

Know Thyself: Literature of Well-Being

Course Information

Grade(s):	10-12
Discipline/Course:	English/Semester Elective
Course Title:	Know Thyself: Literature of Well-Being
Prerequisite(s):	English 9 College Prep or English 9 Honors
Course Description: <i>Program of Studies</i>	This is a semester course that aims to help students bring awareness to their habits and how they move through the world. This course encourages students to think critically and participate in reflective practices to inform and develop personal meaning. This class will analyze a wide range of texts (including novels of different genres, TEDTalks, films, poetry, articles, and studies) to answer questions about the human experience. Students will practice varied science-based strategies to enhance their well-being and social-emotional learning. Through literary study and experiential learning, students will learn skills to help them throughout their lives. All language standards will be addressed through students' authentic writing as they create pieces that could also be considered for inclusion in the portfolio.
Course Essential Questions:	<ul style="list-style-type: none"> ● How can being vulnerable help to create community? ● What are healthy practices that can help boost our mood and well-being? ● What kinds of activities help us to experience awe? ● How does your mindset and setting goals impact your well-being? ● How do relationships and the environment impact well-being? ● What does “living the good life” mean to you?
Course Enduring Understandings:	<ul style="list-style-type: none"> ● Vulnerability practices improve trust. ● Healthy practices that boost our mood and well-being include setting personal goals, developing a growth mindset, and reflecting on experiences. ● Experiential learning promotes understanding of one's own learning process and authentic reflection to develop new awareness of ourselves and others.

	<ul style="list-style-type: none"> • Self-study and personal practice in establishing a growth mindset leads to lifelong learning, well-being, and the ability to achieve goals. • Social commitment to change and the right environment support the attainment of well-being. • Reflection is a key component to growth and learning
Duration: Credit:	1 Semester .5 credit
Course Materials/Resources:	Core Texts: <i>The Prophet</i> by Khalil Gibran <i>The Four Agreements</i> by Don Miguel Ruiz TED Talks Podcasts Independent Reading (Guided Choice) Poetry Research Brene Brown TED Talk: “The Power of Vulnerability” “Sleep is your Superpower” TEDTalk “The Mind Explained” episode on <i>Mindfulness</i> “Hope, Happiness, and Social Connection: The Hidden Benefits of Regular Exercise” by Stephanie O’Neil, <i>NPR</i> “Kindness” by Naomi Shihab Nye “Perhaps the World Ends Here” by Joy Harjo <i>The Harvard Gazette</i> “Good Genes Are Good but Joy Is Better” “What Makes a Good Life: Lessons from the Longest Study on Happiness” presented as a TED Talk “Selfie” by Freida Hughes “The Vacation” by Wendell Berry “Upstream” by Mary Oliver “Don’t Hesitate” by Mary Oliver “Gratitude” by David Whyte “Mindful” by Mary Oliver

	<p> “How to Be a Poet” by Wendell Berry “O Me! O Life!” by Walt Whitman <i>The Social Dilemma</i> film <i>Ten Percent Happier</i> Podcast by Dan Harris “#546: This Scientist Says One Emotion Might Be the Key to Happiness” with Dacher Keltner Selections from <i>Awe: The New Science of Everyday Wondering and How it Can Transform Your Life</i> by Dacher Keltner <u>Independent Reading</u> “Being Human” by Naima Penninman “Instructions on Not Giving Up” by Ada Limón <i>Inside Out</i> film <i>The Happiness Lab</i> podcast by Dr. Laurie Santos (series on emotions) <i>All There Is</i> podcast by Anderson Cooper (on grief) <i>Bittersweet: How Sorrow and Longing Make us Whole</i> by Susan Cain (chapter 1) <u>Independent Reading</u> Each year, teachers of this course will identify one common text to be read by all students. </p>
FPS Course Academic Expectation(s):	Synthesizing and Evaluating Conveying Ideas
Year at a Glance (Units):	<ul style="list-style-type: none"> ● The Portfolio ● Unit 1: Learning the Strategies ● Unit 2: Developing a Practice

Units

Unit Number and Title:	Unit: The Portfolio
Duration:	One Semester
Resource(s):	<u>English Portfolio Directions</u>
Unit Overview:	The portfolio is a metacognitive, multimodal presentation exhibiting students’ acquisition of knowledge and skills over the course of their sophomore year in English. It is the culminating demonstration of district and State standards. Because the portfolio is an ongoing, year-long experience that captures a student’s achievement in language and literacy skills, all language standards related to grammar and the standard conventions of English are articulated in this part of the curriculum document and will be taught on an ongoing basis.
Standard(s):	<p>All of the Connecticut Common Core Standards 11-12 (Reading Literature, Reading for Information, Writing, Language, and Speaking and Listening) will be demonstrated in the portfolio. However, the following standards are the ones that most apply to the new, reflective writing students compose for the final metacognitive piece:</p> <p>Reading:</p> <p>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p>

Writing:

W.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11-12.2.c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11-12.3.a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11-12.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3.e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LANGUAGE STANDARDS:

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1.a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L. 11-12.1.b Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2.a Observe hyphenation conventions.

L.11-12.2.b Spell correctly.

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

	L.11-12.3.a Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	
Essential Question(s):	<ul style="list-style-type: none"> ● How can a portfolio of work show achievement and growth in literacy skills? ● How does reflecting on one's growth as a reader, writer, speaker, listener, and thinker enrich and deepen one's understanding? ● How does growth in one aspect of literacy (reading, writing, speaking, listening, etc.) facilitate growth in other areas? ● How does a multi-genre and a multimodal approach to writing and expression create a more fluent and well-rounded learner? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● By collecting, reflecting on, and revising my work in one portfolio, I can track my achievement and formulate new goals for continued growth. ● Reflection allows me to continue to develop my literacy skills because I can step back from the individual works, try new strategies, and consider the level of success I've achieved with each piece. ● When I try new strategies and increase my skills in one area of literacy, I can use that increase to inform and expand my expertise in the other areas of literacy, as well. ● Because I can express my ideas through a variety of genres and modes, I am able to more fluently share my thinking with more people and across all disciplines. 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...

Reading	<ul style="list-style-type: none"> ● Self-reflection/metacognition (understanding of one’s own achievement and growth in literacy skills) ● Comprehension strategies for reading and understanding literature and literary nonfiction 	<ul style="list-style-type: none"> ● Demonstrate the ability to read and comprehend literature (including drama, stories, and poems) at the high end of the Grades 11-12 text band. ● Demonstrate the ability to read and comprehend literary nonfiction at the high end of the Grades 11-12 text complexity band independently and proficiently.
Writing	<ul style="list-style-type: none"> ● Reflective writing techniques (such as use of voice, organization, and integration of illustrative examples) ● Technology platforms and tools for sharing and collecting writing in a meaningful way ● MLA style (humanities) ● APA style (sciences) ● Turabian’s Manual (research) ● Spelling rules and tools ● Metacognition ● Organizational structures 	<ul style="list-style-type: none"> ● Use technology appropriately ● Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, APA style, Turabian’s Manual for Writers) appropriate for the discipline and writing type. ● Spell correctly. ● Write metacognitive reflections. ● Employ personal voice. ● Organize reflective thinking
Language	<ul style="list-style-type: none"> ● Parallel structure ● Types of phrases ● Types of clauses ● Semicolon usage and rules ● Colon usage and rules ● Capitalization rules ● Other punctuation rules for English 	<ul style="list-style-type: none"> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. ● Use parallel structure. ● Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or

		<p>presentations.</p> <ul style="list-style-type: none">● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.● Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.● Use a colon to introduce a list or quotation.● Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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Unit Number and Title:	Unit 1: Learning the Strategies
Duration:	One quarter
Resource(s):	<p>The following are best aligned with this unit:</p> <p>Brene Brown TED Talk: “The Power of Vulnerability”</p> <p><i>The Four Agreements</i> by Don Miguel Ruiz</p> <p>“The Mind Explained” episode on <i>Mindfulness</i></p> <p>“Sleep is your Superpower” TEDTalk</p> <p>“Hope, Happiness, and Social Connection: The Hidden Benefits of Regular Exercise” by Stephanie O’Neil, <i>NPR</i></p> <p>“Kindness” by Naomi Shihab Nye</p> <p>“Perhaps the World Ends Here” by Joy Harjo</p> <p><i>The Harvard Gazette</i> “Good Genes are good but Joy is Better”</p> <p>“What Makes a Good Life: Lessons from the Longest Study on Happiness” presented as a TED Talk</p> <p>“Selfie” by Freida Hughes</p> <p>“The Vacation” by Wendell Berry</p> <p>“Upstream” by Mary Oliver</p> <p>“Don’t Hesitate” by Mary Oliver</p> <p>“Gratitude” by David Whyte</p> <p>“Mindful” by Mary Oliver</p> <p>“How to Be a Poet” by Wendell Berry</p> <p>“O Me! O Life!” by Walt Whitman</p> <p><i>The Social Dilemma</i> film</p> <p><i>Ten Percent Happier Podcast</i> by Dan Harris</p> <p>“#546: This Scientist Says One Emotion Might Be the Key to Happiness” with Dacher Keltner</p> <p>Selections from <i>Awe: The New Science of Everyday Wondering and How it Can Transform Your Life</i> by Dacher Keltner</p> <p><u>Independent Reading</u></p> <p>Other current relevant articles and resources as they become available.</p>

Unit Overview:	<p>Students will learn about the positive effects of well-being strategies and begin to put them into practice. They will read/listen/view many different sources to learn how these science-based strategies have big effects on their well-being and then put them into practice. Students will reflect on their progress.</p> <p>As students explore these practices, they will also be developing their reading skills by focusing on tracing a common theme across several texts and analyzing how and why an author chooses to structure a narrative or informative piece. Students will engage in short research experiences to further deepen their understanding of the content at hand and write about their new knowledge in narrative texts.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
Standard(s):	<p>Reading</p> <p>RL and RI.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text</p> <p>RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)</p> <p>RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact</p> <p>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term</p>

	<p>or terms over the course of a text</p> <p>RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p> <p>Writing</p> <p>W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>Speaking and Listening</p> <p>SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively</p> <p>SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks</p>
<p>Essential Question(s):</p>	<ul style="list-style-type: none"> ● How can being vulnerable help to create community? ● What are healthy practices that can help boost our mood and well-being? ● What kinds of activities help us to experience awe?
<p>Enduring Understanding(s):</p>	<ul style="list-style-type: none"> ● Vulnerability practices improve trust. ● Healthy practices that boost our mood and well-being include setting personal goals, developing a growth mindset, and reflecting on experiences. ● Experiential learning promotes understanding of one's own learning process and authentic reflection to develop new awareness of ourselves and others.

Learning Goals:	Content: Students will know...	Skills: Students will be able to...
Reading	<ul style="list-style-type: none"> ● Science and Practice of Well-Being ● GI Joe Fallacy ● Statistical analysis ● The positive effects of well being practices (savoring, gratitude, awe, movement, meditation, and sleep) ● Theme or central idea ● Author’s choices 	<ul style="list-style-type: none"> ● Read about and define the practices that lead to well-being ● Define GI Joe Fallacy ● Analyze statistics to help comprehend text fully ● Try all of the strategies practices for a week at a time ● Determine and track the development of central ideas or themes in a text ● Analyze author’s choices
Writing	<ul style="list-style-type: none"> ● Reflection ● Characteristics of narrative writing ● Research process 	<ul style="list-style-type: none"> ● Write reflections using narrative structure regarding practice with well-being practices ● Conduct research on well-being topics
Speaking and Listening	<ul style="list-style-type: none"> ● Civil discourse ● Presentation skills 	<ul style="list-style-type: none"> ● Collaborate with peers and engage in civil discussions ● Present findings on class topics to peers

Unit Number and Title:	Unit 2: Developing a Practice
Duration:	One quarter
Resource(s):	The following are best aligned with this unit:

	<p><i>The Prophet</i> by Khalil Gibran “Being Human” by Naima Penninman “Instructions on Not Giving Up” by Ada Limón <i>Inside Out</i> film <i>The Happiness Lab</i> podcast by Dr. Laurie Santos (series on emotions) <i>All There Is</i> podcast by Anderson Cooper (on grief) <i>Bittersweet: How Sorrow and Longing Make us Whole</i> by Susan Cain (chapter 1) <u>Independent Reading</u></p>
Unit Overview:	<p>The goal of this unit is to have students be able and ready to use these strategies in their everyday lives outside of school. In this unit, students will finish their exploration of well-being practices. Students participate in a month-long self-study to try to turn these practices into habits. While they are working on their self-study at home, they will be learning about different strategies to help them be more successful at completing their goals.</p> <p>In class, they will be exploring the concepts of signature strengths and flow in order to help them find occupations and activities that are more intrinsically rewarding and well-suited for them. They will also learn about the importance of embracing all kinds of emotions, and how to navigate difficult emotions in better, more productive ways. Students will end the course with a comprehensive paper reflecting upon their experience during the self-study and the course at large.</p> <p>Specific content, including information and ideas connected closely to science, social studies, and the arts, will be explored and deeply considered as it is applicable to the works of literature read. Building background knowledge and learning how to recognize when and where it is needed are essential to being competent readers, and, as such, this type of content will be relied on in that way.</p>
Standard(s):	<p>Reading RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex</p>

	<p>account; provide an objective summary of the text</p> <p>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful</p> <p>Writing</p> <p>W. 11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content; introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension</p> <p>W. 11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>Speaking and Listening</p> <p>SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives</p>	
Essential Question(s):	<ul style="list-style-type: none"> ● How does your mindset and setting goals impact your well-being? ● How do relationships and the environment impact well-being? ● What does “living the good life” mean to you? 	
Enduring Understanding(s):	<ul style="list-style-type: none"> ● Self-study and personal practice in establishing a growth mindset leads to lifelong learning, well-being, and the ability to achieve goals. ● Social commitment to change and the right environment support the attainment of well-being. ● Reflection is a key component to growth and learning 	
Learning Goals:	Content: Students will know...	Skills: Students will be able to...

Reading	<ul style="list-style-type: none"> • Social factors • Change theory • Growth mindset • Situation support • Connotative and figurative meaning of words in context 	<ul style="list-style-type: none"> • Design an environment to set yourself up for success. • Brainstorm ways to promote good environments and fix bad environments. • Determine the connotative and figurative meaning of words in context
Writing	<ul style="list-style-type: none"> • Characteristics and structure of informative and explanatory writing • Reflection 	<ul style="list-style-type: none"> • Write informative or explanatory texts about class topics • Reflect on each week of the self-study
Speaking and Listening	<ul style="list-style-type: none"> • Thought-provoking questions • Divergent and creative perspectives 	<ul style="list-style-type: none"> • Ask questions that probe reasoning and evidence • Promote divergent and creative perspectives