

	Name of Course: Senior Seminar	
Unit	Habits & Shifts: Creating a Culture for Lifelong Learning while Becoming the Best Version of Yourself	
Essential Questions	General: How can a person become his/her/their “best self” through intentional decision making? How can being deliberate about decisions help to build personal character? Book Specific: How can I cultivate and nurture good habits that will last a lifetime? What does it mean to “truly belong” in an age of increasing polarization? How can challenging assumptions and shifting paradigms help an individual or group to maximize potential?	
Content Standards	RI.1 Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI.2 Determine two or more central ideas of a text and analyze the development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text RI.10 Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course SL.1.a, b, c, d. Initiate and effectively participate 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. SL.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, vocabulary, substance, and style are appropriate to purpose, audience and a range of formal and informal tasks.	
Concepts and Subskills	Active and independent reading Executive Functioning Critical Thinking Connecting with peers and across disciplines Formal and informal writing-expository and personal Speaking Listening Collaborating Analyzing	Practices Demonstrate executive functioning skills Follow/honor directions & create and honor communication agreements Develop a reading “habit” Think critically Make Connections Cite sources, using the MLA 10 conventions for citations and works cited entries Meet deadlines Engage in structured dialogue

	Synthesizing Showing grit: Trying your best and/or giving to the best of your ability; personal responsibility and accountability to self and for others; Put in the effort to evolve as a person, to continuously grow into the “best self” by choosing a skill, habit, or paradigm shift to work on Honoring “contracts” and “agreements” Reflecting independently and as part of a community “Becoming” a better self while building a better community	Analyze the book with peers to identify big ideas and concepts and to synthesize each person’s ideas into a larger understanding Create and teach an organized, engaging, and informative presentation Explain key concepts and vocabulary using specific examples Explain how to “practice” or “follow” the advice provided in the summer reading books using specific examples Provide support to each other as you practice learning these new skills, habits, or ways of being Give yourself and others grace when merited
Content Objectives (Student Friendly Language)	Students will: Part I: ● Create class communication agreements ● Self-assess to identify areas for growth (Questions: What skills or habits are helping you to become your best self? What skills/habits are pulling you down? What kind of person would you like to be? Where would you like to start to make the changes to make you a better version of yourself?) ● Engage in structured dialogue to share out self-assessment ● Choose one new habit or skill to practice or paradigm shift to make for personal growth (Start with one and build on it!) Part II: ● Create shared accountability agreements ● Practice the new skill, habit, or paradigm shift to build it ● Use a progress tracker to measure growth Part III: ● Engage in dialogue to share “takeaways” from a chosen summer reading book ● Collaborate with peers to create an engaging Socratic Seminar question that summarizes a chosen book’s premise/thesis, highlights important content (choose a chapter to highlight), and explains how to apply it IRL ● Participate in the Socratic Seminar ● Reflect on the Socratic Seminar Part IV: ● Regularly reflect and self-assess to measure personal growth ● Use accountability agreements to hold each other accountable ● Become a coach ● Share progress in an ongoing reflective dialogues and/or scheduled check-ins with peers ● Reflect & Write (ongoing): Write a reflection on the process of adopting and	

	nurturing new skills, habits or paradigms: How am I progressing towards becoming my “best self”? (Google Form & Ongoing Check-ins)
Content Vocabulary	Tier One Vocabulary
	joy, grow, best, self, become, make
	Tier Two Vocabulary
	habit, potential, opportunity, skills, character, structure, motivation, system, achieve, master, belong, nurture, cultivate, progress, improve, succeed, intentional, deliberate, decision, process, adopt, culture, grace
	Tier Three Vocabulary
	wilderness, belonging, courage, quest, polarization, paradigm, community, atomic
Assessments, Products, Projects	Part I: Communication agreements Summer Reading Homework Structured dialogue Part II: Structured dialogue for check-ins for accountability and habit tracking (see below) Shared accountability agreement Habit tracker (to complete over time) Part III: Reflect on Summer Reading (Independently) Dialogue/Collaborative Time Socratic Seminar Written reflection & self-assessment
Text, Materials, and Resources	<i>Atomic Habits: Tiny Changes, Remarkable Results: An Easy & Proven Way to Build Good Habits & Break Bad Ones</i> , by James Clear <i>Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone</i> , by Brene Brown <i>Hidden Potential: The Science of Achieving Greater Things</i> , by Adam Grant Lesson Plan #1 w/Links Lesson Plan #2 w/Links Lesson Plan #3 w/Links

Link to Google Drive Folder: [📁 Habits & Shifts: Senior Summer Reading 2024](#)

	Name of Course: Senior English Seminar Number of Days: 5 weeks
Unit 2	Unit: Sing, Unburied, Sing

Essential Questions	• How does a society's history impact its present? • How do our relationships impact ourselves? • How does a person's background and culture shape one's view of the world? • How do narratives help us understand, and even create, personal and communal identity?		
Content Standards	RL2:11-12 Determine 2 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. RL5:11-12. Analyze how an author's choices concerning how to structure specific parts of a text contribute to meaning and aesthetic impact. RL7:11-12. Analyze one or more critical responses to a work or body of literature. W1: 11-12. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		
Content Objectives and Portrait of a Graduate	• I can read and comprehend complex texts using close reading strategies. • I can discuss and think critically about social issues relevant to both historical texts and modern day, particularly in regards to race and class. • I can trace a motif through a text and discuss what it reveals about the meaning of the book as a whole. • I can speak in a seminar about issues and themes relevant to the book, using textual evidence and analysis as support POG Literate Across all Disciplines #1 Evaluate - I can access and evaluate information from multiple sources. #2 Listen - I can actively listen and respond appropriately. #4 Questioning - I can ask a variety of questions to direct my own learning and growth. Civically Engaged #2 Communication - I can communicate effectively and respectfully within diverse groups; #3 Culture - I can identify my place in the world, acknowledge and respect cultural differences, and recognize our shared humanity. Socially, Emotionally, Physically Well - #3 Empathy I can be empathetic and accepting of myself and others.		
Concepts and Subskills	<table border="1"> <tr> <td data-bbox="360 1461 678 1785"> • Read and comprehend texts using close reading strategies. • Shifting 1st person Narrative Point of View among characters </td><td data-bbox="678 1461 1482 1785"> Practices • 2 column notes - motif trace • Vocabulary in context • Dialogue and Socratic Seminar • Literary analysis • Process writing: Synthesis Essay </td></tr> </table>	• Read and comprehend texts using close reading strategies. • Shifting 1st person Narrative Point of View among characters	Practices • 2 column notes - motif trace • Vocabulary in context • Dialogue and Socratic Seminar • Literary analysis • Process writing: Synthesis Essay
• Read and comprehend texts using close reading strategies. • Shifting 1st person Narrative Point of View among characters	Practices • 2 column notes - motif trace • Vocabulary in context • Dialogue and Socratic Seminar • Literary analysis • Process writing: Synthesis Essay		

	• Trace a how a motif reflects character development and drives themes • Analyze how literature illuminates current social issues • Characteristics of magical realism • How magical realism impacts literary elements and conveys theme	
Content Objectives (Student Friendly Language)	I can identify narrative point of view and perspective and explain how and why authors use it to develop character and evoke empathy. I can identify the author's structural choices regarding time (e.g. use of flashback) and explain the effect of these choices. I can identify motifs and analyze how they are used in a novel to develop theme. I can make connections between literature and current issues. I can participate respectfully in collaborative discussion following established agreements. I can read, view, and listen to diverse perspectives and respond respectfully.	
Content Vocabulary	Tier 3 • Motif • theme • Epigraph • Magical realism	Tier 2
		Tier 1 •
Assessments, Products, Projects	• 2+ Seminars (#1 Family Bonds and Identity, #2 Stories, Songs, and Memory, to discuss themes and essential questions using textual evidence and connections beyond the text. • Literary Analysis Essay - How a Motif Drives a Theme, OR Literary Argument Synthesis Essay based on a contemporary issue addressed by the novel and research on that issue	
Text, Materials, and Resources	Jesmyn Ward <i>Sing, Unburied, Sing</i> Derek Walcott "The Gulf" Ward "Raising a Black Son in the U.S." Henderson "DeLisle: The bruised heart of Jesmyn Ward's literary world" Schwartzfager "Ain't no more stories for you here": Vengeful Hauntings and Traumatized Community in Jesmyn Ward's <i>Sing, Unburied, Sing</i>. Chevalier "'The Negro Speaks of Rivers' in Ward's <i>Sing, Unburied, Sing</i>" Perry "How Jesmyn Ward is Reimagining Southern Literature"	

	Long “Jesmyn Ward on the Politics of Being a Southern Writer” Melis “Continuing Conjure: African-Based Spiritual Traditions in Colson Whitehead’s The Underground Railroad and Jesmyn Ward’s Sing, Unburied, Sing” Magical Realism: Short Stories Marquez “A Very Old Man With Enormous Wings” Murakami “TV People” Calvino “The Petrol Pump” Russell “Saint Lucy’s Home for Girls Raised by Wolves” Bertino “The Idea of Marcel” Link “The Specialist’s Hat” Liu “The Paper Menagerie” Allende “Two Words” Southern Gothic Faulkner “A Rose for Emily”
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	Name of Course: Senior English Seminar Number of Days: 20
Unit 3	Macbeth
Essential Questions	• How can language elevate and manipulate? To help or to hurt? • What is the violence in the world, and how can we best confront it and cope with it? • To what extent does free will or fate exist? • How can the desire for power bring order or disorder? • Do the ends ever justify the means? • How do gender norms and expectations reflect and impact individuals and societies?
Content Standards	L5:11-12: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. RL1: 11-12. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL2: 11-12. 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;

	RL4: 11-12. Determine the figurative or connotative meaning(s) of words and phrases as they are used in a text; analyze the impact of specific words or rhetorical patterns W1: 11-12: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence SL1: 11-12. Initiate and participate effectively in a range of collaborative discussions.		
Concepts and Subskills	• Literary argument • Identify and apply themes • Analyze conventions of tragedy • Strategies for reading Shakespeare’s language • Passage analysis and explication	Practices • Film Viewing/Analysis - Guiding Questions • Collaborative analysis • Seminar and dialogue	
Content Objectives (Student Friendly Language)	I can use a variety of strategies to interpret difficult texts. I can explain how an author uses a variety of elements, including figurative language and plot structure and to create mood, enhance story and develop theme. I can analyze how an author comments on the human condition and their world through literature. I can apply themes of a literary text to my own world. I can formulate arguments about a literary text using textual evidence for support. I can analyze how a filmmaker’s choices enhance character and narrative.		
Content Vocabulary	Tier 3 Soliloquy Imagery Motifs/Symbols Atmosphere/Mood/Tone Antithesis Figurative language: Simile, metaphor, personification, hyperbole, allusion Plot elements: Exposition, inciting force, rising action, climax, resolution, denouement) Blank verse/Iambic pentameter	Tier 2 Analyze Summarize Interpret Connotation/Denotation Diction Syntax Predict Assume Fate Free will	Tier 1 • Banquet • Remorse

	Content of play: thane		
Assessments, Products, Projects	• Comprehension/discussion questions • Group passage analysis • Socratic Seminar • Passage analysis (in class writing)		
Text, Materials, and Resources	Shakespeare <i>Macbeth</i> Various film versions of Macbeth (Goold-2010, Kurzel-2015, Coen 2021)		

	Name of Course: Senior English Seminar Unit Length: 4-5 weeks
Unit	Contemporary Issues and Literature
Essential Questions	How does history, class, and power shape attitudes towards the environment? How do authors use literature as a catalyst for social change? How does literature reflect the impact of contemporary social issues on individuals and communities? What do we owe to each other and to our world?
Content Standards	RL & RI.1 Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL & RI.2 Determine two or more central ideas of a text and analyze the development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. RL & RI.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text RL & RI.10 Independently and proficiently read and comprehend literary fiction and nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course W2 a, b, c, d, e Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. SL.1.a, b, c, d. Initiate and effectively participate 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. SL.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, vocabulary, substance, and style are appropriate to purpose, audience and a range of formal and informal tasks.

Concepts and Subskills	● Independent reading and comprehension ● Discussion/seminar ● Clearly communicating and talking about literature ● Collaborating with peers ● Present information using a media platform effectively	Practices ● TQCQ reading logs/notes ● Lit circle discussions ● Seminars and discussions based on short texts ● Students developing text-based discussion questions ● Book talk project	
Content Objectives (Student Friendly Language)	Through reading short texts and lit circle books, students will be able to: ● Independently read and comprehend a text ● Determine a central concept of a text ● Apply and connect a text to at least one unit Essential Question ● Make connections between different texts and between texts and contemporary issues ● Discuss a book with peers using textual evidence and sound reasoning ● Speak clearly about a text during discussion and in a presentation ● Reflect on the work of peers		
Content Vocabulary	Tier 3 ● Blue spaces ● Epigraph ● Allusion ● Imagery ● Symbol ● Metaphor ● tone	Tier 2 Environment Society Community Individual Social Change Social hierarchy Message Class Power Duality Moral philosophy Contribute	Tier 1 ● Book
Assessments, Products, Projects	● Final Assessment: Book Talk ● Book Talk Reflection		

Text, Materials, and Resources	Whole class reads: • “Brownies” by Z.Z. Packer • <i>Killers of the Flower Moon</i> by David Grann - Chapter 1 • “There is a Lake Here” by Clint Smith • “Variations in Blue” by Lauren K. Alleyne • “The Three Sisters” from <i>Braiding Sweetgrass</i> by Robin Wall Kimmerer Student selected book for Lit Circles from this list
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Unit Folder:  Contemporary Issues and Literature Unit 2024-5

	Name of Course: Senior English Seminar Number of Days: 30	
Unit	Book to Film	
Essential Questions	How are film and literature alike? How are they different? What does it mean to be “faithful” to a work of literature? How can film manipulate narrative structure? How “faithful” to the work of literature should a film version strive to be?	
Content Standards	RL 3: 11-12. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story RL5: 11-12. Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. RL10: 11-12. Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. SL 1: 11-12 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	
Concepts and Subskills	21st Century Skills (As defined by NCTE 21st Century Literacies Framework): • Develop proficiency with the tools of technology • Build relationships with others to pose and solve problems collaboratively • Design and share information to meet a variety of purposes	Practices Book club/Small group discussion/Team Meetings Reading check-ins Directed film analysis Implementing peer feedback Scene rehearsal w/acting coaching Direct tech instruction: shooting with video camera & film editing program Scriptwriting Pre-Production, Production, and Post-Production

	• Manage, analyze and synthesize multiple sources/streams of information • Create, critique, and evaluate multimedia texts • Attend to the ethical responsibilities required of a complex 21st Century environment	calendar & tasks
Portrait of a Graduate	• Prepared for Life After Graduation: Book to Film requires students to set specific goals, problem solve, and move forward from setbacks within their teams. • Literate Across All Disciplines: The project requires literacy in film, literature, and technology in order for students to adapt their chosen book into an engaging, cohesive film trailer. • Creative, Collaborative, Problem Solver: This project requires students to collaborate with group members to work towards the production of a film trailer based on a choice book.	

Content Objectives (Student Friendly Language)	I can analyze the effect of narrative choices including symbols/motifs and story structure used to convey theme. I can analyze and evaluate the elements of effective film trailers. I can create an engaging, informative film trailer that tells a clear, cohesive story and relays a theme. I can effectively collaborate with group members to work towards a common goal I can find and engage in texts/books that interest me I can problem solve independently and collaboratively
Content Vocabulary	Tier One Vocabulary
	Tier Two Vocabulary
	conflict, objective & obstacle, tactics, choices, narrative, scene, setting, edit, transition, plot, point of view, prop, storyboard, Shot, take, cut, frame, script, screenplay, rolling, score, aesthetic
	Tier Three Vocabulary Mise-en-scene, montage, pan, tilt, tracking shot, establishing shot, high angle shot, low angle shot, dissolve, fade in/out, close up, wide/long shot, zoom in/out, 180 rule, reaction shot
Assessments, Products, Projects	Literary Analysis - in-class written response to reading Film Analysis Storyboard Mini-Project - Scene Film Trailer
Text, Materials, and Resources	Student selected novels Minicams Adobe Rush or Premiere, iMovie, or other editing software Celtx Screenwriting Software Video Lab Acting teacher: Stephanie Phillips Video/tech teacher

	Name of Course: Senior English Seminar Number of Days: 3-4 weeks
Unit 5	Philosophy, Literature, and Film
Essential Questions	How does one live a good life? How can we balance thought with action? What do we owe to each other?

Content Standards	RI 1- 11-12. Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI 7. 11-12. Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem. RI 9. 11-12. Analyze pre-twentieth-century documents of historical and literary significance for their themes, purposes, and rhetorical features. SL 1. 11-12. 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.		
Concepts and Subskills	● Apply philosophical concepts to real life situations. ● Reflect on personal and community morals and ethics.	Practices ● Guided reading and viewing notes ● Dialogue and Socratic Seminar ● Short presentations to introduce philosophical concepts ● Examining hypothetical ethical scenarios through philosophical lenses	
Content Objectives (Student Friendly Language)	I can identify and explain a variety of philosophical concepts and apply them to my life and world. I can use philosophical thinking to examine and solve problems in my life and world. I can think critically about a variety of philosophical ideas to determine my own stance. I can discuss philosophical dilemmas in a constructive way that respects opinions other than my own.		
Content Vocabulary	Tier 3 Utilitarianism Enlightenment Contractualism Categorical imperative Taoism	Tier 2 Philosophy Ethics Morals principles Unconditional Absolute Virtue Moderation Vice Purpose Motives Consequences Reason	Tier 1

		Subjective Maxim Convictions Duty Obligation Imperative Values Intentions	
Assessments, Products, Projects	• Journals and reflective writing pieces • Analysis questions/prompts • Socratic Seminars and dialogues		
Text, Materials, and Resources	Plato's "Allegory of the Cave" and/or excerpts from <i>The Apology</i> Short selections/excerpts from a variety of philosophers including Kant, Descartes, Hume, Mill, Camus Selections from <i>Dead White Guys</i> Matt Burriesci Selections from <i>The Tao of Pooh</i> Benjamin Hoff <i>The Good Place</i> - Season 1 selected episodes <i>The Truman Show</i> - film If time allows: <i>Siddhartha</i> Hermann Hesse or similar novel		