

- **Research:** Research reports in all courses require class readings of real-world texts, including primary and secondary source documents. Because the research reports align with NJSL standards for argument writing, students investigate two sides to various controversial and societal issues. Topics range from science-based issues involving the environment to political issues about human rights.
 - **WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.**
 - **SOC.K-12.1 - Developing Questions and Planning Inquiry:** Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
 - **SOC.K-12.2 - Gathering and Evaluating Source:** Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
 - **SOC.K-12.3: Seeking Diverse Perspectives:** Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
 - **SOC.K-12.4: Developing Claims and Using Evidence:** Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.

- **History:** English courses regularly incorporate instruction on historical background to provide context for class readings and promote connections to contemporary society. The following course descriptions outline main areas of emphasis:

English I

Students study various aspects of history and government through class readings: All students study the Elizabethan theater when introduced to Shakespeare before reading *Romeo and Juliet*.

Students who read *To Kill A Mockingbird* study the Great Depression and Jim Crow South; students who read *Fahrenheit 451* study the effects of governmental power.

SOC.K-12.3: Seeking Diverse Perspectives: Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people.

The study of literature is paired with nonfiction articles. Whole-class seminar discussions and small-group micro-seminars are used to deepen understanding of perspectives.

SOC.K-12.6: Engaging in Civil Discourse and Critiquing Conclusions - Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

English II

Students analyze the evolution of American identity and the American Dream through the study of American literature (fiction & nonfiction) from the Colonial period to the 20th century. The course includes the study of Native American mythology and literature that reflects various stages of American identity, such as Puritanism, slave narratives, Harlem Renaissance, and the Civil Rights Movement.

SOC.K-12.6: HistoryCC.3.a Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

The study of literature is paired with nonfiction articles. Whole-class seminar discussions and small-group micro-seminars are used to deepen understanding of perspectives.

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English III

Students study British traditions and social commentary through classical readings of British literature. They explore the cultural evolution of Britain from the Anglo-Saxons through Medieval times and the Renaissance, while also focusing on how the literature reflects social commentary. The research assignment involves students in considering arguments and counterarguments for social reform.

SOC.6.2.3: Age of Revolutions:

**Political & Industrial Revolutions, Imperialism, Reform and Global Impact
(Core Idea)**

Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.

The study of literature is paired with nonfiction articles. Whole-class seminar discussions and small-group micro-seminars are used to deepen understanding of perspectives.

SOC.K-12.6: Engaging in Civil Discourse and Critiquing Conclusions - Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

English IV

Students evaluate global perspectives and conflicts through the study of World literature. Assignments require the study of conflict in war narratives, foster connections between past and present world issues, and promote personal reflections on one's individual journey.

**SOC.6.2.6: Contemporary Issues
(Core Idea)**

Human and civil rights support the worth and dignity of the individual.

The study of literature is paired with nonfiction articles. Whole-class seminar discussions and small-group micro-seminars are used to deepen understanding of perspectives.

SOC.K-12.6: Engaging in Civil Discourse and Critiquing Conclusions - Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

- **Studies Program:** The ELA department offers three courses that directly involve English and Social Studies teaching partnerships in the co-planning and integrated implementation of curriculum. Each course pairs the study of historical time periods with the study of literary texts that reflect and convey key elements of the time period.
 - American Studies (10th grade) - *English II Accelerated & US History I*
SOC.2.6.2: Revolution & the New Nation - (Core Idea)
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.
 - Western Studies (11th grade) - *English III Accelerated & US History II*
SOC.6.1.13: Postwar United States: Civil Rights & Social Change (Core Idea)
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
 - Contemporary Studies (12th grade) - *English IV Accelerated & contemporary world issues*
SOC.6.2.5: The 20th Century: Challenges for the Modern World (Core Idea)
Governments around the world support universal human rights to varying degrees.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

The study of literature is paired with nonfiction articles. Whole-class seminar discussions and small-group micro-seminars are used to deepen understanding of perspectives.

SOC.K-12.6: Engaging in Civil Discourse and Critiquing Conclusions - Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.

- **Art:** In response to NJSLS standards for evaluating various types of texts, ELA curriculum includes assignments that require students to study artistic mediums, including visual art, songs, poems, film.
VPA.1.1.12.D.CS1: Visual Art
Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.