

**Brookings School District 5-1**  
**Curriculum Honors 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</b></p> <p><b>The Odyssey (Robert Fagles)</b></p> <p><b>Supplemental sources for Greek myths (i.e. Mythology and You: Classical Mythology and Its Relevance to Today’s World)</b></p>	<p>11.R.1.1 Students can apply cause-and-effect clues to extend vocabulary. – Application</p> <ul style="list-style-type: none"> <li>• I can identify and use conjunctions which show cause-and-effect relationships. (11.R.1.1)</li> <li>• Consequently / therefore / because / after / since /</li> <li>• Ali is altruistic by nature; consequently, he offered to let Daryl go to the concert in his place. (apprehensive, unselfish, truthful)</li> </ul> <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"> <li>• I can define what a context clue is. (12.R.1.1)</li> <li>• I can find the meaning of an unfamiliar word using context clues. (12.R.1.1)</li> <li>• I can write a detailed summary of the text. (12.R.1.1)</li> <li>• I can provide a reasonable interpretation of a text. (12.R.1.1)</li> </ul> <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> </ul>	<p>Test</p> <p>Class Discussion</p> <p>Journal Writing</p> <p>Expository Writing</p> <p>Group Project</p>		

	<ul style="list-style-type: none"><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></ul> <p>11.R.3.1 Students can analyze and explain literary devices within text. - Analysis</p> <ul style="list-style-type: none"><li>• I can explain how the author uses figurative language to create meaning (simile/metaphor/extended metaphor/oxymoron/personification/hyperbole/analogy) (11.R.3.1)</li><li>• I can explain how the author uses allusion to create meaning. (11.R.3.1)</li><li>• I can explain how the author uses allusion to create meaning. (11.R.3.1)</li><li>• I can explain how the author uses flashback to create meaning. (11.R.3.1)</li><li>• I can explain how the author uses foreshadowing to create meaning (11.R.3.1)</li><li>• I can explain how the author uses symbols to create meaning (11.R.3.1)</li></ul>			
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R.4.1 Students can analyze a text within cultural, geographical, and historical context. – Analysis

- 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)

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12.R.4.1 Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods. – Evaluation

- I can explain lifestyle and conditions of other times, locations, and cultures based on what I read. (12.R.4.1)

10.W.1.2 Students can revise a document for voice. – Evaluation

- I can write using my individual voice (use of details, tone, word choice, sentence structure).

	<p>(10.W.1.2)</p> <ul style="list-style-type: none"> <li>I can write using another voice (use of details, tone, word choice, sentence structure).</li> </ul> <p>(10.W.1.2)</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>
<p><b>Oedipus Rex (Sophocles)</b>  <b>Pygmalion (Shaw)</b>  <b>Midsummer Night's Dream (Shakespeare)</b></p>	<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"> <li>I can define what a context clue is. (12.R.1.1)</li> <li>I can find the meaning of an unfamiliar word using context clues. (12.R.1.1)</li> <li>I can write a detailed summary of the text. (12.R.1.1)</li> <li>I can provide a reasonable interpretation of a text. (12.R.1.1)</li> </ul> <p>10.R.2.1 Students can formulate associations between texts and experiences. – Synthesis</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>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> </ul>	<p>Test  Class Discussion  Expository Writing  Journal Writing</p>		

- 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)

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 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)

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

- I can answer questions about different types of text. (10.R.2.2)
- I can summarize different types of text. (10.R.2.2)

	<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 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> <li>• I can explain how an author uses satire. (10.R.3.1)</li> </ul> <p>11.R.3.1 Students can analyze and explain literary devices within text. – Analysis</p> <ul style="list-style-type: none"> <li>• I can explain how the author uses foreshadowing to create meaning (11R.3.1)</li> <li>• I can explain how the author uses symbols to create meaning. (11.R.3.1)</li> <li>• I can explain how the author uses irony to create meaning (11.R.3.1)</li> <li>• I can explain how the author uses imagery to create meaning (11.R.3.1)</li> </ul> <p>10.R.4.1 Students can determine the author’s purpose in multicultural, geographical, and historical texts. – Analysis</p> <ul style="list-style-type: none"> <li>• I can explain the stated meaning of the text. (10.R.4.1)</li> <li>• I can explain the implied meaning of the text. (10.R.4.1)</li> </ul>			
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	<p>I can explain how the author’s background affects the text. (10.R.4.1)</p> <p>Students can analyze a text within cultural, geographical, and social context. – Analysis</p> <ul style="list-style-type: none"><li>• I can explain how culture affects the meaning of a text. (11.R.4.1)</li><li>• I can explain how geography affects the meaning of a text. (11.R.4.1)</li><li>• I can explain how history affects the meaning of a text. (11.R.4.1)</li></ul> <p>Students can evaluate the depiction of human experience in literary works from diverse cultures, locations, and time periods.</p> <p>12.R.4.1 Evaluation</p> <ul style="list-style-type: none"><li>• I can use the lessons of history to discuss ethical issues. (12.R.4.1)</li><li>• I can compare and contrast the priorities of a variety of time periods. (12.R.4.1)</li></ul> <p>11.W.1.1 Students can write text using comparison/contrast organizational patterns. – Synthesis</p> <ul style="list-style-type: none"><li>• I can write using a block or point-by-point comparison/contrast format. (11.W.1.1)</li><li>• I can integrate transitions in comparison/contrast writing. (11.W.1.1)</li></ul>			
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	<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. – Synthesis</p> <ul style="list-style-type: none"> <li>• I can analyze characters, plot, theme, and setting. (11.W.1.2)</li> <li>• I can explain the way literature represents a view or comment on life. (11.W.1.2)</li> <li>• I can use textual evidence to support an interpretation. (11.W.1.2)</li> <li>• I can explain the historical background of a text and how it influenced a piece of literature. (11.W.1.2)</li> </ul>			
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**Unit: Poetry**

<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>Reading and Understanding Poems Level II – Jamestown Literature Program</b></p> <p><b>Supplemental Poetry Sources (i.e. Teaching Poetry in the High School – Somers</b></p>	<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"> <li>• I can define what a context clue is. (12.R.1.1)</li> <li>• I can find the meaning of an unfamiliar word using context clues. (12.R.1.1)</li> <li>• I can provide a reasonable interpretation of a text. (12.R.1.1)</li> </ul> <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> </ul>	<p>Class discussion Test</p>		



	<ul style="list-style-type: none"> <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>12.R.2.1 Students can evaluate how style affects the meaning of text. – Evaluation</p> <ul style="list-style-type: none"> <li>• I can explain how word choice constructs meaning in the text. (12.R.2.1)</li> <li>• I can explain how tone constructs meaning in the text. (12.R.2.1)</li> <li>• I can explain how imagery constructs meaning in the text. (12.R.2.1)</li> <li>• I can explain how point of view constructs meaning in the text. (12.R.2.1)</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 word choice. (10.R.3.1)</li> <li>• I can explain how an author uses tone. (10.R.3.1)</li> </ul>			
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- I can explain how an author uses imagery. (10.R.3.1)
- I can explain how an author uses irony. (10.R.3.1)

R.3.1 Students can analyze and explain literary devices within text. – Analysis

- I can explain how the author uses figurative language to create meaning (simile / metaphor / extended metaphor / oxymoron / personification / hyperbole / analogy). (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 symbols to create meaning. (11.R.3.1)
- I can explain how the author uses sound devices (consonance / alliteration / assonance / onomatopoeia) to create meaning. (11.R.3.1)
- 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 imagery to create meaning. (11.R.3.1)

Unit: Grammar / DOL				
Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<p><b>The Curious Case of the Misplaced Modifier – How to Solve the Mysteries of Weak Writing (Writer’s Digest Books)</b></p> <p><b>Daily Language Workouts (Writer’s Inc)</b></p>	<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>11.W.2.2 Students can edit for correct use of verbals and verbal phrases. – Evaluation</p> <ul style="list-style-type: none"> <li>▪ I can identify participles. (11.W.2.2)</li> <li>▪ I can write and edit for correct use of participles. (11.W.2.2)</li> <li>▪ I can punctuate participles phrases. (11.W.2.2)</li> <li>▪ I can incorporate participle phrases in my writing. (11.W.2.2)</li> </ul>	<p>DOL Test Compositions</p>		

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