

CCHS English Curriculum Map (updated 2025)

Grade 9	Grade 10	Grade 11	Grade 12
Texts	Texts	Texts	

Grade Level: 9

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

***Required Reads:**

- 9 Regents - *Romeo and Juliet* and To Kill a Mockingbird
- 9 Advanced - *Romeo and Juliet*, Fahrenheit 451 and The Odyssey

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

(AIR) Units of Study:

- Coming of Age
- Identity
- Technology and Communication (including a sustained research project)
- 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 conclusion

Scaffolding of Skills by Module:

	Module 1	Module 2	Module 3	Module 4
Reading Skills	-Introduction to annotation -Use context clues -Look for multiple levels of meaning (i.e. figurative language)	-Introduction to Central Idea -Build annotational skills -Discussion and analysis of structure and plot	-Identification and accurate determination of support for Central Idea -Draw inferences from texts	-Critical evaluation of Central Idea -Identification of author's argument and specific claims
Writing Skills	-Construction of topic/thesis statements -Formulate perfect paragraphs (paragraph organization) -Development of ideas -Introduction to task, audience & purpose -Construct informative/explanatory pieces	-Independent identification of task, audience and purpose -Draw evidence from texts -Identify and support claims -Create narrative pieces	-Creation and support of complex claims -Proper MLA Citation -Introduction to argumentative writing -Use evidence to support a claim	-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

- du Maurier, Daphne. "The Birds"
- Hurst, James "The Scarlet Ibis"
- Russell, Karen. "St. Lucy's Home for Girls Raised by Wolves"
- Liu, Ken. "The Paper Menagerie"
- Cisneros, Sandra. "Only Daughter"
- Connell, Richard. "The Most Dangerous Game"
- Bradbury, Ray. "The Veldt"
- Vonnegut, Kurt. "Harrison Bergeron"
- O'Flaherty, Liam. "The Sniper"

Poems

- Angelou, Maya. "Still I Rise"
- Auden, W.H.. "Musee des Beaux Arts"
- Dickinson, Emily. "I felt a funeral in my brain."
- Dickinson, Emily. "Hope is a Thing with Feathers"
- Excerpts from Out of the Dust
- Hughes, Langston. "Mother to Son"
- Hughes, Langston. "Dream Deferred"
- Lazarus, Emma. "The New Colossus" (Part of the poem appears below the Statue of Liberty)
- Listen - Anderson
- Neruda, Pablo. "You Are The Result Of Yourself"
- Shakespeare, William. "Sonnet 18"
- Shakespeare, William. "Sonnet 130"

Non-fiction

- Kristof, Nicholas. "Where Sweatshops Are a Dream"
- Liaquat, Ahamed. "How Bernard Madoff did it"
- Noah, Trevor. Born a Crime (excerpted in grade 9)
- Odell, Amy. "How Your Addiction to Fast Fashion Kills,"
- Rilke, Rainer Maria. "Letters to a Young Poet" (letters 1, 4, 7-8)

CCHS English Curriculum Map

Grade Level: 10

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

***Required Reads:**

- 10 Regents - *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)
- 10 Advanced - *Macbeth* by William Shakespeare and *The Lord of the Flies* by William Golding and *The Scarlet Letter* by Nathaniel Hawthorne.
- *Night* by Elie Wiesel - A special whole class event reading: “All Night in a Day”

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 project

Scaffolding of Skills by Module:

	Module 1	Module 2	Module 3	Module 4
Reading Skills	Foundational protocols for close reading: -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	Key protocols for close reading: -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	Inquiry Research - explore various topics with multiple positions and perspectives -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	Build upon key protocols for close reading with greater independence: -Engage in multiple central ideas -Analyze treatment of a text across different media -identify opposing positions within complex texts
Writing Skills	-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	-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)	-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.	-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

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*
- Wiesel, Elie. *Night*

Excerpts

- Bissinger, H.G. "Dreaming of Heroes," from *Friday Night Lights*
- Machiavelli, Niccolo. *The Prince*
- Morrison, Toni. *Song of Solomon*
- Tan, Amy. "Two Kinds," from *The Joy Luck Club*
- Tan, Amy. "Rules of the Game," from *The Joy Luck Club*
- Steinbeck, *Grapes of Wrath*
- Emerson, Ralph Waldo. "Self-Reliance" (excerpt)
- Thoreau, Henry David. "Walden" (excerpt)

Short Stories

- Canin, Ethan. "The Palace Thief" from *The Palace Thief*
- Twain, Mark. "The Celebrated Jumping Frog of Calaveras County"
- Irving, Washington. "The Devil and Tom Walker"
- Anonymous "Ordeal by Cheque"
- White, E.B. "Death of a Pig"
- "The Devil and Tom Walker" by Washington Irving
- "Menagerie: A Child's Fable" by Charles Johnson
- "The Lottery" by Shirley Jackson

Poems

- Atwood, Margaret. "Crow Song"
- Eliot, T.S. "The Lovesong of J. Alfred Prufrock"
- Frost, Robert. "Home Burial"
- Gorman, Amanda. "The Hill We Climb"
- Longfellow, Henry David. "Psalm of Life"
- Marlowe, Christopher. "The Passionate Shepherd to his Love"
- Raleigh, Walter. "The Nymph's Reply to the Shepherd."

- Shamlu,Ahmad. “In This Blind Alley”
- Soyinka, Wole. “Telephone Conversation”
- Tagore, Rabindranath. “Freedom”
- Truth, Sojourner. “Ain’t I a Woman”
- Walker, Alice. “Women”
- Whitman, Walt. "I Sit and Look Out"
- Whitman, Walt. “I Hear America Singing”
- Wordsworth, William. “The World is Too Much With Us”
- Williams, William Carlos. “Raleigh was Right”
- Yeats, William Butler. “The Second Coming”

Non-fiction

- Alvarez, Julia. “A Genetics of Justice.” *Something To Declare: Essays*.
- Elie Wiesel “1986 Nobel Peace Prize Acceptance Speech”
- Howard Minor "Body Ritual Among the Nacirema"
- King, Martin Luther, Jr. “Letter from Birmingham Jail”
- Memmott, Mark. “Remembering To Never Forget: Dominican Republic’s ‘Parsley Massacre.’” *National Public Radio*, 2013. (Blog post)
- Reagan, Ronald. “First Inaugural Address”
- Rev. Dr. Martin Luther King Jr 1964 Nobel Peace Prize Acceptance Speech
- Roosevelt, Eleanor. “On the Adoption of the *Universal Declaration of Human Rights*.” *American Rhetoric*, 2001–2014.
- Stanton, Elizabeth Cady. “Seneca Falls Declaration.”
- The Universal Declaration of Human Rights. The United Nations, 2014.
- White, E.B. “Death of Pig.”
- Yousafzai, Malala. “Address to the United Nations Youth Assembly.” A World at School.

Essays

- Emerson, Ralph Waldo. “Self Reliance”
- Thoreau, Henry David. “Walden: Chapter 2 - Where I Lived and What I Lived For”

Film

- An Inconvenient Truth
- Blue Zones: TED Talk (National Geographic, Dan Buettner)
- Goold, Rupert. Dir. *Macbeth* - Royal Shakespeare Company 2010 production
- Jane Elliot - PBS "A Class Divided"
- Oprah Winfrey/Elie Wiesel Auschwitz episode interview
- Ted Talk-Dan Buettner: "How to Live to be 100"
- Twilight Zone: "Monsters are due on Maple Street"
- Twilight Zone: "Time Enough at Last"

CCHS English Curriculum Map

Grade Level: 11

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

***Required Reads: Shakespeare (*The Tragedy of Julius Caesar* and/or Sonnets) 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

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>
Writing Skills	<p>-Development of Arguments to support claims produced from an analysis of texts using reasoning and evidence to support the claim.</p> <p>-Establish the significance of the claim and distinguish claims from alternate or opposing claims.</p> <p>-Gather relevant information from multiple authoritative print and digital sources effectively.</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, bias, concerns and values.</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 a brief as well as a more sustained MLA 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>-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 the assigned writing task.</p>

Module Assessments	Reading Comprehension fiction/non-fiction	Writing-text analysis response	Writing from sources argument	NY State Common Core Regents Exam
--------------------	---	--------------------------------	-------------------------------	-----------------------------------

11th Grade Text Selection

Novels/Plays

- Chopin, Kate. *The Awakening*
- Douglass, Frederick. *The Narrative of the Life of Frederick Douglass*.
- Fitzgerald, F. Scott, *The Great Gatsby*
- Hansberry, Lorraine. *A Raisin in the Sun*
- O'Brien, Tim. *The Things They Carried*
- Salinger, J.D., *The Catcher in the Rye*
- Satrapi, Marjane. *Persepolis*.
- Shakespeare, William. *The Tragedy of Julius Caesar*
- Wright, Richard. *Native Son*

Excerpts

- 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"
- Gordimer, Nadine. "The Moment Before the Gun Went Off"
- Hawthorne, Nathaniel. "The Minister's Black Veil"
- Hawthorne, Nathaniel. "Rappaccini's Daughter"
- Hemingway, Ernest. "The Short Happy Life of Francis Macomber"
- O'Connor, Flannery. "The Life You Save May Be Your Own"

Poetry

- Alvarez, Julia. "Queens, 1963"
- Auden, W.H. "Funeral Blues"
- Browning, Robert. "My Last Duchess"
- Browning, Robert. "Porphyria's Lover"
- Coleridge, Samuel Taylor. "The Rime of the Ancient Mariner"
- Donne, John. "No Man is an Island"
- Hardy, Thomas. "The Man He Killed"
- Hughes, Langston. "Dream Deferred"

- Keats, John. “Ode on a Grecian Urn.”
- Lowell, James Russell. “Stanzas on Freedom”
- Owen, Wilfred. “Dulce et Decorum Est”
- Roethke, Theodore. “My Papa’s Waltz”
- Shakespeare, William. “Sonnet 18”
- Shakespeare, William. “Sonnet 29”
- Shakespeare, William. “Sonnet 130”

Non-fiction

- Aristotle. “Definition of Tragedy”
- Baldwin, James. “A Letter to My Nephew”
- Borowski, Tadeusz. *This Way for the Gas, Ladies and Gentlemen*.
- Chief Joseph. “I Will Fight No More”
- Chief Seattle. “1854 Speech”
- Cofer Ortiz, Judith. “The Latin Deli: An Ars Poetica”
- Douglass, Frederick. “What to the Slave is the 4th of July?” excerpt
- DuBois, W.E.B., “The Souls of Black Folk”
- Equiano, Olaudah. *The Interesting Narrative of the Life of Olaudah Equiano*
- Kennedy, Robert. “On Martin Luther King Jr.’s Assassination”
- Lincoln, Abraham. “Lincoln’s Second Inaugural Address”
- Marx, Karl. The Communist Manifesto
- Miller, Arthur. “Tragedy and the Common Man”
- President Obama. “A More Perfect Union”
- Quindlen, Anna. “A Quilt of a Country”
- Tan, Amy. “Mother Tongue”
- Washington, Booker T., “Cast Down Your Bucket Where You Are”
- Weisel, Elie. Nobel Lecture: “Hope Despair Memory”
- Zogby, James J. *What Arabs Think*

VIDEO LECTURE:

- Adichie, Chimamanda. “The Danger of a Single Story”
- NPR “Three Miles”
- NPR “This I Believe”
- Sandel, Michael. “The Moral Side of Murder”

The Following Course is an AP course juniors can elect to take for College Credit

****Advanced Placement English Language and Composition** 1.0 Credit/NCAA Approved- Full Year

The college-level Advanced Placement course offered to juniors.

Course expectations/prerequisite requirements:

- Self-motivated, self-disciplined, independent learners who wish to challenge themselves.
- Higher level of critical and analytical thinking and writing.
- Writing should demonstrate a high-level of sophistication and mastery.
- Summer work is required.
- The Advanced Placement Examination is required and administered in May

Skills Covered:

- Reading prose written in a variety of rhetorical contexts
- Writing for a variety of purposes.
- Awareness of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the sources of language contribute to effectiveness in writing.

Required Readings*

Douglass, Frederick. *The Narrative of the Life of Frederick Douglass*

O'Brien, Tim. *The Things They Carried*

Kincaid, Jamaica. *A Small Place*

*Additional selections from approved list chosen by teacher

*Independent outside reading experiences

CCHS English Curriculum Map

Grade Level: 12

This final year offers students unique opportunities to broaden their scope in the study of the Language Arts. Grade 12 offers a selection of semester courses, along with college level and AP opportunities.

Novels/Plays

- Campbell, Joseph. *Hero with a Thousand Faces*
- Shelley, Mary. *Frankenstein*
- Edith Hamilton's *Mythology*
- Homer. Excerpts from *The Iliad* Rosenberg. *World Mythology*
- Hosseini, Khaled. *The Kite Runner*
- Hurston, Zora Neale. *Their Eyes Were Watching God*
- Shakespeare, William. *Hamlet*
- Shakespeare, William. *A Midsummer Night's Dream*
- Wilson, August. *Fences*

Short stories

- Anderson, Sherwood "The Little Mermaid"
- The Brothers Grimm. Selected *Grimm's Fairy Tales*
- Chopin, Kate. "The Story of an Hour"
- Faulkner, William. "A Rose for Emily"
- Gardner, Mona. "The Dinner Party"
- Gilman, Charlotte Perkins. "The Yellow Wallpaper"
- Kincaid, Jamaica. "Girl"
- O'Connor, Flannery. "A Good Man is Hard to Find"
- Updike, John. "A&P"
- Tan, Amy. "Two Kinds"
- Tellez, Hernando. "Lather and Nothing Else"
- Updike, John. "A&P"

Non-Fiction/Anthologies

- Foster, Thomas. *How to Read Literature Like A Professor*
- Kirsznner, Laurie. *Patterns for College Writing: A Rhetorical Reader and Guide*
- Meyer, Michael. *The Compact Bedford Introduction to Literature – 12th Edition*

The following courses are offerings for college credit to seniors only:

Advanced Placement English Literature and Composition 1.0 Credit/NCAA Approved- Full Year

Course Expectations

- Create true students of literature by enabling students to analyze poems, novels, short stories and drama independently,
- Write effective critical analysis, to complete well-written, timed compositions on impromptu subjects and to synthesize treatments of specific themes.
- Students are required to take the Advanced Placement Examination administered in May.

Skills:

- Stylistic analysis of prose passages
- Probe themes as evidenced in a variety of works.
- Formulate criteria for evaluating a novel, film or play and they will develop a love of the sound of well-spoken English.
- Exposure to other art forms as they relate to literature.
- Students are required to take the Advanced Placement Examination administered in May.

Suggested Readings:

Mary Shelley -*Frankenstein*

Khalid Hosseini - *Kite Runner*

William Shakespeare - *Hamlet*

Zora Neale Hurston - *Their Eyes Were Watching God*

SUNY English 101 0.5 Credit/3.0 SUNY Credits/NCAA Approved- One Semester

Expectations and Prerequisites

- an overall 85 average and an 85 or better on the English regents exam.
- The first course in the Freshman English sequence

Skills

- Critically read, analyze, evaluate and interpret non-fiction readings.
- Critically think in order to:
 - present and support an argument
 - respond verbally to presented concepts.
- Understand and apply the writing process (planning, writing, editing) to essay writing.
- Write expository essays which demonstrate:
 - a clear thesis
 - logical organization and coherence.
 - specific and appropriate support from primary and secondary sources
 - an appropriate voice for a specific audience and purpose
 - college-level control of vocabulary, sentence skills, mechanics and spelling.
- Understand and apply the research process to college-level research essay, including the ability to:
 - use appropriate library resources to gather pertinent material for the research essay
 - critically evaluate this source material
 - take relevant, coherent notes from the source material
 - summarize, paraphrase and directly quote from that source material
 - incorporate and synthesize the source material to support the essay's thesis
- use MLA style to document sources.

Suggested Readings:

Patterns for College Writing: A Rhetorical Reader and Guide 16th edition
 Easy Writer 8th edition

SUNY English 102 0.5 Credit/3.0 SUNY Credits/NCAA Approved- One Semester

Prerequisite: SUNY English 101

Second course in the sequence

Skills

- Critically read common texts from literature (short story, poetry & drama selections) to identify:
 - specific details and patterns of detail that lead to conclusion(s).
 - Critically think, utilizing evidence from literary texts as the basis for
 - presenting and supporting analysis
 - verbally to presented concepts
- and, most importantly,**
- Understand and apply the writing process (planning, writing, editing) to their essay writing.
 - Critically write, incorporating specific textual evidence from selected literary texts to present an analysis with:
 - a clear thesis
 - logical organization and coherence
 - specific, appropriate support from primary (short story, poetry & drama) & secondary sources
 - an appropriate voice for a specific audience and purpose
 - college-level control of vocabulary, sentence skills, mechanics, and spelling
 - Understand and apply the research process for college-level research essay on a literary topic, including the ability to:
 - use appropriate library resources to gather pertinent material for the research essay
 - take relevant, coherent notes from the source material

Suggested Reading:

The Compact Bedford Introduction to Literature – 12th Edition Michael Meyer

The following courses have been designed to provide senior students with a variety of choices to explore as they prepare for life after high school. Seniors who elect not to take AP or English for college credit must still take 2 semesters of senior English and may choose from the following selections:

Advanced Speech Writing and Presentation 0.5 Credit/NCAA Approved- One Semester

The aims of this course are to aid students in overcoming fear of speaking before others, to experience a variety of speech situations and to establish good speech habits. Students will learn about preparing and delivering speeches. Several formal speeches are required for successful completion of the course.

Ancient and Contemporary World Mythology 0.5 Credit/NCAA Approved- One Semester

This course provides an exploration of the notion of a myth, as well as its presence in both ancient and modern cultures, as well as the study of a wide variety of myths from around the world. By understanding the literature of our past, we can better understand humanity itself, explore other cultures, beliefs and practices, and better understand our own place in the world.

Creative Writing I 0.5 Credit/NCAA Approved- One Semester

This elective seeks to enhance the core curriculum in English, offering an exclusive forum for developing student writing styles. This course will highlight the appreciation of writing beyond the competency and expository levels; students will develop standards of self-evaluation and analysis designed to facilitate a greater understanding of the writing process. This elective further seeks to develop proficiency in the use of computer and word processing programs.

Creative Writing II 0.5 Credit/NCAA Approved- One Semester

The Creative Writing II elective is an intensive extension of Creative Writing I. This Workshop offers the serious creative writer further occasion to develop various

poetic and prose forms. Emphasis is placed upon publication of works. Work sessions are highly critical, candid, and direct. Revision and editing are conducted by both the instructor and student workshop participants. The course keynotes student experience in the writing process. Creative Writing I is strongly recommended before taking this course.

Exploring Science Fiction *0.5 Credit/NCAA Approved- One Semester*

This course is a study of classical and contemporary works in the genre of science fiction, from novels to short story, fiction and nonfiction and story in film. Some of the popular works of study include Frankenstein, Time Machine, War of the World, and I Robot. Lani Tupo writes, "If you take the shackles off your imagination, you can go anywhere with science fiction."

Engaging Young Minds: Children's Literature and Education *0.5 Credit/NCAA Approved - One Semester*

This course will reinforce the importance of children's literature in education. It is designed for future educators potentially seeking a career in education. Students will study the style and form of various children's stories, their authors and illustrators, from picture books to young adult literature. This course covers traditional literature from fables and myths and fairy tales, Caldecott and Newbery award winners, and YA literature. This course will offer students the experience of visiting elementary classrooms, reading to children, culminating in their authoring of an original children's story.

Journalism and Media Design *0.5 Credit/NCAA Approved- One Semester*

This course exposes students to the inner workings of news-related agencies, introducing them to the technical and design aspects of producing various forms of journalism including: magazine, blogging, podcast and Dragon TV. This course will allow students to participate in the production of our Dragon T.V. show, The Dragon Post, our online magazine, podcasts, and program website. Working on various design and writing projects all related to media will provide a real-world experience. An emphasis will be placed on creating media that is relevant, well-written and thoughtfully produced. Strong design, composition and lighting work will be emphasized.

Stories of the World: Perspectives from Diverse Cultures *0.5 Credit/NCAA Approved- One Semester*

This course is a study of diverse contemporary literature from various world cultures. It explores various works of fiction, non-fiction, short story and novel. By reading the graphic novel Persepolis, The Kite Runner and The Alchemist, students will learn about the uniqueness of other cultures and develop a global perspective and understanding and respect for others.

Pop Culture and Media Studies *0.5 Credit/NCAA Approved- One Semester*

This course will examine the many facets of pop culture and the media in the United States today - its scope will include in its examination a wide span of the different aspects of society - economics, entertainment, politics, sports, ethics, et. al. The course will examine the various cultural impacts of the media on each of these aspects of life, fostering a greater critical understanding and engagement of the world by way of the various media presences in our lives.

The course will briefly examine the history of media and its influence on United States culture, and will incorporate the more well-known societal theories that help to determine meaning and relevance of various semiotic presences. The course will then expand to contemplate current events, technology evolution, and will seek to explore the societal notions of interaction versus interpretation in relation to consumption of media as a reflection of societal norms and values.

The overriding goal is to create critically engaged, 21st century learners by providing material and experiences that foster greater independent, critical thought and opportunities to utilize cutting edge technology and best-practice to prepare for their post-secondary adventures.

Students in 12th grade may take this course.

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

- [CCHS Course Handbook](#)
- [NY State ELA Standards](#)
- [NY State Common Core Curriculum](#)