

**Brookings School District 5-1
Honors English I Curriculum
2009-2010**

Unit: Vocabulary Studies				
Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<i>Vocabulary for Achievement, Fourth Course</i>	9.R.1.1 Students can apply example clues to extend vocabulary. <ul style="list-style-type: none"> • I can define an unfamiliar word based on what I read in the text. (9.R.1.1) • I can find the meaning of an unfamiliar word by connecting it with other words in the text. 	<ul style="list-style-type: none"> • Practice Worksheets • Multiple Choice Tests 	X	X
Unit: Grammar Studies				
Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<i>Prentice Hall, Writing and Grammar, Gold Level</i>	9.R.1.1 Students can apply example clues to extend vocabulary. <ul style="list-style-type: none"> • I can define appositive. (9.R.1.1) • I can use relative pronouns (relative clauses) to find the meaning of unfamiliar words. 	<ul style="list-style-type: none"> • Practice Worksheets • Recitations • Multiple Choice Tests • Sentence Diagramming 	X	X

	<p>9.R.5.2 Students can interpret procedural text to complete a multiple-step task.</p> <ul style="list-style-type: none"> • I can diagram a sentence. <p>9.W.2.1 Students can revise text for the correct use of phrases.</p> <ul style="list-style-type: none"> ▪ I can identify prepositions. ▪ I can identify prepositional phrases. ▪ I can use prepositional phrases. ▪ I can identify appositives. ▪ I can use appositives. <p>9.W.2.2 Students can identify and incorporate prepositional phrases in the writing process.</p> <ul style="list-style-type: none"> • I can find prepositional phrases. • I can write sentences using prepositional phrases. 			
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Unit: Short Stories and Poetry

Resources:	Standard(s):	Assessment:	First Semester	Second Semester
<p><i>Prentice Hall Literature, Gold Level:</i></p> <ul style="list-style-type: none"> • Poe: <u>The Cask of Amontillado</u> • Doyle: <u>The Red-headed</u> 	<p>9.R.2.1 Students can evaluate text by applying comprehension strategies.</p> <ul style="list-style-type: none"> • I can predict possible outcomes. • I can predict likely outcomes. 	<ul style="list-style-type: none"> • Comprehension quizzes • Guided/graded discussion 	X	X

<p><u>League</u></p> <ul style="list-style-type: none"> • Thayer: <u>Casey at the Bat</u> • Thurber: <u>The Secret Life of Walter Mitty</u> • Poe: <u>The Raven</u> • Reed: <u>Beware: Do Not Read This Poem</u> • Frost: <u>Fire and Ice</u> • Rogers: <u>Eulogy for a Hermit Crab</u> 	<ul style="list-style-type: none"> • I can ask questions about the text that help me construct meaning. • I can skim the text for the main ideas. • I can scan the text for specific details. • I can make connections between the text and my experiences. • I can make connections between the text and other texts. • I can make connections between the text and the world in which I live. • I can make a movie in my head of the elements of the text (setting / plot / characters). • I can state the main idea of the text. <p>9.R.2.2 Students can read fluently to comprehend grade-level text.</p> <ul style="list-style-type: none"> • I can answer questions about different types of text. • I can summarize different types of text. • I can adjust my reading speed for 	<ul style="list-style-type: none"> • Small group studies • Thematic essay • Study guides 		
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	<p>different types of text.</p> <p>9.R.3.1 Students can analyze an author’s use of literary elements in fiction.</p> <ul style="list-style-type: none"> • I can explain how • the author uses setting to create meaning. • I can explain how the author uses plot to create meaning. • I can explain how the author uses conflict to create meaning. <p>9.LVS.1.3 Students can clarify and defend positions with precise and relevant evidence within an informal setting.</p> <ul style="list-style-type: none"> ▪ I can collect evidence to defend a position. 			
Unit: Visions of the Future				
Resources:	Standard(s):	Assessment:	First Semester	Second Semester
<p>Card: <i>Ender’s Game</i> Westerfeld: <i>Uglies</i> Bradbury: <i>Fahrenheit 451</i> Asimov: <i>The Machine that Won the War</i> Sturluson: <i>The Prose Edda</i> (selections)</p>	<p>9.R.1.1 Students can apply example clues to extend vocabulary.</p> <ul style="list-style-type: none"> • I can define an unfamiliar word based on what I read in the text. 	<ul style="list-style-type: none"> • Study guides • Guided/graded discussion • Essay 		X

	<p>9.R.2.1 Students can evaluate text by applying comprehension strategies.</p> <ul style="list-style-type: none">• I can predict possible outcomes.• I can ask questions about the text that help me construct meaning.• I can predict likely outcomes.• I can make connections between the text and my experiences.• I can make a movie in my head of the elements of the text (setting / plot / characters).• I can make connections between the text and the world in which I live. <p>9.R.2.2 Students can read fluently to comprehend grade-level text.</p> <ul style="list-style-type: none">• I can answer questions about different types of text. <p>9.R.3.1 Students can analyze an author’s use of literary elements in fiction.</p> <ul style="list-style-type: none">• I can explain how the author uses plot to create meaning.• I can explain how the author uses	<ul style="list-style-type: none">• Short answers quizzes• Multiple choice exams		
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	<p>setting to create meaning.</p> <ul style="list-style-type: none"> I can explain how the author uses point of view to create meaning. 			
Unit: Historical Literature				
Resources:	Standard(s):	Assessment:	First Semester	Second Semester
<p>Lee: <i>To Kill a Mockingbird</i> Shakespeare: <i>Romeo and Juliet</i></p>	<p>9.R.2.2 Students can read fluently to comprehend grade-level text.</p> <ul style="list-style-type: none"> I can answer questions about different types of text. I can summarize different types of text. I can adjust my reading speed for different types of text. <p>9.R.4.1 Students can analyze text to determine the influence of time period, culture, geography, and author's background.</p> <ul style="list-style-type: none"> I can explain how the time period affected the conflict in the text. I can explain how the time period affected the social attitudes in the text. I can explain how the time period 	<ul style="list-style-type: none"> Study guides Essay Short answers quizzes Multiple choice exams Multimedia presentation 	X	X

affected the themes of the text.

- I can explain how the culture affected the conflict in the text.
- I can explain how the culture affected the social attitudes in the text.
- I can explain how the culture affected the themes of the text.
- I can explain how the geography affected the conflict in the text.
- I can explain how the geography affected the social attitudes in the text.
- I can explain how the geography affected themes of the text.
- I can explain how the author's background affected the conflict in the text.
- I can explain how the author's background affected the social attitudes in the text.

	<ul style="list-style-type: none">• I can explain how the author’s background affected the themes of the text. <p>9.LVS.1.2 Students can implement organizational methods for informative presentations.</p> <ul style="list-style-type: none">▪ I can organize an informative presentation.▪ I can write an outline for a presentation.▪ I can tell the difference between main ideas and details. <p>9.LVS.1.4 Students can support a presentation with audio/visual aids and technology considering audience and purpose.</p> <ul style="list-style-type: none">▪ I can identify the purpose of my presentation.▪ I can create/select an appropriate audio/visual aid.▪ I can use technology to support and enhance my presentation.			
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Unit: Research Paper				
Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
<p><i>MLA Handbook</i> (7th Edition) <i>Bud's Easy Research Paper Manual</i> (7th Edition)</p>	<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 can identify informative/expository writing. ▪ I can identify persuasive writing. ▪ I can explain the difference between expository and persuasive writing. ▪ I can explain the purpose of a thesis statement. ▪ I can write a thesis statement for an expository paper. ▪ I can write a thesis statement for a persuasive paper. <p>9.W.1.2 Students can revise a document for sentence fluency.</p> <ul style="list-style-type: none"> ▪ I can revise my writing to include a variety of sentence lengths. ▪ I can revise my writing to include a 	<ul style="list-style-type: none"> • Note Cards and Outline • Rough Drafts • Final Paper • Works Cited Page 	<p>X</p>	<p>X</p>

variety of sentence structures.

- I can revise my writing to include a variety of sentence beginnings.
- I can use transitions.

9.W.1.3 Students can write an informational document using primary and secondary sources that are listed on a reference page.

- I can identify a primary source.
- I can identify a secondary source.
- I can find sources to use.
- I can evaluate the credibility of a source.
- I can evaluate the usefulness of a source.
- I can create an outline.
- I can express my ideas logically.
- I can paraphrase information from my sources.
- I can quote information from my sources.

	<ul style="list-style-type: none">▪ I can summarize information from my sources.▪ I can write a paper using sources to support my position.▪ I can cite my sources.▪ I can create a reference page.▪ I can make conclusions using information from my sources. <p>9.W.2.1 Students can revise text for the correct use of phrases.</p> <ul style="list-style-type: none">▪ I can identify prepositions.▪ I can identify prepositional phrases.▪ I can use prepositional phrases.▪ I can identify appositives.▪ I can use appositives. <p>9.LVS.1.3 Students can clarify and defend positions with precise and relevant evidence within an informal setting.</p> <ul style="list-style-type: none">▪ I can evaluate the credibility of a source.▪ I can evaluate the usefulness of a			
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	<p>source.</p> <p>9.R.5.1 Students can evaluate primary and secondary sources for credibility.</p> <ul style="list-style-type: none"> • I can identify a primary source. • I can identify a secondary source. • I can identify what makes a source credible. 			
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Unit: Film Studies

Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
Nolan: <i>The Dark Knight</i> Nolan: <i>Inception</i> Ebert: <u>The Dark Knight</u> Other articles as assigned	<p>9.LVS.1.1 Students can analyze the use of images, text, and sound in media for accuracy, validity, and influence.</p> <ul style="list-style-type: none"> ▪ I can tell the difference between a documentary and a feature film. ▪ I can identify bias in media sources. ▪ I can rate the accuracy of media. ▪ I can rate the validity of media. ▪ I can explain the influence of media on the viewer. 	<ul style="list-style-type: none"> • Small group studies • Essays • Guided/graded discussion 		X

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

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