



RADNOR TOWNSHIP SCHOOL DISTRICT
Course Overview



Senior Seminar
Course # 05990040

General Information

Credits: 2.0	Length: Full Year
Weighted: Yes	Format: Meets Daily / Cycle Day Rotation
Prerequisite:	Grade: 12

Course Description

This team-taught seminar, fourth in a sequence of interdisciplinary courses, uses a Parallel Curriculum Model to combine literature, history, philosophy, and political science in their broadest senses. This course examines man's ideas about leadership, ethics, life, and consciousness, and the struggle between the individual and society. Students do not focus exclusively on any one region of the world; instead, they will look at philosophical ideas and how these ideas affected and currently affect society in various cultures, including: cultural self-conceptions, the nature of progress, and elements of leadership. The curriculum is organized both thematically and chronologically. The "student-as-worker" approach to high-level learning experiences includes simulations; writing, both expository and creative; close analysis of literary, historical, and visual sources; large and small group instruction; and problem-based learning.

Course Objectives:

Essential Questions

- What is man's role in the world?
- What gives order and meaning to the world?
- What are the responsibilities of the State or leader to the people?
- How do individuals reconcile their own ethics with societal norms?
- How does environment shape the individual?

Enduring Understanding

- Conflict is an inevitable component of human existence
- Societies develop structures and create institutions to diminish the harms of conflict and promote the benefits of order
- Innovations in technology, medicine, trade, and communications continue to create a more global society that both benefits and harms humanity
- The study of the continuum of human civilization reveals the ideals, beliefs, and values of the instructions created by people across all stages of history
- The analysis and interpretation of history and literature is largely informed by an individual's gender, ethnicity, religion, geography, and socioeconomic background.

Common Assessments:

Required Assessments:

Common Assessments:

1. Response to Poem/Literature
2. Response to Literature
3. Oral Presentation Rubric
4. MLA Format Rubric

Common Course Assessments: *Hamlet* Essay, Marginalization Project, Philadelphia Presentation, *The Road* Investigation

Major Units of Study:

Unit I: Identity
Unit II: Marginalization
Unit III: Philadelphia
Unit IV: Change and Social Responsibility
Unit V: Research

Research may be completed in conjunction with any of the five units or as a separate unit.

Materials & Texts

Required Texts and Resources (read by all):

Common Texts and Resources: “The Pardoner’s Tale” by Geoffrey Chaucer

Common Course Texts and Resources: *The Road* by Cormac McCarthy; *Hamlet* by William Shakespeare; *The Oedipus Cycle* by Sophocles, *Green Grass Grace* by Sean McBride, 3rd and/or *Indiana* by Steve Lopez

Supplemental Texts and Resources (use may vary):

- *Native Son* by Richard Wright
- *The Absolutely True Diary of a Part-Time Indian* by Sherman Alexie
- Other teacher created or teacher selected texts and resources needed in order to differentiate instruction and meet the needs of all students.

Summer Assignment

Radnor High School publishes an annual summer reading list. Students should refer to the RHS English page for Summer Reading Expectations

