

Rumson-Fair Haven Regional High School

Course: *English II*

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Section I: Course Description

English II 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 and development of the literacy capacities needed for college and career readiness. Students enrolled in *English II* will read and 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.

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 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 52:164-88:**

- 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* 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* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLA*, the *ACT*, the *PSAT* and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>English II</i>	Grade Level: 10
Unit I: Questioning The American Dream	Weeks 1-7

Unit II: Politics of Fear	Weeks 8-14
Unit III: The Adolescent Voice and Social Critique	Weeks 15-21
Unit IV: Researching the American Experience	Weeks 22-31
Unit V: Depictions of War	Weeks 32-35
Unit VI: 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*:

- *The Things They Carried* by Tim O'Brien
- *The Crucible* by Arthur Miller
- *The Great Gatsby* by F. Scott Fitzgerald
- *The Nickel Boys* by Colson Whitehead
- *The Catcher in the Rye* by J.D. Salinger
- *Ferris Bueller's Day Off* dir. John Hughes
- *Guilty by Suspicion*, dir. Erwin Winkler
- *Minari* dir. Lee Isaac Chung
- Memoir Reading Texts:
 - *The Glass Castle* by Jeannette Walls
 - *Believe: My Faith and the Tackle that Changed My Life* by Eric LeGrand
 - *Marley and Me: Life and Love with the World's Worst Dog* by John Grogan
 - *Educated* by Tara Westover
 - *Into Thin Air* by Jon Krakauer
 - *Crying in H Mart* by Michelle Zauner
- Common Sense Education (www.common Sense.org)
- Purdue OWL (https://owl.purdue.edu/owl/purdue_owl.html)
- Merriam Webster (<https://www.merriam-webster.com/>)
- Google Classroom
- Quizizz
- Kahoot!
- 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* 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* 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* 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* curriculum by the instructional *English II* team:

Unit I: Questioning the American Dream		
Unit Summary		
<p>In this unit, students will analyze how point of view contributes to a deeper understanding of characterization, narrative development, theme, and represented social issues during a defining period in American social history. Students will determine how an author’s conscious decision regarding perspective influences the reliability of his narrator and impacts the delivery of the narrative. The “ Questioning the American Dream” unit supports the development of essential literacy capacities and higher-order critical thinking skills through its concentration on point of view, helping students understand how perspective can influence how we perceive the social issues that are represented in works of literature and shape our understanding of American social history.</p>		
Standards/Core Ideas/Performance Expectations/Progress Indicators		
<p>The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in <i>English II</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, 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, RIAA.9-10.7, RIAA.9-10.7, RL.CT.9-10.8, RI.CT.9-10.8 ○ Writing: <ul style="list-style-type: none"> ■ 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: <ul style="list-style-type: none"> ■ 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: <ul style="list-style-type: none"> ■ 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 ● <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"> ○ 9.4.12.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	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● How do literary techniques such as dialect, symbolism, and figurative language enhance the depiction of setting, characterization, and plot? ● How do we measure the reliability of a narrator? ● How does the author use the fictional realm to comment on period trends and influence the representation of social issues in a text? ● *How does each author reflect a facet of the American Experience? ● *How has the American Experience and American Dream changed throughout our nation’s history? ● What choices must curators make to effectively communicate a complex idea to a diverse public? 	<ul style="list-style-type: none"> ● Specific literary techniques enhance the depiction of the setting, characterization, and plot, offering readers a world parallel to their own. ● The reliability of a narrator is dependent upon the reader’s ability to ascertain defining clues, such as the use of contradictory information, ambiguous details, and the manner in which an account is delivered to the reader. ● The author crafts a work with purposefully didactic messages to inform the audience about their own world and themselves. ● *Specific challenges throughout American history impact groups of people in different ways. ● *The American Dream differs for everyone; the American Experience continues to evolve based on migration patterns, the economy, social trends, cultural values, etc. ● The power of museum exhibits to shape public understanding hinges on a curator’s ability to make intentional choices that balance scholarly accuracy with engaging storytelling, ensuring that complex themes resonate with and inform a diverse public. 	
Evidence of Learning		
Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Class Participation ● <i>Gatsby</i> Study Guides ● <i>Gatsby</i> Reading Quizzes ● <i>Gatsby</i> Character Chart ● 1920s Research Activity 	<ul style="list-style-type: none"> ● Summer Reading Timed Response (Benchmark) ● <i>Gatsby</i> Test (objective and short answer) 	<ul style="list-style-type: none"> ● <i>The Great Gatsby</i> by F. Scott Fitzgerald ● Selected contributions to “This I Believe” on NPR ● “Little Pink Houses” by John Mellencamp ● “Born in the USA” by Bruce Springsteen ● “First World Problems” by Chance the

<ul style="list-style-type: none"> ● <i>Gatsby</i> Passage Analysis ● <i>Gatsby</i> Symbol Project ● <i>Gatsby</i> Film Analysis Activity ● <i>Minari</i> Viewing Guide ● Poetry annotation and analysis ● Scaffolding activities for curating the American Dream project ● Individual Check-ins with Teacher ● Journal responses 	<p>response) (Summative)</p> <ul style="list-style-type: none"> ● Unit Seminar (Benchmark) ● Curating the American Dream Project (Benchmark) 	<p>Rapper</p> <ul style="list-style-type: none"> ● Selected scenes from <i>The Great Gatsby</i> directed by Baz Luhrmann ● “I Hear America Singing” by Walt Whitman ● “The New Colossus” by Emma Lazarus ● Selected poems from Langston Hughes including “Mother to Son,” “I, Too, Sing America” and “Let America be America Again” ● Selected poems by Richard Blanco including “One Today” and “The U.S. of Us” ● Kendrick Lamar’s 2025 Superbowl Half Time Performance ● <i>Minari</i> directed by Lee Isaac Chung
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Unit II: Politics of Fear

Unit Summary

In this unit, students will analyze how a manufactured fear can impact everyday life in a society. Through the analysis of a period allegory complementing representations of manufactured fears in American social history, students will gain an understanding of how manufactured fears can be used to control and mediate human behavior and result in negative outcomes. The “Politics of Fear” unit supports the development of essential literacy capacities and higher-order critical thinking skills through its concentration on a period allegory and the negative impact that manufactured fears have on everyday life in a society, helping students understand how such manipulations are constructed and how awareness of these manufactured fears can be attained through the study of literary and media 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*:

- *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, RL.MF.9-10.6, RI.MF.9-10.6, RI.AA.9-10.7, RI.AA.9-10.7, RL.CT.9-10.8, RI.CT.9-10.8
 - Writing:
 - W.IW.9-10.2 A-F, 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.HistoryUP.2.c, 6.1.12.HistoryCC.11.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*
 - 9.4.12.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

- What is an allegory?
- How many levels of meaning are there in an allegory?
- In what ways does a manufactured fear act as a motivator for group and individual behavior?
- *How and why do individuals forcibly amass and wield power over others through the application of manufactured fear?
- How can allegory be used to help understand modern-day

Unit Enduring Understandings

- An allegory is the presentation of an abstract idea through more concrete means. Allegories can be interpreted to reveal a hidden meaning, typically a moral or political one. The typical allegory is a narrative.
- There are two levels of meaning in an allegory. The first level of meaning is the surface-level storyline. The second level of meaning is the often thinly veiled message that the writer is endeavoring to convey through his use of this literary form.
- A manufactured fear—especially the “othering” of a group—can function as a powerful motivator for group and individual behavior.
- *Power is often attained and maintained through the use of manufactured fear, particularly by subjugating vulnerable groups, targeted populations, or minority peoples.
- Allegory transcends time: *The Crucible* can help us understand contemporary “witch hunts” and how manufactured fear is still a

events, political matters, and social issues?	powerful weapon. <i>Guilty By Suspicion</i> provides students with the historical basis of the “witch hunt” of McCarthyism, demonstrating to students that such persecutions did occur.	
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Class Participation ● <i>Crucible</i> Study Guides ● <i>Crucible</i> Character Chart ● Journal responses ● Quote Analysis Activities ● Individual Check-ins with Teacher 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● <i>Crucible</i> Act Assessments ● Manufactured Fear Mini-Research Project (Benchmark) ● <i>Crucible</i> and <i>GBS</i> Final Assessment: Obj + Seminar 	Resources Needed: <ul style="list-style-type: none"> ● <i>The Crucible</i> ● <i>Guilty by Suspicion</i> ● RFH Library resources for Manufactured Fear Mini-Research Project.

Unit III: The Adolescent Voice and Social Critique

Unit Summary

In this unit, students will investigate the authorial application of the adolescent narrative voice as a vehicle for commentary on societal issues in American society. Through the analysis of the authorial application of the adolescent narrative voice, students will gain an understanding of language and its implications for adolescent identity in American society at various points in American social history. The “Adolescent Voice and Social Critique” unit supports the development of essential literacy capacities and higher-order critical thinking skills through its concentration on the authorial application of the adolescent narrative voice, helping students understand how the adolescent perspective can provide valuable insight into the workings of particular cultural contexts in American social history. Students will also select a contemporary text that depicts the challenges of coming of age and put it in conversation with the classic core text.

Standards/Core Ideas/Performance Expectations/Progress Indicators

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

- *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, RL.AA.9-10.7, RI.AA.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.HistoryCA.14.c, 6.1.12.HistorySE.14.a-b, 6.1.12.HistoryCC.14.e, 6.1.12.EconNE.16.b, 6.1.12.HistoryUP.16.a
- *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, 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.DC.1, 9.4.12.DC.6, 9.4.12.IML.2, 9.4.12.IML.9, 9.4.12.TL.4

Unit Essential Questions

- How does the authorial application of the adolescent narrative voice help students understand how the adolescent perspective facilitates social critique?
- *In what ways do an adolescent’s coming-of-age experiences parallel societal transformations in particular cultural contexts in American social history?
- How does popular culture continue to represent the adolescent voice?

Unit Enduring Understandings

- Students will understand how the use of the adolescent perspective in literature facilitates social critique.
- *Students will see the parallels between character development and societal transformations in American societal history.
- Film is one of the most popular media to represent the adolescent voice in popular culture.
- *Recognition and treatment of mental health issues have improved in the last few decades; increasing awareness about mental health issues has served to

<ul style="list-style-type: none"> ● *To what extent have attitudes about mental health in the US evolved over the past 75 years? ● What specific linguistic and rhetorical choices does an author make to establish a character's unique voice, and how do these choices illuminate the character's core beliefs and worldview? 	<ul style="list-style-type: none"> ● destigmatize those dealing with such conditions. ● Skilled readers recognize that an author's deliberate choices in language, style, and rhetorical techniques create a character's distinct voice, and that this unique voice is a crucial lens through which to comprehend the character's fundamental beliefs, motivations, and underlying worldview within a text and in relation to broader human experience. 	
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> ● Class Participation ● <i>Catcher</i> Study Guides ● <i>Catcher</i> Reading Quizzes ● <i>Catcher</i> Character Chart ● <i>Catcher</i> Passage Analysis ● <i>Catcher</i> Symbol Project ● Teen Perspectives Worksheet ● <i>Catcher</i> & Defense Mechanisms Activity ● Holden's Dream Job ● Holden Writing Emulation Activity ● Peer Editing Workshops ● Digital Citizenship Lesson ● Individual Check-ins with Teacher ● Journal responses 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> ● <i>Catcher</i> Reading Tests ● <i>Catcher</i> & Nonfiction Texts Annotations and Seminar (Summative) ● Social Media Project 	Resources Needed: <ul style="list-style-type: none"> ● <i>The Catcher in the Rye</i> ● <i>Ferris Bueller's Day Off</i> ● <i>The Wonder Years</i> episode ● <i>Freaks and Geeks</i> episode ● <i>Common Sense Education</i> ● Excerpts from <i>Hurt 2.0</i> by Chap Clark ● "Get a Life, Holden Caulfield" from <i>The New York Times</i> by Jennifer Schuessler ● "Why Does Salinger's <i>Catcher in the Rye</i> Still Resonate?" from <i>BBC News Magazine</i> by Finlo Rohrer ● "Rebel with a Cause: Rebellion in Adolescence" by Dr. Carl Pickhardt ● "Yes, Gen Z Is Starting at You. The Question is Why" by Nicole Stock ● "The Age of Loneliness" by Stephen Marche

Unit IV: Researching the American Experience
Unit Summary
<p>In this unit, students will analyze how point of view contributes to a deeper understanding of characterization, narrative development, theme, and represented social issues during a defining period in American social history. Students will determine how an author's conscious decision regarding perspective influences the reliability of his narrator and impacts the delivery of the narrative. The "Researching the American Experience" unit supports the development of essential literacy capacities and higher-order critical thinking skills through its concentration on point of view, helping students understand how perspective can influence how we perceive the social issues that are represented in works of literature and shape our understanding of American social history. The Spotlight Project provides an opportunity for in-depth research and student choice in the curriculum.</p>
Standards/Core Ideas/Performance Expectations/Progress Indicators
<p>The state standards outlined below, and established by New Jersey Department of Education, will guide instruction throughout this unit in <i>English II</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, 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, RIAA.9-10.7, RIAA.9-10.7, RL.CT.9-10.8, RI.CT.9-10.8 ○ Writing: <ul style="list-style-type: none"> ■ 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: <ul style="list-style-type: none"> ■ 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: <ul style="list-style-type: none"> ■ 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 ● <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

<ul style="list-style-type: none"> 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills <ul style="list-style-type: none"> 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	Unit Enduring Understandings	
<ul style="list-style-type: none"> How do literary techniques such as dialect, symbolism, and figurative language enhance the depiction of setting, characterization, and plot? How is the reliability of a narrator measured? How does the author use the fictional realm to comment on period trends and influence the representation of social issues in a text? *How does each author reflect a facet of the American Experience? 	<ul style="list-style-type: none"> Specific literary techniques enhance the depiction of the setting, characterization, and plot, offering readers a world parallel to their own. The reliability of a narrator is dependent upon the reader's ability to ascertain defining clues, such as the use of contradictory information, ambiguous details, and the manner in which an account is delivered to the reader. The author crafts a work with purposefully didactic messages to inform the audience about their own world and themselves. *Specific challenges throughout American history impact groups of people in different ways. 	
Evidence of Learning		
Formative & Alternative Assessments: <ul style="list-style-type: none"> Class Participation <i>Nickel Boys</i> Study Guides <i>Nickel Boys</i> Reading Quizzes <i>Nickel Boys</i> worksheets Passage Analysis activities Individual Check-ins with Teacher Journal responses 	Benchmark & Summative Assessments: <ul style="list-style-type: none"> <i>The Nickel Boys</i> Timed Writing American Author Spotlight Presentation 	Resources Needed: <ul style="list-style-type: none"> <i>The Nickel Boys</i> Excerpts of <i>The White House Boys: An American Tragedy</i>, memoir by Roger Dean Kiser Excerpts of <i>Between the World and Me</i> by Ta-Nehesi Coates Selected speech(es) from Martin Luther King Jr. TEDTalk: "Why we must confront the painful parts of US history," Hasan Kwame Jeffries Amanda Gorman, "The Hill We Climb" Select poems and short stories written by American Authors, chosen from the RFH library by students as part of the "American Author Spotlight Project"

Unit V: Depictions of War
Unit Summary
<p>In this unit, students will analyze the shared experiences of Americans in armed conflicts, using juxtaposed historical contexts and human circumstances to reinforce the parallels that exist among combatants. The "Depictions of War" unit supports the development of essential literacy capacities and higher-order critical thinking skills through its concentration on the shared experiences of Americans in armed conflicts, helping students understand how human experience in war transcends the immediate context of conflict.</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</i>:</p> <ul style="list-style-type: none"> 2023 New Jersey Student Learning Standards: English Language Arts 9-10 <ul style="list-style-type: none"> Reading: <ul style="list-style-type: none"> RL.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.MF.9-10.6, RI.MF.9-10.6, RL.CT.9-10.8, RI.CT.9-10.8 Writing: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 6.1.12.CivicsDP.14.a, 6.1.12.HistoryCC.15.a, 6.1.12.CivicsPD.16.a 6.2.12.HistoryCC.5.d, 6.2.12.HistoryCC.5.e, 6.1.12.HistoryCC.12.e, 6.2.12.CivicsHR.6.a 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking

<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"> ○ 9.4.12.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	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● How do narratives convey the emotional and psychological burdens of conflict? ● How do variations in narrative form affect the reader's understanding of the text? ● Does a writer have to be a veteran to best represent what it is like to experience war? ● *What narrative elements are necessary for an effective story about an armed conflict? ● In what ways do poetic devices and narrative structures allow writers to convey the emotional, psychological, and moral complexities of war? ● What can readers understand about the effect of war on the individual when examining texts from different conflicts? 	<ul style="list-style-type: none"> ● Narratives convey the emotional and psychological burdens of conflict through their representations of the unique struggles experienced by the characters as they wrestle with their experiences during wartime. ● Variations in narrative form occur because authors want to create an artistic effect that challenges the reader and illuminates meaning. ● Authors can uniquely capture and represent armed conflict in narrative, blending truth and fiction. ● *Perhaps the most essential narrative element is point of view. The speaker's voice impacts how the reader experiences what is being captured and represented. With this, characterization is also a critical narrative element: readers establish relationships with characters. A final important narrative element is the text's theme, the message that the writer is endeavoring to convey. ● Writers strategically employ poetic devices and narrative structures not merely to describe events, but to profoundly evoke and explore the intricate emotional, psychological, and moral dimensions of the war experience, allowing readers to grasp its human cost beyond factual recounting. ● By examining texts from different American conflicts, readers can draw parallels to universal human experiences. 	
Evidence of Learning		
Formative & Alternative Assessments:	Benchmark & Summative Assessments:	Resources Needed:
<ul style="list-style-type: none"> ● Class Participation ● <i>TTTC</i> Study Guide Questions ● <i>TTTC</i> Reading Quizzes ● Bravery Activity ● <i>TTTC</i> Character Chart ● Do Now Journals ● Poetry annotation and analysis ● Individual Check-ins with Teacher ● Journal responses 	<ul style="list-style-type: none"> ● <i>TTTC</i> Final Exam ● War Poetry and Prose Intertextual Analysis (Summative) 	<ul style="list-style-type: none"> ● <i>The Things They Carried</i> (selected chapters) ● Tim O'Brien Speech at Arlington Public Library ● "The Death of the Ball Turret Gunner" by Randall Jarrell ● "War Is Kind" by Stephen Crane ● "Facing It" and "Camouflaging the Chimera" by Yusef Komunyakaa ● "Grass" by Carl Sandburg ● Teacher provided poems
Unit VI: Memoir Book Club		
Unit Summary		
<p>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.</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</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, 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, RIAA.9-10.7, RIAA.9-10.7, RL.CT.9-10.8, RI.CT.9-10.8 		

<ul style="list-style-type: none"> ○ Writing: <ul style="list-style-type: none"> ■ 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: <ul style="list-style-type: none"> ■ 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: <ul style="list-style-type: none"> ■ 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 <ul style="list-style-type: none"> ○ 6.1.12.HistoryCC.16.a-b ● 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking <ul style="list-style-type: none"> ○ 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 <ul style="list-style-type: none"> ○ 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	Unit Enduring Understandings	
<ul style="list-style-type: none"> ● *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? ● 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"> ● *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. ● 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>Believe: My Faith and the Tackle That Changed my Life</i> by Eric LeGrand ○ <i>Marley and Me</i> by John Grogan ○ <i>Educated</i> by Tara Westover ○ <i>Crying in H Mart</i> by Michelle Zauner ○ <i>Into Thin Air</i> by Jon Krakauer

Section IX: Unit Reflection

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

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