

**NORTHERN BURLINGTON COUNTY REGIONAL SCHOOL DISTRICT
2021 Course Map/Pacing Guide**

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| Department | English | Course | English II [Grade 10] |
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Source of Standards

- New Jersey Student Learning [Standards 2020](#)
 - [New Jersey Student Learning Standards for English Language Arts Grades 9-10](#)
 - [English Language Arts](#) (Companion Standards for History, Social Studies, Science and Technical Subjects)
 - College Board
- [Career Readiness, Life Literacies, and Key Skills](#);
 - All courses Focus on - 9.4 Life Literacies and Key Skills (p. 49)

Sequence- Unit Titles and Number of weeks per unit (total = 18 semester/ 36 year)

Unit 1: The American Dream (9 weeks) - In studying F. Scott Fitzgerald's *The Great Gatsby*, students will be asked to evaluate the evolving definition of the American Dream and analyze how intersections of identity impact one's ability to accomplish and define the Dream. There is a focus on analyzing symbolism, figurative language, diction, and literary devices. Students will study poetry and short essays from the Harlem Renaissance to evaluate diverse representations of the same era.

Unit 2: Dystopian America (9 weeks) - The dystopian novel *Unwind* by Neal Shusterman is a satirical, social commentary on controversial topics, the overuse of technology in society, and the theme of fear. Students will analyze how advancements in technology should be measured against ethical considerations, and to specifically define and identify violations of ethics.

Unit 3: Coming of Age (9 weeks) - In reading *The Catcher in the Rye* by J.D. Salinger, students will evaluate who is considered "normal" and how our definition of normal is entirely subjective and defined by assumed social norms. Students will analyze the experience of adolescence in its seemingly-contradictory uniqueness and universality, both in the 1950s and presently.

Unit 4: The Trials of America's Past (5 weeks) - Students will study the Broadway Musical *Hamilton* by Lin-Manuel Miranda and examine the traditional telling of America's history and the groups excluded from this narrative. Students will also study foundational American texts and conventions of drama.

Unit 5: Family Values (8 weeks) - In *The Glass Castle* by Jeanette Walls, students will critically analyze and define the family unit and the roles therein. Students will discuss how individual's experience color perception and explore issues of identity. The unit includes an exploration of the themes in *The Glass Castle* in student-selected memoirs.

Big Ideas/[Enduring Understanding](#) (link to guide)

- The modern condition of humanity is explored through themes related to the following:
 - The problem with romanticizing nostalgic memories of the past/perfection, and resulting disillusionment.
 - The double standards for people of wealth and people without wealth that color our perception of behaviors, actions, and attitudes (unconscious bias).
- All utopia gives way to dystopia, making it impossible to craft a “perfect” society.
- Technological advancements must be measured against ethical concerns.
- When constructing one’s opinion on a controversial topic, it is best to evaluate multiple, diverse sources, and critically examine validity of all source material.
- The experience of adolescence is characterized by both universal experiences and subjective perceptions.
- Society largely determines what behaviors we categorize as normal.
- External expression and internal feelings may not always match.
- Drama is as much about how something is said or what is occurring on stage as the dialogue itself.
- America is as much a place as it is a set of ideals.
- People of diverse backgrounds- race, color, religions, sexual orientation, gender expression etc. have a lasting influence on society.
- History should be taught from multiple perspectives.
- The American Dream may not be the same for all Americans.
- History, culture, and personal experience shape and influence literature.

[Essential Questions](#) (link to guide)

- How does one’s wealth provide opportunity to achieve The American Dream?
- How has the American Dream been defined and evolved over the past century?
- How does an author’s personal experience impact representation of groups of people within their work?
- How does gender identity limit or expand one’s pursuit of the American Dream?
- How does fear shape behavior?
- When should an individual take a stand in opposition to an individual or larger group?
- How should technological advancements in society be weighed against ethical considerations?
- How do your own personal morals determine what decisions you make in response to adversity?
- Does the government have the right to make decisions on personal medical care?
- How do we craft a definition of “normal” behavior and which groups are excluded from this definition?
- How can we expand our definition of normal to include marginalized groups of people?
- What is the harm in narrowly defining “normal”?
- How can we identify and empathize with coming-of-age literature?
- How is America still “unfinished?”
- What is our legacy and who is responsible for telling our story?
- Who is an American?
- From what perspective do we hear our nation’s history?
- How does perspective change our understanding of historical events?
- How can the author’s word choice affect the overall mood in a drama?
- What defines a family?
- How does individual perception of events differ among experiences?
- How does one’s unconscious bias affect worldview and life decisions?

[Reporting Student Progress](#) (link to pyramid)

All courses follow a balanced assessment system with Practice and Assessments. Each category includes formative, summative and alternative assessments.

[Accommodations and Modifications](#) (link to menu)

Integrated accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans

Resources (Text and Technology)

Unit 1

- *The Great Gatsby*, F. Scott Fitzgerald
- *The Great Gatsby* Film (2013)
- F. Scott Fitzgerald and The Great American Dreamer Documentary (1997)
- John Green Youtube Clip: "Is the American Dream Real?"
- Nonfiction Text: Investopedia's Article, "What is the American Dream"
- BuzzFeed's Individual Photo Accounts of the American Dream
- Nonfiction Text: Smithsonian's "The 1919 Black Sox Baseball Scandal..."
- Nonfiction Text: NY Times "The Role of Women in The Great Gatsby by F. Scott Fitzgerald"
- Nonfiction Text: Melnick Medical Museum's Article "Medicinal Alcohol & Prohibition"
- Will Thwait's "Daisy's Lullaby" Symbolic Music Video
- (Poetry) The Hollow Men - Mistah Kurtz
- (Poetry) Social Note - Dorothy Parker
- (Poetry) Richard Cory - Edwin Arlington Robinson
- (Poetry) We Wear The Mask - Paul Laurence Dunbar
- (Poetry) Nothing Gold Can Stay - Robert Frost
- (Poetry) If and When Dreams Come True - W.S. Merck
- Meta site of poetry from Harlem Renaissance

Unit 2

- *Unwind* by Neal Shusterman
- *The Martian Chronicles* by Ray Bradbury (Honors only)
- *The Island* Film (2005)
- Youtube clip of "Unwinding"
- Saturday Night Live: Teaching Satire Resource Clips
- Central Theme Station Resources: Understanding Organ Donations in Our World, Safe Haven Laws, Youth Homes
- Nonfiction Text: Signs of Life "The Undead," by Dick Teresi article analysis by Elizabeth Royte
- ABC News: Firefighter receives face transplant video clip
- Nonfiction Text: Ukrainian Maternity Hospital Scandal "Ukraine Killing Newborns To Harvest Stem Cells"
- Nonfiction Article: Business Insider Article "A New Mexico Woman Attempts to Sell Her Soul On eBay"

- Huffington Post “Should We Really Fear Reproductive Human Cloning?”
- Youtube Clip: The Science Behind Dog Cloning
- Nonfiction Article: “First human head transplant could be possible...”
- Youtube Documentary: “What Happened Inside the Airplane Graveyard”
- Henrietta Lacks: science must right a historical wrong
- 'Henrietta Lacks': A Donor's Immortal Legacy
- Video discussing the roots of health disparities as well as the history of the Black community's distrust in the health system.

Unit 3

- *The Catcher in the Rye* by J.D. Salinger
- “Comin’ Thro’ the Rye” - Robert Burns Poem
- J.D. Salinger Documentary- “J.D. Salinger Doesn’t Want to Talk”
- Kodi Lee: Blind Autistic Singer WOWS And Gets GOLDEN BUZZER! | America's Got Talent 2019
- *Dead Poets Society* (Film 1989)
- Youtube Episode: Things You Should NEVER Say To A Disabled Person
- Nonfiction articles
 - “Everybody’s Caught ‘The Catcher in the Rye’”
 - How ‘America’s Got Talent’ contestant Kodi Lee shattered stereotypes about disability
 - Angry? Happy? Excited? How Facial Expressions Don't Always Reveal True Emotions

Unit 4

- *Hamilton: The Revolution* book excerpts
- The Federalist Papers
- Declaration of Independence: A Transcription | National Archives
- Using "Hamilton: The Musical" in the Classroom | The Educators Room
- *Common Sense* - Thomas Paine
- *A Deplorable Entanglement: Picturing Race And Gender At Monticello*
- Personal perspective: an excerpt from *The Interesting Narrative of the Life of Olaudah Equiano*
- Miranda, Shakespeare, and modern day rappers

Unit 5

- *The Glass Castle*, Jeannette Walls
- *The Glass Castle* Film (2017)
- “Truth and Consequences” by Jeanette Walls
- Homelessness in America activity- Tent City Documentary
- Interview with Oprah
- Family aspects - history vs. Hollywood
- Family Secrets by Raymond A. Foss
- MSNBC's *Life in the Glass Castle Only Made Walls Stronger*
- Nonfiction Resources: American Psychology Association- Effects of Hunger, Long Term Consequences of Child Abuse & Neglect, Psychology Today- Moving is Tough for Kids, Psychology Today- The Effects of Poverty on the Brain, How Children of

Alcoholic Parents Can Be Profoundly Affected