

Course Overview

Content Area: **English**
Course(s): **English I**
Time Period:
Length:
Status: **Published**

English I: Intro to Literature

Aligned to Standards: NJSL 2023
Revision Date: 6/27/2024
In compliance with the NJ Student Learning Standards, climate change, career readiness, DEI (Diversity, Equity, & Inclusivity), as well as other standards have been integrated within the NBCRSD curricula (NJ Administrative Code Title 6A: chapter 8; Title 18A: chapter 35).
Course Overview
Sequence- Unit Titles, Summaries, and Number of weeks per unit (total = 18 semester/36 year)

UNIT 1: Identity: Ourselves and Society (4 weeks): Students will analyze the complex interactions involved in human relationships and self-identity. They will be able to examine the impact of individual choices and the responsibility that accompanies being part of a society. Students will read short stories, personal narratives, poetry, and nonfiction, identifying how we are all influenced by historical events, socio-political movements, and family norms. Multicultural selections will focus on names, family heritage, victories, and celebrations.

SPECIFIC RESOURCES FOR UNIT:

Short Stories

- “The Namesake” by Jhumpa Lahiri
- “Names Nombres” by Julia Alvarez
- “My Name” by Sandra Cisneros
- “Us & Them” by David Sedaris
- Excerpt from “It Gets Better” by David Sedaris
- “Raymond’s Run” by Toni Cade Bambara
- “Montreal, 1962” by Shauna Singh Baldwin “Turban Legend”)

Poetry:

- “Realarro” by Marc Matthews
- “Legacies” by Nikki Giovanni
- “Speaking with Hands” by Luis J. Rodriguez
- “Those Winter Sundays” By Robert Hayden
- “The Gift” by Li-Young Lee
- “Brothers” by Andrew Forster

Non-Fiction:

- Excerpt from *Muslim Girl: A Coming of Age* by Amani Al-Khatahtbeh
- “The Struggle to be an All American Girl” by Elizabeth Wong

- Article from India Times, “Turban Legend: How Superfan Nav Bhatia distracted
- Shaq, Webber & Garnett on his way to Hall of Fame” by Shivani Naik

Alternate and/or Supplemental Texts:

- Rules of the Game and/or Two Kinds
- “Harrison Bergeron” by Kurt Vonnegut
- Excerpt from *It Gets Better* by David Sedaris
- Excerpt from *The 57 Bus* by Dashka Slater

UNIT 2: Justice and Prejudice (12 weeks): This unit focuses on the novel as a literary form and explores themes of cultural values, justice, and prejudice, using the classic American novel *To Kill a Mockingbird* as a centerpiece. The unit will also give students a chance to investigate what it means to be marginalized, shunned, or otherwise rejected by society for violating its taboos, while considering what taboos still exist today and how those may, or may not, be changing.

SPECIFIC RESOURCES FOR UNIT:

- *To Kill A Mockingbird* (Harper Lee)
- Film adaptation
- Jim Crow Laws, History.com
- Excerpt - “Shocking Story of Approved Killing in Mississippi” (W. Bradford Huie)
- “The Graveyard Book” selection Neil Gaiman
- “The Tell-Tale Heart” by Edgar Allan Poe
- “Charles” by Shirley Jackson
- **Honors Acceleration:** “Dreams Variation” & “Harlem” (Langston Hughes)
- **Honors Acceleration:** “The Rise of Jim Crow and the Nadir, 1878-1915”: The NJ State Library
- **Honors Acceleration:** BOOKER T. WASHINGTON, Atlanta Cotton Exposition (1895)
- **Honors Acceleration:** W.E.B. DUBOIS “The Talented Tenth” (1903)

UNIT 3: Conflict and Tragedy (10 weeks): Students examine Aristotle’s Poetics and his definitions of comedy and tragedy to deepen their understanding of classic tragedy. They read Shakespeare’s *Romeo and Juliet* and compare and contrast the ways in which the play treats the related theme of fate versus free will. In addition, students will also consider Shakespeare’s use of rhythm, punctuation, and imagery and how they help convey the motives, thoughts, and feelings of the characters. This unit will confirm students’ shared understanding of the elements of drama, preparing them for

the study of other dramatic works throughout high school.

SPECIFIC RESOURCES FOR UNIT:

- *Romeo and Juliet* (William Shakespeare) (E)
- Ted Talk: “The Mysterious Workings of the Teenage Brain”
- “Poetics” (Aristotle) (excerpt on comedy and tragedy)
- Virtual tour of the Globe Theater and Sistine Chapel
- Fire and Ice By Robert Frost

- Franco Zeffirelli, dir., *Romeo and Juliet* (1968)

UNIT 4: Power and Persuasion (6 weeks): The Unit on power and persuasion focuses on the role of government and our own role in analyzing actions and thinking for ourselves. The anchor text, *Animal Farm*, will be used as the basis to evaluate propaganda and control, as well as to analyze allegory and Communism in Russia. Additional selections will reinforce the role of satire, herd mentality, and the effects of control and propaganda in our society. Students will also be challenged to examine propaganda and write using techniques of persuasion.

SPECIFIC RESOURCES FOR UNIT:

LITERARY TEXTS

- *Animal Farm* by George Orwell
- Modification: *Animal Farm* Graphic Novel version by ODYR
- “Harrison Bergeron” by Kurt Vonnegut, Jr.
- Modification: film version of “Harrison Bergeron”
- "The Lottery" by Shirley Jackson

INFORMATIONAL TEXTS

Non-Fiction

- " I am Malala"

Art, Music, and Media

- *2081* (short film adaptation of "Harrison Bergeron")
- *Guernica* by Picasso
- Scenes from *The Hunger Games*
- *Animal Farm* animated film adaptation

UNIT 5: Hardship and Heroism (8 weeks): Students read Homer's *The Odyssey*, with special attention to the hero's journey, and learn about the characteristics of an epic hero. They become familiar with classic Greek and Roman mythology and consider the role of the gods in the hero's adventures. Building on themes in the previous unit, they may discuss the role of fate. Students will also be asked to examine the nature of heroism and evaluate Odysseus both by the standards of his culture and ours. Through pairings of these works with informational texts, students learn about the ancient city of Troy and the story of the Trojan War for historical context. Alfred, Lord Tennyson's "The Lotos-Eaters" is included in the unit so that students may explore how authors draw on the works of other authors to examine related themes.

SPECIFIC RESOURCES FOR UNIT:

Poetry

- "Ithaka" by Constantine Cavafy
- "The Lotos-Eaters" (Alfred, Lord Tennyson)
- *The Odyssey* (Homer) (E)
- *The Ramayana* (attributed to the Hindu sage Valmiki) (excerpts)

Stories

- *Mythology* (Edith Hamilton); The Divine Beauty Contest

INFORMATIONAL TEXTS

Nonfiction

- *Excerpts from Unbroken* (Laura Hillenbrand)

- *The Hero with a Thousand Faces* (Joseph Campbell)

ART, MUSIC AND MEDIA

Art

- Various Greek and Roman sculptures and artifacts
- Selected works inspired by Greek mythology
- Virtual tours of Greece

Music

- “Man of Constant Sorrow” from the soundtrack to *O Brother, Where Art Thou?*
- “*Holding Out for a Hero*” by Bonnie Tyler

Film

- Joel Coen, Ethan Coen, dir., *O Brother, Where Art Thou?* (2000)
- Andrey Konchalovskiy, dir., *The Odyssey* (1997)
- Anjelina Jolie, dir., *Unbroken* (2014)

ADDITIONAL ONLINE RESOURCES

- *Lessons of the Indian Epics: Following the Dharma* (National Endowment for the Humanities) (RL.9-10.6)

[Reporting Student Progress](#) (link to NB's Assessment System)

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.