

Aviation High School  
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English Department  
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### **English Department Mission Statement:**

In keeping with the NYC Department of Education's mission statement, the AHS English Department's curriculum encourages all students to "live rich, literate lives and to be active and informed citizens." Our curriculum is aligned to the NYS Common Core Learning Standards to provide our students with the critical reading, writing, speaking, and speaking skills required to become College and Career Ready and lifelong learners.

Our curriculum offers students a wide range of rigorous texts that span the classical to the contemporary. Students develop strategies for reading a rich "variety of texts, make informed judgements that are grounded in evidence and communicate their thinking through oral, written, and artistic expressions."

We work to instill in our students a joy to communicate. We encourage our youngsters to think independently, creatively, and to voice their individual opinions through verbal and written communication.

### **Grade 9 Overview:**

The grade 9 curriculum offers a wide range of quality texts that span the classical to the contemporary. Anchored by the HMH Collections textbook, the curriculum balances classic works by Homer, William Shakespeare, and Abraham Lincoln with contemporary writing by authors such as Marjane Satrapi, Jhumpa Lahiri, and Isabel Allende. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within each of the units are linked to the Common Core Learning Standards. Students engage in key routines and practices for close reading and collaborative discussion, which students will use and refine throughout the year. Throughout the year, lessons develop skills in text analysis, evidence-based discussion, and informative writing, culminating with the research process and argumentative writing.

### **Grade 10 Overview:**

The grade 10 curriculum offers a variety of rich texts that engage students in analysis of literary and journalistic nonfiction as well as poetry, drama, and fiction. Classic and contemporary authors represented in the grade 10 include William Shakespeare, George Orwell, Harper Lee, Arthur Miller, Stephen Chbosky, and Marjane Satrapi. Working with these texts, students build knowledge, analyze ideas, delineate arguments and develop writing, collaboration, and communication skills. Each unit is linked to the Common Core State Standards. Students engage with literature and nonfiction texts and explore how complex characters develop through their interactions with each other, and how these interactions develop central ideas in the texts. Students read, discuss, and analyze poems and informational texts focusing on how authors use rhetoric and word choice to develop ideas or claims. Students also explore how nonfiction authors develop arguments with claims, evidence, and reasoning. Students engage in an inquiry-based process for research. Building on work with evidence-based analysis, students explore topics that have multiple positions and perspectives by gathering and analyzing research-based sources to establish a position of their own. Students read, discuss, and analyze nonfiction and dramatic texts,

focusing on how the authors convey and develop central ideas concerning imbalance, disorder, tragedy, mortality, and fate. Students also explore how texts are interpreted visually, both on screen and on canvas.

### **Grade 11 Overview:**

The grade 11 curriculum continues to develop students' skills in analyzing complex literary and informational texts as students delve deeply into works by acclaimed authors and historical figures, including classics from Nathaniel Hawthorne, Mark Twain, and Arthur Miller; seminal pieces from Frederick Douglass, Booker T. Washington, and Elie Wiesel; and contemporary literature from Toni Morrison and Malcolm Gladwell. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. Each unit is linked to the Common Core Learning Standards. In early units, students read, discuss, and analyze literary and nonfiction texts focusing on how authors relate textual elements, such as plot, character, and central ideas, within a text. These units also establish key protocols and routines for reading, writing, and discussion that will continue throughout the year. In later units, students read, discuss, and analyze literary and informational texts, focusing on how authors use word choice and rhetoric to develop ideas and advance their points of view and purposes. Students are expected to engage in an inquiry-based process for research. Building on work with evidence-based, students explore topics that lend themselves to multiple positions and perspectives. Students gather and analyze research based on vetted sources to establish a position of their own. Throughout the year, students read, discuss, and analyze literary texts, focusing on the authors' choices in developing and relating textual elements such as character development, point of view, and central ideas, while also considering how a text's structure conveys meaning and creates aesthetic impact. Additionally, students learn and practice narrative writing techniques as they examine the authors' techniques.

### **Grade 12 Overview:**

The grade 12 curriculum offers a wide range of quality texts that engage students in analysis of autobiographical nonfiction, speeches, poetry, drama, and fiction. The grade 12 units comprise classic and contemporary voices including James McBride, Toni Morrison, Albert Camus, Kurt Vonnegut, Tim O'Brien, William Shakespeare, Tennessee Williams, Jhumpa Lahiri, and Sophocles. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. Each unit is linked to the Common Core Learning Standards. Students engage with autobiographical nonfiction to explore the craft of personal narrative before beginning work on their own personal narrative essays in response to a prompt from the Common Application. Students read both literary and nonfiction texts to analyze how authors use rhetoric and structure in texts dealing with concepts of government and power. Students engage in an inquiry-based process for research. Building on work with evidence-based analysis, students explore topics that may elicit multiple positions and perspectives, gathering and analyzing sources to establish a position of their own and crafting an argument-based research paper. In the last unit, students work with literary texts, including drama, poetry, short fiction, and novel, to explore how authors treat similar central ideas and themes via character development and interaction.

