

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

<u>Course Title: English 11</u>	
Length of Course:	Year
Number of Credits:	2
Grade Level:	11
Prerequisites:	Junior 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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This course examines the development and evolution of American Literature from the Native American through the 21st Century. Students study major writers and their works by drawing connections and extending understanding from the text to themselves and the world, and through developing awareness of the context of American history. Through collaborative and strategic process, students explore themes and issues related to American identity. Students will analyze and compose responses through readings, discussion and written and oral expressions. The course is designed to help students develop critical thinking skills, view reading and writing as meaningful processes, understand the importance of discussion in academic and social communities, and take control of their literacy development.

Essential Questions	Concepts providing focus for student learning
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- 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 American culture?
- What is “The Good”?
- What is “The American Dream”? Has it changed over time?

Proficiency Statements	
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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

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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 ethically 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 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 and creative 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.
- Demonstrate an ability to think critically about philosophical, cultural, religious, political, economic, and social issues.

General Course Topics/Units & Timeframes	
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Semester 1

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| General Course Topics/Units & Timeframes | <p><u>Semester 1</u></p> <p>A. <u>Native American</u></p> <ul style="list-style-type: none"> • Teacher selections <p>B. <u>Puritanism</u></p> <ul style="list-style-type: none"> • <i>The Crucible</i>, Arthur Miller • from “Sinners in the Hands of an Angry God”. Jonathon Edwards • Teacher selections <p>C. <u>Enlightenment</u></p> <ul style="list-style-type: none"> • from <i>The Autobiography</i>, Benjamin Franklin • Teacher selections <p>D. <u>Romanticism</u></p> <ul style="list-style-type: none"> • Hawthorne short story • Poe short story • Teacher selections <p>E. <u>Transcendentalism</u></p> <ul style="list-style-type: none"> • Emily Dickenson poem • from <i>Walden or Life in the Woods</i>, Henry David Thoreau • Teacher selections <p>F. <u>Regionalism</u></p> |
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- *The Adventures of Huckleberry Finn*, Mark Twain
- Teacher selections

Semester 2

G. Regionalism – Realism - Naturalism

- Cather or Wharton work
- Teacher selections

H. Modernism - Contemporary Literature (Including Multicultural Viewpoints)

- *The Great Gatsby*, F. Scott Fitzgerald
- *The Catcher in the Rye*, J.D. Salinger; *The Grapes of Wrath*, John Steinbeck; or additional novel from optional works
- Hemingway work
- Harlem Renaissance
- Teacher selections

Optional Works Reserved for English 11

I. 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, Sailor*
- *Braided Lives*
- *Bread Givers, The*
- *Catch-22*
- *Catcher in the Rye, The*
- *Chocolate War, The*
- *Color Purple, The*
- *East of Eden*
- *Ethan Frome*
- *Farewell to Arms, A*
- *Fools Crow*
- *Giants in the Earth*
- *Good Earth, The*
- *Grapes of Wrath, 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*
- *Moby Dick*
- *My Antonia*
- *Native Son*
- *Night Thoreau Spent in Jail, The*
- *One Writer's Beginnings*

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- *Oral History*
- *Red Badge of Courage, The*
- *Reservation Blues*
- *Scarlet Letter, The*
- *Their Eyes Were Watching God*
- *Uncle Tom's Cabin*
- *Winesburg, Ohio*

Resources	
<ul style="list-style-type: none">• Text: <i>Prentice Hall Literature – Timeless Voices, Timless Themes - The American Experience</i>, Prentice Hall, 2000• Other: Various paperbacks and anthologies	