

Rumson-Fair Haven Regional High School

Course: *Honors English Composition*

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Section I: Course Description

Honors English Composition integrates the study of language and texts to reinforce and enhance the literacy capacities and higher-order critical thinking skills needed for the 21st Century. In this course, students will read contemporary nonfiction texts to refine close reading skills. Through a series of writing cycles, learners will craft independent arguments and develop their claims with germane evidence. Students will develop conversancy through the use of heuristics to synthesize multiple texts. During the drafting process, learners will cultivate an appreciation for the revision process by participating in peer review and ultimately mobilizing feedback and adjusting drafts. As a culminating experience, students will gain agency over the writing process through an exploration of a self-selected prompt.

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 State Learning Standards-Social Studies:**
 - "...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. **2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education:**
 - "Successful preparation of students for the opportunities, rigors, and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students.

Today's students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSL-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences.

5. **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.”
6. **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.”
7. ***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.”
8. ***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.”
9. ***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.”
10. ***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.”
11. 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 *Honors English Composition* 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 individually 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 *Honors English Composition* 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>Honors English Composition</i>	Grade Level: 11
Unit I: Introduction to Critical Reading and Writing	Weeks 1-8
Unit II: Conversancy Between Texts	Weeks 9-17
Unit III: Intertextual Essay with Choice	Weeks 18-25
Unit IV: Multimodal Synthesis Project	Weeks 26-29
Unit V: Thinking Differently	Weeks 30-36
Unit VI: The Psychology of Children’s Literature	Weeks 37-40

Section VII: Primary Texts and Year Long Instructional Resources

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

- Google Classroom
- Common Sense Education (www.commonsense.org)
- Turnitin.com (<https://www.turnitin.com/>)
- Diana Hacker and Nancy Sommer’s *A Writer’s Reference*, 9th Edition
- A sampling of contemporary nonfiction articles including:
 - Maria Konnikova’s “The Limits of Friendship”
 - Zandria Robinson’s “Border Wars”
 - Sarah Smarsh’s “Poor Teeth”
 - Malcolm Gladwell’s “Free Brian Williams”
 - Peter Singer’s “Visible Man: Ethics in a World Without Secrets”
 - Helen Rosner “Christ in the Garden of Endless Breadsticks”
 - Sophie Gilbert “Padma Laskshmi’s New Show is a Trojan Horse”
 - Kenji Yoshino’s “Preface and the New Civil Rights”
- *Eternal Sunshine of the Spotless Mind* dir. by Michel Gondry
- *Stories we Tell* dir. by Sarah Polley
- “The Psychological Significance of Children’s Literature” by Jacqueline Sanders
- *Where the Wild Things Are* by Maurice Sendak
- *The Giving Tree* by Shel Silverstein

- *The Missing Piece* by Shel Silverstein
- *Swimmy* by Leo Lionni
- *Corduroy* by Don Freeman
- *A Bad Case of Stripes* by David Shannon
- *The Name Jar* by Yangsook Choie
- *Undeclared* by Kwame Alexander
- *Wall-E* dir. Andrew Stanton
- *But What if We're Wrong?* by Chuck Klosterman
- *The Matrix* dir. Wachowskis
- teacher selected articles and media to supplement instructional units

Section VIII: Grading Formula and Assessment Modes

Marking period grades in *Honors English Composition* 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 *Honors English Composition* 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 *Honors English Composition* instructional team to inform future learning and to measure student growth.

Section IX: Unit Templates

The following unit templates have been established for the *Honors English Composition* curriculum by the *Honors English Composition* instructional team:

Unit I: Introduction to Critical Reading and Writing		
Unit Summary		
In Unit I, students will read and write about a variety of texts concerning a range of relevant, complex, contemporary issues. Through note-taking, class discussion, and drafting, students will read deeply, think critically, and write interpretively. They will communicate complex ideas effectively, in standard written English, to a general audience, evaluate and critically assess sources and use the conventions of attribution and citation correctly, analyze and synthesize information and ideas from multiple sources to generate new insights and engage in critical reading of complicated writings. The unit will culminate with the creation of an independent argument based on a deep understanding of one focus nonfiction text.		
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 <i>Honors English Composition</i> :		
<ul style="list-style-type: none"> • <i>2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12</i> <ul style="list-style-type: none"> ○ Reading: RI.CR.11–12.1, RI.CI.11–12.2, RI.IT.11–12.3, RI.TS.11–12.4, RI.PP.11–12.5, RI.MF.11–12 ○ Writing: W.AW.11–12.1, W.IW.11–12.2, W.WP.11–12.4, W.WR.11–12.5, W.SE.11–12.6, W.RW.11–12.7 ○ Speaking and Listening: SL.PE.11–12.1, L.II.11–12.2, SL.ES.11–12.3, SL.PI.11–12.4, SL.AS.11–12.6 ○ Language: L.SS.11–12.1, L.KL.11–12.2, L.VL.11–12.3, L.VI.11–12.4 • <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.HistoryCA.14.c, 6.1.12.HistorySE.14.b, 6.1.12.HistoryCC.16.a-b, 6.2.12.CivicsHR.6.b, 6.1.12.HistoryCC.3.a, 6.1.12.HistorySE.14.a. • <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.1C.1, 8.2.12.1TH.1, 8.2.12.1TH.3, 8.2.12.1ETW.1, 8.2.12.1ETW.4, 8.2.12.1EC.1, 8.2.12.1EC.2 • <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.1, 9.4.12.CT.2, 9.4.12.DC.4. 		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> • What happens when one considers writing as a process rather than a product? • What are the expectations of a writer in a composition course? • What is the relationship between reading and writing? 	<ul style="list-style-type: none"> • Students will understand that writing is a tool for thought and that the drafting process is crucial in formulating independent, critical ideas. • Students will adjust to the demands of the course through regimented reading and writing processes and apply the strategies learned in class in their independent practice. • Students will realize the relationship between close reading and strong writing and will strengthen critical analysis skills through thorough, specific note-taking. 	
Evidence of Learning		
Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> • Classwork 	<ul style="list-style-type: none"> • Benchmark Summer Reading 	<ul style="list-style-type: none"> • <i>A Writer's Reference</i> • Maria Konnikova's "Limits of

<ul style="list-style-type: none"> • Comp notes • Peer review activities • Group analysis assignments • Informal seminars • Quick writes • Synthesis activities • Individual student check-ins with teacher 	<p>Exam</p> <ul style="list-style-type: none"> • Benchmark Reading Quizzes • Benchmark Summative Essay Assessment 	<p>Friendship”</p> <ul style="list-style-type: none"> • Zandria Robinson’s “Border Wars” • Sarah Smarsh’s “Poor Teeth” • Malcolm Gladwell’s “Free Brian Williams” • Peter Singer’s “Visible Man: Ethics in a World Without Secrets” • Peer review materials • Google Suite products • Student drafts
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Unit II: Conversancy Between Texts

Unit Summary

In Unit II, students will read and write about a variety of texts concerning a range of relevant, complex, contemporary issues. Through note-taking, class discussion, and drafting, students will read deeply, think critically, and write interpretively and effectively. They will communicate complex ideas effectively, in standard written English, to a general audience, evaluate and critically assess sources and use the conventions of attribution and citation correctly, analyze and synthesize information and ideas from multiple sources to generate new insights and engage in critical reading of complicated writings. The unit will culminate with the creation of an independent argument demonstrating the synthesis of two nonfiction arguments.

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 *Honors English Composition*:

- *2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12*
 - Reading: RI.CR.11-12.1, RI.CI.11-12.2, RI.IT. 11-12.3, RI.IT. 11-12.4, RI.PP.11-12.5, RI.MF. 11-12.6, RI.CT.11-12.8
 - Writing: W.AW.11-12.1, W.IW.11-12.2, W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7
 - Speaking and Listening: SL.PE.11-12.1, SL.II.11-12.2, SL.ES.11-12.3, SL.PI.11-12.4, SL.AS.11-12.6
 - Language: L.SS.11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI.11-12.4
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistoryCA.2.a, 6.1.12.HistoryCA.14.c, 6.1.12.HistorySE.14.b, 6.2.12.History CC.5.e
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.1, 8.2.12.IH.1, 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.1, 9.4.12.CT.2,, 9.4.12.IML.8

Unit Essential Questions	Unit Enduring Understandings
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<ul style="list-style-type: none"> • What happens when one considers writing as a process rather than a product? • What are the expectations of a writer in a composition course? • What is the relationship between reading and writing? • What new understandings can come from the juxtaposition of two seemingly unrelated texts? 	<ul style="list-style-type: none"> • Students will understand that writing is a tool for thought and that the drafting process is crucial in formulating independent, critical ideas. • Students will adjust to the demands of the course through regimented reading and writing processes and apply the strategies learned in class in their independent practice. • Students will realize the relationship between close reading and strong writing and will strengthen critical analysis skills through thorough, specific note-taking. • Students will cultivate critical thinking skills by putting the texts in conversation to articulate their own interpretive stance.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Classwork • Comp notes • Peer review activities • Group analysis assignments • Informal seminars • Quick writes • Synthesis activities • Individual student check-ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Reading quizzes • Summative Essay Assessment 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • Helen Rosner “Christ in the Garden of Endless Breadsticks” • Sophie Gilbert “Padma Laskshmi’s New Show is a Trojan Horse” • <i>A Writer’s Reference</i> • Peer review materials • Google Suite products • Student drafts
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Unit III: Intertextual Essay with Choice

Unit Summary

In Unit III, students will read and write about a variety of texts concerning a range of relevant, complex, contemporary issues. Through note-taking, class discussion, and drafting, students will read deeply, think critically, and write interpretively. They will communicate complex ideas effectively, in standard written English, to a designated audience, evaluate and critically assess sources and use the conventions of attribution and citation correctly, analyze and synthesize information and ideas from multiple sources to generate new insights and engage in critical reading of complicated writings. The unit will culminate with the creation of an independent argument demonstrating synthesis between two nonfiction texts; one mandated by the teacher and the other selected by students from previous readings.

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 *Honors English Composition*:

- *2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12*
 - Reading: RI.CR.11–12.1, RI.CI.11–12.2, RI.IT.11–12.3, RI.TS.11–12.4, RI.PP.11–12.5, RI.MF.11–12.6
 - Writing: W.AW.11–12.1, W.IW.11–12.2, W.WP.11–12.4, W.WR.11–12.5, W.SE.11–12.6, W.RW.11–12.7
 - Speaking and Listening: SL.PE.11–12.1, L.II.11–12.2, SL.ES.11–12.3, SL.PI.11–12.4, SL.AS.11–12.6
 - Language: L.SS.11–12.1, L.KL.11–12.2, L.VL.11–12.3, L.VI.11–12.4
- *2020 New Jersey Student Learning Standards: Visual and Performing Arts*
 - 1.2.12prof.Re8a, 1.3B.12prof.Cn11a, 1.5.12prof.Pr6a
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistoryCA.14.c, 6.1.12.HistoryCA.2.a, 6.1.12.HistoryCA.3.b, 6.1.12.HistorySE.14.b, 6.1.12.HistoryCC.3.a, 6.1.12.CivicsDP.5.a, 6.1.12.HistoryUP.5.a, 6.1.12.HistoryUP.16.a, 6.2.12.GeoPP.5.a
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.2.12ITH.1, 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.1, 9.4.12.CT.2

Unit Essential Questions

- What happens when one considers writing as a process rather than a product?
- What are the expectations of a writer in a composition course?
- What is the relationship between reading and writing?
- What new understandings can come from juxtaposing two seemingly unrelated texts?
- How would a reader evaluate a text for supporting his/her/their stance?
- How might an author revise their work to reflect the audience's needs?

Unit Enduring Understandings

- Students will understand that writing is a tool for thought and that the drafting process is crucial in formulating independent, critical ideas.
- Students will adjust to the demands of the course through regimented reading and writing processes and apply the strategies learned in class in their independent practice.
- Students will realize the relationship between close reading and strong writing and will strengthen critical analysis skills through thorough, specific note-taking.
- Students will cultivate critical thinking skills by putting the texts in conversation to articulate their own interpretive stance.
- Students will select appropriate sources to advance their argument.
- Students will tailor their claims and diction to maximize the appeal to a designated audience.

Evidence of Learning

Formative & Alternative Assessments:

- Classwork
- Comp notes
- Peer review activities
- Group analysis assignments
- Informal seminars
- Quick writes
- Synthesis activities
- Conversancy practice
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Reading quizzes
- Summative Essay Assessment

Resources Needed:

- *A Writer's Reference*
- Helen Rosner's "Christ in the Garden of Endless Breadsticks"
- Sophie Gilbert's "Padma Lakshmi's New Show is a Trojan Horse"
- peer review materials
- Google Suite products
- Student drafts
- Conversancy materials

Unit IV: Multimodal Synthesis Unit

Unit Summary

In Unit IV, students will explore different modes of expression on a singular focus topic. Centered on the role of memory, students will read, write, and view various sources concerning individual memory, community memory, historical memory etc. Students will work in groups to propose a strand of study within the larger topic exploration of memory. Groups will collaborate on developing the topic proposal, source selections (some class provided resources as well as independently

sourced media), synthesizing ideas into a final product. Multimodal elements of the final project must be included with accompanying rationales.

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 *Honors English Composition*:

- 2023 *New Jersey Student Learning Standards: English Language Arts for Grades 11-12*
 - Reading: RI.CR.11–12.1, RI.CI.11–12.2, RI.IT.11–12.3, RI.TS.11–12.4, RI.PP.11–12.5, RI.MF.11–12.6
 - Writing: W.AW.11–12.1, W.IW.11–12.2, W.WP.11–12.4, W.WR.11–12.5, W.SE.11–12.6, W.RW.11–12.7
 - Speaking and Listening: SL.PE.11–12.1, L.II.11–12.2, SL.ES.11–12.3, SL.PI.11–12.4, SL.UM.11–12.5, SL.AS.11–12.6
 - Language: L.SS.11–12.1, L.KL.11–12.2, L.VL.11–12.3, L.VI.11–12.4
- 2020 *New Jersey Student Learning Standards: Visual and Performing Arts*
 - 1.2.12prof.Re8a, 1.3B.12prof.Cn11a, 1.4.12prof.Re7b, 1.4.12prof.Re8a, 1.5.12prof.Pr6a
- 2020 *New Jersey Student Learning Standards: Social Studies*
 - 6.2.12.HistoryCC.5.e, 6.1.12.HistorySE.14.a
- 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.1, 9.4.12.CT.2

Unit Essential Questions

- What happens when one considers writing as a process rather than a product?
- What are the expectations of a writer in a composition course?
- What is the relationship between reading and writing?
- What new understandings can come from juxtaposing two seemingly unrelated texts?
- *How would a reader evaluate a text for supporting his/her/their stance?
- How might an author revise their work to reflect the audience's needs?
- What can writers determine if a source is apt and germane to their topic?
- How might a writer use varied sources to inform an innovative and compelling argument?
- *Aside from traditional essay writing, what other publishing formats might scholars mobilize to present analysis to their audience?

Unit Enduring Understandings

- Students will understand that writing is a tool for thought and that the drafting process is crucial in formulating independent, critical ideas.
- Students will adjust to the demands of the course through regimented reading and writing processes and apply the strategies learned in class in their independent practice.
- Students will realize the relationship between close reading and strong writing and will strengthen critical analysis skills through thorough, specific note-taking.
- *Students will cultivate critical thinking skills by putting the texts in conversation to articulate their own interpretive stance.
- Students will select appropriate sources to advance their argument.
- Students will tailor their claims and diction to maximize the appeal to a designated audience.
- Students will understand what makes a source useful to developing a claim.
- Students will practice the process of developing an independent claim using existing scholarship.
- *Students will understand and apply multimodal elements to engage audiences.

Evidence of Learning

Formative & Alternative Assessments:

- Classwork
- Comp notes
- Peer review activities
- Group analysis assignments
- Informal seminars
- Quick writes
- Synthesis activities
- Conversancy practice
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- memory mapping
- source work presentations
- Summative Individual Component
- Summative Collaborative Assessment

Resources Needed:

- *A Writer's Reference*
- "Stones and Bones" by Adam Gopnik
- *Stories We Tell* directed by Sarah Polley
- "Flag Raising on Iwo Jima" by Joe Rosenthal
- "Museums Should Honor the Everyday Not Just the Extraordinary" by Ariana Curtis
- "Can Art Amend History" by Titus Kaphar
- "Free Brian Williams" by Malcolm Gladwell
- Atudent selected academic sources
- Peer review materials
- Google Suite products
- Atudent drafts
- Conversancy materials

Unit V: Thinking Differently

Unit Summary

Using Chuck Klosterman's *But What if We're Wrong?* as an anchor text, students will gain an introduction to critical theory concepts as tools for expanding their analysis of cultural texts. Using selected chapters of the text, students will question various accepted, ingrained "truths" and learn to interrogate assumptions. They will recognize the value of interrogating

accepted theories to advance scholarship in a given field, understand that knowledge of any concept is rarely complete or final, instead understanding it is constantly evolving based on the acquisition of new data and research, and define various heuristics such as “Klosterman’s Razor” and apply these tools to solve complex questions. Learners will apply strategies to “think differently” (critical theory) using examples across content disciplines.

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 *Honors English Composition*:

- *2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12*
 - Reading: RI.CR.11-12.1, RI.CI.11-12.2, RI.IT. 11-12.3, RI.IT. 11-12.4, RI.PP. 11-12.5, RI.MF. 11-12.6, RI.CT.11-12.8
 - Writing: W.AW.11-12.1, W.IW.11-12.2, W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7
 - Speaking and Listening: SL.PE.11-12.1, SL.II.11-12.2, SL.ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5, SL.AS.11-12.6
 - Language: L.SS.11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI.11-12.4
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistoryCA.2.a.; 6.1.12.EconGE.3a, 6.1.12.HistoryCA.3.b, 6.1.12.HistoryCA.14.c, 6.1.12.HistorySE.14.a, 6.1.12.HistorySE.14.a, 6.1.12.CivicsPD.16.a, 6.1.12.EconNE.16.b, 6.1.12.HistoryUP.16a, 6.2.12.HistoryCC.5.e
- *2020 New Jersey Student Learning Standards: Visual and Performing Arts*
 - 1.2.12prof.Re8a, 1.3B.12prof.Cn11a
- *2020 New Jersey Student Learning Standards: Health and Physical Education*
 - 2.2.12.LF.7
- *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.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1

Unit Essential Questions

- *To what extent is knowledge “fluid”?
- *Why should thinkers interrogate accepted beliefs?
- What is a heuristic and how can it enhance inquiry?
- How might learning to “think differently” apply to other academic disciplines?

Unit Enduring Understandings

- *Students will discover that facts are rarely static; paradigm shifts often result in a new understanding of content.
- *Students will learn that challenging entrenched ideas can lead to a deeper, more accurate understanding of the world and how it functions.
- Heuristics are tools to examine challenging problems; they help scholars find rational, practical solutions to complex issues.
- The skills of critical reading, writing, and thinking are not isolated to the domain of English-language arts; learning to “think differently” is an essential tool in all academic realms.

Evidence of Learning

Formative & Alternative Assessments:

- Classwork
- Collaborative chapter reviews
- Reader response journals
- Group analysis assignments
- Informal seminars
- Quick writes
- Synthesis activities
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Music Project (Benchmark)
- TV Response Paper
- Matrix v. Klosterman Seminar (Benchmark)
- BWIWW Ghost Chapter Summative Assessment

Resources Needed:

- *A Writer’s Reference*
- Klosterman’s *But What if We’re Wrong*
- Jayson Greene’s “What Should We Do With Problematic Artists”
- *The Matrix* dir. Wachowskis
- Nonfiction focus texts
- Teacher selected Ted Talks
- Student selected texts

Unit VI: The Psychology of Children’s Literature

Unit Summary

In this unit, we will explore the notion that texts have various meanings beyond the surface narrative. To continue the practice of “thinking differently” we will explore the myriad messages underpinning works of classic children’s literature. Students will examine a diverse array of children’s texts to consider how the texts function to inculcate prevailing cultural values in their intended audience. They will gain an expanded understanding of textuality, recognize the role of context in meaning-making, explore the role of perspective to reach understanding, recognize multiple interpretations of texts, and analyze how literature reflects and frames a way of looking at the world.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state and national standards outlined below and established by governing agencies and authorities will guide instruction throughout this unit *Honors English Composition*:

- 2023 New Jersey Student Learning Standards: English Language Arts for Grades 11-12
 - Reading: RI.CR.11-12.1, RI.CI.11-12.2, RI.IT. 11-12.3, RL.TS.11-12.4, RI.IT. 11-12.4, RI.PP. 11-12.5, RI.MF. 11-12.6, RI.CT.11-12.8
 - Writing: W.AW.11-12.1, W.IW.11-12.2, W.NW.11-12.3, W.WP.11-12.4, W.WR.11-12.5, W.SE.11-12.6, W.RW.11-12.7
 - Speaking and Listening: SL.PE.11-12.1, SL.II.11-12.2, SL.ES.11-12.3, SL.PI.11-12.4, SL.UM.11-12.5, SL.AS.11-12.6
 - Language: L.SS.11-12.1, L.KL.11-12.2, L.VL.11-12.3, L.VI.11-12.4
- 2020 New Jersey Student Learning Standards: Visual and Performing Arts
 - 1.2.12prof.Re8A, 1.5.12prof.Cn11a
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.1.12.1C.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.1-3, 9.4.12.CT.1-4, 9.4.12.DC.6, 9.4.12.IML.1-2,7-9, CRP1-2, 4-10, 12

Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> ● What role does literature play in conveying shared cultural values? ● *How can children’s texts reveal the goals of a culture? ● *How can children’s texts explore diversity? ● What topics are worthy of exploring in children’s literature? ● What technology can be utilized to produce engaging and appropriate visuals for young readers? 	<ul style="list-style-type: none"> ● Students will recognize that children’s literature serves not only as a form of entertainment but also as a tool to transmit and reinforce prevailing cultural values to a young audience. ● *When readers treat children’s texts as cultural artifacts, they can serve as valuable lenses to reveal the traits, behaviors, and skills that are valued by the storyteller and, by extension, his or her society. ● *Students will recognize the dynamic nature of literature in meaning-making and appreciation of diversity. ● Students will identify topics in children’s literature through clause analysis. ● Students can explore AI technology to collaborate and design children’s books.

Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Classwork ● Formal reading notes ● Discussion questions ● Dreamscapes ● Digital Citizenship coursework ● Individual student check-ins with teacher 	<ul style="list-style-type: none"> ● Children’s Literature Text Analysis Presentation ● Children’s Literature Response ● Children’s Texts Synthesis Seminar ● Collaborative digitally produced children’s story 	<ul style="list-style-type: none"> ● “The Psychological Significance of Children’s Literature” by Jacqueline Sanders ● <i>Where the Wild Things Are</i> by Maurice Sendak ● <i>Swimmy</i> by Leo Lionni ● <i>Corduroy</i> by Don Freeman ● <i>The Name Jar</i> by Yangsook Choi ● <i>A Bad Case of Stripes</i> by David Shannon ● <i>Undefeated</i> by Kwame Alexander ● <i>The Missing Piece</i> by Shel Silverstein ● <i>The Giving Tree</i> by Shel Silverstein ● <i>Wall-E</i> dir. Andrew Stanton ● teacher selected texts ● <i>Common Sense Education</i>

Section X: Unit Reflection

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

Unit Reflection Form: <i>Honors English Composition</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 the 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)