



Campbell High School

Character – Courage – Respect – Responsibility

Curriculum Outline

Course & Level: Honors Senior English-- Connections

Department: English

Teacher: Various

Grade level: 12

Description of Course:

This Senior English seminar uses literature, social sciences, art, music, and students' experiences to investigate some common themes linking various cultures and peoples, from myth and storytelling to the modern film and novel. Students will develop a deeper understanding of human nature and its impact on culture. Students will have the opportunity to develop their own philosophical views through their writing, class discussions, and projects based on the literature and film. While the content of the course is similar to Senior English, 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. Course materials include the novels *Memoirs of a Geisha*, and *The Hobbit* as well as various films and excerpts from college-level texts. One Semester (Semester 1 only)

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:

2. Work cooperatively in an atmosphere of mutual respect

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 communicate their thoughts and ideas on class themes through extensive writing response, narrative, expressive/reflective, and/or poetic writing; effective student writing will demonstrate the writing process and a command of English grammar, usage, and mechanics.

- 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** Stem W:EW:1:1: In written narratives, organize and relate a story line/plot/series of events; W:EW:2: Demonstrate use of narrative strategies; W:EW:3: In writing poetry, using a variety of voices, expressions, and structures. W:EW:5: Making connections between personal ideas and experiences and more abstract aspects of life, leading to new perspectives or insights
- 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 HW:2: Demonstrates the habit of writing extensively by writing with frequency, sharing thoughts, observations and impressions, and in a variety of genres.

2. Literature and the Visual Arts – Students will identify fundamental themes of the human experience in diverse literary genres and film, demonstrate their understanding, analyze and interpret, make connections between ideas and texts/films, and relate to personal experience or other knowledge.

- a. **Initial Understanding of Literary Text** Stem R-12-1-1: Identifying, describing, or making logical predictions about character, setting, problem/solution, or plots/subplots, as appropriate to text; R-12-1-4: Demonstrate initial understanding of elements of literary text; R-12-1-5: identify literary devices as appropriate by genre
- b. **Analysis and Interpretation of Literary Texts/Citing Evidence** Stem R-11-5: Analyze and interpret literary elements within or across text, citing evidence where appropriate; R-11-6: Analyze and interpret author's craft within or across texts, citing evidence where appropriate; R-11-16: Generate a personal response to what is read through a variety of means.
- c. **Reading Strategies** Stem R-11-12/13: Demonstrate ability to monitor comprehension and strategy use for different types of texts and purposes.
- d. **Reading Extensively and in Depth** Stem: R-11-14- Demonstrate the habit of reading widely and extensively.

3. Oral Presentation/Communication – Students will share their thoughts and ideas with comments and evidence in both small and large group in-depth discussions, group and solo oral presentations, and interactive listening.

- a. **Oral Communication Strategies** Stem OC-1: In oral communication, demonstrate interactive listening and participate in large and small group discussions showing respect for individual ideas; OC-2: 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.

1. Texts: Memoirs of a Geisha, Arthur Golden; The Hobbit, J.R.R. Tolkien; The Pearl, John Steinbeck; excerpts from Plato's "Allegory of the Cave," and Joseph Campbell The Hero and Myth; folktales: "Cinderella," "Beauty and the Beast," and "Sleeping Beauty," and modern interpretations; "The Lady of Shallot," Tennyson; excerpts on Arthurian myth, Norse, and Greek Mythology; excerpts from Beowulf
2. Films (DVD or VHS): Crash; Beowulf; Clash of the Titans; Alice in Wonderland; The Little Mermaid; Memoirs of a Geisha; Lord of the Rings; Ever After; Beauty and the Beast; Sleeping Beauty; The Lion King; King Arthur, Monty Python and the Holy Grail, Sword in the Stone and The Da Vinci Code (King Arthur Film Study)
3. Music: "The Lady of Shallot," Loreena McKennitt

Suggested Instructional Strategies:

1. **Theme/Literature/Film Discussion** – Students are encouraged to participate in discussions about various topics brought up by their observations of current events, literature, and class film activities. The theme for this semester is "Connections," which is the exploration of human connections across time and culture.
2. **Group Work/Presentations** – Students are often broken into small groups to study a particular aspect of a piece of the course curriculum (mythology, literary themes, etc.) and create a visual representation, notes, or other learning tools for their peers to use during a class presentation.
3. **Hobbit Project** – Students are given the opportunity to design a project that highlights their own particular interests related to the The Hobbit. Students may design web pages, models, create films, write and perform musical selections, etc. Students may work on these projects on their own or in small groups. Students are required to present their completed projects to the class.

Suggested Assessment Strategies:

1. **Quiz / Test** – Often a mixture of objective (multiple choice, matching, True/False) and subjective (short answer/essay)
2. **Project Rubric** – The major project for this semester is based on our reading of The Hobbit. As the project options vary greatly, there is not a specific rubric for every option, but students are graded on accuracy to the novel and overall quality of the final product.
3. **Informal Group work** – Various modes of formative assessment in which students work on an assignment (literary and historical timelines, visual aids, etc.) in small groups. Group work encourages peer learning, strengthens topical skill sets through teaching, and promotes collaboration and community.
4. **Essay Writing** – Students practice the writing process through various essay assignments from Personal Philosophy statements to the College Application essay. Focus of writing assignments is on the Traits of Good Writing: Ideas, Organization, Voice, Word Choice, Sentence Fluency, Conventions, and Presentation.