

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

**Course Title: English 11 Honors**

**Length of Course:** Year  
**Number of Credits:** 2  
**Grade Level:** 11  
**Prerequisites:** Consent of department; application  
**CIM Work Samples**  
**Offered in Course:** Writing work samples

**Date of Description/Revision:** 2002

**Course Overview**

This is an advanced survey course in American literature. The works of a wide range of American authors will be read and discussed for analysis of literary quality and as a springboard for understanding contemporary American issues. Focus will also be on developing a command of the written language, especially emphasizing the analysis of literature with both an increased breadth and depth of readings and writings. In addition to normal course work, there is an independent reading project of three novels first semester and an 8-12 page paper written second semester.

**Essential Questions**

**Concepts providing focus for student learning**

- What is my personal ethical code?
- Is there a universal code of ethics and behavior that should apply to all men?
- How do I handle a “crisis of conscience”?
- What do I do when my personal code conflicts with that of society?
- What impact does the diversity of “American” voices have on my life and/or the larger world?
- How do I deal with the complexities and ambiguities of different moral codes?
- How do I make choices and abide by them?
- What does it mean to be an American?
- What is “The American Dream”? Has it changed over time?

**Proficiency Statements**

- Upon completion of course, students will be able to:
- Identify the major characteristics of Native American thought, Puritanism, Classicism, (The Enlightenment), Romanticism, Transcendentalism, Regionalism, Realism, Naturalism, Modernism, and Post-Modernism. Furthermore, the student will recognize these trends as a reflection of an era’s social, historical, and environmental forces. She/he will be able to demonstrate an understanding of the significance of a particular literary work (e.g., social, historical, political, religious, philosophic, entertainment).
  - Understand that major contributions to the body of American literature have been made by ethnically and racially diverse authors and by both male and female authors. She/he will recognize that a literary work may reflect the author’s background, the milieu in which she/he

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lives, and the audience for which she/he writes.

- Identify and discuss, with specific references, the common values and themes expressed in the body of American 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 expository writing.
- Demonstrate proficiency with Standard English prose (punctuation, spelling, syntax, , and usage) and with organizational skills) appropriate introductions, conclusions, transitions, and 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.

### General Course Topics/Units & Timeframes

#### Semester 1

Core (required)

#### A. Literature

- *Crucible, The*
- "Sinners in the Hands of an Angry God"
- Franklin's *Autobiography* (selections)
- Hawthorne short story
- *Scarlet Letter, The*
- Poe Short Story
- *Adventures of Huckleberry Finn, The*
- Emily Dickinson and Walt Whitman selected poems
- *Walden* (selections from the text)
- *Moby Dick*
- *Night Thoreau Spent in Jail, The*
- The histrio/literary concepts of Puritanism, The Enlightenment, Romanticism, Regionalism, and Transcendentalism

#### B. Writing

- Full Processed Paper – Personal Essay

#### Semester 2

Core (required)

#### C. Literature

- Cather and Wharton work
- *Catcher in the Rye*
- *Ethan Frome*
- *Grapes of Wrath, The*
- *Great Gatsby, The*
- Faulkner short stories
- Hemingway works

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- “The Open Boat”
- *Their Eyes Were Watching God*
- *Winesburg, Ohio*
- An Additional Novel – Modern or Contemporary from Optional List
- The historio/literary concepts of Realism, Naturalism, Modernism (The Lost Generation/The Jazz Age included), Contemporary Literature

**D. Writing**

- Full Processed Paper – Thematic Analysis

**Optional Works for English 11 Honors**

**G. Literature**

- *Adventures of Tom Sawyer, The*
- *All the Pretty Horses*
- *An American Childhood*
- *An American Tragedy/Place in the Sun*
- *Awakening, The*
- *Beloved*
- *Billy Budd*
- *Braided Lives*
- *Bread Givers, The*
- *Catch-22*
- *Chocolate War, The*
- *Color Purple, The*
- *East of Eden*
- *Farewell to Arms, A*
- *Fools Crow*
- *Giants in the Earth*
- *Good Earth, The*
- *Growing Up in the South* (anthology)
- *Heart is a Lonely Hunter, The*
- *I Know Why the Caged Bird Sings*
- *I Will Fight No More Forever*
- *Incidents in the Life of a Slave Girl*
- *Jenny Gerheart*
- *My Antonia*
- *Native Son*
- *One Writer’s Beginnings*
- *Oral History*
- *Red Badge of Courage*
- *Uncle Tom’s Cabin*
- Native American Creation Myths

**Resources**

- Text: *Prentice Hall Literature – Timeless Voices, Timless Themes - The American Experience*, Prentice Hall, 2000
- Other: See “General Course Topics” for additional resources