

Course Overview

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

English II: American Literature

Aligned to Standards: NJSLs 2023
Revision Date: 7/31/2024
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)
<p>Unit 1: The American Dream (9 weeks): In studying F. Scott Fitzgerald’s <i>The Great Gatsby</i> and other related texts, 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 <i>dream</i>.</p> <p><u>SPECIFIC RESOURCES FOR UNIT:</u></p> <ul style="list-style-type: none">• <i>The Great Gatsby</i>, F. Scott Fitzgerald• (Poetry) The Hollow Men - TS Eliot• (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 <p>HONORS</p> <ul style="list-style-type: none">▪ George Gershwin's "Rhapsody in Blue" <p>Unit 2: Dystopian America (9 weeks): Students study dystopian novels as satirical, social commentaries on controversial topics, the overuse of technology in society, and the theme of fear. Students will analyze how advancements in</p>

technology should be measured against ethical considerations, and to specifically define and identify violations of ethics.

SPECIFIC RESOURCES FOR UNIT:

- *Unwind* by Neal Shusterman
- *Fahrenheit 451* by Ray Bradbury
- 'Henrietta Lacks': A Donor's Immortal Legacy

HONORS ONLY

- *Fahrenheit 451* by Ray Bradbury
- Kurt Vonnegut - 2Br02B connection
- Twilight Zone episode, I sing the Body Electric by Ray Bradbury
- *I Sing the Body Electric* by Walt Whitman
- excerpts from *The Martian Chronicles* by Ray Bradbury:

Unit 3: Family Values (8 weeks): In *The Glass Castle*, students will critically analyze and define the family unit and the roles therein. Students will discuss how individuals experience color perception and explore issues of identity.

SPECIFIC RESOURCES FOR UNIT:

- *The Glass Castle*, Jeannette Walls

HONORS ONLY

- Gaining Strength: Making Modern Connections to Jeannette Walls' "The Glass Castle"
- Text to Text | 'The Glass Castle' and 'Life on the Streets'

Unit 4: The Trials of America's Past (6 weeks): Through reading *The Crucible*, students will examine how fear, power, and ideology influence society, using psychoanalytic and critical lenses to analyze character motivations and cultural implications. They will draw connections to foundational American texts that

explore justice, individualism, and moral conflict.

SPECIFIC RESOURCES FOR UNIT:

- *The Crucible* by Arthur Miller
- [“To My Dear and Loving Husband”](#)
- [Common Sense - Thomas Paine](#)
- [1776: Paine, Common Sense \(Pamphlet\)](#)
- Personal perspective: an excerpt from [The Interesting Narrative of the Life of Olaudah Equiano](#)

HONORS ONLY

- “Sinners in the Hands of an Angry God”

Unit 5: Coming of Age (5 weeks): In reading *The Catcher in the Rye*, 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 the present.

SPECIFIC RESOURCES FOR UNIT:

- *The Catcher in the Rye* by J.D. Salinger
- “Comin’ Thro’ the Rye” - Robert Burns Poem
- *Dead Poets Society* (Film 1989)

HONORS ONLY

- Updike’s short story “A&P”
- Teenage Brains Are Malleable And Vulnerable, Researchers Say (Hamilton)
- Depression, the secret we share (Solomon)
- I felt a Funeral, in my Brain (Dickinson)

[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.

