

**Brookings School District 5-1  
Curriculum  
Honors English**

**Grammar, Usage and Mechanics: Parts of Sentence Review, Phrases, Clauses, Parallel Structure, Misplaced and Dangling Modifiers, Pronoun Usage, Pronoun Reference, Commas, Semi-colons and Other Punctuation**

<b>Resources:</b>	<b>Standard(s):</b> • <b>Learning Target(s)</b>	<b>Assessment:</b>	<b>First Semester</b>	<b>Second Semester</b>
<b>Holt, Rinehart, Winston Elements of Language Fifth Course</b>	<p>11.W.2.1 Students can edit text for the correct use of independent and subordinate clauses.</p> <ul style="list-style-type: none"> <li>▪ I can identify independent clauses. (11.W.2.1)</li> <li>▪ I can edit for correct use of independent clauses. (11.W.2.1)</li> <li>▪ I can punctuate independent clauses. (11.W.2.1)</li> <li>▪ I can identify subordinate clauses. (11.W.2.1)</li> <li>▪ I can edit for correct use of subordinate clauses. (11.W.2.1)</li> <li>▪ I can punctuate subordinate clauses. (11.W.2.1)</li> </ul> <p>11.W.2.2 Students can edit for correct use of verbals and verbal phrases.</p> <ul style="list-style-type: none"> <li>▪ I can identify gerunds. (11.W.2.2)</li> <li>▪ I can edit for correct use of gerunds. (11.W.2.2)</li> <li>▪ I can punctuate gerunds. (11.W.2.2)</li> <li>▪ I can identify infinitives. (11.W.2.2)</li> </ul>	<b>Graded guided practice work; quizzes, tests, and applied writing</b>	<b>Parts of Sentence, Phrases, Clauses, Commas and Semi-colons</b>	<b>Parallel Structure, Misplaced and Dangling Modifiers, Pronoun Usage, Pronoun Reference and Other Punctuation.</b>

- 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)
- 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)

**11.W.2.4 Students can edit for correct use of parentheses, dashes, hyphens, and ellipses.**

- I can explain the correct uses of parentheses. (11.W.2.3)

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|  | <ul style="list-style-type: none"><li>▪ I can use parentheses correctly in a sentence. (11.W.2.3)</li><li>▪ I can explain the correct uses of dashes. (11.W.2.3)</li><li>▪ I can use dashes correctly in a sentence. (11.W.2.3)</li><li>▪ I can explain the correct uses of hyphens. (11.W.2.3)</li><li>▪ I can use hyphens correctly in a sentence. (11.W.2.3)</li><li>▪ I can explain the correct uses of ellipses. (11.W.2.3)</li><li>▪ I can use ellipses correctly in a sentence. (11.W.2.3)</li></ul> |  |  |  |
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**American Literature: A Life Worth Living**

Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<p><b>Unit: A Life Worth Living</b></p> <p><i>Holt Elements of Literature: The Autobiography of Benjamin Franklin; Self-Reliance by Emerson; Walden by Thoreau;</i></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"> <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. (11.W.1.2)</li> <li>▪ I can explain how the historical context influenced a piece of literature. (11.W.1.2)</li> </ul> <p>10.R.2.1 Students can formulate associations between texts and experiences.</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><b>Quizzes, journal writing and formal narrative writing.</b></p>	<p><b>x</b></p>	

<p><b>Unit: American Drama</b></p> <p><i>Holt Elements of Literature-</i>  <b>THE CRUCIBLE; OUR TOWN; DEATH OF A SALESMAN; and THE GLASS MENAGERIE</b></p>	<p><b>11.W.1.1 Students can write text using comparison/contrast organizational patterns.</b></p> <ul style="list-style-type: none"> <li>▪ I can write using a block comparison/contrast format. (11.W.1.1)</li> <li>▪ I can write using a 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> <p><b>11.W.1.2 Students can write a document analyzing how a work of literature mirrors the themes and issues of its historical period.</b></p> <ul style="list-style-type: none"> <li>▪ I can analyze characters. (11.W.1.2)</li> <li>▪ I can analyze plot. (11.W.1.2)</li> <li>▪ I can analyze theme. (11.W.1.2)</li> <li>▪ I can analyze 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. (11.W.1.2)</li> <li>▪ I can explain how the historical context influenced a piece of literature. (11.W.1.2)</li> </ul>	<p><b>Quizzes, tests, journal writing, and formal written essays.</b></p>	<p style="text-align: center;"><b>x</b></p>	<p style="text-align: center;"><b>x</b></p>
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**11.LVS.1.2 Students can evaluate logical and critical thinking used in communication.**

- I can identify types of logical fallacies. (11.LVS.1.2)
- 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)

**11.R.2.2 Students can read fluently to comprehend grade-level text.**

- 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)

**11.R.2.1 Students can analyze how diction affects the interpretation of text.**

- I can explain how carefully chosen words work to create tone of a text. (11.R.2.1)
- I can explain how words create an image for the reader. (11.R.2.1)
  - Setting description (1<sup>st</sup> paragraph of "The Fall of the House of Usher")
  - Local color

- Dialogue (colloquialism / dialect )
- Slang
- Idioms

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

- 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)

**Unit: Modern American Poetry**  
*Holt Elements of Literature*

**11.R.4.1 Students can analyze a text within cultural, geographical, and historical context.**

**Oral presentation of memorized poem, TPCASTT analysis of poem; written paraphrase and**

**x**

	<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>	<b>interpretation of poem, objective test.</b>		
	<b>Students can analyze and explain literary devices within text. (All poetic devices.)</b>			<b>x</b>
	<p><b>10.LVS.1.7 Students can incorporate (not) verbal techniques in formal speeches or presentations.</b></p> <ul style="list-style-type: none"> <li>▪ I can use rate effectively. (10.LVS.1.7)</li> <li>▪ I can use pitch effectively. (10.LVS.1.7)</li> <li>▪ I can use tone effectively. (10.LVS.1.7)</li> <li>▪ I can use volume effectively. (10.LVS.1.7)</li> <li>▪ I can use inflection effectively. (10.LVS.1.7)</li> <li>▪ I can use enunciation effectively. (10.LVS.1.7)</li> </ul>			<b>x</b>
<b>Summer Reading, Independent Reading Books, and class novel (8 novels total): Attached reading list plus <i>The Adventures</i></b>	<p><b>11.W.1.1 Students can write text using comparison/contrast organizational patterns.</b></p> <ul style="list-style-type: none"> <li>▪ I can write using a block</li> </ul>	<b>Quizzes, Tests, Journal Writing and Formal Essays (AP).</b>	<b>x</b>	<b>x</b>



*of Huckleberry Finn, The Great Gatsby and The Winter of Our Discontent*

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)

**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 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)
- 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)

**11.W.2.4 Students can edit for correct use of parentheses, dashes, hyphens, and ellipses.**

- 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)

**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.**

**11.R.3.1 Students can analyze and explain literary devices within text.**

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

<b>Service Learning Project</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>Collected materials and directions</b>	<p><b>11.LVS.1.3 Students can implement rhetorical devices in oral presentations.</b></p> <ul style="list-style-type: none"> <li>▪ I can use parallelism in my speech. (11.LVS.1.3)</li> <li>▪ I can use metaphor in my speech. (11.LVS.1.3)</li> <li>▪ I can use analogy in my speech. (11.LVS.1.3)</li> <li>▪ I can use repetition in my speech. (11.LVS.1.3)</li> <li>▪ I can use irony in my speech. (11.LVS.1.3)</li> <li>▪ I can determine the appropriate rhetorical device for my purpose and audience. (11.LVS.1.3)</li> </ul> <p><b>11.LVS.1.1 Students can evaluate strategies used in auditory and visual communications to inform, to persuade, and to entertain.</b></p> <ul style="list-style-type: none"> <li>▪ I can evaluate the effectiveness of sound and visual effects. (11.LVS.1.1)</li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>▪ I can use technology to enhance the purpose of my presentation.</li> </ul>	<b>Signed forms from supervisor, memo writing, journal writing and formal presentation.</b>	<b>x</b>	

(12.LVS.1.3)

**12.W.1.3 Students can revise document for ideas, organization, diction, fluency, voice, and presentation.**

- 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)

**12.W.2.1 Students can edit a document for all conventions.**

- 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)

Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<b>Townsend Press Vocabulary Advanced Word Power (Aqua)</b>	<p>9.R.1.1 Students can apply example clues to extend vocabulary.</p> <ul style="list-style-type: none"> <li>• I can define an unfamiliar word based on what I read in the text. (9.R.1.1)</li> <li>• I know that an object or person can have more than one name. (9.R.1.1) <ul style="list-style-type: none"> <li>▪ Odyssey – several names for Odysseus</li> </ul> </li> <li>• I can define appositive. (9.R.1.1)</li> <li>• I can use appositives to find the meaning of unfamiliar words. (9.R.1.1)</li> <li>• I can use relative pronouns (relative clauses) to find the meaning of unfamiliar words. (9.R.1.1) <ul style="list-style-type: none"> <li>▪ The sycophant who constantly flattered his boss moved quickly up the corporate ladder.</li> </ul> </li> <li>• I can find the meaning of an unfamiliar word by connecting it with other words in the text. (9.R.1.1) <ul style="list-style-type: none"> <li>▪ I love <b>baseball</b>. That <b>game</b> rocks!</li> <li>▪ “Cask of Amontillado” – fine</li> </ul> </li> </ul>	<b>Graded work and tests. Use of words in original written context.</b>	<b>x</b>	<b>x</b>

Spanish wine

**10.R.1.1 Students can apply contrast clues to extend vocabulary.**

- I can identify which conjunctions show contrast. (10.R.1.1)
  - But / rather / yet
  - Her diamond was bogus, but he thought it was real.
- I can find clue words that will show contrast to help understand the meaning of an unfamiliar word. (10.R.1.1)
  - Unlike / despite / in spite of / although / regardless of
  - Brad made a cursory effort to finish his homework. This was unlike him; usually he worked hard to finish before dinner.

**11.R.1.1 Students can apply cause-and-effect clues to extend vocabulary.**

- I can identify which conjunctions show cause-and-effect relationships. (11.R.1.1)
  - Consequently / therefore / because / after / since /
  - Ali is **altruistic** by nature;



consequently, he offered to let Daryl go to the concert in his place. (apprehensive, unselfish, truthful)

- No one has been able to explain with certainty how the builders of Stonehenge moved the giant stones into place; therefore, it remains an **enigma**. (artifact, monument, mystery)
- After being ill and unable to eat for three days, Beverly had a voracious appetite.

**12.R.1.1 Students can interpret the meaning of unfamiliar words by selecting context clues.**

- 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)
- "I can read!" - Ricki Ganzi, esq.

