



## **Senior Literature & Composition I: Philosophy and Culture**

**Course:** Senior Lit and Comp I: Philosophy and Culture

**Course Description:**

Seniors have the choice of three year-long options. The common theme of all three courses is the Other, a concept which explores the ideas of identity, difference, and shared humanity. How am I Other? How do we use language and stories to shape our feelings about identity and the Other? Exploring how we reflect both self and others, seniors will enjoy rich and varied opportunities to study many voices and cultures.

What's the point? Why am I here? What happens when the self meets the other? What happens when our own perceptions collide with the perceptions of others? Why do bad things happen to good people, and why should I care about anyone but myself? When we read and write, we learn how we have constructed our worldview, giving us the opportunity to examine Self and Other. In this course, we will explore the different ways in which humans have understood the world throughout history, how we understand the world today, and what happens when our cultural and political ideologies conflict.

**Grade Level:** 12th Grade

**Unit Scope and Sequence:**

- Unit 1:** Foundations - Creative Writing
- Unit 2:** Identity - Literary Analysis
- Unit 3:** Truth - Informational Writing
- Unit 4:** Reality - Portfolio Reflection
- Unit 5:** Doubt - Creative Writing
- Unit 6:** Autonomy - Literary Analysis
- Unit 7:** Power - Informational Writing
- Unit 8:** Change - Portfolio Reflection

## Senior Literature & Composition I: Philosophy and Culture

### Unit 1: Foundations

#### Unit 1: Foundations

In this unit, students will explore the beliefs that shape an individual's existence through reading course texts and classroom discussion. They will reflect on their own beliefs in writing, articulating how their worldview has been shaped.

| Unit Essential Learning Targets                                                                                                                                                                                                                                             |                                                                                                                                                                                                                     |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Enduring Understandings</i>                                                                                                                                                                                                                                              | <i>Essential Questions</i>                                                                                                                                                                                          |
| <ul style="list-style-type: none"><li>• All people have foundational beliefs about how the world works.</li><li>• Considering how our foundational beliefs connect to the historical evolution of human thought helps people understand their own belief systems.</li></ul> | <ul style="list-style-type: none"><li>• Where do our foundational beliefs about how the world works come from?</li><li>• How do we know that our ways of understanding and describing reality are useful?</li></ul> |
| <i>Students must know:</i>                                                                                                                                                                                                                                                  | <i>Students must be able to:</i>                                                                                                                                                                                    |
| <ul style="list-style-type: none"><li>• Plato</li><li>• Socrates</li><li>• Figurative language</li><li>• Characterization</li><li>• Poetic form</li><li>• Syntax</li></ul>                                                                                                  | <ul style="list-style-type: none"><li>• Compose an expressive text that reflects or comments on a character's understanding of reality.</li><li>• Express and support opinions about course readings.</li></ul>     |

# Senior Literature & Composition I: Philosophy and Culture

## Unit 1: Foundations

### Missouri Learning Standards

#### **Approach texts as a reader by comprehending and interpreting texts (11-12.RL.1, 11-12.RI.1).**

- Evidence/Inference
  - Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain (11-12.RL.1.A, 11-12.RI.1.A).
- Word Meaning
  - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials (11-12.RL.1.B, 11-12.RI.1.B).
- Theme
  - Using appropriate text, determine two or more themes/central ideas in a text, analyze their development throughout the text, and relate the themes to human nature and the world (11-12.RL.1.D, 11-12.RI.1.D).

#### **Approach the writing task as a writer. Development (11-12.W.2)**

- Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques (11-12.W.2.A).

#### **Approach the writing task as a reader. Review, revise, and edit writing with consideration for the task, purpose, and audience (11-12.W.3).**

- Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content (11-12.W.3.A.a).
- Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text (11-12.W.3.A.b).
- Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation (11-12.W.3.A.c).
- Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts (11-12.W.3.A.d).

## Senior Literature & Composition I: Philosophy and Culture

### Unit 2: Identity

#### Unit 2: Identity

In this unit, students will explore the various factors that contribute to individual identity, such as genetics, society, our roles, and more. Students will further examine how our perception of others' identities can impact the way we interpret the world around us.

| Unit Essential Learning Targets                                                                                                                         |                                                                                                                                                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Enduring Understandings</i>                                                                                                                          | <i>Essential Questions</i>                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"><li>Many of our foundational beliefs are based in our identities and our perceptions of others' identities.</li></ul> | <ul style="list-style-type: none"><li>How does identity influence how people form their worldview?</li><li>How does who you trust influence the sourceS of information you will accept?</li><li>What constitutes evidence?</li><li>What is proof? How might one person prove something to another?</li></ul> |
| <i>Students must know:</i>                                                                                                                              | <i>Students must be able to:</i>                                                                                                                                                                                                                                                                             |
| <ul style="list-style-type: none"><li>Evidence</li><li>Clarity</li><li>Thesis</li><li>Perspective</li></ul>                                             | <ul style="list-style-type: none"><li>Support a thesis about a literary work with evidence and analysis.</li><li>Analyze the development of a theme throughout a literary text.</li></ul>                                                                                                                    |

# Senior Literature & Composition I: Philosophy and Culture

## Unit 2: Identity

### Missouri Learning Standards

#### Approach texts as a reader by comprehending and interpreting texts (11-12.RL.1, 11-12.RI.1).

- Evidence/Inference
  - Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain (11-12.RL.1.A, 11-12.RI.1.A).
- Word Meaning
  - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials (11-12.RL.1.B, 11-12.RI.1.B).
- Theme
  - Using appropriate text, determine two or more themes/central ideas in a text, analyze their development throughout the text, and relate the themes to human nature and the world (11-12.RL.1.D, 11-12.RI.1.D).

#### Approach texts as a writer by analyzing craft and structure (11-12.RL.2, 11-12.RI.2).

- Point of View
  - Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied (11-12.RL.2.B).
  - Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied (11-12.RI.2.B).
- Craft and Meaning
  - Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning and tone (11-12.RL.2.C, 11-12.RI.2.B).
- Interaction and Meaning
  - Evaluate the impact of the author's choices regarding how to develop and relate elements of a text (11-12.RL.2.D).
- Argument/Evidence
  - Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence (11-12.RI.2.D).

## Senior Literature & Composition I: Philosophy and Culture

### Unit 3: Truth

#### Unit 3: Truth

This unit on truth explores what humans are at their core. From genetics and AI to spirituality and grit, students will explore what makes us us and what this revelation means about our lives individually and collectively.

| Unit Essential Learning Targets                                                                                               |                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Enduring Understandings</i>                                                                                                | <i>Essential Questions</i>                                                                                                                                                                                                    |
| <ul style="list-style-type: none"><li>• Our beliefs about truth are based in cultural norms.</li></ul>                        | <ul style="list-style-type: none"><li>• Since hallucination is possible, how do people validate their perceptions?</li><li>• What is the role of community in establishing reliable sources of truth?</li></ul>               |
| <i>Students must know:</i>                                                                                                    | <i>Students must be able to:</i>                                                                                                                                                                                              |
| <ul style="list-style-type: none"><li>• Audience</li><li>• Assumption</li><li>• Illustration</li><li>• Text feature</li></ul> | <ul style="list-style-type: none"><li>• Conduct research to answer a question.</li><li>• Combine information from a variety of sources.</li><li>• Write to address an audience's interests and potential questions.</li></ul> |

## Senior Literature & Composition I: Philosophy and Culture

### Unit 3: Truth

#### Missouri Learning Standards

**Approach texts as a researcher by synthesizing/comparing/ contrasting ideas from multiple texts (11-12.RI.3).**

- Relationship in Texts
  - Synthesize information from two or more texts about similar ideas/ topics to articulate the complexity of the issue (11-12.RI.3.B).

**Approach the writing task as a researcher (11-12.W.1).**

- Research
  - Conduct research to answer a question or solve a problem; narrow or broaden the inquiry when appropriate (11-12.W.1.A.a).
  - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source (11-12.W.1.A.b).

## Senior Literature & Composition I: Philosophy and Culture

### Unit 4: Reality

#### Unit 4: Reality

Students will examine different ideas about reality, and the philosophical and real world consequences of the idea that there could be multiple realities. Students will also examine where we get our ideas about reality: from history and from our culture.

| Unit Essential Learning Targets                                                                                                                           |                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Enduring Understandings</i>                                                                                                                            | <i>Essential Questions</i>                                                                                                                                                                                                                                                                      |
| <ul style="list-style-type: none"><li>• We construct our perceptions of reality based on truth, identity, and historically rooted philosophies.</li></ul> | <ul style="list-style-type: none"><li>• How does your culture and community influence what you will accept as evidence of fact?</li></ul>                                                                                                                                                       |
| <i>Students must know:</i>                                                                                                                                | <i>Students must be able to:</i>                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"><li>• Perspective</li><li>• Curation</li><li>• Metacognition</li><li>• Reflection</li></ul>                             | <ul style="list-style-type: none"><li>• Gather, organize, display, and reflect on evidence of their learning from the semester.</li><li>• Provide evidence of reflection and growth.</li><li>• Prepare for and participate in an evidence based discussion of class texts and issues.</li></ul> |

## Senior Literature & Composition I: Philosophy and Culture

### Unit 4: Reality

#### Missouri Learning Standards

##### **Collaborate (11-12.SL.1)**

- Questioning
  - Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence (11-12.SL.1.B).
- Viewpoints of Others
  - Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented (11-12.SL.1.C).

**Approach the writing task as a reader.** Review, revise, and edit writing with consideration for the task, purpose, and audience (11-12.W.3).

- Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content (11-12.W.3.A.a).
- Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text (11-12.W.3.A.b).
- Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation (11-12.W.3.A.c).
- Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts (11-12.W.3.A.d).

## Senior Literature & Composition I: Philosophy and Culture

### Unit 5: Doubt

#### Unit 5: Doubt

We are all born into a society that already has a certain set of beliefs about how the world works and how people should be. However, individuals within those societies question those beliefs and either have to learn how to live with their doubts or create new beliefs.

| Unit Essential Learning Targets                                                                                                                    |                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Enduring Understandings</i>                                                                                                                     | <i>Essential Questions</i>                                                                                                                                                                                      |
| <ul style="list-style-type: none"><li>• Our cultures push us toward certain beliefs, but individual doubts still question those beliefs.</li></ul> | <ul style="list-style-type: none"><li>• What happens when individuals confront evidence that challenges their worldview?</li><li>• How much evidence do people need to resolve doubts?</li></ul>                |
| <i>Students must know:</i>                                                                                                                         | <i>Students must be able to:</i>                                                                                                                                                                                |
| <ul style="list-style-type: none"><li>• Figurative language</li><li>• Characterization</li><li>• Poetic form</li><li>• Syntax</li></ul>            | <ul style="list-style-type: none"><li>• Compose an expressive text that reflects or comments on a character's understanding of reality.</li><li>• Express and support opinions about course readings.</li></ul> |

## Senior Literature & Composition I: Philosophy and Culture

### Unit 5: Doubt

#### Missouri Learning Standards

##### **Approach texts as a reader by comprehending and interpreting texts (11-12.RL.1, 11-12.RI.1).**

- Evidence/Inference
  - Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain (11-12.RL.1.A, 11-12.RI.1.A).
- Word Meaning
  - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials (11-12.RL.1.B, 11-12.RI.1.B).
- Theme
  - Using appropriate text, determine two or more themes/central ideas in a text, analyze their development throughout the text, and relate the themes to human nature and the world (11-12.RL.1.D, 11-12.RI.1.D).

##### **Approach the writing task as a writer. Development (11-12.W.2)**

- Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques (11-12.W.2.A).

##### **Approach the writing task as a reader. Review, revise, and edit writing with consideration for the task, purpose, and audience (11-12.W.3).**

- Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content (11-12.W.3.A.a).
- Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text (11-12.W.3.A.b).
- Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation (11-12.W.3.A.c).
- Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts (11-12.W.3.A.d).

## Senior Literature & Composition I: Philosophy and Culture

### Unit 6: Autonomy

#### Unit 6: Autonomy

Students will explore concepts like fate, destiny, and free will and discuss what we as humans actually have control over. By considering human actions on large time scales and in context like war and social movements, we will think about what our actions might do or not do to this world.

| Unit Essential Learning Targets                                                                                                         |                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Enduring Understandings</i>                                                                                                          | <i>Essential Questions</i>                                                                                                                                                                             |
| <ul style="list-style-type: none"><li>• Individuals work to exert their power, despite the social forces ranged against them.</li></ul> | <ul style="list-style-type: none"><li>• How much power do individuals have in the face of social forces?</li><li>• How do people cultivate their autonomy and maintain connection to others?</li></ul> |
| <i>Students must know:</i>                                                                                                              | <i>Students must be able to:</i>                                                                                                                                                                       |
| <ul style="list-style-type: none"><li>• Evidence</li><li>• Clarity</li><li>• Thesis</li><li>• Perspective</li></ul>                     | <ul style="list-style-type: none"><li>• Support a thesis about a literary work with evidence and analysis.</li><li>• Analyze the development of a theme throughout a literary text.</li></ul>          |

# Senior Literature & Composition I: Philosophy and Culture

## Unit 6: Autonomy

### Missouri Learning Standards

#### Approach texts as a reader by comprehending and interpreting texts (11-12.RL.1, 11-12.RI.1).

- Evidence/Inference
  - Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain (11-12.RL.1.A, 11-12.RI.1.A).
- Word Meaning
  - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings using context, affixes, or reference materials (11-12.RL.1.B, 11-12.RI.1.B).
- Theme
  - Using appropriate text, determine two or more themes/central ideas in a text, analyze their development throughout the text, and relate the themes to human nature and the world (11-12.RL.1.D, 11-12.RI.1.D).

#### Approach texts as a writer by analyzing craft and structure (11-12.RL.2, 11-12.RI.2).

- Point of View
  - Analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied (11-12.RL.2.B).
  - Analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated from what is implied (11-12.RI.2.B).
- Craft and Meaning
  - Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning and tone (11-12.RL.2.C, 11-12.RI.2.C).
- Interaction and Meaning
  - Evaluate the impact of the author's choices regarding how to develop and relate elements of a text (11-12.RL.2.D).
- Argument/Evidence
  - Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence (11-12.RI.2.D).

## Senior Literature & Composition I: Philosophy and Culture

### Unit 7: Power

#### Unit 7: Power

Power comes in many forms. Governments have the power of the institution, for example, and the military has the power of the sword. How can people without titles exert authority in their world? And how do people use the power that they accumulate?

| Unit Essential Learning Targets                                                                                                            |                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Enduring Understandings</i>                                                                                                             | <i>Essential Questions</i>                                                                                                                                                                                                      |
| <ul style="list-style-type: none"><li>Despite their lack of institutional power, the “other” can influence the tides of history.</li></ul> | <ul style="list-style-type: none"><li>What circumstances create moments of influence and impact for individuals?</li><li>When do people gain more power by seeking mutual benefit than by defeating their opposition?</li></ul> |
| <i>Students must know:</i>                                                                                                                 | <i>Students must be able to:</i>                                                                                                                                                                                                |
| <ul style="list-style-type: none"><li>Audience</li><li>Assumption</li><li>Illustration</li><li>Text feature</li></ul>                      | <ul style="list-style-type: none"><li>Conduct research to answer a question.</li><li>Combine information from a variety of sources.</li><li>Write to address an audience's interests and potential questions.</li></ul>         |

## Senior Literature & Composition I: Philosophy and Culture

### Unit 7: Power

#### Missouri Learning Standards

**Approach texts as a researcher by synthesizing/creating/ contrasting ideas from multiple texts (11-12.RI.3).**

- Relationship in Texts
  - Synthesize information from two or more texts about similar ideas/ topics to articulate the complexity of the issue (11-12.RI.3.B).

**Approach the writing task as a researcher (11-12.W.1).**

- Research
  - Conduct research to answer a question or solve a problem; narrow or broaden the inquiry when appropriate (11-12.W.1.A.a).
  - Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source (11-12.W.1.A.b).

## Senior Literature & Composition I: Philosophy and Culture

### Unit 8 Change

#### Unit 8: Change

In this unit, students will explore how change occurs within society and within ourselves. They will examine whether we have an obligation to change.

| Unit Essential Learning Targets                                                                                       |                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Enduring Understandings</i>                                                                                        | <i>Essential Questions</i>                                                                                                                                                                                                                                                                |
| <ul style="list-style-type: none"><li>Intentional change requires deliberate action and energy.</li></ul>             | <ul style="list-style-type: none"><li>How do individuals extend their influence over groups of people?</li><li>How do groups coordinate action amongst autonomous individuals?</li></ul>                                                                                                  |
| <i>Students must know:</i>                                                                                            | <i>Students must be able to:</i>                                                                                                                                                                                                                                                          |
| <ul style="list-style-type: none"><li>Perspective</li><li>Curation</li><li>Metacognition</li><li>Reflection</li></ul> | <ul style="list-style-type: none"><li>Gather, organize, display, and reflect on evidence of their learning from the semester.</li><li>Provide evidence of reflection and growth.</li><li>Prepare for and participate in an evidence based discussion of class texts and issues.</li></ul> |

## Senior Literature & Composition I: Philosophy and Culture

### Unit 8 Change

#### Missouri Learning Standards

##### **Collaborate (11-12.SL.1)**

- Questioning
  - Delineate a speaker's argument and claims evaluating the speaker's point of view, reasoning, stance, and evidence (11-12.SL.1.B).
- Viewpoints of Others
  - Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented (11-12.SL.1.C).

**Approach the writing task as a reader.** Review, revise, and edit writing with consideration for the task, purpose, and audience (11-12.W.3).

- Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content (11-12.W.3.A.a).
- Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text (11-12.W.3.A.b).
- Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation (11-12.W.3.A.c).
- Use a variety of appropriate transitions to clarify relationships, connect ideas and claims, and signal time shifts (11-12.W.3.A.d).