

**Brookings School District 5-1
Language Arts I
2010-2011**

Unit: Vocabulary				
Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<ul style="list-style-type: none"> Sadlier-Oxford Vocabulary Workshop – Level A 	<p>9.R.1.1 Students can apply example clues to extend vocabulary. – Application</p> <ul style="list-style-type: none"> I can define appositive and them to find the meaning of unfamiliar words. (9.R.1.1) I can use relative pronouns to find the meaning of unfamiliar words. (9.R.1.1) <ul style="list-style-type: none"> The sycophant who constantly flattered his boss moved quickly up the corporate ladder. 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"> I love baseball. That game rocks! “Cask of Amontillado” – fine Spanish wine <p>9.R.5.2 Students can interpret procedural text to complete a multiple-step task. –Application</p> <ul style="list-style-type: none"> I can follow multi-step directions. (9.R.5.2) 	<ul style="list-style-type: none"> Multiple Choice Test Practice Worksheets 	X	X

Unit: Grammar				
Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<ul style="list-style-type: none"> • Prentice Hall Writing and Grammar – Gold Level • Grammar Grabbers! (Jossy-Bass) 	<p>9.R.1.1 Students can apply example clues to extend vocabulary. – Application</p> <ul style="list-style-type: none"> • I can define appositive and then to find the meaning of unfamiliar words. (9.R.1.1) • I can use relative pronouns to find the meaning of unfamiliar words. (9.R.1.1) <ul style="list-style-type: none"> ▪ The sycophant who constantly flattered his boss moved quickly up the corporate ladder. • 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"> ▪ I love baseball. That game rocks! ▪ “Cask of Amontillado” – fine Spanish wine <p>9.R.5.2 Students can interpret procedural text to complete a multiple-step task. –Application</p> <ul style="list-style-type: none"> • I can follow multi-step directions. (9.R.5.2) 	<ul style="list-style-type: none"> • Chapter Quizzes • Final Test • Daily Assignments • Use in Writing 	X	
<ul style="list-style-type: none"> • Great Source Daily Oral Language – Grade 9 	<p>9.R.5.2 Students can interpret procedural text to complete a multiple-step task. –Application</p> <ul style="list-style-type: none"> • I can follow multi-step directions. (9.R.5.2) 	<ul style="list-style-type: none"> • Monthly Tests • Use in Writing 	X	X

	<p>9.W.1.2 Students can revise a document for sentence fluency. – Evaluation</p> <ul style="list-style-type: none"> • I can revise my writing to include a variety of sentence beginnings, lengths, and structures. (9.W.1.2) • I can use transitions. (9.W.1.2) <p>9.W.2.1 Students can revise text for the correct use of 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) 			
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Unit: Writing (Journaling and I-Search Paper)				
Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<ul style="list-style-type: none"> • None 	<p>9.R.5.2 Students can interpret procedural text to complete a multiple-step task. –Application</p> <ul style="list-style-type: none"> • I can follow multi-step directions. (9.R.5.2) <p>9.W.1.1 Students can write a thesis statement for an expository or persuasive document. – Synthesis</p> <ul style="list-style-type: none"> • I can explain the purpose of a thesis 	<ul style="list-style-type: none"> • Weekly Journals 	X	X

	<p>statement. (9.W.1.1)</p> <ul style="list-style-type: none"> • I can write a thesis statement for an expository paper and/or persuasive paper. (9.W.1.1) <p>9.W.1.2 Students can revise a document for sentence fluency. – Evaluation</p> <ul style="list-style-type: none"> • I can revise my writing to include a variety of sentence beginnings, lengths, and structures. (9.W.1.2) • I can use transitions. (9.W.1.2) <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) 			
<ul style="list-style-type: none"> • I-Search Documents 	<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>9.R.5.2 Students can interpret procedural text to complete a multiple-step task. –Application</p> <ul style="list-style-type: none"> • I can follow multi-step directions. (9.R.5.2) <p>9.W.1.1 Students can write a thesis statement for an expository or persuasive document. –</p>	<ul style="list-style-type: none"> • I-Search (Career) Paper • Note Cards, Outline, Rough Drafts, Works Cited 		<p style="text-align: center;">X</p>

	<p>Synthesis</p> <ul style="list-style-type: none">• I can explain the purpose of a thesis statement. (9.W.1.1)• I can write a thesis statement for an expository paper and/or persuasive paper. (9.W.1.1) <p>9.W.1.2 Students can revise a document for sentence fluency. – Evaluation</p> <ul style="list-style-type: none">• I can revise my writing to include a variety of sentence beginnings, lengths, and structures. (9.W.1.2)• I can use transitions. (9.W.1.2) <p>9.W.1.3 Students can write an informational document using primary and secondary sources that are listed on a reference page. – Synthesis</p> <ul style="list-style-type: none">• I can identify primary and secondary sources. (9.W.1.3)• I can find sources to use. (9.W.1.3)• I can evaluate the credibility and usefulness of a source. (9.W.1.3)• I can create an outline. (9.W.1.3)• I can express my ideas logically. (9.W.1.3)• I can paraphrase information from my sources. (9.W.1.3)• I can quote information from my sources. (9.W.1.3)• I can summarize information from my			
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	<p>sources. (9.W.1.3)</p> <ul style="list-style-type: none"> • I can cite my sources. (9.W.1.3) • I can create a reference page using MLA. (9.W.1.3) • I can make conclusions using information from my sources. (9.W.1.3) <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) 			
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Unit: Independent Reading

Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<ul style="list-style-type: none"> • Students' choice of YARP (Young Adult Reading Program) Books from Library 	<p>9.R.2.1 Students can evaluate text by applying comprehension strategies. - Evaluation</p> <ul style="list-style-type: none"> • I can predict possible or likely outcomes. (9.R.2.1) • I can ask questions about the text that help me construct meaning. (9.R.2.1) • I can skim the text for the main ideas. (9.R.2.1) • I can scan the text for specific details. (9.R.2.1) • I can make connections between the text and my experiences. (9.R.2.1) 	<ul style="list-style-type: none"> • Accelerated Reader Test 	X	X

	<ul style="list-style-type: none"> • I can make connections between the text and other texts. (9.R.2.1) • I can make connections between the text and the world in which I live. (9.R.2.1) • I can make a movie in my head of the elements of the text (setting / plot / characters). (9.R.2.1) • I can state the main idea of the text (main idea = what the author is trying to tell us). (9.R.2.1) <p>9.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. (9.R.2.2) • I can summarize different types of text. (9.R.2.2) • I can adjust my reading speed for different types of text. (9.R.2.2) <p>9.R.5.2 Students can interpret procedural text to complete a multiple-step task. –Application</p> <ul style="list-style-type: none"> • I can follow multi-step directions. (9.R.5.2) 			
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Unit: Shakespeare				
Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<ul style="list-style-type: none"> • <i>Romeo and Juliet</i> • Teacher Resources • Video(s) - 	9.R.2.1 Students can evaluate text by applying comprehension strategies. – Evaluation	<ul style="list-style-type: none"> • Act-by-Act Comprehension Quizzes • Final Test 		X

	<ul style="list-style-type: none"> • I can predict possible or likely outcomes. (9.R.2.1) • I can ask questions about the text that help me construct meaning. (9.R.2.1) • I can skim the text for the main ideas. (9.R.2.1) • I can scan the text for specific details. (9.R.2.1) • I can make connections between the text and my experiences. (9.R.2.1) • I can make connections between the text and other texts. (9.R.2.1) • I can make connections between the text and the world in which I live. (9.R.2.1) • I can make a movie in my head of the elements of the text (setting / plot / characters). (9.R.2.1) • I can state the main idea of the text (main idea = what the author is trying to tell us). (9.R.2.1) <p>9.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. (9.R.2.2) • I can summarize different types of text. (9.R.2.2) • I can adjust my reading speed for different types of text. (9.R.2.2) 	<ul style="list-style-type: none"> • Learning Styles Project 		
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	<p>9.R.3.1 Students can analyze an author’s use of literary elements in fiction. -Analysis</p> <ul style="list-style-type: none">• I can explain how the author uses setting to create meaning (9.R.3.1)• I can explain how the author uses plot to create meaning (9.R.3.1)• I can explain how the author uses conflict to create meaning (9.R.3.1)• I can explain how the author uses characterization to create meaning. (9.R.3.1)• I can explain how the author uses point of view to create meaning. (9.R.3.1)• I can explain how the author uses theme to create meaning. (9.R.3.1) <p>9.R.4.1 Students can analyze text to determine the influence of time period, culture, geography, and author’s background. - Analysis</p> <ul style="list-style-type: none">• I can explain how the time period affected the text. (9.R.4.1)• I can explain how the culture affected the text. (9.R.4.1)• I can explain how the geography affected the text. (9.R.4.1)• I can explain how the author’s background affected the text. (9.R.4.1) <p>9.R.5.2 Students can interpret procedural text</p>			
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	<p>to complete a multiple-step task. –Application</p> <ul style="list-style-type: none"> • I can follow multi-step directions. (9.R.5.2) <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"> ▪ I can compare and contrast a novel and its film adaptation. (9.LVS.1.1) ▪ I can rate the accuracy of media. (9.LVS.1.1) ▪ I can rate the validity of media. (9.LVS.1.1) ▪ I can explain the influence of media on the viewer. (9.LVS.1.1) 			
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Unit: Novel (<i>Uglies</i> and <i>To Kill a Mockingbird</i>)				
Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<ul style="list-style-type: none"> • Scott Westerfeld’s <i>Uglies</i> • “Harrison Bergeron” • <i>Bogus to Bubbly</i> (Westerfeld) • Various Internet Resources) 	<p>9.R.2.1 Students can evaluate text by applying comprehension strategies. – Evaluation</p> <ul style="list-style-type: none"> • I can predict possible or likely outcomes. (9.R.2.1) • I can ask questions about the text that help me construct meaning. (9.R.2.1) • I can skim the text for the main ideas. (9.R.2.1) • I can scan the text for specific details. (9.R.2.1) • I can make connections between the 	<ul style="list-style-type: none"> • Daily Reading Quizzes • Final Test • Project (TBD) • Journaling – Assignments – Discussion – Group Work 	X	

text and my experiences. (9.R.2.1)

- I can make connections between the text and other texts. (9.R.2.1)
- I can make connections between the text and the world in which I live. (9.R.2.1)
- I can make a movie in my head of the elements of the text (setting / plot / characters). (9.R.2.1)
- I can state the main idea of the text (main idea = what the author is trying to tell us). (9.R.2.1)

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

- I can answer questions about different types of text. (9.R.2.2)
- I can summarize different types of text. (9.R.2.2)
- I can adjust my reading speed for different types of text. (9.R.2.2)

9.R.3.1 Students can analyze an author's use of literary elements in fiction. -Analysis

- I can explain how the author uses setting to create meaning (9.R.3.1)
- I can explain how the author uses plot to create meaning (9.R.3.1)
- I can explain how the author uses conflict to create meaning (9.R.3.1)
- I can explain how the author uses

characterization to create meaning.
(9.R.3.1)

- I can explain how the author uses point of view to create meaning.
(9.R.3.1)
- I can explain how the author uses theme to create meaning. (9.R.3.1)

9.R.4.1 Students can analyze text to determine the influence of time period, culture, geography, and author's background. -

Analysis

- I can explain how the time period affected the text. (9.R.4.1)
- I can explain how the culture affected the text. (9.R.4.1)
- I can explain how the geography affected the text. (9.R.4.1)
- I can explain how the author's background affected the text. (9.R.4.1)

9.R.5.2 Students can interpret procedural text to complete a multiple-step task. -Application

- I can follow multi-step directions.
(9.R.5.2)

9.LVS.1.2 Students can implement organizational methods for informative presentations. - Synthesis

- I can organize an informative presentation. (9.LVS.1.2)
- I can write an outline for a

	<p>presentation. (9.LVS.1.2)</p> <ul style="list-style-type: none"> ▪ I can tell the difference between main ideas and details. (9.LVS.1.2) 			
<ul style="list-style-type: none"> • Harper Lee's <i>To Kill a Mockingbird</i> • Video • Teacher Resources • tolerance.org videos and learning guides 	<p>9.R.2.1 Students can evaluate text by applying comprehension strategies. – Evaluation</p> <ul style="list-style-type: none"> • I can predict possible or likely outcomes. (9.R.2.1) • I can ask questions about the text that help me construct meaning. (9.R.2.1) • I can skim the text for the main ideas. (9.R.2.1) • I can scan the text for specific details. (9.R.2.1) • I can make connections between the text and my experiences. (9.R.2.1) • I can make connections between the text and other texts. (9.R.2.1) • I can make connections between the text and the world in which I live. (9.R.2.1) • I can make a movie in my head of the elements of the text (setting / plot / characters). (9.R.2.1) • I can state the main idea of the text (main idea = what the author is trying to tell us). (9.R.2.1) <p>9.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 	<ul style="list-style-type: none"> • Daily Reading Quizzes • Final Test • Shoes Writing Assignment • Journaling – Assignments – Discussion – Group Work 		X

types of text. (9.R.2.2)

- I can summarize different types of text. (9.R.2.2)
- I can adjust my reading speed for different types of text. (9.R.2.2)

9.R.3.1 Students can analyze an author’s use of literary elements in fiction. –Analysis

- I can explain how the author uses setting to create meaning (9.R.3.1)
- I can explain how the author uses plot to create meaning (9.R.3.1)
- I can explain how the author uses conflict to create meaning (9.R.3.1)
- I can explain how the author uses characterization to create meaning. (9.R.3.1)
- I can explain how the author uses point of view to create meaning. (9.R.3.1)
- I can explain how the author uses theme to create meaning. (9.R.3.1)

9.R.4.1 Students can analyze text to determine the influence of time period, culture, geography, and author’s background. – Analysis

- I can explain how the time period affected the text. (9.R.4.1)
- I can explain how the culture affected the text. (9.R.4.1)

	<ul style="list-style-type: none"> • I can explain how the geography affected the text. (9.R.4.1) • I can explain how the author’s background affected the text. (9.R.4.1) <p>9.R.5.2 Students can interpret procedural text to complete a multiple-step task. –Application</p> <ul style="list-style-type: none"> • I can follow multi-step directions. (9.R.5.2) <p>9.W.1.2 Students can revise a document for sentence fluency. – Evaluation</p> <ul style="list-style-type: none"> • I can revise my writing to include a variety of sentence beginnings, lengths, and structures. (9.W.1.2) • I can use transitions. (9.W.1.2) <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"> ▪ I can compare and contrast a novel and its film adaptation. (9.LVS.1.1) ▪ I can rate the accuracy of media. (9.LVS.1.1) ▪ I can rate the validity of media. (9.LVS.1.1) ▪ I can explain the influence of media on the viewer. (9.LVS.1.1) <p>9.LVS.1.3 Students can clarify and defend positions with precise and relevant evidence within an informal setting. – Application</p> <ul style="list-style-type: none"> ▪ I can gather evidence to defend a 			
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	position. (9.LVS.1.3) <ul style="list-style-type: none"> ▪ I can evaluate the credibility of a source. (9.LVS.1.3) ▪ I can evaluate the usefulness of a source. (9.LVS.1.3) 			
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Unit: Short Story				
Resources:	Standard(s):	Assessment:	First Semester	Second Semester
<ul style="list-style-type: none"> • Prentice Hall Literature – Gold Level <ul style="list-style-type: none"> ○ “The Most Dangerous Game” ○ “The Scarlet Ibis” ○ “The Secret Life of Walter Mitty” ○ “The Gift of the Magi” ○ “The Monkey’s Paw” ○ “The Lottery” ○ “The Necklace” ○ “Harrison Bergeron” 	• Learning Target(s) 9.R.2.1 Students can evaluate text by applying comprehension strategies. – Evaluation <ul style="list-style-type: none"> • I can predict possible or likely outcomes. (9.R.2.1) • I can ask questions about the text that help me construct meaning. (9.R.2.1) • I can skim the text for the main ideas. (9.R.2.1) • I can scan the text for specific details. (9.R.2.1) • I can make connections between the text and my experiences. (9.R.2.1) • I can make connections between the text and other texts. (9.R.2.1) • I can make connections between the text and the world in which I live. (9.R.2.1) • I can make a movie in my head of the elements of the text (setting / plot / 	<ul style="list-style-type: none"> • Story-by-Story Quiz • Final Test • Original Short Story Writing Assignment • Journaling – Assignments - Discussion – Group Work • Elements Test 	X	X

characters). (9.R.2.1)

- I can state the main idea of the text (main idea = what the author is trying to tell us). (9.R.2.1)

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

- I can answer questions about different types of text. (9.R.2.2)
- I can summarize different types of text. (9.R.2.2)
- I can adjust my reading speed for different types of text. (9.R.2.2)

9.R.3.1 Students can analyze an author’s use of literary elements in fiction. –Analysis

- I can explain how the author uses setting to create meaning (9.R.3.1)
- I can explain how the author uses plot to create meaning (9.R.3.1)
- I can explain how the author uses conflict to create meaning (9.R.3.1)
- I can explain how the author uses characterization to create meaning. (9.R.3.1)
- I can explain how the author uses point of view to create meaning. (9.R.3.1)
- I can explain how the author uses theme to create meaning. (9.R.3.1)

9.R.4.1 Students can analyze text to determine the influence of time period, culture,

	<p>geography, and author's background. - Analysis</p> <ul style="list-style-type: none">• I can explain how the time period affected the text. (9.R.4.1)• I can explain how the culture affected the text. (9.R.4.1)• I can explain how the geography affected the text. (9.R.4.1)• I can explain how the author's background affected the text. (9.R.4.1) <p>9.R.5.2 Students can interpret procedural text to complete a multiple-step task. -Application</p> <ul style="list-style-type: none">• I can follow multi-step directions. (9.R.5.2) <p>9.W.1.2 Students can revise a document for sentence fluency. - Evaluation</p> <ul style="list-style-type: none">• I can revise my writing to include a variety of sentence beginnings, lengths, and structures. (9.W.1.2)• I can use transitions. (9.W.1.2)			
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