

West Linn–Wilsonville School District
English Language Arts – Course Statement

<u>Course Title: English 10</u>	
Length of Course:	Year
Number of Credits:	2
Grade Level:	10
Prerequisites:	Sophomore standing/placement by English teacher
CIM Work Samples	
Offered in Course:	2 writing work samples
Date of Description/Revision: 2002	

Course Overview	
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English 10 will reinforce the knowledge of basic elements of literature including the short story, novel, drama, poetry, and non-fiction. Types of works studied include: ancient and classical hero legend and epic, Greek drama, a Shakespeare play, modern novel, short story and poetry tied to course themes, and selections from the Arthurian legends and the Bible. Emphasis is on our literary and cultural heritage, focusing on universal themes in literature such as the hero’s journey, rites of passage, loss of innocence, the basic nature of man, the nature of justice, dreams/goals, forgiveness, and the search for wisdom in a sometimes confusing world. Course will introduce the concepts of archetype and allusion. English 10 will reinforce the writing process through instruction in narrative and expository writing.

Essential Questions	Concepts providing focus for student learning
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- What is a hero?
- What does it mean to leave childhood?
- What roles do love, forgiveness, and camaraderie play in our lives?
- What makes human beings rise above self-interest to help others? (What are the meanings and applications of “the greater good”?)
- What responsibilities do we have to our fellow man?
- What universal qualities do we admire in people?
- What power do archetypes have in our lives?
- Since life includes pain and loss, how do we respond?
- Can we gain wisdom through suffering?
- What is "justice?"
- Can we find justice in this world?
- What happens when injustice occurs?
- What responsibility do we have for creating justice?
- What role do ethics, morality and perspectives play in decision-making? (*i.e.*, What do we do when both sides are right? Are there universal qualities of morality that we can agree upon? What is “fair”? What happens when my intentions are good, the results of my actions are

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<p>harmful? What responsibility does “success” bring?)</p> <ul style="list-style-type: none"> • What is the nature of human nature? • What is the nature of good, and what is the nature of evil? 	
<p>Proficiency Statements</p>	
<p>Upon completion of course, students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate his/her ability to understand the development of values in Western Culture, especially from Greco-Roman and Judeo-Christian sources. • Demonstrate his/her ability to recognize the need for individual responsibility through the study of literature. • Demonstrate his/her ability to discuss ethical decision-making through the study of literature. • Demonstrate his/her ability to analyze a literary work and the ability to synthesize aspects of several works, making connections regarding theme, style, and/or structure. • Produce several pieces of writing (imaginative and expository). • Demonstrate proficiency in Standard English prose (punctuation, spelling, syntax, usage) and with organizational structures. • Explore elements of style in his/her own writing and work to polish that style and strengthen his/her voice. • Logically support his/her own interpretation of literature with documented references from the literary work. • Demonstrate his/her ability to recognize fundamental symbols and archetypes in literature. • Demonstrate his/her ability to understand how allusions add and broaden meaning in text. • Write and apply complex definitions. 	
<p>General Course Topics/Units & Timeframes</p>	
<p><u>Semester 1</u></p> <p>Core (required)</p> <p>A. <u>Literature</u></p> <ul style="list-style-type: none"> • <i>Gilgamesh</i> or <i>Beowulf</i> • Bible (Old and New Testament selections) • King Arthur Legend (selections) • <i>Of Mice and Men</i> • Short story and poetry to parallel themes of larger works <p>B. <u>Writing</u></p> <ul style="list-style-type: none"> • Full Processed Paper – Narrative <p>C. <u>Vocabulary</u></p> <ul style="list-style-type: none"> • Greek and Latin roots 	

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Semester 2

Core (required)

D. Literature

- *Antigone*
- *Julius Caesar* or *Merchant of Venice* or *Much Ado About Nothing* or *A Midsummer’s Night Dream*
- A novel

E. Writing

- Full Processed Paper – Thematic Analysis
- Skill Development – Comparison/Contrast

F. SAT Prep

- Analogies
- SAT II (TSWE)

Optional Works Reserved for English 10

G. Literature

- *12 Angry Men*
- *Bean Trees, The*
- *Bless the Beasts and the Children*
- *Bride Price, The*
- *Caine Mutiny, The*
- *Cold Sassy Tree*
- *Cry, the Beloved Country*
- *I Heard the Owl Call My Name*
- *I Know Why the Caged Bird Sings*
- *Midsummer’s Night Dream, A*
- *Mutant Message Down Under*
- *Oedipus Rex*
- *Once and Future King, The*
- *Pearl, The*
- *Princess Bride, The*
- *Raisin in the Sun, A*
- *Rumors of Peace*
- *Separate Peace, A*
- *Something Wicked This Way Comes*
- *Sound of Waves, The*
- *Things Fall Apart*
- *Walking Across Egypt*
- *Wizard of Oz, The*
- *Yellow Raft in Blue Water, A: A Novel*
- Readings on Kohlberg’s Theory
- Short stories (selections from text and Multi-Cultural Perspectives)

Resources

- Text: *Prentice Hall Literature – Timeless Voices, Timeless Themes – Platinum Level*, Prentice Hall, 2000

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- Text: *Multi-Cultural Perspectives*,
- Other: Internet resources, see “General Course Topics” for additional resources