

**Brookings School District 5-1
Curriculum English IVA (12th)
2010-2011**

Unit: Vocabulary				
Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
Sadlier-Oxford Vocabulary Workshop Level E	12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues. – Synthesis <ul style="list-style-type: none"> • I can define what a context clue is. (12.R.1.1) • I can find the meaning of an unfamiliar word using context clues. (12.R.1.1) • I can write a detailed summary of the text. (12.R.1.1) • I can provide a reasonable interpretation of a text. (12.R.1.1) 	Exercises in the vocabulary book. One unit every two weeks, 8 units the first semester and 7 units the second semester. (15 total in book) Tests	X	X
Unit: Daily Oral Language/Grammar				
Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
Great Source Daily Oral Language Grade 11 Great Source Daily Oral Language Grade 12 Grammar Worksheets	12.W.2.1 Students can edit a document for all conventions. – Evaluation <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) 9.W.2.1 Students can revise text for the correct use of	Daily Oral Language Worksheets Unit Quizzes	X	X

	<p>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>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"> • I can write sentences using active voice. (10.W.2.1) • I can write and edit text for active voice. (10.W.2.1) • I can write sentences using passive voice. (10.W.2.1) • I can write and edit text for passive voice. (10.W.2.1) <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.2.3 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"> • I can write and edit text for correct use of 			
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	<p>quotation marks. (10.W.2.3)</p> <ul style="list-style-type: none">• I can write and edit text for correct use of italics. (10.W.2.3) <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>11.W.2.1 Students can edit text for the correct use of independent and subordinate clauses. – Evaluation</p> <ul style="list-style-type: none">• I can identify independent clauses. (11.W.2.1)• I can write and 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 write and edit for correct use of subordinate clauses. (11.W.2.1)▪ I can punctuate subordinate clauses. (11.W.2.1) <p>11.W.2.2 Students can edit for correct use of verbals and verbal phrases. – Evaluation</p> <ul style="list-style-type: none">• I can identify gerunds. (11.W.2.2)• I can write and edit for correct use of gerunds. (11.W.2.2)• I can punctuate gerunds phrases. (11.W.2.2)• I can incorporate gerunds in my writing. (11.W.2.2)• I can identify infinitives. (11.W.2.2)• I can write and edit for correct use of infinitives.			
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	<p>(11.W.2.2)</p> <ul style="list-style-type: none"> • I can punctuate infinitives phrases. (11.W.2.2) • I can incorporate infinitive phrases in my writing. (11.W.2.2) • I can identify participles. (11.W.2.2) • I can write and edit for correct use of participles. (11.W.2.2) • I can punctuate participles phrases. (11.W.2.2) • I can incorporate participle phrases in my writing. (11.W.2.2) • I can identify and correct sentences which are not parallel. (11.W.2.2) • I can write sentences with parallel structure. (11.W.2.2) <p>11.W.2.3 Students can edit for correct use of semicolons and colons. – Evaluation</p> <ul style="list-style-type: none"> • I can incorporate semicolons correctly in a sentence. (11.W.2.3) • I can incorporate colons 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. –Application</p> <ul style="list-style-type: none"> • I can incorporate parentheses correctly in a sentence. (11.W.2.3) • I can incorporate dashes correctly in a sentence. (11.W.2.3) • I can incorporate hyphens correctly in a sentence. (11.W.2.3) 			
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	<ul style="list-style-type: none"> I can incorporate ellipses correctly in a sentence. (11.W.2.3) 			
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Unit: Novel: *Lord of the Flies*

Resources:	Standard(s): <ul style="list-style-type: none"> Learning Target(s) 	Assessment:	First Semester	Second Semester
<i>Lord of the Flies</i> novel	<p>12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues. – Synthesis</p> <ul style="list-style-type: none"> I can define what a context clue is. (12.R.1.1) I can find the meaning of an unfamiliar word using context clues. (12.R.1.1) I can write a detailed summary of the text. (12.R.1.1) I can provide a reasonable interpretation of a text. (12.R.1.1) <p>12.R.2.1 Students can evaluate how style affects the meaning of text. – Evaluation</p> <ul style="list-style-type: none"> I can explain how word choice constructs meaning in the text. (12.R.2.1) I can explain how sentence length constructs meaning in the text. (12.R.2.1) I can explain how tone constructs meaning in the text. (12.R.2.1) I can explain how imagery constructs meaning in the text. (12.R.2.1) I can explain how dialogue constructs meaning in the text. (12.R.2.1) 	Class Discussions Study Guide Quizzes Graphic Organizers	X	

	<ul style="list-style-type: none">• I can explain how point of view constructs meaning in the text. (12.R.2.1)• I can explain how narrative structure (letters / journals / flashbacks / flash forwards / etc) constructs meaning in the text. (12.R.2.1) <p>12.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. (12.R.2.2)• I can summarize different types of text. (12.R.2.2)• I can adjust my reading speed for different types of text. (12.R.2.2) <p>12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods. - Evaluation</p> <ul style="list-style-type: none">• I can explain lifestyle and conditions of other times, locations, and cultures based on what I read. (12.R.4.1)• I can use the lessons of history to discuss ethical issues. (12.R.4.1)• I can compare and contrast the priorities of a variety of time periods. (12.R.4.1)• I can compare and contrast the priorities of a variety of cultures. (12.R.4.1)• I can compare and contrast the priorities of a variety of locations. (12.R.4.1) <p>12.R.4.1 Students can evaluate the depiction of human</p>			
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	<p>experience in literary works from diverse cultures, locations, and time periods. – Evaluation</p> <ul style="list-style-type: none"> • I can explain lifestyle and conditions of other times, locations, and cultures based on what I read. (12.R.4.1) • I can use the lessons of history to discuss ethical issues. (12.R.4.1) <p>12.LVS.1.3 Students can narrate a multimedia presentation that combines text, images, and sounds to reflect, to inform, to persuade, or to entertain. – Synthesis</p> <ul style="list-style-type: none"> • I can use technology to enhance the purpose of my presentation. (12.LVS.1.3) 			
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Unit: Drama: *Macbeth*

Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
Parallel Text: <i>Macbeth</i>	<p>12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues. – Synthesis</p> <ul style="list-style-type: none"> • I can define what a context clue is. (12.R.1.1) • I can find the meaning of an unfamiliar word using context clues. (12.R.1.1) • I can write a detailed summary of the text. (12.R.1.1) • I can provide a reasonable interpretation of a text. (12.R.1.1) 	<p>Reading lines of <i>Macbeth</i> Class Discussions Graphic Organizers Study Guide Quizzes Test</p>	X	

12.R.2.1 Students can evaluate how style affects the meaning of text. - Evaluation

- I can explain how word choice constructs meaning in the text. (12.R.2.1)
- I can explain how sentence length constructs meaning in the text. (12.R.2.1)
- I can explain how tone constructs meaning in the text. (12.R.2.1)
- I can explain how imagery constructs meaning in the text. (12.R.2.1)
- I can explain how dialogue constructs meaning in the text. (12.R.2.1)
- I can explain how point of view constructs meaning in the text. (12.R.2.1)
- I can explain how narrative structure (letters / journals / flashbacks / flash forwards / etc) constructs meaning in the text. (12.R.2.1)

12.R.2.2 Students can read fluently to comprehend grade-level text. - Application

- I can answer questions about different types of text. (12.R.2.2)
- I can summarize different types of text. (12.R.2.2)
- I can adjust my reading speed for different types of text. (12.R.2.2)

12.R.3.1 Students can evaluate text for the author's style. - Evaluation

- I can explain what the author's style is using

	<p>what I know about literary elements and devices (ex - Epic / Gothic / Science Fiction / Horror / Romanticism / Utopian / Historical). (12.R.3.1)</p> <p>12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods. – Evaluation</p> <ul style="list-style-type: none">• I can explain lifestyle and conditions of other times, locations, and cultures based on what I read. (12.R.4.1)• I can use the lessons of history to discuss ethical issues. (12.R.4.1)• I can compare and contrast the priorities of a variety of time periods. (12.R.4.1)• I can compare and contrast the priorities of a variety of cultures. (12.R.4.1)• I can compare and contrast the priorities of a variety of locations. (12.R.4.1) <p>12.LVS.1.1 Students can evaluate diction, tone, and syntax used in communication. – Evaluation</p> <ul style="list-style-type: none">• I can identify a speaker’s word choice/diction as formal or informal and explain how it affects purpose. (12.LVS.1.1)• I can identify a speaker’s tone and explain how it affects purpose. (12.LVS.1.1)• I can identify a speaker’s syntax and explain how it affects purpose. (12.LVS.1.1) <p>12.W.1.3 Students can revise document for ideas,</p>			
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	<p>organization, diction, fluency, voice, and presentation. - Evaluation</p> <ul style="list-style-type: none"> • I can revise my writing for ideas. (12.W.1.3) • I can revise my writing for organization. (12.W.1.3) • I can revise my writing for word choice/diction. (12.W.1.3) • I can revise my writing for sentence fluency. (12.W.1.3) • I can revise my writing for voice. (12.W.1.3) <p>12.W.2.1 Students can edit a document for all conventions. - Evaluation</p> <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) 			
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Unit: Senior Research Paper

Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
	<p>12.W.1.2 Students can write a research document which will defend a position or recommend a plan of action. - Synthesis</p> <ul style="list-style-type: none"> • I can identify primary and secondary sources. (12.W.1.2) • I can find sources to use. (12.W.1.2) 	<p>Concept Map Note Cards Outline Rough Draft Peer Editing Exercise Final Paper Works Cited</p>		X

	<ul style="list-style-type: none">• I can evaluate the credibility and usefulness of a source. (12.W.1.2)• I can create an outline. (12.W.1.2)• I can write a thesis statement. (12.W.1.2)• I can express my ideas logically. (12.W.1.2)• I can paraphrase information from my sources. (12.W.1.2)• I can quote information from my sources. (12.W.1.2)• I can summarize information from my sources. (12.W.1.2)• I can write a paper using sources to support my position. (12.W.1.2)• I can cite my sources using MLA style. (12.W.1.2)• I can create a reference page using MLA style. (12.W.1.2)• I can make conclusions using information from my sources. (12.W.1.2) <p>12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation. – Evaluation</p> <ul style="list-style-type: none">• I can revise my writing for ideas. (12.W.1.3)• I can revise my writing for organization. (12.W.1.3)• I can revise my writing for word choice/diction. (12.W.1.3)• I can revise my writing for sentence fluency. (12.W.1.3)			
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	<ul style="list-style-type: none">• I can revise my writing for voice. (12.W.1.3) <p>12.W.2.1 Students can edit a document for all conventions. – Evaluation</p> <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)• I can edit for MLA style guidelines. (12.W.2.1) <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>11.R.5.1 Students can analyze factors that influence the credibility of informational sources. – Analysis</p> <ul style="list-style-type: none">• I can identify the source of a text. (11.R.5.1)• I can explain what attributes a credible author possesses. (11.R.5.1)• I can explain what credentials a credible author possesses. (11.R.5.1) <p>12.R.5.1 Students can synthesize information from multiple sources to analyze issues and to make decisions for research. – Synthesis</p> <ul style="list-style-type: none">• I can analyze information from multiple, credible			
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	<p>sources. (12.R.5.1)</p> <ul style="list-style-type: none"> I can select information to support a clear and defensible thesis. (12.R.5.1) 			
Unit: Novel: <i>Animal Farm</i>				
Resources:	Standard(s):	Assessment:	First Semester	Second Semester
<i>Animal Farm</i> novel <i>Animal Farm</i> audio CD	<ul style="list-style-type: none"> Learning Target(s) <p>12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues. – Synthesis</p> <ul style="list-style-type: none"> I can define what a context clue is. (12.R.1.1) I can find the meaning of an unfamiliar word using context clues. (12.R.1.1) I can write a detailed summary of the text. (12.R.1.1) I can provide a reasonable interpretation of a text. (12.R.1.1) <p>12.R.2.1 Students can evaluate how style affects the meaning of text. – Evaluation</p> <ul style="list-style-type: none"> I can explain how word choice constructs meaning in the text. (12.R.2.1) I can explain how sentence length constructs meaning in the text. (12.R.2.1) I can explain how tone constructs meaning in the text. (12.R.2.1) I can explain how imagery constructs meaning in the text. (12.R.2.1) I can explain how dialogue constructs meaning in 			X

	<p>the text. (12.R.2.1)</p> <ul style="list-style-type: none">• I can explain how point of view constructs meaning in the text. (12.R.2.1)• I can explain how narrative structure (letters / journals / flashbacks / flash forwards / etc) constructs meaning in the text. (12.R.2.1) <p>12.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. (12.R.2.2)• I can summarize different types of text. (12.R.2.2)• I can adjust my reading speed for different types of text. (12.R.2.2) <p>12.R.3.1 Students can evaluate text for the author's style. - Evaluation</p> <ul style="list-style-type: none">• I can explain what the author's style is using what I know about literary elements and devices (ex - Epic / Gothic / Science Fiction / Horror / Romanticism / Utopian / Historical). (12.R.3.1) <p>12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods. - Evaluation</p> <ul style="list-style-type: none">• I can explain lifestyle and conditions of other times, locations, and cultures based on what I read. (12.R.4.1)• I can use the lessons of history to discuss ethical issues. (12.R.4.1)			
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	<ul style="list-style-type: none">• I can compare and contrast the priorities of a variety of time periods. (12.R.4.1)• I can compare and contrast the priorities of a variety of cultures. (12.R.4.1)• I can compare and contrast the priorities of a variety of locations. (12.R.4.1) <p>11.LVS.1.1 Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain. - Evaluation</p> <ul style="list-style-type: none">• I can evaluate the effectiveness of sound and visual effects. (11.LVS.1.1) <p>12.LVS.1.1 Students can evaluate diction, tone, and syntax used in communication. - Evaluation</p> <ul style="list-style-type: none">• I can identify a speaker's word choice/diction as formal or informal and explain how it affects purpose. (12.LVS.1.1)• I can identify a speaker's tone and explain how it affects purpose. (12.LVS.1.1)• I can identify a speaker's syntax and explain how it affects purpose. (12.LVS.1.1) <p>12.LVS.1.2 Students can evaluate the interactions between society and media. - Evaluation</p> <ul style="list-style-type: none">• I can identify propaganda devices/techniques in various media. (12.LVS.1.2)• I can evaluate the effect of propaganda devices/techniques in various media. (12.LVS.1.2)<ul style="list-style-type: none">○ I can identify how a subculture generates			
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	<p>types of media. (12.LVS.1.2)</p> <ul style="list-style-type: none">○ I can identify how media generates subcultures. (12.LVS.1.2)● I can identify how media has changed how a society communicates. (12.LVS.1.2)● I can identify how media has changed how people interact. (12.LVS.1.2)			
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