



Department of
Education
Carmen Fariña, Chancellor



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NEW YORK CITY HIGH SCHOOL ELA SCOPE & SEQUENCE

Core Curriculum
Grades 9–12
2015–16

collections

A close-up photograph of a red flower, possibly a gerbera, with its petals and stem visible against a dark background. The flower is positioned in the bottom right corner of the page.

**New York City Department of Education
High School ELA Scope & Sequence**

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Introduction to the Scope and Sequence: HS ELA Scope and Sequence

The New York City Department of Education strives to prepare all students to live rich, literate lives and to be active, informed citizens. In order to do so, students need access to rigorous, comprehensive and engaging English Language Arts curricula. Students should have the opportunity to read a variety of texts, make informed judgments that are grounded in evidence and communicate their thinking through oral, written, and artistic expressions.

This New York City High School English Language Arts curriculum comprises three related elements: the *Collections* program, which focuses on the analysis of complex literary and informational texts; the Literature Circles component in which students explore full-length books in peer-led discussions and *An Integrated Scope and Sequence for Grades 9–12* which supports a systematic approach to writing development.

For each grade level, units of study have been divided into six “Collections” that are guided by essential questions. Teachers can use the scope and sequence document to help them make decisions about planning coherent instruction that considers relevant skills, practices, knowledge objectives for deep literacy understanding, and about how much time to spend on each Collection.

The following are included as part of the *Collections* High School ELA Scope and Sequence:

- Year at a Glance—provides essential questions, suggested time frame, key learning objectives, and the performance tasks for each unit in the *Collections* curriculum;
- Core Lessons—recommended texts and instructional supports or lessons to prioritize in a unit of study;
- Unit Assessment—summative assessment options for the unit;
- Key Objectives—learning objectives or concepts and Common Core Learning Standards addressed in each unit; and
- Additional Resources—additional texts and instructional supports or lessons that are included as part of the *Collections* curriculum that may be incorporated into a unit of study depending on students’ needs and interests.

Note to Teachers:

The volume of ELA content included in each year’s course of study presents some challenges. Teachers are faced with large amounts of content to be “covered” and yet want to provide students with opportunities for in-depth inquiry and exposure. This issue of “depth versus breadth” is not a new construct but it requires teachers to accept that not all content is equal. It is also important to understand that it is not possible to “cover” everything as the amount of content rarely correlates to the amount of content that is learned.

The real question is how to address enough content and still make time for in-depth exploration of the most essential themes, concepts and processes in ELA? Which aspects of a unit will support student development of necessary critical and analytical skills? Which themes and concepts will help us focus attention on significant and essential issues and lead students to a deeper understanding of the “Big Ideas” in English Language Arts as well as of themselves and their world?

When considering what content to highlight, teachers should also look to the Literature Circles resources and *An Integrated Scope and Sequence for Grades 9 – 12*. By looking at these three facets of ELA instruction together, teachers can strategically plan coherent and robust instruction and supports.

The dilemma of depth versus breadth is not easy to address. It is also not something that can be decided for us. It requires all teachers to make the best decisions given our knowledge of the content, assessments, instructional goals, and most importantly our understanding of student learning (students’ needs, interest, and readiness).

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