

ENGLISH 42

Description

The central purpose of English 42 is to cultivate the critical thinking, reading, writing, and oral skills required for students' post graduation ambitions. Through the examination of philosophical concepts of truth, ethics, and aesthetics, students will develop heightened awareness of their own ideology regarding these concepts. English 42 encourages students to become more reflective and to further develop their collaborative and independent study skills, their written and oral discourse, and their exploration and understanding of philosophical ideas.

Course Overview

Course Goals

Students should:

- recognize differing philosophies and see their influence in their own lives.
- independently create philosophical questions.
- improve their writing as they explore their own questions and the questions presented by texts.
- collaborate by respectfully considering new and divergent ideas of others.
- interpret literature by asking philosophical questions in order to understand texts and themselves.

Essential Questions

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Assessments

Common Assessments

Skill Assessments

Content Outline

- I. [Unit 1](#) – Human Search for Meaning
- II. [Unit 2](#) - Ethical Decision-Making
- III. [Unit 3](#) - Asserting Individual Truth: A Study of Existentialism
- IV. [Unit 4](#) - Aesthetics
- V. [Unit 5](#) - Senior Independent Study Project

Standards

[State of Connecticut English Language Arts Curriculum Frameworks](#)

Connecticut State Standards are met in the following areas:

Reading and Responding - Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Grade Level Skills

Students will:

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	<p><i>Exploring and Responding to Literature</i> Students read and respond to classical and contemporary texts from many cultures and literary periods.</p> <p><i>Communicating with Others</i> Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.</p> <p><i>Applying English Language Conventions</i> Students apply the conventions of Standard English in oral and written communication.</p>	
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Pacing Guide									
1st Marking Period		2nd Marking Period			3rd Marking Period			4th Marking Period	
September	October	November	December	January	February	March	April	May	June
Unit 1	Unit 2		Unit 3			Unit 4	Unit 5		
<u>Human Search for Meaning</u>	<u>Ethical Decision-Making</u>		<u>Asserting Individual Truth: A Study of Existentialism</u>			<u>Aesthetics</u>	<u>Senior Independent Study Project</u>		
3-6 weeks	6-8 weeks		8-10 weeks			2-3 weeks	4-6 weeks		

Unit 1: Human Search for Meaning, 3-6 weeks [top](#)

Standards

Reading and Responding

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students will:

- discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.

Exploring and Responding to Literature

Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Students will:

- create responses to texts and examine each work's contributions to an understanding of human experience across cultures.

Communicating with Others

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.

Unit Objectives

Students will be able to:

- define philosophy and recognize it as a dynamic school of thought.
- develop a working vocabulary for reading and discussing philosophical texts, such as the terms: a priori, a posteriori, ethics, epistemology, aesthetics, metaphysics, objective, subjective, perception, reality.
- distinguish between absolute and relative truth.
- participate in class discussions in order to explore their own philosophical questions

Essential Questions

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- What is philosophy?
- What are absolute and relative truths?
- What is the nature of philosophical questions and how are the questions relevant to our lives?

Assessments

- Personal Narrative (choice of one)
 - How do you see philosophy in your life?
 - How have you found meaning in your life thus far?
 - Reflective essay on meaning (pursuit of meaning) in your life
 - Exploratory essay on a philosophical question
- Creative Assignments (choice of one)
 - Individual truth statements
 - Personal speeches on truth
 - Visual depictions of truth (i.e.

<p>and the divergent ideas of others.</p> <ul style="list-style-type: none"> • distinguish between allegorical and literal levels of meaning. • individually develop a question regarding the contrasting versions of truths and reality presented in the unit’s texts. • explore individually developed questions with evidence from the text and their own lives. • develop a strong personal voice in formal and creative writing assignments. • explore various truth statements (writers, philosophers, and historians). 		<p>sketches of the cave)</p> <ul style="list-style-type: none"> • Oral Assignments (choice of one) <ul style="list-style-type: none"> ○ Seminar Discussion ○ Veiled Truth assignment – a presentation of current events and their relationship to “Allegory of the Cave” <p><u>Skill Objective</u> Students will:</p> <ul style="list-style-type: none"> • revise sections of their writing (e.g. introduction, body paragraphs, conclusions) at least twice.
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Unit 2: Ethical Decision-Making, 6-8 weeks [top](#)

Standards

Reading and Responding

Students interpret, analyze and evaluate text in order to extend understanding and appreciation.

Students will:

- discuss and respond to texts by making text-to-self, text-to-text and text-to-world connections.

Exploring and Responding to Literature

Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

Students will:

- analyze and evaluate themes and connections that cross cultures.

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- use the appropriate features of persuasive, narrative, expository or poetic writing.
- write to delight in the imagination.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.

Unit Objectives

Students will be able to:

- demonstrate an understanding of the connection between the themes of tragedy and the concepts of ethics, justice, and morality.
- identify forces that determine socially acceptable ethical behaviors.
- examine and debate controversial ethical problems.
- demonstrate an understanding of the ramifications of tragedy through

Essential Questions

- How do we understand what we read?
- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- How do philosophical questions emerge through interpretation of texts?
- What is ethical behavior?
- Are ethics absolute or relative?

Assessments

- Narrative essay
 - Exploring truth or ethics emergent from personal experience (college essay)
- Analytical Essay (choice of one)
 - Compare and contrast characters from various texts
 - Write a character analysis
 - Reader-response journals
- Oral Assignments (choice of one)
 - Seminar discussion
 - Presentation of creative writing

<p>examining the ethical conflicts presented in the core texts.</p> <ul style="list-style-type: none"> • make inter-textual or personal connecting grounded in analysis of character. • produce writing that reflects inter-textual and personal connections. • take the narrative essay (college essay) through the full writing process. • take either the analytical essay or creative writing assignment through the full writing process. 	<ul style="list-style-type: none"> • To what extent do we, as a society, create ethical or unethical behaviors? • Are ethics necessary for a meaningful life? 	<ul style="list-style-type: none"> ○ Formal debate • Creative writing assignment modeled on form or subject of text (choice of one) <ul style="list-style-type: none"> ○ Reflection: How are you Hamlet? ○ Original soliloquy <p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> • integrate quotations from the text while maintaining smooth flow of ideas. • revise for literary presence.
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Unit 3 - Asserting Individual Truth: A Study of Existentialism, 8-10 weeks [top](#)

Standards

Exploring and Responding to Literature

Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Students will:

- compare/ contrast and evaluate ideas, themes and/or issues across classical and contemporary texts.
- create responses to texts and examine each work’s contributions to an understanding of human experience across cultures.

Students recognize that readers and authors are influenced by individual, social, cultural and historical contexts.

Students will:

- interpret, analyze and evaluate the influence of culture, history and ethnicity on themes and issues in literature.

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- use the appropriate features of persuasive, narrative, expository or poetic writing.
- write to delight in the imagination.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.

Unit Objectives

Students will be able to:

- demonstrate knowledge of existentialist thinkers, terms, and tenets such as Camus, Sartre, Stoppard, Nietzsche, Kant, absurdity, nihilism, will to live, and phenomenology.
- recognize how philosophical literature deepens and challenges personal experience and belief systems.
- recognize how the deliberate stylistic features the author uses affect the audience.

Essential Questions

- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- What are existentialism and absurdism?
- How does existentialism explain the conflict between absurdity and meaning?
- Can an individual find meaning in (an absurd) existence?
- How does one find dignity and worth through

Assessments

- Narrative Essay
 - Moral awakening essay
 - Research or create a narrative focusing on the potential for social change
 - Coming to an awakening
 - This serves as preparation for the Senior Independent Study Project
- Analytical Assignments (choice of one)
 - Journal responses
 - Thematic/ character analysis
 - Comparing two unit texts (focusing

<ul style="list-style-type: none"> • narrow their philosophical focus and develop specific thematic questions in preparation for the senior project. • take two of the assessments through the full writing process. 	<p>self-actualization?</p>	<p>on existential themes or characters)</p> <ul style="list-style-type: none"> • Creative Assignments (choice of one) <ul style="list-style-type: none"> ○ Script writing ○ Theatrical productions ○ Visual depictions of setting and staging ○ Visual interpretation of characters • Oral Assignments (choice of one) <ul style="list-style-type: none"> ○ Student led discussions (focus on existential themes) ○ Seminar discussion <p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> • revise for sentence variety. • revise for sentence sprawl. • revise for subject verb agreement.
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Unit 4 – Aesthetics, 2-3 weeks [top](#)

Standards

Exploring and Responding to Literature

Students recognize how literary devices and conventions engage the reader.

Students will:

- explain and explore their own and others' aesthetic reactions to texts.

Communicating with Others

Students use descriptive, narrative, expository, persuasive and poetic modes.

Students will:

- use the appropriate features of persuasive, narrative, expository or poetic writing.
- write to delight in the imagination.

Applying English Language Conventions

Students use Standard English for composing and revising written text.

Students will:

- demonstrate proficient use of proper mechanics, usage and spelling skills.

Unit Objectives

Students will be able to:

- explore the definitions beauty and aesthetics.
- develop their own theory of aesthetics.
- analyze visual and written art as depictions of beauty.
- explore the relationship between art and nature.
- use writing to refine initial reflections on statements of personal meaning.

Essential Questions

- How does literature enrich our lives?
- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- What is beauty?
- What is aesthetics? (How does beauty matter? Why are we drawn to beauty?)
- How does beauty help us transcend the human/existentialist condition?
- What is the relationship between meaning and beauty?

Assessments

- Narrative Essay
 - Reflective Essay II: revisit initial reflective essay, and add additional reflections and thoughts
- Creative Assignments (choice of one)
 - Interview project on discovering the worth and beauty of the individual life
 - Original poetry
- Analytical Essay
 - Short exploratory essay or personal statement on the interconnectedness of art and life
- Oral Assignment
 - Investigate and present a cultural (non-Western or reflective of the student's culture) concept of beauty

		(visual or written artwork)
		<p><u>Skill Objectives</u> Students will:</p> <ul style="list-style-type: none"> • revise for sentence variety. • demonstrate effective use of dash and ellipses. • use adverbial connectives for emphasis and transitions.

Unit 5 - Senior Independent Study Project, 4-6 weeks [top](#)

Standards

Communicating with Others

Students prepare, publish and/or present work appropriate to audience, purpose and task.

Students will:

- determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.
- apply the most effective processes to create and present a written, oral or visual piece.
- revise texts for organization, elaboration, fluency and clarity.
- research information from multiple sources for a specific purpose.
- evaluate the validity of primary and secondary sources of information to authenticate research.
- publish and/or present final products in a myriad of ways, including the use of the arts and technology.

Applying English Language Conventions

Students speak and write using standard language structures and diction appropriate to audience and task.

Students will:

- evaluate the impact of language as related to audience and purpose.

Unit Objectives

Students will be able to:

- synthesize their yearlong reflective inquiry of philosophical questions and problems through writing/presentation for a specific, intended audience.
- demonstrate effective presentation/instructional skills. (speech-making, power-point, etc.)
- demonstrate effective independent research and citation skills.
- engage with the broader community—outside their classroom—for research and/or presentation of independent study projects.
- review literature of the course and select passages and material relevant to the students' individual inquiry.

Essential Questions

- How do we write, speak and present effectively?
- How do we use the English language appropriately to speak and write?

Focus Questions

- Do we have a responsibility to share our beliefs/knowledge with others?
- How can we translate theory learned into conscious awareness/social action?

Assessment

- A single, culminating project consisting of written, oral, technological, research, and reflective components based on the focus questions of the course

Skill Objective

Students will:

- use effective MLA citations to cite sources.

<ul style="list-style-type: none">• demonstrate comprehension of and engagement with unguided, independent reading.• conference and revise written portions of the written parts of the project at least once.		
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