

English II

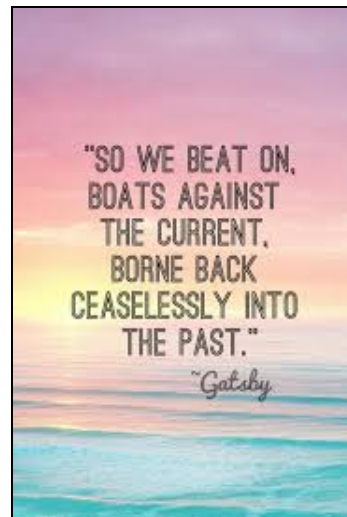
2025-2026 Academic Year Syllabus

I. INSTRUCTOR NAME AND CONTACT INFORMATION:

Mrs. Lauren Grumbach

Email: lgrumbach@rumsonfairhaven.org

School Voicemail: 732-842-1597 ext. 834



II. ENGLISH II HONORS PERIODS 3 AND 7 IN ROOM 307

III. OFFICE HOURS:

- Morning meetings: Days 2 & 4 from 7:20 a.m. to 7:40 a.m.
- Lunch meetings: Days 3 & 4 from 11:11 a.m. to 11:41 a.m.
- Room 307

IV. COURSE DESCRIPTION

English II integrates the study of language and literature 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 II will read and respond to canonical and contemporary works of American literature that provide insight into different aspects of the American cultural experience and ongoing social issues in modern American society.

V. MAJOR UNITS OF STUDY

- **Unit I:** Questioning the American Dream (*The Great Gatsby* and a selection of representations of the American Dream in song, poetry, art and film)
- **Unit II:** Politics of Fear (*The Crucible*, *Guilty by Suspicion*)
- **Unit III:** The Adolescent Voice and Social Critique (*The Catcher in the Rye*; *Ferris Bueller's Day Off* and nonfiction texts)
- **Unit IV:** Researching the American Experience (*The Nickel Boys* and selected poems, articles and podcasts)
- **Unit V:** Depictions of War (*The Things They Carried* and selected poems)
- **Unit VI:** Memoir Book Club (various memoir texts)

VI. CLASS RULES

Students are expected to adhere to the **RFH Code of Expectations**

In addition, the following rules are intended to maximize learning and ensure equity among students.

- Students must be present for attendance at the start of the period. Repeat tardiness will result in parent contact.
- Arrive to class on time with all appropriate materials; **you will need the book we are studying with you every day.**
- Please keep bathroom breaks to a minimum; take your pass once you have permission to leave the room.
- Do **not** bring food or beverages other than water into the classroom.
- Be a positive contributor to class.
 - o Demonstrate active engagement with class discussions and activities
 - o Treat everyone in our classroom community with respect (teacher, students and yourself)
 - o Know that insensitive remarks (racist, sexist, homophobic) will not be tolerated in this classroom

VII. GRADING BREAKDOWN

Category	
Assessment	65%
Coursework	30%
Class Participation	5%

VIII. CLASS PREPAREDNESS

Students must have their charged school-issued Chromebook devices with them every day in school. Students must also have their notebooks, pens, pencils, and assigned text every day. Students are expected to be ready to participate, answer, and interact with other students when prompted. *If students are unprepared, including missing their school-issued Chromebook when it is necessary for an assignment or assessment, they are subject to receiving a zero for that assignment.*

IX. IMPORTANT RFH PROCEDURES, POLICIES AND GUIDELINES

→ CELL PHONES IN CLASS:

- ◆ All devices must be turned off and put away in classroom caddies when class begins. Cell phones must be placed in the classroom cell phone caddy for the entire block/period.
 - **First Offense:** Teacher conference and confiscation of device (returned at the end of the day).
 - **Second Offense:** After-school detention and confiscation of device (returned at the end of the day).
 - **Third Offense:** Saturday detention and confiscation of the device, which must be picked up by a parent/guardian.
 - **Additional Offenses:** May result in further restrictions of student privileges.

→ USE OF ARTIFICIAL INTELLIGENCE (AI):

- ◆ *At RFH, we approach this moment with both hope and caution. We believe Artificial Intelligence has the potential to transform learning in powerful ways by enhancing understanding of course material, promoting student-centered and problem-based learning, and fostering digital literacy, creativity, critical thinking, and problem-solving skills. However, students must be active decision-makers, consistently evaluating and using these tools ethically and responsibly, without compromising academic integrity. We expect our use of AI in the classroom to evolve as the school year goes on. **Your teacher will provide guidance on the appropriate and acceptable use of AI for this class, but it is your responsibility to adhere to their instructions.** Should you have any questions or concerns, please speak with your teacher.*

→ LAPTOP DEVICES

- ◆ No student shall use another student's district-issued log-on credentials.
- ◆ No privately owned electronic device may be attached to any Rumson Fair Haven Regional High School network.
- ◆ Violation of school or district policies, local, state, and/or federal laws while using a personal electronic device on the RFH wireless network will result in appropriate disciplinary and/or legal action as specified in the Student Handbook and Conduct Code, School Board policy

→ ATTENDANCE POLICY AND ASSESSMENTS

- A student may be dropped from or denied course credit when absent 14 or more classes for a full-year course; the change from 18 to 14 absences aligns with the rotating drop schedule.

- *If a student comes in late or leaves early and misses a class during which an assessment is administered or due, the student may only retake the evaluation or turn the assessment in late if they have a doctor's note or an absence excused by the state; otherwise, the student receives a zero for that assignment.*
- If you are absent, check Google Classroom for missed work. Review the posted daily slideshow indicating class activities. Please email me if you need additional information.
- Students who miss an in-class assessment (tests, quizzes, seminars, etc) due to an **excused absence**, will have the opportunity to make up work during my Office Hours or in the Testing Center. It is the student's responsibility to follow up outside of class time. **(Please do not approach me at the start of class and ask, "What did I miss?")** All quizzes and tests must be made up promptly. A score of zero will be used in Genesis until work is completed. If you have an extenuating circumstance, please see me immediately.
- **RFH MAKEUP POLICY** (from updated student handbook) -- Students will have 2 school days for each day absent, up to a maximum of 6 days, to make up all coursework (classwork/homework) tests, quizzes, etc. Any work not completed within this time may be subject to "no credit" for each assignment.
- **When a student has been told in advance of an upcoming due date for an assessment, reading/study guides, project, and/or a long term assignment, etc., the due date will stand regardless of intervening absences.**

→ **SHORT TERM ASSIGNMENTS AND MAJOR ASSESSMENT INFORMATION**

- ◆ Homework will be due at the beginning of the class period the next time the class meets. Assignment dates will be posted in Google Classroom. Students are encouraged to upload their work.
- ◆ **SHORT-TERM HOMEWORK ASSIGNMENTS** - Short-term homework assignments are given on an ongoing basis in all academic courses. Credit for short-term homework assignments will only be given if they are submitted on the due date at the designated time. Students are expected to follow the guidelines established in the RFH Student Handbook for the submission of work if they are absent on the due date for the entire school day. Specific IEP stipulations and 504 Plan modifications are exceptions to this policy.
- ◆ **MAJOR ASSESSMENTS** - Major assessments are required course components in all academic courses, and they will be evaluated using corresponding rubrics. Failure to complete any of the designated criteria for a major assessment or minimal demonstration of effort on any facet of a major assessment will have a negative impact on student performance. Students are strongly advised to develop their projects beyond the minimum passing levels as determined by the instructor, and they are encouraged to confer with the instructor on ways in which they can develop their final products. Timely completion is a fundamental criterion for all major assessments: late assignments will be penalized according to the established policy:
 - 10% grade reduction off of the final grade if the major assessment is not submitted on the due date at the designated time. Additional 10% reductions will be given for two days subsequent to the due date. After this time has passed, the grade is reduced to no credit (0).

If a student is in school on the day in which a major assessment is due and is absent from class, the assignment must be e-mailed or submitted to the instructor by the end of the school day. Failure to do so will result in the established late penalty. Exceptions to this policy will be up to the discretion of the instructor and/or the department supervisor if there are extenuating circumstances. Specific IEP stipulations and 504 Plan modifications are also exceptions.

- **The consequences for a violation of academic integrity on a major assessment will correspond to the penalties outlined in the RFH Student Handbook.**
- **Students are expected to follow the guidelines established in the RFH Student Handbook for the submission of work if they are absent on the due date for the entire school day.**

X. MATERIALS

The following texts and instructional resources are employed in English II:

- The Things They Carried by Tim O'Brien
- The Crucible by Arthur Miller
- The Great Gatsby by F. Scott Fitzgerald

- The Nickel Boys by Colson Whitehead
- The Catcher in the Rye by J.D. Salinger
- Ferris Bueller's Day Of dir. John Hughes
- Guilty by Suspicion, dir. Erwin Winkler
- Minari dir. Lee Isaac Chung
- Memoir Reading Texts:
 - The Glass Castle by Jeannette Walls
 - Believe: My Faith and the Tackle that Changed My Life by Eric LeGrand
 - Marley and Me: Life and Love with the World's Worst Dog by John Grogan
 - Educated by Tara Westover
 - Into Thin Air by Jon Krakauer
 - Crying in H Mart by Michelle Zauner
- Common Sense Education (www.commonsense.org)
- Purdue OWL (https://owl.purdue.edu/owl/purdue_owl.html)
- Merriam Webster (<https://www.merriam-webster.com/>)
- Google Classroom
- Quizizz
- Kahoot!
- Turnitin.com (<https://www.turnitin.com/>)
- Vocabulary.com (<https://www.vocabulary.com/>)

SUGGESTIONS FOR SUCCESS: Complete all assigned reading and homework by the established due date

- Do not rely on Sparknotes or other study aids for textual analysis
- Read all assignments carefully
- Ask questions if something is unclear or confusing
- Seek help when you need it
- Participate in class discussions

XI. TENTATIVE SCHEDULE

Quarter #1 Schedule: *(subject to revision)*

<u>Unit Goals (Big Ideas):</u>	<u>Timeline</u>	<u>Topics/Themes/Concepts</u>	<u>Activities & Assessments</u>
Unit I: Questioning the American Dream How do literary techniques such as dialect, symbolism, and figurative	Week 1	<ul style="list-style-type: none"> • Welcome to English II! • Syllabus Review • Book Sign Out • Classroom Expectations • Summer Reading Review, Prep, & Assessment 	<ul style="list-style-type: none"> • Getting-to-Know-You Activity • Summer Reading In-Class Essay • Turnitin.com HW
	Week 2	<ul style="list-style-type: none"> • 1920s Background Research • Introduction to <i>The Great Gatsby</i> • Guided Reading • Vocabulary in-context 	<ul style="list-style-type: none"> • Study Guides • Lecture and Discussions • Opinion Activity • 1920s Graphic Organizer • Possible Reading Quizzes

<p>language enhance the depiction of setting, characterization , and plot?</p> <ul style="list-style-type: none"> • How do we measure the reliability of a narrator? • How does the author use the fictional realm to comment on period trends and influence the representation of social issues in a text? • *How does each author reflect a facet of the American Experience? • *How has the American Experience and American Dream changed throughout our nation's history? • What choices must curators make to effectively communicate a complex idea to a diverse public? 			<ul style="list-style-type: none"> • Vocabulary.com Gatsby reading list 1
	Week 3	<ul style="list-style-type: none"> • Close study of <i>Great Gatsby</i> chapters 1 & 2 • Intertextual comparisons of Fitzgerald's original text with Luhrman's film adaptation and a graphic novel • Defining the American Dream Activity • Analysis of American Dream depictions in commercials • Character study of key figures • Building comprehension of setting 	<ul style="list-style-type: none"> • Lecture & discussion • Study guide responses • Possible reading quizzes • Great Gatsby interactive map • American Dream representation graphic organizer • Character study chart • Quick write responses
	Week 4	<ul style="list-style-type: none"> • Close study of <i>Great Gatsby</i> chapters 3 & 4 • Intertextual comparisons of Fitzgerald's original text with Luhrman's film adaptation and a graphic novel • Analysis of American Dream depictions in song, painting and poetry 	<ul style="list-style-type: none"> • Lecture & discussion • Study guide responses • Possible reading quizzes • American Dream representation graphic organizer • Quick write responses • Vocabulary.com Gatsby reading list 2
	Week 5	<ul style="list-style-type: none"> • Close study of <i>Great Gatsby</i> chapters 5-7 • Intertextual comparisons of Fitzgerald's original text with Luhrman's film adaptation and a graphic novel • Character study of Gatsby • Examination of the narrator's reliability • Critical study of representation of the American Dream in social media/influencer content 	<ul style="list-style-type: none"> • Lecture & discussion • Study guide responses • Possible reading quizzes • American Dream representation graphic organizer • Quick write responses • Nick Carraway: Carried Away? assessment • Symbol analysis and presentation
	Week 6	<ul style="list-style-type: none"> • Close study of <i>Great Gatsby</i> chapters 8 & 9 • Intertextual comparisons of Fitzgerald's original text with Luhrman's film adaptation and a graphic novel • Comparison of American Dream as represented in "This, I Believe" speeches • Test review/practice Quizizz • Strategies to leverage A.I. as a study aid • Unit test on <i>The Great Gatsby</i> 	<ul style="list-style-type: none"> • Lecture & discussion • Study guide responses • Possible reading quizzes • American Dream representation graphic organizer • Quick write responses • Gatsby: The Man, The Myth, the Legend assignment • Unit Test • Vocabulary.com Gatsby reading list 3

		<ul style="list-style-type: none"> • Test review • Strategies to leverage A.I. as a study aid • Unit test on <i>The Great Gatsby</i> 	
	Week 7	<ul style="list-style-type: none"> • Introduction to <i>Minari</i> • Critical viewing • Seminar preparation 	<ul style="list-style-type: none"> • <i>Minari</i> viewing guide
	Week 8	<ul style="list-style-type: none"> • <i>Minari</i> discussion and analysis of key scenes • Expectation setting for seminar participation • Seminar activity • Introduction to American Dream Exhibit assignment 	<ul style="list-style-type: none"> • <i>Minari</i> viewing guide • Graded seminar discussion • Vocabulary.com Gatsby reading list 3
	Week 9-10	<ul style="list-style-type: none"> • Understanding the role of a museum curator • Researching depictions of the American Dream in classic and contemporary media • Collaborative work selecting and designing a museum exhibit 	<ul style="list-style-type: none"> • Independent research of American Dream depictions • American Dream Exhibit project and presentation