

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

- 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">▪ 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) | | | |
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American Literature: A Life Worth Living				
Resources:	Standard(s): • Learning Target(s)	Assessment:	First Semester	Second Semester
Unit: A Life Worth Living <i>Holt Elements of Literature:</i> The Autobiography of Benjamin Franklin; Self-Reliance by Emerson; Walden by Thoreau;	<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"> ▪ 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) <p>10.R.2.1 Students can formulate associations between texts and experiences.</p> <ul style="list-style-type: none"> • I can make connections between the text and my experiences. (10.R.2.1) • I can make connections between the text and other texts. (10.R.2.1) • I can make connections between the text and the world in which I live. (10.R.2.1) 	Quizzes, journal writing and formal narrative writing.	x	

<p>Unit: American Drama</p> <p><i>Holt Elements of Literature-</i> THE CRUCIBLE; OUR TOWN; DEATH OF A SALESMAN; and THE GLASS MENAGERIE</p>	<p>11.W.1.1 Students can write text using comparison/contrast organizational patterns.</p> <ul style="list-style-type: none"> ▪ I can write using a block 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) <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"> ▪ 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) 	<p>Quizzes, tests, journal writing, and formal written essays.</p>	<p>X</p>	<p>X</p>
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	<p>11.LVS.1.2 Students can evaluate logical and critical thinking used in communication.</p> <ul style="list-style-type: none">▪ 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)			
	<p>11.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. (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)			
	<p>11.R.2.1 Students can analyze how diction affects the interpretation of text.</p> <ul style="list-style-type: none">• 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)<ul style="list-style-type: none">○ Setting description (1st paragraph of “The Fall of the House of Usher”)○ Local color			

	<ul style="list-style-type: none"> ○ Dialogue (colloquialism / dialect) ○ Slang ○ Idioms <p>12.R.2.1 Students can evaluate how style affects the meaning of text.</p> <ul style="list-style-type: none"> • 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 <i>Holt Elements of Literature</i>	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"> 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) 	interpretation of poem, objective test.		
	Students can analyze and explain literary devices within text. (All poetic devices.)			x
	10.LVS.1.7 Students can incorporate (not) verbal techniques in formal speeches or presentations. <ul style="list-style-type: none"> 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) 			x
Summer Reading, Independent Reading Books, and class novel (8 novels total): Attached reading list plus <i>The Adventures</i>	11.W.1.1 Students can write text using comparison/contrast organizational patterns. <ul style="list-style-type: none"> I can write using a block 	Quizzes, Tests, Journal Writing and Formal Essays (AP).	x	x

<i>of Huckleberry Finn, The Great Gatsby and The Winter of Our Discontent</i>	<p>comparison/contrast format. (11.W.1.1)</p> <ul style="list-style-type: none">▪ 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) <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">▪ 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) <p>11.W.2.1 Students can edit text for the correct use of independent and subordinate</p>			
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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

	<p>sentence. (11.W.2.3)</p> <ul style="list-style-type: none">▪ I can explain the correct uses of ellipses. (11.W.2.3)▪ I can use ellipses correctly in a sentence. (11.W.2.3)			
	<p>11.R.2.1 Students can analyze how diction affects the interpretation of text.</p> <p>11.R.2.2 Students can read fluently to comprehend grade-level text.</p> <p>11.R.3.1 Students can analyze and explain literary devices within text.</p> <p>12.R.3.1 Students can evaluate text for the author's style.</p>			

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

(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
Townsend Press Vocabulary Advanced Word Power (Aqua)	<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. (9.R.1.1) • I know that an object or person can have more than one name. (9.R.1.1) <ul style="list-style-type: none"> ▪ Odyssey – several names for Odysseus • I can define appositive. (9.R.1.1) • I can use appositives to find the meaning of unfamiliar words. (9.R.1.1) • I can use relative pronouns (relative clauses) 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 	Graded work and tests. Use of words in original written context.	<p style="text-align: center;">x</p>	<p style="text-align: center;">x</p>

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.

