

**Brookings School District 5-1  
Language Arts 10 Curriculum (1 semester class)  
2010-2011**

<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 – Mythology</b></p> <p><b>Olivia Coolidge--Greek Myths</b></p> <p><b>Bernard Evslin—The Adventures of Ulysses</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><b>The Odyssey (video)</b></p>	<p>10.R.1.1 Students can apply contrast clues to extend vocabulary. – Analysis</p> <ul style="list-style-type: none"> <li>• I can identify and use clue words that will show contrast to help understand the meaning of an unfamiliar word. (10.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> <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>Test</p> <p>Class Discussion</p> <p>Study guides</p> <p>Comparison-contrast paper</p> <p>Expository Writing</p> <p>God/goddess presentation</p> <p>Group Project</p>		

10.R.3.1 Students can analyze an author's style. –

Analysis

- I can explain how an author uses word choice. (10.R.3.1)
- I can explain how an author uses sentence length. (10.R.3.1)
- I can explain how an author uses tone. (10.R.3.1)
- I can explain how an author uses imagery. (10.R.3.1)
- I can explain how an author uses dialogue. (10.R.3.1)
- I can explain how an author uses point of view. (10.R.3.1)
- I can explain how an author uses narrative structure (letters / journals / flashbacks / flash forwards / etc). (10.R.3.1)
- I can explain how an author uses irony. (10.R.3.1)

10.R.4.1 Students can determine the author's purpose in multicultural, geographical, and historical texts. –

Analysis

- I can explain the stated meaning of the text. (10.R.4.1)
- I can explain the implied meaning of the text. (10.R.4.1)
- I can explain how the author's background affects the text. (10.R.4.1)

9.W.1.1 Students can write a thesis statement for an

	<p>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> <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.1.3 Students can write a research document that cites sources to support a thesis. – Synthesis</p> <ul style="list-style-type: none"><li>• I can find sources to use. (10.W.1.3)</li><li>• I can evaluate the credibility of a source. (10.W.1.3)</li><li>• I can evaluate the usefulness of a source. (10.W.1.3)</li><li>• I can create an outline. (10.W.1.3)</li><li>• I can write a thesis statement. (10.W.1.3)</li><li>• I can express my ideas logically. (10.W.1.3)</li><li>• I can paraphrase information from my sources. (10.W.1.3)</li><li>• I can quote information from my sources. (10.W.1.3)</li><li>• I can summarize information from my sources. (10.W.1.3)</li></ul>			
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- I can write a paper using sources to support my position. (10.W.1.3)
- I can cite my sources. (10.W.1.3)
- I can create a reference page. (10.W.1.3)
- I can make conclusions using information from my sources. (10.W.1.3)

10.W.2.1 Students can edit text for the correct use of active and passive voice. – Application

- 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)

10.W.2.2 Students can edit text for the correct use of pronouns and pronoun case. – Evaluation

- I edit text for correct use of pronouns. (10.W.2.2)
- I can identify pronoun antecedents. (10.W.2.2)

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

- I can write and edit text for correct use of quotation marks. (10.W.2.3)

	<ul style="list-style-type: none"><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> <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> <p>9.LVS.1.1 Students can analyze the use of images, text, and sound in media for accuracy, validity, and influence. – Analysis</p> <ul style="list-style-type: none"><li>• I can compare and contrast a novel and its film adaptation. (9.LVS.1.1)</li></ul>			
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<b>Unit: Drama</b>				
<b>Resources:</b>	<b>Standard(s):</b>	<b>Assessment:</b>	<b>First Semester</b>	<b>Second Semester</b>
<p><b>Shakespeare-A Midsummer Night's Dream (parallel text edition)</b></p> <p><b>A Midsummer Night's Dream (video)</b></p>	<p><b>• Learning Target(s)</b></p> <p>10.R.1.1 Students can apply contrast clues to extend vocabulary. – Analysis</p> <ul style="list-style-type: none"> <li>I can identify and use clue words that will show contrast to help understand the meaning of an unfamiliar word. (10.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> <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>Test</p> <p>Class Discussion</p> <p>Study guides</p> <p>Expository Writing</p> <p>Journal Writing</p>		

10.R.3.1 Students can analyze an author's style. –  
Analysis

- I can explain how an author uses word choice.  
(10.R.3.1)
- I can explain how an author uses sentence length.  
(10.R.3.1)
- I can explain how an author uses tone. (10.R.3.1)
- I can explain how an author uses imagery.  
(10.R.3.1)
- I can explain how an author uses dialogue.  
(10.R.3.1)
- I can explain how an author uses point of view.  
(10.R.3.1)
- I can explain how an author uses narrative structure (letters / journals / flashbacks / flash forwards / etc). (10.R.3.1)
- I can explain how an author uses irony. (10.R.3.1)
- I can explain how an author uses satire.  
(10.R.3.1)

10.R.4.1 Students can determine the author's purpose in multicultural, geographical, and historical texts. –  
Analysis

- I can explain the stated meaning of the text.  
(10.R.4.1)
- I can explain the implied meaning of the text.  
(10.R.4.1)
- I can explain how the author's background

	<p>affects the text. (10.R.4.1)</p> <p>9.LVS.1.1 Students can analyze the use of images, text, and sound in media for accuracy, validity, and influence.</p> <p>- Analysis</p> <ul style="list-style-type: none"> <li>I can compare and contrast a novel and its film adaptation. (9.LVS.1.1)</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>
<b>Supplemental Poetry Sources</b>	<p>10.R.1.1 Students can apply contrast clues to extend vocabulary. - Analysis</p> <ul style="list-style-type: none"> <li>I can identify and use clue words that will show contrast to help understand the meaning of an unfamiliar word. (10.R.1.1)</li> </ul>	<p>Class discussion Poetry writing oral presentation Test</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>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>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></ul>			
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- I can explain how an author uses sentence length. (10.R.3.1)
- I can explain how an author uses tone. (10.R.3.1)
- I can explain how an author uses imagery. (10.R.3.1)
- I can explain how an author uses dialogue. (10.R.3.1)
- I can explain how an author uses point of view. (10.R.3.1)
- I can explain how an author uses narrative structure (letters / journals / flashbacks / flash forwards / etc). (10.R.3.1)
- I can explain how an author uses irony. (10.R.3.1)

11.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.

	<p>(11.R.3.1)</p> <ul style="list-style-type: none"><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 satire 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><li>• I can explain how the author’s background affects the text. (10.R.4.1)</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>			
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10.LVS.1.5 Students can monitor audience for nonverbal feedback and adjust delivery in a formal presentation or speech. – Synthesis

- I can recognize and respond appropriately to positive nonverbal feedback. (10.LVS.1.5)
- I can recognize and respond appropriately to negative nonverbal feedback. (10.LVS.1.5)

10.LVS.1.6 Students can evaluate the relationship among purpose, audience, and content of speeches or presentations. – Evaluation

- I can identify my purpose. (10.LVS.1.6)
- I can analyze my audience. (10.LVS.1.6)
- I can choose content to support my purpose. (10.LVS.1.6)
- I can choose content to adjust to my audience’s needs. (10.LVS.1.6)

10.LVS.1.7 Students can incorporate *(not)* verbal techniques in formal speeches or presentations. – Application

- I can use rate effectively. (10.LVS.1.7)
- I can use pitch effectively. (10.LVS.1.7)
- I can use tone effectively. (10.LVS.1.7)
- I can use volume effectively. (10.LVS.1.7)
- I can use inflection effectively. (10.LVS.1.7)
- I can use enunciation effectively. (10.LVS.1.7)

<b>Unit: Grammar / DOL</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>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.</li> </ul>	DOL Test Compositions		

	<p>(10.W.2.3)</p> <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> <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>	<p><b>Assessment:</b> Expository Writing – emphasis on persuasive writing</p>	<p><b>First Semester</b></p>	<p><b>Second Semester</b></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> <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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