

CCHS English Curriculum Map

Grade Level: 9

English 9 Reading Selections: Novels and plays, short stories, non-fiction, poetry

***Required Reads: *Romeo and Juliet* by William Shakespeare and *Oedipus* by Sophocles**

Throughout the year, students will be accountable for varied independent reading assignments (AIR)

Units of Study:

- **Coming of Age**
- **Madness/Obsession**
- **Technology and Communication (including a sustained research project)**
- **Fate and Free Will**
- **Relationship Dynamics (Friendship/Family)**

Teachers may choose to incorporate other areas of research throughout the year.

Essential Skills:

These skills are embedded throughout the year.

- **Literary Elements and Techniques (i.e. complex characters, varied point of view, etc.)**
- **Annotation (*Module 1 & 2 provide basics)**
- **Planning/Editing/Revision**
- **Summarize and paraphrase texts to make inferences and draw conclusions**

Scaffolding of Skills by Module:

	Module 1	Module 2	Module 3	Module 4
Reading Skills	<ul style="list-style-type: none"> -Introduction to annotation -Use context clues -Look for multiple levels of meaning (i.e. figurative language) 	<ul style="list-style-type: none"> -Introduction to Central Idea -Build annotational skills -Discussion and analysis of structure and plot 	<ul style="list-style-type: none"> -Identification and accurate determination of support for Central Idea -Draw inferences from texts 	<ul style="list-style-type: none"> -Critical evaluation of Central Idea -Identification of author's argument and specific claims
Writing Skills	<ul style="list-style-type: none"> -Construction of topic/thesis statements -Formulate perfect paragraphs (paragraph organization) -Development of ideas -Introduction to task, audience & purpose -Construct informative/explanatory pieces 	<ul style="list-style-type: none"> -Independent identification of task, audience and purpose -Draw evidence from texts -Identify and support claims -Create narrative pieces 	<ul style="list-style-type: none"> -Creation and support of complex claims -Proper MLA Citation -Introduction to argumentative writing -Use evidence to support a claim 	<ul style="list-style-type: none"> -Introduction to process writing -Development of argumentative writing -Development of awareness of task, audience and purpose
Module Assessments	Close reading/Reading Comprehension	Close reading and text analysis response	Inquiry Based research paper	Cumulative -literary analysis writing from sources - argument based essay

9th Grade Text Selection

Novels/plays

- Anderson, Laurie Halse. *Speak*
- Bradbury, Ray. *Fahrenheit 451*
- Cormier, Robert. *After the First Death*
- Dickens, Charles. *Great Expectations*
- Gibson, William. *The Miracle Worker*
- Shakespeare, William. *Romeo and Juliet*
- Sophocles. *Oedipus*
- Steinbeck, John. *Of Mice and Men*

Short Stories

- Dahl, Roald. “Lamb to the Slaughter” http://gibil.univ-paris8.fr/sites_sat/depa/IMG/pdf/lamb_to_the_slaughter_by_roald_dahl-2.pdf
- Dahl, Roald. “The Landlady” https://www.teachingenglish.org.uk/sites/teacheng/files/landlady_text.pdf
- du Maurier, Daphne. “The Birds” http://www.nexuslearning.net/books/holt_elementsoflit-3/Collection%201/The%20Birds%20op1.htm
- Henry, O. “The Gift of the Magi” http://www.ibiblio.org/ebooks/Henry/Gift_Magi.pdf
- Hurst, James “The Scarlet Ibis” <http://teachfreespeech.com/wp-content/uploads/2013/05/The-Scarlet-Ibis-Text.pdf>
- Poe, Edgar Allan. “The Tell-Tale Heart” <http://xroads.virginia.edu/~HYPER/POE/telltale.html>
- Poe, Edgar Allan. “The Cask of Amontillado” <http://www.literature.org/authors/poe-edgar-allan/amontillado.html>
- Russell, Karen. “St. Lucy’s Home for Girls Raised by Wolves” <http://cisyeo.pbworks.com/f/Girls+Raised+By+Wolves.pdf>

Poems

- Auden, W.H.. “Musee des Beaux Arts” <http://english.emory.edu/classes/paintings&poems/auden.html>
- Dickinson, Emily. “I felt a funeral in my brain” <http://www.poets.org/poetsorg/poem/i-felt-funeral-my-brain-280>
- Neruda, Pablo. “You Are The Result Of Yourself”
- Poe, Edgar Allan. “The Raven” <http://www.poetryfoundation.org/poem/178713>

Non-fiction

- Kristof, Nicholas. “Where Sweatshops Are a Dream” http://www.nytimes.com/2009/01/15/opinion/15kristof.html?_r=0
- Liaquat, Ahamed. “How Bernard Madoff did it” <http://www.nytimes.com/2011/05/15/books/review/book-review-the-wizard-of-lies-bernie-madoff-and-the-death-of-trust-by-diana-b-henriques.html?pagewanted=all>
- Odell, Amy. “How Your Addiction to Fast Fashion Kills,” <http://law.fordham.edu/faculty/29807.htm>
- Rilke, Rainer Maria. “Letters to a Young Poet” (letters 1, 4, 7-8) http://www.carrothers.com/rilke_main.htm

- No author listed. “Globalization: The Growing Integration of Economies and Societies around the World,” <http://web.worldbank.org/WBSITE/EXTERNAL/EXTABOUTUS/0,,contentMDK:23272496~pagePK:51123644~piPK:329829~theSitePK:29708,00.html>

Essays

- Emerson, Ralph Waldo. “Self Reliance” http://grammar.about.com/od/6oessays/a/selfreliannessay_3.htm
- Thoreau, Henry David. “Walden: Chapter 2 - Where I Lived and What I Lived For” <http://thoreau.eserver.org/walden02.html>

CCHS English Curriculum Map

Grade Level: 10

English 10 Reading Selections: Novels and plays, short stories, non-fiction, poetry

***Required Reads: *Macbeth* by William Shakespeare and *The Lord of the Flies* by William Golding**

Throughout the year, students will be accountable for varied independent reading assignments (AIR)

Units of Study:

- **Civilization/Societal Structure**
- **Gender Exploration**
- **Identity**
- **Environment (including a sustained research project)**
- **Cultural Perspectives**
- **Justice/Injustice**

Teachers may choose to incorporate other areas of research throughout the year.

Essential skills:

These skills are embedded throughout the year.

- Literary elements and techniques
- Building academic and domain specific vocabulary
- Close reading: Unpacking, chunking, deconstructing, seeking meaning, conducting analysis, defining words in context, using and developing background knowledge to understand a text
- Reading and rereading text sections to fully explore the ideas, structures, and layers of meaning
- Collaborating
- Raise and answer evidence based questions
- Annotating text
- Writing from sources
- Writing for a purpose: journal, argumentation, personal, multi-paragraph responses
- Forming claims and making inferences
- Independent research projects

Scaffolding of Skills by Module:

	Module 1	Module 2	Module 3	Module 4
Reading Skills	<p>Foundational protocols for close reading:</p> <ul style="list-style-type: none"> -Show how character interactions and development create emergent central ideas within texts -Show how authors' structural choices develop the central idea of texts. -Multiple choice strategies 	<p>Key protocols for close reading:</p> <ul style="list-style-type: none"> -Analysis of poetry (understanding and application of Literary elements and techniques) -informational texts -Recognize rhetoric and the development of argument -Understand authors' development of claims, evidence and reasoning. -Multiple choice strategies 	<p>Inquiry Research - explore various topics with multiple positions and perspectives</p> <ul style="list-style-type: none"> -Gather, assess, read and analyze sources -Organize and synthesize research findings to develop a position -Pose and refine inquiry questions to guide research -recognize effective argument and rhetoric 	<p>Build upon key protocols for close reading with greater independence:</p> <ul style="list-style-type: none"> -Engage in multiple central ideas -Analyze treatment of a text across different media -identify opposing positions within complex texts
Writing Skills	<ul style="list-style-type: none"> -Development and incorporation of appropriate domain specific vocabulary -Effective creation of a claim -Textual annotation to support comprehension and analysis -Construction of a multi-paragraph response on central idea 	<ul style="list-style-type: none"> -Development and incorporation of appropriate rhetorical vocabulary -Textual annotation to support comprehension and analysis -Short text based responses -Several multi-paragraph responses reflecting on authors' purpose, style and meaning. -Development of claim to incorporate supporting evidence (relevant facts, details, quotations) 	<ul style="list-style-type: none"> -Development and implementation of argumentation -Implementation of vocabulary strategies to define unknown words -Pose and refine inquiry research questions -Generate an evidence based perspective (claim) -Multiparagraph response and student reflection -Engage in the writing cycle: self-edit, peer review and continual revision -Adhere to proper MLA format and citation guidelines for construction of a research paper. 	<ul style="list-style-type: none"> -Refine argumentation pertaining to structure, character, word choice, or rhetoric -Effective paraphrasing and quotation in supporting evidence -Multiparagraph response and student reflection

Module Assessments	-Reading comprehension and close reading skills.	-Poetry comprehension and close reading skills.	-Research paper - writing from sources	-Cumulative close reading and evidence based response
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10th Grade Text Selection

Novels/Plays

- Golding, William. *Lord of the Flies*
- Hawthorne, Nathaniel. *The Scarlet Letter*
- Ibsen, Henrik. *A Doll's House, Enemy of the People, Hedda Gabler*
- Miller, Arthur. *The Crucible*
- Orwell, George. *Animal Farm*
- Rand, Ayn. *Anthem*
- Shakespeare, William. *Macbeth*
- Steinbeck, *Grapes of Wrath*
- Wiesel, Elie. *Night*

Excerpts

- Bissinger, H.G. "Dreaming of Heroes," from *Friday Night Lights*
- Machiavelli, Niccolo. *The Prince*
<http://www.gutenberg.org/files/1232/1232-h/1232-h.htm>
- Morrison, Toni. *Song of Solomon*
- Tan, Amy. "Two Kinds," from *The Joy Luck Club*
https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0CCcQFjAB&url=http%3A%2F%2Fwww.vodppl.upm.edu.my%2Fuploads%2Fdocs%2FTwo_Kinds_-_Tan_full_text.docx&ei=I9PoU4WAEITmsATszYG4CA&usg=AFQjCNGqvUSi9G-y21nxT9cpJxl5nPj7cw&bvm=bv.72676100,d.cWc
- Tan, Amy. "Rules of the Game," from *The Joy Luck Club*
<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0CCkQFjAB&url=https%3A%2F%2Fdocs.google.com%2Fdocument%2Fd%2F1UNXoUZwKZnNiL1laKXIGiMU4fW7AXbUUBcrCu1SFOGE%2Fedit%3Fpli%3D1&ei=itPoU4LOMq3KsQS89YHgBA&usg=AFQjCNEIWelyTLmEqMizb4XRJLWoeOSIBQ>

Short Stories

- Canin, Ethan. “The Palace Thief” from *The Palace Thief*
- Twain, Mark. “The Celebrated Jumping Frog of Calaveras County” <http://twain.lib.virginia.edu/projects/price/frog.htm>

Poems

- Eliot, T.S. “The Lovesong of J. Alfred Prufrock” <http://www.bartleby.com/198/1.html>
- Frost, Robert. “Home Burial” <http://www.poetryfoundation.org/poem/238120>
- Marlowe, Christopher. “The Passionate Shepherd to his Love” <http://www.poetryfoundation.org/poem/173941>
- Raleigh, Walter. “The Nymph’s Reply to the Shepherd.” <http://www.poetryfoundation.org/poem/174205>
- Shamlu, Ahmad. “In This Blind Alley” <http://makeacrane.wordpress.com/2013/05/30/the-blind-alley-by-ahmad-shamlu/>
- Soyinka, Wole. “Telephone Conversation” <http://allpoetry.com/poem/10379451-Telephone-Conversation-by-Wole-Soyinka>
- Tagore, Rabindranath. “Freedom” <http://allpoetry.com/poem/8516617-Freedom-by-Rabindranath-Tagore>
- Truth, Sojourner. “Ain’t I a Woman” <http://www.nps.gov/wori/historyculture/sojourner-truth.htm>
- Walker, Alice. “Women” <http://www.poetryfoundation.org/bio/alice-walker>
- Williams, William Carlos. “Raleigh was Right” <http://www.poetryfoundation.org/poetrymagazine/browse/56/2#!/20582126>

Non-fiction

- Alvarez, Julia. “A Genetics of Justice.” *Something To Declare: Essays*. <https://www.elyriaschools.org/elyria/mclaughlin/english-11/homework/1332/85515/>
- King, Martin Luther, Jr. “Letter from Birmingham Jail” <http://www.uscrossier.org/pullias/wp-content/uploads/2012/06/king.pdf>
- Memmott, Mark. “Remembering To Never Forget: Dominican Republic’s ‘Parsley Massacre.’” *National Public Radio*, 2013. (Blog post) <http://www.npr.org/blogs/thetwo-way/2012/10/01/162092252/remembering-to-never-forget-dominican-republics-parsley-massacre>
- Reagan, Ronald. “First Inaugural Address” <http://www.americanrhetoric.com/speeches/ronaldreagandfirstinaugural.html>
- Roosevelt, Eleanor. “On the Adoption of the *Universal Declaration of Human Rights*.” *American Rhetoric*, 2001–2014. <http://www.americanrhetoric.com/speeches/eleanorrooseveltdeclarationhumanrights.htm>
- Stanton, Elizabeth Cady. “Seneca Falls Declaration.” <http://www.fordham.edu/halsall/mod/senecafalls.asp>
- *The Universal Declaration of Human Rights*. *The United Nations*, 2014. <http://www.un.org/en/documents/udhr/>
- White, E.B. “Death of Pig.” <http://www.theatlantic.com/ideastour/animals/white-full.html>
- Yousafzai, Malala. “Address to the United Nations Youth Assembly.” *A World at School*. <http://www.independent.co.uk/news/world/asia/the-full-text-malala-yousafzai-delivers-defiant-riposte-to-taliban-militants-with-speech-to-the-un-general-assembly-8706606.html>

Film

- Goold, Rupert. Dir. *Macbeth* - Royal Shakespeare Company 2010 production
- Kurosawa, Akira. *Throne of Blood*

CCHS English Curriculum Map

Grade Level: 11

English 11 Reading Selections: Novels and plays, short stories, non-fiction, poetry

Required Reads: *The Tragedy of Julius Caesar* or *Hamlet, Prince of Denmark*, and *The Great Gatsby

Throughout the year, students will be accountable for varied independent reading assignments (AIR)

Units of Study:

- **Self Discovery/Reflection**
- **American Dream**
- **Social Commentary (including a sustained research project)**
- **Power and Manipulation**
- **Principles and Morals**

Teachers may choose to incorporate other areas of research throughout the year.

Essential skills:

These skills are embedded throughout the year:

- Close reading for textual details
- Annotate texts to support comprehension and analysis
- Productive evidence-based conversations about text
- Collect and organize evidence from texts to support analysis and plan writing
- Revision of writing
- Determine meaning of unknown vocabulary, word relationships, and nuances in word meanings
- Analysis of literary and non-fiction texts during reading to deepen understanding and determine meaning
- Make connections to other texts, ideas, cultural perspectives, etc.
- Determine and analyze author's purpose and author's choice
- Summarize a text objectively
- Complex work with multiple central ideas that complement or echo the central idea
- Engage in collaborative discussions to promote civil democratic discussions by building on others' ideas
- Integration of multiple sources of information presented in diverse formats and media for credibility and accuracy
- Evaluation of speaker point of view, reasoning and use of evidence and rhetoric
- Usage of digital media in presentations to enhance understanding
- Demonstrate and determine command of conventions of standard English grammar and usage in writing or speaking

Scaffolding of Skills by Module:

	Module 1	Module 2	Module 3	Module 4
Reading Skills	<p>-Annotation with intention to analyze author’s purpose</p> <p>-Effective citation of strong and thorough textual evidence to support analysis of what the text claims explicitly as well as inferences drawn from the text.</p> <p>-Determine an author’s theme, purpose, voice and style in a particular piece of literature and its development through the use of literary elements/techniques/ rhetorical devices.</p> <p>-Identify literary elements/techniques/re view and introduce rhetorical devices utilized in particular texts. Identify possible means of persuasion in tandem with purpose, audience or author’s point of view.</p>	<p>-Proficient annotation with intention to analyze author’s purpose</p> <p>-Determination of word meanings and phrases as seen in a text including figurative, connotative, denotative and technical meanings.</p> <p>-Analyze an author’s theme, purpose, voice and style over the course of a text and its development through the use of literary elements/techniques/ rhetorical devices.</p> <p>-Determine an author’s effective use of literary elements/techniques and rhetorical devices and how they contribute to the power of a text.</p> <p>-Analyze how an author’s choices concerning how to structure specific parts of a text (the choice of where to begin or end a story, the</p>	<p>-Independent annotation with intention to analyze author’s purpose</p> <p>-Identify and determine the meaning of unknown and multiple meaning words and phrases using a range of strategies.</p> <p>-Evaluate two or more texts to determine how the authors treat similar themes and utilize literary elements/techniques/ rhetorical devices.</p> <p>-Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a particular prompt.</p> <p>-Analyze multiple interpretations of a story, drama, or poem (recorded or live production of a play or recorded novel or</p>	<p>-Master independent annotation with intention to analyze author’s purpose</p> <p>-Utilization of context as a clue to the meaning of a word or phrase.</p> <p>-Apply knowledge of language to understand how language functions in different contexts including different cultures, time periods, and local color, etc.</p> <p>-Analyze the impact of the author’s choices regarding the development and use of elements/techniques/ rhetorical devices.</p> <p>-Synthesize multiple texts to evaluate premises, purposes and arguments.</p> <p>-Interpret, analyze, and evaluate narratives, poetry and drama,</p>

	<p>-Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text</p>	<p>choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>poetry), evaluating how each version interprets the source text.</p>	<p>aesthetically and philosophically by making connections to other texts, ideas, cultural perspectives, era, personal events, and situations.</p> <p>-Self-select texts to respond and develop innovative perspectives. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</p>
<p>Writing Skills</p>	<p>-Development of arguments to support claims produced from an analysis of texts using reasoning and evidence to support claim.</p> <p>-Establish the significance of the claim and distinguish claim from alternate or opposing claims.</p> <p>-Gather relevant information from multiple authoritative print and digital sources effectively.</p>	<p>-Create narratives to develop personal experiences using appropriate/varied transitions and syntax to create cohesion.</p> <p>-Develop narratives to provide a conclusion that reflects on what is experienced.</p> <p>-Create interpretive and responsive texts (poetry, stories, plays, videos etc.) to demonstrate insight and understanding between life and literary works using literary elements.</p>	<p>-Create Informative/explanatory texts to examine and convey complex concepts clearly through effective organization and analysis of content.</p> <p>-Develop an audience's thorough understanding of a topic by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the subject.</p> <p>-Construct brief as well as a more sustained MLA</p>	<p>-Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>-Comparison of authors' style from the same time period in terms of treatment of a particular theme or topic.</p> <p>-Evaluate topics dealing with different cultures and viewpoints.</p> <p>-Establish and maintain a formal style and objective tone throughout assigned writing task.</p>

	<p>-Integrate information from sources effectively avoiding plagiarism while following a standard format for citation.</p> <p>-Develop claim and counterclaims thoroughly using most relevant evidence while evaluating the audience's knowledge level, biases, concerns and values.</p>		<p>research paper/project to create and broaden/narrow questions for inquiry to synthesize multiple sources to demonstrate a deeper understanding of the subject under investigation.</p>	
<p>Module Assessments</p>	<p>Reading Comprehension fiction/non-fiction</p>	<p>Writing- text analysis response</p>	<p>Writing from sources argument</p>	<p>NY State Common Core Regents Exam</p>

11th Grade Text Selection

Novels/Plays

- Chopin, Kate. *The Awakening*
- Fitzgerald, F. Scott, *The Great Gatsby*
- Hansberry, Lorraine. *A Raisin in the Sun*
- Salinger, J.D., *The Catcher in the Rye*
- Shakespeare, William. *Hamlet*
- Shakespeare, William. *The Tragedy of Julius Caesar*
- Wright, Richard. *Native Son*

Excerpts

- Ehrenreich, Barbara. *Nickel and Dimed*
- Hersey, John. *Hiroshima*
- Schlink, Bernhard. *The Reader*
- Wolfe, Virginia. *A Room of One's Own* (excerpt from chapter 3)

Short Stories

- Erdrich, Louise. "The Red Convertible"
<http://www.napavalley.edu/people/LYanover/Documents/English%20121/English%20121%20Louise%20Erdrich%20The%20Red%20Convertible.pdf>
- Faulkner, William. "A Rose for Emily" http://resources.mhs.vic.edu.au/creating/downloads/A_Rose_for_Emily.pdf
- Gordimer, Nadine. "The Moment Before the Gun Went Off"
http://mrkirksey.weebly.com/uploads/1/3/0/3/13037224/gordimers_moment_before.pdf
- Hawthorne, Nathaniel. "The Minister's Black Veil" <http://www.eldritchpress.org/nh/mbv.html>
- Hawthorne, Nathaniel. "Rappaccini's Daughter" <http://classclit.about.com/library/bl-etexts/nhawthorne/bl-nhaw-rap.htm?p=1>
- O'Brien, Tim. "On the Rain River" <http://mrschaffee.wikispaces.com/file/view/On+the+Rainy+River.pdf>
- Vonnegut, Kurt. "Harrison Bergeron" http://www.wordfight.org/bnw/bnw-unit_packet.pdf

Poetry

- Angelou, Maya. "Still I Rise" <http://www.poets.org/poetsorg/poem/still-i-rise>
- Auden, W.H. "Funeral Blues" <http://allpoetry.com/Funeral-Blues>
- Browning, Robert. "My Last Duchess" <http://www.poetryfoundation.org/poem/173024>
- Browning, Robert. "Porphyria's Lover" <http://www.poetryfoundation.org/poem/175584>
- Coleridge, Samuel Taylor. "The Rime of the Ancient Mariner" <http://poetry.about.com/od/poems/1/blcoleridgemariner.htm?p=1Poem>

- Donne, John. “No Man is an Island” <http://www.poemhunter.com/poem/no-man-is-an-island/>
- Keats, John. “Ode on a Grecian Urn.” <http://www.bartleby.com/101/625.html>
- Owen, Wilfred. “Dulce et Decorum Est” <http://www.warpoetry.co.uk/owen1.html>
- Roethke, Theodore. “My Papa’s Waltz” <http://www.poetryfoundation.org/poem/172103>
- Shakespeare, William. “Sonnet 18” <http://www.shakespeare-online.com/sonnets/18.html>
- Shakespeare, William. “Sonnet 29” <http://shakespeare.about.com/od/thefairyouthsonnets/a/sonnet29.htm>
- Shakespeare, William. “Sonnet 130” <http://www.shakespeare-online.com/sonnets/130.html>

Non-fiction

- Aristotle. “Definition of Tragedy” <http://www2.cnr.edu/home/bmcmanus/poetics.html>
- Baldwin, James. “A Letter to My Nephew” <http://www.progressive.org/news/2014/08/5047/letter-my-nephew>
- Borowski, Tadeusz. *This Way for the Gas, Ladies and Gentlemen*. <http://archive.4plebs.org/boards/tg/image/1395/03/1395031558951.pdf>
- Chief Joseph. “I Will Fight No More” <http://www.apush-xl.com/DocumentsJOSEPH.pdf>
- Chief Seattle. “1854 Speech” <http://www.passionistfamily.org.nz/resources/downloads/Chief%20Seattle.pdf>
- Cofer Ortiz, Judith. “The Latin Deli: An Ars Poetica” <http://ccat.sas.upenn.edu/romance/spanish/219/13eeuu/cofer.html>
- Douglass, Frederick. “What to the Slave is the 4th of July?” excerpt
- DuBois, W.E.B., “The Souls of Black Folk” <http://www2.hn.psu.edu/faculty/jmanis/webdubois/dubois soulsblackfolk6x9.pdf>
- Equiano, Olaudah. *The Interesting Narrative of the Life of Olaudah Equiano*
- Kennedy, Robert. “On Martin Luther King Jr.’s Assassination”
<http://www.pbs.org/wgbh/americanexperience/features/primary-resources/kennedys-death-mlk/>
- Lincoln, Abraham. “Lincoln’s Second Inaugural Address” <http://www.bartleby.com/124/pres32.html>
- Marx, Karl. *The Communist Manifesto* <http://www.marxists.org/archive/marx/works/download/pdf/Manifesto.pdf>
- Miller, Arthur. “Tragedy and the Common Man” <http://www.nytimes.com/books/00/11/12/specials/miller-common.html>
- President Obama. “A More Perfect Union” <http://www.npr.org/templates/story/story.php?storyId=88478467>
- Quindlen, Anna. “A Quilt of a Country”
- Tan, Amy. “Mother Tongue” http://www.olypen.com/pnkdurr/as/mother_text.htm
- Washington, Booker T., “Cast Down Your Bucket Where You Are” <http://historymatters.gmu.edu/d/88/>
- Weisel, Elie. *Nobel Lecture: “Hope Despair Memory”* http://www.nobelprize.org/nobel_prizes/peace/laureates/1986/wiesel-lecture.html
- Zogby, James J. *What Arabs Think*

VIDEO LECTURE:

- Adichie, Chimamanda. “*The Danger of a Single Story*” http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story
- Sandel, Michael. “The Moral Side of Murder” <http://www.justiceharvard.org/2011/03/episode-01/>

Please note: Grade 12 will be updated along with state updates. Please see the link below for further information:

<https://www.engageny.org/resource/grade-12-english-language-arts>

For further information regarding current 12th grade course offerings, please see the CCHS Guidance and Student Services Page:

<http://www.cornwallschools.com/highschool.cfm?subpage=140>

Valuable links that serve as integral components to the construction of this map:

- **NY State ELA Standards:**

<https://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards-for-english-language-arts-and-literacy>

- **NY State Common Core Curriculum**

<https://www.engageny.org/commonre-co-curriculum>