



English 9H Curriculum Map

Department “Why” Statement

English Language Arts serves people’s fundamental need to share the human experience by exchanging ideas and emotions. It is the gateway to our hearts and minds – a means of comprehending, constructing, and communicating meaning. Respectful of the might of critical reading, writing, speaking, and listening skills, the North Shore Secondary English Department endeavors to empower our students by harnessing their skills as thoughtful purveyors and receivers of text in its broadest definition. By leveraging the passions and interests of our students in pursuit of our District’s Shared Values, we inspire their commitment to *enriching their community, advancing global citizenship, and realizing human potential*. We celebrate English Language Arts as a vital instrument in achieving these lofty goals

SVO Focus

Committed Individuals: *exhibit dispositions and ‘habits of mind’ that lead to growth in self and concern for others*
Thinkers: *activate their mind for a variety of purposes.*

Learning Standards

New York State Next Generation English Language Arts Learning Standards [HERE](#)

Course Understandings

- People are motivated by the conditions in and under which they live.
- Events occur in context, not in isolation.
- Identity is continually developing and evolving.
- Individuals and societies define, seek, and are subject to power.
- Claims are proven through argument
- Effective argumentation draws on certain strategies and approaches
- Informative and explanatory texts communicate certain truths
- Clarity and coherence make informative texts especially useful
- Well-crafted narrative draws the reader into a story
- Narrative technique can be applied to many types of texts to make them more engaging.
- Writing is only as effective as it is clear and coherent.
- Disorganized or unclear writing obstructs understanding
- *Vigorous writing is concise* (Strunk and White)
- Revision is “seeing-again”-- the act of finding the focus or developing different sections of a text.
- En route to completion, texts go through multiple drafts.
- Technology extends our ability to draft, revise and publish work
- Technology creates new conventions without necessarily abandoning older ones.
- Effective argument depends on well-chosen and intelligently used evidence
- Incorporation of textual evidence follows certain conventions that maximize clarity and coherence.
- Through habitual writing, writers develop comfort and fluency and diminish anxiety.
- Great writers develop the discipline to write regularly and at length.
- Cite strong textual evidence
- In making an argument, all but the most basic assertions about a text must be supported with well-chosen evidence
- Good evidence is focused and bears directly on the claim it supports
- Texts are purposeful: they may be written to explore an idea, to persuade a reader, to effect a change in the world, to entertain, etc.

	• The clues to the author's purpose are found in the text itself. • Complex characters possess some of the contradictory impulses and emotions that people have in the real world • Character is often expressed by action, dialogue, diction, appearance and a variety of other techniques • In complex characters, there may be a contradiction between what a character says or thinks and what she does. • In context, the meaning of a word may differ or add to its literal definition • Writers purposefully use these added layers of meaning to achieve effects that serve the purpose of the text. • The structure of a text has a strong bearing on its effect; good writers understand this and think critically about how best to serve the text's intended purpose • Content and intent dictates form. • In an increasingly interconnected world, reading texts from different cultural experiences make us more sophisticated global citizens • Encountering texts from a wide variety of cultures broadens our understanding of what it means to be human • Encountering texts from other cultures makes us better able to identify with the humanity of another • There are emotions and experiences that are specific to certain cultures and that help shape their POV • Different genres and forms of media have different strengths and limitations • These strengths and limitations help create the conventions of that medium or genre. • These, in tandem with different creators' experiences and POVs mean that examining treatments of the same subject by different creators can bring new insight and understanding.
Course Essential Questions	• How does the historical, social, and cultural context of a text influence a text? • How does the way a text is created convey its meaning?
Key Units and Topics	Texts and Resources (may include, but are not limited to...)
• Reading, Writing, Speaking, and Listening • Allegory • Aristotelian Tragedy / Dramatic Devices • Memoir • Poetry • Literary Analysis • Grammar and Usage • Active Reading • Vocabulary	• <i>The Tragedy of Romeo and Juliet</i> by William Shakespeare • <i>Night</i> by Elie Wiesel • <i>Animal Farm</i> by George Orwell • <i>American Born Chinese</i>, by Gene Luen Yang • <i>Catcher in the Rye</i> by JD Salinger • <i>Flight</i> by Sherman Alexie • <i>Of Mice and Men</i> by John Steinbeck • <i>To Kill A Mockingbird</i> by Harper Lee • <i>Anthem</i> by Ayn Rand • "The Scarlet Ibis by James Hurst • "Cross" by Langston Hughes • The Myth of Pyramus and Thisbe • <i>Inherit the Wind</i> by Jerome Lawrence and Robert E. Lee • poetry • short stories • non-fiction texts • informational texts • film • internet sources