

Curriculum Outline



Campbell High School

Character – Courage – Respect – Responsibility

Course & Level: Senior English-- Choices

Department: English

Teacher: Various

Grade level: 12

Description of Course:

This Senior English seminar will use literature, history, art, music, philosophy, social science, contemporary issues and students' experiences to investigate the ideas of choice, free will, and the meaning of life. Students will discuss how choices affect not only ourselves but others around us and how these choices ultimately impact our world. Course materials include the novels *Lord of the Flies* and *Catcher in Rye* and the memoir *Tuesdays with Morrie*. Students will also complete additional projects, such as a film production design and a personal philosophy on the meaning of life. One Semester (Semester 2 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:

1. Exhibit personal responsibility
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: Lord of the Flies, William Golding; Catcher in the Rye, J.D. Salinger; Tuesdays with Morrie, Mitch Albom; "Advice to Youth," Samuel Clemens; Quotes (samples for Meaning of Life Project)
2. Films (DVD or VHS): Dead Poets Society; Morrie Schwartz: Lessons on Living; The Color Purple; "Das Bus" episode of The Simpsons; Lord of the Flies
3. Music (samples for Meaning of Life Project): "The Beauty of Gray" and "10,000 Years (Peace is Now)," Live, lyrics by Edward Kowalczyk

Suggested Instructional Strategies:

1. **Theme/Literature/Film Discussion** – Students are encouraged to participate in discussions about various topics brought up by current events, literature, and class film activities. The theme for this semester is "Choices," and as such, discussions revolve around the decision-making process, alternative choices, and resulting consequences.
2. **Philosophy Lab, Investigation** – Students are presented with a moral dilemma common to their age group and are given the opportunity to practice decision-making techniques to determine what "Joe" or "Jane" should do in the given situation. These Philosophy Lab activities often result in discussions about real-life situations.
3. **Film Design Project** – Students to design a film proposal for the novel Catcher in the Rye. Students may work on this project in small groups to develop a script of at least 2 scenes from the novel, a soundtrack for their chosen scenes, cast selections, and locations.
4. **My Meaning of Life Project** – Students have the opportunity to develop their own answer to the biggest question of all—what is the meaning of life? To help determine their answer to this question, students reflect on what is important in their life and come up with a motto. With this completed, they work on a short reflective paper that expresses their personal meaning of life. When they have determined their own answer to that question, they then need to develop a presentation that will help others understand their point of view on the subject and make this presentation to the class. They must compile "evidence" in the forms of film, music, literature, personal history memorabilia, etc.

Suggested Assessment Strategies:

1. **Quiz / Test** – Often a mixture of objective (multiple choice, matching, True/False) and subjective (short answer/essay).
2. **Project Rubrics** – Film Design Project and the Meaning of Life Project.
3. **Informal Group work** – Various modes of formative assessment in which students work on assignments (literary timelines, choice timelines, comic strips, etc.) in small groups. Group work encourages peer learning, strengthens topical skill sets through teaching, and promotes collaboration and community.