

Rumson-Fair Haven Regional High School

Course: *English I*

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Section I: Course Description

English I integrates the study of language and literature to enhance and reinforce literacy and higher order critical thinking that is needed for the 21st Century. The thematic focus of *English I* asks students to consider heroes from a variety of cultures and contexts. Students enrolled in *English I* will gain exposure to historically diverse voices through the selection of core texts while building traditional English skills such as close reading and argumentative writing. Furthermore, an emphasis will be placed on acquiring the academic skills required of high school students such as note-taking, time management, and organization. By fostering these capacities throughout the year, students will gain confidence as they participate in various papers/projects that require them to display these skills through authentic assessments.

Section II: NJSL: 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 (NJSL-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. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSL:**
 - “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.”
4. **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.”

5. ***Amistad Law: N.J.S.A. 18A 52:16A-88:**
 - o 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.”
6. ***Holocaust Law: N.J.S.A. 18A 35-28:**
 - o 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.”
7. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
 - o 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.”
8. ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
 - o 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.”
9. 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* 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* 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

Course Title: <i>English I</i>	Grade Level: 9
Unit I: Academic Reading Bootcamp	Weeks 1-4
Unit II: Characterizing the Everyman Hero	Weeks 5-9
Unit III: Tragedy and Heroism: Mobilizing Evidence for Argument	Weeks 10-18
Unit IV: Analyzing and Evaluating the Classic Hero	Weeks 19-25
Unit V: War Heroes: Comparing Depictions of War Across Time	Weeks 26-35
Unit VI: Defining and Presenting Modern Heroes	Weeks 36-40

Section VI: Primary Texts and Year Long Instructional Resources

The following texts and instructional resources are employed for all students in *English I*:

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- Turnitin.com (<https://www.turnitin.com>)
- Kahoot!
- OWL at Purdue (https://owl.purdue.edu/owl/purdue_owl.html)
- TED.com
- ABC-CLIO and Encyclopedia Britannica
- *Learning Commons for Independent Reading
- *PoetryFoundation.com
- **A Raisin in the Sun*
- **The House on Mango Street*
- *Romeo & Juliet*
- *The Odyssey*
- *All Quiet on the Western Front*
- *A Midnight Clear*

Section VII: Grading Formula and Assessment Modes

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

Assessments in *English I* 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* 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* curriculum by the *English I* instructional team:

Unit I: Academic Reading Bootcamp		
Unit Summary		
<p>In this unit, students will gain exposure to concepts universal to academic English instruction at the secondary level. Students will select a choice reading text, grounded in stories of diverse American experiences, that they will engage with on a daily basis both in class with direct support and at home furthering independent reading strategies. Daily instruction will consist of mini-lessons and guided note-taking/annotating, silent sustained reading time, and sharing out with group directed activities and writing assignments. The unit will culminate in a test on the English concepts explored through the mini-lessons and a book talk conducted with the teacher at the end of their reading.</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</i>:</p> <ul style="list-style-type: none"> ● <i>2023 New Jersey Student Learning Standards: English Language Arts 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.CT.9–10.8 ○ Writing: W.IW.9–10.2, W.RW.9–10.7, ○ Speaking and Listening: SL.PE.9–10.1, SL.ES.9–10.3, ○ Language: L.VL.9–10.3, L.VI.9–10.4 ● <i>2023 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.HistoryCA.2.a ● <i>2023 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.CS.4: ● <i>2023 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.CI.1 		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● What are key successful strategies for reading in an academic environment? ● What are the essential elements of a narrative and how do students identify and utilize them? ● How can students become independent readers and writers? ● *What are the various hero archetypes in literature? 	<ul style="list-style-type: none"> ● Good readers ask questions, make predictions, and connect what they have read to other texts/experiences in order to make meaning out of a story. ● There are many essential elements students will engage with to better understand and process narratives including plot structure, setting, conflict, characterization, and narrative point of view. ● Independent readers create a schedule to manage their time and meet benchmarks in pursuit of their reading goals. They are able to observe and focus on important details from the text, recognizing their significance for not only plot advancement but also character development. ● *There are a number of hero archetypes that students will interact with throughout the year including everyman heroes, epic heroes, tragic heroes and war heroes. Students will explore these archetypes and others as they work to identify and characterize the use of these archetypes in class readings. 	
Evidence of Learning		
Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Journals ● Teacher Book Talk (Alternative) ● “Hero’s Journey” School-wide Scavenger Hunt (Alternative) ● Classwork ● Homework ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Timed Write (Benchmark) ● End-of-Unit Test (Benchmark) ● Teacher Book Talk (Summative) 	<ul style="list-style-type: none"> ● Learning Commons ● Types of Heroes ● *Choice Reading Selection ● Journal

Unit II: Characterizing the Everyman Hero
Unit Summary
<p>In this unit, students will encounter various “Everyman Heroes” and develop the skill of characterizing these individuals using text evidence for their analyses. Students will also define key literary devices and identify and analyze their use within</p>

the texts to gain a deeper understanding of the authors' message and significant themes. Students will be asked to mobilize a variety of syntactical constructions within a paragraph to work on the building blocks of an essay.

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*:

- *2023 New Jersey Student Learning Standards: English Language Arts 9-10*
 - Reading: RL.CR.9–10.1, RI.CR.9–10.1, RL.CI.9–10.2, RI.CI.9–10.2, RL.IT.9–10.3, RL.TS.9–10.4
 - Writing: W.AW.9–10.1, W.IW.9–10.2, W.WP.9–10.4, W.WR.9–10.5, W.SE.9–10.6, W.RW.9–10.7
 - Speaking and Listening: SL.PE.9–10.1
 - Language: L.SS.9–10.1, L.KL.9–10.2, L.VL.9–10.3
- *2023 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.CivicsDP.5.a, 6.1.12.HistorySE.14.b
- *2023 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.12.IML.8, 9.1.8.CDM.2

Unit Essential Questions

- How can everyday people be heroic?
- How do good readers take notes on what they read for academic purposes?
- How and why do authors use figurative language to convey a message?
- What is direct and indirect characterization and how do they help the reader better understand dynamic characters?
- *Why is cultural context so important to understand before reading a text?

Unit Enduring Understandings

- Everyday people are heroes, too. Parents, coaches, teachers, and everyday citizens can take on challenges that are larger than themselves.
- Competent readers are selective when taking notes on a given text; they should include key characters, details about setting, key plot points, and emerging themes.
- Authors use figurative language to communicate the tone of the text. This method forces audience members to read critically and it makes the author's writing more interesting.
- Direct characterization is when the author tells the audience what they should think about a character; indirect characterization allows the audience member to note the character's words, actions, and effect on others and draw conclusions on their own. Good readers track character development over the course of the text.
- *The cultural and historical context of a story provides the historical framework for a text. As such, the characters and details of the developing conflict(s) are beholden to the reality of that setting, forcing audience members to contend with those realities and experience the text's events from that specific lens.

Evidence of Learning

Formative & Alternative Assessments:

- Reading Checks
- Historical Context Research Assignment
- Classwork
- Homework
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Seminar (Benchmark)
- Summer Reading Assessment (Benchmark)
- Character Portrait and Analytical paragraphs (Benchmark)
- Literary Terms Test (Benchmark)

Resources Needed:

- **The House on Mango Street* by Sandra Cisneros
- **A Raisin in the Sun* by Lorraine Hansberry
- **A Raisin in the Sun*: Film Adaptation (1961)
- *"Harlem" by Langston Hughes
- *Poetry.com
- Vocabulary.com
- *"Eleven" by Sandra Cisneros
- Library databases for research (ABC-Clio and Britannica)
- "What Makes a Hero?" TED-Ed
- Joseph Campbell's Monomyth structure

Unit III: Thematic Connections Across Time

Unit Summary

In this unit, students will continue to engage with figurative language, this time as they encounter poetry and a tragic play. Students will become familiar with the concept of the tragic hero and will be asked to evaluate the main characters through this lens. To do so, they will take their understanding of syntax from the last unit and work towards crafting a thesis statement to preview an argument and structured body paragraphs that include the following elements: clear, original claims, direct and indirect evidence, and analysis. They will be asked to interpret scenes as well, again leveraging text evidence as

they justify their perspectives. By the end of the unit, students will be able to identify and track emerging themes from the play and make connections to modern events to better understand universal themes.

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*:

- *2023 New Jersey Student Learning Standards: English Language Arts 9-10*
 - Reading: RL.CR.9–10.1., RL.CI.9–10.2., RL.IT.9–10.3., RL.TS.9–10.4., RL.MF.9–10.6.,
 - Writing: W.AW.9–10.1, W.WP.9–10.4., 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.KL.9–10.2. A-C, L.VL.9–10.3. A-E, L.VI.9–10.4.A-C
- *2023 New Jersey Student Learning Standards: Social Studies*
 - 6.2.12.HistoryUP.2.a
- *2023 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.CS.4
- *2023 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.12.CI.1, 9.4.12.IML.8

Unit Essential Questions

- Why do certain texts transcend time?
- Why are readers drawn to tragic tales?
- How can writers craft compelling claims?
- What is the best evidence to support a claim?
- What effect does the use of figurative language have on a text?

Unit Enduring Understandings

- Authors use universal themes to engage audiences across time and distance so viewers connect with their characters.
- Tragedy allows readers to feel catharsis, getting rid of excess emotions.
- Writers can craft and develop claims by exploring what they find most interesting about a text.
- Effective evidence provides the writer with information relevant to and in line with their argument while simultaneously allowing for deeper explanation and analysis to strengthen arguments.
- Figurative language helps the author creatively develop the movement of a scene which in turn allows for various interpretations of characters and events.

Evidence of Learning

Formative & Alternative Assessments:

- Reading Checks
- Classwork
- Homework
- Scene Reenactment (Alternative)
- Act Experts Group Work
- *Romeo and Juliet* Soundtrack Project (Alternative)
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- *Romeo and Juliet* Soundtrack Project (Summative)
- *Romeo and Juliet* Test
- Seminar (Summative)

Resources Needed:

- [Assorted sonnets by William Shakespeare](#)
- *The Tragedy of Romeo and Juliet* by William Shakespeare
- Various Film Adaptations (Lurhmann, Zeffirelli)
- Poetry.com
- Vocabulary.com
- Library databases for research (ABC-Clio and Britannica)
- Joseph Campbell's Monomyth structure

Unit IV: Analyzing and Evaluating Classical Heroes

Unit Summary

In this unit, students will explore the world of the ancient Greeks by familiarizing themselves with the Pantheon and exploring this civilization's cultural values by analyzing the stories this civilization told. They will be introduced to the concept of the classical hero by reading excerpts of classic tales of heroism. Students will continue exploring Joseph Campbell's Monomyth structure. Students will use their developing ability to select evidence for their various claims and work on combining these claims to present a succinct thesis statement that provides a roadmap for an argumentative essay.

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*:

- *2023 New Jersey Student Learning Standards: English Language Arts 9-10*
 - Reading: RL.CR.9–10.1, RI.CR.9–10.1, RL.CI.9–10.2, RI.CI.9–10.2, RL.IT.9–10.3, RL.TS.9–10.4
 - Writing: W.AW.9–10.1, W.WP.9–10.4, W.WR.9–10.5, W.SE.9–10.6
 - Speaking and Listening: SL.PE.9–10.1. A-D, SL.ES.9–10.3, SL.PI.9–10.4.

<ul style="list-style-type: none"> ○ Language: L.KL.9–10.2. A-C, L.VL.9–10.3. A-E, L.VI.9–10.4.A-C ● <i>2023 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.HistoryCC.3.a ● <i>2023 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.IC.1, 8.1.12.CS.4 ● <i>2023 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> ○ 9.1.8.CR.4 		
Unit Essential Questions		Unit Enduring Understandings
<ul style="list-style-type: none"> ● How do an individual's flaws complicate our understanding of heroism? ● How can good readers better understand and analyze verse when reading for academic purposes? ● How have the expectations for heroes changed from the time of the Ancient Greeks to modern day? ● Why do writers use thesis statements? 		<ul style="list-style-type: none"> ● Even for "Epic Heroes" like Odysseus, flaws and imperfections are a reality that must be accepted and overcome for the reader to gain a complete picture of the character and their intentions. ● Good readers will use their developing notetaking skills, careful reading strategies, and on-the-spot research to decode and dissect the stylistic and creative challenges presented in verse writing. ● Writers develop an understanding of the characters and themes present in ancient texts, support these understandings with evidence and reasoning, and compare them directly with their own understandings of their modern world. ● Thesis statements provide necessary structure to an argument for both the reader and the writer.
Evidence of Learning		
Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Reading Checks ● Research-based Assignments ● Classwork ● Homework ● Mapping Odysseus (Alternative) ● Role playing: Gods and Goddesses ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Greek Pantheon Presentation (Benchmark) ● Contemporary Hero Persuasive Essay (Benchmark) ● Seminar ● <i>The Odyssey</i> Test 	<ul style="list-style-type: none"> ● <i>The Odyssey</i> by Homer ● Vocabulary.com ● Joseph Campbell's Monomyth structure ● Library databases for research (ABC-Clio and Britannica)

Unit V: Comparing War Experiences	
Unit Summary	
<p>In this unit, students will continue to expand upon their ideas of heroism by examining wartime experiences. In many classic tales, a hero is one who shows bravery in the face of danger. War texts can offer a counter to this idealized vision of a hero. Students will compare and contrast wartime experiences across time and place to evaluate the nature of war. Students will encounter historical documents, informational texts, propaganda posters, poetry, and film in order to understand war's impact on the individual. The unit will culminate in a compare/contrast paper that explores fundamental truths about war.</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</i>:</p> <ul style="list-style-type: none"> ● <i>2023 New Jersey Student Learning Standards: English Language Arts 9-10</i> <ul style="list-style-type: none"> ○ Reading: RL.CR.9–10.1, RI.CR.9–10.1, RL.CI.9–10.2, RI.CI.9–10.2, RL.IT.9–10.3, RL.TS.9–10.4, RL.PP.9–10.5 ○ Writing: W.AW.9–10.1, W.WP.9–10.4, W.WR.9–10.5, W.SE.9–10.6, W.RW.9–10.7 ○ Speaking and Listening: SL.PE.9–10.1, SL.ES.9–10.3, SL.PI.9–10.4, SL.UM.9–10.5 ○ Language: L.SS.9–10.1, L.KL.9–10.2, L.VL.9–10.3 ● <i>2023 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.EconNE.16.b, 6.2.8.HistoryCC.3.a ● <i>2023 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.2.12.EC.3, 8.1.12.CS.4 ● <i>2023 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills</i> <ul style="list-style-type: none"> ○ 9.4.12.IML.8 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● Why is it important to contextualize war? 	<ul style="list-style-type: none"> ● Countries go to war for a variety of reasons that are political, economic, and moral in nature.

<ul style="list-style-type: none"> • *How does war impact its participants? • Why is it important to compare two disparate events? • How do students effectively identify and analyze propaganda to determine its purpose and the strategies being used within it? • What are the actionable benefits for students analyzing wartime propaganda? 	<ul style="list-style-type: none"> • *War has devastating impacts on the individual and the society. While a lot of war instigators claim that there is glory for soldiers, war destroys lives, land, and futures. • Comparison is something humans naturally do; comparisons often allow us to understand broader truths with more depth. • To better identify and analyze propaganda in a wartime setting, students must understand, be able to identify, and analyze the purpose of various rhetorical strategies (ethos, pathos, logos, etc.). Once students can identify and summarize the purpose of these rhetorical strategies, they can begin to implement them in their own writing for argumentative purposes. • Propaganda, and the techniques of rhetoric and argument used within it, are not unique to times of war and conflict. Understanding the strategies used in propaganda allow students to not only understand this period of history better, but also better understand modern rhetorical applications like argument building and advertisement strategies. Each of these skills make students more critical readers and argumentative writers. 	
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> • Reading Checks • WWI Background Presentation • Classwork • Homework • Graphic Organizers • Propaganda Analysis (Alternative) • Individual student check-ins with teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> • WWI Background presentations (Summative) • War Comparison Essay (Summative) • Seminar (Summative) 	Resources Needed: <ul style="list-style-type: none"> • <i>All Quiet on the Western Front</i> • *Various War poetry (varied conflicts, countries of origin, etc.) (accessible via CommonLit) • Library databases for research • Vocabulary.com

Unit VI: Defining and Presenting Modern Heroes

Unit Summary

In this unit, students will apply what they have learned throughout the year about heroic archetypes to nominate and present a personal hero of their choice. Students will need access to this individual so that they can interact with him/her in order to gain understanding into their personal heroic journey and support their nomination. This unit will culminate in a defense of their selection and a presentation meant to persuade an audience of the merits of their hero.

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*:

- *2023 New Jersey Student Learning Standards: English Language Arts 9-10*
 - Reading: RI.CR.9–10.1, RI.CI.9–10.2
 - Writing: W.AW.9–10.1, W.WP.9–10.4, W.WR.9–10.5, W.SE.9–10.6, W.RW.9–10.7
 - Speaking and Listening: SL.PE.9–10.1, SL.II.9–10.2, SL.PI.9–10.4, SL.UM.9–10.5
 - Language: L.SS.9–10.1, L.KL.9–10.2
- *2023 New Jersey Student Learning Standards: Social Studies*
 - 6.3.8.CivicsPI.2, 6.1.2.HistoryUP.2
- *2023 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.CS.4.
- *2023 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills*
 - 9.4.12.CI.1

Unit Essential Questions

- Where can we find heroes in the modern world?
- What are the defining characteristics of a modern hero?
- What strategies will

Unit Enduring Understandings

- Modern heroes can be found in any number of places, including, but not limited to, coaches, family members, and others within our own community.
- The definition of a modern hero is dependent on the individual's values and experiences. Heroes take many different forms - they do not need to be perfect, but the hero will fit their own personal understanding of the

<p>students use to compose and utilize effective interview questions?</p> <ul style="list-style-type: none"> • What are the characteristics of an effective presentation by students to their peers and teachers? 	<p>label, and contain an example from their own lives that fits their unique definition.</p> <ul style="list-style-type: none"> • Students will reflect back on the notetaking and questioning strategies used throughout the year to aid them in their dissection of classroom texts in order to compose effective interview questions. They will use open-ended questions that encourage detailed and expansive answers, allowing the interviewee to share their experiences and perspective fully. • An effective presentation is well-structured, with a clear introduction, body, and conclusion that logically flow and support the main argument. Students should present with confidence, clearly articulating their words at an appropriate pace, while making eye-contact to effectively communicate their message.
Evidence of Learning	
<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Modern Hero Interview • Modern Hero Symposium (Alternative) • Classwork • Homework • Individual student check-ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Modern Hero Presentation (Summative) • Modern Hero Defense <p>Resources Needed:</p> <ul style="list-style-type: none"> • Types of Heroes • Art supplies • Access to personal hero

Section IX: Unit Reflection

The *English I* instructional team must confer upon the completion of each instructional unit in the *English I* curriculum 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* curriculum.

Unit Reflection Form: <i>English I</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)