

Rumson-Fair Haven Regional High School

Course: *English IV*

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Board Approval: August 2026

Section I: Course Description

English IV integrates the study of language and texts 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 IV* will read and respond to a variety of cultural works and complementary nonfiction texts, developing the praxes needed for a successful transition into the reading and writing demands of a first-year, undergraduate course in expository writing.

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

1. [2023 New Jersey Student Learning Standards English Language Arts \(NJSLs-ELA\)](#)
 - “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. [2020 New Jersey State Learning Standards- Visual and Performing Arts:](#)
 - The New Jersey Student Learning Standards for Visual and Performing Arts (NJSLs-VPA) describe the expectations for literacy and fluency in five artistic disciplines: dance, music, theatre, visual arts, and media arts. Each artistic discipline has independent skills, knowledge, and content. However, as a field, the arts are interdependent, connected, and inclusive. The NJSLs-VPA are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The vision of all students having equitable access to a quality arts education is only achieved when the five arts disciplines are offered continuously throughout the K–12 spectrum.
4. [Standard 8.1 \(Computer Science\) and 8.2 \(Design Thinking\) of the 2020 NJSLs:](#)
 - “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”

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

Section III: Curriculum Modifications

The *English IV* 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 Multi Language Learners (MLL) 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 IV* 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 IV</i>	Grade Level: 12
Unit I: Reading and Notetaking through Science Fiction	Weeks 1-3
Unit II: Speaking and Performing Through Shakespeare	Weeks 4-12
Unit III: Appreciation of Creative Writing and Winter Stories	Weeks 13-17
Unit IV: Research and Historical Context	Weeks 18-20
Unit V: Synthesizing Through Contemporary Drama	Weeks 21-24
Unit VI: Reading Communally	Weeks 25-28
Unit VII: Independent Read: Biography or Memoir	Weeks 29-34
Unit VIII: Postsecondary Communication	Weeks 35-40

Section VI: Primary Texts and Year-Long Instructional Resources

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

- Google Classroom
- TurnItIn.com
- *Common Sense Education* (www.commonsense.org)
- Youtube
- Swank
- Owl Purdue
- *Project Hail Mary*, by Andy Weir
- *Hamlet*, by William Shakespeare,
- “The Gift of the Magi”; “The Last Leaf”; “A Retrieved Reformation”; “The Killers”; “Yours”; and others.
- Poetry by Mary Oliver, Robert Frost; Robert Hayden; and others from poetry.org
- *Death and the Maiden*, by Ariel Dorfman
- *John Proctor is the Villain*, by Kimberly Belflower
- *School Girls; or The African Mean Girls Play* by Jocelyn Bioh

Section VII: Grading Formula and Assessment Modes

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

Unit I: Reading and Notetaking Through Science Fiction		
Unit Summary		
In this introductory unit, students will establish the need for attentive, productive, and reflective engagement with texts. They will transition from passive reading to active, strategic reading and notetaking using Andy Weir’s <i>Project Hail Mary</i> as a primary text. Students will refine essential critical thinking skills and utilize active engagement with a text. The unit is designed to equip seniors with the ability to retain, process, and synthesize information in preparation for college and post-graduation scenarios.		
Standards/Core Ideas/Performance Expectations/Progress Indicators		
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>English IV</i> :		
2023 New Jersey Student Learning Standards: English Language Arts 11-12 - RL.CR.11–12.1, RI.CR.11–12.1, RL.CI.11–12.2, RI.CI.11–12.2, RL.IT.11–12.3, RI.IT.11–12.3, RL.TS.11–12.4, RI.TS.11–12.4, RL.MF.11–12.6, RI.MF.11–12.6, W.AW.11–12.1A, W.AW.11–12.1B, W.AW.11–12.1C, W.AW.11–12.1D, W.AW.11–12.1E, W.NW.11–12.3, W.AW.11–12.4, SL.PE.11–12.1, L.SS.11–12.1, L.KL.11–12.2, L.VL.11–12.3, L.VI.11–12.4 2023 New Jersey Student Learning Standards: Social Studies 6.1.12.CivicsPD.16a, 6.1.12.EconNE.16.b 2023 New Jersey Student Learning Standards: Computer Science and Design Thinking 8.1.12.IC.1, 8.2.12.ITH.3 2023 New Jersey Student Learning Standards: Career Readiness, Life Literacies and Key Skills 9.4.12.DC.4, 9.4.12.DC.7		
Unit Essential Questions	Unit Enduring Understandings	
- How can a reader navigate and synthesize complex information to build a reliable understanding of a narrative? - What does it mean to critically read a text? - How do science fiction texts convey the realities of modern society? - How is science fiction extrapolative? - How do writers convey truth through fiction?	- Using active reading strategies to go beyond being a passive reader and create opportunities to challenge assumptions, evaluate narrative structure, and construct an understanding of the text’s thematic truth. - Critical reading is close, attentive, and reflective engagement with a text. It supports the development of analytical thinking and writing skills. - Using the medium of a fictional future, science fiction holds a mirror up to the issues of modern society; writers can convey reality through fiction. - Science fiction takes what is true in modern society and extrapolates that truth to build a world that is both familiar and foreign. - Science fiction writers base their texts on truth and use fiction as a way to convey that truth.	
Evidence of Learning		
Formative & Alternative Assessments: - Annotating excerpts of summer reading text - Personal reflexive writing (journal) - Synthesis graphic organizer	Benchmark & Summative Assessments: - Summer Reading Test (Benchmark) - On-Demand Synthesis essay (Benchmark)	Resources Needed: <i>Project Hail Mary</i> Andy Weir *Ursula K. LeGuin’s Introduction to <i>The Left Hand of Darkness</i> <i>The New Yorker</i>: “The Allure of Science Fiction”

• Jigsaw seminar • Quizzes • Individual conferences with teacher	• Narrative Writing: “World Building in Science Fiction”: creative task (Benchmark)	• Note-taking outlines (dialectical journal, Cornell Method)
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Unit II: Speaking and Performing through Shakespeare		
Unit Summary		
In the Speaking and Performing through Shakespeare unit, students will explore <i>Hamlet</i> and the importance of performance. The common text of <i>Hamlet</i> will provide a basis for students to develop analytic skills. While acting is essential to the play itself, students will practice their own performance skills by analyzing speeches, speaking about <i>Hamlet</i> , and performing selections from the text. In this unit, students will develop essential literacy capacities and higher-order critical thinking skills through a focus on the spoken word.		
Standards/Core Ideas/Performance Expectations/Progress Indicators		
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>English IV</i>		
• 2023 New Jersey Student Learning Standards for English Language Arts for Grades 11-12 ◦ RL.CR.11–12.1, RL.CI.11–12.2, RL.IT.11–12.3, RL.TS.11–12.4, W.AW.11–12.1, W.WP.11–12.4, W.WR.11–12.5, W.RW.11–12.7, SL.PE.11–12.1, SL.II.11–12.2, SL.ES.11–12.3, SL.PI.11–12.4, SL.UM.11–12.5, SL.AS.11–12.6, L.SS.11–12.1, L.KL.11–12.2, L.VL.11–12.3, L.VI.11–12.4 • 2020 New Jersey Student Learning Standards: Visual and Performing Arts-1.4 Theater Standards ◦ 1.4.12prof.Cr1a, 1.4.12prof.Re7b, 1.4.12acc.Re7a, 1.4.12adv.Re7b, 1.4.12prof.Re8a, 1.4.12prof.Re8c, 1.4.12adv.Re8a, 1.4.12prof.Cn11b		
Unit Essential Questions	Unit Enduring Understandings	
• How can students extrapolate the meaning of a text by analyzing literary devices and elements? • Why is it important to read Shakespeare? • What is the relationship between speaker or performer and audience? • Why are acting and performance important forms of communication? • How does the viewing and evaluating of cinematic and artistic performances of a text increase the viewer/reader’s understanding of the original text?	• Literary elements such as motif, symbol, metaphor, etc. add a figurative meaning to a text. Students can analyze the figurative meaning present in these elements to determine the meaning of a text. • Reading Shakespeare enables students to analyze difficult language and universal themes. Shakespeare’s plays provide an opportunity to read literature through a microscope, focusing on the smallest units of meaning. • There is a constant give-and-take relationship between speaker and audience with acting and performing. The decisions a speaker or performer makes have a direct effect on the audience. • Acting “hold[s] a mirror up to nature” and shows the audience truth and humanity. Paradoxically, performance can produce truth and reality. • Viewing and evaluating cinematic and artistic adaptations of a text helps the viewer/reader identify changes in the devices that are used to convey meaning.	
Evidence of Learning		
Formative & Alternative Assessments: • Motif and symbol tracing • Mapping character change • Annotation • Notebook checks • Skits • Quizzes • Individual student check-ins with teacher	Benchmark & Summative Assessments: • Seminar (Summative) • Debate (Benchmark) • Reflection essay)	Resources Needed: • William Shakespeare’s <i>Hamlet</i> • The Folger Guide to Teaching <i>Hamlet</i> • Select scenes from different versions of <i>Hamlet</i>, including Gregory Doran, RSC <i>Hamlet</i>; Kenneth Branagh, <i>Hamlet</i>, Franco Zeffirelli <i>Hamlet</i> • Various related artistic representations • Potential trip to local theatre company

Unit III: Appreciation of Creative Writing and Winter Stories
Unit Summary
In the Winter Stories unit, students will engage with a variety of short stories and poems that are loosely related to the idea of “winter”, either metaphorically or literally. Students will read stories and poems, reflect on their own reading

tastes, and analyze the iceberg metaphor. Students will grapple with questions and identify the intended and unintended meaning of the texts. Students will engage with two performance tasks in this unit: presenting a poem that they personally are invested in and “teaching” about it to the class and engaging in creative writing of their own winter story.

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 IV*:

- *2023 New Jersey Student Learning Standards for English Language Arts for Grades 11-12*
 - RL.CR.11–12.1, RL.CI.11–12.2, RL.IT.11–12.3, RL.TS.11–12.4, W.AW.11–12.1, W.NW.11–12.3, W.WP.11–12.4, W.WR.11–12.5, W.RW.11–12.7, SL.PE.11–12.1, SL.II.11–12.2, SL.ES.11–12.3, SL.PI.11–12.4, SL.UM.11–12.5, SL.AS.11–12.6, L.SS.11–12.1, L.KL.11–12.2, L.VL.11–12.3, L.VI.11–12.4

Unit Essential Questions

- How do authors use just a few words to create immense meaning?
- What kinds of stories and poems best reach the individual reader?
- What can students and writers learn about the craft of writing from studying short stories and poetry?

Unit Enduring Understandings

- Authors judiciously choose words in short texts to guide the reader to their own conclusions.
- Everyone likes different kinds of stories and poems, which is why it is great to read a wide variety of texts.
- Students and writers can learn various techniques involving imagery, symbolism, and concision that will strengthen reading and writing skills.

Evidence of Learning

Formative & Alternative Assessments:

- Plot Mapping
- Creative Writing
- Annotation
- Notebook checks
- Quizzes
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Seminar (Summative)
- Oral Presentation (Benchmark)
- Reflection essay

Resources Needed:

- Copies of various short stories including “The Gift of the Magi”; “The Last Leaf”; “A Retrieved Reformation”; “The Killers”; “Yours”; and others.
- Copies of various poems from Mary Oliver, Robert Frost; Robert Hayden; and others from poetry.org

Unit IV: Research and Historical Context

Unit Summary

In the Research and Historical Context unit, students will develop their research and writing skills. Students will build on the previous skills of close reading, speaking, and performing through a class reading of a dramatic work. Additionally, students will add a layer of context and nuance by researching the historical context for the dramatic work. By applying research to a fictional text, students will assess the relationship between a historical event and its fictionalized representation, and consider the manipulation of truth as is necessary to convey the essence of a historical event.

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 IV*:

- *2023 New Jersey Student Learning Standards for English Language Arts for Grades 11-12*
 - RL.CR.11–12.1, RL.CI.11–12.2, RL.IT.11–12.3, RL.TS.11–12.4, RI.AA.11–12.7, W.AW.11–12.1, W.WP.11–12.4, W.WR.11–12.5, W.RW.11–12.7, SL.PE.11–12.1, SL.II.11–12.2, SL.ES.11–12.3, SL.PI.11–12.4, SL.UM.11–12.5, SL.AS.11–12.6, L.SS.11–12.1, L.KL.11–12.2, L.VL.11–12.3, L.VI.11–12.4
- *2020 New Jersey Student Learning Standards: Visual and Performing Arts-1.4 Theater Standard*
 - 1.4.12prof.Cr1a, 1.4.12prof.Re7b, 1.4.12acc.Re7a, 1.4.12adv.Re7b, 1.4.12prof.Re8a, 1.4.12prof.Re8c, 1.4.12adv.Re8a, 1.4.12prof.Cn11b
- *2020 New Jersey State Standards: Social Studies*
 - 6.1.12.HistoryCC.16.a, 6.2.12.CivicsPI.4.a, 6.2.12.HistoryUP.4.c, 6.2.12.CivicsHR.5.a, 6.2.12.HistoryCC.5.d, 6.2.12.CivicsHR.6.b
- *2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills*
 - 8.2.12.ETW.4

Unit Essential Questions

- How can research deepen understanding of a fictional text?

Unit Enduring Understandings

- Researching the historical moment a text represents adds nuance and informs a reader about the real-world representations and the effects of literature.

• How can students learn to research effectively? • What is the power of fiction? • *How does the power of fiction influence one's understanding of important historical moments? • What is an artist's responsibility in representing the truth of important historical moments? • What tools does an author use to fictionalize real events? • *How does a play representing a historical event convey issues of identity?	• Students can learn to use the Library Resources, such as LibGuides and databases, in order to research topics. • The power of fiction is to create empathy. A novel, play, movie or other fictionalized work can often display more truth than a news account by creating a shared sense of humanity between character and audience. • *The power of fiction opens the audience up to multiple points of view. Non-fiction accounts of important historical moments may be clouded by the POV of the "victor". The power of fiction is to show multiple perspectives and to give the audience a more complete picture of the event. • An artist's responsibility includes presenting lesser-heard voices, finding a balance between fictional elements and factual details, and creating a resonant work that is both didactic and entertaining. • An author manipulates point of view, detail, chronology, setting, and pacing to fictionalize real events. • *A play can portray characters who may be geographically, physically, and historically different from the reader, but through the power of fiction, readers can connect to and learn from the characters.
Evidence of Learning	
Formative & Alternative Assessments: • Personal reflexive writing (journal) • Text annotation and synthesis • Reading quizzes • Historical research • Individual Conferences with Teacher	Benchmark & Summative Assessments: • On-demand, research-based writing (Benchmark) • Seminar (Summative)
Resources Needed: • *Ariel Dorfman, <i>Death and the Maiden</i> • *Barbara Kingsolver, "Jabberwocky" • <i>The Judge and the General</i>, directed by Patricio Lanfranco, Elizabeth Farnsworth • LibGuide	

Unit V: Synthesizing Through Contemporary Drama	
Unit Summary	
In this unit, students will continue to hone their speaking and performance skills while focusing on the skill of synthesis. Students will have been familiar with the skills of synthesis, speaking and performing from their Reading and Notetaking through Science Fiction and Speaking and Performing Through Shakespeare units. Students will engage in a critical class reading of a recently published short dramatic work. Students will take on speaking and performing roles in class. Students will then synthesize this dramatic work with other texts, both literary and analytic. Students will place a play in conversation with other texts and analyze the relationship between a focus text and a supplementary text.	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>English IV</i>: • <i>2023 New Jersey Student Learning Standards for English Language Arts for Grades 11-12</i> ◦ RL.CR.11–12.1, RI.CR.11–12.1, RL.CI.11–12.2, RI.CI.11–12., RL.IT.11–12.3, RL.TS.11–12.4, RI.TS.11–12.4, RL.PP.11–12.5, RI.PP.11–12.5, RL.MF.11–12.6, RI.MF.11–12.6, W.AW.11–12.1, W.NW.11–12.3, W.WP.11–12.4, W.WR.11–12.5, W.RW.11–12.7, SL.PE.11–12.1, SL.II.11–12.2, SL.ES.11–12.3, SL.PI.11–12.4, SL.UM.11–12.5, SL.AS.11–12.6, L.SS.11–12.1, L.KL.11–12.2, L.VL.11–12.3, L.VI.11–12.4 • <i>2020 New Jersey Student Learning Standards: Visual and Performing Arts-1.4 Theater Standards</i> ◦ 1.4.12prof.Cr1a, 1.4.12prof.Re7b, 1.4.12acc.Re7a, 1.4.12adv.Re7b, 1.4.12prof.Re8a, 1.4.12prof.Re8c, 1.4.12adv.Re8a, 1.4.12prof.Cn11b, • <i>2020 New Jersey Student Learning Standards – Career Readiness, Life Literacies, and Key Skills</i> ◦ 9.4.12.CI.1, 9.4.12.CI.3, 9.4.12.IML.2	
Unit Essential Questions	Unit Enduring Understandings
• What makes a short dramatic work compelling and relevant to today's audience? • How can the element of performance enhance the reading of a short dramatic work?	• While there are many factors that may make a short dramatic work compelling, a link to present and historical events help contextualize a text and provide interest to the audience. • Performing a dramatic work will enable students to consider the physical and design elements of the work such as staging, props, lighting, music, and blocking.

- How can a student synthesize a short dramatic work with a piece of analysis? - How can a student synthesize a short dramatic work with another piece of fiction?		- Students can place authors in conversation by examining their points of view and considering the relationship between texts. - Students can place fictional texts into conversation with one another by selecting relevant evidence and examining the authorial intent and tone.
Evidence of Learning		
Formative & Alternative Assessments: - Annotations on supplemental texts - Reading quizzes - Skit Performances - Creative Scene Interpretations - Individual check-ins with student	Benchmark & Summative Assessments: - Synthesis Chart (Benchmark) - Seminar (Summative) - On-Demand Synthesis Essay (Summative)	Resources Needed: - Contemporary Short Drama text, such as <i>John Proctor is the Villain</i>, by Kimberly Belflower, or <i>School Girls; or The African Mean Girls Play</i> by Jocelyn Bioh - Supplemental Sources, such as excerpts from <i>The Crucible</i> by Arthur Miller, or the film <i>Mean Girls</i>. - Theater reviews from <i>The New York Times</i>, <i>The Guardian</i>, <i>The New York Theater Guide</i>

Unit VI: Reading Communally	
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, scaffolded by teacher-designed prompts. This unit will encourage students to think critically not only about important social causes, but also about the act of reading itself, and how a shared reading experience can deepen cultural competencies. Students will be encouraged to invite members of their community to join them, and will frequently reflect on the process via journaling. Finally, students will consider how the act of reading can inspire social action and civic engagement. Students will develop essential literacy capacities and higher-order critical thinking skills through a communal reading experience, deepen awareness through metacognitive, reflexive writing tasks, reflect on the personal and communal qualities of reading, analyze relevant social issues, and become civically engaged, and consider the importance of reading and how it can influence society.	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>English IV</i>: <i>2023 New Jersey Student Learning Standards: English Language Arts 11-12</i> - RL.CR.11–12.1, RL.CI.11–12.2, RL.IT.11–12.3, RL.TS.11–12.4, W.AW.11–12.1, W.NW.11–12.3, W.RW.11–12.7, SL.PE.11–12.1, L.SS.11–12.1, L.KL.11–12.2, L.VL.11–12.3, L.VI.11–12.4 <i>2020 New Jersey Student Learning Standards: Social Studies</i> 6.1.12.CivicsDP.13.a, 6.1.12.HistoryCC.13.d, 6.1.12.CivicsPI.14.d, 6.1.12.HistoryCA.14.b-c, 6.1.12.HistorySE.14.a-b, 6.1.12.HistoryCC.14.e, 6.2.12.GeoPP.5.a <i>2020 New Jersey Student Learning Standards: Computer Science and Design Thinking</i> 8.1.12.1C.1, 8.2.12.1TH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1 <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2, 7-9, 9.4.12.DC.6	
Unit Essential Questions	Unit Enduring Understandings
- How can reading be a springboard to action? - How is reading a shared act? What might be the benefit of discussing a text? - What is the purpose of a community read? *How can we use the connection between literature and the real world to implement change? - How can writing be used to inform discussion?	- Reading can be a call to action for civic engagement, especially when the texts portray current events. Readers may create a plan of action based on the issues described in a text. - Reading as a community can expand the collective experience of the text. Readers with different backgrounds and life experiences can shed light on their interpretation of the text's meaning. - The purpose of a community read is to build community and increase interpersonal connection through a shared analysis of a text. The community read fosters discussion, understanding, and learning through the act of reading collectively. *Authors include truth in fiction. This truth can be a catalyst for change. Readers may implement personal or societal change based on their

• *How can reading about identity in a community foster a better understanding of that identity? • How can students use the internet and online platforms more productively and responsibly to foster social action?	understanding of a text. Fiction can have the power to galvanize readers into action. • Writing is an important step in understanding a text and planning ideas. Writing can be used to develop talking points. Writing can also be used to reflect upon a discussion and debrief on the development of thought. • *The ethnic, racial, gender, sexual, physical, and socio-economic diversity of a community can better inform the various iterations of identity. Through a community, an individual can understand the nuance and intersections inherent in identity. • When students are aware of their “digital footprint” and the permanence of their social interactions online, they can begin to use these resources more intentionally to match their passions and goals to their digital presence.
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Evidence of Learning

Formative & Alternative Assessments: • Reading journey posters • Guided reading journals & exit tickets • Artistic activities • Analysis of narration, setting, conflict, structure, characterization, theme, and symbolism • Storyboarding conflict • Analysis of a published book review, and writing a book review • Book club group discussions • Individual conferences with teacher	Benchmark & Summative Assessments: • Choice Reading Creative Project Menu (Summative) • Reader’s Response Podcasts	Resources Needed: • *Jesmyn Ward <i>Sing, Unburied, Sing</i> • *Tommy Orange, <i>There There</i> • *Heidi W. Durrow, <i>The Girl Who Fell From the Sky</i> • *Gabriel Bump, <i>Everywhere You Don’t Belong</i> • *Mosid Hamin, <i>Exit West</i> • *Alison Bechdel, <i>Fun Home</i> • *Mira T. Lee, <i>Everything Here is Beautiful</i> • *Harriet McBryde Johnson, <i>Accidents of Nature</i> • *Kacen Callender, <i>Felix Ever After</i> • *Chimamanda Ngozi Adichie, “The Danger of a Single Story” • *Common Sense Media, “The Change You Want to See”
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Unit VII: Independent Read–Biography and Memoir

Unit Summary

In the Independent Read–Biography and Memoir unit, students will pick out their own, individual memoirs or biographies to read and engage with based on their own reading levels and interests. At this point in the year and in their careers as high school students, students should be able to select books that are of interest to them, finish the reading for enjoyment and understanding, and be able to figure out if they need to pivot to something else early on in the process. Additionally, with students doing a genre study, they will be able to hold small group discussions with others who are reading similar books, so they can discuss similarities in the genre, including noticing style and craft. Finally, students will manage and adjust their “project plan” to ensure that they are consistent in their efforts throughout the process.

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 IV*:

- 2023 New Jersey Student Learning Standards for English Language Arts for Grades 11-12
 - RI.CR.11–12.1, RI.CI.11–12.2, RI.IT.11–12.3, RI.TS.11–12.4, RI.PP.11–12.5, W.AW.11–12.1, W.WP.11–12.4, W.WR.11–12.5, W.RW.11–12.7, SL.PE.11–12.1, SL.II.11–12.2, SL.ES.11–12.3, SL.PI.11–12.4, SL.UM.11–12.5, SL.AS.11–12.6, L.SS.11–12.1, L.KL.11–12.2, L.VL.11–12.3, L.VI.11–12.4

Unit Essential Questions • What reading preferences exist? • What is similar about biographies, autobiographies, and memoirs and how do they differ? • How is an independent project managed?	Unit Enduring Understandings • Individual reading preferences vary greatly. The key to a successful reading journey involves identifying personal interests, maintaining the discipline to complete a project, and exploring new genres to expand global understanding. • Biographies, autobiographies, and memoirs are all about people, but they vary in style, format, and lessons as widely as people do. • Managing a project independently takes planning, consistent effort, and adjustments.
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How can insights from independent reading be shared with others?	Authentic voice is truly important when sharing what you have learned with any audience.
Evidence of Learning	
Formative & Alternative Assessments: - Reader's Response Journals - Plot Mapping - Annotation - Notebook checks - Quizzes - Individual student check-ins with teacher	Benchmark & Summative Assessments: - Book Review posters and videos (summative) - Reflection essay
Resources Needed: - Access to the library (local and at RFH) - Books sourced on their own	

Unit VIII: Postsecondary Education	
Unit Summary	
In this unit, students will refine their practical communication skills. This unit will serve as a bridge between their high school academic career and their future in the adult world with a specific focus on real-world genres of reading and writing. This unit will include written and spoken communication required for success in college and careers. These topics will include professional emails, resumes and college novels.	
Standards/Core Ideas/Performance Expectations/Progress Indicators	
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>English IV</i>: <i>2023 New Jersey Student Learning Standards: English Language Arts 11-12</i> - RL.CR.11–12.1, RI.CR.11–12.1, RL.CI.11–12.2, RI.CI.11–12.2, RL.IT.11–12.3, RL.TS.11–12.4, RI.TS.11–12.4, RL.PP.11–12.5, RI.PP.11–12.5, RI.MF.11–12.6, RL.CT.11–12.8, RI.CT.11–12.8, W.IW.11–12.2, W.NW.11–12.3, W.WP.11–12.4, W.WR.11–12.5, W.SE.11–12.6, W.IW.11–12.2, SL.PE.11–12.1, SL.II.11–12.2, SL.PI.11–12.4, SL.UM.11–12.5, SL.AS.11–12.6, L.SS.11–12.1, L.KL.11–12.2, L.VL.11–12.3, L.VI.11–12.4 <i>2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills</i> 9.2.12.CAP.5, 9.2.12.CAP.6, 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2, 7-9, 9.4.12.DC.6	
Unit Essential Questions	Unit Enduring Understandings
- How does formatting impact writing's effectiveness? - Why is it important to read complex post-secondary texts?	- Formatting is an essential tool for readability. The use of appropriate formatting tools is essential in getting a point across in a professional manner. - It is essential to read post-secondary texts to build reading stamina and resilience. After graduation, students will be engaging with complex text in everyday settings.
Evidence of Learning	
Formative & Alternative Assessments: - Text annotations - Syllabus analysis - Synthesis worksheet - Reflection Log - Resume and cover letter - Presentation/Sales Pitch - Individual student check-ins with teacher	Benchmark & Summative Assessments: - Seminar/ Round table discussion - Portfolio
Resources Needed: - Common Read Text (University specific) - Syllabus (University specific) - Resume and cover letter templates - Professional Profile samples - Analysis worksheets for real-world texts	

Section IX: Unit Reflection

The *English IV* instructional team must confer upon the completion of each instructional unit in the *English IV* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms should be used by the instructional team for future modifications within and to *English IV* curriculum.

Unit Reflection Form:English IV			
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 the 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)