

Rumson-Fair Haven Regional High School

Course: *English I Honors*

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Section I: Course Description

English I Honors integrates the study of language and literature to enhance/reinforce the literacy capacities and higher-order thinking skills needed for the 21st Century. Emphasis is placed on the acquisition/development of the literacy capacities needed for college and career readiness. Students enrolled in *English I Honors* will read and respond to canonical and contemporary works of literature that provide insight into a variety of cultural issues and exposure to the primary genres of literary expression. *English I Honors* is vertically aligned with the requirements of the *AP English Language and Composition Examination*, *AP English Literature and Composition Examination*, and *Honors English Composition*.

Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives

1. **2023 New Jersey Student Learning Standards English Language Arts:**
 - A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. ...Students will [d]evelop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language[; r]ead rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success[; e]ngage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences)[; l]everage complex texts and digital media to develop comprehension, active listening, and discussion skills[; g]round daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens[; e]valuate the reliability, credibility, and perspective of authors and speakers across all forms of media[; e]xpress ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines [and l]earn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.
2. **2020 New Jersey Student Learning Standards: Social Studies:**
 - All students receive social studies instruction from Kindergarten through grade 12. Today’s challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLs-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.)
3. **2020 New Jersey Student Learning Standards – Visual and Performing Arts**
 - The NJSLs-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by: defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning; placing artistic processes and anchor standards at the forefront of the work; identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.
4. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
 - “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging

- technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
5. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSL:**
 - “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”
 - *Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
 6. ***Amistad Law: N.J.S.A. 18A 52:16A-88:**
 - The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
 7. ***Holocaust Law: N.J.S.A. 18A 35-28:**
 - The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
 8. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
 - A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
 9. ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
 - The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
 10. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*.

Section III: Curriculum Modifications

The *English I Honors* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to those outlined on the [Modifications/Accommodations for English Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *English I Honors* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLA*, the *ACT*, the *PSAT* and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>English I Honors</i>	Grade Level: 9
Unit I: Introduction to Academic Writing	Weeks 1-3
Unit II: Deconstructing Narrative Structure	Weeks 4-9
Unit III: Analyzing Universal Themes in Traditional and Modern Mediums	Weeks 10-19
Unit IV: Characterization and Point of View	Weeks 20-29
Unit V: Theatrical Conventions Throughout Time	Weeks 30-35
Unit VI: Bridging Poetry and Narratives	Weeks 36-40

Section VI: Texts and Instructional Resources

The following texts and instructional resources are employed in *English I Honors*:

- *Antigone*, Sophocles
- *Amadeus*, Peter Shaffer
- *Curious Incident of the Dog in Night time* Mark Haddon
- *Fahrenheit 451*, Ray Bradbury
- *Poet X*, Elizabeth Acevedo
- *Taming of the Shrew*, William Shakespeare
- *The House on Mango Street*, Sandra Cisneros
- *The Life of Pi*, Yann Martel
- *The Tragedy of Romeo and Juliet*, William Shakespeare
- *Their Eyes Were Watching God*, Zora Neale Hurston
- *10 Things I Hate About You*
- [Common Sense Education](#)
- [Purdue OWL](#)
- [Merriam Webster](#)
- [Poets.org](#)
- [Poetry Foundation](#)
- Google Classroom
- Screencastify

- Kahoot
- Quizizz
- Turnitin.com

Section VII: Grading Formula and Assessment Modes

Marking period grades in *English I Honors* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined prior to the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *English I Honors* vary greatly in format, scope/content/skills assessed, and alternative assessments, differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks and summative assessments will be created/revised collaboratively each year and planned by members of the *English I Honors* instructional team to inform future learning and to measure student growth.

Section VIII: Unit Templates

The following Unit Templates have been established for the *English I Honors* curriculum by the *English I Honors* instructional team:

Unit I: Introduction to Academic Writing	
Unit Summary	
<p>The “Introduction to Academic Writing” unit supports the development of essential literacy capacities and higher-order critical thinking skills through its concentration on characterization, helping students engage with the exploration of identity in fiction and nonfiction. Students will develop the necessary skills to be successful academic writers, including thesis construction, organization, and exploration of evidence. Students will become acclimated to the expectations of high school analytic essays. The components of the essay will be dissected and taught in in-depth lessons, including thesis construction, tone, essay organization, quote incorporation, title construction, and MLA citation. Students will construct a process paper throughout the course of this unit utilizing the lessons as they write.</p>	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>English I Honors</i>:</p> <ul style="list-style-type: none"> • <i>2023 New Jersey Student Learning Standards: English Language Arts for Grades 9-10</i> <ul style="list-style-type: none"> ○ Reading: RL.CR.9-10.1, RL.CI.9-10.2, RL.IT.9-10.3, RL.TS.9-10.4, RL.PP.9-10.5, RL.CT.9-10.8, ○ Writing: W.AW.9-10.1 A-E, W.WP.9-10.4, W.RW.9-10.7 ○ Speaking and Listening: SL.PE.9-10.1 A-D, SL.PI.9-10.4, SL.AS.9-10.6 ○ Language: L.SS.9-10.1 A-E, L.VI. 9-10.4 A-C, • <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.1C.1, 8.2.12.IH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1 • <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2-3, 9.4.12.IML.1-4, 9.4.12.IML.7, 9.4.12.TL.1-4 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • Why is it important to think for oneself and experiment with new ideas? • What is academic writing? • What constitutes an effective claim in academic writing? • Why is evidence needed to support a claim in academic writing? • *Why is tone important in academic writing? • Why is adherence to MLA standards important in academic writing? • Why is peer review and editing necessary? • *How does the point of view of the narrators impact the themes of the text? 	<ul style="list-style-type: none"> • Experimentation and innovation are critical to the progress of oneself and of society at large. • A piece of academic writing is a well-organized composition that is grounded in an effective claim, supported by text-based evidence, marked by an academic tone, and framed according to MLA standards. • A claim is the controlling argument of the composition: it is the assertion of the writer’s position on the subject of the composition. • The support of a claim with textual evidence and analysis is critical to proving a claim’s validity. • *Tone matters in academic writing: it conveys the writer’s voice in a composition. It communicates to the reader the seriousness of the writer’s investment in her/his assertion of the claim. • MLA standards and specific text formatting and evidence documentation guidelines. must be adhered to in academic writing. Failure to comply with MLA standards could jeopardize performance on an academic paper. • Peer review and editing allow writers to use other writing as a

<ul style="list-style-type: none"> *How does Google Classroom facilitate the editing process in an equitable way? 	<p>barometer for their own in order to improve the current written product and their abilities as writers overall.</p> <ul style="list-style-type: none"> The narrative point of view changes the perception of the reader and allows the reader to draw different conclusions based on the perspective. *Technology has allowed the editing process to facilitate deeper dialogue and discussion about tolerance and nuances of language.
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Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> Classwork Claim creation Evidence gathering Paragraph creation Peer editing Group book talk (Alternative) Vocabulary terms Quizzes Individual student conferences/check-ins with teacher 	<ul style="list-style-type: none"> Summer Reading Process Paper (Benchmark) Seminar (Benchmark) 	<ul style="list-style-type: none"> <i>Curious Incident of the Dog in Night Time</i>, Mark Haddon <i>Fahrenheit 451</i>, Ray Bradbury Vocabulary.com Mark Haddon Interview

Unit II: Deconstructing the Narrative Structure

Unit Summary

In the “Deconstructing the Narrative Structure” unit, students will closely analyze figurative language. Specifically, students will focus on the power of symbolism and allegory to create complex, diverse themes. In addition, students will routinely compose written analyses of a text in order to continue the development of the academic writing skills first broached in Unit I. Students will continue to dive into the structure and elements of narrative by identifying and analyzing literary devices. This close analysis of complex figurative language will enable students to decode complex themes and motifs and compose academic writing that dissects all these elements of narrative structure.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in *English I Honors*:

- 2023 New Jersey Student Learning Standards: English Language Arts for Grades 9-10*
 - Reading: RL.CR.9-10.1, RL.CI.9-10.2, RL.IT.9-10.3, RL.TS.9-10.4, RL.PP.9-10.5, RL.CT.9-10.8,
 - Writing: W.AW.9-10.1 A-E, W.WP.9-10.4, W.RW.9-10.7, W.IW.9-10.2
 - Speaking and Listening: SL.UM.9-10.5., SL.PE.9-10.1 A-D, SL.PI.9-10.4, SL.AS.9-10.6
 - Language: L.KL.9-10.2 A-C, L.VL.9-10.3 A-E, L.VI. 9-10.4 A-C,
- 2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistoryCC.14.e, 6.2.12.HistoryCC.5.a, 6.2.12.GeoSV.5.a, 6.2.12.HistoryCC.5.c
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.1, 8.2.12.IH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2-3, 9.4.12.IML.1-4, 9.4.12.IML.7, 9.4.12.TL.1-4

Unit Essential Questions

Unit Enduring Understandings

<ul style="list-style-type: none"> • What is close reading and why is it important? • What is an allegory? • How do the abstract and the concrete work together in an allegory to create varying degrees of meaning? • *How do authors structure narratives to help define universal human experiences? • *How does faith play a role in different cultures throughout the world? • How do authors use symbolism and figurative language to enhance their overall message? 	<ul style="list-style-type: none"> • Close reading is the careful reading and analysis of a text in order to determine how the author’s choices, such as diction, syntax, and figurative language, contribute to tone, theme, and motif. Close reading allows an audience to explore authorial intent and develop a deeper comprehension of a passage and an overall text. • An allegory is a presentation of abstract ideas through concrete means. • The narrative is the typical form of an allegory: the plot provides the reader with structure and concrete representations, the surface storyline; and the abstractions are represented and conveyed through the author’s complementing use of literary language. • *Authors use varying narrative structures to explore human resilience throughout challenges and triumphs such as frame stories, situational irony, and dramatic irony to express their overall meaning. • *Faith, throughout diverse and geographically distant groups reflects cultural and regional values that contribute greatly to a reader’s understanding of these groups. • Authors use symbolism and figurative language to create a richer overall message and understanding to connect with a greater audience. 	
Evidence of Learning		
<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Classwork • Homework • Close reading annotations • Study guides • Vocabulary terms • Journal • Quizzes • Individual student conferences/check-ins with teacher • Close reading co-op (Alternative) • Religions of the World Webquest (Alternative) 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Seminar (Summative) • Academic Paper Timed Writing (Benchmark) • Quizzes • Religions of the World Presentations (Summative) 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • <i>Life of Pi</i> by Yann Martel • Excerpts from the film <i>Life of Pi</i> • Interviews with Yann Martel • Vocabulary.com

Unit III: Analyzing Universal Themes in Traditional and Modern Mediums

Unit Summary

The “Analyzing Universal Themes in Traditional and Modern Mediums” unit supports the development of essential literacy capacities and higher-order critical thinking skills through its concentration on the universal themes in Shakespearean texts, helping students understand the relevance of Shakespeare and his applicability to modern life. By comparing Shakespeare to a modern text of their choice, students will make connections with literature related to their own interests. In this unit, students will examine the structural components of Shakespearean texts along with the development of characters, conflict, and symbolism, to gain an understanding of the malleability and relevance of Shakespeare. They will also explore structural similarities and differences between tragedies and comedies, examine poetic elements in Shakespeare’s writing, and assess the transformational potential of a complementing work by Shakespeare as well as a text of their choice.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *English I Honors*:

- *2023 New Jersey Student Learning Standards: English Language Arts for Grades 9-10*
 - Reading: RI.CR.9–10.1., RI.CI.9–10.2, RI.PP.9–10.5, RI.MF.9–10.6., RI.TS.9–10.4, RL.CR.9-10.1, RL.CI.9-10.2, RL.IT.9-10.3, RL.TS.9-10.4, RL.PP.9-10.5, RL.CT.9-10.8,
 - Writing: .NW.9–10.3 A-E, W.SE.9–10.6, W.RW.9–10.7.
 - Speaking and Listening: SL.PE.9-10.1 A-D, SL.PI.9-10.4, SL.AS.9-10.6
 - Language: L.SS.9-10.1 A-E, L.KL.9-10.2 A-C, L.VL.9-10.3 A-E,
- *2020 New Jersey Student Learning Standards: Visual and Performing Arts*
 - 1.4.12prof.Re7b, 1.4.12prof.Re8a, 1.4.12prof.Re8c, 1.4.12prof.Cn10a, 1.4.12prof.Cn11a-b
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.1, 8.2.12ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2-3, 9.4.12.IML.1-4, 9.4.12.IML.7, 9.4.12.TL.1-4

Unit Essential Questions		Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Why is it important to think for oneself and experiment with new ideas? ● How can students make effective and analytical comparisons between texts? ● Why is it essential for students to be able to make meaningful connections between texts from different time periods? ● What are the structural expectations of a comedy vs. a tragedy? ● How do authors create thematic, symbolic, and poetic representations in their texts? ● Can students identify and understand the purpose of literary devices associated with poetic form and content? ● *How do writers emulate classic authors' structure and ideas? 		<ul style="list-style-type: none"> ● Experimentation and innovation are critical to the progress of oneself and of society at large. ● Students can make effective and analytical comparisons between texts by developing an understanding of shared/universal themes and collecting evidence to support their comparisons. ● Students must understand texts as more than singular, isolated works. Instead, literature should be read and analyzed in conversation with other works, both from the same and different eras, in order to fully understand the author's purpose and influence. ● There are structural differences between tragedy and comedy that can be identified by the reader. ● By repetition of symbols, motifs, conflicts, and parallel characters and situations authors are able to create overall messages for the readers. ● Literary devices enhance the meaning of themes and motifs throughout a text. ● *Connections between classic authors and varied, modern texts demonstrate the connection that can be made between most modern writing and any classic texts. These connections can enhance understanding of common themes, symbols, and motifs used to craft a story. 	
Evidence of Learning			
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Classwork ● Homework ● Performance activities ● Study guides ● Vocabulary terms ● Choice reading journal ● quizzes ● Individual student conferences/check-ins with teacher ● Shakespearean Adaptation Project (Alternative) 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Test (Summative) ● Seminar (Summative) ● Academic Paper Timed Writing ● Academic Paper Process Writing ● Shakespeare Adaptation Presentation (summative) 	Resources Needed: <ul style="list-style-type: none"> ● <i>Romeo and Juliet</i>, Shakespeare ● <i>Taming of the Shrew</i>, Shakespeare ● <i>10 Things I Hate About You</i> (film) ● Choice text ● Vocabulary.com 	

Unit IV: Characterization and Point of View

Unit Summary

The “Characterization and Point of View” unit aims to enhance the development of analytical and critical thinking skills by foregrounding characterization and the development of identity. Students will understand the importance of cultural and societal context in the analysis of fiction, focusing on the utility of narration and narrative elements in the creation of

this context. While considering cultural and environmental factors in fiction, students will explore these same elements in their own lives by examining their participation in digital communities. In addition, students will investigate the role that characterization and narration play in the construction of character identity, specifically how that identity fits into the cultural and societal context in which the characters exist.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *English I Honors*:

- *2023 New Jersey Student Learning Standards: English Language Arts for Grades 9-10*
 - Reading: RL.CR.9-10.1, RL.CI.9-10.2, RL.IT.9-10.3, RL.TS.9-10.4, RL.PP.9-10.5, RL.CT.9-10.8,
 - Writing: W.NW.9-10.3 A-E, W.RW.9-10.7.
 - Speaking and Listening: SL.PE.9-10.1 A-D, SL.PI.9-10.4, SL.AS.9-10.6
 - Language: L.SS.9-10.1 A-E, L.KL.9-10.2 A-C, L.VL.9-10.3 A-E, L.VI. 9-10.4 A-C,
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.CivicsPI.14.d, 6.1.12.GeoPP.14.a, 6.1.12.GeoPP.14.b, 6.1.12.HistoryCA.14.b, 6.1.12.HistoryCA.14.c, 6.1.12.HistorySE.14.a-b, 6.1.12.HistoryCC.16.b
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.1C.1, 8.2.12.1TH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2-3, 9.4.12.IML.1-4, 9.4.12.IML.7, 9.4.12.TL.1-4

Unit Essential Questions

- Why is it important to think for oneself and experiment with new ideas?
- What are effective characterization methods?
- *How does a writer’s use of dialect inform the reader’s understanding of that text?
- How does the research process inform the reader’s understanding of a text?
- How do structural elements and form impact the story?
- *What impact do point of view and narration have on the overall meaning of the text?

Unit Enduring Understandings

- Experimentation and innovation are critical to the progress of oneself and of society at large. By developing critical thinking skills students will develop a growth mindset.
- Writers employ direct and indirect characterization to convey characters to an audience.
- *Writers employ dialect to enhance characterization and setting, informing the characters’ identities.
- Researching/understanding the time period and context of a text enables the reader to better understand and analyze the importance of the text as well as the author’s intent.
- Writers use structural elements and form to enhance the storytelling elements in a text.
- *The point of view and narration greatly impact the overall messages of the texts.

Evidence of Learning

Formative & Alternative Assessments:

- Classwork
- Homework
- Performance activities
- Journals
- Group Co-Op Symbolism Presentations (Alternative)
- Vocabulary terms
- Individual student conferences/check-ins with teacher

Benchmark & Summative Assessments:

- Tests
- Seminar
- Academic Timed Writing (Summative)
- Quizzes

Resources Needed:

- **Their Eyes Were Watching God*, Zora Neale Hurston
- **“Looking for Zora”*, Alice Walker
- **“How it Feels to be Colored Me”*, Zora Neale Hurston
- **“Theme for English B”*, Langston Hughes
- **“The Negro Speaks of Rivers”* Langston Hughes
- **“Language Barrier”*, James Kelley
- Common Sense Media
- Vocabulary.com

Unit V: Theatrical Conventions Throughout Time

Unit Summary

In the “Theatrical Conventions Throughout Time” unit, students will examine the tragic framework created by the Ancient Greeks and, through the juxtaposition of a classical play with a modern drama, determine how literary works from the past continue to influence how modern playwrights represent the aspects of the human condition. Students will explore the development of theatrical conventions over time, closely analyze the use of narration in drama and identify and analyze dramatic heroes.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *English I Honors*:

- *2023 New Jersey Student Learning Standards: English Language Arts for Grades 9-10*
 - Reading: RI.CR.9–10.1., RI.CI.9–10.2, RI.PP.9–10.5, RI.MF.9–10.6., RI.TS.9–10.4, RL.CR.9-10.1, RL.CI.9-10.2, RL.IT.9-10.3, RL.TS.9-10.4, RL.PP.9-10.5, RL.CT.9-10.8,
 - Writing: W.AW.9-10.1 A-E, W.WP.9-10.4, W.RW.9-10.7
 - Speaking and Listening: SL.PE.9-10.1 A-D, SL.PI.9-10.4, SL.AS.9-10.6
 - Language: L.SS.9-10.1 A-E, L.VL.9-10.3 A-E, L.VI. 9-10.4 A-C,
- *2020 New Jersey Student Learning Standards: Visual and Performing Arts*
 - 1.4.12prof.Re7b, 1.4.12prof.Re8a, 1.4.12prof.Re8c, 1.4.12prof.Cn10a, 1.4.12prof.Cn11a-b
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.1, 8.2.12.IH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2-3, 9.4.12.IML.1-4, 9.4.12.IML.7, 9.4.12.TL.1-4

Unit Essential Questions

- What is a tragic hero?
- What narrative conventions are used in drama?
- Why did the Ancient Greeks choose to embed human, ideological, and social issues in their tragic texts?
- What similarities does modern drama share with Ancient drama?
- How does modern drama differ from Ancient drama?
- *What commonalities exist between fictionalized heroes and modern change-makers?

Unit Enduring Understandings

- A tragic hero is a recurring convention in Ancient Greek drama that was identified by Aristotle. The tragic hero continues to influence modern drama today.
- While the Ancient Greeks relied heavily on the chorus, modern dramatists explore multifaceted methods of narration, including the convention of an unreliable narrator. In all cases, playwrights use narration to further develop their themes.
- Modern life continues to demonstrate the actions, behaviors, and psychologies that the Ancient Greeks explored through drama in many ways. While the context may change, the basic human condition is constant. Modern playwrights use multiple stage conventions, plot elements, and literary devices to enhance their plays. Through comparison and contrast, students will develop a clear perspective on the evolution of theater.
- Modern playwrights often complement their stories with a dramatic design that includes new technologies. The relationship between theatrical design and thematic intentions is ever-evolving.
- *Ancient and modern heroes are upstanders against injustices.

Evidence of Learning

Formative & Alternative Assessments:

- Classwork
- Homework
- Close reading annotations
- Performance activities (Alternative)
- Study guides
- Vocabulary terms
- Journals
- Quizzes
- Individual student conferences/check-ins with teacher

Benchmark & Summative Assessments:

- Tests
- Seminar (Summative)
- Academic Paper Timed Writing (Summative)
- Modern Heroes Process Paper
- performance activities (Summative)

Resources Needed:

- *Antigone*, Sophocles
- *Amadeus*, Peter Shaffer
- Vocabulary.com

Unit VI: Bridging Poetry and Narratives

Unit Summary

In the “Bridging Poetry and Narratives” unit, students will establish their baseline skills in the analysis of poetry. Students will analyze the point of view as they explore the speaker’s connection to thematic intention. In addition, students will learn domain-specific language having to do with the analysis of poetic form and meter. Students will perform close readings on selected poems, analyze the speaker, identity, and point of view in poetry, compare authors’ poetic style and form, and contrast use of language in poetry versus prose.

Standards/Core Ideas/Performance Expectations/Progress Indicators		
<p>The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>English I Honors</i>:</p> <ul style="list-style-type: none"> ● <i>2023 New Jersey Student Learning Standards: English Language Arts for Grades 9-10</i> <ul style="list-style-type: none"> ○ Reading: RL.CR.9-10.1, RL.CI.9-10.2, RL.IT.9-10.3, RL.TS.9-10.4, RL.PP.9-10.5, RL.CT.9-10.8, RI.CR.9-10.1. ○ Writing: W.AW.9-10.1 A-E, W.WP.9-10.4, W.RW.9-10.7 ○ Speaking and Listening: SL.PE.9-10.1 A-D, SL.PI.9-10.4, SL.AS.9-10.6 ○ Language: L.KL.9-10.2 A-C, L.VL.9-10.3 A-E, L.VI. 9-10.4 A-C, ● <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.HistoryCC.3.a, 6.1.12.HistoryCC.8.c, 6.1.12.HistorySE.14.a, 6.1.12.HistorySE.14.b ● <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.IC.1, 8.2.12.ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1 ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2-3, 9.4.12.IML.1-4, 9.4.12.IML.7, 9.4.12.TL.1-4 		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Why is it important to think for oneself and experiment with new ideas? ● What is poetry? ● What strategies can be used to analyze the thematic meaning of poetry? ● How does an author’s use of style, structure, and literary techniques convey a message to readers? ● *How does a poet convey the speaker’s identity and point of view? ● Is all poetry in verse form? 	<ul style="list-style-type: none"> ● Experimentation and innovation are critical to the progress of oneself and of society at large. ● Poets often utilize form, meter, and literary devices to structure their works. ● By analyzing diction, syntax, rhyme scheme, meter, symbols, and themes, students can develop an annotation practice as a foundation for analytical study. ● By examining the combination of style, structure, and literary techniques, students will determine how elements combine to convey a cohesive, thematic message. ● *By analyzing diction and poetic devices the students will be able to analyze a speaker’s identity and point of view. ● By exploring poetic devices used in narratives as well as poetry, students will understand the connections between different genres of fiction. 	
Evidence of Learning		
<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> ● Classwork ● Homework ● Close reading annotations ● Study guides ● Vocabulary terms ● Journal ● Quizzes ● Individual student conferences/check-ins with teacher ● Creative Vignette Modeling (Alternative) 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> ● Tests ● Final Seminar (Summative) ● Final Academic Paper Process Writing (Summative) ● Creative vignette modeling (Summative) ● Poetry modeling (Summative) 	<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>Poet X</i> by Elizabeth Acevedo ● <i>House on Mango Street</i> by Sandra Cisneros ● Vocabulary.com

Section IX: Unit Reflection

The *English I Honors* instructional team must confer upon the completion of each instructional unit and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed Unit Reflection Forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *English I Honors* curriculum.

Unit Reflection Form: <i>English I Honors</i>			
Lesson Activities:	Strongly	Moderately	Weakly

Foster student use of technology as a tool to develop critical thinking, creativity, and innovation skills;			
Are challenging and require higher-order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix
Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)