS or LITERATURE UNIT: TROUBLED TIMES				
Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<p>Various Choices of Modern Plays: <u>The Glass Menagerie</u> <u>All My Sons</u> <u>A Raisin in the Sun</u> <u>Death of a Salesman</u> <u>The Catcher in the Rye</u></p>	<p>11.W.1.2 Students can write a document analyzing how a work of literature mirrors the themes and issues of its historical period.</p> <p>11.W.2.1 Students can edit text for the correct use of independent and subordinate clauses.</p> <p>11.W.2.3 Students can edit for correct use of semicolons and colons.</p>	<ul style="list-style-type: none"> • Reading selections • Discussions • Quizzes • Individual and/or group projects related to themes and history of the times • Writing assignments • Final Test 		X

<p>Various Choices of Troubled Times Books/Essays/Poems :</p> <p><u>Fallen Angels</u> <u>The Things They Carried</u></p> <p>MLK, Jr Robert Kennedy <u>American Sings: Poems, Essays, Songs of the 1960s-1970s</u></p>	<p>11.R.1.1 Students can apply cause-and-effect clues to extend vocabulary.</p> <p>11.R.2.1 Students can analyze how diction affects the interpretation of text.</p> <p>11.R.3.1 Students can analyze and explain literary devices within text.</p> <p>11.LVS.1.1 Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain</p> <p>11.LVS.1.2 Students can evaluate logical and critical thinking used in communication.</p> <p>11.LVS.1.3 Students can implement rhetorical devices in oral presentations.</p>			
--	--	--	--	--