

CCHS English Curriculum Map (updated 2024)

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	<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

- 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.

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	-Refine argumentation pertaining to structure, character, word choice, or rhetoric -Effective paraphrasing and quotation in supporting evidence -Multiparagraph response and student reflection

			guidelines for construction of a research paper.	
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/review 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>
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<p>Writing Skills</p>	<ul style="list-style-type: none"> -Development of Arguments to support claims produced from an analysis of texts using reasoning and evidence to support the claim. -Establish the significance of the claim and distinguish claim from alternate or opposing claims. -Gather relevant information from multiple authoritative print and digital sources effectively. -Integrate information from sources effectively avoiding plagiarism while following a standard format for citation. -Develop claim and counterclaims thoroughly using most relevant evidence while evaluating the audience's knowledge level, bias, concerns and values. 	<ul style="list-style-type: none"> -Create narratives to develop personal experiences using appropriate/varied transitions and syntax to create cohesion. -Develop narratives to provide a conclusion that reflects on what is experienced. -Create interpretive and responsive texts (poetry, stories, plays, videos etc.) to demonstrate insight and understanding between life and literary works using literary elements. 	<ul style="list-style-type: none"> -Create Informative/explanatory texts to examine and convey complex concepts clearly through effective organization and analysis of content. -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. -Construct 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. 	<ul style="list-style-type: none"> -Draw evidence from literary or informational texts to support analysis, reflection and research. -Comparison of authors' style from the same time period in terms of treatment of a particular theme or topic. -Evaluate topics dealing with different cultures and viewpoints. -Establish and maintain a formal style and objective tone throughout the assigned writing task.
<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*
- 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”

CCHS English Curriculum Map

Grade Level: 12

Grade 12 offers a selection of semester courses, along with college level and AP opportunities. Please refer to the [CCHS Course Handbook](#) for a listing of courses and their descriptions. Below you will find a list of texts used throughout select courses in grade 12.

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*

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

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