



# Dominican International School

**SUBJECT: English Language Arts**

**GRADE LEVEL: 11**

**SCHOOL YEAR: 2024-25**

**TEACHER: Leon Henrico**

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## COURSE DESCRIPTION:

In this course students will survey and analyze various selections of American Literature which are grouped by historical time periods. Students will learn how to analyze literature from several genres and interpret a number of literary themes. They will strive to find the common threads in the authors' words and apply those themes to contemporary times and their own lives. In a variety of activities, students will share their experiences, feelings, and knowledge about the literature studied in class. Students will also develop their knowledge and use of the English language through the study of the technical and structural aspects of the language. In summary, this class affords the student an opportunity to enjoy the variety of experiences that great literature has to offer.

## COURSE OBJECTIVES:

- At the end of this course students should be able to read and identify a variety of literary genres with insight and be able to discuss, analyze and interpret various literary themes.
- Students should be able to recognize and use the different parts of speech correctly in their written and spoken work.
- Students should be able to apply the various grammar rules correctly, and recognize and correct mistakes found in their own and others' work.
- Students should be able to apply all they have learned in written work.
- Students should be able to speak English confidently, using the knowledge they have acquired, and showing this in oral presentations.

## ASSESSMENT:

- Writing Rubrics
- Presentation/oral rubrics
- Quizzes and Quarter Tests/Exams
- Peer evaluation

## PRIMARY TEXTBOOK & OTHER RESOURCES

- Textbook: into Literature (Houghton/Mifflin/Harcourt)
- HMH Grammar Practice (Houghton/Mifflin/Harcourt)
- Dictionary/Thesaurus

### **Novels for Extra Reading:**

- Q 1: *American Panda* by Gloria Chao
- Q2: *Fahrenheit 451* by Ray Bradbury
- Q 3: *An Ember in the Ashes* by Sabaa Tahir
- Q4: *Educated: A Memoir* by Tara Westover
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ADDITIONAL INFORMATION – Please see Google Classroom for more information. Class code:

### **HOMEWORK RULES**

- All assignments must be turned in on the due date.
- Students who do not meet their homework deadlines will be placed in Project I.
- If a student has been absent when a homework assignment is set, it is his/her duty to find out what homework is due, and complete it by the required deadline.
- If a student is absent for a test, they will receive a **0** score, unless they have a **very good** reason for being absent.

### **CLASSROOM RULES**

- Be on time and neatly dressed, in full school uniform.
- Speak in ENGLISH ONLY.
- Respect your teachers, fellow students and their property.
- Keep your seating space and classroom clean and neat.
- Only a water bottle is allowed during class; no eating or drinking of other liquids.
- Ask permission to leave the class.

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS. Academic dishonesty includes but is not limited to, the following:

1. Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's own work; and
1. Representing another's intellectual work such as photographs, paintings, drawings, sculpture, or research or the like as one's own, including failure to attribute content to an AI.
2. Employing a tutor, making use of Artificial Intelligence without acknowledgement, getting a parent to write a paper or do an assignment, paying for an essay to be written by someone else and presented as the student's own work.
3. Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

**Any act of academic dishonesty will result in an automatic zero on the entire assignment**

## **1st QUARTER – TENTATIVE COURSE CONTENT**

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
<p><b>Week 1</b>  <b>Aug 12<sup>th</sup> to 16<sup>th</sup></b>  <b>4 Days of Class</b>            12~ First Day / Orientation Day            15~ Opening Mass &amp; Assumption of Our Lady 8:00            15~ Induction of Class, Student Council Officers and DYM</p>	<p><b>Into Literature: Unit 1 Foundations and Encounters</b>            Early American Literature: Unit Opener pp. 1-7            World on a Turtle's Back pp 8-23</p> <p><b>HMH Grammar: Module 1- Parts of Speech</b>            Nouns and Pronouns (pp 1-4)</p> <p><b>Writable</b> Parts of Speech: Nouns, Pronouns, Adjectives</p> <p><b>Writable</b> Unit 1-1: Quick Write  <b>Writable</b> Analyze the Model: Argumentative Writing</p>
<p><b>Week 2</b>  <b>Aug 19<sup>th</sup> to 23<sup>rd</sup></b></p>	<p><b>Into Literature: Unit 1 Foundations and Encounters</b>            World on a Turtle's Back pp 8-23</p> <p><b>HMH Grammar: Module 1- Parts of Speech</b>            Adjectives, Verbs, Adverbs (pp 5-10)</p> <p><b>Writable</b> Unit 1-3: The World on the Turtle's Back: Character Profile</p> <ul style="list-style-type: none"> <li>• <b>YSC:</b></li> <li>• Introduce YSC theme to students</li> <li>• Presentation of YSC theme, rules, and rubrics to all MS and HS classes - Language Teachers</li> </ul>
<p><b>Week 3</b>  <b>Aug 26<sup>st</sup> to 30<sup>th</sup></b>            26~Fire drill?            26~Middle and High School Catholic Bridge Program (after assembly)            28~St. Dominic de Guzman Feast Day Celebration</p>	<p><b>Into Literature: Unit 1 Foundations and Encounters</b>            Balboa pp. 24-39</p> <p><b>HMH Grammar: Module 1- Parts of Speech</b>            Prepositions, Conjunctions, and Interjections (pp 13-17)</p> <p><b>Writable</b> Unit 1-5: Balboa: Character Analysis</p>
<p><b>Week 4</b>  <b>Sep 2<sup>nd</sup> to 6<sup>th</sup></b>            2~House Ceremony</p>	<p><b>Into Literature: Unit 1 Foundations and Encounters</b>            Balboa pp. 24-39</p> <p><b>HMH Grammar: Module 2: The Sentence</b>            Subjects and Predicates, Compound Subjects and Verbs (pp24-27)</p> <p><b>Writable</b> Balboa: Character Analysis</p>
<p><b>Week 5</b>  <b>Sep 9<sup>th</sup> to 13<sup>th</sup></b>            9~ Mass &amp; Birthday Mother Mary &amp; VIP Induction</p>	<p><b>Into Literature: Unit 1 Foundations and Encounters</b>            A Desperate Trek Across America pp 40-53</p> <p><b>HMH Grammar: Module 2: The Sentence</b>            Finding the Subject, Direct and Indirect Objects (pp 28-31)</p> <p><b>Writable</b> Unit 1-6: A Desperate Trek Across America: Explanatory Essay</p>
<p><b>Week 6</b>  <b>Sep 16<sup>th</sup> to 20<sup>th</sup></b>  <b>1 Day of Class</b>            17~Moon Festival            18-20~ Teacher's Conference</p>	<p><b>Into Literature: Unit 1 Foundations and Encounters</b>            A Desperate Trek Across America pp 40-53</p> <p><b>Writable</b> Unit 1-6: A Desperate Trek Across America: Explanatory Essay</p>
<p><b>Week 7</b>  <b>Sep 23<sup>rd</sup> to 27<sup>th</sup></b>            24-26~Pre-Exam Days</p>	<p><b>Into Literature: Unit 1 Foundations and Encounters</b>            A Desperate Trek Across America pp 40-53            New Orleans pp 54-61</p> <p><b>HMH Grammar: Module 2: The Sentence</b>            Objective and Subject complements, Classification of Sentences</p> <p><b>Writable</b> Unit 1: Write an Informative Essay</p>

	<b>YSC:</b> Scripts Due the week of September 27th
<b>Week 8</b> <b>Sep 30<sup>th</sup> to Oct 4<sup>th</sup></b>	<b>Into Literature: Unit 1 Foundations and Encounters</b> <b>New Orleans pp 54-61</b>  <b>HMH Grammar: Module 1 and 2: Review</b> <ul style="list-style-type: none"> <li>• The Sentence Review (pp 33 and 38)</li> <li>• Parts of Speech Review (pp 11 and 20)</li> </ul> <b>YSC:</b> Writers should work on script  <b>Writable</b> Unit 1: Write an Informative Essay
<b>Week 9</b> <b>Oct 7<sup>th</sup> to 11<sup>th</sup></b> <b>1 Day of Class</b> 7~Launching - Rosary Month and Bullying Prevention Day 8-9 ~Q1 Exams 10~Double Ten 11~Record Day	<b>Review Exam Prep</b>  <b>Exams</b>

## 2<sup>nd</sup> QUARTER – TENTATIVE COURSE CONTENT

<i>(NB: Depending on time and interest, the teacher may delete and/or add other selections.)</i>	
Week / Date	Topic / Projects / Assessments
<b>Week 1 (10)</b> <b>Oct 14<sup>th</sup> to 18<sup>th</sup></b> 14~ Second Quarter Begins	<b>Into Literature Unit 3: The Individual and Society</b> Literature of the American Renaissance: Historical Introduction, pp. 253-255 Poem <i>from</i> Song of Myself, Walt Whitman pp256-267 Themes in Poetry Figurative and Literal Language Themes, Structural Elements of Free Verse  <b>HMH Grammar: Module 3 and 4: Phrases and Clauses</b> <ul style="list-style-type: none"> <li>• Prepositional Phrases (pp40-41)</li> <li>• <b>Writable</b> The Prepositional Phrase</li> <li>•</li> </ul> <b>YSC:</b> Job list/ Announce Program Design Competition (Submission?)  <b>Writable</b> Unit 3-1: Quick Write
<b>Week 2 (11)</b> <b>Oct 21<sup>st</sup> to 25<sup>th</sup></b> 25 – Book Fair 25- Masquerade Night	<b>Unit 3: The Individual and Society</b> Poem <i>from</i> Song of Myself, Walt Whitman pp. 256-267 Themes in Poetry Figurative and Literal Language Themes, Structural Elements of Free Verse  <b>HMH Grammar: Module 3 and 4: Phrases and Clauses</b> Adjective and Adverbs Phrases (pp 42-43)  <b>Writable</b> Adjective and Adverb Phrases  <b>YSC:</b> First draft due  <b>Writable</b> Unit 3-3: from Song of Myself: Thematic Analysis
<b>Week 3 (12)</b> <b>Oct 28<sup>th</sup> to Nov 1<sup>st</sup></b> 1-All Saint's Day Mass	<b>Unit 3: The Individual and Society</b> My Friend Whitman pp. 268-277

	<p><b>Writable</b> Unit 3-4: My Friend Walt Whitman: Author Study</p>
<p><b>Week 4 (13)</b> Nov 4<sup>th</sup> to Nov 8<sup>th</sup></p>	<p><a href="#">Unit 3: The Individual and Society</a> <b>Poems by Emily Dickinson- pp 278-287</b></p> <p>HMH Grammar: Module3 and 4: Phrases and Clauses</p> <ul style="list-style-type: none"> <li>• Participles and Participle phrases (pp44-46)</li> </ul> <p><b>YSC:</b> Students edit first draft</p> <ul style="list-style-type: none"> <li>• Encourage and facilitate YSC activities during homeroom and after school till 4:30 PM– Homeroom Teachers</li> <li>• Create+Print YSC posters</li> </ul> <p><b>Writable</b> Unit 3-5: Poems of Emily Dickinson: Poetry Analysis</p>
<p><b>Week 5 (14)</b> Nov 11<sup>th</sup> to 15<sup>th</sup></p>	<p><a href="#">Unit 3: The Individual and Society</a> Last Child in the Woods pp 296-303</p> <p>HMH Grammar: Module3 and 4: Phrases and Clauses</p> <ul style="list-style-type: none"> <li>• Infinitives, Gerunds, Infinitive and Gerund Phrases (pp47-49)</li> </ul> <p><b>YSC:</b> In-class activities</p> <p><b>Writable</b> Unit 3-2: from Last Child in the Woods: Mentor Text Analysis</p>
<p><b>Week 6 (15)</b> Nov 18<sup>th</sup> to 22<sup>nd</sup> 22-Gr.12 Q2 Exam 22 - YSC Contest</p>	<p><a href="#">Unit 3: The Individual and Society</a> The Minister’s Black Veil pp 316-337</p> <p>HMH Grammar: Module3 and 4: Phrases and Clauses Kinds of Clauses (pp 57-58)</p> <p><b>YSC:</b> Final Draft/Rehearsal/Posters due ?</p> <p><b>Writable</b> Unit 3-8: The Minister's Black Veil: Literary Analysis</p>
<p><b>Week 7 (16)</b> Nov 25<sup>th</sup> to 29<sup>th</sup> 25-Gr.12 Q2 Exam 26-28~Pre-Exam Day</p>	<p><a href="#">Unit 3: The Individual and Society</a> The Fall of the House of Usher pp 338-363</p> <p>HMH Grammar: Module3 and 4 : Phrases and Clauses The Adjective and Adverb Clause (pp59-62)</p> <p><b>YSC:</b> rehearsal</p> <p><b>Writable</b> Unit 3: Write an Explanatory Essay</p>
<p><b>Week 8 (17)</b> Dec 2<sup>nd</sup> to Dec 6<sup>th</sup> <b>6~Half Day</b> Foundation Day Celebrations</p>	<p><a href="#">Unit 3: The Individual and Society</a> The Fall of the House of Usher pp 338-363</p> <p>HMH Grammar: Module3 and 4 : Phrases and Clauses</p> <ul style="list-style-type: none"> <li>• The Noun Clause (pp 63-64)</li> <li>• Sentence Structure (pp 65-66)</li> </ul> <p><b>Writable</b> Unit 3: Write an Explanatory Essay</p>
<p><b>Week 9 (18)</b> Dec 9<sup>th</sup> to 13<sup>th</sup> <b>3 Days of Class</b> 12-13 ~Q2 Exams</p>	<p>HMH Grammar: Module3 and 4 : Phrases and Clauses Module 3 and 4 Review (pp 55 and 67) <b>Exam Prep Exams</b></p>
<p>Dec 16<sup>th</sup> to Jan 3<sup>rd</sup></p>	<p><b>Christmas Break</b></p>

**3rd QUARTER – TENTATIVE COURSE CONTENT**

(NB: Depending on time and interest, the teacher may delete and/or add other selections.)

Week / Date	Topic / Projects / Assessments
<p><b>Week 1 (19)</b> <b>Jan 6<sup>th</sup> to 10<sup>th</sup></b> <b>4 Days of Class</b> 6~Record Day 7~Third Quarter Begins 10 ~ New Year Mass</p>	<p><a href="#">Into Literature Unit 5: America Transformed</a> <b>Jack London</b> To Build a Fire pp 524 547</p> <p>HMH Grammar: Module5, 7 and 8</p> <ul style="list-style-type: none"><li>Module 5: Subject-Verb Agreement (pp 69-72)</li></ul> <p><b>Writable</b> Unit 5-1: Quick Write</p>
<p><b>Week 2 (20)</b> <b>Jan 13<sup>th</sup> to 17<sup>th</sup></b></p>	<p><a href="#">Into Literature Unit 5: America Transformed</a> <b>Jack London</b> To Build a Fire pp 524 547</p> <p>HMH Grammar: Module5, 7 and 8 Agreement with indefinite pronouns/ The Compound Subject (pp73-77)</p> <p><b>Writable</b> Unit 5-3: To Build a Fire: Story Opener</p>
<p><b>Week 3 (21)</b> <b>Jan 20<sup>th</sup> to 24<sup>th</sup></b></p>	<p><a href="#">Into Literature Unit 5: America Transformed</a> <b>Mark Twain</b> The Lowest Animal pp 548-561</p> <p>HMH Grammar: Module5, 7 and 8</p> <ul style="list-style-type: none"><li>Collective Nouns and Pronoun Agreement (pp78-79, and 86-89)</li></ul> <p><b>Writable</b> Unit 5: The Lowest Animal Choices (Writing): Satire</p>
<p><b>Jan 27<sup>th</sup> to Jan 31<sup>st</sup></b></p>	<p><b>Chinese New Year</b></p>
<p><b>Week 4 (22)</b> <b>Feb 3<sup>rd</sup> to 7<sup>th</sup></b></p>	<p><a href="#">Into Literature Unit 5: America Transformed</a> <b>Mark Twain</b> The Lowest Animal pp 548-561</p> <p>HMH Grammar: Module5 Review Review (pp 79 and 90)</p> <p><b>Writable</b> Unit 5: The Lowest Animal Choices (Writing): Satire</p>
<p><b>Week 5 (23)</b> <b>Feb 10<sup>th</sup> to 14<sup>th</sup></b> 1-14~Catholic Week</p>	<p><a href="#">Into Literature Unit 5: America Transformed</a> <b>Upton Sinclair</b> <i>From</i> The Jungle pp 594-607</p> <p>HMH Grammar: Module5, 7 and 8 Verb Tense and Sequence of Tenses (pp 127-131)</p> <p><b>Writable</b> Unit 5-8: from The Jungle: Personal Narrative</p>
<p><b>Week 6 (24)</b> <b>Feb 17<sup>th</sup> to 21<sup>st</sup></b></p>	<p><a href="#">Into Literature Unit 5: America Transformed</a> <b>Upton Sinclair</b> <i>From</i> The Jungle pp 594-607</p> <p>HMH Grammar: Module5, 7 and 8</p> <ul style="list-style-type: none"><li>Active/Passive Voice and Mood (pp 132-134)</li></ul> <p><b>Writable</b> Unit 5: The Lowest Animal Choices (Writing): Satire</p>
<p><b>Week 7 (25)</b> <b>Feb 24<sup>th</sup> to 28<sup>th</sup></b> <b>4 Days of Class</b> 24~Lenten Mass? 25-27 ~ Pre-Exam Days 24-27~IOWA Assessments 28 ~ Memorial Day Holiday</p>	<p><a href="#">Into Literature Unit 5: America Transformed</a> <b>Kate Chopin</b> The Story of an Hour pp 574-585</p> <p>HMH Grammar: Module5, 7 and 8</p> <ul style="list-style-type: none"><li>Ambiguous, Weak, and Indefinite Reference (pp 109-112)</li></ul> <p><b>Writable</b> Unit 5-6: The Story of an Hour: Journal Entry</p>

<b>Week 8 (26)</b> <b>March 3<sup>rd</sup> to 7<sup>th</sup></b> 5~ Ash Wednesday	<a href="#">Into Literature Unit 5: America Transformed</a> <b>Kate Chopin</b> The Story of an Hour pp 574-585  <b>Writable</b> Unit 5: Write a Short Story
<b>Week 9 (27)</b> <b>March 10<sup>th</sup> to 14<sup>th</sup></b> <b>4 Days of Class</b> 14 – Q3 Exams	Exam Prep Exams

## 4th QUARTER – TENTATIVE COURSE CONTENT

*(NB: Depending on time and interest, the teacher may delete and/or add other selections.)*

Week / Date	Topic / Projects / Assessments
<b>Week 1 (28)</b> <b>March 17<sup>th</sup> 21<sup>st</sup></b> <b>4 Days of Class</b> 17 – Q3 Exams 18~ Fourth Quarter Begins 18~ Fire Drill? 19~ Feast of St. Joseph	<a href="#">Into Literature Unit 6: Modern and Contemporary Voices</a> A Rose for Emily pp 648-665  <b>HMH Grammar: Module 9, 10, 13, and 14</b> <ul style="list-style-type: none"> <li>• Uses of Modifiers (pp139-140)</li> <li>• Six Troublesome Modifiers (pp 141-142)</li> <li>•</li> </ul> <b>Writable</b> Analyze the Model: Argumentative Writing
<b>Week 2 (29)</b> <b>March 24<sup>th</sup> to 28<sup>th</sup></b>	<a href="#">Into Literature Unit 6: Modern and Contemporary Voices</a> A Rose for Emily pp 648-665  <b>HMH Grammar: Module 9, 10, 13, and 14</b> <ul style="list-style-type: none"> <li>• Uses of Modifiers (pp139-140)</li> <li>• Six Troublesome Modifiers (pp 141-142)</li> <li>•</li> </ul> <b>Writable</b> Analyze the Model: Argumentative Writing
<b>Week 3 (30)</b> <b>March 31<sup>st</sup> to April 4<sup>th</sup></b> <b>4 Days of Class</b> 4~Tomb Sweeping	<a href="#">Into Literature Unit 6: Modern and Contemporary Voices</a> Poems by Robert Frost Mending Wall pp 666-673  <b>HMH Grammar: Module 9, 10, 13, and 14</b> Misplaced and Dangling Modifiers (pp 150-154)  <b>Writable</b> Practice the Task: Argumentative Writing
<b>Week 4 (31)</b> <b>Apr 7<sup>th</sup> to 11<sup>th</sup></b>	<a href="#">Into Literature Unit 6: Modern and Contemporary Voices</a> My Dungeon Shook: Letter to My Nephew Open Letter by James Baldwin, pp. 816–827  <b>HMH Grammar: Module 9, 10, 13, and 14</b> <ul style="list-style-type: none"> <li>• Commas in a Series (pp 188-189)</li> <li>• Commas with Independent Clauses (pp 190-191)</li> <li>• Commas with Nonessential Elements (pp 192-193)</li> <li>•</li> </ul> <b>Writable</b> Practice the Task: Argumentative Writing
<b>April 14<sup>th</sup> to April 18<sup>th</sup></b>	<b>Easter Break</b>
<b>Week 5 (32)</b> <b>Apr 21<sup>st</sup> to 25<sup>th</sup></b> 23~Easter Mass 21-25 ~ AP Mock Exams 26~Spring Fair	<a href="#">Into Literature Unit 6: Modern and Contemporary Voices</a> The Latin Deli: An Ars Poetica Poem by Judith Ortiz Cofer, pp. 828–835  <b>HMH Grammar: Module 9, 10, 13, and 14</b> <ul style="list-style-type: none"> <li>• Commas with Introductory Elements (pp 194-195)</li> <li>• Commas with Other Sentence Interrupters (pp 196-197)</li> <li>• Other uses of Commas and Module Review (pp198-200)</li> <li>•</li> </ul> <b>Writable</b> Perform the Task: Argumentative Writing

<p><b>Week 6 (33)</b>  <b>Apr 28<sup>th</sup> to May 2<sup>nd</sup></b>  4/29-5/1 ~ Pre-Exam Days  1-2 ~ Final Exams (K, 5, 8, 12 only)</p>	<p><a href="#">Into Literature Unit 6: Modern and Contemporary Voices</a>  The Universe as Primal Scream pp 870-877</p> <p>HMH Grammar: Module 9, 10, 13, and 14  Semicolons, Colons, and Hyphens (pp202-204)</p> <p><b>Writable</b> Perform the Task: Argumentative Writing</p>
<p><b>Week 7 (34)</b>  <b>May 5<sup>th</sup> to 9<sup>th</sup></b>  5-9 ~ Final Exams (K, 5, 8, 12 only)  5-9 ~ AP Exams</p>	<p><a href="#">Into Literature Unit 6: Modern and Contemporary Voices</a>  The Universe as Primal Scream pp 870-877</p> <p>HMH Grammar: Module 9, 10, 13, and 14</p> <p>Dashes, Parentheses, Brackets, Underlining, Italics, and Quotation Marks (pp 202-209)</p> <p><b>Writable</b> Perform the Task: Argumentative Writing</p>
<p><b>Week 8 (35)</b>  <b>May 12<sup>th</sup> to 16<sup>th</sup></b>  <b>4 Days of Class</b>  14-15 ~ Q4 Exam  16 ~ Record Day  12-16 ~ AP Exams</p>	<p>Exam Prep  Exam</p>
<p><b>Week 9 (36)</b>  <b>May 19<sup>th</sup> to 23<sup>rd</sup></b>  19-23 ~ Student Clearance  19 ~ Baccalaureate Mass  23 ~ Gr. 6 – 7 Recognition and Gr. 8 Graduation</p>	
<p><b>Week 10 (37)</b>  <b>May 26<sup>th</sup> to 30<sup>th</sup></b>  <b>4 Days of Class</b>  26 ~ House Culminating Activity  27 ~ Gr. 9-11 Recognition and Gr. 12 Graduation  28! Class Party  29 ~ Students Last Day  30 ~ Teachers/Staff Meeting</p>	