

Curriculum Development  
In the Fairfield Public Schools

**FAIRFIELD PUBLIC SCHOOLS**  
FAIRFIELD, CONNECTICUT

**ENGLISH 42**

**BOARD OF EDUCATION APPROVED 05/22/2007**

## **ENGLISH 42**

### **Statement of Purpose**

To prepare students for the challenges they face as life long learners by asking them to think deeply and broadly about philosophical questions and to express themselves orally and in writing in thoughtful and effective ways.

### **Audience**

Seniors who are recommended by their Junior English teacher

### **Prerequisites**

Three years of high school English

### **Design and 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 Goals**

Students will learn to:

- 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.

### **Course 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 and the divergent ideas of others.
- 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).
- 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 examining the ethical conflicts presented in the core texts.
- 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.
- 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.
- 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.
- 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.
- 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.
- demonstrate comprehension of and engagement with unguided, independent reading.
- conference and revise written portions of the written parts of the project at least once.

### **Skills Objectives**

Students will:

- revise sections of their writing (e.g. introduction, body paragraphs, conclusions) at least twice.
- integrate quotations from the text while maintaining smooth flow of ideas.
- revise for literary presence.
- revise for sentence variety.
- revise for sentence sprawl.

- revise for subject verb agreement.
- revise for sentence variety.
- demonstrate effective use of dash and ellipses.
- use adverbial connectives for emphasis and transitions.
- use effective MLA citations to cite sources.

### **English Standards**

***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.***

**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 read and respond to classical and contemporary texts from many cultures and literary periods.***

**Students recognize how literary devices and conventions engage the reader.**

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

**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.

Students will 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 analyze and evaluate themes and connections that cross cultures.

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

***Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.***

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

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

Students will write to delight in the imagination.

**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.

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

Students will research information from multiple sources for a specific purpose.

Students will evaluate the validity of primary and secondary sources of information to authenticate research.

Students will publish and/or present final products in a myriad of ways, including the use of the arts and technology.

***Applying English Language Conventions - Students apply the conventions of Standard English in oral and written communication.***

**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.

**Students use Standard English for composing and revising written text.**

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

**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?
- How do philosophical questions emerge through interpretation of texts?
- What is ethical behavior?

- Are ethics absolute or relative?
- To what extent do we, as a society, create ethical or unethical behaviors?
- Are ethics necessary for a meaningful life?
- 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 self-actualization?
- 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?
- Do we have a responsibility to share our beliefs/knowledge with others?
- How can we translate theory learned into conscious awareness/social action?

## **UNITS of STUDY**

### **Unit 1: Human Search for Meaning**

#### **English Standards**

*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.*

**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 read and respond to classical and contemporary texts from many cultures and literary periods.*

**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 produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**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 apply the conventions of Standard English in oral and written communication.*

**Students use Standard English for composing and revising written text.**

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

#### **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?

### **Core Topic**

- Philosophical Questions

### **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 and the divergent ideas of others.
- 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).

### **Skills Objective**

Students will:

- revise sections of their writing (e.g. introduction, body paragraphs, conclusions) at least twice.

### **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. sketches of the cave)
- Oral Assignments (choice of one)
  - Seminar Discussion
  - Veiled Truth assignment – a presentation of current events and their relationship to “Allegory of the Cave”

### **Pacing**

3-6 weeks

## Unit 2: Ethical Decision-Making

### English Standards

*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.*

**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 read and respond to classical and contemporary texts from many cultures and literary periods.*

**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 produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

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

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

Students will write to delight in the imagination.

*Applying English Language Conventions - Students apply the conventions of Standard English in oral and written communication.*

**Students use Standard English for composing and revising written text.**

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

### 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?

- To what extent do we, as a society, create ethical or unethical behaviors?
- Are ethics necessary for a meaningful life?

### **Core Topics**

- Ethical decision-making
- Themes of tragedy

### **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 examining the ethical conflicts presented in the core texts.
- 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.

### **Skills Objectives**

Students will:

- integrate quotations from the text while maintaining smooth flow of ideas.
- revise for literary presence.

### **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
  - Formal debate
- Creative writing assignment modeled on form or subject of text (choice of one)
  - Reflection: How are you Hamlet?
  - Original soliloquy

### **Pacing**

6-8 weeks

### **Unit 3: Asserting Individual Truth: A Study of Existentialism**

#### **English Standards**

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**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.

Students will 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 produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

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

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

Students will write to delight in the imagination.

*Applying English Language Conventions - Students apply the conventions of Standard English in oral and written communication.*

**Students use Standard English for composing and revising written text.**

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

#### **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 self-actualization?

## **Core Topics**

- Defining existentialism
- Finding and creating individual meaning

## **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.
- 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.

## **Skill Objectives**

Students will:

- revise for sentence variety.
- revise for sentence sprawl.
- revise for subject verb agreement.

## **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 on existential themes or characters)
- Creative Assignments (choice of one)
  - Script writing
  - Theatrical productions
  - Visual depictions of setting and staging
  - Visual interpretation of characters
- Oral Assignments (choice of one)
  - Student led discussions (focus on existential themes)
  - Seminar discussion

## **Pacing**

8-10 weeks

## Unit 4: Aesthetics

### English Standards

*Exploring and Responding to Literature - Students read and respond to classical and contemporary texts from many cultures and literary periods.*

**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 produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

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

Students will use the appropriate features of persuasive, narrative, expository or poetic writing.

Students will write to delight in the imagination.

*Applying English Language Conventions - Students apply the conventions of Standard English in oral and written communication.*

**Students use Standard English for composing and revising written text.**

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

### 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?

### Core Topics

- Aesthetics
- Finding meaning through beauty

### 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.

### **Skills Objectives**

Students will:

- revise for sentence variety.
- demonstrate effective use of dash and ellipses.
- use adverbial connectives for emphasis and transitions.

### **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)

### **Pacing**

2-3 weeks

## **Unit 5: Senior Independent Study Project**

### **English Standards**

*Communicating with Others - Students produce written, oral and visual texts to express, develop and substantiate ideas and experiences.*

**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.

Students will apply the most effective processes to create and present a written, oral or visual piece.

Students will revise texts for organization, elaboration, fluency and clarity.

Students will research information from multiple sources for a specific purpose.

Students will evaluate the validity of primary and secondary sources of information to authenticate research.

Students will publish and/or present final products in a myriad of ways, including the use of the arts and technology.

*Applying English Language Conventions - Students apply the conventions of Standard English in oral and written communication.*

**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.

### **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?

### **Core Topic**

- Course topics and research synthesis

### **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.
- demonstrate comprehension of and engagement with unguided, independent reading.
- conference and revise written portions of the written parts of the project at least once.

### **Skill Objective**

Students will:

- use effective MLA citations to cite sources.

### **Assessment**

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

### **Pacing**

4-6 weeks

## **Texts Such as:**

### **Unit I**

Core (required) texts:

Book VI, "Allegory of the Cave" from *The Republic*, Plato

"Truth (Meaning of Truth)," Gandhi, M.

*Waking Life* (2001), directed by Linklater, R.

Supplementary texts:

Book X, *The Republic*, Plato

*What the Bleep Do We Know?* (2004), Chasse B., Arntz, W.

*Crito*, Plato

"Buddhists, Existentialists, and Situationists: Waking Up in Waking Life," by Doug Mann

*Tao Teching*, Tse, L.

*The Science of Sleep* (2006) Gondry, M.

### **Unit II**

Choose at least one of the following core texts:

*Hamlet*, Shakespeare, W.

*Frankenstein*, Shelley, M.

*One Flew Over the Cuckoo's Nest*, Kesey, K.

Supplementary texts:

*Poetics*, Aristotle (definition of tragedy)

"Hamlet," *How to Read and Why*, Bloom, H.

### **Unit III**

Choose three of the following core texts:

*The Stranger*, Camus, A.

*Man's Search for Meaning*, Frankl, V.

*Waiting for Godot*, Beckett, S.

*The Bell Jar*, Plath, S.

*Rosencrantz and Guildenstern Are Dead*, Stoppard, T.

*The Metamorphosis*, Kafka, F.

**The Myth of Sisyphus**

"The Myth of Sisyphus," Camus, A.

Supplementary texts:

excerpts from essays and speeches by Emerson, Thoreau, Gandhi, MLK, Jr.

*Schindler's List* (1993), directed by Spielberg, S.

*Life is Beautiful* (1997), directed by Benigni, R.

*Lost in Translation* (2003), directed by Coppola, S.

*Babel* (2006), directed by Iñárritu, A.

**Groundhog Day (1993), directed by Ramis, H.**

**Eternal of the Spotless Mind, directed by Gondry, M.**

**The Stranger (1946), directed by Welles, O.**

**Crash (2004), directed by Haggis, P.**

**The Matrix (1999), directed by Wachowski, A.**

#### **Unit IV**

Choose one of the following core texts:

Our Town, Wilder, T.

Siddhartha, Hesse, H.

Collected poems (e.g. "Leaves of Grass," Whitman, and "A Thing of Beauty," Keats)

Supplementary Texts:

"Beauty," Six Great Ideas, Adler, M.

"On Beauty," Emerson, Schopenhauer

*Il Postino* (1994), directed by Radford, M.

*The Little Buddha* (1993), directed by Burtolucci, B.

*The Portrait of an Artist as a Young Man*, Joyce, J.

"Death of a Moth," Dillard, A.

"How I Wrote the Moth Essay and Why," Dillard, A.

#### **Unit V**

Independent research material

Selected texts (from previous quarters) for individual project preparation and classroom discussion

## TWELFTH GRADE LOOK AT THE LEARNER

The twelfth grader is unique in the high school setting by virtue of age and rank. This sort of superiority, which is synonymous with the term “senior”, is a status symbol of immediate pride. The seniors enter their senior year with a sense of accomplishment in the mere fact that they have become “Seniors at Last”, that they have jumped the hurdles of ninth, tenth and eleventh grade and are ahead in the race toward life after high school. However, this initial confidence based on the high school hierarchy is soon replaced with fears about the future. They often feel insecure and benefit greatly from learning experiences which build their confidence in themselves. Still, more than other classes, the seniors have a strong sense of community and respect for individual differences that is evident in the classroom in their lives outside of the classroom.

One problem facing the great majority of seniors in today’s society is the college application process. Most students continue their education beyond high school and must look to their future early on in the senior year. Even the population that is not applying to college takes part in an application process whether for the military or for the business world. Seniors often feel compelled to decide upon lifelong career plans before January of their senior year. They are faced with the application process that demands that they evaluate themselves in intensive ways. The college application essay, the resume, the search for the “right” school or job, the final round of the SAT’s, the demand for teacher recommendations, and the fear of rejection are pressures which have an impact on instruction. Also, there is a double edge to the application process. After acceptance into college and after future plans are established, students may develop a lackadaisical attitude toward learning. It is important to engage seniors in projects that continue to challenge their intellectual development. On the other hand, many seniors go about the business of senior year studies with greater clarity after the college process is completed.

A pitfall for the teacher of seniors, then, is to become too preoccupied with their students’ preparation for the world beyond high school. Recognizing that it is indeed a responsibility to prepare seniors for college or the world of work, teachers need to remember their essential responsibility to focus on students’ academic and developmental needs. Because of the students’ sense of community and greater tolerance for individual differences, the teacher can capitalize on their assumptions about life and learning and strive to broaden their perspectives as they explore ideas outside of their cultures. The teacher can increase their sophistication as collaborators who can be critical without being judgmental and who are more open to others’ views. Seniors are often comfortable with ambiguity and realize that a thoughtful reading of a sophisticated text often generates more questions at the conclusion of the reading than they had at the beginning. Seniors often consider their senior year as the “last chance” to learn concepts and skills before they enter into “real” independence; thus, the teacher should offer them opportunities to go beyond the curriculum and to experiment in order to establish personal and academic goals.

The curriculum offers students the opportunity to independently explore a substantive question related to the course content, which gives them autonomy as learners as they begin their transition from high school. The English classroom is a place where seniors can broaden their worldviews and clearly recognize new territory for discovery. Working with the students, English teachers can help to make the complexities and chaos of being a “Senior at Last”, which is at once exciting and perplexing, a metaphor for a lifelong approach to learning.