

American Studies/
English 11CP

UNIT 1 (1st grading period):

- Introduction and overview of year, with TIMELINE assignment
- Review basic punctuation/capitalization: establish “Deadly Sins” list [Written/Oral language 1.1, 1.2]
- Iroquois Constitution, p. 28, lit. anthology [Vocabulary/Reading 2.1]
- Greek & Latin roots: months of the year, days of the week/common words using roots [Vocabulary/Reading 1.0, 1.2]
- Declaration of Independence assignment [Vocabulary/Reading 2.4, 2.5]
- Current event: Thomas Jefferson & Sally Hemings’ family connections
- Test prep./Nathaniel Hawthorne: “Young Goodman Brown” [Vocabulary/ Reading 3.1]
- Unit 1 Vocabulary list: DECLARATION/CONSTITUTION/DEMOCRACY/ BI-PARTISAN/POLITICS [Vocabulary/Reading 1.1]
- Mark Twain biography and *The Adventures of Huckleberry Finn*, including master vocabulary list [Vocabulary/Reading 1.1, 3.1, 3.2, 3.3]
 - Chapters 1-6: “Huck’s opinions and beliefs” paragraph description
 - Chapters 10-16: Standard essay writing with selected prompt
 - Chapters 17&18: Storyboard drawing for Grangerford & Shepherdson feud
 - Chapters 19-24: Timed response to comprehension questions; review of Hamlet’s “To be or not to be” speech
 - Chapters 25-30: Written summary of the Wilkes’ brothers story
 - Chapters 31-37: Jim’s “diary entry”
 - BOOK TEST: 12 essay questions
- Analysis: “Huckleberry Finn is a Racist Novel” w/excerpts from “Born to Trouble” documentary about Mark Twain [Reading 2.6]
- Editing: proofreaders’ marks, and basic steps to edit [Research/Technology 1.6-1.8]
- Excerpt from *Roots* by Alex Haley: Kinta Kunte’s trip to America [Literary Response/Analysis 3.4-3.7]
- “My Bondage and Freedom,” by Frederick Douglass, p. 458, lit. anthology; OR “The Color Line in America,” speech excerpts by F. Douglass [Literary Response/Analysis 3.4-3.7]
- Slave and pioneer narratives
- Poetry: Walt Whitman, p. 406; Emily Dickinson, p. 396, lit. anthology [Literary response 3.3-3.5]
- Introduction lecture to the SAT: what, how, when, examples and practice materials
- Current event tied to this time period: Slavery in the 21st century
- Ishi: the last Yahi: movie documentary and writing [Writing Application 2.4]
- CULMINATING ACTIVITY: Tribute Poem to early Americans [Written/Oral 1.0-1.3]

- *Autobiographical childhood story assignment [Writing Application 2.1]

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UNIT 2 (2nd grading period):

- Henry David Thoreau: “Ant War” passage: difficult text/storyboard assignment
- “The Truth about O.K.,” p. 224, lit. anthology [Vocabulary 1.1, 1.3]
- Greek/Latin roots: aqua/aud/bibl/bio/chron/cert/derm/ego/mob/photo/psych/retro/sol/stell/thermo [Vocabulary 1.1, 1.3]
- Upton Sinclair biography and *The Jungle*, including master vocabulary list [Reading comprehension 2.1-2.5; Literary response 3.5-3.7]
 - Chapter 1: character descriptions/drawings; United Streaming video introducing *The Jungle*
 - Chapters 2-4: 3 paragraphs in response to prompts
 - Chapters 5-9: comprehension questions
 - Chapters 10-15: 3-fold summary/found picture/relating events
 - Chapters 16-19: Letter home as a character: summary
 - Chapters 20-24: Reading Spark note analysis; paraphrasing in own words
 - Culminating essay about Socialism
 - BOOK TEST: multiple choice and essay questions
- Unit 2 vocabulary list: CONSCRIPTION/SOCIALISM/IMMIGRANT/ECONOMY/MUCKRAKER [Vocabulary 1.2]
- Poet Carl Sandburg’s “Chicago” poem, w/“Fort Bragg” poem assignment [Writing 1.4, 1.5; Literary response 3.2-3.4]
- Edgar Allen Poe’s “The Raven” [Literary response 3.2-3.4]
- “Harsh Life of Italian Immigrants” article and writing response
- Research techniques: paraphrasing, synthesizing, editing [Writing 1.6-1.8; Listening/speaking 1.4-1.10]
- MLA format for research papers/works cited
- Using charts, graphs and tables, pictures w/captions: pp. 432-437 pictures in lit. anthology
- “100 Years after the Jungle” article: current meatpacking in America
- SAT prep.: reading comprehension passages; sentence completion passages
- Giving a formal speech: instruction and practice
- CULMINATING ACTIVITY: Immigration Research paper/oral presentation/reflective writing using Langston Hughes’ “Let America Be America Again” poem [Writing 1.6-1.8; Listening/speaking 1.4-1.10; Literary response 3.2-3.6]
- *Jacob Riis photographs of immigrants: thumbnail sketch assignment

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Unit 3 (3rd grading period):

- Typed research paper on topics from 1920s [Writing 1.6-1.8]
- Self-editing using rubric; rewriting on a keyboard
- F. Scott Fitzgerald biography and *The Great Gatsby*, including master vocabulary list [Reading 2.1-2.5; Literary response 3.1-3.7]
 - Opening passage w/highlighted vocabulary; summary writing and relating narrator to students' lives
 - "Flapper" documentary video; questions for Chapter 1
 - Chapters 2 & 3: selected passages to paraphrase and questions
 - Chapter 4 list quiz
 - Chapter 6 multiple choice quiz
 - Scenes from movie (Robert Redford & Mia Farrow)
 - Book test essay
- Literary essay on *Gatsby* using full, partial effective quotes
- Greek/Latin roots: the prefixes: ab/ad/auto/aero/anti/ante/bi/ben/con deca/epi/infra/micro/pan/para/peri/pseudo/syn/trans
- Unit vocabulary list: ANTI-SEMITISM/ENTREPRENEUR/JUDGMENT [Vocabulary 1.1]
- Robert Frost poetry, p. 802 lit. anthology [Literary response 3.1-3.4]
- Parallel structure/using dependent clauses/dangling modifiers [Written language 1.1-1.3]
- "The Success of Prohibition" speech
- Harlem Renaissance poets, p. 838 lit. anthology [Literary response 3.1-3.4]
- Audience: reader concerns, counterclaims in writing
- SAT prep: technical grammar questions
- Current event for this unit:
- CST test prep:
- CULMINATING ACTIVITY/FINAL EXAM, first semester: History essay and 1920s skit [Literary response 3.5; Listening and Speaking 1.4-1.10]

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Unit 4: (4th grading period)

- John Steinbeck biography and *Grapes of Wrath*, with daily reading assignments over a 3-1/2 week period [Reading 2.1-2.5; Writing 1.1-1.5]
 - Chapters 1-4: drawing/description of characters
 - Chapters 5-6: review “Dust Bowl” article from Smithsonian magazine
 - Chapters 7-8: character thumbnails
 - Chapters 9-10: lists of who goes/what’s taken
 - Chapters 11-14: movie clip from “Grapes of Wrath” with Henry Fonda; timed paragraph about Granpa’s death
 - Chapters 15-16: comprehension questions
 - Chapters 17-18: specific examples of prejudice and confusion
 - Chapters 19-22: T-chart and questions
 - Chapters 23-25: discuss meaning “grapes of wrath”
 - Last reading: paraphrase quotes said by main characters
 - BOOK TEST: multiple choice and questions
- Descriptive writing assignment: read “The Turtle,” p. 688, and “The Brown Chest,” p. 904, lit. anthology, as models [Writing 2.1]
- Greek-Latin roots: Suffixes: (stand-alone) meter/graph; (suffix) logy/ist/ous [Vocabulary 1.2]
- FDR’s Fireside chat: “We have nothing to fear...” [Reading 2.2-2.6]
- Woodie Guthrie: social commentary poetry/lyrics, with “This School is Your School” lyric-writing assignment
- Unit vocabulary list: DEPRESSION/MIGRANT/VAGRANT/REFUGEE [Vocabulary 1.1]
- Elements of discourse (purpose, speaker); revision to improve sentence structure and variety: using transitional adverbs and subordinating conjunctions [Written 1.1-1.3]
- Research in primary text(books): history book
- SAT prep: the 25-minute essay
- Current event for this unit: Dust’s effect on the world today; Drought
- CST practice: “The Art of Optimism” and “The Pursuit of Happiness” to compare difficult texts
- CULMINATING ACTIVITY: Depression board game & soup/bread meal [Research 1.6-1.8; Listening and speaking 2.4]
- *Lindbergh baby kidnapping article and summary

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Unit 5 (5th grading period):

- David Guterson biography and *Snow Falling on Cedars*, including master vocabulary list [Reading 2.1-2.5; Writing 1.1-1.5]
 - Introduction information/film opening of “Snow Falling” with Ethan Hawke
 - Chapters 1-6: list details of court and characters
 - Chapters 7-12: comprehension questions
 - Chapters 13-15: teacher oral questions with oral response
 - Chapters 16-19: summarize/draw scenes
 - Chapters 20-24: quote quiz
 - Chapters 24-27: comparison/contrast jury summation speeches of Nels Gudmundssen and Atticus Finch from *To Kill a Mockingbird*
 - BOOK TEST: theme essay
- Stephen Vincent Benet’s “Nightmare at Noon” poem and activities [Literary response 3.1-3.7]
- Anglo-Saxon root list: ber/brew/dear/drink/hel/kno/lik/spell/swer/tru ward [Vocabulary 1.2]
- Unit vocabulary list: COMMUNISM/REPARATIONS/INTERNMENT/PREJUDICE/GENOCIDE [Vocabulary 1.1]
- Annotated bibliography and “systematic strategies to organize and record information” [Research 1.7]
- Review grammar and punctuation; test
- Functional reading passages on CST, with practice
- “Hiroshima,” p. 1036, lit. anthology [Literary response 3.7]
- Call to Action: Exec. Order 9066 reparations/student-written “calls” [Writing 1.4]
- SAT (language-arts portion) practice test, scored with follow-up
- CULMINATING ACTIVITY: Mini-research paper on topic/ Art painting/paper/speech [Literary response 3.5-3.6; Speaking 2.4]

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UNIT 6 (6th grading period):

- J.D. Salinger biography and *Catcher in the Rye*, including master vocabulary list [Reading 2.2; Writing 1.1-1.5]
 - Chapters 1-4: character/comprehension quiz
 - Parody writing assignment
 - Chapters 15-22: theme booklet assignment with assigned character
 - Essay prompts for book
 - BOOK TEST: brief questions
 - “How to Be a Good Housewife” current event poster assignment
- Unit vocabulary list: INFLATION/RECESSION/UTOPIA [Vocabulary 1.1]
- Richard Wright’s play “Man of All Work,” oral reading with academic vocabulary review [Writing 1.2]
- Richard Wright’s “Harrison” chapter from *Black Boy*
- CST: last review and practice
- Tim O’Brien biography and excerpted chapters from *The Things They Carried*:
 - “On the Rainy River”
 - “The Things They Carried”
 - “Sweetheart of Song Tra Bong”
 - “Speaking of Courage” and “Notes”
- Oral History project: 20-minute recorded interview, mini-research paper for oral history, written summary and formal speech [Writing 1.6-1.7; Listening and speaking 1.4-1.10]
- General/last-minute tips and practice for SAT
- Current event: long-lasting effects of Agent Orange
- Student current event multi-media presentations
- Folder organization and reflective metacognitive writing assignment
- Author notes scavenger hunt assignment
- Movie selections and rating/writing:
 - “Life is Beautiful”
 - “The Day The Earth Stood Still”
 - “Autobiography of Malcolm X”
- CULMINATING ACTIVITY: Speech presentation for Oral History Project

