



# Curriculum Outline

Course & Level: Honors American Studies

Department: English (Teamed with Social Studies Dept.)

Teacher: Various

Grade level: 10

**Campbell High School**

Character – Courage – Respect – Responsibility

## Description of Course:

This interdisciplinary course explores the American experience through the lenses of both history and literature. While the content of the course is similar to American Studies, students selecting this course are expected to complete a greater number of independent assignments, including summer reading, leading him or her to a deeper understanding of the course content. Periodic major assignments will include oral presentations, critical analyses of primary source documents, the preparation of a formal research paper, and several position papers regarding the historical events covered in the course. (Two Semesters)

## School – Wide Expectations:

### Academic:

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

### Civic/Social:

1. Exhibit personal responsibility

*The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course curriculum.*

## Core Competencies and State Standards:

1. **Writing** - Students will use skills learned to complete several formal and informal writing assignments using correct English grammar and mechanics and appropriate writing process techniques; they will complete a formal research paper in semester two.
  - a. **Structures of Language** Stem W:SL:1: Demonstrate command of the structures of sentences, paragraphs, and text.
  - b. **Reading Connection** Stem W:RC:1: In response to literary or informational text, show understanding of plot /ideas/concepts; W:RC:2: In response to literary or informational text read aloud, make and support analytical judgments about text.
  - c. **Expressive Writing- Reflective Essay** Stem W:EW:5: In reflective writing, explore and share thoughts, observations, and impressions.
  - d. **Informational Writing** Stem W:IW:1: In informational writing (reports or procedures), organize ideas/concepts; W:IW:2: In informational writing (reports or procedures only), effectively convey purpose; W:IW:3: In informational writing(reports or procedures only), demonstrate use of a range of elaboration strategies.
  - e. **Writing Conventions** Stem W:C:1: In independent writing, demonstrate command of appropriate English conventions.
  - f. **Habits of Writing** Stem W:C:1: In independent writing, demonstrate command of appropriate English conventions.
  - g. **Oral Communication Strategies** Stem OC-10-1: In oral communication, demonstrate interactive listening; OC-10-1: Make oral presentations.
2. **Vocabulary** - Students will be responsible for mastering 300 words in the Sadlier Vocabulary Book Level E, learning the meaning of approximately twenty roots and affixes, and understanding connotation and denotation.
  - a. **Vocabulary Strategies** Stem R:V:1: Identify the meaning of unfamiliar vocabulary.
  - b. **Breadth of Vocabulary** Stem R-10-3: Show breadth of vocabulary knowledge through demonstrating understanding of word meanings and relationships.
  - c. **Oral Communication Strategies** Stem OC-10-1: In oral communication, demonstrate interactive listening; OC-10-1: Make oral presentations.

## Core Competencies and *State Standards* cont'd:

3. **Literary Content** - Students will demonstrate an understanding of plot, theme, characterization, and symbolism of a variety of genres.
- a. **Reading Fluency and Accuracy** *Stem R:F&A: Read grade-level appropriate material.*
  - b. **Word Identification Skills and Strategies** *Stem R:WID:2: Apply word identification and decoding strategies.*
  - c. **Initial Understanding of Literary Text** *Stem R-10-4: Demonstrate initial understanding of elements of literary text.*
  - d. **Analysis and Interpretation of Literary Texts/Citing Evidence** *Stem: R-10-5 Analyze and interpret elements of literary texts, citing evidence where appropriate; R-10-6: Analyze and interpret author's craft, citing evidence where appropriate; R-10-6: Generate a personal response to what is read through a variety of means.*
  - e. **Initial Understanding of Informational Text** *Stem R-10-7: Demonstrate initial understanding of informational texts (expository and practical texts).*
  - f. **Analysis and Interpretation of Informational Text** *Stem R-10-8: Analyze and interpret informational text, citing evidence as appropriate.*
  - g. **Reading Strategies** *Stem R-10-12/13: Demonstrate ability to monitor comprehension and strategy use for different types of texts and purposes.*
  - h. **Reading Extensively and in Depth** *Stem R-10-14: Demonstrate the habit of reading widely and extensively; R-10-17: Demonstrate participation in a literate community.*
  - i. **Breadth of Reading** *Stem R-10-15: Research by reading multiple sources (including print and non-print texts) to report information, formulate a judgment, solve a problem, make a decision or to support a thesis.*
  - j. **Oral Communication Strategies** *Stem OC-10-1: In oral communication, demonstrate interactive listening; OC-10-1: Make oral presentations.*

## Suggested Texts and Media (Software, A/V, etc.):

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

- Sadlier Vocabulary Series, Level E; PowerPoint's with vocabulary pictures

-Teacher developed worksheets for grammar and punctuation

-Teacher developed website ([www.quia.com/chsamerican.html](http://www.quia.com/chsamerican.html))

-Model research paper and materials for research paper

-Novels: [Angela's Ashes](#), [Of Mice and Men](#), [A Soldier's Heart](#), [The Great Gatsby](#), [The Things They Carried](#), [Johnny Got His Gun](#), [Huck Finn](#), [Their Eyes Were Watching God](#), and various excerpts from such noted authors as Henry David Thoreau, Ralph Waldo Emerson, and Harriet Beecher Stowe; additionally, various short stories and poems from McDougal-Littell and McMichael anthologies

DVD's: [Of Mice and Men](#), [The Great Gatsby](#), [The Biography of F. Scott Fitzgerald](#)

Audio: [Angela's Ashes](#) read by the author

## Suggested Instructional Strategies:

1. PowerPoint presentations and QUIA website review for each vocabulary lesson
2. Oral reading, discussion, guided reading questions and QUIA website review of each piece of literature
3. Daily Oral Language and Worksheets on grammar and punctuation developed by the teacher
4. Presentation and discussion of the model research paper and practice in paraphrasing
5. Day trip to Newport, Rhode Island to tour four mansions in conjunction with our study of the Gilded Age of [The Great Gatsby](#)

## Suggested Assessment Strategies:

1. Participation in QUIA reviews and Vocabulary quizzes
2. Reading check quizzes, QUIA reviews, and Literature tests
3. Essays and short writing assignments
4. Synthesizing and paraphrasing material assignments
5. A formal research paper using MLA format and parenthetical citations
6. Daily Oral Language participation