

Rumson-Fair Haven Regional High School

Course: *English II Honors*

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Section I: Course Description

English II Honors integrates the study of language and literature to enhance/reinforce the literacy capacities and higher-order critical thinking skills needed for the 21st Century. Emphasis is placed on the acquisition/development of the literacy capacities needed for college and career readiness according to the 2023 New Jersey Learning Standards for English Language Arts. Students enrolled in *English II Honors* will read/respond to canonical and contemporary works of American literature that provide insight into different aspects of the American cultural experience and ongoing social issues in modern American society. *English II Honors* is vertically aligned with the reading and writing praxes of the *AP English Language and Composition Examination*, the *AP English Literature and Composition Examination*, and the *Honors English Composition* curriculum.

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

1. **2023 New Jersey 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 the 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 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.”
4. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**
 - “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:**
 - 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:**
 - 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:**
 - 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:**
 - 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 II 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 Multilingual Learners (ML) 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 II Honors* is aligned with the requirements of state and national standardized assessments, including the *NJSLA*, the *ACT*, the *PSAT* and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>English II Honors</i>	Grade Level: 10
Unit I: The American Experience	Weeks 1-4

Unit II: Poetic Foundations and Legacies	Weeks 5-10
Unit III: Challenging the American Dream	Weeks 11-14
Unit IV: Adolescent as Archetype	Weeks 15-20
Unit V: Writing as Activism	Weeks 21-26
Unit VI: Learning from Laramie	Weeks 27-31
Unit VII: Representing Conflict	Weeks 32-35
Unit VIII: Memoir Book Club	Weeks 36-40

Section VI: Primary Texts and Year-Long Instructional Resources

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

- *Death of a Salesman* by Arthur Miller
- *The Catcher in the Rye* by J.D. Salinger
- *The Glass Castle* by Jeannette Walls
- *The Great Gatsby* by F. Scott Fitzgerald
- *The Things They Carried* by Tim O'Brien
- *The Laramie Project* by Moisés Kaufman
- *Native Son* by Richard Wright
- *Slaughterhouse-Five* by Kurt Vonnegut, Jr.
- *The Central Park Five* dir. by Ken Burns
- *Hot Coffee* dir. by Susan Saladoff
- “How Bigger Was Born” by Richard Wright
- “Self-Reliance” by Ralph Waldo Emerson
- Excerpts from *Walden*, Henry David Thoreau
- Selected Speeches from American Orators: Martin Luther King, Sojourner Truth, Frederick Douglas, John F Kennedy, etc.
- Selected Poetry: Emily Dickinson, Robert Frost, Walt Whitman, etc.
- Selected Contemporary Satirical Works
- Choice Reading Texts:
 - *The Glass Castle* by Jeanette Walls
 - *Educated* by Tara Westover
 - *Crying in H Mart* by Michelle Zauner
 - *Into Thin Air* by Jon Krakauer
 - *I Know Why the Caged Bird Sings* by Maya Angelou
 - *Just Mercy* by Bryan Stevenson
- Poetry Resources (www.poets.org and www.poetryfoundation.org)
- Common Sense Education (www.commonsense.org)
- Purdue OWL (https://owl.purdue.edu/owl/purdue_owl.html)

- Merriam Webster (<https://www.merriam-webster.com/>)
- Google Classroom
- Turnitin.com (<https://www.turnitin.com/>)
- Vocabulary.com (<https://www.vocabulary.com/>)

Section VII: Grading Formula and Assessment Modes

Marking period grades in *English II Honors* 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 II 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 II 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 II Honors* curriculum by the *English II Honors* instructional team:

Unit I: The American Experience	
Unit Summary	
<p>In “The American Experience” unit, students will examine the nuances of the American experience as it is represented in fiction and nonfiction. Through their study of these diverse texts, students will gain an understanding of how the concept of “The American Dream” has influenced and continues to influence American culture. Students will also establish their understanding of what is expected of them in <i>English II Honors</i> and initiate their formal study of the praxes needed for the <i>AP English Literature and Composition</i> and/or the <i>AP English Language and Composition</i> Examinations. “The American Experience” unit supports the development of essential literacy capacities and higher-order critical thinking skills through its concentration on literary representations of the American experience, helping students understand how abstract concepts have influenced and continue to influence American culture.</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 II Honors</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: <ul style="list-style-type: none"> ■ 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, RI.IT.9-10.3, RL.TS.9-10.4, RI.TS.9-10.4, RL.PP.9-10.5, RI.PP.9-10.5, RL.MF.9-10.6, RI.AA.9-10.7, RI.CT.9-10.8 ○ Writing: <ul style="list-style-type: none"> ■ 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: <ul style="list-style-type: none"> ■ SL. PE 9-10.1, SL.II 9-10.2, SL.ES.9-10.3, SL.PI 9-10.4, SL. UM.9-10.5, SL. AS.9-10.6 ○ Language: <ul style="list-style-type: none"> ■ L.SS.9-10.1, L.KL.9-10.2, L.VL.9-10.3, L.VI.9-10.4 • <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.History CC.8.b-c, 13c, 16.a-b, 6.1.12.CivicsDP.13.a, 6.1.12.EconNE.13.b, 6.1.12.HistoryCA.14.c, 6.3.12.HistoryCA.1 • <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.IC.1-3, 8.2.2.ITH.3, 8.2.12.EC.3 • <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.1.12.CFR.4 & 6, 9.1.12.CDM.1, 6 & 9, 9.1.12.CP.1, 9.1.12.EG.5, 9.1.12.FP.3 & 6, 9.2.12.CAP.1, 3, 12-13, 9.4.12.CI.1 & 3, 9.4.12.CT.2 & 4, 9.4.12.DC.1, 9.4.12.IML.9, 9.4.12.TL.4 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> • What analytic, reading, speaking, and writing skills will be developed in <i>English II Honors</i>? • *What are some universal and varied components of the American experience? 	<ul style="list-style-type: none"> • <i>English II Honors</i> is designed to foster critical thinking skills and fluency in reading, speaking, and writing. The course will scaffold essential skills in preparation for <i>AP English Literature and Composition Examination</i>, <i>AP English Literature and Composition Examination</i> or <i>Honors English Composition</i>. • *The foundations of the unique American culture spurred a common necessity for self-reliance, exploration of one’s values, an

<ul style="list-style-type: none"> How do fiction and nonfiction represent the American cultural concept of the American experience? 	<p>entrepreneurial spirit, and a value for diversity, among other individualized experiences.</p> <ul style="list-style-type: none"> The portrayal of the American experience was often romanticized, but as American fiction and nonfiction developed, the need for individualism became balanced with the need for community, depicting this tension more realistically.
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Evidence of Learning

Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> Class Participation Class Work Do Now Responses Journal Responses Close Reading Exercises Symbol Analysis Formal Book Notes Summer Reading Quiz Individual Check-ins with Teacher 	<ul style="list-style-type: none"> Timed Writing Benchmark (Summer Reading) Summer Reading Symbolism Seminar Benchmark 	<ul style="list-style-type: none"> <i>The Great Gatsby</i> by F. Scott Fitzgerald <i>The Glass Castle</i> by Jeannette Walls “Poolside” Cadillac Commercial Selected scenes from <i>The Glass Castle</i> directed by Destin Daniel Cretin Selected scenes from <i>The Great Gatsby</i> directed by Baz Luhrmann

Unit II: Poetic Foundations and Legacies

Unit Summary

In the “Poetic Foundations and Legacies” unit, students will examine the cornerstone poets of the American poetic tradition — Emily Dickinson and Walt Whitman — and determine the influence that these figures had on the course of American poetry. Students will study and apply the literary terminology associated with the analysis of poetry and continue their formal study of the praxes needed for the *AP English Literature and Composition* and *AP English Language and Composition* examinations. The “Poetic Foundations and Legacies” unit supports the development of essential literacy capacities and higher-order critical thinking skills through its concentration on the shared legacy of Emily Dickinson and Walt Whitman, helping students understand how the American poetic tradition was shaped by the verse of these two authors.

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 II Honors*:

- 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, RI.IT.9-10.3, RL.TS.9-10.4, RI.TS.9-10.4, RL.PP.9-10.5, RI.PP.9-10.5, RL.MF.9-10.6, RI.AA.9-10.7, RI.CT.9-10.8
 - 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, SL.II.9-10.2, SL.ES.9-10.3, SL.PI.9-10.4, SL.UM.9-10.5, SL.AS.9-10.6
 - Language:
 - L.SS.9-10.1, L.KL.9-10.2, L.VL.9-10.3, L.VI.9-10.4
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.1-3, 8.2.2.ITH.3, 8.2.12.EC.3
- 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, 9.4.12.CT.4, 9.4.12.DC.1, 9.4.12.IML.9, 9.4.12.TL.4

Unit Essential Questions

- Why are Emily Dickinson and Walt Whitman regarded as the cornerstone figures in the modern American poetic tradition?
- *How is the modern American poetic tradition still influenced by Emily Dickinson and Walt Whitman?
- What strategies can be used to make meaning of poetry?
- How does an author’s use of style,

Unit Enduring Understandings

- Both authors brought about stylistic changes that influenced poetic tradition. Dickinson utilized evocative diction and unconventional syntax, while Whitman established free verse as a poetic form.
- *The long-lasting nature of their influence can be traced back to their innovative styles, reflective of the fact that American poets today are willing to take risks, break conventions, and experiment with style.
- By analyzing diction, syntax, rhyme scheme, meter, symbols, and themes, students can develop an annotation practice as a foundation for analytical study.

structure, and literary techniques convey a message to readers?	<ul style="list-style-type: none"> By examining the combination of style, structure, and literary techniques, students will determine how elements combine to convey a cohesive, thematic message.
Evidence of Learning	
Formative & Alternative Assessments: <ul style="list-style-type: none"> Class Participation Class Work Do Now Responses Journal Response Close Reading Exercises Poetry Annotations Poetry Terminology Quiz Individual Check-ins with Teacher 	Benchmarks & Summative Assessments: <ul style="list-style-type: none"> Timed Writing (Poetry Analysis) (Summative) Poetry Seminars
Resources Needed: <ul style="list-style-type: none"> Selected poems by Emily Dickinson, Walt Whitman, Robert Frost, Langston Hughes, etc. Volvo S90 “The Open Road” commercial iPad Air “Your Verse” commercial www.poets.org and www.poetryfoundation.org 	

Unit III: Challenging the American Dream	
Unit Summary	
<p>In the “Challenging the American Dream” unit, students will examine the impact of a father and his family as he grapples with what he perceives as being a failure in terms of the American Dream. Through their study of these representations, students will gain an understanding of how authors use characterization and context to shape the representations of the American Dream and American family. Students will also continue their formal study of the practices needed for the <i>AP English Literature and Composition</i> Examination and/or the <i>AP English Language and Composition</i> Examination. The “Challenging the American Dream” unit supports the development of essential literacy capacities and higher-order critical thinking skills through its concentration on analysis of the father and family archetype in America, helping students understand how essential concepts have influenced and continue to influence American culture.</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 II Honors</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: <ul style="list-style-type: none"> 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, RI.IT.9-10.3, RL.TS.9-10.4, RI.TS.9-10.4, RL.PP.9-10.5, RI.PP.9-10.5, RL.MF.9-10.6, RI.AA.9-10.7, RI.CT.9-10.8 Writing: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> SL. PE 9-10.1, SL.II 9-10.2, SL.ES.9-10.3, SL.PI 9-10.4, SL. UM.9-10.5, SL. AS.9-10.6 Language: <ul style="list-style-type: none"> L.SS.9-10.1, L.KL.9-10.2, L.VL.9-10.3, L.VI.9-10.4 <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> 6.1.12. CivicsDP.3.c, 6.1.12.HistoryUP.3.b & 16.a, 6.1.12.HistoryCA.14.c, 6.1.12.HistorySE.14.a-b, 6.1.12.HistoryCC.3a & 14.e, 6.1.12.EconNE.16.b <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> 8.1.12.IC.1-3, 8.2.2.ITH.3, 8.2.12.EC.3 <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> 9.1.12.CFR.4-5, 9.2.12.CAP.3, 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.CT.4, 9.4.12.DC.1, 9.4.12.GCA.1, 9.4.12.IML.4, 9.4.12.IML.7, 9.4.12.IML.9, 9.4.12.TL.1, 9.4.12.TL.4 	
Unit Essential Questions	Unit Enduring Understandings
<ul style="list-style-type: none"> What is an archetype, and how is it utilized in literature? How do authors utilize voice for effect in their archetypal representation of the American dream and family? *Why have male characters dominated the archetypal representations of American literature? 	<ul style="list-style-type: none"> An archetype is a prototype for character development in literature. Authors use archetypes to establish clear patterns of behavior and reflect societal standards. Authors often utilize character monologue, dialogue, symbolism, and flashbacks in the text to develop insight into the characters’ dreams and motivations. *The prevalent sequence of male characters in foundational American literature reflects the historic and misogynistic belief that men had the most potential for change and success. *Authors take multiple points into consideration when constructing

<ul style="list-style-type: none"> • *What do authors take into consideration when constructing their archetypal representations of American fathers and family? • What are the origins of individualism in American culture? • *How does the physical journey of a character mirror the emotional journey he undergoes to establish himself as an individual? 	<p>their archetypal representations of American families and fathers. They allow cultural norms and societal issues to influence the construction process, including those related to class, gender, and race.</p> <ul style="list-style-type: none"> • The foundations of the unique American culture spurred a necessity for self-reliance, individualism, appreciation for nature, and an entrepreneurial spirit, seen in the nonfiction excerpts written by Transcendental authors. • *A character’s physical journeys often depict a strain on the body, which correlates to the development of personal identity. 	
Evidence of Learning		
<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Class Participation • Class Work • Do Now Responses • Journal Response • Close Reading Exercises • Symbol Analysis • Formal Book Notes • Small Group Seminars • Dialect and Voice Activities • Other Quizzes • Individual Check-ins with Teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Social Media Project • <i>Death of a Salesman</i> - Monologue Close Reading • Comparison Essay between <i>The Great Gatsby</i> and <i>Death of a Salesman</i> 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • <i>Death of a Salesman</i> by Arthur Miller • “Self Reliance” by Ralph Waldo Emerson • Excerpts from <i>Walden</i> by Henry David Thoreau • Reebok “UBU” Commercial • Reebok “CrossFit Nano 4.0” Commercial with Camille Leblanc-Bazinet

Unit IV: Adolescent as Archetype
Unit Summary
<p>In the “Adolescent as Archetype” unit, students will examine the archetypal figure of the American adolescent as it is represented in <i>The Catcher in the Rye</i> and related nonfiction articles. Through their study of the representation and commentary surrounding the American adolescent, students will gain an understanding of how authors use characterization, context, and discussions of contemporary and past issues to shape their archetypal representations of the American adolescent. Students will also examine how works of non-fiction and articles related to <i>Catcher</i> can help us to discuss, analyze, and write about past and contemporary issues for adolescents. Students will also continue their formal study of the praxes needed for the <i>AP English Literature and Composition</i> Examination and/or the <i>AP English Language and Composition</i> Examination. The “American Adolescent as Archetype” unit supports the development of essential literacy capacities and higher-order critical thinking skills through its concentration on analysis of the adolescent archetype in America, helping students understand how essential concepts have influenced and continue to influence American culture.</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 II Honors</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: <ul style="list-style-type: none"> ■ 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, RI.IT.9-10.3, RL.TS.9-10.4, RI.TS.9-10.4, RL.PP.9-10.5, RI.PP.9-10.5, RL.MF.9-10.6, RI.AA.9-10.7, RI.CT.9-10.8 ○ Writing: <ul style="list-style-type: none"> ■ 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: <ul style="list-style-type: none"> ■ SL. PE.9-10.1, SL. II.9-10.2, SL. ES.9-10.3, SL. PI.9-10.4, SL. UM.9-10.5, SL. AS.9-10.6 ○ Language: <ul style="list-style-type: none"> ■ L.SS.9-10.1, L.KL.9-10.2, L.VL.9-10.3, L.VI.9-10.4 • <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12. CivicsDP.3.c, 6.1.12.HistoryUP.3.b & 16.a, 6.1.12.HistoryCA.14.c, 6.1.12.HistorySE.14.a-b, 6.1.12.HistoryCC.3a & 14.e, 6.1.12.EconNE.16.b • <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.IC.1-3, 8.2.2.ITH.3, 8.2.12.EC.3 • <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i>

- 9.1.12.CFR.4-5, 9.2.12.CAP.3, 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.CT.4, 9.4.12.DC.1, 9.4.12.GCA.1, 9.4.12.IML.4, 9.4.12.IML.7, 9.4.12.IML.9, 9.4.12.TL.1, 9.4.12.TL.4

Unit Essential Questions		Unit Enduring Understandings	
<ul style="list-style-type: none"> ● What is an archetype, and how is it utilized in literature? ● What similarities and differences exist between past and present issues surrounding the American adolescent? ● What must writers aim to capture when crafting a modern adolescent archetype? ● *Why have male characters dominated the archetypal representations of the American adolescent? ● *What do authors take into consideration when constructing their archetypal representations of the American adolescent? ● What are the origins of individualism in American culture? ● *How does the physical journey of a character mirror the emotional journey he undergoes to establish himself as an individual? 		<ul style="list-style-type: none"> ● An archetype is a prototype for character development in literature. Authors use archetypes to establish clear patterns of behavior and reflect societal standards. ● Many adolescent characters in traditional and modern literature explore themes related to identity, confusion, self-discovery, and personal growth. ● Authors often utilize a first-person narrative voice, including the use of slang and vernacular, to develop the persona of their archetypal representation of the American adolescent. ● The prevalent sequence of male characters in foundational American literature reflects the historic and misogynistic belief that men had the most potential for change and success. ● *Authors take multiple points into consideration when constructing their archetypal representations of the American adolescent. They allow cultural norms and societal issues to influence the construction process, including those related to class, gender, and race. ● The foundations of the unique American culture have changed throughout history, leading to a necessity and struggle for individualism through adolescence for young Americans, as seen in <i>The Catcher in the Rye</i> and nonfiction texts. ● *A character's physical journeys often depict a strain on the body, which correlates to the development of personal identity. 	
Evidence of Learning			
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Class Participation ● Class Work ● Independent Reading Assignments/Check Ins ● Do Now Responses ● Journal Response ● Symbol Analysis ● Formal Book Notes ● Small Group Seminars ● <i>The Catcher in the Rye</i> Close Reading Passages ● <i>The Catcher in the Rye</i> Quizzes ● Individual Check-ins with Teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Symbolism in the Catcher in the Rye Project ● Social Media Project ● <i>The Catcher in the Rye</i> Synthesis Paper 	Resources Needed: <ul style="list-style-type: none"> ● “Lasting Legacy of <i>The Catcher in the Rye</i>” by Hayden Taylor ● “How the Pressure to Follow a “Traditional Path” Effects Our Mental Health” ● “The Concerns and Challenges of Being a U.S Teen: What the Data Shows” by Drew DeSilver ● “The Catcher in the Rye: The Voice of Alienation” by Timothy Aubry ● <i>The Catcher in Rye</i> by JD Salinger ● “Self Reliance” by Ralph Waldo Emerson ● Excerpts from <i>Walden</i> by Henry David Thoreau 	

Unit V: Writing as Activism

Unit Summary

In the “Writing as Activism” unit, students will explore the means by which authors develop social statements and attempt to inform/influence readers about cultural and social issues in America through ideologically-oriented literature. Students will also assess the ideological message that is embedded in the focus work and determine its value as a political text. Students will also continue their formal study of the praxes needed for the *AP English Literature and Composition* Examination and/or the *AP English Language and Composition* Examination. The “Writing as Activism” unit supports the development of essential literacy capacities and higher-order critical thinking skills through its concentration on authorial intent in fiction that conveys cultural and social commentary. Similarly, students will examine nonfiction speeches developed to both inform and persuade audiences about pressing social and political concerns, analyzing how the texts were crafted and delivered, and applying these models to the creation of their own persuasive texts.

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 II Honors*:

- *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, RI.IT.9-10.3, RL.TS.9-10.4, RI.TS.9-10.4, RL.PP.9-10.5, RI.PP.9-10.5, RL.MF.9-10.6, RI.AA.9-10.7, RI.CT.9-10.8
- 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, SL.II.9-10.2, SL.ES.9-10.3, SL.PI.9-10.4, SL.UM.9-10.5, SL.AS.9-10.6
- Language:
 - L.SS.9-10.1, L.KL.9-10.2, L.VL.9-10.3, L.VI.9-10.4
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistoryUP.9.a & 13.a, 6.1.12.EconNE.13.b, 6.1.12.HistoryCC.13.c
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.1-3, 8.2.2.ITH.3, 8.2.12.EC.3
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.1.12.CFR.4-5, 9.2.12.CAP.3, 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.CT.4, 9.4.12.DC.1, 9.4.12.GCA.1, 9.4.12.IML.4, 9.4.12.IML.7, 9.4.12.IML.9, 9.4.12.TL.1, 9.4.12.TL.4

Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● What is ideology? ● What elements of fiction enable a writer to effectively comment on cultural and social issues? ● *What potential do novels have to affect cultural and social change? ● How do activist writers craft and position protagonists who serve as a vehicle for the examination of cultural and social issues? ● What obstacles are faced by activists who opt to use fiction to inform/influence readers about cultural and social issues? ● What are ethos, logos, and pathos? ● How can ethos, logos, and pathos be used to support the conveyance of a speaker's core argument in a persuasive text? 	<ul style="list-style-type: none"> ● Ideology is a system of representations that is positioned at the heart of a society. Oftentimes, these representations are implicit and unrecognized, suffusing the culture of a given historical context. ● Through the development of characters, external conflict, symbolism, and setting, activist writers can create narratives that inform/influence the reader about cultural and social issues. ● *Novels have the potential to affect cultural and social change by evoking pathos to anger, persuade, or inspire readers to take action. Via protagonists who represent the flaws of society and complementing contexts, activist writers attempt to persuade the audience of the validity of their critiques. ● Activists develop characters and situations that reflect the conflicts that resonate within the time period they are written to evoke empathy, insight, and exploration about the cultural and social issues highlighted within the texts. ● Since their writings are often acts of resistance against the status quo, activists run the risk of being marginalized, ostracized, or persecuted by the ideological and repressive structures that support mainstream thought in a society. ● The classical appeals, ethos, logos, and pathos, used in Greek rhetoric, serve as the primary means by which audiences are persuaded. ● By using appeals to the audience's emotions, logic, and the speaker's credibility, the speaker is able to enhance his/her core argument and persuade. 	
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Class Participation ● Class Work ● Do Now Responses ● Journal Response ● Close Reading Exercises ● Symbol Analysis ● Formal Book Notes ● Speech Analyses ● Intertextual Analysis Activity ● Small Group Seminar ● Reading Quiz ● Individual Check-ins with Teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Persuasive Speech (Summative) ● Passage Analysis Essay 	Resources Needed: <ul style="list-style-type: none"> ● <i>Native Son</i> by Richard Wright ● "How Bigger Was Born" by Richard Wright ● Selected American Speeches by Martin Luther King, Jr., Frederick Douglas, Sojourner Truth, JFK, Toni Morrison, etc. ● Various songs, poems, and essays by African American artists and authors ● Excerpts of <i>Between the World and Me</i> by Ta-Nehesi Coates

Unit Summary		
<p>In the “Learning from Laramie” unit, students will analyze how a work of theater can be used as a vehicle for national dialogue on pressing contemporary issues. Students will examine the role that the media played in shaping public perceptions of the historical circumstances depicted in <i>The Laramie Project</i>, juxtaposing narratives about the events, and thereby building critical media literacy skills. Students will continue their formal study of the praxes needed for the <i>AP English Literature and Composition</i> Examination and/or the <i>AP English Language and Composition</i> Examination. The “Learning from Laramie” unit supports the development of essential literacy capacities and higher-order critical thinking skills by helping students understand key Theories of Communication and their application to germane mediated texts.</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 II Honors</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: <ul style="list-style-type: none"> ■ 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, RI.IT.9-10.3, RL.TS.9-10.4, RI.TS.9-10.4, RL.PP.9-10.5, RI.PP.9-10.5, RL.MF.9-10.6, RI.AA.9-10.7, RI.CT.9-10.8 ○ Writing: <ul style="list-style-type: none"> ■ 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: <ul style="list-style-type: none"> ■ SL. PE.9-10.1, SL.II.9-10.2, SL.ES.9-10.3, SL.PI.9-10.4, SL.UM.9-10.5, SL.AS.9-10.6 ○ Language: <ul style="list-style-type: none"> ■ L.SS.9-10.1, L.KL.9-10.2, L.VL.9-10.3, L.VI.9-10.4 ● <i>2020 New Jersey Student Learning Standards: Social Studies</i> <ul style="list-style-type: none"> ○ 6.1.12.CivicsPI.14.d, 6.1.12.HistoryCA.14.b, 6.1.12.HistorySE.14.a-b, 6.3.12.HistoryCA.1 ● <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> <ul style="list-style-type: none"> ○ 8.1.12.IC.1-3, 8.2.2.ITH.3, 8.2.12.EC.3 ● <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> <ul style="list-style-type: none"> ○ 9.1.12.CFR.4-5, 9.2.12.CAP.3, 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.CT.2, 9.4.12.CT.4, 9.4.12.DC.1, 9.4.12.GCA.1, 9.4.12.IML.4, 9.4.12.IML.7, 9.4.12.IML.9, 9.4.12.TL.1, 9.4.12.TL.4 		
Unit Essential Questions	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● *How does <i>The Laramie Project</i> function as a vehicle for dialogue and social critique, and reflection? ● *How does <i>The Laramie Project</i> function as a theatrical portrait of a community? ● How does the media influence public opinion and the public perception of crimes/perpetrators/victims? ● *Why is it important to analyze media coverage? 	<ul style="list-style-type: none"> ● *<i>The Laramie Project</i> compels the audience to remain critically detached during their engagement with the text, forcing them to reflect on the events and issues that are represented in the play and on the specific struggles faced by the LGBTQ+ community. ● *Through its use of an array of communal voices, <i>The Laramie Project</i> articulates the perspectives of over sixty members of the community affected by the murder of Matthew Shepard. These communal voices work together to create a mosaic of a community that questions its culpability in the murder of one of its own by two of its own. ● The media often shapes public opinion by oversimplifying narratives, inventing clear victims and villains, and pandering to its audience; critical consumers of media read carefully in order to assess bias, identify inflammatory language, and consider perspectives omitted from the narrative. ● *It is important to uncover the ways that the media creates narratives that shape public opinion because, at times, misrepresentations lead to prejudice, resentment, and division among American consumers of media. 	
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Class Participation ● Class Work ● Do Now Responses ● Journal Response ● Formal Book Notes ● Close Readings of News Coverage ● Viewing Guides 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● Media Analysis Project (Crime and Public Discourse) (Summative) 	Resources Needed: <ul style="list-style-type: none"> ● <i>The Laramie Project</i> by Moises Kaufman ● <i>The Central Park Five</i> dir. by Ken Burns ● <i>Hot Coffee</i> dir. by Susan Saladoff ● Various news articles covering Matthew Shepard’s death/trial

<ul style="list-style-type: none"> • Small Group Seminars • Digital Citizenship Lesson • Quizzes • Individual Check-ins with Teacher 		<ul style="list-style-type: none"> • Theories of Mediation Slideshow • LibGuide (Crime and Public Discourse) • <i>Common Sense Education</i>
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Unit VII: Representing Conflict

Unit Summary

In the “Representing Conflict” unit, students will examine the ways in which authors who have experienced war elect to represent conflict. Students will delve into the ways in which authors blend reality, personal experience, and fiction (verisimilitude) in order to attain a desired effect on the reader. Students will also continue their formal study of the praxes needed for the *AP English Literature and Composition* Examination and/or the *AP English Language and Composition* Examination. The “Representing Conflict” unit supports the development of essential literacy capacities and higher-order critical thinking skills through its concentration on the study of the concept of verisimilitude as well as analysis of an author’s role in fiction that blends reality and personal experience, helping students understand that authorial intent defines the fine and often blurred line separating fact and fiction in literature.

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 II Honors*:

- *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, RI.IT.9-10.3, RL.TS.9-10.4, RI.TS.9-10.4, RL.PP.9-10.5, RI.PP.9-10.5, RL.MF.9-10.6, RIAA 9-10.7, RI.CT.9-10.8
 - 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, SL.II 9-10.2, SL.ES.9-10.3, SL.PI 9-10.4, SL. UM.9-10.5, SL. AS.9-10.6
 - Language:
 - L.SS.9-10.1, L.KL.9-10.2, L.VL.9-10.3, L.VI.9-10.4
- *2020 New Jersey Student Learning Standards: Social Studies*
 - 6.1.12.HistoryCC.11.a & 12e, 6.2.12.HistoryUP.4.b, 6.2.12.HistoryCA.4.c, 6.2.12.HistoryCC.5.d
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.1-3, 8.2.2.ITH.3, 8.2.12.EC.3
- *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, 9.4.12.CT.4, 9.4.12.DC.1, 9.4.12.DC.7, 9.4.12.IML.9, 9.4.12.TL.4

Unit Essential Questions

- What is verisimilitude, and why do authors elect to utilize this concept to shape works of literature?
- What is satire?
- How does Kurt Vonnegut utilize his own first-person experience in crafting *Slaughterhouse Five*? Does his style support or detract from the satiric effect he wishes his novel to have on his reader?
- How does Tim O’Brien utilize verisimilitude in *The Things They Carried*? Is this application consistent throughout the novel?

Unit Enduring Understandings

- Verisimilitude is the likeness or semblance of a narrative to reality or to the truth. Writers test the fine and often blurred line separating fact and fiction in literature because they wish to achieve a desired effect on their readers.
- Satire is an artistic genre in which societal or personal vices, faults, and shortcomings are ridiculed and critiqued with the intent of bringing about change.
- Kurt Vonnegut, Jr. utilizes his own war experiences and science fiction in *Slaughterhouse Five* to illustrate the damaging nature of war on young soldiers and to highlight the impossibility of capturing and describing war for those who have never experienced it.
- Tim O’Brien utilizes verisimilitude in *The Things They Carried* at various points throughout the text to blur the lines between fact and fiction, pointing out that horrific cruelty and inhumane behavior are always possible in war.

Evidence of Learning

Formative & Alternative Assessments:

- Class Participation
- Class Work
- Do Now Responses
- Journal Response

Benchmark & Summative Assessments:

- Satire Project
- *The Things They Carried*: Short Story Lesson Project

Resources Needed:

- *The Things They Carried* by Tim O’Brien
- “YOLO” by The Lonely Island

<ul style="list-style-type: none"> • Formal Book Notes • Satire Analyses • Small Group Seminars • Depictions of War Graphic Organizer • Anti-Hero/Anti-Novel activities • War Authors Dialogue • <i>Things They Carried</i> reading organizer • Quizzes • Individual Check-ins with Teacher 	<ul style="list-style-type: none"> • Summative - Timed Writing Poetry 	<ul style="list-style-type: none"> • Political cartoons & written examples of satire from <i>The Onion</i>, <i>McSweeney's</i>, etc. • Selected skits from <i>SNL</i> • <i>Saving Private Ryan</i> • “Dulce et Decorum Est” by Wilfred Owen • Various works of art depicting war, including “Guernica,” by Pablo Picasso and “Storm Troopers Advancing through Gas” by Otto Dix, etc. • “Hundreds of Photos of Casket’s Released: Pentagon Action is in Response to Lawsuit” from the <i>Washington Post</i>
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Unit VIII: Memoir Book Club

Unit Summary

In this unit, students will participate in a student-directed, communal reading experience. Students will select from a short list of possible texts and participate in a book club-style reading experience. Book club texts will be connected through the shared genre of memoir, and will vary in topic to help foster student interest. Students will meet regularly to discuss various aspects of their text, including the plot, characters, real-life connections and modern-day considerations, and their author’s writing style. The Memoir Book Club unit supports the development of essential literacy capacities and higher-order critical thinking skills through its focus on learning about and sharing one’s own personal experience through memoir writing. Students will learn through analysis and discussion of sample texts, as well as demonstration of mastery in a personal memoir task.

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 II Honors*:

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, RI.IT.9-10.3, RI.TS.9-10.4, RI.TS.9-10.4, RL.PP.9-10.5, RI.PP.9-10.5, RL.MF.9-10.6, RI.MF.9-10.6, RLAA.9-10.7, RLAA.9-10.7, RL.CT.9-10.8, RI.CT.9-10.8
- Writing:
 - W.AW.9-10.1 A-E, W.IW.9-10.2 A-F, W.NW.9-10.3 A-E, 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 A-D, SL.II.9-10.2, SL.ES.9-10.3, SL.PI.9-10.4, SL.UM.9-10.5, SL.AS.9-10.6
- Language:
 - L.SS.9-10.1 A-E, LK.9-10.2 A-C, L.VL.9-10.3 A-E, L.VI.9-10.4 A-E

2020 New Jersey Student Learning Standards: Social Studies

- 6.1.12.HistoryCC.16.a-b

2020 New Jersey Student Learning Standards: Computer Science and Design Thinking

- 8.1.12.IC.1-3, 8.2.2.ITH.3, 8.2.12.EC.3

2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills

- 9.1.12.CFR.4, 9.1.12.CFR.6, 9.1.12.CDM.1, 9.1.12.CDM.6, 9.1.12.CDM.9, 9.1.12.CP.1, 9.1.12.EG.5, 9.1.12.FP.6, 9.2.12.CAP.12-13, 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.DC.1, 9.4.12.IML.9, 9.4.12.TL.4

Unit Essential Questions

- *How do one’s gender, life choices and experiences, race, and socio-economic status influence one’s personal development?
- How do familial bonds help or hinder an individual’s journey toward self-realization?
- What are the key components of a memoir?

Unit Enduring Understandings

- *Personal development is the result of subjectivity. Individuals are subject to gender, sexuality, life choices and experiences, race, and socio-economic status, and these facets of life influence each person’s development.
- Individuals often struggle to balance loyalty to family to personal goals and self-realization.
- The key components of a memoir are one major theme or topic, voice of the narrator, voice of the protagonist, scene, summary, honest writing, show, not tell, and reflection.

<ul style="list-style-type: none"> Why do the literary conventions of memoirs have the potential to facilitate meaningful, personal storytelling? What are the benefits of engaging in a book club? 	<ul style="list-style-type: none"> The literary conventions of memoirs offer writers different ways to convey their personal stories. They select those that best serve their purpose and result in a narrative that readers can identify with and a speaker they can relate to as they make their way through the text. Being part of a book club can have many benefits, such as building a sense of community, deepening one's understanding of a text, and providing opportunities to discuss varying viewpoints on key topics of the literary work.
Evidence of Learning	
Formative & Alternative Assessments: <ul style="list-style-type: none"> Class Participation Memoir Elements Scavenger Hunt Book Club Discussions Book Club Literary Analysis Tasks Peer Review Workshops Individual Check-ins with Teacher Journal responses 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> Personal Memoir Project Choice Reading Reflection and Synthesis Assessment
Resources Needed: <ul style="list-style-type: none"> Memoir Slideshow Scenes from <i>Forrest Gump</i> <i>Everybody Hates Chris</i> clip and/or <i>How I Met Your Mother</i> clip Choice reading texts, which include the following: <ul style="list-style-type: none"> <i>The Glass Castle</i> by Jeanette Walls <i>Educated</i> by Tara Westover <i>Crying in H Mart</i> by Michelle Zauner <i>Into Thin Air</i> by Jon Krakauer <i>I Know Why the Caged Bird Sings</i> by Maya Angelou <i>Just Mercy</i> by Bryan Stevenson 	

Section IX: Unit Reflection

The *English II Honors* instructional team must confer upon the completion of each instructional unit in the *English II Honors* curriculum and rate the degree 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 II Honors* curriculum.

Unit Reflection Form: <i>English II 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)