Academic Affairs

Thursday, August 13, 2026 5:30 PM
SASD District Administration Building, 123 Linden Street, Stroudsburg, PA 18360

1.	**MEETING OPENING**	
2.	**CURRICULUM**	
2.A.	TSI Title I School Plans: 2026-2027	
2.B.	New Curriculum	
2.B.1.	English 9-12	
2.B.2.	The American Justice System	
2.B.3.	Minorities in America	
2.B.4.	Global Issues	
2.B.5.	Reading Grade 8	
2.B.6.	Power, Prosperity & Peace	
2.B.7.	Textiles and Sewing: Community Service	
2.C.	New Course Proposals for 2027-2028	
2.C.1.	Honors Calculus	
2.C.2.	AP Statistics	
2.D.	Professional Development	
2.E.	Other	
2.F.	Public Comment	
3.	**STUDENT AND COMMUNITY SUPPORT INITIATIVES (SC&I)**	
3.A.	Backpack Programs	**Speaker(s):** Dr. Laura Connolly
3.B.	Parent Presentations of New Cell Phone Policy	
3.C.	Economic Outlook Presentation - MCPC	
3.D.	Other	
3.E.	Public Comment	
4.	**POLICY**	
4.A.	317.2 Conduct/Disciplinary Procedures	

4.B. 249 Bullying/Cyberbullying

4.C. 204-AR-1 Wellness Checks for Stroudsburg Area Cyber Academy (SACA) Students

4.D. Other

4.E. Public Comment

5. **PUBLIC RELATIONS**

5.A. Other

5.B. Public Comment

6. **ADJOURNMENT**

Arlington Heights El Sch

TSI Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
Arlington Heights El Sch		120456003
Address 1		
1100 N 9th St		
Address 2		
City	**State**	**Zip Code**
Stroudsburg	PA	18360
Chief School Administrator		**Chief School Administrator Email**
Dr Cosmas C Curry		ccurry@sburg.org
Principal Name		
Christopher Coleman		
Principal Email		
ccoleman@sburg.org		
Principal Phone Number		**Principal Extension**
570-421-6952		16102
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Christopher Coleman	Principal	Arlington Heights Elementary School	ccoleman@sburg.org
Cosmas Curry	Chief School Administrator	Stroudsburg Area School District	ccurry@sburg.org
Madeline Acosta	District Level Leaders	Stroudsburg Area School District	macosta@sburg.org
Jennifer VanLouvender	Education Specialist	Arlington Heights Elementary School	jvanlou@sburg.org
Brittany Neal	Education Specialist	Arlington Heights Elementary School	bneal@sburg.org
Denise Bickford	Other	Arlington Heights Elementary School	dibickfor@sburg.org
Catherine Duryea	Parent	Arlington Heights Elementary School	kbaylin@gmail.com
Jen Berger	Community Member	Arlington Heights Elementary School	moneypit220@icloud.com
Amanda Rajnish	Teacher	Arlington Heights Elementary School	arajnish@sburg.org
Jessica Horvath	Teacher	Arlington Heights Elementary School	jhorvath@sburg.org
Tim Naughton	Teacher	Arlington Heights Elementary School	tnaugh@sburg.org
Alicia Hensle	Teacher	Arlington Heights Elementary School	ahensle@sburg.org
Laura DeFalco	Teacher	Arlington Heights Elementary School	ldefalco@sburg.org
Courtney Lepore	District Level Leaders	Arlington Heights Elementary School	clepore@sburg.org

Vision for Learning

Vision for Learning

To educate all students to become self-directed learners who think critically, collaborate willingly, solve problems strategically, communicate effectively, make informed decisions, and positively contribute to their profession, their community and larger society.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Arlington did not meet the interim goal for Proficient or Advanced in ELA and is performing below the state average. Identified subgroups are continuing a trend of declining scores.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic subgroup showed 2.8% increase from the previous year in Proficient or Advanced in ELA.

Challenges

ESSA Student Subgroups	Indicator
White	White subgroup decreased by 8.1% from previous year in Proficient or Advanced in ELA.
Economically Disadvantaged	Economically Disadvantaged subgroups decreased by 3.6% from previous year in Proficient or Advanced in ELA.
Students with Disabilities	Decrease by .6% from previous year.
Combined Ethnicity	Combined Ethnicity subgroup decreased by 5.2% from previous year in Proficient or Advanced in ELA.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Arlington is performing above the state average in Proficient or Advanced in Math but did not meet the interim goal. Most identified subgroups are showing a trend of increasing scores.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
Hispanic	Hispanic subgroup showed an Increase of 15.6% from the previous year in Proficient or Advanced in Math.
White	White subgroup showed an Increase of 1.7% from the previous year in Proficient or Advanced in Math.
Combined Ethnicity	Combined Ethnicity subgroup showed an Increase of 16.3% from the previous year in Proficient or Advanced in Math.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	Decrease of .9% from the previous year.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Arlington exceeded the standard of growth and is significantly above the state average. All identified subgroups exceeded the state average with the majority showing increased growth from the previous year.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	White subgroup exceeded the statewide goal in ELA growth expectations and increased in performance from the previous year.
Economically Disadvantaged	Economically Disadvantaged exceeded the statewide goal in ELA growth expectations and increased in performance by 14% from the previous year.
Combined Ethnicity	Exceeded the statewide goal and maintained the performance level from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	Exceeded the statewide goal but maintained the performance level from the previous year.

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Arlington exceeded the standard of growth and is significantly above the state average. All identified subgroups exceeded the state average and all are showing increased growth from the previous year.

True Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	White subgroups exceeded the statewide goal in Math growth expectations and increased in performance from the previous year.
Economically Disadvantaged	Economically Disadvantaged subgroup exceeded the statewide goal in Math growth expectations and increased in performance by 23% from the previous year.
Combined Ethnicity	Combined Ethnicity subgroup exceeded the statewide goal in Math growth expectations and increased in performance by 9% from the previous year.

Challenges

ESSA Student Subgroups	Indicator
Combined Ethnicity	While this subgroup has exceeded the statewide goal and has shown an increase in performance, the increase is not as significant as the other subgroups.

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

Arlington did not meet the performance standard or the statewide average for attendance. There were mixed results among the identified subgroups.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	White subgroup met the interim target and increased by 4.% in attendance rate from the previous year.
English Learners	English Learner subgroup met the interim target and increased by 2.3% in attendance rate from the previous year.
Students with Disabilities	Student with Disabilities subgroup did not meet the interim target but increased by 7.9% in attendance rate from the previous year.

Challenges

ESSA Student Subgroups	Indicator
African-American/Black	Black subgroup did not meet the interim target and decreased by 13.9% in attendance rate from the previous year.
Economically Disadvantaged	Did not meet the interim target and decreased by 1% in attendance rate from the previous year.
Combined Ethnicity	Combined Ethnicity subgroup did not meet the interim target and decreased by 3.7% in attendance rate from the previous year.

Career Standards Benchmark

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

Hispanic subgroup showed 2.8% increase from the previous year in Proficient or Advanced in ELA.
Arlington is performing above the state average in Proficient or Advanced in Math but did not meet the interim goal. Most identified subgroups are showing a trend of increasing scores.
Hispanic subgroup showed an Increase of 15.6% from the previous year in Proficient or Advanced in Math.
White subgroup showed an Increase of 1.7% from the previous year in Proficient or Advanced in Math.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Arlington did not meet the interim goal in Proficient or Advanced in ELA and is performing below the state average. Identified subgroups are continuing a trend of declining scores.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience Reading	2025-2026: Kindergarten 50% BOY, 87% EOY
Acadience Reading	2025-2026: 1st Grade 68% BOY, 68% EOY
Acadience Reading	2025-2026: 2nd Grade 70% BOY, 76% EOY
Acadience Reading	2025-2026: 3rd Grade 58% BOY, 62% EOY
Acadience Reading	2025-2026: 4th Grade 47% BOY, 57% EOY
STAR Reading	2025-2026: 3rd Grade 60% At/Above Benchmark
STAR Reading	2025-2026: 4th Grade 51.1% At/Above Benchmark

English Language Arts Summary

Strengths

Per Acadience reading data, Kindergarten, 2nd, 3rd & 4th grades showed growth in at/or above benchmark measures from BOY to EOY.
Per STAR reading data, 3rd and 4th grades showed growth in at or above benchmark measures from the previous year's data.

Challenges

Per Acadience reading data, 1st Grade showed no growth in at or above benchmark measures from BOY to EOY.

Mathematics

Data	Comments/Notable Observations
Acadience Math	2025 - 2026: Kindergarten 74% BOY, 97% EOY
Acadience Math	2025 - 2026: 1st Grade 48% BOY, 72% EOY
Acadience Math	2025 - 2026: 2nd Grade 59% BOY, 64% EOY
Acadience Math	2025 - 2026: 3rd Grade 27% BOY, 53% EOY
Acadience Math	2025 - 2026: 4th Grade 39% BOY, 49% EOY
STAR Math	2025 - 2026: 3rd Grade 64.4% At/Above Benchmark
STAR Math	2025 - 2026: 4th Grade 66.7% At/Above Benchmark

Mathematics Summary

Strengths

Per Acadience math data, all grades showed growth in at/or above benchmark measures from BOY to EOY.
Per STAR math data, 3rd and 4th grades showed growth in at or above benchmark measures from the previous year's data.

Challenges

Per STAR Math, 35.6% of 3rd grade students are Below Benchmark at EOY.
Per STAR Math, 33.3% of 4th grade students are Below Benchmark at EOY.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures	All students are in compliance with their required Future Ready Progress.
Career Day Survey	All students were able to express at least one area of interest from their Career Day presentations.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

All students are in compliance with their Future Ready Progress.
Students show interest in careers prior to Career Day by answering a survey on the type of careers they would like to see presented.
Student feedback after Career Day is always positive and all students can name at least one career that they were interested in based on the presentations.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

We cannot always provide the career presentations students are interested in seeing.

We need to find more ways to expose students to careers and gather measurable data.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

True This student group is not a focus in this plan.

Students Considered Economically Disadvantaged

True This student group is not a focus in this plan.

Student Groups by Race/Ethnicity

True This student group is not a focus in this plan.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

Hispanic subgroup showed 2.8% progress in ELA Proficient/Advanced.
Hispanic, White, Economically Disadvantaged and Combined Ethnicity subgroups showed progress in Math Proficient/Advanced.
White and Economically Disadvantaged subgroups exceeded the annual growth expectations in ELA and increased in performance from the previous year.
White, Economically Disadvantaged and Combined Ethnicity subgroups exceeded the annual growth expectations in Math and increased in performance from the previous year.
White and English Learner subgroups met the interim target for attendance and increased in attendance rate from the previous year.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

White, Economically Disadvantaged, Students with Disabilities and Combined Ethnicity subgroups did not meet the statewide target for ELA and decreased in performance from the previous year.
Students with Disabilities subgroup did not meet the statewide target for Math and decreased in performance from the previous year.
Black, Economically Disadvantaged and Combined Ethnicity subgroups did not meet the interim target for attendance and decreased in attendance rate from the previous year.

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Exemplary
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Exemplary
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Exemplary
Identify and address individual student learning needs	Exemplary
Provide frequent, timely, and systematic feedback and support on instructional practices	Exemplary

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Operational
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Exemplary
Continuously monitor implementation of the school improvement plan and adjust as needed	Exemplary

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Exemplary
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Exemplary
Implement a multi-tiered system of supports for academics and behavior	Exemplary
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Emerging

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Exemplary
Use multiple professional learning designs to support the learning needs of staff	Operational
Monitor and evaluate the impact of professional learning on staff practices and student learning	Exemplary

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

>

Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices
Identify and address individual student learning needs
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based
Implement a multi-tiered system of supports for academics and behavior
Monitor and evaluate the impact of professional learning on staff practices and student learning

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

>

Implement evidence-based strategies to engage families to support learning
Partner with local businesses, community organizations, and other agencies to meet the needs of the school

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Hispanic subgroup showed 2.8% increase from the previous year in Proficient or Advanced in ELA.	False
Arlington is performing above the state average in Proficient or Advanced in Math but did not meet the interim goal. Most identified subgroups are showing a trend of increasing scores.	False
Hispanic subgroup showed an Increase of 15.6% from the previous year in Proficient or Advanced in Math.	True
White subgroup showed an Increase of 1.7% from the previous year in Proficient or Advanced in Math.	False
Combined Ethnicity subgroup showed an Increase of 16.3% from the previous year in Proficient or Advanced in Math.	True
Arlington exceeded the standard of growth in ELA and is significantly above the state average. All identified subgroups exceeded the state average with the majority showing increased growth from the previous year.	True
White subgroup exceeded the statewide goal in ELA growth expectations and increased in performance from the previous ye	True
Economically Disadvantaged exceeded the statewide goal in ELA growth expectations and increased in performance by 14% from the previous year.	True
Arlington exceeded the standard of growth in Math and is significantly above the state average. All identified subgroups exceeded the state average and all are showing increased growth from the previous year.	True
White subgroups exceeded the statewide goal in Math growth expectations and increased in performance from the previous year.	True
Economically Disadvantaged subgroup exceeded the statewide goal in Math growth expectations and increased in performance by 23% from the previous year.	True
Combined Ethnicity subgroup exceeded the statewide goal in Math growth expectations and increased in performance by 9% from the previous year.	True
White subgroup met the interim target and increased by 4.% in attendance rate from the previous year.	False
English Learner subgroup met the interim target and increased by 2.3% in attendance rate from the previous year.	False
Student with Disabilities subgroup did not meet the interim target but increased by 7.9% in attendance rate from the previous year.	True
Per Acadience reading data, Kindergarten, 2nd, 3rd & 4th grades showed growth in at/or above benchmark measures from BOY to EOY.	True
Per STAR reading data, 3rd and 4th grades showed growth in at or above benchmark measures from the previous year's data.	True
Per Acadience math data, all grades showed growth in at/or above benchmark measures from BOY to EOY.	True
Per STAR math data, 3rd and 4th grades showed growth in at or above benchmark measures from the previous year's data.	True
All students are in compliance with their Future Ready Progress.	False

Students show interest in careers prior to Career Day by answering a survey on the type of careers they would like to see presented.	False
Student feedback after Career Day is always positive and all students can name at least one career that they were interested in based on the presentations.	False
Hispanic subgroup showed 2.8% progress in ELA Proficient/Advanced.	False
Hispanic, White, Economically Disadvantaged and Combined Ethnicity subgroups showed progress in Math Proficient/Advanced.	False
White and Economically Disadvantaged subgroups exceeded the annual growth expectations in ELA and increased in performance from the previous year.	False
White, Economically Disadvantaged and Combined Ethnicity subgroups exceeded the annual growth expectations in Math and increased in performance from the previous year.	False
White and English Learner subgroups met the interim target for attendance and increased in attendance rate from the previous year.	False
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	False
Identify and address individual student learning needs	False
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	False
Implement a multi-tiered system of supports for academics and behavior	False
Monitor and evaluate the impact of professional learning on staff practices and student learning	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
Arlington did not meet the interim goal in Proficient or Advanced in ELA and is performing below the state average. Identified subgroups are continuing a trend of declining scores.	True
Arlington did not meet the performance standard or the statewide average for attendance.	True
White subgroup decreased by 8.1% from previous year in Proficient or Advanced in ELA.	False
Per Acadience reading data, 1st Grade showed no growth in at or above benchmark measures from BOY to EOY.	False
Per STAR Math, 35.6% of 3rd grade students are Below Benchmark at EOY.	False
Economically Disadvantaged subgroups decreased by 3.6% from previous year in Proficient or Advanced in ELA.	False
Combined Ethnicity subgroup decreased by 5.2% from previous year in Proficient or Advanced in ELA.	False
Black subgroup did not meet the interim target and decreased by 13.9% in attendance rate from the previous year.	False
Per STAR Math, 33.3% of 4th grade students are Below Benchmark at EOY.	False
We cannot always provide the career presentations students are interested in seeing.	False
We need to find more ways to expose students to careers and gather measurable data.	False
White, Economically Disadvantaged, Students with Disabilities and Combined Ethnicity subgroups did not meet the statewide target for ELA and decreased in performance from the previous year.	False
Students with Disabilities subgroup did not meet the statewide target for Math and decreased in performance from the previous year.	False

Combined Ethnicity subgroup did not meet the interim target and decreased by 3.7% in attendance rate from the previous year.	False
Black, Economically Disadvantaged and Combined Ethnicity subgroups did not meet the interim target for attendance and decreased in attendance rate from the previous year.	False
Implement evidence-based strategies to engage families to support learning	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

ELA continues to be a challenge however significant gains were noted in Math. Small improvements for attendance are occurring.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Arlington did not meet the interim goal in Proficient or Advanced in ELA and is performing below the state average. Identified subgroups are continuing a trend of declining scores.	We need to continue our focus on literacy instruction according to the tenets of structured literacy.	True
Arlington did not meet the performance standard or the statewide average for attendance.	Increased attendance rates will in turn impact ELA performance.	True
Implement evidence-based strategies to engage families to support learning	Continued increased parent engagement opportunities surrounding instruction will support student learning gains.	False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Hispanic subgroup showed an Increase of 15.6% from the previous year in Proficient or Advanced in Math.	These strengths suggest that current instructional practices, intervention efforts, and systems of support are positively influencing student achievement and should be sustained and expanded where appropriate.
Combined Ethnicity subgroup showed an Increase of 16.3% from the previous year in Proficient or Advanced in Math.	These strengths suggest that current instructional practices, intervention efforts, and systems of support are positively influencing student achievement and should be sustained and expanded where appropriate.
Arlington exceeded the standard of growth in ELA and is significantly above the state average. All identified subgroups exceeded the state average with the majority showing increased growth from the previous year.	These strengths suggest that current instructional practices, intervention efforts, and systems of support are positively influencing student achievement and should be sustained and expanded where appropriate.
White subgroup exceeded the statewide goal in ELA growth expectations and increased in performance from the previous ye	These strengths suggest that current instructional practices, intervention efforts, and systems of support are positively influencing student achievement and should be sustained and expanded where appropriate.
Economically Disadvantaged exceeded the statewide goal in ELA growth expectations and increased in performance by 14% from the previous year.	These strengths suggest that current instructional practices, intervention efforts, and systems of support are positively influencing student achievement and should be sustained and expanded where appropriate.
Arlington exceeded the standard of growth in Math and is significantly above the state average. All identified subgroups exceeded the state average and all are showing increased growth from the previous year.	These strengths suggest that current instructional practices, intervention efforts, and systems of support are positively influencing student achievement and should be sustained and expanded where appropriate.
White subgroups exceeded the statewide goal in Math growth expectations and increased in performance from the previous year.	These strengths suggest that current instructional practices, intervention efforts, and systems of support are positively influencing student achievement and should be sustained and expanded where appropriate.
Economically Disadvantaged subgroup exceeded the statewide goal in Math growth expectations and increased in performance by 23% from the previous year.	These strengths suggest that current instructional practices, intervention efforts, and systems of support are positively influencing student achievement and should be sustained and expanded where appropriate.

Combined Ethnicity subgroup exceeded the statewide goal in Math growth expectations and increased in performance by 9% from the previous year.	These strengths suggest that current instructional practices, intervention efforts, and systems of support are positively influencing student achievement and should be sustained and expanded where appropriate.
Student with Disabilities subgroup did not meet the interim target but increased by 7.9% in attendance rate from the previous year.	These strengths suggest that current instructional practices, intervention efforts, and systems of support are positively influencing student achievement and should be sustained and expanded where appropriate.
Per Acadience reading data, Kindergarten, 2nd, 3rd & 4th grades showed growth in at/or above benchmark measures from BOY to EOY.	These strengths suggest that current instructional practices, intervention efforts, and systems of support are positively influencing student achievement and should be sustained and expanded where appropriate.
Per STAR reading data, 3rd and 4th grades showed growth in at or above benchmark measures from the previous year's data.	These strengths suggest that current instructional practices, intervention efforts, and systems of support are positively influencing student achievement and should be sustained and expanded where appropriate.
Per Acadience math data, all grades showed growth in at/or above benchmark measures from BOY to EOY.	These strengths suggest that current instructional practices, intervention efforts, and systems of support are positively influencing student achievement and should be sustained and expanded where appropriate.
Per STAR math data, 3rd and 4th grades showed growth in at or above benchmark measures from the previous year's data.	These strengths suggest that current instructional practices, intervention efforts, and systems of support are positively influencing student achievement and should be sustained and expanded where appropriate.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Arlington Heights must strengthen its schoolwide ELA instructional practices and systems of support through consistent implementation of evidence-based core instruction, targeted intervention, and regular progress monitoring to increase proficiency and reverse declining achievement trends among identified student subgroups.
	Arlington Heights must strengthen its schoolwide attendance system by using timely data review, early identification of attendance concerns, consistent family outreach, and coordinated support with the Intermediate Unit truancy liaison to address barriers and improve regular student attendance.

Goal Setting

Priority: Arlington Heights must strengthen its schoolwide ELA instructional practices and systems of support through consistent implementation of evidence-based core instruction, targeted intervention, and regular progress monitoring to increase proficiency and reverse declining achievement trends among identified student subgroups.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026–2027 school year, Arlington Heights will increase the percentage of students scoring proficient or advanced in ELA by at least 5 percentage points from the 2025–2026 baseline. Each identified student subgroup will also demonstrate an increase of at least 5 percentage points, as measured by PSSA results and supported by district benchmark and progress-monitoring data.			
Measurable Goal Nickname (35 Character Max)			
ELA Achievement Growth			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
All students will complete the designated ELA benchmark assessment, and grade-level teams will identify students requiring targeted intervention. At least 90% of identified students will be assigned an intervention aligned with their documented skill needs.	The percentage of students meeting or exceeding grade-level expectations on the district ELA benchmark will increase by at least 2 percentage points from the beginning-of-year baseline. Progress-monitoring data will be reviewed at least monthly for students receiving intervention.	The percentage of students meeting or exceeding grade-level expectations on the district ELA benchmark will increase by at least 4 percentage points from the beginning-of-year baseline. Each identified subgroup will demonstrate measurable growth, and intervention plans will be adjusted for students who are not making adequate progress.	Arlington Heights will increase the percentage of students scoring proficient or advanced in ELA by at least 5 percentage points from the previous year. Each identified subgroup will also increase by at least 5 percentage points, as measured by PSSA results.

Priority: Arlington Heights must strengthen its schoolwide attendance system by using timely data review, early identification of attendance concerns, consistent family outreach, and coordinated support with the Intermediate Unit truancy liaison to address barriers and improve regular student attendance.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026–2027 school year, Arlington Heights will increase the percentage of students meeting the school's regular attendance standard by at least 5 percentage points from the 2025–2026 baseline and reduce the percentage of students identified as chronically absent by at least 5 percentage points. Progress will be measured through monthly attendance data, family outreach records, and documented interventions coordinated with the Intermediate Unit truancy liaison.			
Measurable Goal Nickname (35 Character Max)			
Improving Student Attendance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
Attendance data will be reviewed at least twice monthly, and 100% of students demonstrating emerging attendance	At least 90% of students identified with attendance concerns will have documented family contact and an attendance	The percentage of students on track to meet the regular attendance standard will increase by at least 4 percentage points	Arlington Heights will increase the percentage of students meeting the regular attendance standard by at least 5

concerns will be identified. Families of identified students will receive documented outreach, and individualized attendance supports will be established when needed.	intervention or support plan. The percentage of students on track to meet the regular attendance standard will increase by at least 2 percentage points from the beginning-of-year baseline.	from the beginning-of-year baseline. Attendance plans will be reviewed and adjusted for students who continue to demonstrate chronic or repeated absences.	percentage points and reduce the percentage of students identified as chronically absent by at least 5 percentage points from the 2025–2026 baseline.

Action Plan

Measurable Goals

ELA Achievement Growth	Improving Student Attendance

Action Plan For: Strengthening ELA Instruction and Intervention

Measurable Goals:
• By the end of the 2026–2027 school year, Arlington Heights will increase the percentage of students scoring proficient or advanced in ELA by at least 5 percentage points from the 2025–2026 baseline. Each identified student subgroup will also demonstrate an increase of at least 5 percentage points, as measured by PSSA results and supported by district benchmark and progress-monitoring data.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Review Baseline ELA Data and Identify Instructional Priorities		2026-09-01	2026-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, MTSS Coordinator, reading specialists, instructional coaches, and grade-level teacher teams	PSSA results, district benchmark data, diagnostic assessment results, subgroup data, curriculum resources, and grade-level standards	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Establish Consistent Core ELA Instructional Expectations		2026-09-01	2026-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal and district curriculum staff	District ELA curriculum, pacing guides, evidence-based instructional resources, lesson-planning tools, instructional look-for documents, and grade-level standards	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide Professional Development and Collaborative Planning		2026-09-01	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, MTSS Coordinator, reading specialists, instructional coaches, and district curriculum staff	Professional development materials, model lessons, planning templates, student work samples, assessment data, and common planning time	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement Targeted ELA Interventions		2026-09-01	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Reading specialists, MTSS Coordinator, classroom teachers, special education teachers	Diagnostic assessments, intervention programs, intervention schedules, progress-monitoring tools, student support plans, and MTSS documentation	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Conduct Regular Progress Monitoring and Data Meetings		2026-09-01	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, MTSS Coordinator, reading specialists, classroom teachers, and special education teachers	Progress-monitoring assessments, benchmark data, data-meeting protocols, intervention records, student work samples, and data-tracking tool	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Monitor Instructional Implementation and Provide Feedback		2026-10-01	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, MTSS Coordinator, reading specialists, and instructional coaches	Walk-through tools, instructional look-for documents, lesson plans, pacing guides, teacher feedback forms, and student data	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
All grade levels will identify priority ELA standards, student skill gaps, and students requiring targeted intervention. Teachers will consistently implement agreed-upon evidence-based ELA instructional practices, including explicit instruction, differentiation, and targeted small-group support. Students receiving intervention will have documented intervention plans, regular progress-monitoring data, and instructional adjustments based on their response to support.	The principal, MTSS Coordinator, reading specialists, instructional coaches, and grade-level teams will monitor implementation throughout the school year. Grade-level teams will review benchmark, diagnostic, classroom, and progress-monitoring data during monthly data meetings. Students receiving Tier 2 or Tier 3 intervention will be progress-monitored weekly. The principal and district level staff will conduct regular classroom walk-throughs to assess the consistent implementation of core ELA instructional expectations. Walk-through data, lesson plans, intervention records, student work samples, benchmark results, and progress-monitoring data will be reviewed quarterly to determine whether the strategy is being implemented with fidelity and whether students are progressing toward the annual goal. When data indicate insufficient progress, the school team will adjust instructional practices, student groupings, intervention frequency, intervention intensity, professional development, or available supports.

Action Plan For: Strengthening Student Attendance

Measurable Goals:
• By the end of the 2026–2027 school year, Arlington Heights will increase the percentage of students meeting the school's regular attendance standard by at least 5 percentage points from the 2025–2026 baseline and reduce the percentage of students identified as chronically absent by at least 5 percentage points. Progress

will be measured through monthly attendance data, family outreach records, and documented interventions coordinated with the Intermediate Unit truancy liaison.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Review Baseline Attendance Data and Establish Monitoring Procedures		2026-09-01	2026-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, school counselor, attendance secretary, and Intermediate Unit truancy liaison	Student attendance records, chronic absenteeism data, attendance reports, subgroup data, attendance monitoring tools, and district attendance procedures	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Establish Early Identification Criteria and Attendance Response Procedures		2026-09-01	2026-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, school counselor, attendance secretary, and Intermediate Unit truancy liaison	Attendance thresholds, early-warning reports, referral forms, family contact templates, attendance intervention plans, and district attendance policies	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide Staff Training on Attendance Procedures and Student Support		2026-09-01	2026-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal and Intermediate Unit truancy liaison	Attendance procedures, referral guidelines, staff training materials, family communication protocols, and information regarding community supports	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement Consistent and Timely Family Outreach		2026-09-01	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Attendance secretary, classroom teachers, school counselor, principal, and Intermediate Unit truancy liaison	Phone and email contact information, attendance letters, translated materials, family conference forms, communication logs, and attendance resources	No	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
Develop and Implement Individualized Attendance Support Plans	2026-09-01	2027-06-01

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Principal, school counselor, Intermediate Unit truancy liaison, classroom teachers, and relevant student support personnel	Attendance support plan templates, student attendance histories, family input, transportation information, health and social-service resources, and community agency contacts	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Conduct Regular Attendance Reviews and Adjust Supports		2026-09-01	2027-06-01
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Principal, school counselor, attendance secretary, and Intermediate Unit truancy liaison	Monthly attendance reports, chronic absenteeism data, communication logs, attendance plans, intervention records, and progress-monitoring spreadsheets	No	

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A consistent schoolwide attendance monitoring and early-warning process will be established and used throughout the school year. Students with emerging or ongoing attendance concerns will have documented family outreach, interventions, and individualized attendance support plans when needed. Regular coordination meetings with the Intermediate Unit truancy liaison will result in timely referrals, follow-up actions, and connections to appropriate school or community supports.	The principal, school counselor, attendance secretary, and Intermediate Unit truancy liaison will monitor implementation of the attendance action plan throughout the school year. Attendance reports will be reviewed at least twice monthly to identify students approaching or meeting chronic absenteeism thresholds and to assess progress among students receiving support. Family contact logs, attendance letters, conference records, referrals, individualized attendance plans, and truancy liaison documentation will be reviewed monthly to determine whether required outreach and interventions are occurring consistently. Schoolwide attendance rates, chronic absenteeism rates, grade-level trends, and subgroup data will be reviewed quarterly and compared with the established benchmarks. When data show that a student or group of students is not improving, the attendance team will revise the support plan, increase the frequency of family contact, involve additional school or community resources, or coordinate further intervention with the Intermediate Unit truancy liaison.

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	• Strengthening ELA Instruction and Intervention	To pay the salary and benefits of 2 .57 Reading Specialists	297955	
Instruction	• Strengthening ELA Instruction and Intervention • Strengthening Student Attendance	To fund parent engagement activities	3041	
Other Expenditures	• Strengthening ELA Instruction and Intervention	To provide Reading services for students attending non-public school	2295	
Instruction	• Strengthening ELA Instruction and Intervention	To purchase supplies for interventions	776	
Total Expenditures				304067

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Strengthening ELA Instruction and Intervention	Establish Consistent Core ELA Instructional Expectations
Strengthening ELA Instruction and Intervention	Provide Professional Development and Collaborative Planning
Strengthening ELA Instruction and Intervention	Implement Targeted ELA Interventions
Strengthening Student Attendance	Establish Early Identification Criteria and Attendance Response Procedures
Strengthening Student Attendance	Provide Staff Training on Attendance Procedures and Student Support

Opening Day Faculty Meeting

Action Step

- Establish Consistent Core ELA Instructional Expectations
- Establish Early Identification Criteria and Attendance Response Procedures
- Provide Staff Training on Attendance Procedures and Student Support

Audience

All staff

Topics to be Included

Schoolwide expectations for evidence-based core ELA instruction Alignment of instruction to Pennsylvania Core Standards and district curriculum Explicit instruction in foundational reading skills, comprehension, vocabulary, and written response Use of whole-group, small-group, and differentiated instruction Appropriate use of formative assessment and student data to guide instruction Instructional practices that support diverse learners and identified student subgroups Common instructional language, routines, and expectations across grade levels Identification of instructional look-fors for classroom implementation Attendance, Identification, Criteria and Procedures

Evidence of Learning

Participants will demonstrate learning through the development and implementation of standards-aligned lesson plans, common instructional routines, differentiated small-group plans, and the use of formative assessment data to adjust instruction. Evidence will also include classroom observations, lesson-plan reviews, student work samples, collaborative planning products, and grade-level data discussions. Staff will show their understanding by identifying attendance concerns early, following the correct procedures, contacting families promptly, and completing the required forms and records.

Lead Person/Position	Anticipated Start	Anticipated Completion
Principal, district ELA curriculum staff, attendance secretary, school counselor, IU truancy liaison	2026-09-01	2026-09-04

Learning Format

Type of Activities	Frequency
Inservice day	First faculty meeting of the year

Observation and Practice Framework Met in this Plan

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1c: Setting Instructional Outcomes
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 3d: Using Assessment in Instruction
- 3c: Engaging Students in Learning

This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

ELA Professional Development and Collaborative Planning

Action Step		
• Establish Consistent Core ELA Instructional Expectations		
Audience		
All teaching staff		
Topics to be Included		
Use of benchmark, diagnostic, formative, and progress-monitoring data to guide instruction Identification of priority ELA standards and student skill gaps Planning for explicit whole-group and small-group instruction Differentiation for students performing below grade level and identified student subgroups Development of targeted intervention groups based on specific literacy needs Analysis of student work and common assessment results Adjustment of instruction, pacing, grouping, and intervention based on student response Collaboration between classroom teachers, reading specialists, interventionists, and special education staff		
Evidence of Learning		
Participants will demonstrate learning through completed collaborative planning documents, data-analysis protocols, instructional groupings, targeted lesson plans, intervention plans, and documented adjustments to instruction. Additional evidence will include student work samples, meeting notes, common assessment results, progress-monitoring records, and classroom implementation observed through walk-throughs.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal, reading specialists, instructional coaches, and district ELA curriculum staff.	2026-09-01	2027-06-01

Learning Format

Type of Activities	Frequency
Inservice day	Six times throughout the year
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Other	Biweekly grade level data meetings throughout the school year
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction	

• 1f: Designing Student Assessments • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally
This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

Targeted ELA Intervention Implementation

Action Step		
• Implement Targeted ELA Interventions		
Audience		
All teaching staff		
Topics to be Included		
Use of diagnostic and progress-monitoring data to identify specific literacy skill deficits Selection of evidence-based interventions aligned to student needs Distinguishing between core instruction, Tier 2 intervention, and Tier 3 intervention Formation of flexible intervention groups Scheduling interventions without replacing essential core instruction Delivery of explicit, systematic, and appropriately intensive instruction Documentation of intervention frequency, duration, group size, and instructional focus Progress monitoring and criteria for continuing, adjusting, intensifying, or discontinuing an intervention Collaboration among classroom teachers, interventionists, reading specialists, and special education staff Equitable access to intervention for identified student subgroups		
Evidence of Learning		
Participants will demonstrate learning through completed intervention plans, skill-based student groupings, intervention schedules, lesson records, and progress-monitoring documentation. Evidence will also include instructional adjustments based on student response, data-team notes, student work samples, and observable implementation of targeted interventions during classroom visits and intervention periods.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Principal, MTSS Coordinator, reading specialists, instructional coaches, special education staff, and district ELA curriculum personnel.	2026-09-01	2027-06-01

Learning Format

Type of Activities	**Frequency**
Other	Biweekly grade level data meetings throughout the school year
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 3e: Demonstrating Flexibility and Responsiveness • 4a: Reflecting on Teaching • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
School Improvement Facilitator Signature	**Date**

B F Morey El School

TSI Title 1 School Plan | 2026 - 2027

Profile and Plan Essentials

School		AUN/Branch
B F Morey El Sch		120456003
Address 1		
1044 W Main St		
Address 2		
City	**State**	**Zip Code**
Stroudsburg	PA	18360
Chief School Administrator		**Chief School Administrator Email**
Dr Cosmas C Curry		ccurry@sburg.org
Principal Name		
Mr. George Angelopoulos		
Principal Email		
gangelopoulos@sburg.org		
Principal Phone Number		**Principal Extension**
5704216371		
School Improvement Facilitator Name		**School Improvement Facilitator Email**

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
George Angelopoulos	Principal	Morey Elementary (SASD)	gangelopoulos@sburg.org
Mrs. Shannah Shoopack	Other	Colonial Intermediate Unit 20	sshoopack@ciu20.org
Mrs. Christine Wickenheiser	Education Specialist	Morey Elementary (SASD)	cwicken@sburg.org
Mrs. Meghan Brenneman	Board Member	Stroudsburg Area School District	brenneman@sburg.org
Ms. Dora Meissner	Parent	Morey Elementary (SASD)	dora.meissner@gmail.com
Dr. Cosmas Curry	Chief School Administrator	Stroudsburg Area School District	ccurry@sburg.org
Dr. Madeline Acosta	District Level Leaders	Stroudsburg Area School District	macosta@sburg.org
Dr. Courtney Lepore	District Level Leaders	Stroudsburg Area School District	clepore@sburg.org
Mrs. Lynsey Caputo	Teacher	Morey Elementary (SASD)	lcaputo@sburg.org
Mrs. Sashali Smith	Teacher	Morey Elementary	sadiaz@sburg.org
Mrs. Lynda Hopkins	District Level Leaders	Stroudsburg Area School District	lhopkins@sburg.org

Vision for Learning

Vision for Learning

District Vision: To educate all students to become self-directed learners who think critically, collaborate willingly, solve problems strategically, communicate effectively, make informed decisions, and positively contribute to their profession, their community, and larger society. B.F. Morey Elementary Vision: Achieve Educational Excellence in all aspects of learning.

Future Ready PA Index

Proficient or Advanced in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

According to the Future Ready PA Index, 43.4% of Morey Elementary School students in grades 3 and 4 scored Proficient or Advanced on the 2024-2025 PSSA English Language Arts assessment. While this demonstrates that many students are meeting grade-level expectations, the school's performance remains below the statewide average of 49.9%. This data indicates a continued need to strengthen Tier 1 literacy instruction, provide targeted interventions, and ensure consistent progress monitoring to increase the percentage of students achieving proficiency and advanced performance in ELA.

False Strengths	**True** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator
White	According to the Future Ready PA Index, 61.0% of White students in grades 3 and 4 scored Proficient or Advanced on the 2024-2025 PSSA English Language Arts assessment. This performance exceeds the statewide average of 49.9%, indicating that instructional practices and supports are effectively helping many students meet or exceed grade-level expectations in ELA. Continued implementation of strong core instruction, data-driven decision-making, and targeted supports will help sustain this success while informing efforts to improve outcomes for all student groups.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	According to the Future Ready PA Index, 43.4% of Morey Elementary School students in grades 3 and 4 scored Proficient or Advanced on the 2024-2025 PSSA English Language Arts assessment, which is below the statewide average of 49.9%. While overall proficiency remains an area for growth, a significant achievement gap exists among student groups. Most notably, only 9.1% of Students with Disabilities scored Proficient or Advanced in ELA, indicating a need for continued focus on strengthening core instruction, targeted interventions, and progress monitoring to improve outcomes for this subgroup. Addressing the needs of Students with Disabilities will be critical to increasing overall ELA achievement and reducing performance gaps across the school.
Hispanic	According to the Future Ready PA Index, 43.4% of Morey Elementary School students in grades 3 and 4 scored Proficient or Advanced on the 2024-2025 PSSA English Language Arts assessment, which is below the statewide average of 49.9%. While overall proficiency remains an area for growth, significant achievement gaps exist among student groups. Most notably, only 9.1% of Students with Disabilities and 28.6% of Hispanic students scored Proficient or Advanced in ELA. These results indicate a need for continued focus on strengthening core instruction,

	implementing targeted interventions, and using ongoing progress monitoring to ensure all students receive the support needed to meet grade-level expectations. Addressing the needs of these student groups will be critical to increasing overall ELA achievement and reducing performance gaps across the school.
Economically Disadvantaged	According to the Future Ready PA Index, 43.4% of Morey Elementary School students in grades 3 and 4 scored Proficient or Advanced on the 2024-2025 PSSA English Language Arts assessment, which is below the statewide average of 49.9%. While overall proficiency remains an area for growth, significant achievement gaps exist among student groups. Most notably, only 9.1% of Students with Disabilities, 28.6% of Hispanic students, and 34.1% of Economically Disadvantaged students scored Proficient or Advanced in ELA. These results indicate a need for continued focus on strengthening core instruction, implementing targeted interventions, and using ongoing progress monitoring to ensure all students receive the support needed to meet grade-level expectations. Addressing the needs of these student groups will be critical to increasing overall ELA achievement and reducing performance gaps across the school.

Proficient or Advanced in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

According to the Future Ready PA Index, 40.8% of Morey Elementary School students in grades 3 and 4 scored Proficient or Advanced on the 2024-2025 PSSA Mathematics assessment. While this demonstrates that many students are meeting grade-level expectations, the school's performance remains below the statewide average. This data indicates a continued need to strengthen Tier 1 mathematics instruction, provide targeted interventions, and ensure consistent progress monitoring to increase the percentage of students achieving proficiency and advanced performance in mathematics.

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
White	According to the Future Ready PA Index, 65.7% of White students in grades 3 and 4 scored Proficient or Advanced on the 2024-2025 PSSA Mathematics assessment. This strong performance demonstrates that many students are successfully meeting or exceeding grade-level expectations in mathematics. The results suggest that effective instructional practices, data-informed decision-making, and targeted supports are contributing to positive student outcomes. Continued implementation of these practices will help sustain this success while providing opportunities to identify and replicate strategies that can support improved achievement across all student groups.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	According to the Future Ready PA Index, mathematics achievement remains an area for continued growth at Morey Elementary School. While some student groups are demonstrating strong performance, significant achievement gaps persist. Most notably, only 9.1% of Students with Disabilities in grades 3 and 4 scored Proficient or Advanced on the 2024-2025 PSSA Mathematics assessment. These results indicate a need to continue strengthening core mathematics instruction, implementing targeted interventions, and utilizing ongoing progress monitoring to ensure all students have access to the support necessary to meet grade-level expectations. Improving outcomes for Students with Disabilities will be critical to increasing overall mathematics achievement and reducing performance gaps across the school.

Hispanic	According to the Future Ready PA Index, mathematics achievement remains an area for continued growth at Morey Elementary School. While some student groups are demonstrating strong performance, significant achievement gaps persist among student groups. Most notably, only 9.1% of Students with Disabilities and 25.7% of Hispanic students in grades 3 and 4 scored Proficient or Advanced on the 2024-2025 PSSA Mathematics assessment. These results indicate a need to continue strengthening core mathematics instruction, implementing targeted interventions, and utilizing ongoing progress monitoring to ensure all students receive the support necessary to meet grade-level expectations. Improving outcomes for these student groups will be critical to increasing overall mathematics achievement and reducing performance gaps across the school.
Economically Disadvantaged	According to the Future Ready PA Index, mathematics achievement remains an area for continued growth at Morey Elementary School. While some student groups are demonstrating strong performance, significant achievement gaps persist among student groups. Most notably, only 9.1% of Students with Disabilities, 25.7% of Hispanic students, and 31.8% of Economically Disadvantaged students in grades 3 and 4 scored Proficient or Advanced on the 2024-2025 PSSA Mathematics assessment. These results indicate a need to continue strengthening core mathematics instruction, implementing targeted interventions, and utilizing ongoing progress monitoring to ensure all students receive the support necessary to meet grade-level expectations. Improving outcomes for these student groups will be critical to increasing overall mathematics achievement and reducing performance gaps across the school.

Meeting Annual Academic Growth Expectations (PVAAS) in English Language Arts/Literature

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

According to the Future Ready PA Index, multiple student groups at Morey Elementary School met or exceeded expected academic growth in English Language Arts as measured by PVAAS during the 2024-2025 school year. Notably, the Economically Disadvantaged subgroup achieved a growth measure of 75.0 and the White student subgroup achieved a growth measure of 71.0. These results indicate that instructional practices and supports are positively impacting student learning and helping students make meaningful academic progress regardless of their starting point. The school's ability to demonstrate growth among multiple student groups is a notable strength and reflects a commitment to data-driven instruction, targeted interventions, and continuous improvement. Continued focus on these practices will help sustain academic growth while supporting efforts to increase overall proficiency rates.

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	According to the Future Ready PA Index, Morey Elementary School's Economically Disadvantaged subgroup achieved a PVAAS growth measure of 75.0 in English Language Arts for the 2024-2025 school year. This result indicates that students in this subgroup met or exceeded expected academic growth, demonstrating that instructional practices and supports are positively impacting student learning over time. This growth is a notable strength for the school and reflects the effectiveness of efforts to accelerate learning and improve outcomes for students who may face additional academic challenges. Continued focus on data-driven instruction, targeted interventions, and progress monitoring will help sustain and build upon this success.
White	According to the Future Ready PA Index, Morey Elementary School's White student subgroup achieved a PVAAS growth measure of 71.0 in English Language Arts for the 2024-2025 school year. This result indicates that students in this subgroup met or exceeded expected academic growth, demonstrating that instructional practices and supports are effectively promoting

	student learning and achievement over time. This growth represents a notable strength for the school and reflects the positive impact of high-quality instruction, data-informed decision-making, and targeted academic supports. Continued implementation of these practices will help sustain growth and support continued success for all students.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	A challenge for Morey Elementary School is sustaining and accelerating academic growth in Mathematics among key student groups. Although the Economically Disadvantaged subgroup achieved a PVAAS growth measure of 72.0 during the 2024-2025 school year, indicating that students met or exceeded expected academic growth, the subgroup's growth score declined from the previous year. This decrease highlights the need to closely examine instructional practices, intervention supports, and student performance data to identify opportunities for improvement. Continued emphasis on high-quality Tier 1 mathematics instruction, targeted interventions, and data-driven decision-making will be necessary to maintain positive growth trends and increase overall mathematics achievement for Economically Disadvantaged students.

Meeting Annual Academic Growth Expectations (PVAAS) in Mathematics/Algebra

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

According to the Future Ready PA Index, Morey Elementary School achieved a PVAAS growth measure of 61.0 in Mathematics during the 2024-2025 school year. This result indicates that students, on average, met or exceeded expected academic growth in mathematics. The school's ability to demonstrate positive growth suggests that instructional practices, targeted interventions, and data-informed decision making are supporting student learning and helping students make meaningful progress over time. This growth is a notable strength and reflects the continued efforts of staff to improve mathematics outcomes for all students. Maintaining a focus on high-quality core instruction and strategic intervention supports will be important to sustaining and building upon this success.

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
Economically Disadvantaged	While Morey Elementary School demonstrated positive academic growth in Mathematics during the 2024-2025 school year, continued attention is needed to sustain and improve growth among key student groups. Although the Economically Disadvantaged subgroup achieved a PVAAS growth measure of 72.0, indicating that students met or exceeded expected academic growth, the subgroup's growth score declined from the previous year. This trend suggests a need to examine instructional practices, intervention supports, and student performance data to ensure that growth is maintained and accelerated. Continued focus on high-quality Tier 1 instruction, targeted interventions, and data-informed decision making will be important to support sustained academic growth and improved mathematics achievement for all students.
White	While Morey Elementary School demonstrated positive academic growth in Mathematics during the 2024-2025 school year, continued attention is needed to sustain and improve growth among key student groups. Although the White student subgroup achieved a PVAAS growth measure of 69.0, indicating that students met or exceeded expected academic growth, the subgroup's growth score declined from the previous year. This trend suggests a need to continue examining instructional practices, curriculum implementation, and student performance data to ensure growth remains strong and continues to improve over time. Maintaining a focus on high-quality

	core instruction, targeted supports, and data-driven decision-making will be important to sustaining academic growth and increasing mathematics achievement for all students.

Challenges

ESSA Student Subgroups	Indicator
Economically Disadvantaged	A challenge for Morey Elementary School is sustaining and accelerating academic growth in Mathematics among key student groups. Although the Economically Disadvantaged subgroup achieved a PVAAS growth measure of 72.0 during the 2024-2025 school year, indicating that students met or exceeded expected academic growth, the subgroup's growth score declined from the previous year. This decrease highlights the need to closely examine instructional practices, intervention supports, and student performance data to identify opportunities for improvement. Continued emphasis on high-quality Tier 1 mathematics instruction, targeted interventions, and data-driven decision-making will be necessary to maintain positive growth trends and increase overall mathematics achievement for Economically Disadvantaged students.

English Language Growth and Attainment

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Regular Attendance

False We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

According to the Future Ready PA Index, Morey Elementary School achieved a Regular Attendance rate of 79.0% during the 2024-2025 school year. While this rate is comparable to the statewide average of 79.6%, it remains substantially below the statewide performance standard of 94.1%. This data highlights the importance of continuing efforts to improve student attendance through proactive monitoring, family engagement, and targeted interventions. Increasing regular attendance will be critical to ensuring students have consistent access to instruction and opportunities for academic success.

False Strengths	**False** Challenges	**True** N/A

Strengths

ESSA Student Subgroups	Indicator
White	According to the Future Ready PA Index, the White student subgroup at Morey Elementary School achieved a Regular Attendance rate of 83.0% during the 2024-2025 school year. This rate exceeds the school's overall attendance rate and represents a relative strength among student groups. While the

	subgroup's attendance rate remains below the statewide performance standard of 94.1%, the results indicate that a large majority of students in this subgroup are attending school regularly. Continued efforts to promote consistent attendance and engage families will help build upon this strength and support improved outcomes for all students.

Challenges

ESSA Student Subgroups	Indicator
Students with Disabilities	A significant challenge for Morey Elementary School is improving regular attendance among Students with Disabilities. According to the Future Ready PA Index, the Students with Disabilities subgroup achieved a Regular Attendance rate of 74.0% during the 2024-2025 school year. While this rate is close to the school's overall attendance rate, it remains substantially below both the statewide average of 79.6% and the statewide performance standard of 94.1%. Chronic absenteeism can negatively impact academic achievement, student engagement, and access to instructional opportunities. Continued efforts to monitor attendance, engage families, identify barriers to attendance, and implement targeted supports will be critical to improving attendance outcomes and ensuring students have consistent access to high-quality instruction.
Economically Disadvantaged	A significant challenge for Morey Elementary School is improving regular attendance among Economically Disadvantaged students. According to the Future Ready PA Index, the Economically Disadvantaged subgroup achieved a Regular Attendance rate of 75.1% during the 2024-2025 school year. While this rate is close to the school's overall attendance rate, it remains below the statewide average of 79.6% and substantially below the statewide performance standard of 94.1%. Regular attendance is essential for academic success, as students who are consistently present have greater access to instruction, interventions, and learning opportunities. Continued efforts to engage families, identify and address barriers to attendance, and implement targeted attendance supports will be critical to improving outcomes for this student group and increasing overall attendance across the school.

Career Standards Benchmark

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

High School Graduation Rate Four-Year Cohort

True We do not have Future Ready Pa Index Data for this indicator

Comments/Notable Observations

False Strengths	**False** Challenges	**False** N/A

Strengths

ESSA Student Subgroups	Indicator

Challenges

ESSA Student Subgroups	Indicator

Summary

Strengths

Review the strengths listed. Select the strengths that have had the most significant impact in addressing your most pressing challenges.

According to the Future Ready PA Index, 61.0% of White students in grades 3 and 4 scored Proficient or Advanced on the 2024-2025 PSSA English Language Arts assessment. This performance exceeds the statewide average of 49.9%, indicating that instructional practices and supports are effectively helping many students meet or exceed grade-level expectations in ELA. Continued implementation of strong core instruction, data-driven decision making, and targeted supports will help sustain this success while informing efforts to improve outcomes for all student groups.
According to the Future Ready PA Index, Morey Elementary School's Economically Disadvantaged subgroup achieved a PVAAS growth measure of 75.0 in English Language Arts for the 2024-2025 school year. This result indicates that students in this subgroup met or exceeded expected academic growth, demonstrating that instructional practices and supports are positively impacting student learning over time. This growth is a notable strength for the school and reflects the effectiveness of efforts to accelerate learning and improve outcomes for students who may face additional academic challenges. Continued focus on data-driven instruction, targeted interventions, and progress monitoring will help sustain and build upon this success.
While Morey Elementary School demonstrated positive academic growth in Mathematics during the 2024-2025 school year, continued attention is needed to sustain and improve growth among key student groups. Although the Economically Disadvantaged subgroup achieved a PVAAS growth measure of 72.0, indicating that students met or exceeded expected academic growth, the subgroup's growth score declined from the previous year. This trend suggests a need to examine instructional practices, intervention supports, and student performance data to ensure that growth is maintained and accelerated. Continued focus on high-quality Tier 1 instruction, targeted interventions, and data-informed decision making will be important to support sustained academic growth and improved mathematics achievement for all students.
According to the Future Ready PA Index, the White student subgroup at Morey Elementary School achieved a Regular Attendance rate of 83.0% during the 2024-2025 school year. This rate exceeds the school's overall attendance rate and represents a relative strength among student groups. While the subgroup's attendance rate remains below the statewide performance standard of 94.1%, the results indicate that a large majority of students in this subgroup are attending school regularly. Continued efforts to promote consistent attendance and engage families will help build upon this strength and support improved outcomes for all students.

Challenges

Review the challenges listed. Select the challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

According to the Future Ready PA Index, 43.4% of Morey Elementary School students in grades 3 and 4 scored Proficient or Advanced on the 2024-2025 PSSA English Language Arts assessment. While this demonstrates that many students are meeting grade-level expectations, the school's performance remains below the statewide average of 49.9%. This data indicates a continued need to strengthen Tier 1 literacy instruction, provide targeted interventions, and ensure consistent progress monitoring to increase the percentage of students achieving proficiency and advanced performance in ELA.

According to the Future Ready PA Index, 43.4% of Morey Elementary School students in grades 3 and 4 scored Proficient or Advanced on the 2024-2025 PSSA English Language Arts assessment, which is below the statewide average of 49.9%. While overall proficiency remains an area for growth, a significant achievement gap exists among student groups. Most notably, only 9.1% of Students with Disabilities scored Proficient or Advanced in ELA, indicating a need for continued focus on strengthening core instruction, targeted interventions, and progress monitoring to improve outcomes for this subgroup. Addressing the needs of Students with Disabilities will be critical to increasing overall ELA achievement and reducing performance gaps across the school.
According to the Future Ready PA Index, 43.4% of Morey Elementary School students in grades 3 and 4 scored Proficient or Advanced on the 2024-2025 PSSA English Language Arts assessment, which is below the statewide average of 49.9%. While overall proficiency remains an area for growth, significant achievement gaps exist among student groups. Most notably, only 9.1% of Students with Disabilities and 28.6% of Hispanic students scored Proficient or Advanced in ELA. These results indicate a need for continued focus on strengthening core instruction, implementing targeted interventions, and using ongoing progress monitoring to ensure all students receive the support needed to meet grade-level expectations. Addressing the needs of these student groups will be critical to increasing overall ELA achievement and reducing performance gaps across the school.
A challenge for Morey Elementary School is sustaining and accelerating academic growth in Mathematics among key student groups. Although the Economically Disadvantaged subgroup achieved a PVAAS growth measure of 72.0 during the 2024-2025 school year, indicating that students met or exceeded expected academic growth, the subgroup's growth score declined from the previous year. This decrease highlights the need to closely examine instructional practices, intervention supports, and student performance data to identify opportunities for improvement. Continued emphasis on high-quality Tier 1 mathematics instruction, targeted interventions, and data-driven decision making will be necessary to maintain positive growth trends and increase overall mathematics achievement for Economically Disadvantaged students.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
2025-2026 Acadience - 4th Grade	BOY: 41% Above Benchmark, 12% At Benchmark, 17% Below Benchmark, 29% Well Below Benchmark MOY: 51% Above Benchmark, 22% At Benchmark, 2% Below Benchmark, 24% Well Below Benchmark EOY: 54% Above Benchmark, 20% At Benchmark, 5% Below Benchmark, 22% Well Below Benchmark
2025-2026 Acadience - 3rd Grade	BOY: 24% Above Benchmark, 27% At Benchmark, 18% Below Benchmark, 31% Well Below Benchmark MOY: 47% Above Benchmark, 14% At Benchmark, 12% Below Benchmark, 27% Well Below Benchmark EOY: 56% Above Benchmark, 19% At Benchmark, 6% Below Benchmark, 19% Well Below Benchmark
2025-2026 Acadience - 2nd Grade	BOY: 32% Above Benchmark, 22% At Benchmark, 10% Below Benchmark, 35% Well Below Benchmark MOY: 34% Above Benchmark, 29% At Benchmark, 10% Below Benchmark, 27% Well Below Benchmark EOY: 43% Above Benchmark, 17% At Benchmark, 19% Below Benchmark, 21% Well Below Benchmark
2025-2026 Acadience - 1st grade	BOY: 49% Above Benchmark, 12% At Benchmark, 8% Below Benchmark, 31% Well Below Benchmark MOY: 50% Above Benchmark, 15% At Benchmark, 8% Below Benchmark, 27% Well Below Benchmark EOY: 45% Above Benchmark, 22% At Benchmark, 10% Below Benchmark, 22% Well Below Benchmark
2025-2026 Acadience - Kindergarten	BOY: 41% Above Benchmark, 14% At Benchmark, 20% Below Benchmark, 25% Well Below Benchmark MOY: 80% Above Benchmark, 16% At Benchmark, 0% Below Benchmark, 4% Well Below Benchmark EOY: 91% Above Benchmark, 6% At Benchmark, 2% Below Benchmark, 0% Well Below Benchmark

English Language Arts Summary

Strengths

Kindergarten demonstrated the strongest ELA Acadience performance during the 2025-2026 school year, with 97% of students performing At or Above Benchmark at the End-of-Year (EOY) assessment. Additionally, Kindergarten showed the greatest growth across all grade levels, increasing from 55% of students At or Above Benchmark at the Beginning-of-Year (BOY) assessment to 97% at EOY, representing a 42 percentage point increase. These results reflect the positive impact of early literacy instruction and intervention efforts in supporting student reading achievement.
2nd Grade demonstrated 5% growth from BOY (55%) to EOY (60%), with students performing At or Above Benchmark on the ELA Acadience.
3rd Grade demonstrated 24% growth from the BOY (51%) to EOY (75%), with students performing At or Above Benchmark on the ELA Acadience. Additionally, 3rd grade had the greatest growth of students (9%) performing Above Benchmark from the MOY (47%) to the EOY (56%).

Challenges

Students performing At or Above Benchmark with 2025-2026 EOY ELA Acadience was the lowest in 2nd Grade (60%). 2nd Grade had the highest percentage of students (40%) who performed Below or Well Below Benchmark on the EOY ELA Acadience.
2nd Grade dipped from the MOY to the EOY the percentage of students performing Proficient/Advanced in Acadience (63% to 60%)
The percentage of 4th grade students performing at or above the benchmark on the STAR assessment decreased from 61% at the beginning of the year (BOY) to 50% at the end of the year (EOY)

Mathematics

Data	Comments/Notable Observations

2025-2026 Acadience - 4th Grade	BOY: 41% Above Benchmark, 27% At Benchmark, 20% Below Benchmark, 12% Well Below Benchmark MOY: 44% Above Benchmark, 20% At Benchmark, 20% Below Benchmark, 17% Well Bellow Benchmark EOY: 41% Above Benchmark, 17% At Benchmark, 24% Below Benchmark, 17% Well Below Benchmark
2025-2026 Acadience - 3rd Grade	BOY: 39% Above Benchmark, 6% At Benchmark, 31% Below Benchmark, 24% Well Below Benchmark MOY: 35% Above Benchmark, 8% At Benchmark, 20% Below Benchmark, 37% Well Bellow Benchmark EOY: 40% Above Benchmark, 19% At Benchmark, 17% Below Benchmark, 25% Well Below Benchmark
2025-2026 Acadience - 2nd Grade	BOY: 32% Above Benchmark, 20% At Benchmark, 20% Below Benchmark, 28% Well Below Benchmark MOY: 39% Above Benchmark, 17% At Benchmark, 22% Below Benchmark, 22% Well Bellow Benchmark EOY: 36% Above Benchmark, 19% At Benchmark, 21% Below Benchmark, 24% Well Below Benchmark
2025-2026 Acadience - 1st grade	BOY: 39% Above Benchmark, 6% At Benchmark, 29% Below Benchmark, 27% Well Below Benchmark MOY: 35% Above Benchmark, 10% At Benchmark, 19% Below Benchmark, 35% Well Bellow Benchmark EOY: 35% Above Benchmark, 8% At Benchmark, 22% Below Benchmark, 35% Well Below Benchmark
2025-2026 Acadience - Kindergarten	BOY: 45% Above Benchmark, 9% At Benchmark, 23% Below Benchmark, 23% Well Below Benchmark MOY: 42% Above Benchmark, 13% At Benchmark, 31% Below Benchmark, 13% Well Bellow Benchmark EOY: 40% Above Benchmark, 17% At Benchmark, 23 % Below Benchmark, 19% Well Below Benchmark

Mathematics Summary

Strengths

2nd and 3rd grades demonstrated growth with the percentage of students performing Above Benchmark from the BOY to EOY on the Math Acadience Kindergarten: 55% to 57% 2nd: 52% to 55% 3rd: 45% to 58%.
Students performing At or Above Benchmark with EOY Math Acadience was the greatest in 4th Grade (89%). Additionally, 3rd Grade showed the greatest growth (13%) from BOY (45%) to EOY (58%) with students performing At or Above Benchmark on the Math Acadience.

Challenges

Students performing At or Above Benchmark with 2025-2026 EOY Math Acadience was the lowest in 1st Grade (43%). This was a 2% drop from the BOY (45%). More than half of 1st Grade performed Below or Well Below Benchmark on the EOY Math Acadience (57%).
4t grade demonstrated regression (9%) from BOY (68%) to EOY (59%) with students performing At or Above Benchmark on the Math Acadience.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

Science, Technology, and Engineering Education Summary

Strengths

Challenges

Related Academics

Career Readiness

Data	Comments/Notable Observations
Smart Futures lesson activities are completed for every 3rd and 4th Grade student.	3rd Grade students completed at least 3 activities total from the Career Awareness and Preparation Standard and Career Acquisition Standard. 4th Grade students completed at least 6 activities total from the Career Awareness and Preparation Standard, Career Acquisition Standard, Career Retention and Advancement Standard, and Entrepreneurship Standard.
WIAAD (What's It All About Day) is held annually in the spring, with students completing a reflection about what they liked best and why.	School-Wide Career Day exposes students to various occupations from local businesses and organizations.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

All students K-4 are exposed to Career Readiness with our building's Annual What's It All About Day (WIAAD) held in the Spring.
3rd and 4th Grade Students, with the support of the Guidance Counselor, completed 100% of the required online career activities (Career Cruising) to fulfill the Career Artifact requirement for the Future Ready PA Index.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

With the district's focus on Literacy achievement, students have limited direct instruction with a Social Studies curriculum to support Career Exploration. Students are exposed to Social Studies content, which may involve careers, through the Core ELA curriculum.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
2025-2026 EOY Acadience Reading: 60% Students with Disabilities in grades K-4 performed At or Above Benchmark	Students with Disabilities account for 18% of the school's K-4 population.
2025-2026 EOY Acadience Math: 55% Students with Disabilities in grades K-4 performed At or Above Benchmark	Students with Disabilities account for 18% of the school's K-4 population.
2025-2026 EOY STAR Reading: 25% Students with Disabilities in 3rd and 4th Grade performed Proficient/Advanced	Students with Disabilities account for 18% of the school's K-4 population.
Regular Attendance - 13% Students with Disabilities had a School Attendance Improvement Plan meeting (SAIP) with at least 3 unlawful absences.	Students with Disabilities account for 18% of the school's K-4 population.
2025-2026 EOY STAR Math: 25% Students with Disabilities in 3rd and 4th Grade performed Proficient/Advanced	Students with Disabilities account for 18 % of the school's 3rd/4th Grade population.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
PSSA ELA - 34.1% Proficient or Advanced	4.5% of Students Considered Economically Disadvantaged performed Advanced on the ELA PSSA. Students considered Economically Disadvantaged account for 34% of the school's 3rd/4th Grade population.
PSSA Math - 31.8% Proficient or Advanced	11.4% of Students Considered Economically Disadvantaged performed Advanced on the Math PSSA. Students considered Economically Disadvantaged account for 36% of the school's 3rd/4th Grade population.
Regular Attendance - 75.5% Economically Disadvantaged	Below the building's Percent Regular Attendance of 92.69% for 2025-2026. Students considered Economically Disadvantaged account for 65% of the school's population.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
Hispanic	PSSA ELA - 28.6% Proficient or Advanced PSSA Math - 23.8% Proficient or Advanced Regular Attendance - 76.7% 30% of the school's population is Hispanic. 79% of EL students are Hispanic. 29% of Students with Disabilities are Hispanic.
White	PSSA ELA - 60.0% Proficient or Advanced PSSA Math - 65.7% Proficient or Advanced Regular Attendance -83.8% 42% of the school's population is White. 21% of EL students are White. 51% of Students with Disabilities are White.
Black	Regular Attendance - 67.4% 20% of the school's population is Black or African American. 20% of Students with Disabilities are Black or African American.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

White has the highest percentage of students performing Proficient or Advanced on PSSA ELA (60.0%) and Math (65.7%).
Students Considered Economically Disadvantaged performed better on the PSSA ELA (31.8% Prof or Adv) than the PSSA Math (34.1% Prof or Adv).
EL students are performing better than Students with Disabilities on EOY Reading and Math Acadience and STAR.
White has the highest Regular Attendance 83.8%.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Students with Disabilities account for 18.3% of the school's K-4 population - a high percentage of students needing Intensive Support through our school's MTSS model. Students with Disabilities (74.1%) have one of the lowest percentage of Regular Attendance when compared to other Student Groups. 20% of EL students also have disabilities, resulting in needs for both subgroups.
33.5% of the school's population is Hispanic, with 79% of EL students being Hispanic and Spanish-speaking. EL students perform markedly better with Acadience assessments (42% Reading, 46% Math) than STAR (14% Reading and Math). With STAR reflecting predictability on the PSSA, more emphasis has to be on increasing STAR performance.
Students considered Economically Disadvantaged account for 65% of the school's population. Students considered Economically Disadvantaged have one of the lowest PSSA performance (ELA 34.1%, Math 31.8%).

Conditions for Leadership, Teaching, and Learning

Focus on Continuous improvement of Instruction

Align curricular materials and lesson plans to the PA Standards	Operational
Use systematic, collaborative planning processes to ensure instruction is coordinated, aligned, and evidence-based	Emerging
Use a variety of assessments (including diagnostic, formative, and summative) to monitor student learning and adjust programs and instructional practices	Operational
Identify and address individual student learning needs	Emerging
Provide frequent, timely, and systematic feedback and support on instructional practices	Emerging

Empower Leadership

Foster a culture of high expectations for success for all students, educators, families, and community members	Operational
Collectively shape the vision for continuous improvement of teaching and learning	Operational
Build leadership capacity and empower staff in the development and successful implementation of initiatives that better serve students, staff, and the school	Emerging
Organize programmatic, human, and fiscal capital resources aligned with the school improvement plan and needs of the school community	Operational
Continuously monitor implementation of the school improvement plan and adjust as needed	Operational

Provide Student-Centered Support Systems

Promote and sustain a positive school environment where all members feel welcomed, supported, and safe in school: socially, emotionally, intellectually and physically	Emerging
Implement an evidence-based system of schoolwide positive behavior interventions and supports	Operational
Implement a multi-tiered system of supports for academics and behavior	Operational
Implement evidence-based strategies to engage families to support learning	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the school	Operational

Foster Quality Professional Learning

Identify professional learning needs through analysis of a variety of data	Operational
Use multiple professional learning designs to support the learning needs of staff	Emerging
Monitor and evaluate the impact of professional learning on staff practices and student learning	Emerging

Summary

Strengths

Which Essential Practices are currently Operational or Exemplary and could be leveraged in your efforts to improve upon your most pressing challenges?

>

Utilize multiple assessment measures, including diagnostic, formative, and summative assessments, to monitor student progress, inform instructional decision-making, and refine programs and instructional practices to meet student needs.
Promote and sustain a culture of high expectations that supports academic success and continuous growth for all students, educators, families, and community members.

Collaboratively develop and refine a shared vision for the continuous improvement of teaching, learning, and student achievement.
Implement and sustain an evidence-based, schoolwide system of positive behavioral interventions and supports to promote a safe, supportive, and productive learning environment for all students.
Implement and refine a comprehensive Multi-Tiered System of Supports (MTSS) for academics and behavior to ensure all students receive timely, targeted interventions and enrichment based on their individual needs.

Challenges

Thinking about all the most pressing challenges identified in the previous sections, which of the Essential Practices that are currently Not Yet Evident or Emerging, if improved, would greatly impact your progress in achieving your mission, vision and Future Ready PA Index interim targets in State Assessment Measures, On-Track Measures, or College and Career Measures?

>

Using systematic and collaborative planning processes would significantly improve Morey Elementary School's ability to achieve its mission, vision, and Future Ready PA Index targets. Strengthening this Essential Practice would support greater alignment of instruction to academic standards, improve consistency of evidence-based instructional practices across grade levels, and ensure that student data is regularly analyzed to inform instructional decisions. Improved collaborative planning would help address identified challenges in ELA and Mathematics proficiency, close achievement gaps among Students with Disabilities, Hispanic students, and Economically Disadvantaged students, and support the implementation of targeted interventions. As a result, the school would be better positioned to improve student achievement, sustain academic growth, and increase the percentage of students meeting grade-level expectations.
Identifying and addressing individual student learning needs would significantly impact Morey Elementary School's ability to achieve its mission, vision, and Future Ready PA Index targets. Strengthening this Essential Practice would support the early identification of academic skill deficits and enable educators to provide targeted instruction and interventions based on individual student needs. Improved use of assessment data and progress monitoring would help address achievement gaps among Students with Disabilities, Hispanic students, and Economically Disadvantaged students while increasing proficiency and growth in both ELA and Mathematics. By ensuring that students receive the appropriate level of support in a timely manner, the school will be better positioned to improve academic outcomes, accelerate learning, and increase the percentage of students meeting grade-level expectations.
Providing frequent, timely, and systematic feedback and support on instructional practices would significantly improve Morey Elementary School's ability to achieve its mission, vision, and Future Ready PA Index targets. Strengthening this Essential Practice would help ensure the consistent implementation of evidence-based instructional strategies across classrooms and grade levels. Regular feedback and coaching would support teachers in refining instructional practices, differentiating instruction, and effectively responding to student data. Improved instructional consistency and effectiveness would help address identified challenges in ELA and Mathematics proficiency, reduce achievement gaps among Students with Disabilities, Hispanic students, and Economically Disadvantaged students, and support continued academic growth. As a result, the school would be better positioned to improve student outcomes and increase the percentage of students meeting grade-level expectations.
Promoting and sustaining a positive school environment where all members feel welcomed, supported, and safe socially, emotionally, intellectually, and physically would significantly improve Morey Elementary School's ability to achieve its mission, vision, and Future Ready PA Index targets. Strengthening this Essential Practice would foster stronger student engagement, improve school connectedness, and create conditions that support regular attendance and academic success. A positive school climate can help reduce barriers to learning, encourage positive student behaviors, and strengthen relationships among students, staff, and families. By ensuring that all students feel valued and supported, the school will be better positioned to improve attendance outcomes, increase academic achievement, and support the success of all student groups.
Monitoring and evaluating the impact of professional learning on staff practices and student learning would have a significant impact on Morey Elementary School's ability to achieve its mission, vision, and Future Ready PA Index targets. Strengthening this Essential Practice would help ensure that professional learning opportunities translate into

effective classroom practices that improve student outcomes. Regular monitoring and evaluation would allow school leaders to assess the implementation of evidence-based instructional strategies, identify areas requiring additional support, and make informed decisions about future professional development efforts. By increasing the effectiveness and consistency of instruction across classrooms, the school would be better positioned to improve ELA and Mathematics proficiency, sustain academic growth, reduce achievement gaps among student groups, and support continued progress toward school improvement goals.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
According to the Future Ready PA Index, 61.0% of White students in grades 3 and 4 scored Proficient or Advanced on the 2024-2025 PSSA English Language Arts assessment. This performance exceeds the statewide average of 49.9%, indicating that instructional practices and supports are effectively helping many students meet or exceed grade-level expectations in ELA. Continued implementation of strong core instruction, data-driven decision-making, and targeted supports will help sustain this success while informing efforts to improve outcomes for all student groups.	False
According to the Future Ready PA Index, Morey Elementary School's Economically Disadvantaged subgroup achieved a PVAAS growth measure of 75.0 in English Language Arts for the 2024-2025 school year. This result indicates that students in this subgroup met or exceeded expected academic growth, demonstrating that instructional practices and supports are positively impacting student learning over time. This growth is a notable strength for the school and reflects the effectiveness of efforts to accelerate learning and improve outcomes for students who may face additional academic challenges. Continued focus on data-driven instruction, targeted interventions, and progress monitoring will help sustain and build upon this success.	False
While Morey Elementary School demonstrated positive academic growth in Mathematics during the 2024-2025 school year, continued attention is needed to sustain and improve growth among key student groups. Although the Economically Disadvantaged subgroup achieved a PVAAS growth measure of 72.0, indicating that students met or exceeded expected academic growth, the subgroup's growth score declined from the previous year. This trend suggests a need to examine instructional practices, intervention supports, and student performance data to ensure that growth is maintained and accelerated. Continued focus on high-quality Tier 1 instruction, targeted interventions, and data-informed decision-making will be important to support sustained academic growth and improved mathematics achievement for all students.	False
According to the Future Ready PA Index, the White student subgroup at Morey Elementary School achieved a Regular Attendance rate of 83.0% during the 2024-2025 school year. This rate exceeds the school's overall attendance rate and represents a relative strength among student groups. While the subgroup's attendance rate remains below the statewide performance standard of 94.1%, the results indicate that a large majority of students in this subgroup are attending school regularly. Continued efforts to promote consistent attendance and engage families will help build upon this strength and support improved outcomes for all students.	False

Kindergarten demonstrated the strongest ELA Acadience performance during the 2025-2026 school year, with 97% of students performing at or above Benchmark on the End-of-Year (EOY) assessment. Additionally, Kindergarten showed the greatest growth across all grade levels, increasing from 55% of students At or Above Benchmark at the Beginning-of-Year (BOY) assessment to 97% at EOY, representing a 42 percentage point increase. These results reflect the positive impact of early literacy instruction and intervention efforts in supporting student reading achievement.	True
2nd Grade demonstrated 5% growth from BOY (55%) to EOY (60%) with students performing At or Above Benchmark on the ELA Acadience.	False
3rd Grade demonstrated 24% growth from the BOY (51%) to EOY (75%) with students performing At or Above Benchmark on the ELA Acadience. Additionally, 3rd grade had the greatest growth of students (9%) performing Above Benchmark from the MOY (47%) to the EOY (56%).	True
2nd and 3rd grades demonstrated growth with the percentage of students performing Above Benchmark from the BOY to EOY on the Math Acadience: Kindergarten: 55% to 57%; 2nd: 52% to 55%; 3rd: 45% to 58%.	False
Students performing At or Above Benchmark with EOY Math Acadience was the greatest in 4th Grade (89%). Additionally, 3rd Grade showed the greatest growth (13%) from BOY (45%) to EOY (58%) with students performing At or Above Benchmark on the Math Acadience.	True
All students K-4 are exposed to Career Readiness with our building's Annual What's It All About Day (WIAAD) held in the Spring.	False
3rd and 4th Grade Students, with the support of the Guidance Counselor, completed 100% of the required online career activities (Career Cruising) to fulfill the Career Artifact requirement for the Future Ready PA Index.	False
White has the highest percentage of students performing Proficient or Advanced on PSSA ELA (60.0%) and Math (65.7%).	False
Students Considered Economically Disadvantaged performed better on the PSSA ELA (31.8% Prof or Adv) than the PSSA Math (34.1% Prof or Adv).	False
EL students are performing better than Students with Disabilities on EOY Reading and Math Acadience and STAR.	False
White has the highest Regular Attendance 83.8%.	False
Utilize multiple assessment measures, including diagnostic, formative, and summative assessments, to monitor student progress, inform instructional decision-making, and refine programs and instructional practices to meet student needs.	False
Promote and sustain a culture of high expectations that supports academic success and continuous growth for all students, educators, families, and community members.	True
Collaboratively develop and refine a shared vision for the continuous improvement of teaching, learning, and student achievement.	True
Implement and sustain an evidence-based, schoolwide system of positive behavioral interventions and supports to promote a safe, supportive, and productive learning environment for all students.	True
Implement and refine a comprehensive Multi-Tiered System of Supports (MTSS) for academics and behavior to ensure all students receive timely, targeted interventions and enrichment based on their individual needs.	False

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your School and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
According to the Future Ready PA Index, 43.4% of Morey Elementary School students in grades 3 and 4 scored Proficient or Advanced on the 2024-2025 PSSA English Language Arts assessment. While this demonstrates that many students are meeting grade-level expectations, the school's performance remains below the statewide average of 49.9%. This data indicates a continued need to strengthen Tier 1 literacy instruction, provide targeted interventions, and ensure consistent progress monitoring to increase the percentage of students achieving proficiency and advanced performance in ELA.	True
According to the Future Ready PA Index, 43.4% of Morey Elementary School students in grades 3 and 4 scored Proficient or Advanced on the 2024-2025 PSSA English Language Arts assessment, which is below the statewide average of 49.9%. While overall proficiency remains an area for growth, a significant achievement gap exists among student groups. Most notably, only 9.1% of Students with Disabilities scored Proficient or Advanced in ELA, indicating a need for continued focus on strengthening core instruction, targeted interventions, and progress monitoring to improve outcomes for this subgroup. Addressing the needs of Students with Disabilities will be critical to increasing overall ELA achievement and reducing performance gaps across the school.	True
According to the Future Ready PA Index, 43.4% of Morey Elementary School students in grades 3 and 4 scored Proficient or Advanced on the 2024-2025 PSSA English Language Arts assessment, which is below the statewide average of 49.9%. While overall proficiency remains an area for growth, significant achievement gaps exist among student groups. Most notably, only 9.1% of Students with Disabilities and 28.6% of Hispanic students scored Proficient or Advanced in ELA. These results indicate a need for continued focus on strengthening core instruction, implementing targeted interventions, and using ongoing progress monitoring to ensure all students receive the support needed to meet grade-level expectations. Addressing the needs of these student groups will be critical to increasing overall ELA achievement and reducing performance gaps across the school.	True
A challenge for Morey Elementary School is sustaining and accelerating academic growth in Mathematics among key student groups. Although the Economically Disadvantaged subgroup achieved a PVAAS growth measure of 72.0 during the 2024-2025 school year, indicating that students met or exceeded expected academic growth, the subgroup's growth score declined from the previous year. This decrease highlights the need to closely examine instructional practices, intervention supports, and student performance data to identify opportunities for improvement. Continued emphasis on high-quality Tier 1 mathematics instruction, targeted interventions, and data-driven decision making will be necessary to maintain positive growth trends and increase overall mathematics achievement for Economically Disadvantaged students.	False
A significant challenge for Morey Elementary School is improving regular attendance among Students with Disabilities. According to the Future Ready PA Index, the Students with Disabilities subgroup achieved a Regular Attendance rate of 74.0% during the 2024-2025 school year. While this rate is close to the school's overall attendance rate, it remains substantially below both the statewide average of 79.6% and the statewide performance standard of 94.1%. Chronic absenteeism can negatively impact academic achievement, student engagement, and access to instructional opportunities. Continued efforts to monitor attendance, engage families, identify barriers to attendance, and implement targeted supports will be critical to improving attendance outcomes and ensuring students have consistent access to high-quality instruction.	True
A challenge for Morey Elementary School is sustaining and accelerating academic growth in Mathematics among key student groups. Although the Economically Disadvantaged subgroup achieved a PVAAS growth measure of 72.0 during the 2024-2025 school year, indicating that	False

students met or exceeded expected academic growth, the subgroup's growth score declined from the previous year. This decrease highlights the need to closely examine instructional practices, intervention supports, and student performance data to identify opportunities for improvement. Continued emphasis on high-quality Tier 1 mathematics instruction, targeted interventions, and data-driven decision making will be necessary to maintain positive growth trends and increase overall mathematics achievement for Economically Disadvantaged students.	
Students performing At or Above Benchmark with 2025-2026 EOY ELA Acadience was the lowest in 2nd Grade (60%). 2nd Grade had the highest percentage of students (40%) who performed Below or Well Below Benchmark on the EOY ELA Acadience.	False
2nd Grade dipped from the MOY to the EOY the percentage of students performing Proficient/Advanced in Acadience (63% to 60%)	True
The percentage of 4th grade students performing at or above the benchmark on the STAR assessment decreased from 61% at the beginning of the year (BOY) to 50% at the end of the year (EOY)	False
Students performing At or Above Benchmark with 2025-2026 EOY Math Acadience was the lowest in 1st Grade (43%). This was a 2% drop from the BOY (45%). More than half of 1st Grade performed Below or Well Below Benchmark on the EOY Math Acadience (57%).	False
4t grade demonstrated regression (9%) from BOY (68%) to EOY (59%) with students performing At or Above Benchmark on the Math Acadience.	True
With the district's focus on Literacy achievement, students have limited direct instruction with a Social Studies curriculum to support Career Exploration. Students are exposed to Social Studies content, which may involve careers, through the Core ELA curriculum.	False
Students with Disabilities account for 18.3% of the school's K-4 population - a high percentage of students needing Intensive Support through our school’s MTSS model. Students with Disabilities (74.1%) have one of the lowest percentages of Regular Attendance when compared to other Student Groups. 20% of EL students also have disabilities, resulting in needs for both subgroups.	False
33.5% of the school's population is Hispanic, with 79% of EL students being Hispanic and Spanish-speaking. EL students perform markedly better with Acadience assessments (42% Reading, 46% Math) than STAR (14% Reading and Math). With STAR reflecting predictability on the PSSA, more emphasis has to be on increasing STAR performance.	False
Students considered Economically Disadvantaged account for 65% of the school's population. Students considered Economically Disadvantaged have one of the lowest PSSA performance (ELA 34.1%, Math 31.8%).	False
Utilizing systematic and collaborative planning processes would have a significant impact on Morey Elementary School's ability to achieve its mission, vision, and Future Ready PA Index targets. Strengthening this Essential Practice would support greater alignment of instruction to academic standards, improve consistency of evidence-based instructional practices across grade levels, and ensure that student data is regularly analyzed to inform instructional decisions. Improved collaborative planning would help address identified challenges in ELA and Mathematics proficiency, close achievement gaps among Students with Disabilities, Hispanic students, and Economically Disadvantaged students, and support the implementation of targeted interventions. As a result, the school would be better positioned to improve student achievement, sustain academic growth, and increase the percentage of students meeting grade-level expectations.	False
Identifying and addressing individual student learning needs would have a significant impact on Morey Elementary School's ability to achieve its mission, vision, and Future Ready PA Index targets. Strengthening this Essential Practice would support the early identification of academic skill deficits and enable educators to provide targeted instruction and interventions based on individual student needs. Improved use of assessment data and progress monitoring	True

would help address achievement gaps among Students with Disabilities, Hispanic students, and Economically Disadvantaged students while increasing proficiency and growth in both ELA and Mathematics. By ensuring that students receive the appropriate level of support in a timely manner, the school will be better positioned to improve academic outcomes, accelerate learning, and increase the percentage of students meeting grade-level expectations.	
Providing frequent, timely, and systematic feedback and support on instructional practices would have a significant impact on Morey Elementary School's ability to achieve its mission, vision, and Future Ready PA Index targets. Strengthening this Essential Practice would help ensure the consistent implementation of evidence-based instructional strategies across classrooms and grade levels. Regular feedback and coaching would support teachers in refining instructional practices, differentiating instruction, and effectively responding to student data. Improved instructional consistency and effectiveness would help address identified challenges in ELA and Mathematics proficiency, reduce achievement gaps among Students with Disabilities, Hispanic students, and Economically Disadvantaged students, and support continued academic growth. As a result, the school would be better positioned to improve student outcomes and increase the percentage of students meeting grade-level expectations.	False
Promoting and sustaining a positive school environment where all members feel welcomed, supported, and safe socially, emotionally, intellectually, and physically would significantly impact Morey Elementary School's ability to achieve its mission, vision, and Future Ready PA Index targets. Strengthening this Essential Practice would foster stronger student engagement, improve school connectedness, and create conditions that support regular attendance and academic success. A positive school climate can help reduce barriers to learning, encourage positive student behaviors, and strengthen relationships among students, staff, and families. By ensuring that all students feel valued and supported, the school will be better positioned to improve attendance outcomes, increase academic achievement, and support the success of all student groups.	False
Monitoring and evaluating the impact of professional learning on staff practices and student learning would significantly strengthen Morey Elementary School's ability to achieve its mission, vision, and Future Ready PA Index targets. Strengthening this Essential Practice would help ensure that professional learning opportunities translate into effective classroom practices that improve student outcomes. Regular monitoring and evaluation would allow school leaders to assess the implementation of evidence-based instructional strategies, identify areas requiring additional support, and make informed decisions about future professional development efforts. By increasing the effectiveness and consistency of instruction across classrooms, the school would be better positioned to improve ELA and Mathematics proficiency, sustain academic growth, reduce achievement gaps among student groups, and support continued progress toward school improvement goals.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Increase Regular Attendance for all Student Groups. Increase Regular Attendance for Students with Disabilites. Increase % Proficient or Advanced on both ELA and Math PSSA for all students. Economically Disadvantaged, Hispanics, and Students with Disabilities are focus groups for increased achievement in both ELA and Math PSSA. Improve ELA Acadience performance with 2nd and 3rd grade as a priority in 2026-2027. Focus on continuous Acadience growth from BOY to EOY to meet District expectations, which in turn will have an impact on state assessment performance. Improve Math Acadience performance with 3rd grade as a priority in 2026-2027. Improve communication with Spanish speaking

families to improve Attendance and Achievement of Hispanics. Frequent assessment data analysis with changes in instructional practices to address individual student needs. Improve Reading and Math STAR performance with 3rd and 4th grades.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
According to the Future Ready PA Index, 43.4% of Morey Elementary School students in grades 3 and 4 scored Proficient or Advanced on the 2024-2025 PSSA English Language Arts assessment. While this demonstrates that many students are meeting grade-level expectations, the school's performance remains below the statewide average of 49.9%. This data indicates a continued need to strengthen Tier 1 literacy instruction, provide targeted interventions, and ensure consistent progress monitoring to increase the percentage of students achieving proficiency and advanced performance in ELA.		False
According to the Future Ready PA Index, 43.4% of Morey Elementary School students in grades 3 and 4 scored Proficient or Advanced on the 2024-2025 PSSA English Language Arts assessment, which is below the statewide average of 49.9%. While overall proficiency remains an area for growth, a significant achievement gap exists among student groups. Most notably, only 9.1% of Students with Disabilities scored Proficient or Advanced in ELA, indicating a need for continued focus on strengthening core instruction, targeted interventions, and progress monitoring to improve outcomes for this subgroup. Addressing the needs of Students with Disabilities will be critical to increasing overall ELA achievement and reducing performance gaps across the school.		False
According to the Future Ready PA Index, 43.4% of Morey Elementary School students in grades 3 and 4 scored Proficient or Advanced on the 2024-2025 PSSA English Language Arts assessment, which is below the statewide average of 49.9%. While overall proficiency remains an area for growth, significant achievement gaps exist among student groups. Most notably, only 9.1% of Students with Disabilities and 28.6% of Hispanic students scored Proficient or Advanced in ELA. These results indicate a need for continued focus on strengthening core instruction, implementing		False

targeted interventions, and using ongoing progress monitoring to ensure all students receive the support needed to meet grade-level expectations. Addressing the needs of these student groups will be critical to increasing overall ELA achievement and reducing performance gaps across the school.		
A significant challenge for Morey Elementary School is improving regular attendance among Students with Disabilities. According to the Future Ready PA Index, the Students with Disabilities subgroup achieved a Regular Attendance rate of 74.0% during the 2024-2025 school year. While this rate is close to the school's overall attendance rate, it remains substantially below both the statewide average of 79.6% and the statewide performance standard of 94.1%. Chronic absenteeism can negatively impact academic achievement, student engagement, and access to instructional opportunities. Continued efforts to monitor attendance, engage families, identify barriers to attendance, and implement targeted supports will be critical to improving attendance outcomes and ensuring students have consistent access to high-quality instruction.	There is a need to increase family awareness of Pennsylvania attendance and truancy requirements and the impact of absenteeism on academic achievement. Language barriers may also limit effective communication with some Spanish-speaking families, creating challenges in ensuring that attendance expectations, resources, and supports are clearly understood. Strengthening family outreach, communication, and attendance education efforts will be important in improving student attendance outcomes.	True
2nd Grade dipped from the MOY to the EOY the percentage of students performing Proficient/Advanced in Acadience (63% to 60%)	A challenge identified through Acadience ELA data is the decline in second-grade performance from the Middle-of-Year (MOY) to the End-of-Year (EOY) benchmark assessment. The percentage of second-grade students performing At or Above Benchmark decreased from 63% at MOY to 60% at EOY. While the decline was relatively small, it suggests a need to examine instructional practices, intervention effectiveness, student attendance patterns, and the increasing complexity of literacy skills assessed later in the year. Continued analysis of student performance data and targeted instructional supports will be important to ensure students maintain and build upon their literacy growth throughout the school year.	True
4t grade demonstrated regression (9%) from BOY (68%) to EOY (59%) with students performing At or Above Benchmark on the Math Acadience.		False
Identifying and addressing individual student learning needs would have a significant impact on Morey Elementary School's ability to achieve its mission, vision, and Future Ready PA Index targets. Strengthening this Essential Practice would support the early identification of academic skill deficits and enable educators to provide targeted instruction and interventions based on individual student needs. Improved use of assessment data and progress	Strengthening the school's ability to identify and address individual student learning needs would have a significant impact on Morey Elementary School's progress toward achieving its mission, vision, and Future Ready PA Index targets. Improving this would support the timely identification of students who require additional academic support or enrichment and ensure that instructional decisions are based on accurate and	True

monitoring would help address achievement gaps among Students with Disabilities, Hispanic students, and Economically Disadvantaged students while increasing proficiency and growth in both ELA and Mathematics. By ensuring that students receive the appropriate level of support in a timely manner, the school will be better positioned to improve academic outcomes, accelerate learning, and increase the percentage of students meeting grade-level expectations.	ongoing assessment data. Enhanced progress monitoring and data analysis would allow educators to provide targeted interventions that address specific skill deficits and respond more effectively to student needs. This practice would be particularly important in addressing achievement gaps among Students with Disabilities, Hispanic students, and Economically Disadvantaged students while supporting increased proficiency and academic growth in both ELA and Mathematics. As a result, the school would be better positioned to improve student outcomes and ensure all learners have the opportunity to meet grade-level expectations.	

Analyzing Strengths

Analyzing Strengths	Discussion Points
Kindergarten demonstrated the strongest ELA Acadience performance during the 2025-2026 school year, with 97% of students performing at or above Benchmark on the End-of-Year (EOY) assessment. Additionally, Kindergarten showed the greatest growth across all grade levels, increasing from 55% of students At or Above Benchmark at the Beginning-of-Year (BOY) assessment to 97% at EOY, representing a 42 percentage point increase. These results reflect the positive impact of early literacy instruction and intervention efforts in supporting student reading achievement.	Kindergarten demonstrated exceptional growth in early literacy during the 2025-2026 school year, increasing the percentage of students performing At or Above Benchmark from 55% at BOY to 97% at EOY. This significant growth raises important questions about the instructional practices, intervention structures, and supports that contributed to these outcomes. The school should examine which specific strategies were most effective and consider how successful practices from Kindergarten can be sustained and replicated across other grade levels to strengthen literacy outcomes throughout the building.
3rd Grade demonstrated 24% growth from the BOY (51%) to EOY (75%) with students performing At or Above Benchmark on the ELA Acadience. Additionally, 3rd grade had the greatest growth of students (9%) performing Above Benchmark from the MOY (47%) to the EOY (56%).	Third grade demonstrated strong literacy growth during the 2025-2026 school year, with the percentage of students performing At or Above Benchmark on Acadience ELA increasing from 51% at BOY to 75% at EOY, representing a 24 percentage point gain. Additionally, third grade showed the greatest increase in students performing Above Benchmark, growing from 47% at MOY to 56% at EOY. These results suggest that instructional practices and intervention supports were effective in accelerating student learning and moving students beyond benchmark expectations. The school should examine the strategies, instructional routines, and supports that contributed to this success and consider opportunities to replicate these practices across grade levels to strengthen literacy outcomes for all students.
Students performing At or Above Benchmark on the EOY Math Acadience were greatest in 4th Grade (89%). Additionally, 3rd Grade showed the greatest growth (13%) from BOY (45%) to EOY (58%) with students performing At or Above Benchmark on the Math Acadience.	Mathematics achievement data highlights strengths in both fourth-grade performance and third-grade growth during the 2025-2026 school year. Fourth grade demonstrated the highest percentage of students performing At or Above Benchmark on the EOY Acadience Math assessment, with 89% of students meeting benchmark expectations. Additionally, third grade

	showed the greatest growth across grade levels, increasing from 45% of students At or Above Benchmark at BOY to 58% at EOY, representing a 13 percentage point gain. These results suggest that effective instructional practices, intervention supports, and progress monitoring contributed to positive student outcomes in mathematics. The school should examine the strategies and structures that supported these successes and consider opportunities to replicate them across grade levels to further strengthen mathematics achievement.
Promote and sustain a culture of high expectations that supports academic success and continuous growth for all students, educators, families, and community members.	Promoting and sustaining a culture of high expectations for all students, educators, families, and community members has the potential to positively impact academic achievement, attendance, and overall school success. Establishing shared expectations for learning, attendance, behavior, and continuous improvement can help create a collective sense of responsibility for student outcomes. As the school works to address achievement gaps and improve proficiency, growth, and attendance indicators, it will be important to examine how expectations are communicated, reinforced, and supported across all stakeholder groups. Strengthening this culture may contribute to increased student engagement, improved academic performance, and stronger partnerships between the school and families.
Collaboratively develop and refine a shared vision for the continuous improvement of teaching, learning, and student achievement.	Collaboratively developing and refining a shared vision for the continuous improvement of teaching, learning, and student achievement can help ensure that all stakeholders are working toward common goals and priorities. A clearly articulated and widely understood vision provides direction for instructional decision-making, resource allocation, professional learning, and school improvement efforts. As Morey Elementary School continues to address challenges related to academic achievement, growth, and attendance, it will be important to engage staff, families, and other stakeholders in ongoing conversations about the school's priorities and desired outcomes. Strengthening this shared vision can promote greater consistency, collective ownership, and alignment of efforts to improve student success.
Implement and sustain an evidence-based, schoolwide system of positive behavioral interventions and supports to promote a safe, supportive, and productive learning environment for all students.	Implementing and sustaining an evidence-based, schoolwide system of Positive Behavioral Interventions and Supports (PBIS) can help create a safe, supportive, and productive learning environment that promotes both academic and behavioral success. A consistent schoolwide approach to teaching, reinforcing, and recognizing positive behaviors can strengthen student engagement, improve school climate, and reduce barriers to learning. As Morey Elementary School works to improve attendance, academic achievement, and

	outcomes for all student groups, it will be important to evaluate the effectiveness of current behavioral supports and ensure that expectations and interventions are implemented consistently across the building. Strengthening PBIS practices may contribute to improved student behavior, increased instructional time, and a more positive learning environment for all stakeholders.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Morey Elementary School will prioritize improving regular attendance, particularly among Students with Disabilities, by strengthening the systems and structures used to monitor attendance, communicate expectations, engage families, and provide timely interventions for students experiencing attendance concerns. Current practices for attendance monitoring, family outreach, and early intervention need to be enhanced to ensure barriers to attendance are identified and addressed proactively. This includes increasing family awareness of the importance of regular attendance and Pennsylvania attendance requirements, utilizing attendance data to identify at-risk students earlier, and implementing coordinated supports for students with chronic absenteeism. Strengthening these systems will improve student access to instruction, interventions, and support services, ultimately leading to improved attendance, increased academic achievement, and better outcomes on Future Ready PA Index indicators.
	Morey Elementary School will prioritize strengthening systems for identifying, monitoring, and responding to student literacy needs throughout the school year to ensure students maintain and build upon academic growth. The decline in the percentage of second-grade students performing At or Above Benchmark on Acadience ELA from 63% at MOY to 60% at EOY suggests a need to strengthen instructional planning, progress monitoring, and intervention systems to better support students as literacy demands increase throughout the year. This includes using assessment data more consistently to identify students at risk of falling below benchmark, providing timely and targeted interventions, and ensuring instructional practices are aligned to student needs. Strengthening these systems and structures will help educators respond proactively to student performance trends, sustain literacy growth, and increase the percentage of students meeting benchmark expectations by the end of the school year.
	Morey Elementary School will prioritize strengthening systems for identifying, monitoring, and responding to individual student learning needs in order to improve academic achievement and reduce performance gaps among student groups. Current practices related to data analysis, progress monitoring, and intervention planning need to be enhanced to ensure that student learning needs are identified early and addressed through timely, targeted instructional supports. Strengthening the school's use of assessment data and MTSS processes will enable educators to make more informed instructional decisions, provide interventions matched to student needs, and monitor the effectiveness of those supports over time. Improving these systems and structures will help increase proficiency and academic growth in ELA and Mathematics, particularly for Students with Disabilities, Hispanic students, and Economically Disadvantaged students, while ensuring all students have the opportunity to meet grade-level expectations.

Goal Setting

Priority: Morey Elementary School will prioritize improving regular attendance, particularly among Students with Disabilities, by strengthening the systems and structures used to monitor attendance, communicate expectations, engage families, and provide timely interventions for students experiencing attendance concerns. Current practices for attendance monitoring, family outreach, and early intervention need to be enhanced to ensure barriers to attendance are identified and addressed proactively. This includes increasing family awareness of the importance of regular attendance and Pennsylvania attendance requirements, utilizing attendance data to identify at-risk students earlier, and implementing coordinated supports for students with chronic absenteeism. Strengthening these systems will improve student access to instruction, interventions, and support services, ultimately leading to improved attendance, increased academic achievement, and better outcomes on Future Ready PA Index indicators.

Outcome Category			
Regular Attendance			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, Morey Elementary School will increase the Regular Attendance rate of Students with Disabilities from 74.0% to 85.0%, as measured by the Future Ready PA Index and district attendance data, through enhanced attendance monitoring, family engagement, attendance education, and targeted interventions for students at risk of chronic absenteeism.			
Measurable Goal Nickname (35 Character Max)			
Regular Attendance for Students with Disabilities			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By the end of the first marking period of the 2026-2027 school year, Morey Elementary School will increase the Regular Attendance rate of Students with Disabilities from 74.0% to 77.0% through enhanced attendance monitoring, family outreach, and early intervention efforts.	By the end of the second marking period of the 2026-2027 school year, Morey Elementary School will increase the Regular Attendance rate of Students with Disabilities to 80.0% by continuing targeted attendance supports, strengthening family engagement, and addressing barriers to attendance.	By the end of the third marking period of the 2026-2027 school year, Morey Elementary School will increase the Regular Attendance rate of Students with Disabilities to 82.5% through ongoing attendance monitoring, individualized interventions, and collaboration with families and support staff.	By the end of the 2026-2027 school year, Morey Elementary School will increase the Regular Attendance rate of Students with Disabilities to 85.0% as measured by district attendance data and the Future Ready PA Index through the implementation of a comprehensive attendance improvement plan focused on prevention, intervention, and family engagement.

Priority: Morey Elementary School will prioritize strengthening systems for identifying, monitoring, and responding to student literacy needs throughout the school year to ensure students maintain and build upon academic growth. The decline in the percentage of second-grade students performing At or Above Benchmark on Acadience ELA from 63% at MOY to 60% at EOY suggests a need to strengthen instructional planning, progress monitoring, and intervention systems to better support students as literacy demands increase throughout the year. This includes using assessment data more consistently to identify students at risk of falling below benchmark, providing timely and targeted interventions, and ensuring instructional practices are aligned to student needs. Strengthening these systems and structures will help educators respond proactively to student performance trends, sustain literacy growth, and increase the percentage of students meeting benchmark expectations by the end of the school year.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, Morey Elementary School will increase the percentage of second-grade students performing At or Above Benchmark on the Acadience ELA assessment from 60% at the 2025-2026 End-of-Year assessment to at least 70% at the 2026-2027 End-of-Year assessment through the consistent use of assessment data, enhanced progress monitoring, targeted literacy interventions, and responsive instructional planning.			
Measurable Goal Nickname (35 Character Max)			
ELA Performance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By the end of the first marking period, at least 62% of second-grade students will be performing At or Above Benchmark on Acadience ELA as measured through benchmark and progress-monitoring data.	By the end of the second marking period, at least 65% of second-grade students will be performing At or Above Benchmark on Acadience ELA as measured through Middle-of-Year benchmark data and progress-monitoring measures.	By the end of the third marking period, at least 68% of second-grade students will be performing At or Above Benchmark on Acadience ELA as measured through benchmark and progress-monitoring data.	By the end of the 2026-2027 school year, at least 70% of second-grade students will be performing At or Above Benchmark on the Acadience ELA End-of-Year assessment.

Outcome Category			
Mathematics			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, Morey Elementary School will increase the percentage of third-grade students performing At or Above Benchmark on the Acadience Math assessment from 58% at the 2025-2026 End-of-Year assessment to at least 70% at the 2026-2027 End-of-Year assessment through the consistent use of assessment data, enhanced progress monitoring, targeted mathematics interventions, and responsive instructional planning.			
Measurable Goal Nickname (35 Character Max)			
Math Performance			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By the end of the first marking period, at least 61% of third-grade students will be performing At or Above Benchmark on Acadience Math as	By the end of the second marking period, at least 64% of third-grade students will be performing At or Above Benchmark on Acadience Math as	By the end of the third marking period, at least 67% of third-grade students will be performing At or Above Benchmark on Acadience Math as	By the end of the 2026-2027 school year, at least 70% of third-grade students will be performing At or Above Benchmark on the

measured through benchmark and progress-monitoring data.	measured through benchmark and progress-monitoring data.	measured through benchmark and progress-monitoring data	Acadience Math End-of-Year assessment.

Priority: Morey Elementary School will prioritize strengthening systems for identifying, monitoring, and responding to individual student learning needs in order to improve academic achievement and reduce performance gaps among student groups. Current practices related to data analysis, progress monitoring, and intervention planning need to be enhanced to ensure that student learning needs are identified early and addressed through timely, targeted instructional supports. Strengthening the school's use of assessment data and MTSS processes will enable educators to make more informed instructional decisions, provide interventions matched to student needs, and monitor the effectiveness of those supports over time. Improving these systems and structures will help increase proficiency and academic growth in ELA and Mathematics, particularly for Students with Disabilities, Hispanic students, and Economically Disadvantaged students, while ensuring all students have the opportunity to meet grade-level expectations.

Outcome Category			
English Language Arts			
Measurable Goal Statement (Smart Goal)			
By the end of the 2026-2027 school year, Morey Elementary School will increase the percentage of Students with Disabilities scoring Proficient or Advanced in English Language Arts from 9.1% to 20.0% as measured by the Pennsylvania System of School Assessment (PSSA). This goal will be achieved through strengthened MTSS processes, consistent use of assessment data, enhanced progress monitoring, targeted interventions, and data-informed instructional decision-making to address individual student learning needs.			
Measurable Goal Nickname (35 Character Max)			
Students with Disabilites PSSA ELA			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By the end of the first marking period, 100% of Students with Disabilities identified as at risk through Acadience, STAR, classroom assessments, and teacher data will have documented intervention plans, and progress monitoring data will be reviewed at least monthly through the MTSS process.	By the end of the second marking period, at least 50% of Students with Disabilities receiving targeted interventions will demonstrate measurable growth toward grade-level expectations as evidenced by Acadience, STAR, and classroom assessment data.	By the end of the third marking period, at least 60% of Students with Disabilities receiving targeted interventions will demonstrate measurable growth toward grade-level expectations, and intervention plans will be adjusted based on progress-monitoring data.	By the end of the 2026-2027 school year, the percentage of Students with Disabilities scoring Proficient or Advanced in ELA will increase from 9.1% to at least 20.0% as measured by PSSA results.

Outcome Category
Mathematics
Measurable Goal Statement (Smart Goal)
By the end of the 2026-2027 school year, Morey Elementary School will increase the percentage of Students with Disabilities scoring Proficient or Advanced in Mathematics from 9.1% to 20.0% as measured by the Pennsylvania System of School Assessment (PSSA). This goal will be achieved through strengthened MTSS processes, consistent use of assessment data, enhanced progress monitoring, targeted mathematics interventions, and data-informed instructional decision-making to address individual student learning needs.
Measurable Goal Nickname (35 Character Max)

Student with Disabilities PSSA Math			
Target 1st Quarter	**Target 2nd Quarter**	**Target 3rd Quarter**	**Target 4th Quarter**
By the end of the first marking period, 100% of Students with Disabilities identified as at risk through Acadience Math, STAR Math, classroom assessments, and teacher data will have documented intervention plans, and progress monitoring data will be reviewed at least monthly through the MTSS process.	By the end of the second marking period, at least 50% of Students with Disabilities receiving targeted mathematics interventions will demonstrate measurable growth toward grade-level expectations as evidenced by Acadience Math, STAR Math, and classroom assessment data.	By the end of the third marking period, at least 60% of Students with Disabilities receiving targeted mathematics interventions will demonstrate measurable growth toward grade-level expectations, and intervention plans will be adjusted based on progress-monitoring data.	By the end of the 2026-2027 school year, the percentage of Students with Disabilities scoring Proficient or Advanced in Mathematics will increase from 9.1% to at least 20.0% as measured by PSSA results.

Action Plan

Measurable Goals

Regular Attendance for Students with Disabilities	ELA Performance
Math Performance	Students with Disabilites PSSA ELA
Student with Disabilities PSSA Math	

Action Plan For: Quality ELA Instruction

Measurable Goals:

- By the end of the 2026-2027 school year, Morey Elementary School will increase the percentage of second-grade students performing At or Above Benchmark on the Acadience ELA assessment from 60% at the 2025-2026 End-of-Year assessment to at least 70% at the 2026-2027 End-of-Year assessment through the consistent use of assessment data, enhanced progress monitoring, targeted literacy interventions, and responsive instructional planning.
- By the end of the 2026-2027 school year, Morey Elementary School will increase the percentage of Students with Disabilities scoring Proficient or Advanced in English Language Arts from 9.1% to 20.0% as measured by the Pennsylvania System of School Assessment (PSSA). This goal will be achieved through strengthened MTSS processes, consistent use of assessment data, enhanced progress monitoring, targeted interventions, and data-informed instructional decision-making to address individual student learning needs.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide explicit Phonemic Awareness and Phonics instruction with the NEW K-2 ECRI Core ELA Curriculum.		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
K-2 Teachers George Angelopoulos/Admin	*ECRI Curriculum *myView Core Curriculum *District Instructional Flow Chart	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Continue with ECRI Coaching for K-2 teachers.		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mrs. Katie VanWhy and Lauren Snyder/CIU20 Consultant	*ECRI manuals and materials	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide specific teachers with Literacy Coaching opportunities based on need.		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mrs. Victoria Principe/District Literacy Coach	*ELA Curriculum *Kindergarten Unit Planning *Connecting to the Classroom training information *Title I funds used to provide supplemental materials/supplies for intervention	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Continue to provide 3rd and 4th grade teachers with training pertaining to Morphology.		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Ms. Sarah Curtis/Step By Step Training Consultant	FLITE lessons and materials FLITE Intervention Log, Master Schedule, including I/E Periods	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implementation of the Language Development component of myView for ESL Core instruction.		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Dr. Madeline Acosta/Director of Elementary Education	myView Language Development curriculum	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide staff awareness of WIDA Can Do Descriptors for K-4 ELs as it relates to Students with Disabilities.		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mrs. Sarah Engerman/ESL Teacher	WIDA Can Do Descriptors for K-4	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Utilization of evidence-based instruction for ELs.		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mrs. Sarah Engerman/ESL Teacher	PLUSS Framework of instruction/Intervention	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Have experienced teachers lead training sessions for paraprofessionals on important topics like autism, managing student behavior, tracking progress, and how to best support students in the classroom.		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mrs. Amy Bargiel/Assistant Director of Special Education	The Master Teacher eLearning Platform	Yes	

Action Step	Anticipated Start Date	Anticipated Completion Date

Conduct appropriate MTSS meetings with Reading Specialists and other staff members to examine school-wide Acadience and FLITE data in preparation for Grade Level meetings.		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mrs. Christine Wickenheiser/MTSS Coordinator	Grade Level Meetings 2-Hour Delay Data Days ELA Acadience data FLITE data ELA STAR data	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Examine ELA PSSA results to determine areas of weakness/trends with regards to state standards as it relates to Core instructional needs.		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos	2026 ELA PSSA results	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Adjust ELA Acadience Progress Monitoring skills and frequency based on individual student needs.		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mrs. Christine Wickenheiser/MTSS Coordinator	ELA Acadience data ELA Acadience Summary of Benchmark Goals and Cut Points for Risk chart District Expectations for Reading Assessments and Interventions handout	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide ELA Curriculum and Assessment communication to parents in English and Spanish.		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos	Morning Meeting Assembly dates ELA Acadience data	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Increase the usage of unstructured text and repeated opportunities to connect to text.		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos	myView Literacy Decodable texts, leveled readers, purposeful independent reading books and passages	No	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**

During Small Group Core ELA and Intervention/Enrichment (I/E), provide meaningful, skill-based independent work and Literacy Stations that reinforce explicit instruction, support reading development, and give students purposeful practice in phonics, fluency, vocabulary, and comprehension.		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos	ELA Core and small-group instruction	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Teach Multisyllabic Word Reading Routine to all students as early as 1st grade.		2026-08-30	0007-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Teachers/K-2 George Angelopoulos/Admin	Connecting to the Classroom training information	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Extra opportunities for Kindergarten and 1st grade students to work with 3rd and 4th grade students to remediate ELA skills.		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mrs. Christine Wickenheiser/MTSS Coordinator	Peer Tutoring program, Individualized ELA instructional materials	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Kick off the school year by using the MTSS framework to deliver early, targeted support for at-risk students based on 2025–26 end-of-year ELA Acadience data, while beginning the 2026–27 beginning-of-year assessments.		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mrs. Christine Wickenheiser/MTSS Coordinator	MTSS teaching schedule Reading Specialists and teaching schedules 25-26 EOY ELA Acadience data ELA Acadience online assessments *Title I Funds used to pay salaries and benefits of two Reading Specialists ($233,224) and to pay partial salary and benefits for MTSS Coordinator ($33,728)	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Discussion at IEP meetings about inclusion for Grade Level ELA Curriculum exposure in the Least Restrictive Environment when warranted based on disability and needs		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos	IEP Meetings IEP's Progress Monitoring, ELA Assessments	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Utilization of the SAS Toolkit as a reference to identify instructional strategies for ELA based on student profiles to support special education.		2026-08-30	0007-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mrs. Lynda Hopkins/Director of Special Education	*SAS Toolkit online	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Implement a schoolwide "GOAT (Greatest Of All Time) Growth Award" recognition program following each Acadience benchmark window and progress-monitoring cycle. Students who achieve their highest individual Acadience score to date or demonstrate significant growth toward benchmark goals will be recognized through classroom celebrations, school announcements, certificates, and/or special recognition events. Grade-level teams will review Acadience data after each assessment window to identify eligible students and celebrate academic growth. The purpose of the program is to foster student motivation, promote a growth mindset, increase student ownership of learning, and reinforce the importance of continuous academic improvement in literacy and mathematics.		2027-02-01	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
GOAT committee	N/A	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Strengthen literacy outcomes for Students with Disabilities by ensuring that Learning Support (LS) teachers participate in all grade-level MTSS meetings during the 2026-2027 school year. LS teachers will collaborate with classroom teachers, reading specialists, and intervention staff to review student data, identify literacy skill deficits, monitor progress, and develop targeted intervention plans. Their participation will help ensure that students receiving special education services are considered during instructional planning, interventions are aligned across settings, and appropriate supports are implemented to address individual student needs. Data from Acadience, STAR, classroom assessments, and progress monitoring will be used to guide instructional decisions and evaluate the effectiveness of interventions.		2026-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos Christine Wickenheiser	Student Data	No	

Action Step	Anticipated Start Date	Anticipated Completion Date
Increase instructional alignment and support for Students with Disabilities by ensuring that all special education teachers participate in professional development, curriculum training, instructional coaching, and grade-level learning opportunities provided to general education teachers during the 2026-2027 school year. Participation in shared training will promote a common understanding of evidence-	2026-08-30	2027-06-06

based instructional practices, curriculum expectations, assessment systems, and intervention strategies. This collaboration will help ensure that students receive consistent, high-quality instruction across educational settings and that special education teachers are equipped to support grade-level learning standards while addressing individual student needs. Implementation of learned practices will be monitored through classroom observations, collaborative planning, and MTSS data reviews.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Lynda Hopkins and Other Admin	PD material	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement a schoolwide assessment and progress-monitoring system that includes all students, including those receiving Learning Support services, through the consistent administration and use of Acadience and STAR assessment data during the 2026-2027 school year. Assessment results will be reviewed regularly through grade-level data meetings and MTSS processes to identify student strengths and needs, monitor academic growth, and inform instructional and intervention decisions. Ensuring that all students participate in these assessment systems will provide educators with comprehensive data to support timely interventions, measure progress toward grade-level expectations, and improve academic outcomes in both ELA and Mathematics.		0006-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos	MTSS material	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Monitoring & Evaluation Data Sources Professional Development & Training Records District Professional Development Master Schedule Training Attendance Records Training Certificates of Completion Coaching & Support Schedules Literacy Coach Schedule FLITE Coach Schedule ECRI Coaching Schedule Instructional Materials & Documentation Teacher Lesson Plans Walkthrough Documentation Formal Observation Notes Meetings & Collaboration MTSS Meeting Notes Grade Level Meeting Notes 2-Hour Delay Data Day Notes Assessment & Data Reports Acadience Benchmark Assessment Reports Acadience Progress Monitoring Data STAR Data Reports FLITE Running Log FLITE Skill Inventories Student Support & Needs Analysis PSSA Needs Assessment Morning Meeting Assembly Agendas Enrollment Roster for Special Programs Individualized Education Plans (IEPs)	Monitoring & Evaluation Plan – Administrative Oversight Goal: Ensure effective implementation of instructional strategies, student support systems, and data-driven practices. Instructional Planning & Student Data Review weekly lesson plans Monitor completed SIR (Student Intervention Review) worksheets Track IEP implementation Analyze Acadience, FLITE, and STAR data Documentation & Participation Collect attendance records Track completion of training certificates Review meeting notes and coaching schedules Monitor special program enrollment (e.g., RTI, Gifted, ELL) Observation & Engagement Conduct quarterly classroom walkthroughs Complete annual formal evaluations Lead monthly Morning Meeting assemblies to support school culture Professional Collaboration Participate in ongoing professional development Engage in 2-hour delay data analysis days Attend bi-monthly grade-level collaboration meetings

Action Plan For: Quality Math Instruction

Measurable Goals:
• By the end of the 2026-2027 school year, Morey Elementary School will increase the percentage of third-grade students performing At or Above Benchmark on the Acadience Math assessment from 58% at the 2025-2026 End-of-Year assessment to at least 70% at the 2026-2027 End-of-Year assessment through the

consistent use of assessment data, enhanced progress monitoring, targeted mathematics interventions, and responsive instructional planning.

- By the end of the 2026-2027 school year, Morey Elementary School will increase the percentage of Students with Disabilities scoring Proficient or Advanced in Mathematics from 9.1% to 20.0% as measured by the Pennsylvania System of School Assessment (PSSA). This goal will be achieved through strengthened MTSS processes, consistent use of assessment data, enhanced progress monitoring, targeted mathematics interventions, and data-informed instructional decision-making to address individual student learning needs.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Continue implementation of Math Strategy - SLOT (Spaced Learning Over Time) for acquisition and retention of previously taught Math skills.		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Dr. Courtney Lepore/Assistant Superintendent for Curriculum & Instruction	SLOT training information	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide 3rd and 4th grade teachers with Coaching opportunities on the High Yield Math Strategy - SLOT (Spaced Learning Over Time) for acquisition and retention of previously taught Math skills.		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Dr. Paul Riccomini/SLOT Trainer and Coach	SLOT training information	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Teachers will implement a SLOT day during Core Math instruction.		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos/Admin Julie Weirich/Math Specialist	VMath program and training materials Acadience Math data	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Math Intervention program VMath and reflex for 2nd-4th grades.		2026-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mrs. Julie Weirich/Math Specialist	VMath program and training materials Acadience Math data	No	

Action Step	**Anticipated Start Date**	**Anticipated Completion Date**
Conduct Monthly MTSS meetings with Math Specialist to examine school-wide Acadience data in preparation for Grade Level meetings.	2026-08-30	2027-06-06

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	
Mrs. Christine Wickenheiser/MTSS Coordinator	*Acadience data *Class Rosters *Meeting Notes *Title I Funds used to pay partial salary and benefits for MTSS Coordinator ($33,728)	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Review of Math Acadience and STAR data for instructional decision making.		0026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos/Admin Mrs. Christine Wickenheiser/MTSS Coordinator	Grade Level Meetings 2-Hour Delay Data Days Math Acadience data Math STAR data	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Examine Math PSSA results to determine areas of weakness/trends with regards to state standards as it relates to Core instructional needs.		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos	Handouts: Individual student Math Acadience reports	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Award students with Math Acadience certificates Reflex Math certificates monthly.		2026-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos Mrs. Julie Weirich	Math Curriculum Math Acadience Benchmark	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide K-4 Small Group Math instruction as part of Core, including Math Stations with quality activities for students.		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos	Math Curriculum, Math Acadience Benchmark, Math Instructional Materials	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide time daily for students to practice Fact Fluency in order to meet Grade Level Goals.		2026-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos	Math Curriculum, Math Acadience Benchmark	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Amplify Math based on its alignment with district goals and its effectiveness for diverse learners. Continue to provide training for teachers on the program's features and strategies. Collect feedback and assess student progress using data from tools like Acadience and STAR. Based on the pilot's success, expand the program district-wide, offering ongoing support and professional development.		2026-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Dr. Courtney Lepore, Assistant Superintendent	Amplify Curriculum Benchmarks Math Instructional Materials	Yes	

Action Step		Anticipated Start Date	Anticipated Completion Date
Kick off the 2025-26 school year by providing interventions to at-risk students based on the 2024-25 end-of-year Math Acadience data, while beginning the 2026-27 beginning-of-year Math Acadience testing.		2026-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos, Mrs. Julie Weirich/Math Specialist	Data 2025/26	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Discussion at IEP meetings about inclusion for Grade Level Math Curriculum exposure in the Least Restrictive Environment when warranted based on disability and needs.		2026-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos	*IEP meetings, Individualized Education Plans (IEPs), Progress Monitoring data, Math Assessment results	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Utilization of the SAS Toolkit as a reference to identify instructional strategies for Math based on student profiles to support special education.		2026-08-30	2027-06-11
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mrs. Lynda Hopkins/Director of Special Education	SAS Toolkit online	No	

Action Step	Anticipated Start Date	Anticipated Completion Date
Increase instructional alignment and support for Students with Disabilities by ensuring that all special education teachers participate in professional development, curriculum training, instructional coaching, and grade-level learning opportunities provided to general education teachers during the 2026-2027 school year.	2026-08-30	2027-06-06

Participation in shared training will promote a common understanding of evidence-based instructional practices, curriculum expectations, assessment systems, and intervention strategies. This collaboration will help ensure that students receive consistent, high-quality instruction across educational settings and that special education teachers are equipped to support grade-level learning standards while addressing individual student needs. Implementation of learned practices will be monitored through classroom observations, collaborative planning, and MTSS data reviews.			
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Lynda Hopkins and Other Admin	PD materials	Yes	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement a schoolwide assessment and progress-monitoring system that includes all students, including those receiving Learning Support services, through the consistent administration and use of Acadience and STAR assessment data during the 2026-2027 school year. Assessment results will be reviewed regularly through grade-level data meetings and MTSS processes to identify student strengths and needs, monitor academic growth, and inform instructional and intervention decisions. Ensuring that all students participate in these assessment systems will provide educators with comprehensive data to support timely interventions, measure progress toward grade-level expectations, and improve academic outcomes in both ELA and Mathematics.		2026-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos	MTSS	Yes	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
As part of the school improvement process, the following documentation and data sources will serve as evidence of implementation, monitoring, and progress:	Progress will be monitored and evaluated through the following activities and documentation: Review of weekly lesson plans Review of Individualized Education Plans (IEPs) Analysis of assessment data, including Acadience, STAR, Reflex Math, and VMath Collection of: Attendance records Training completion certificates Meeting notes Coaching schedules Special program enrollment rosters Conducting quarterly classroom walkthroughs Conducting annual formal observations Leading monthly Morning Meeting assemblies Participating in: Professional development trainings 2-hour delay data analysis days Bi-monthly grade-level team meetings

Action Plan For: Regular Attendance

Measurable Goals:
• By the end of the 2026-2027 school year, Morey Elementary School will increase the Regular Attendance rate of Students with Disabilities from 74.0% to 85.0%, as measured by the Future Ready PA Index and district attendance data, through enhanced attendance monitoring, family engagement, attendance education, and targeted interventions for students at risk of chronic absenteeism.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Include Board Policy regarding Attendance and Truancy in the K-4 Parent Handbook.		2026-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

Mrs. Nicole Romano/K-4 Elementary Principal	K-4 Parent Handbook Board Policy 204 Attendance 22 Pa. Stat. 13-1333	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Utilize translation documents/services when contacting Spanish-speaking parents about their child's absences. (ParentSquare automatically translates communication for parents)		2026-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos	Transperfect, ParentSquare	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide all parents with a handout (Spanish and English) at the beginning of the school year and as new students register to promote a good habit of attending school regularly.		2026-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos	Attendance Handout	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide staff with a list of attendance concerns from 2025-2026 for awareness and to monitor closely.		2026-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mrs. Molly Smith/Attendance Secretary	List of SAIPs conducted in 2025-2026; list of students cited for Truancy.	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Communicate with parents within the first two weeks of school if their child has more than one absence to stress the importance of attending school daily and how it affects the child academically, socially, and emotionally.		2026-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mrs. Madison Jakobsen/School Counselor	Sapphire Excessive Absence Report *Parent Contact Information	No	

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Share Parent Attendance video (Spanish and English) at Kindergarten Orientation and Back to School Night (send the video to all parents' email as well).		2026-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos	Computer and projector, Parent video	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Communicate during Parent-Teacher Conferences the need for attending school daily and how it relates to academic difficulties, and congratulate parents for making attendance a priority for students with excellent attendance.		2026-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos	Parent Teacher Conference List of attendance issues	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Send an All-Call to parents whose children are absent, mentioning the need for a parent or doctor excuse note within 3 days of the absence to avoid being unlawful.		2026-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mrs. Molly Smith/Attendance Secretary	Daily Attendance Report Blackboard Connect	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Allow one week for parents to respond to 3-day UN letter before scheduling a SAIP meeting.		2026-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mrs. Molly Smith/Attendance Secretary	Attendance Log, Google Calendar, Parent Emails	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Schedule follow-up SAIP meeting upon 5 UN absences, before considering filing a Private Criminal Complaint with the District Magistrate.		2026-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos	Excessive Absence Report Parent Emails	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
During monthly CANS meeting, identify students with chronic absences and analyze data to identify patterns (ex. race, socioeconomic status, grade level, mode of transportation, medical concerns, days of the week/months/time around holidays or custody situations in order to address common community and school barriers (ex. dress code, transportation, medical concerns).		2026-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos	Cans Meeting notes Excessive Absence report	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Focus on staff building relationships with students to support attendance and achievement efforts through our Tier 2 MTSS/PBIS framework.		2026-08-30	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
Mrs. Christine Wickenheiser/MTSS Coordinator	Check-In/Check-Out Tier 2 Intervention Program	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
School-wide implementation of The Zones of Regulation to assist students with identifying feelings that may be a barrier to attending school.		2026-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos	The Zones of Regulation Curriculum, Posters, and Teaching Materials	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Increase support for Students with Disabilities experiencing attendance concerns by requiring special education case managers to participate in all School Attendance Improvement Plan (SAIP) meetings during the 2026-2027 school year. Case managers will collaborate with families, school staff, and attendance personnel to identify barriers to attendance, connect families with appropriate supports and resources, and ensure that attendance concerns are considered within the context of each student's individual learning and support needs. When appropriate, case managers will document attendance and truancy concerns within the IEP, recommend revisions to supports and services, and develop attendance-related interventions designed to improve student access to instruction and educational progress. Attendance data and intervention effectiveness will be reviewed regularly, and IEP teams will make adjustments as needed to support improved attendance and student success.		0026-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	
George Angelopoulos, Magisterial Judge	SAIP meeting notes	No	

Action Step		Anticipated Start Date	Anticipated Completion Date
Increase support for Students with Disabilities experiencing attendance concerns by requiring special education case managers to participate in all School Attendance Improvement Plan (SAIP) meetings during the 2026-2027 school year. Case managers will collaborate with families, school staff, and attendance personnel to identify barriers to attendance, connect families with appropriate supports and resources, and ensure that attendance concerns are considered within the context of each student's individual learning and support needs. Attendance progress will be monitored regularly, and intervention plans will be adjusted as needed to promote improved attendance and access to instruction.		2026-08-30	2027-06-06
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	

George Angelopoulos Case Managers	SAIP meeting notes	No	

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
The following documents and data sources will be collected and used as evidence of implementation and progress in family involvement, attendance monitoring, and student support initiatives: Kindergarten Orientation Agenda and Attendance Back to School Night Agenda and Attendance Parent-Teacher Conference Attendance Logs (with identified student attendance concerns) List of SAIPs and Citations from 2023–2024 Check-In/Check-Out Log (2023–2024 and current enrollment) CANS Meeting Notes 2024–2025 Attendance Log Nurse TEX Log Special Program Enrollment Records Blackboard Connect Call Log Community Portal Postings Completed Excuse Notes Parent Communication Emails Completed Private Criminal Complaints Sapphire Attendance Reports Completed SAIPs IEPs Documenting Attendance Concerns Google Calendar Appointment Records (for parent/student meetings) Morning Meeting Assembly Agendas Teacher Lesson Plans Noting Use of The Zones of Regulation	Administration will monitor implementation and progress through the following activities: Creating agendas and maintaining a list of students with attendance concerns Reviewing relevant documents including attendance lists, behavior logs, program reports, and teacher lesson plans Collecting data on special program enrollment and attendance at special events Conducting quarterly classroom walkthroughs and annual formal observations Leading monthly Morning Meeting assemblies and Student Attendance Improvement Plan (SAIP) meetings Participating in monthly CANS meetings and Individualized Education Plan (IEP) meetings

Expenditure Tables

School Improvement Set Aside Grant

True School does not receive School Improvement Set Aside Grant.

Schoolwide Title 1 Funding Allocation

False School does not receive Schoolwide Title 1 funding.

eGgrant Budget Category (Schoolwide Funding)	Action Plan(s)	Expenditure Description	Amount	
Instruction	• Quality ELA Instruction	To pay the Salary and benefits of two reading specialists	356307	
Other Expenditures	• Quality ELA Instruction • Quality Math Instruction	Set aside for Family Engagement activities	3600	
Instruction	• Quality ELA Instruction • Quality Math Instruction	To provide supplemental materials/supplies for intervention	93	
Total Expenditures				360000

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Quality ELA Instruction	Provide explicit Phonemic Awareness and Phonics instruction with the NEW K-2 ECRI Core ELA Curriculum.
Quality ELA Instruction	Continue with ECRI Coaching for K-2 teachers.
Quality ELA Instruction	Provide specific teachers with Literacy Coaching opportunities based on need.
Quality ELA Instruction	Continue to provide 3rd and 4th grade teachers with training pertaining to Morphology.
Quality ELA Instruction	Implementation of the Language Development component of myView for ESL Core instruction.
Quality ELA Instruction	Provide staff awareness of WIDA Can Do Descriptors for K-4 ELs as it relates to Students with Disabilities.
Quality ELA Instruction	Have experienced teachers lead training sessions for paraprofessionals on important topics like autism, managing student behavior, tracking progress, and how to best support students in the classroom.
Quality ELA Instruction	Increase instructional alignment and support for Students with Disabilities by ensuring that all special education teachers participate in professional development, curriculum training, instructional coaching, and grade-level learning opportunities provided to general education teachers during the 2026-2027 school year. Participation in shared training will promote a common understanding of evidence-based instructional practices, curriculum expectations, assessment systems, and intervention strategies. This collaboration will help ensure that students receive consistent, high-quality instruction across educational settings and that special education teachers are equipped to support grade-level learning standards while addressing individual student needs. Implementation of learned practices will be monitored through classroom observations, collaborative planning, and MTSS data reviews.
Quality Math Instruction	Teachers will implement a SLOT day during Core Math instruction.
Quality Math Instruction	Amplify Math based on its alignment with district goals and its effectiveness for diverse learners. Continue to provide training for teachers on the program's features and strategies. Collect feedback and assess student progress using data from tools like Acadience and STAR. Based on the pilot's success, expand the program district-wide, offering ongoing support and professional development.
Quality Math Instruction	Increase instructional alignment and support for Students with Disabilities by ensuring that all special education teachers participate in professional development, curriculum training, instructional coaching, and grade-level learning opportunities provided to general education teachers during the 2026-2027 school year. Participation in shared training will promote a common understanding of evidence-based instructional practices, curriculum expectations, assessment systems, and intervention strategies. This collaboration will help ensure that students receive consistent, high-quality instruction across educational settings and that special education teachers are equipped to support grade-level learning standards while addressing individual student needs. Implementation of learned practices will be monitored through classroom observations, collaborative planning, and MTSS data reviews.
Quality Math Instruction	Implement a schoolwide assessment and progress-monitoring system that includes all students, including those receiving Learning Support services, through the consistent administration and use of Acadience and STAR assessment data during the 2026-2027 school year. Assessment results will be reviewed regularly through grade-level data meetings and MTSS processes to identify student

	strengths and needs, monitor academic growth, and inform instructional and intervention decisions. Ensuring that all students participate in these assessment systems will provide educators with comprehensive data to support timely interventions, measure progress toward grade-level expectations, and improve academic outcomes in both ELA and Mathematics.

ECRI

Action Step		
• Provide explicit Phonemic Awareness and Phonics instruction with the NEW K-2 ECRI Core ELA Curriculum.		
Audience		
Kindergarten teachers, 1st Grade teachers, 2nd Grade teachers, Learning Support teachers		
Topics to be Included		
Overview of ECRI Lessons and Materials, Testimonials from B.F. Morey Elementary as Pilot School, District Grade Level Planning, Coaching Opportunities with B.F. Morey Elementary Staff		
Evidence of Learning		
Lesson Plans, ELA Core Instruction, Formative Assessment Data, Walk Throughs		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Mrs. Katie VanWhy, CIU20 Training Consultant	2026-08-30	2027-06-06

Learning Format

Type of Activities	**Frequency**
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Coaching Sessions per identified teacher at B.F. Morey Elementary - 1st Grade, 2nd Grade, Learning Support - throughout the school year
Observation and Practice Framework Met in this Plan	
• 3a: Communicating with Students • 2b: Establishing a Culture for Learning • 1f: Designing Student Assessments • 3c: Engaging Students in Learning • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 2c: Managing Classroom Procedures • 1a: Demonstrating Knowledge of Content and Pedagogy	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	**Frequency**
Inservice day	Throughout the year
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 4e: Growing and Developing Professionally • 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Literacy Coaching

Action Step
• Provide specific teachers with Literacy Coaching opportunities based on need.
Audience
Any and all teachers that need it based on Progress monitoring data and walkthrough data.

Topics to be Included		
Connecting to the Classroom: Morphology, Planning for 3rd/4th Grade ELA Core and Small Group Instruction, Kindergarten Unit Planning with ELA Core, District Instructional Flow Chart		
Evidence of Learning		
Lesson Plans, ELA Core and Small Group Instruction, Formative Assessment Data, Walk Throughs, Formal Observations		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Mrs. Victoria Principe/District Literacy Coach	2026-08-30	2027-06-06

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Coaching Sessions per identified teacher at B.F. Morey Elementary - 3rd Grade, 4th Grade, LTS Learning Support - from
Observation and Practice Framework Met in this Plan	
• 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior • 1f: Designing Student Assessments • 2e: Organizing Physical Space • 3d: Using Assessment in Instruction • 3b: Using Questioning and Discussion Techniques • 3a: Communicating with Students • 3c: Engaging Students in Learning • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Inservice day	2 hour delay act 80
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Connecting to the classroom

Action Step		
• Provide explicit Phonemic Awareness and Phonics instruction with the NEW K-2 ECRI Core ELA Curriculum.		
Audience		
1st Grade teachers, 2nd Grade teachers, 3rd Grade teachers, 4th Grade teachers, Learning Support teachers		
Topics to be Included		
Explicit and Systematic Phonics Instruction, Advanced Decoding, Morphology, Scaffolding, Gradual Release of Responsibility		
Evidence of Learning		
Lesson Plans, ELA Core and Small Group Instruction, Formative Assessment Data, Walk Throughs, Formal Observations		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Step By Step Learning, LLC/Consultants	2026-08-26	2027-06-06

Learning Format

Type of Activities	Frequency
Inservice day	Act 80 Professional Development Days
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 1d: Demonstrating Knowledge of Resources • 4e: Growing and Developing Professionally • 1f: Designing Student Assessments	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

FLITE

Action Step		
• Implement a schoolwide assessment and progress-monitoring system that includes all students, including those receiving Learning Support services, through the consistent administration and use of Acadience and STAR assessment data during the 2026-2027 school year. Assessment results will be reviewed regularly through grade-level data meetings and MTSS processes to identify student strengths and needs, monitor academic growth, and inform instructional and intervention decisions. Ensuring that all students participate in these assessment systems will provide educators with comprehensive data to support timely interventions, measure progress toward grade-level expectations, and improve academic outcomes in both ELA and Mathematics.		
Audience		
Identified K-4 teachers, Learning Support teachers, Reading Specialists, MTSS Coordinator		
Topics to be Included		
FLITE Decision Tree, Continuum of Literacy, Scaffolding, Lesson Components, Formative Assessments, Automaticity and Accuracy, Decoding and Encoding, FLITE Resources, myView Correlation Chart		
Evidence of Learning		
Lesson Plans, FLITE Notes, Formative Assessment Data, Walkthroughs, Formal Observations		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Reading Specialists	2026-08-30	2027-06-06

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Number of Sessions based upon teacher needs
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 2c: Managing Classroom Procedures • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3e: Demonstrating Flexibility and Responsiveness • 4e: Growing and Developing Professionally • 1f: Designing Student Assessments • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior • 3d: Using Assessment in Instruction	

• 4a: Reflecting on Teaching • 4b: Maintaining Accurate Records
This Step Meets the Requirements of State Required Trainings

ESL

Action Step		
• Implementation of the Language Development component of myView for ESL Core instruction. • Provide staff awareness of WIDA Can Do Descriptors for K-4 ELs as it relates to Students with Disabilities.		
Audience		
ESL teacher, All K-4 staff who work with ELs who are also Students with Disabilities		
Topics to be Included		
ESL Core Instruction, myView Language Development component, Formative Assessments, Progress Monitoring, WIDA Can Do Descriptors for K-4 ELs, Modifications and Specially Designed Instruction		
Evidence of Learning		
Lesson Plans, ESL Core Instruction, Formative Assessment Data, Walkthroughs, Formal Observations		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Mrs. Sarah Engerman/ESL Teacher	2026-08-30	2027-06-06

Learning Format

Type of Activities	**Frequency**
Collaborative curriculum development	Act 80 and 2 hour delay days
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	**Frequency**
Other	Staff Meeting to occur in the Beginning of the Year to review WIDA Can Do Descriptors
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1d: Demonstrating Knowledge of Resources • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Paraprofessional Training

Action Step
• Have experienced teachers lead training sessions for paraprofessionals on important topics like autism, managing student behavior, tracking progress, and how to best support students in the classroom.
Audience
PARAPROFESSIONALS
Topics to be Included

Autism, Behaviors and Strategies, Data and Assessments, Quality Staff		
Evidence of Learning		
Certificates of Completion, Walk Throughs, Staff Discussions, IEP meetings		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Mrs. Amy Bargiel/Assistant Director of Special Education	2026-08-30	2027-06-06

Learning Format

Type of Activities	**Frequency**
Course(s)	ACT 80 Prof developoment days
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1d: Demonstrating Knowledge of Resources • 3e: Demonstrating Flexibility and Responsiveness • 4f: Showing Professionalism	
This Step Meets the Requirements of State Required Trainings	

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Building Principal Signature	**Date**
School Improvement Facilitator Signature	**Date**

1_English 9 (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	Unit 1 Divided We Fall
Module 2:	Unit 2 The Call To Adventure
Module 3:	Unit 3- Declaring Your Genius
Module 4:	Unit 4- The Art of Disguise

1_English 9 (Curriculum In Progress)
Unit 1 Divided We Fall

Unit Description

Main Texts: Thematic/"Marigolds" by Eugenia Collier and "The Necklace" by Guy de Maupassant
In this unit, students will explore the question of why people feel the need to belong. Through short fiction and related texts, students will examine how characters, speakers, and real people respond to challenges involving identity, acceptance, social pressure, dignity, and community. The unit's genre focus is fiction, with "Marigolds" and "The Necklace" serving as anchor texts for the study of character, conflict, plot, theme, and author's craft.

Eugenia Collier's "Marigolds" focuses on a young narrator's moment of emotional growth as she reflects on poverty, frustration, innocence, and compassion. Guy de Maupassant's "The Necklace" explores pride, appearance, social class, and the consequences of choices. Together, these stories help students analyze how characters' decisions, conflicts, and experiences reveal larger ideas about belonging, self-worth, and personal growth.

Students will also read across genres through selections such as the poem "Sure You Can Ask Me A Personal Question" by Diane Burns, Dr. Martin Luther King Jr.'s "I Have a Dream" speech, Sara Abou Rashed's poem "Welcome to America," and Edwidge Danticat's memoir "The Future in My Arms." These texts allow students to consider belonging from literary, historical, cultural, and personal perspectives while continuing to build reading comprehension, vocabulary, discussion, and writing skills.

Essential Question: Why do we feel the need to belong?

Genre Focus: Fiction

Themes: Belonging, Identity, Acceptance, Social Pressure, Growing Up, Community, Self-Worth

Skills: Annotation, Context Clues, Monitoring Comprehension, Text-Dependent Responses, Textual Evidence, Character Development, Plot, Conflict, Theme, Tone, Author's Word Choice, Collaborative Conversations, Short Constructed Responses, Peer Review, Recognizing Genre: Fiction, Academic Vocabulary, Personal Response, Compare and Contrast, Author's Purpose, Narrative Writing

Strategies: Vocabulary building, RACES, Keys to Literacy, guided annotation, graphic organizers, sentence frames, collaborative discussion, close reading, StudySync skill lessons, reading comprehension support

Assessments: Readiness Screener, Benchmark 1, formative reading checks, short constructed responses, text-dependent written responses, narrative writing project, End of Unit 1 Assessment

Students will be able to:

- Use annotations to track ideas, ask questions, and make meaning while reading.
- Apply context clues to figure out the meaning of unfamiliar or complex words.
- Strengthen reading comprehension through active reading and discussion.
- Support written and spoken responses with strong textual evidence from the text.
- Analyze how an author's language, style, and audience choices impact meaning and tone.
- Identify and evaluate primary and secondary sources in informational texts.
- Determine and explain a text's theme and how it develops over time.
- Analyze character development and how characters' choices affect the plot and theme.

Standards

CC.1.3.9-10.A	-	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.3.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9-10.C	-	Analyze how complex characters develop over the course of a text, interact with other characters, and

		advance the plot or develop the theme.
CC.1.3.9-10.E	-	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
CC.1.3.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9-10.G	-	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.3.9-10.H	-	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.3.9-10.K	-	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.2.9-10.A	-	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.C	-	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CC.1.2.9-10.D	-	Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.E	-	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.G	-	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CC.1.2.9-10.H	-	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.2.9-10.I	-	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
CC.1.2.9-10.L	-	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.4.9-10.A	-	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.B	-	Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.9-10.C	-	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9-10.D	-	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
CC.1.4.9-10.E	-	Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.S	-	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.9-10.T	-	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CC.1.4.9-10.U	-	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and

		dynamically.
CC.1.4.9-10.X	-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
CC.1.5.9-10.A	-	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9-10.B	-	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
CC.1.5.9-10.C	-	Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CC.1.5.9-10.D	-	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
CC.1.5.9-10.E	-	Adapt speech to a variety of contexts and tasks.
CC.1.5.9-10.F	-	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.9-10.G	-	Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

Essential Questions

- Why do we feel the need to belong?
- Why does it often hurt to feel excluded from the group?
- What's wrong with being an outsider?
- Is there value in the outsider's perspective?
- What risks do outsiders take?

Objectives

First Read: "Marigolds"—After an initial reading and discussion of the story, students will be able to apply reading comprehension strategies, use context clues to determine word meanings, and demonstrate understanding through responses supported by textual evidence.
Close Read: "Marigolds"—After engaging in a close reading and discussion of the story, students will be able to analyze the development of theme and character and respond with evidence in a short, written analysis.

First Read: "The Necklace"—After an initial reading and discussion of the story, students will be able to identify story structure and apply reading comprehension strategies to understand key ideas and character motivation.
Close Read: "The Necklace"—After engaging in a close reading of the story, students will be able to analyze how the author's use of irony contributes to theme and tone, citing textual evidence in a short written response.

First Read: "Sure You Can Ask Me a Personal Question"—After an initial reading and discussion of the poem, students will be able to identify the speaker, situation, and central ideas of the poem; use context clues to determine the meaning of unfamiliar words and phrases; and demonstrate understanding through responses supported by textual evidence.
Close Read: "Sure You Can Ask Me a Personal Question"—After engaging in a close reading and discussion of the poem, students will be able to identify examples of the author's word choice, tone, and style and explain how these choices help the author communicate meaning to the intended audience, using textual evidence in a short written response.

First Read: "I Have a Dream"—After an initial reading and discussion of the speech, students will be able to identify the author's purpose, analyze rhetorical appeals, and determine the meaning of vocabulary in context.
Close Read: "I Have a Dream"—After engaging in a close reading of the speech, students will be able to evaluate the impact of language, repetition, and rhetorical devices and support their analysis with strong textual evidence.

First Read: "Welcome to America"—After an initial reading and discussion of the poem, students will be able to identify main ideas and supporting details, make predictions, and demonstrate comprehension using textual evidence.
Close Read: "Welcome to America"—After engaging in a close reading of the poem, students will be able to analyze the author's point of view and evaluate how structure and word choice contribute to tone and meaning.

First Read: "The Future in My Arms"—After an initial reading and discussion of the story, students will be able to identify central ideas, use context clues to determine vocabulary, and respond to questions using evidence from the text.
Close Read: "The Future in My Arms"—After engaging in a close reading of the story, students will be able to analyze how language, tone, and personal reflection reveal the author's purpose, supported by evidence in a short written response.

StudySync Skills Lessons
Annotations—After reading and discussing a model, students will be able to write annotations to track ideas, ask questions, and make meaning while reading a text.
Context Clues—After rereading and discussing a model of close reading, students will be able to use context clues—such as definition, comparison, contrast, and examples—to determine the meaning of unfamiliar or complex words.
Reading Comprehension—After rereading and discussing a model of close reading, students will be able to apply active reading strategies and engage in discussion to deepen comprehension of increasingly complex texts.
Textual Evidence—After rereading and discussing a model of close reading, students will be able to cite strong and relevant textual evidence to support both written and spoken analysis.
Language, Style, and Audience—After reading and discussing a model, students will be able to analyze how an author's language, style, and audience choices affect meaning and tone within a text.
Primary and Secondary Sources—After reading and comparing different texts, students will be able to identify and evaluate primary and secondary sources in informational texts.
Theme—After rereading and discussing a model of close reading, students will be able to determine a central theme in a text and explain how it develops over the course of the narrative.
Character Development—After reading and analyzing a literary text, students will be able to examine how a character's traits, motivations, and decisions contribute to the plot and reveal key themes.

Key Vocabulary and Definitions

Academic Vocabulary
Annotation—a reader's question or comment about a text written directly on the text
Evaluation—the act of making a judgment or decision about something
Inference—an idea formed by combining textual evidence and one's own reasoning and background knowledge
Question—something that is asked
Respond—to say something in return; to answer or reply
Track—to trace the development of events or ideas within a text
Comparison context clue—text that provides a clue to the meaning of a word through a comparison
Context clue—a hint in the surrounding text that can help a reader infer the meaning of an unfamiliar word, phrase, or description

Contrast context clue—text that provides a clue to the meaning of a word through a contrast
Definition context clue—text that provides the definition of a word
Example context clue—text that provides a clue to the meaning of a word through one or more examples
Infer—to determine something not stated directly by using reasoning and evidence from the text
Analyze—to examine the parts of something in detail
Cite— to quote as evidence to support a response
Explicit—precisely and clearly expressed, leaving no room for doubt
Implicit—implied but not stated directly
Interpret—to determine and explain the meaning of
Make inferences—to use your understanding of a text and your experiences; to draw conclusions
Textual evidence—details from the text that a reader can use to support his or her ideas and opinions about the text
Antagonist—the character whose goals work against the protagonist
Character—an individual in a literary work whose thoughts, feelings, actions, and reactions move the action of the plot forward
Dialogue—a conversation between characters
Plot—the sequence of events that take place in a work of literature
Protagonist—the main character—the one the story revolves around and who usually has a problem to solve
Resolution—the outcome of the story's conflict
Trait—an aspect of a person or character's behavior and attitude that makes up that character's personality
Infer—to determine something not stated directly by using reasoning and evidence from the text
Theme—the central idea or message of a work of literature, often expressed as a general statement about life
Topic - the subject of a text, usually expressed as a single word or phrase in the form of a noun
Analyze—to examine the parts of something in detail
Primary source—a source written by a person who actually experienced the event they recorded
Secondary source—a source that summarizes, describes, or interprets primary sources

Content Vocabulary
"Marigolds"
Abstract—using color, line, and shape to express an idea or feeling rather than a realistic image
Amorphous—having no definite form or distinct shape
Futile—useless; no chance of being successful
Lure—a quality that attracts by seeming to promise some kind of reward
Malicious—having a desire to harm someone; mean-spirited
Vigor—active force or energy; enthusiasm or intensity

"The Necklace"
Chagrin—a feeling of disappointment or humiliation
Crossly—in an ill-natured manner
Dictation—the transcription of spoken text, or the act of speaking words that will be written or typed
Hierarchy—a system of ranking according to status, power, or importance
Impertinence—rudeness; illustrating a lack of respect
Rapture—great happiness; overwhelming emotion

"I Have a Dream"
Inextricably—inseparable; impossible to disentangle
Insufficient—Inadequate; not enough
Legitimate—reasonable; able to be defended by logic
Persecution—the act of treating people cruelly because of their religion or beliefs
Prodigious—great in quantity, size, or extent
Prosperity—the condition of being wealthy

"The Future in My Arms"
Accustomed—used to
Anticipation—the act of expecting something
Defiantly—proudly challenging authority
Repowza—(Haitian Creole) a sacred place
Shelter—a building that protects people or animals; home

Unit Learning Activities

"Marigolds"

Students receive StudySync workbooks and learn how they will be used for reading and annotation practice.
The teacher reviews how to make proper annotations, teaching students to highlight key ideas, ask questions, and make margin notes to improve comprehension.
Students are introduced to the homework poem "Sure You Can Ask Me a Personal Question" and learn what to focus on while reading at home.
Students complete a Readiness Screener benchmark to assess their current reading and writing skills.
Students begin reading Marigolds in their workbooks, discussing themes, vocabulary, and initial impressions.
Students finish reading and annotating Marigolds, ensuring all key details and themes are noted
Students respond to the RACES writing prompt and participate in a discussion about the homework story.
Students complete textual evidence work, citing specific lines from Marigolds to support their answers.
Students continue practicing textual evidence with a second set of questions to strengthen comprehension and analytical skills.
Students engage in character work by creating additional lines of dialogue for characters in Marigolds, demonstrating understanding of character voice and motivation.
Students turn in their textual evidence work and review key points from Marigolds and the homework story.
Students take a quiz on Marigolds and the homework story, while also submitting bi-weekly homework including annotations, a written paragraph, and the RACES writing prompt.

"The Necklace"

Students are introduced to key vocabulary for The Necklace to support comprehension.
Students begin reading The Necklace and complete a creative writing prompt inspired by the story's themes or characters.
Students check their workbooks, review vocabulary, and read Part 1 of The Necklace.
Students finish reading Part 2 of The Necklace and receive a theme worksheet while learning how to write a strong thesis statement.
Students participate in "Theme Detectives," analyzing the story to identify central themes using textual evidence.
Students turn in any missing papers, submit their theme worksheet, and review key points from the story.
Students take a quiz on The Necklace and create a visual representation of the story to reinforce comprehension.

"I Have a Dream"

Students learn key vocabulary from Martin Luther King Jr.'s I Have a Dream speech and are introduced to an extra credit opportunity.
Students explore how authors' language and style choices affect the audience through a classwork activity.
Students are assigned bi-weekly homework, begin reading I Have a Dream, and complete Part 1 of the text.
Students participate in a fun "silly speeches" activity while reading Part 2 of the speech to practice speaking and comprehension.
Students receive a lecture and booklet on primary and secondary sources to build historical analysis skills.
Students apply their knowledge of primary and secondary sources through an interactive activity.

"Welcome to America"

Students are introduced to Welcome to America, analyze imagery in the story, and work on bi-weekly homework.
Students participate in a Language, Style, and Audience group sorting challenge while discussing Welcome to America.
Students review key ideas, vocabulary, and themes from both I Have a Dream and Welcome to America in preparation for assessment.
Students submit bi-weekly homework and take a quiz on I Have a Dream and Welcome to America.

"Future in My Arms" & Care Package Project

Students are introduced to the story Future in My Arms (F.I.M.A.) and begin reading Part 1.
Students finish reading Part 2 of F.I.M.A. and complete a comprehension worksheet.
Students continue working on the worksheet while learning about a care package and letter project for a loved one.
Students begin drafting letters as part of the care package project.
Students finalize and present their care packages and letters.

End of Unit & Marking Period

Students review key concepts, vocabulary, and texts from the unit in preparation for the end-of-unit quiz.
Students take the first part of the end-of-unit quiz to assess understanding of all material.
Students complete the second part of the quiz to ensure full assessment.
Students submit their care packages and letters while completing the first part of the benchmark assessment.
Students submit any remaining extra credit assignments and complete the second part of the benchmark as the quarter concludes.
Self-Selected Reading Assessment
Care Package Project and Letter
Textual Evidence Classwork
Skills Practices
Think Questions

Unit Resources

McGraw Hill StudySync (9th-Grade Resources)

Assessments (Formative and Summative)

"Marigolds"

Students complete textual evidence work for "Marigolds," citing specific lines from the story to support their answers.
Students complete a second set of textual evidence questions to continue practicing citing evidence and analyzing the text.
Students engage in character work by creating additional dialogue for the characters in "Marigolds," demonstrating understanding of character motivation and voice.
Students take a quiz on "Marigolds" and the homework story "Sure You Can Ask Me a Personal Question."
Students submit bi-weekly homework, which includes 10 annotations on the homework story, a written paragraph for the writing prompt, and the RACES writing assignment.

"The Necklace"

Students complete a theme worksheet for "The Necklace," identifying the story's themes and supporting them with textual evidence.
Students take a quiz on "The Necklace" to assess comprehension and understanding of plot, characters, and themes.
Students create a visual representation of The Necklace to demonstrate understanding of story details and symbolism.

"I Have a Dream"

Students complete bi-weekly homework associated with "I Have a Dream," which includes reading, comprehension, and written responses.

"Welcome to America"

Students complete bi-weekly homework connected to "Welcome to America," demonstrating understanding of imagery, themes, and language choices.
Students take a quiz on "I Have a Dream" and "Welcome to America" to assess comprehension of both texts.

"The Future in My Arms" & Care Package Project

Students complete a comprehension worksheet for "The Future in My Arms" to demonstrate understanding of the story.
Students complete a care package and letter project, demonstrating understanding of the assignment, thoughtfulness in content, and proper letter-writing skills.

End of Unit & Marking Period

Students take the first part of the end-of-unit quiz to assess understanding of all unit material.
Students complete the second part of the end-of-unit quiz to ensure full assessment of knowledge.
Students complete Benchmark Part 1, which evaluates skills and knowledge across the quarter's content.
Students complete Benchmark Part 2 to finish the assessment of their quarter-long learning.
Students submit any remaining extra credit assignments to demonstrate additional mastery or engagement.

Curriculum Writer(s)

Regina Steele, Gretchen Kelly, Robert Fox

Board Approval Date

1_English 9 (Curriculum In Progress)
Unit 2 The Call To Adventure

Unit Description

This unit invites students into the richly imagined world of Middle Earth through J. R. R. Tolkien's The Hobbit, a classic fantasy-adventure novel and coming-of-age story. As they follow Bilbo Baggins—an ordinary hobbit thrust into an extraordinary quest—students will explore key literary elements such as character development, theme, and story structure. Tolkien's masterful use of figurative language and allusion, paired with the novel's exploration of courage, identity, and transformation, provides students with ample opportunities to think critically about heroism and personal growth. Students will analyze how Bilbo evolves from a reluctant traveler to a brave and resourceful leader, all while making connections to broader themes found in literature and life. By the end of the unit, students will use what they've learned to engage in meaningful discussion, analyze literary techniques, and craft their own written responses and arguments rooted in textual evidence.
Essential Question: What will you learn on your journey?
Texts: The Hobbit

- Analyze how an informational text's structure helps convey ideas clearly and effectively.
- Identify and explain a theme and how it develops across a text.
- Examine character development, including traits, motivations, and how characters change over time.
- Determine the central or main idea of a text and analyze how it is supported by details.
- Evaluate how media (such as videos, images, or audio) contribute to understanding a topic or story.
- Analyze how an author's point of view influences how events are described or information is presented.
- Identify and interpret literary devices such as symbolism, foreshadowing, and figurative language, and explain their effect on the text.

Standards

CC.1.3.9-10.A	-	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.3.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9-10.C	-	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.3.9-10.E	-	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
CC.1.3.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9-10.G	-	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.3.9-10.K	-	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.2.9-10.A	-	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.C	-	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CC.1.2.9-10.D	-	Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.E	-	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.G	-	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CC.1.2.9-10.H	-	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.2.9-10.I	-	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
CC.1.2.9-10.L	-	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.4.9-10.A	-	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.B	-	Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.9-10.C	-	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9-10.D	-	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
CC.1.4.9-10.E	-	Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Essential Questions

- What will you learn on your journey?

Objectives

Text: The Hobbit-Throughout the unit, students will read The Hobbit both in class and at home, individually and alongside a variety of paired texts that expand on the novel's themes and ideas. As they read, students will analyze character development, especially Bilbo's transformation as an unlikely hero. They will examine how Tolkien uses figurative language and literary devices to create mood, meaning, and tone. Students will also explore how the structure of a fantasy-adventure supports key themes, and how an author's point of view shapes the storytelling. Informational texts, media, and excerpts related to mythology and heroism will be used to deepen understanding and provide context for discussion and written analysis.
Skill: Informational Text Structure-After reading and discussing a model of informational text, students will be able to analyze how the text's structure helps convey ideas clearly and effectively.
Skill: Theme-After rereading and discussing a literary text, students will be able to identify a theme and explain how it develops across the text using textual evidence.
Skill: Character Development-After reading and analyzing a literary text, students will be able to examine character development, including traits, motivations, and how characters change over time.
Skill: Central or Main Idea-After reading and discussing an informational text, students will be able to determine the central or main idea and analyze how it is supported by relevant details.
Skill: Media Analysis-After engaging with multimedia sources, students will be able to evaluate how media elements—such as videos, images, or audio—contribute to the understanding of a topic or story.
Skill: Author's Point of View-After reading and analyzing a model text, students will be able to analyze how an author's point of view influences how events are described or how information is presented.
Skill: Literary Devices-After close reading and discussion, students will be able to identify and interpret literary devices such as symbolism, foreshadowing, and figurative language, and explain their effect on the text.

Key Vocabulary and Definitions

Academic Vocabulary

Cause and effect text structure—a text structure that explains how or why something happened
Compare and contrast text structure—a text structure that explains similarities and differences between two or more things
Problem and solution text structure—a text structure that presents a problem or series of problems with suggestions on how to solve them
Sequential text structure—a text structure in which events or steps are presented in the order in which they have taken place
Text structure—the order or pattern a writer uses to organize information
Infer—to determine something not stated directly by using reasoning and evidence from the text
Theme—the central idea or message of a work of literature, often expressed as a general statement about life
Topic—the subject of a text, usually expressed as a single word or phrase in the form of a noun
Analyze—to examine the parts of something in detail
Central idea—the most important point that an author makes about a topic in a text
Detail—a fact, a description, an example, or a reason that further explains a key idea
Supporting idea—a focused explanation or argument that helps develop the central idea
Author's point of view—the way an author looks at a topic or subject and their attitude toward it
Author's purpose—an author's reason for writing, such as to entertain, to inform, or to persuade
Media—the plural form of the word medium; a means of sending a communication to an intended audience
Medium—a means or form of communication, information, or entertainment such as television, the Internet, and radio

Content Vocabulary

apparently—as far as one knows
cross—to fold so as to resemble a cross
throng—a dense crowd
audacious—very bold and risky
policy— a plan that outlines expectations and procedures for a given situation
curious—strange or unusual
grim—gloomy; serious
precise—clearly defined and accurate
purloin—took without permission
incantation—a ritual recitation of words or sounds believed to have a magical effect
vast—of very great extent or quantity, a large amount of something
gruffly—in a coarse or harsh manner
unoccupied—not held or filled or in use
passage—the act of passing from one state or place to the next
direction—a way to go; a purpose or point to move toward

fund—an available quantity of resources either tangible or intangible
anxious—eager with a sense of unease
relieved—no longer feeling anxious or upset
antiquity—the condition of being ancient or antique
brood—to think anxiously about something
debate—to argue in favor or in opposition to a subject
awkward—difficult to handle or manage; cumbersome
evidently—in an obvious manner
uncanny—mysterious, especially in a weird or eerie way
render—to provide or give something useful or necessary to
plight— a troubling situation; a dangerous predicament
venture—to do or undertake something despite the risk or danger involved
suspicious—showing distrust or doubt; having a belief that someone or something is questionable or dishonest
cease—to put an end to a state or an activity
mount—to climb
inquisitive—curious or questioning
taut—stretched or pulled tight; not loose or slack
heartily—with gusto and without reservation
completely—with everything necessary
constantly—without interruption
upset—to disturb or to move deeply
inclined—having a tendency or desire to do something
pursue—to follow in order to overtake; to chase
errand—a short trip or task for a particular purpose
potent—having significant effect; strong, powerful
dreary—depressing, literally or figuratively dark
promontory—a rocky mass that juts out into the water
crossly—in a grumpy manner
bleak—without hope
maraud—to roam and raid for booty
exceed—to be greater in scope or size than some standard
vast—of very great extent or quantity, a large amount of something
recover— to bring back to a normal position or condition
plunder—the violent seizure of property
magnify—to increase in size or significance
expert—having authoritative knowledge
adornment—decoration or ornament
dominion—lands controlled by a ruler or government
wax—to become larger or stronger; increase
prefer—to like better; value more highly
obtain— to come into possession of
host— a large group or number (of people or things)
remnant—a part or piece left over; a remainder
claim—a statement that you have a right to something; a statement that something belongs to you
grievous—causing great sorrow or pain
alter—to change or to cause to change character or composition
dispose—to take care of; to put away in a particular arrangement
reconciliation—the act of bringing together two different parties who have been quarrelling or disagreeing
multitude—a large number
hideous—extremely ugly
amend—to correct or make better
assure—to guarantee something
banish—to force to leave a country or place
presume—think something is true without facts

Unit Learning Activities

Hobbit coloring activity to introduce students to Middle-earth and spark creativity.
Watch a J.R.R. Tolkien introduction video and take an open-note quiz to learn about the author's life and influences.
Official introduction to The Hobbit with pre-reading questions to prepare students for themes, characters, and setting.
Read Chapter 1 in class to begin exploring Bilbo's world and initial adventure.
Continue reading Chapter 1 in class, focusing on comprehension and character introduction.
Read Chapter 2 in class, highlighting early challenges and Bilbo's responses to adventure.
Introduce Restless Genes, discuss informational text structure, and highlight non-fiction reading strategies.
Read Restless Genes in class, emphasizing genetic traits, human exploration, and environmental interaction.
Creative Scenario: Students design a "Restless Explorer" character and write a short story demonstrating how 7R traits affect exploration.
Debate activity: "Is 7R the Explorer Gene?" to evaluate evidence critically and discuss the role of genetics in exploratory behavior.
Reading check quiz covering Chapters 1–4.
Discuss Chapters 3–4 in class.
Complete a magical creature survey to reinforce comprehension.
Compare The Hobbit and Restless Genes using a Venn diagram to examine themes of exploration, curiosity, and risk-taking.
Begin and complete The Hobbit/Restless Genes essay analyzing connections between fiction and non-fiction exploration themes.
Read Chapters 5–6 in class, focusing on Bilbo's growing skills, problem-solving, and courage.
Discuss the development of adventure and the narrative arc.
Engage with Gollum riddles to explore character interaction and logic challenges in the story.
Summarize Chapter 7 to reinforce comprehension and sequencing.
Read Chapter 8 in class, continuing the adventure and problem-solving focus.
Read Chapter 9 in class; assign Chapters 10–11 for homework to encourage independent reading.
Wild independent reading / cold read for comprehension and fluency practice
Discuss Wild and compare it to The Hobbit to analyze themes of personal journey and exploration.
Comic book adaptation of Chapter 12 in class; assign Chapter 13 for homework.
Read Chapter 14 in class, focusing on plot development and character growth.
Assign Chapters 15–16 for homework over break; watch a Christmas movie as a holiday activity.
Introduce essay projects and review key points from The Hobbit to refresh students' knowledge.
Read Chapter 17 in class, discussing narrative developments and Bilbo's journey.
Read Chapter 18 in class, continuing analysis of character development and adventure.
Read Chapter 19 in class to conclude Bilbo's adventure and discuss thematic resolutions.
Continue drafting, revising, and submitting The Hobbit character development essay, connecting fictional exploration with human traits and genetic factors.
Begin the character analysis essay by introducing the chosen character, developing a clear claim, and organizing supporting evidence.
Continue drafting the character analysis essay by writing focused body paragraphs using textual evidence and analysis.
Complete the conclusion paragraph for the character analysis essay and finalize revisions before submission.
Character Development Journal
Blue Book Tracker
Skill Practices
Think Questions

Unit Resources

McGraw Hill StudySync (9th-Grade Resources)

Assessments (Formative and Summative)

Reading check quizzes
Restless Genes/Hobbit Essay
Hobbit Character Development Essay

Curriculum Writer(s)

Regina Steele, Gretchen Kelly, Robert Fox

Board Approval Date

1_English 9 (Curriculum In Progress)
Unit 3- Declaring Your Genius

Unit Description

In this unit, students will read the suspenseful short story The Most Dangerous Game by Richard Connell, a classic tale that explores themes of survival, ethics, and what it truly means to be civilized. Through close reading and analysis, students will examine character motivation, conflict, and point of view, while also engaging with rhetorical techniques and figurative language that build tension in the text. As a culminating activity, students will participate in a "Big Game Debate," where they will take on opposing viewpoints and practice using persuasive strategies—including ethos, logos, and pathos—to build strong arguments. Inspired by the themes of the story and the skills they've developed, students will then write an argumentative essay in support of a real-world cause they personally care about, using evidence, reasoning, and rhetorical appeals to persuade their audience. This unit challenges students to think critically, speak confidently, and write with purpose about the issues that matter most to them.
Essential Question: How do you define intelligence?
Texts: Various Argumentative Texts, Most Dangerous Game

- Recognize different genres, with a focus on understanding the structure and purpose of argumentative writing.
- Use and apply academic vocabulary to communicate ideas clearly in both speaking and writing.
- Analyze character traits, development, and motivations to understand how characters drive the plot and theme.
- Identify and interpret figurative language (such as similes, metaphors, and personification) and analyze its effect on meaning and tone.
- Participate in a debate, using clear reasoning and evidence to support a point of view.
- Evaluate and apply rhetorical appeals—ethos (credibility), logos (logic), and pathos (emotion)—in both speech and writing.
- Plan and write an argumentative essay that clearly states a claim, uses relevant evidence, and addresses counterclaims.

Standards

CC.1.3.9-10.A	-	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.3.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9-10.C	-	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.3.9-10.E	-	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
CC.1.3.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9-10.G	-	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.3.9-10.H	-	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.3.9-10.K	-	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.2.9-10.A	-	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.C	-	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CC.1.2.9-10.D	-	Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.E	-	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences,

		paragraphs, or larger portions of a text.
CC.1.2.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.G	-	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CC.1.2.9-10.H	-	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.2.9-10.I	-	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
CC.1.2.9-10.L	-	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.4.9-10.G	-	Write arguments to support claims in an analysis of substantive topics.
CC.1.4.9-10.H	-	Write with a sharp distinct focus identifying topic, task, and audience. * Introduce the precise claim.
CC.1.4.9-10.I	-	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CC.1.4.9-10.J	-	Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.4.9-10.K	-	Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.L	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.S	-	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.9-10.T	-	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CC.1.4.9-10.U	-	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CC.1.4.9-10.V	-	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.1.4.9-10.X	-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
CC.1.5.9-10.A	-	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9-10.B	-	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
CC.1.5.9-10.C	-	Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CC.1.5.9-10.D	-	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
CC.1.5.9-10.E	-	Adapt speech to a variety of contexts and tasks.
CC.1.5.9-10.F	-	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
		Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and

CC.1.5.9-10.G - content.

Essential Questions

- Does intelligence only refer to book-smarts?
- Other than performing well on tests, how else can people reveal their intelligence?
- How do you define intelligence?

Objectives

Texts: Various Argumentative Texts-As students read a range of argumentative texts, they will analyze the structure and purpose of arguments, identify claims and counterclaims, and evaluate how authors use evidence and rhetorical appeals—including ethos, logos, and pathos—to persuade an audience. Students will also explore tone, word choice, and point of view, and compare how different authors develop and present arguments on similar topics.
First Read: “The Most Dangerous Game”-After an initial reading and discussion of The Most Dangerous Game, students will be able to summarize key ideas, identify elements of suspense and plot structure, and analyze character motivation using textual evidence.
Close Read: “The Most Dangerous Game”-After engaging in a close reading of The Most Dangerous Game, students will be able to analyze the development of theme and character, and make inferences about the author’s purpose and tone, supporting their analysis with strong textual evidence.
Argumentative Writing: Drafting Phase-After reading and analyzing model argumentative texts, students will be able to plan and draft an argumentative essay by developing a clear claim, organizing reasons logically, and outlining supporting evidence.
Argumentative Writing: Evidence Phase-After discussing strategies for integrating support, students will be able to gather and incorporate relevant evidence—including facts, examples, and quotations—and address opposing viewpoints through counterclaims and rebuttals.
Argumentative Writing: Perfecting Phase-After drafting and peer reviewing, students will revise and edit their argumentative essays to strengthen clarity, cohesion, and effectiveness. This includes refining word choice, sentence structure, and transitions, and ensuring proper grammar, mechanics, and formatting.
Skill: Recognizing Genre – Argumentative Writing-After reading and analyzing a variety of texts, students will be able to recognize different genres, with a focus on understanding the structure and purpose of argumentative writing.
Skill: Academic Vocabulary- After reading and discussing academic texts, students will be able to use and apply academic vocabulary to clearly express ideas in both speaking and writing.
Skill: Character Analysis-After reading and analyzing a literary text, students will be able to analyze character traits, development, and motivations to understand how characters influence the plot and reveal the theme.
Skill: Figurative Language-After close reading and discussion, students will be able to identify and interpret figurative language—such as similes, metaphors, and personification—and analyze its effect on meaning and tone.
Skill: Debate and Oral Argument-After preparing and participating in structured discussions, students will be able to present a clear point of view in a debate using logical reasoning and supporting evidence.
Skill: Rhetorical Appeals-After analyzing argumentative texts and speeches, students will be able to evaluate and apply rhetorical appeals—ethos, logos, and pathos—in both written and spoken arguments.
Skill: Argumentative Essay Writing-After reading and analyzing model essays, students will be able to plan and write an argumentative essay that clearly states a claim, includes relevant evidence, and addresses counterclaims effectively.

Key Vocabulary and Definitions

Academic Vocabulary
Argument - a piece of writing or speech expressing and defending an opinion about a topic
Claim - a statement expressing a main idea of an argument
Evidence - facts, statistics, numerical data, quotations, specific examples, and expert opinions that support a claim
Reason - an explanation that states why others should accept a claim
Author's point of view - the way an author looks at a topic or subject and their attitude toward it
Author's purpose - an author's reason for writing, such as to entertain, to inform, or to persuade
Cause and effect structure - a text structure that explains how or why something happened
Compare and contrast text structure - a text structure that explains similarities and differences between two or more things
Problem and solution text structure - a text structure that presents a problem or series of problems with suggestions on how to solve them
Sequential text structure - a text structure in which events or steps are presented in the order in which they have taken place
Text structure - the order or pattern a writer uses to organize information
Analyze - to examine the parts of something in detail
Flashback - a scene in a story, play, movie, or TV show that is set in a time earlier than the events in the main story
Plot - the sequence of events that take place in a work of literature
Setting - the time and place of the events in a work of literature
Story structure - the outline a writer uses to organize and tell a story
Theme - the central idea or message of a work of literature, often expressed as a general statement about life
Antagonist - the character whose goals work against the protagonist
Character - an individual in a literary work whose thoughts, feelings, actions, and reactions move the action of the plot forward
Dialogue - a conversation between characters
Plot - the sequence of events that take place in a work of literature
Protagonist - the main character—the one the story revolves around and who usually has a problem to solve
Resolution - the final outcome of the story's conflict
Trait - an aspect of a person or character's behavior and attitude that make up that character's personality
Argument - a piece of writing or speech expressing and defending an opinion about a topic
Claim - a statement expressing a main idea of an argument
Debatable - something that can be proven or disproven
Delineate - to describe, trace, or outline
Evidence - facts, statistics, numerical data, quotations, specific examples, and expert opinions that support a claim
Reasoning - statements, questions, and appeals that explain why a reader should consider the evidence that is presented and accept the claim
The Most Dangerous Game
Indolently - lazily; so as to avoid activity
Mirage - an optical illusion found in the desert or at sea in which an object appears to be displaced from its true location
Sensuous - having to do with the senses as opposed to the intellect; luxurious
Tangible - able to be physically touched or perceived
Vitality - the state of being lively and energetic

Unit Learning Activities

Distribute workbooks and introduce Most Dangerous Game (MDG) to prepare students for the upcoming reading unit.
Read MDG in class, focusing on comprehension, character development, and plot structure.
Continue reading MDG in class while analyzing important events, conflicts, and character motivations.
Continue reading MDG in class and monitor comprehension through discussion and annotation strategies.
Analyze figurative language in MDG, focusing on imagery, symbolism, and author's craft.
Watch selected film scenes and complete a comparison activity analyzing similarities and differences between the text and film adaptation.
Participate in a classroom debate analyzing key themes and conflicts from MDG while using evidence to support arguments.
Review unit concepts through interactive activities and complete a "Choose Your Own Adventure" style comprehension and analysis task.
Complete a quiz assessing comprehension and analysis skills from the MDG unit, then brainstorm topics for the argumentative essay.
Introduce argumentative writing by drafting thesis statements and introductory paragraphs focused on clear claims and organization.
Use the "essay sandwich" structure to strengthen argumentative essay introductions and paragraph organization.
Visit the library to gather research, compile evidence, and evaluate credible sources for the argumentative essay.
Participate in a writing workshop focused on introductions and first body paragraphs, emphasizing evidence integration and analysis.
Continue argumentative essay writing workshops with a focus on developing body paragraphs and supporting claims effectively.
Complete introduction and first body paragraph checks while participating in workshops focused on counterarguments and second body paragraph development.
Use assigned makeup and workshop days to revise, edit, and strengthen argumentative essay drafts.
Participate in writing workshops focused on second and third body paragraph development as well as conclusion writing strategies.
Complete an MLA formatting workshop covering citations, headings, and Works Cited page expectations.
Finalize argumentative essays through revision, editing, formatting, and submission preparation before the final due date.

Unit Resources

McGraw Hill StudySync (9th-Grade Resources)

Assessments (Formative and Summative)

Character development essay analyzing the growth, traits, and decisions of a major character from The Hobbit using textual evidence and analysis.
Reflective journal responses connected to themes, character development, and personal connections throughout The Hobbit unit.
Reading comprehension worksheets and guided reading activities completed throughout The Most Dangerous Game unit.
Quiz assessing comprehension, vocabulary, literary elements, and analysis skills from The Most Dangerous Game.
Argumentative essay using research, evidence, counterclaims, and MLA formatting to support a clear argumentative claim.
Writing checks and paragraph conferences throughout the argumentative writing process to assess progress, organization, evidence integration, and revision skills.

Curriculum Writer(s)

Regina Steele, Gretchen Kelly, Robert Fox

Board Approval Date

1_English 9 (Curriculum In Progress)
Unit 4- The Art of Disguise

Unit Description

In this unit, students will dive into William Shakespeare's The Tragedy of Romeo and Juliet, one of the most iconic and widely referenced works in literature. While often remembered as a timeless love story, the play offers much more beneath the surface—including sharp wit, bawdy humor, and a powerful commentary on youth, conflict, and fate. Students will explore how Shakespeare uses language, figurative devices, and dramatic structure to shape characters and build tension, especially through the contrast between romance and violence. As they read, students will analyze the impact of the family feud, discuss the impulsiveness of the characters, and question how love and loyalty can both inspire and destroy. Through close reading, collaborative discussion, and performance-based activities, students will develop their ability to interpret complex texts and reflect on the relevance of Shakespeare's themes in today's world.
Essential Question: How do we perform for different audiences?
Texts: Romeo and Juliet

- Summarize key ideas and details to demonstrate understanding of a text.
- Identify and analyze informational text elements such as headings, graphics, and supporting evidence.
- Analyze story structure, including exposition, rising action, climax, falling action, and resolution.
- Examine how characters are developed through actions, dialogue, and interactions.
- Identify and explain a theme and how it is revealed through characters, setting, and plot.
- Understand and analyze dramatic elements and structure, including dialogue, stage directions, and dramatic irony.
- Recognize and interpret allusions and how they add deeper meaning to a text.
- Evaluate how media contributes to or changes the understanding of a topic or story.
- Determine the author's purpose and point of view and analyze how they shape the content and tone of a text.

Standards

CC.1.3.9-10.A	-	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.3.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9-10.C	-	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.3.9-10.D	-	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
CC.1.3.9-10.E	-	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
CC.1.3.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9-10.G	-	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.3.9-10.H	-	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.3.9-10.K	-	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.3.9-10.K	-	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.2.9-10.A	-	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.C	-	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and

		the connections that are drawn between them.
CC.1.2.9-10.D	-	Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.E	-	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.G	-	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CC.1.2.9-10.H	-	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.2.9-10.I	-	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
CC.1.2.9-10.L	-	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.5.9-10.A	-	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9-10.B	-	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
CC.1.5.9-10.C	-	Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CC.1.5.9-10.D	-	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
CC.1.5.9-10.E	-	Adapt speech to a variety of contexts and tasks.
CC.1.5.9-10.F	-	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.9-10.G	-	Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.
CC.1.4.9-10.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.2.9-10.J	-	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.9-10.K	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.9-10.I	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.9-10.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.4.9-10.S	-	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.9-10.T	-	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CC.1.4.9-10.X	-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Essential Questions

- How do we perform for different audiences?

Objectives

Texts: The Tragedy of Romeo and Juliet-Students will engage with Shakespeare's Romeo and Juliet by exploring the complexity of its characters, language, and themes. They will analyze the dramatic structure, including dialogue, stage directions, and dramatic irony, to understand how tension and emotion build throughout the play.
Skill: Summarizing-After reading and discussing a text, students will be able to summarize key ideas and supporting details to demonstrate understanding.
Skill: Informational Text Elements-After reading and analyzing informational texts, students will be able to identify and analyze elements such as headings, graphics, and supporting evidence to understand how they contribute to meaning.
Skill: Story Structure-After reading and discussing a literary text, students will be able to analyze story structure, including exposition, rising action, climax, falling action, and resolution.
Skill: Character Development- After reading and analyzing a narrative, students will be able to examine how characters are developed through their actions, dialogue, and interactions with others.
Skill: Theme- After close reading and discussion, students will be able to identify a central theme and explain how it is revealed through characters, setting, and plot.
Skill: Dramatic Elements and Structure-After reading and discussing a dramatic text, students will be able to understand and analyze dramatic elements and structure, including dialogue, stage directions, and dramatic irony.
Skill: Allusion-After reading and analyzing a literary text, students will be able to recognize and interpret allusions and explain how they add deeper meaning to the text.
Skill: Media Analysis-After engaging with various media sources, students will be able to evaluate how media contributes to or changes the understanding of a topic or story.
Skill: Author's Purpose and Point of View-After reading and analyzing a text, students will be able to determine the author's purpose and point of view and analyze how they shape the content and tone of the text.

Key Vocabulary and Definitions

Act 1
Augment—to make greater in size, number, or strength; to increase
Chastity—the practice of abstaining from sexual intercourse
Consent—permission to do something
Mar—to blemish or disfigure; to damage
Quarrel—dispute or disagreement
Strife—strong, angry disagreements between individuals or groups
Transparent—easy to take in or understand

Act 2
Adjacent - having a common boundary or edge; abutting, touching
Compliment - a comment that says something nice about someone or something
Conjure - to make something appear as if by magic
Feign - to make a pretense of having a feeling or injury
Moderately - in a reasonable way; in a manner that is neither too much nor too little
Predominant - most frequent or common
Rash - without thought, careless
Substantial - fairly large
Waverer - one who hesitates (usually out of fear)

Act 3
Conduct - the way in which a person behaves
Effeminate - having qualities or traits considered to be associated with women
Exile - the state of being cast out or barred from one's home state or country, usually for political reasons
Fickle - changing often, particularly one's loyalty and affection
Proceeding - a series of actions that involve settling legal matters
Tedious - boring, long, and slow
Vile - extremely unpleasant or offensive

Act 4
Advance - to move forward
Bound - the edge of something; a boundary
Contrary - opposition or a reversal
Inundation - a flood; an abundance of something
Lamentable - shameful, sad, and worthy of condemnation
Redress - correction, usually with compensation for any harm resulting from the error
Supple - flexible; able to bend, twist, and move easily
Treacherous - untrustworthy; dangerous

Act 5
Aloof - not involved or interested, removed or distant
Amorous - something that connotes or indicates love, especially if it is sexual in its nature or essence
Compound - a whole formed by a union of two or more elements or parts
Contradict - to assert the opposite of something
Inauspicious - unlikely to be successful
Peruse - to examine or consider with attention; to read carefully
Presage - to indicate or give a sign that something good or bad will happen
Tedious - boring, long, and slow

Unit Learning Activities

Watch and analyze a video on Elizabethan England while completing guided notes and discussion questions to build historical background knowledge for Romeo and Juliet.
Complete a “Least to Most Excusable” character actions activity to evaluate decision-making, morality, and perspective-taking skills connected to the play’s conflicts.
Participate in an introduction to William Shakespeare and complete a “Shakespeare is Everywhere” activity exploring modern language, phrases, and cultural references influenced by Shakespeare.
Read and analyze the Prologue of Romeo and Juliet while identifying foreshadowing, theme, and key plot details.
Read Act 1 Scene 1 in class, focusing on conflict, characterization, and the introduction of the Montague and Capulet feud.
Continue reading Act 1 while analyzing dialogue, dramatic structure, and important character relationships.
Participate in guided reading activities and complete a Google Form comprehension activity focused on Act 1 content and analysis.
Complete and submit the Act 1 Google Form activity while continuing close reading and homework-based comprehension practice.
Watch selected scenes from the film adaptation of Romeo and Juliet while comparing directorial choices to the original text.
Review Act 1 through class discussion, collaborative review activities, and homework analysis practice.
Complete an Act 1 quiz assessing comprehension, vocabulary, characterization, and literary analysis skills.
Read Act 2 Scene 2 (“The Balcony Scene”) while analyzing figurative language, characterization, and themes of love and conflict.
Continue reading Act 2 in class while practicing annotation, discussion, and textual analysis strategies.
Continue reading Act 2 while examining plot development, dramatic irony, and character motivations.
Read additional sections of Act 2 while focusing on conflict progression and Shakespearean language comprehension.
Participate in a modern adaptation of the Balcony Scene to compare Shakespearean dialogue with contemporary language and situations.
Watch film clips and complete review activities comparing the text to visual interpretations of Act 2.
Complete an Act 2 quiz assessing comprehension, analysis, vocabulary, and understanding of major themes and events.
Read Act 3 Scene 1 in class, focusing on turning points, character decisions, and rising tension within the play.
Continue reading Act 3 while analyzing consequences, emotional conflict, and dramatic structure.
Complete a vocabulary and “Fortune’s Fool” assignment examining figurative language, word meaning, and thematic significance.
Continue reading Act 3 while discussing conflict escalation and the impact of impulsive decisions.
Complete a “Dear Diary” creative writing activity written from a character’s perspective to demonstrate understanding of character emotions and motivations.
Read Act 3 Scene 5 while analyzing character interactions, family expectations, and dramatic tension.
Watch the Act 3 film adaptation and compare cinematic interpretation to Shakespeare’s original text.
Participate in review activities and assigned makeup work to reinforce comprehension and literary analysis skills from Act 3.
Submit the “Dear Diary” assignment and complete an Act 3 quiz assessing reading comprehension and analysis.
Complete an Edpuzzle activity on Act 3 Scene 5 to reinforce comprehension through guided video analysis and interactive questioning.
Read Act 4 Scenes 1–3 while analyzing suspense, planning, and character motivations leading toward the climax.
Read Act 4 Scene 4 and Act 5 Scene 1 while examining pacing, dramatic irony, and the consequences of earlier conflicts.
Read Act 5 Scenes 2–3 in class, focusing on tragedy, resolution, and the play’s central themes.
Finish reading Romeo and Juliet and participate in movie comparison and review activities analyzing the ending and overall themes.
Complete an Acts 4 and 5 quiz assessing comprehension, literary analysis, vocabulary, and thematic understanding.
Complete Benchmark Assessment Part 1 to assess reading comprehension and writing skills developed throughout the unit.
Complete Benchmark Assessment Part 2 to continue assessment of analytical reading and writing performance.
Begin designing a creative book cover project representing important themes, symbols, characters, and conflicts from Romeo and Juliet.
Complete the Romeo and Juliet book cover project by incorporating symbolism, imagery, and written explanations demonstrating understanding of the text.

Unit Resources

McGraw Hill StudySync (9th-Grade Resources)

Assessments (Formative and Summative)

Act 1 Quiz
Act 2 Quiz
Act 3 Quiz
Act 4-5 Quiz
End of Year Assessment

Elizabethan England video worksheet assessing historical background knowledge and comprehension of the cultural context surrounding Romeo and Juliet.
“Least to Most Excusable” analysis activity evaluating students’ ability to analyze character decisions, conflict, and perspective.
Google Form comprehension activities assessing understanding of Act 1 plot events, characterization, and literary elements.
Homework reading assignments and guided reading questions completed throughout the unit to monitor comprehension and engagement.
Act 1 quiz assessing comprehension, vocabulary, characterization, conflict, and literary analysis skills.
Modern Balcony Scene activity evaluating understanding of Shakespearean language, theme, and character relationships through modern adaptation.
Act 2 quiz assessing comprehension, figurative language, dramatic irony, and thematic understanding.
“Fortune’s Fool” vocabulary and analysis assignment examining Shakespearean language, word meaning, and thematic significance.
“Dear Diary” creative writing assignment written from the perspective of a character to demonstrate understanding of characterization, emotions, and conflict.
Act 3 quiz assessing comprehension, analysis of conflict, characterization, and plot development.
Edpuzzle video activity assessing comprehension and analysis of Act 3 Scene 5 through interactive questioning.
Acts 4 and 5 quiz assessing comprehension, tragedy structure, theme development, and literary analysis skills.
Benchmark Assessment Parts 1 and 2 evaluating reading comprehension, writing ability, and analytical thinking skills.
Romeo and Juliet book cover project assessing understanding of symbolism, theme, imagery, characterization, and overall interpretation of the text.

Elizabethan England video worksheet assessing historical background knowledge and comprehension of the cultural context surrounding Romeo and Juliet.
“Least to Most Excusable” analysis activity evaluating students’ ability to analyze character decisions, conflict, and perspective.
Google Form comprehension activities assessing understanding of Act 1 plot events, characterization, and literary elements.
Homework reading assignments and guided reading questions completed throughout the unit to monitor comprehension and engagement.
Act 1 quiz assessing comprehension, vocabulary, characterization, conflict, and literary analysis skills.
Modern Balcony Scene activity evaluating understanding of Shakespearean language, theme, and character relationships through modern adaptation.
Act 2 quiz assessing comprehension, figurative language, dramatic irony, and thematic understanding.
“Fortune’s Fool” vocabulary and analysis assignment examining Shakespearean language, word meaning, and thematic significance.
“Dear Diary” creative writing assignment written from the perspective of a character to demonstrate understanding of characterization, emotions, and conflict.
Act 3 quiz assessing comprehension, analysis of conflict, characterization, and plot development.
Edpuzzle video activity assessing comprehension and analysis of Act 3 Scene 5 through interactive questioning.
Acts 4 and 5 quiz assessing comprehension, tragedy structure, theme development, and literary analysis skills.
Benchmark Assessment Parts 1 and 2 evaluating reading comprehension, writing ability, and analytical thinking skills.
Romeo and Juliet book cover project assessing understanding of symbolism, theme, imagery, characterization, and overall interpretation of the text.

Curriculum Writer(s)

Regina Steele, Gretchen Kelly, Robert Fox

Board Approval Date

1_English 9 CP (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	Unit 1 Divided We Fall
Module 2:	Unit 2 The Call To Adventure
Module 3:	Unit 3- Declaring Your Genius
Module 4:	Unit 4- The Art of Disguise

1_English 9 CP (Curriculum In Progress)
Unit 1 Divided We Fall

Unit Description

Main Texts: Thematic/"Marigolds" by Eugenia Collier and "The Necklace" by Guy de Maupassant
In this unit, students will explore the question of why people feel the need to belong. Through short fiction and related texts, students will examine how characters, speakers, and real people respond to challenges involving identity, acceptance, social pressure, dignity, and community. The unit's genre focus is fiction, with "Marigolds" and "The Necklace" serving as anchor texts for the study of character, conflict, plot, theme, and author's craft.

Eugenia Collier's "Marigolds" focuses on a young narrator's moment of emotional growth as she reflects on poverty, frustration, innocence, and compassion. Guy de Maupassant's "The Necklace" explores pride, appearance, social class, and the consequences of choices. Together, these stories help students analyze how characters' decisions, conflicts, and experiences reveal larger ideas about belonging, self-worth, and personal growth.

Students will also read across genres through selections such as the poem "Sure You Can Ask Me A Personal Question" by Diane Burns, Dr. Martin Luther King Jr.'s "I Have a Dream" speech, Sara Abou Rashed's poem "Welcome to America," and Edwidge Danticat's memoir "The Future in My Arms." These texts allow students to consider belonging from literary, historical, cultural, and personal perspectives while continuing to build reading comprehension, vocabulary, discussion, and writing skills.

Essential Question: Why do we feel the need to belong?

Genre Focus: Fiction

Themes: Belonging, Identity, Acceptance, Social Pressure, Growing Up, Community, Self-Worth

Skills: Annotation, Context Clues, Monitoring Comprehension, Text-Dependent Responses, Textual Evidence, Character Development, Plot, Conflict, Theme, Tone, Author's Word Choice, Collaborative Conversations, Short Constructed Responses, Peer Review, Recognizing Genre: Fiction, Academic Vocabulary, Personal Response, Compare and Contrast, Author's Purpose, Narrative Writing

Strategies: Vocabulary building, RACES, Keys to Literacy, guided annotation, graphic organizers, sentence frames, collaborative discussion, close reading, StudySync skill lessons, reading comprehension support

Assessments: Readiness Screener, Benchmark 1, formative reading checks, short constructed responses, text-dependent written responses, narrative writing project, End of Unit 1 Assessment

Students will be able to:

- Use annotations to track ideas, ask questions, and make meaning while reading.
- Apply context clues to figure out the meaning of unfamiliar or complex words.
- Strengthen reading comprehension through active reading and discussion.
- Support written and spoken responses with strong textual evidence from the text.
- Analyze how an author's language, style, and audience choices impact meaning and tone.
- Identify and evaluate primary and secondary sources in informational texts.
- Determine and explain a text's theme and how it develops over time.
- Analyze character development and how characters' choices affect the plot and theme.

Standards

CC.1.3.9-10.A	-	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.3.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9-10.C	-	Analyze how complex characters develop over the course of a text, interact with other characters, and

		advance the plot or develop the theme.
CC.1.3.9-10.E	-	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
CC.1.3.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9-10.G	-	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.3.9-10.H	-	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.3.9-10.K	-	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.2.9-10.A	-	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.C	-	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CC.1.2.9-10.D	-	Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.E	-	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.G	-	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CC.1.2.9-10.H	-	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.2.9-10.I	-	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
CC.1.2.9-10.L	-	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.4.9-10.A	-	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.B	-	Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.9-10.C	-	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9-10.D	-	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
CC.1.4.9-10.E	-	Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.S	-	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.9-10.T	-	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CC.1.4.9-10.X	-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

CC.1.5.9-10.A	-	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9-10.B	-	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
CC.1.5.9-10.C	-	Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CC.1.5.9-10.D	-	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
CC.1.5.9-10.E	-	Adapt speech to a variety of contexts and tasks.
CC.1.5.9-10.F	-	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.9-10.G	-	Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

Essential Questions

- Why do we feel the need to belong?
- Why does it often hurt to feel excluded from the group?
- What's wrong with being an outsider?
- Is there value in the outsider's perspective?
- What risks do outsiders take?

Objectives

First Read: "Marigolds"—After an initial reading and discussion of the story, students will be able to apply reading comprehension strategies, use context clues to determine word meanings, and explain key ideas about character, conflict, and setting using relevant textual evidence.
Close Read: "Marigolds"—After engaging in a close reading and discussion of the story, students will be able to analyze how Eugenia Collier develops theme through characterization, conflict, setting, and reflection, supporting their analysis with relevant textual evidence in a developed written response.

First Read: "The Necklace"—After an initial reading and discussion of the story, students will be able to identify story structure, analyze character motivation, and explain how conflict and plot events contribute to the development of meaning.
Close Read: "The Necklace"—After engaging in a close reading of the story, students will be able to analyze how Guy de Maupassant uses irony, characterization, and plot structure to develop theme and tone, citing relevant textual evidence in a developed written response.

First Read: "Sure You Can Ask Me a Personal Question"—After an initial reading and discussion of the poem, students will be able to identify the speaker, situation, and central ideas of the poem; use context clues to determine the meaning of unfamiliar words and phrases; and demonstrate understanding through responses supported by textual evidence.
Close Read: "Sure You Can Ask Me a Personal Question"—After engaging in a close reading and discussion of the poem, students will be able to evaluate how the poet's language, tone, style, and awareness of audience shape meaning, reveal purpose, and influence the reader's interpretation of the text, supporting their analysis with relevant textual evidence.

First Read: "I Have a Dream"—After an initial reading and discussion of the speech, students will be able to identify the author's purpose, analyze rhetorical appeals, determine the meaning of vocabulary in context, and explain how the speech connects to the unit's essential question.
Close Read: "I Have a Dream"—After engaging in a close reading of the speech, students will be able to analyze how repetition, imagery, rhetorical devices, and appeals to audience contribute to the power and meaning of the speech, supporting their analysis with strong textual evidence.

First Read: "Welcome to America"—After an initial reading and discussion of the poem, students will be able to identify main ideas and supporting details, make predictions, and explain how the speaker's experiences develop ideas about identity and belonging.
Close Read: "Welcome to America"—After engaging in a close reading of the poem, students will be able to analyze the author's point of view and explain how structure, word choice, and tone contribute to meaning and audience impact.

First Read: "The Future in My Arms"—After an initial reading and discussion of the story, students will be able to identify central ideas, use context clues to determine vocabulary, and explain how personal experience shapes the author's message.
Close Read: "The Future in My Arms"—After engaging in a close reading of the story, students will be able to analyze how Edwidge Danticat uses language, tone, and personal reflection to reveal purpose and develop ideas about family, identity, and belonging, supporting their analysis with textual evidence.

StudySync Skills Lessons
Annotations—After reading and discussing a model, students will be able to create purposeful annotations that track key ideas, ask questions, identify important details, and support later discussion and writing.
Context Clues—After rereading and discussing a model of close reading, students will be able to use context clues—such as definition, comparison, contrast, examples, and inference—to determine the meaning of unfamiliar or complex words and explain how word choice affects meaning.
Reading Comprehension—After rereading and discussing a model of close reading, students will be able to apply active reading strategies independently and participate in discussion to deepen understanding of increasingly complex texts.
Textual Evidence—After rereading and discussing a model of close reading, students will be able to select strong and relevant textual evidence, introduce it clearly, and explain how it supports written and spoken analysis.
Language, Style, and Audience—After reading and discussing a model, students will be able to analyze how an author's language, style, and awareness of audience affect meaning, tone, and purpose.
Primary and Secondary Sources—After reading and comparing different texts, students will be able to distinguish between primary and secondary sources and evaluate how each type of source contributes to understanding an issue or topic.
Theme—After rereading and discussing a model of close reading, students will be able to analyze how a central theme develops over the course of a text through character, conflict, setting, and key events.
Character Development—After reading and analyzing a literary text, students will be able to analyze how a character's traits, motivations, decisions, and changes contribute to plot development and reveal theme.

Key Vocabulary and Definitions

Academic Vocabulary
Annotation—a reader's question or comment about a text written directly on the text
Evaluation—the act of making a judgment or decision about something

Inference—an idea formed by combining textual evidence and one's own reasoning and background knowledge
Question—something that is asked
Respond—to say something in return; to answer or reply
Track—to trace the development of events or ideas within a text
Comparison context clue—text that provides a clue to the meaning of a word through a comparison
Context clue—a hint in the surrounding text that can help a reader infer the meaning of an unfamiliar word, phrase, or description
Contrast context clue—text that provides a clue to the meaning of a word through a contrast
Definition context clue—text that provides the definition of a word
Example context clue—text that provides a clue to the meaning of a word through one or more examples
Infer—to determine something not stated directly by using reasoning and evidence from the text
Analyze—to examine the parts of something in detail
Cite— to quote as evidence to support a response
Explicit—precisely and clearly expressed, leaving no room for doubt
Implicit—implied but not stated directly
Interpret—to determine and explain the meaning of
Make inferences—to use your understanding of a text and your experiences; to draw conclusions
Textual evidence—details from the text that a reader can use to support his or her ideas and opinions about the text
Antagonist—the character whose goals work against the protagonist
Character—an individual in a literary work whose thoughts, feelings, actions, and reactions move the action of the plot forward
Dialogue—a conversation between characters
Plot—the sequence of events that take place in a work of literature
Protagonist—the main character—the one the story revolves around and who usually has a problem to solve
Resolution—the outcome of the story's conflict
Trait—an aspect of a person or character's behavior and attitude that makes up that character's personality
Infer—to determine something not stated directly by using reasoning and evidence from the text
Theme—the central idea or message of a work of literature, often expressed as a general statement about life
Topic - the subject of a text, usually expressed as a single word or phrase in the form of a noun
Analyze—to examine the parts of something in detail
Primary source—a source written by a person who actually experienced the event they recorded
Secondary source—a source that summarizes, describes, or interprets primary sources

Content Vocabulary
"Marigolds"
Abstract—using color, line, and shape to express an idea or feeling rather than a realistic image
Amorphous—having no definite form or distinct shape
Futile—useless; no chance of being successful
Lure—a quality that attracts by seeming to promise some kind of reward
Malicious—having a desire to harm someone; mean-spirited
Vigor—active force or energy; enthusiasm or intensity

"The Necklace"
Chagrin—a feeling of disappointment or humiliation
Crossly—in an ill-natured manner
Dictation—the transcription of spoken text, or the act of speaking words that will be written or typed
Hierarchy—a system of ranking according to status, power, or importance
Impertinence—rudeness; illustrating a lack of respect
Rapture—great happiness; overwhelming emotion

"Sure, You Can Ask Me A Personal Question"
Apologize—to acknowledge faults, shortcomings, or failings
Decent—socially or conventionally good
Extinct—no longer in existence
Spirituality—concern with attention to the spirit
Stoic—seeming unaffected by pleasure or pain

"I Have a Dream"
Inextricably—inseparable; impossible to disentangle
Insufficient—Inadequate; not enough
Legitimate—reasonable; able to be defended by logic
Persecution—the act of treating people cruelly because of their religion or beliefs
Prodigious—great in quantity, size, or extent
Prosperity—the condition of being wealthy

“The Future in My Arms”
Accustomed—used to
Anticipation—the act of expecting something
Defiantly—proudly challenging authority
Repowza—(Haitian Creole) a sacred place
Shelter—a building that protects people or animals; home

Unit Learning Activities

"Marigolds"

- Students will read and annotate the story with a focus on character development, setting, conflict, theme, and the narrator's reflection.
- Students will practice using context clues, identifying meaningful textual evidence, and explaining how Lizabeth's experience connects to larger ideas about innocence, poverty, compassion, and belonging.
- Students will complete a RACES-style written response and participate in discussion that requires them to support their ideas with evidence from the text.

"The Necklace"

- Students will preview key vocabulary and read the story with attention to plot structure, character motivation, conflict, irony, and theme.
- Students will analyze how Madame Loisel's choices reveal ideas about pride, social pressure, appearance, and self-worth.
- Students will complete theme-based activities, develop a thesis statement connected to the story, and use textual evidence to explain how irony contributes to the story's meaning.

"Sure You Can Ask Me a Personal Question"

- Students will preview the poem by discussing stereotypes, assumptions, and the difference between curiosity and invasive questioning.
- Students will read and annotate the poem, identifying the speaker, audience, tone, structure, and central message.
- Students will analyze how Diane Burns uses word choice, repetition, conversational style, and question-and-answer structure to communicate ideas about identity, stereotypes, and belonging.
- Students will participate in collaborative discussion and write a short literary analysis response using textual evidence.

"I Have a Dream"

- Students will build background knowledge and preview key vocabulary before reading the speech.
- Students will analyze how Dr. Martin Luther King Jr. uses rhetorical appeals, repetition, imagery, allusion, and structure to communicate his purpose and affect his audience.
- Students will connect the speech to the unit's essential question by examining how language can express the desire for justice, dignity, equality, and belonging.
- Students will analyze primary and secondary sources to strengthen their understanding of historical context.

"Welcome to America"

- Students will read and annotate the text with a focus on imagery, point of view, tone, structure, and cultural identity.
- Students will analyze how the speaker's experiences develop ideas about immigration, belonging, hope, and displacement.
- Students will participate in a Language, Style, and Audience activity in which they evaluate how word choice and tone affect the reader's understanding of the speaker's experience.

"The Future in My Arms"

- Students will read and analyze the memoir with attention to central idea, author's purpose, tone, personal reflection, and family identity.
- Students will discuss how personal experiences can reveal larger ideas about responsibility, love, identity, and belonging.
- As a culminating connection, students will complete a care package and letter project that allows them to reflect on relationships, communication, and meaningful personal expression.

Throughout the unit, students will complete StudySync skill lessons, reading comprehension checks, vocabulary activities, collaborative discussions, textual evidence practice, short constructed responses, and peer review activities. Students will demonstrate learning through quizzes, skills practice, think questions, written responses, the care package and letter project, a self-selected reading assessment, Benchmark 1, and the End of Unit Assessment.

Unit Resources

McGraw Hill StudySync (9th-Grade Resources)

Assessments (Formative and Summative)

"Marigolds"

- Students complete textual evidence work for "Marigolds," selecting specific lines from the story and explaining how the evidence supports their understanding of character, conflict, setting, and theme.
- Students complete a second set of analytical questions that require them to move beyond comprehension and explain how Lizabeth's experiences reveal larger ideas about innocence, poverty, compassion, and belonging.
- Students complete character analysis work by examining Lizabeth's motivation, choices, and development throughout the story. Students may create additional dialogue for characters, but they must include a written explanation of how the dialogue reflects character voice, motivation, and conflict.
- Students write a developed RACES paragraph analyzing how Collier develops theme through character, setting, or conflict.
- Students take a quiz on "Marigolds" and "Sure You Can Ask Me a Personal Question" to assess comprehension, vocabulary, textual evidence, tone, character development, and theme.
- Students submit bi-weekly homework, including purposeful annotations, a written response to the prompt, and a RACES writing assignment using relevant textual evidence.

"The Necklace"

- Students complete a theme analysis worksheet for "The Necklace," identifying a central theme and supporting it with specific textual evidence and explanation.
- Students write a thesis statement about the story's theme and revise it for clarity, specificity, and arguability.
- Students complete a short written analysis explaining how irony contributes to the story's theme and tone.
- Students take a quiz on "The Necklace" to assess comprehension of plot, character motivation, irony, theme, and author's craft.
- Students create a visual representation of "The Necklace" that demonstrates understanding of plot, symbolism, irony, and theme. The visual must include a brief written explanation connecting artistic choices to the text.

"Sure You Can Ask Me a Personal Question"

- Students annotate the poem for speaker, audience, tone, repetition, word choice, structure, and central message.
- Students complete a language, style, and audience chart in which they identify specific words or lines from the poem, explain the tone created, and analyze how the poet's choices affect the audience.
- Students write a short literary analysis response explaining how Diane Burns uses language and structure to communicate a message about identity, assumptions, stereotypes, and belonging.

"I Have a Dream"

- Students complete reading and vocabulary work connected to "I Have a Dream," demonstrating comprehension of key ideas, rhetorical appeals, and vocabulary in context.
- Students identify examples of repetition, imagery, allusion, and rhetorical appeals and explain how these choices support Dr. King's purpose and affect the audience.
- Students complete a short constructed response analyzing how King's language helps communicate ideas about justice, equality, dignity, and belonging.

"Welcome to America"

- Students complete bi-weekly homework connected to "Welcome to America," demonstrating understanding of imagery, tone, point of view, and ideas about identity and belonging.
- Students complete a language, style, and audience activity in which they analyze how word choice and structure shape the speaker's message.
- Students take a quiz on "I Have a Dream" and "Welcome to America" to assess comprehension, vocabulary, author's purpose, tone, imagery, rhetorical choices, and textual evidence.
- Students complete a comparative written response explaining how both texts address belonging, identity, or the desire to be heard.

“The Future in My Arms” and Care Package Project

- Students complete comprehension and analysis questions for “The Future in My Arms,” demonstrating understanding of central idea, author’s purpose, tone, and personal reflection.
- Students write a short response analyzing how Danticat uses personal experience to develop ideas about family, responsibility, identity, and belonging.
- Students complete a care package and letter project demonstrating thoughtful personal expression, audience awareness, appropriate tone, and proper letter-writing structure.

End of Unit and Marking Period

- Students complete the End of Unit Assessment to demonstrate understanding of unit texts, vocabulary, comprehension skills, textual evidence, theme, character development, tone, author’s purpose, and language/style/audience.
- Students complete Benchmark Part 1 and Benchmark Part 2 to assess skills and knowledge across the quarter’s content.
- Students submit major formative and summative work, including annotations, textual evidence assignments, short constructed responses, quizzes, the care package and letter project, and selected StudySync skill practices.
- Students may complete approved extension opportunities to demonstrate additional engagement, revision, or skill mastery.

Curriculum Writer(s)

Regina Steele, Gretchen Kelly, Robert Fox

Board Approval Date

1_English 9 CP (Curriculum In Progress)
Unit 2 The Call To Adventure

Unit Description

This unit invites students into the richly imagined world of Middle-earth through J. R. R. Tolkien's *The Hobbit*, a classic fantasy-adventure novel and coming-of-age story. As students follow Bilbo Baggins from the comfort of the Shire into an unexpected journey, they will analyze how adventure challenges individuals to grow, adapt, and discover new strengths.

Throughout the unit, students will examine character development, theme, story structure, figurative language, symbolism, foreshadowing, and author's craft. Students will analyze Bilbo's transformation from a reluctant and cautious hobbit into a more courageous, resourceful, and independent character. Paired informational texts, including "Restless Genes," and selected excerpts or media related to exploration, journey, and personal growth will help students connect fiction to real-world ideas about risk-taking, curiosity, and human motivation.

Students will strengthen their ability to read independently, annotate purposefully, participate in evidence-based discussion, and write developed analytical responses. By the end of the unit, students will use textual evidence to explain how Tolkien develops character and theme and will compare ideas about exploration and personal growth across literary and informational texts.

Essential Question
What will you learn on your journey?

Main Text
The Hobbit by J. R. R. Tolkien

Paired Texts and Media
"Restless Genes," excerpts from *Wild*, *The Hobbit* graphic novel adaptation, Tolkien background media, selected mythology/hero's journey resources, and film or comic adaptations of selected scenes from *The Hobbit*

Genre Focus
Fantasy, Adventure, Informational Text, Memoir

Themes
Adventure, Courage, Identity, Transformation, Curiosity, Risk-Taking, Home, Friendship, Leadership, Personal Growth

Students will be able to:

- Analyze how an informational text's structure helps convey ideas clearly and effectively.
- Identify and explain a theme and how it develops across a text.
- Examine character development, including traits, motivations, and how characters change over time.
- Determine the central or main idea of a text and analyze how it is supported by details.
- Evaluate how media (such as videos, images, or audio) contribute to understanding a topic or story.
- Analyze how an author's point of view influences how events are described or information is presented.
- Identify and interpret literary devices such as symbolism, foreshadowing, and figurative language, and explain their effect on the text.

Standards

CC.1.3.9-10.A	-	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.3.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9-10.C	-	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.3.9-10.E	-	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

CC.1.3.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9-10.G	-	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.3.9-10.K	-	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.2.9-10.A	-	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.C	-	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CC.1.2.9-10.D	-	Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.E	-	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.G	-	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CC.1.2.9-10.H	-	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.2.9-10.I	-	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
CC.1.2.9-10.L	-	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.4.9-10.A	-	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.B	-	Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.9-10.C	-	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9-10.D	-	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
CC.1.4.9-10.E	-	Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.S	-	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.9-10.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.T	-	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CC.1.4.9-10.X	-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Essential Questions

- What will you learn on your journey?

Objectives

Text: The Hobbit—Throughout the unit, students will read The Hobbit both in class and at home while analyzing Bilbo's development as an unlikely hero. Students will examine how Tolkien uses plot structure, characterization, setting, figurative language, symbolism, foreshadowing, and point of view to develop meaning and theme. Students will support their interpretations with relevant textual evidence in discussion and writing.

Skill: Informational Text Structure—After reading and discussing a model of informational text, students will be able to analyze how structure, including cause/effect, compare/contrast, problem/solution, and sequence, helps an author organize and develop ideas clearly.

Skill: Theme—After rereading and discussing a literary text, students will be able to analyze how a theme develops over the course of the text through character choices, conflict, setting, and key plot events.

Skill: Character Development—After reading and analyzing a literary text, students will be able to analyze how a character's traits, motivations, decisions, and changes contribute to plot development and reveal theme.

Skill: Central or Main Idea—After reading and discussing an informational text, students will be able to determine the central idea and explain how supporting details develop and refine that idea.

Skill: Media Analysis—After engaging with multimedia sources, students will be able to analyze how visual, audio, or film elements contribute to understanding a topic, character, setting, or key scene.

Skill: Author's Point of View—After reading and analyzing a model text, students will be able to explain how an author's point of view influences the way events, characters, or ideas are presented.

Skill: Literary Devices—After close reading and discussion, students will be able to identify and analyze literary devices such as symbolism, foreshadowing, allusion, and figurative language and explain how they affect meaning, tone, and theme.

Key Vocabulary and Definitions

Academic Vocabulary

Cause and effect text structure—a text structure that explains how or why something happened
Compare and contrast text structure—a text structure that explains similarities and differences between two or more things
Problem and solution text structure—a text structure that presents a problem or series of problems with suggestions on how to solve them
Sequential text structure—a text structure in which events or steps are presented in the order in which they have taken place
Text structure—the order or pattern a writer uses to organize information
Infer—to determine something not stated directly by using reasoning and evidence from the text
Theme—the central idea or message of a work of literature, often expressed as a general statement about life
Topic—the subject of a text, usually expressed as a single word or phrase in the form of a noun
Analyze—to examine the parts of something in detail
Central idea—the most important point that an author makes about a topic in a text
Detail—a fact, a description, an example, or a reason that further explains a key idea
Supporting idea—a focused explanation or argument that helps develop the central idea
Author's point of view—the way an author looks at a topic or subject and their attitude toward it
Author's purpose—an author's reason for writing, such as to entertain, to inform, or to persuade
Media—the plural form of the word medium; a means of sending a communication to an intended audience
Medium—a means or form of communication, information, or entertainment such as television, the Internet, and radio

Content Vocabulary

apparently—as far as one knows
cross—to fold so as to resemble a cross
throng—a dense crowd
audacious—very bold and risky
policy— a plan that outlines expectations and procedures for a given situation
curious—strange or unusual
grim—gloomy; serious
precise—clearly defined and accurate
purloin—took without permission
incantation—a ritual recitation of words or sounds believed to have a magical effect
vast—of very great extent or quantity, a large amount of something
gruffly—in a coarse or harsh manner
unoccupied—not held or filled or in use

passage—the act of passing from one state or place to the next
direction—a way to go; a purpose or point to move toward
fund—an available quantity of resources either tangible or intangible
anxious—eager with a sense of unease
relieved—no longer feeling anxious or upset
antiquity—the condition of being ancient or antique
brood—to think anxiously about something
debate—to argue in favor or in opposition to a subject
awkward—difficult to handle or manage; cumbersome
evidently—in an obvious manner
uncanny—mysterious, especially in a weird or eerie way
render—to provide or give something useful or necessary to
plight— a troubling situation; a dangerous predicament
venture—to do or undertake something despite the risk or danger involved
suspicious—showing distrust or doubt; having a belief that someone or something is questionable or dishonest
cease—to put an end to a state or an activity
mount—to climb
inquisitive—curious or questioning
taut—stretched or pulled tight; not loose or slack
heartily—with gusto and without reservation
completely—with everything necessary
constantly—without interruption
upset—to disturb or to move deeply
inclined—having a tendency or desire to do something
pursue—to follow in order to overtake; to chase
errand—a short trip or task for a particular purpose
potent—having significant effect; strong, powerful
dreary—depressing, literally or figuratively dark
promontory—a rocky mass that juts out into the water
crossly—in a grumpy manner
bleak—without hope
maraud—to roam and raid for booty
exceed—to be greater in scope or size than some standard
vast—of very great extent or quantity, a large amount of something
recover— to bring back to a normal position or condition
plunder—the violent seizure of property
magnify—to increase in size or significance
expert—having authoritative knowledge
adornment—decoration or ornament
dominion—lands controlled by a ruler or government
wax—to become larger or stronger; increase
prefer—to like better; value more highly
obtain— to come into possession of
host— a large group or number (of people or things)
remnant—a part or piece left over; a remainder
claim—a statement that you have a right to something; a statement that something belongs to you
grievous—causing great sorrow or pain
alter—to change or to cause to change character or composition
dispose—to take care of; to put away in a particular arrangement
reconciliation—the act of bringing together two different parties who have been quarrelling or disagreeing
multitude—a large number
hideous—extremely ugly
amend—to correct or make better
assure—to guarantee something
banish—to force to leave a country or place
presume—think something is true without facts

Unit Learning Activities

- Students will begin the unit by building background knowledge about J. R. R. Tolkien, Middle-earth, fantasy-adventure conventions, and the idea of the hero's journey. Students will preview the unit's essential question and consider how journeys can lead to growth, discovery, and change.
- Students will read and annotate The Hobbit in sections, using chapter notes, reading guides, discussion questions, and periodic reading checks to monitor comprehension. As they read, students will track Bilbo's character development, important conflicts, turning points, symbols, examples of foreshadowing, and moments that reveal theme.
- Students will maintain a character development journal or tracker focused on Bilbo's transformation. Students will record key moments from the novel, cite textual evidence, and explain how Bilbo's choices show growth in courage, independence, problem-solving, and leadership.
- Students will read "Restless Genes" and analyze how the informational text explains human curiosity, exploration, and risk-taking. Students will identify the text's structure, central idea, and supporting details. Students will compare the nonfiction ideas in "Restless Genes" to Bilbo's experiences in The Hobbit.
- Students will participate in a debate or discussion about whether exploration is driven more by personality, circumstance, choice, or biology. Students will use evidence from "Restless Genes" and The Hobbit to support their thinking.
- Students will complete a comparative activity, such as a Venn diagram, chart, or written response, analyzing connections between The Hobbit and "Restless Genes." Students will explain how both texts develop ideas about adventure, curiosity, risk, and growth.
- Students will engage with selected riddles, scenes, maps, visuals, or adaptations from The Hobbit to analyze how Tolkien develops setting, conflict, tone, and character. Students will compare how a scene is represented in print and in another medium, identifying what each version emphasizes or leaves out.
- Students will read or discuss excerpts from Wild and compare Cheryl Strayed's personal journey to Bilbo's fictional journey. Students will analyze how both texts explore challenge, uncertainty, self-discovery, and transformation.
- Students will write short constructed responses throughout the unit using textual evidence and RACES-style organization. Responses will focus on character development, theme, author's craft, literary devices, informational text structure, and comparisons across texts.
- Students will draft, revise, and submit a Hobbit character development essay explaining how Bilbo changes over the course of the novel. Students will develop a thesis, use relevant evidence, and explain how Bilbo's transformation connects to the unit's essential question.
- Students may also complete a Hobbit/Restless Genes comparative essay analyzing how fiction and nonfiction texts explore similar ideas about exploration, risk-taking, and personal growth.

Unit Resources

McGraw Hill StudySync (9th-Grade Resources)

Assessments (Formative and Summative)

- Students will complete reading check quizzes throughout the novel to assess comprehension of plot, character, vocabulary, and key events.
- Students will complete chapter notes, reading guides, Think Questions, skill practices, and evidence-based written responses.
- Students will maintain a character development journal or tracker focused on Bilbo's traits, motivations, decisions, conflicts, and growth.
- Students will complete an informational text structure activity for "Restless Genes," identifying structure, central idea, supporting details, and connections to the novel.
- Students will complete a comparative response or essay connecting The Hobbit and "Restless Genes," using evidence from both texts to analyze ideas about exploration and risk-taking.
- Students will complete media analysis activities comparing a scene, character, or topic across print and another medium.
- Students will write and revise a Hobbit character development essay with a clear thesis, relevant textual evidence, and explanation of how Bilbo's journey reveals theme.
- Students will complete selected quizzes, StudySync skill practices, Think Questions, Benchmark activities, and/or end-of-unit assessments to demonstrate mastery of reading, writing, vocabulary, analysis, and evidence-based response skills.

Curriculum Writer(s)

Regina Steele, Gretchen Kelly, Robert Fox

Board Approval Date

1_English 9 CP (Curriculum In Progress)
Unit 3- Declaring Your Genius

Unit Description

In this unit, students will explore the essential question, How do you define intelligence? Through Richard Connell's suspenseful short story "The Most Dangerous Game" and a variety of argumentative texts, students will examine different forms of intelligence, including survival skills, problem-solving, moral reasoning, strategic thinking, and persuasive communication.

Students will begin by reading and analyzing "The Most Dangerous Game," focusing on plot structure, suspense, conflict, character motivation, point of view, figurative language, and theme. As students examine the conflict between Rainsford and General Zaroff, they will consider how intelligence can be used for survival, manipulation, ethical decision-making, and power.

Students will then transition from literary analysis to argument. Through model argumentative texts, rhetorical appeals, debate preparation, and research, students will learn how writers and speakers build persuasive arguments. Students will identify claims, reasons, evidence, counterclaims, rebuttals, ethos, logos, and pathos. As a culminating task, students will participate in a structured debate and write an argumentative essay about a real-world issue or cause they care about, using credible evidence, clear reasoning, rhetorical appeals, and MLA formatting.

Students will strengthen their ability to read independently, analyze author's craft, evaluate arguments, participate in evidence-based discussion, and write organized, developed argumentative essays.

Essential Question
How do you define intelligence?

Main Texts
"The Most Dangerous Game" by Richard Connell
Various argumentative texts and research sources

Genre Focus
Fiction, Argumentative Writing, Debate, Informational Text

Themes
Intelligence, Survival, Ethics, Power, Civilization, Violence, Human Nature, Persuasion, Responsibility, Justice

Students will be able to:

- Recognize different genres, with a focus on understanding the structure and purpose of argumentative writing.
- Use and apply academic vocabulary to communicate ideas clearly in both speaking and writing.
- Analyze character traits, development, and motivations to understand how characters drive the plot and theme.
- Identify and interpret figurative language (such as similes, metaphors, and personification) and analyze its effect on meaning and tone.
- Participate in a debate, using clear reasoning and evidence to support a point of view.
- Evaluate and apply rhetorical appeals—ethos (credibility), logos (logic), and pathos (emotion)—in both speech and writing.
- Plan and write an argumentative essay that clearly states a claim, uses relevant evidence, and addresses counterclaims.

Standards

CC.1.3.9-10.A	-	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.3.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9-10.C	-	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.3.9-10.E	-	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

CC.1.3.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9-10.G	-	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.3.9-10.H	-	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.3.9-10.K	-	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.2.9-10.A	-	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.C	-	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CC.1.2.9-10.D	-	Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.E	-	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.G	-	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CC.1.2.9-10.H	-	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.2.9-10.I	-	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
CC.1.2.9-10.L	-	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.4.9-10.G	-	Write arguments to support claims in an analysis of substantive topics.
CC.1.4.9-10.H	-	Write with a sharp distinct focus identifying topic, task, and audience. * Introduce the precise claim.
CC.1.4.9-10.I	-	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CC.1.4.9-10.J	-	Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.4.9-10.K	-	Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.L	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.S	-	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.9-10.T	-	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CC.1.4.9-10.U	-	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
		Conduct short as well as more sustained research projects to answer a question (including a self-generated

CC.1.4.9-10.V	-	question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.1.4.9-10.X	-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
CC.1.5.9-10.A	-	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9-10.B	-	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
CC.1.5.9-10.C	-	Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CC.1.5.9-10.D	-	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
CC.1.5.9-10.E	-	Adapt speech to a variety of contexts and tasks.
CC.1.5.9-10.F	-	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.9-10.G	-	Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

Essential Questions

- Does intelligence only refer to book-smarts?
- Other than performing well on tests, how else can people reveal their intelligence?
- How do you define intelligence?

Objectives

Texts: Various Argumentative Texts—As students read a range of argumentative texts, they will analyze the structure and purpose of arguments, identify claims and counterclaims, and explain how authors use evidence, reasoning, tone, word choice, and rhetorical appeals to persuade an audience.

First Read: "The Most Dangerous Game"—After an initial reading and discussion of "The Most Dangerous Game," students will be able to summarize key events, identify elements of suspense and plot structure, and analyze character motivation using textual evidence.
Close Read: "The Most Dangerous Game"—After engaging in a close reading of "The Most Dangerous Game," students will be able to analyze how Connell develops character, conflict, suspense, and theme, supporting their analysis with relevant textual evidence.

Argumentative Writing
Drafting Phase—After reading and analyzing model argumentative texts, students will be able to plan and draft an argumentative essay by developing a clear claim, organizing reasons logically, and selecting relevant evidence.
Evidence Phase—After discussing strategies for integrating support, students will be able to gather and incorporate credible evidence, including facts, examples, quotations, and expert opinions, and address opposing viewpoints through counterclaims and rebuttals.
Editing/Revision—After drafting and peer reviewing, students will revise and edit argumentative essays to strengthen clarity, organization, transitions, evidence integration, word choice, grammar, mechanics, MLA formatting, and overall persuasiveness.

Skill: Recognizing Genre — Argumentative Writing—After reading and analyzing a variety of texts, students will be able to recognize the structure and purpose of argumentative writing and explain how claims, reasons, evidence, counterclaims, and rebuttals work together.
Skill: Academic Vocabulary—After reading and discussing literary and argumentative texts, students will be able to use academic vocabulary accurately in speaking and writing.
Skill: Character Analysis—After reading and analyzing a literary text, students will be able to analyze character traits, motivations, decisions, and conflicts to explain how characters influence plot and reveal theme.
Skill: Figurative Language—After close reading and discussion, students will be able to identify and analyze figurative language, including similes, metaphors, imagery, and personification, and explain its effect on meaning, suspense, and tone.
Skill: Debate and Oral Argument—After preparing for and participating in structured discussion, students will be able to present a clear point of view using logical reasoning, relevant evidence, and persuasive speaking strategies.
Skill: Rhetorical Appeals—After analyzing argumentative texts and speeches, students will be able to identify, evaluate, and apply ethos, logos, and pathos in both written and spoken arguments.
Skill: Argumentative Essay Writing—After reading and analyzing model essays, students will be able to plan, draft, revise, and publish an argumentative essay that states a clear claim, uses relevant evidence, explains reasoning, addresses counterclaims, and maintains a formal tone.

Key Vocabulary and Definitions

Academic Vocabulary

Argument—a piece of writing or speech expressing and defending an opinion about a topic
Claim—a statement expressing a main idea of an argument
Evidence—facts, statistics, numerical data, quotations, specific examples, and expert opinions that support a claim
Reason—an explanation that states why others should accept a claim
Author's point of view—the way an author looks at a topic or subject and their attitude toward it
Author's purpose—an author's reason for writing, such as to entertain, to inform, or to persuade
Cause and effect structure—a text structure that explains how or why something happened
Compare and contrast text structure—a text structure that explains similarities and differences between two or more things
Problem and solution text structure—a text structure that presents a problem or series of problems with suggestions on how to solve them
Sequential text structure—a text structure in which events or steps are presented in the order in which they have taken place
Text structure—the order or pattern a writer uses to organize information
Analyze—to examine the parts of something in detail
Flashback—a scene in a story, play, movie, or TV show that is set in a time earlier than the events in the main story
Plot—the sequence of events that take place in a work of literature
Setting—the time and place of the events in a work of literature
Story structure—the outline a writer uses to organize and tell a story
Theme—the central idea or message of a work of literature, often expressed as a general statement about life
Antagonist—the character whose goals work against the protagonist
Character—an individual in a literary work whose thoughts, feelings, actions, and reactions move the action of the plot forward
Dialogue—a conversation between characters
Plot—the sequence of events that take place in a work of literature
Protagonist—the main character—the one the story revolves around and who usually has a problem to solve
Resolution—the final outcome of the story's conflict
Trait—an aspect of a person or character's behavior and attitude that make up that character's personality
Argument—a piece of writing or speech expressing and defending an opinion about a topic
Claim—a statement expressing a main idea of an argument
Debatable—something that can be proven or disproven
Delineate—to describe, trace, or outline
Evidence—facts, statistics, numerical data, quotations, specific examples, and expert opinions that support a claim
Reasoning—statements, questions, and appeals that explain why a reader should consider the evidence that is presented and accept the claim

"The Most Dangerous Game"

Indolently—lazily; so as to avoid activity
Mirage—an optical illusion found in the desert or at sea in which an object appears to be displaced from its true location
Sensuous—having to do with the senses as opposed to the intellect; luxurious
Tangible—able to be physically touched or perceived
Vitality—the state of being lively and energetic

Unit Learning Activities

- Students will begin the unit by discussing different types of intelligence, including academic intelligence, emotional intelligence, practical intelligence, survival intelligence, and persuasive intelligence. Students will connect these ideas to the essential question and preview how intelligence may appear in literature, debate, and argument writing.
- Students will read and annotate “The Most Dangerous Game” in sections, focusing on plot structure, suspense, conflict, setting, character motivation, point of view, and figurative language. Students will use annotations and discussion questions to monitor comprehension and identify evidence for later writing.
- Students will analyze how Connell builds suspense through setting, pacing, imagery, dialogue, and conflict. Students will identify examples of figurative language and explain how those choices affect tone and meaning.
- Students will examine Rainsford and Zaroff as contrasting characters. Students will analyze how their traits, beliefs, motivations, and decisions reveal ideas about intelligence, morality, survival, violence, and civilization.
- Students will compare selected scenes from the story with film or media adaptations, identifying similarities, differences, and choices made by the adaptation. Students will explain what the film emphasizes, changes, or leaves out.
- Students will participate in structured discussion or debate connected to the story’s conflicts and themes. Possible questions include whether Rainsford changes by the end of the story, whether Zaroff is truly “civilized,” and whether survival can justify moral compromise.
- Students will transition into argumentative writing by reading and analyzing model argumentative texts. Students will identify claims, reasons, evidence, counterclaims, rebuttals, tone, audience, and rhetorical appeals.
- Students will participate in a Big Game Debate or related structured debate. Students will prepare claims, select evidence, organize reasoning, consider opposing viewpoints, and present arguments using ethos, logos, and pathos.
- Students will brainstorm argumentative essay topics connected to real-world issues or causes they care about. Students will develop research questions, narrow their topics, and draft clear argumentative claims.
- Students will conduct research using credible sources, gather evidence, evaluate source reliability, and organize evidence by reason or body paragraph. Students will practice integrating quotations, paraphrases, and examples.
- Students will draft argumentative essays in stages, including introduction, claim, body paragraphs, counterclaim and rebuttal, conclusion, and Works Cited page. Writing workshops will focus on thesis development, paragraph organization, evidence integration, reasoning, transitions, formal tone, MLA formatting, revision, and editing.
- Students will peer review and revise essays to improve clarity, cohesion, evidence, reasoning, counterclaims, rebuttals, grammar, mechanics, and formatting before final submission.

Unit Resources

McGraw Hill StudySync (9th-Grade Resources)

Assessments (Formative and Summative)

- Students will complete reading comprehension checks, annotations, guided reading questions, and textual evidence activities for “The Most Dangerous Game.”
- Students will complete a quiz on “The Most Dangerous Game” assessing comprehension, vocabulary, plot structure, character motivation, figurative language, suspense, and theme.
- Students will complete a short literary analysis response explaining how Connell develops suspense, character, theme, or conflict.
- Students will complete argument analysis activities identifying claims, reasons, evidence, counterclaims, rebuttals, ethos, logos, and pathos in model texts.
- Students will participate in a structured debate using evidence, reasoning, rhetorical appeals, and clear speaking skills.
- Students will complete thesis statement checks, evidence collection checks, paragraph conferences, peer review activities, and writing workshop checkpoints throughout the argumentative writing process.
- Students will write and submit an argumentative essay using a clear claim, logical reasons, credible evidence, counterclaim and rebuttal, formal tone, MLA formatting, and a Works Cited page.
- Students will complete selected StudySync skill practices, Think Questions, benchmark activities, and/or end-of-unit assessments to demonstrate mastery of reading, writing, speaking, vocabulary, literary analysis, argument analysis, and argumentative writing skills.

Curriculum Writer(s)

Regina Steele, Gretchen Kelly, Robert Fox

Board Approval Date

1_English 9 CP (Curriculum In Progress)
Unit 4- The Art of Disguise

Unit Description

In this unit, students will read and analyze William Shakespeare's *The Tragedy of Romeo and Juliet*, one of the most widely known and referenced works in English literature. While the play is often remembered as a tragic love story, students will examine how Shakespeare also explores conflict, loyalty, identity, family expectations, impulsive decisions, violence, fate, and performance.

Students will consider the essential question, How do we perform for different audiences? as they analyze how characters speak and behave differently depending on who is watching or listening. Romeo and Juliet perform loyalty to their families while privately pursuing love. Mercutio performs wit and confidence. Tybalt performs aggression and honor. Juliet performs obedience while making increasingly independent decisions. Through these character choices, students will examine how public identity and private identity can come into conflict.

Students will strengthen their ability to read complex drama, summarize key events, analyze character development, interpret figurative language and allusions, identify dramatic irony, and compare Shakespeare's text with modern or film adaptations. Students will use textual evidence to explain how Shakespeare's language, dramatic structure, and character interactions develop theme and tension throughout the play.

Essential Question
How do we perform for different audiences?

Main Text
The Tragedy of Romeo and Juliet by William Shakespeare

Genre Focus
Drama, Tragedy, Poetry, Media Adaptation

Themes
Performance, Identity, Love, Loyalty, Family Conflict, Fate, Violence, Impulsiveness, Youth, Secrecy, Public vs. Private Self

- Summarize key ideas and details to demonstrate understanding of a text.
- Identify and analyze informational text elements such as headings, graphics, and supporting evidence.
- Analyze story structure, including exposition, rising action, climax, falling action, and resolution.
- Examine how characters are developed through actions, dialogue, and interactions.
- Identify and explain a theme and how it is revealed through characters, setting, and plot.
- Understand and analyze dramatic elements and structure, including dialogue, stage directions, and dramatic irony.
- Recognize and interpret allusions and how they add deeper meaning to a text.
- Evaluate how media contributes to or changes the understanding of a topic or story.
- Determine the author's purpose and point of view and analyze how they shape the content and tone of a text.

Standards

CC.1.3.9-10.A	-	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.3.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9-10.C	-	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.3.9-10.D	-	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
CC.1.3.9-10.E	-	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
CC.1.3.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.

CC.1.3.9-10.G	-	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.3.9-10.H	-	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.3.9-10.K	-	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.2.9-10.A	-	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.C	-	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CC.1.2.9-10.D	-	Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.E	-	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.G	-	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CC.1.2.9-10.H	-	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.2.9-10.I	-	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
CC.1.2.9-10.L	-	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.5.9-10.A	-	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9-10.B	-	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
CC.1.5.9-10.C	-	Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CC.1.5.9-10.D	-	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
CC.1.5.9-10.E	-	Adapt speech to a variety of contexts and tasks.
CC.1.5.9-10.F	-	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.9-10.G	-	Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.
CC.1.4.9-10.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.R	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.2.9-10.J	-	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.9-10.K	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.9-10.I	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level

		reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.9-10.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.4.9-10.S	-	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.9-10.T	-	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CC.1.4.9-10.K	-	Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.L	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Essential Questions

- How do we perform for different audiences?

Objectives

Texts: The Tragedy of Romeo and Juliet-Students will engage with Shakespeare's Romeo and Juliet by exploring the complexity of its characters, language, and themes. They will analyze the dramatic structure, including dialogue, stage directions, and dramatic irony, to understand how tension and emotion build throughout the play.

Skill: Summarizing-After reading and discussing a text, students will be able to summarize key ideas and supporting details to demonstrate understanding.
Skill: Informational Text Elements-After reading and analyzing informational texts, students will be able to identify and analyze elements such as headings, graphics, and supporting evidence to understand how they contribute to meaning.
Skill: Story Structure-After reading and discussing a literary text, students will be able to analyze story structure, including exposition, rising action, climax, falling action, and resolution.
Skill: Character Development- After reading and analyzing a narrative, students will be able to examine how characters are developed through their actions, dialogue, and interactions with others.
Skill: Theme- After close reading and discussion, students will be able to identify a central theme and explain how it is revealed through characters, setting, and plot.
Skill: Dramatic Elements and Structure-After reading and discussing a dramatic text, students will be able to understand and analyze dramatic elements and structure, including dialogue, stage directions, and dramatic irony.
Skill: Allusion-After reading and analyzing a literary text, students will be able to recognize and interpret allusions and explain how they add deeper meaning to the text.
Skill: Media Analysis-After engaging with various media sources, students will be able to evaluate how media contributes to or changes the understanding of a topic or story.
Skill: Author's Purpose and Point of View-After reading and analyzing a text, students will be able to determine the author's purpose and point of view and analyze how they shape the content and tone of the text.

Key Vocabulary and Definitions

Act 1
Augment—to make greater in size, number, or strength; to increase
Chastity—the practice of abstaining from sexual intercourse
Consent—permission to do something
Mar—to blemish or disfigure; to damage
Quarrel—dispute or disagreement
Strife—strong, angry disagreements between individuals or groups
Transparent—easy to take in or understand

Act 2
Adjacent - having a common boundary or edge; abutting, touching
Compliment - a comment that says something nice about someone or something
Conjure - to make something appear as if by magic
Feign - to make a pretense of having a feeling or injury
Moderately - in a reasonable way; in a manner that is neither too much nor too little
Predominant - most frequent or common
Rash - without thought, careless
Substantial - fairly large
Waverer - one who hesitates (usually out of fear)

Act 3
Conduct - the way in which a person behaves
Effeminate - having qualities or traits considered to be associated with women
Exile - the state of being cast out or barred from one's home state or country, usually for political reasons
Fickle - changing often, particularly one's loyalty and affection
Proceeding - a series of actions that involve settling legal matters
Tedious - boring, long, and slow
Vile - extremely unpleasant or offensive

Act 4
Advance - to move forward
Bound - the edge of something; a boundary
Contrary - opposition or a reversal
Inundation - a flood; an abundance of something
Lamentable - shameful, sad, and worthy of condemnation
Redress - correction, usually with compensation for any harm resulting from the error
Supple - flexible; able to bend, twist, and move easily
Treacherous - untrustworthy; dangerous

Act 5
Aloof - not involved or interested, removed or distant
Amorous - something that connotes or indicates love, especially if it is sexual in its nature or essence
Compound - a whole formed by a union of two or more elements or parts
Contradict - to assert the opposite of something
Inauspicious - unlikely to be successful
Peruse - to examine or consider with attention; to read carefully
Presage - to indicate or give a sign that something good or bad will happen
Tedious - boring, long, and slow

Unit Learning Activities

- Students will begin the unit by building background knowledge about Shakespeare, Elizabethan England, tragedy, theater, and the cultural influence of Romeo and Juliet. Students will complete guided notes, discussion questions, and introductory activities such as “Shakespeare is Everywhere” to recognize Shakespeare’s continued influence on language and culture.
- Students will preview the essential question by discussing how people change their behavior for different audiences, including family, friends, romantic interests, teachers, coaches, and social media audiences. Students will connect this idea to characters in the play as they read.
- Students will read and analyze the Prologue, identifying foreshadowing, structure, conflict, and the basic tragic outcome introduced before the play begins. Students will discuss how Shakespeare uses the Prologue to shape audience expectations.
- Students will read Acts 1–5 through a combination of class reading, guided reading, performance, independent reading, and film support. As they read, students will summarize key events, track character decisions, and analyze how conflict escalates throughout the play.
- Students will complete act-based reading guides, Google Form activities, vocabulary work, and comprehension checks to monitor understanding of plot, character relationships, Shakespearean language, and dramatic structure.
- Students will analyze how Romeo, Juliet, Mercutio, Tybalt, the Nurse, Friar Lawrence, Lord Capulet, and Lady Capulet perform different roles depending on their audience. Students will discuss how expectations related to family, gender, love, honor, friendship, and obedience influence character behavior.
- Students will complete close reading activities for key scenes, including the Prologue, Act 1 Scene 1, the Balcony Scene, Act 3 Scene 1, Act 3 Scene 5, and the final scene. Students will analyze figurative language, dramatic irony, conflict, tone, character motivation, and theme.
- Students will participate in performance-based activities, including reading scenes aloud, staging short excerpts, modernizing selected lines, or creating a modern adaptation of the Balcony Scene. Students will explain how performance choices affect meaning and audience interpretation.
- Students will view selected film scenes and compare them to Shakespeare’s text. Students will analyze how actors, directors, staging, music, costumes, setting, and camera choices emphasize or change the meaning of a scene.
- Students will complete writing tasks throughout the unit, including short constructed responses, scene analysis, character analysis, theme responses, and reflective writing from a character’s perspective. Students will use textual evidence to support analysis.
- Students will complete activities such as “Least to Most Excusable,” “Fortune’s Fool,” and “Dear Diary” to evaluate character choices, analyze language, and demonstrate understanding of conflict, motivation, and consequence.
- Students will complete a creative book cover project that represents important themes, symbols, conflicts, and characters from Romeo and Juliet. Students will include a written explanation connecting their design choices to evidence and interpretation of the play.

Unit Resources

McGraw Hill StudySync (9th-Grade Resources)

Assessments (Formative and Summative)
Act 1 Quiz
Act 2 Quiz
Act 3 Quiz
Act 4-5 Quiz
End of Year Assessment

- Students will complete background knowledge activities, including an Elizabethan England video worksheet and Shakespeare introduction activities.
- Students will complete act-based reading guides, vocabulary work, comprehension checks, Google Form activities, and homework questions throughout the play.
- Students will complete quizzes for Act 1, Act 2, Act 3, and Acts 4–5 to assess comprehension, vocabulary, character development, conflict, dramatic irony, theme, and literary analysis.
- Students will complete short constructed responses analyzing character motivation, theme, figurative language, dramatic irony, and key conflicts.
- Students will complete a modern Balcony Scene or performance/adaptation activity demonstrating understanding of Shakespearean language, character relationships, audience, and theme.
- Students will complete media analysis activities comparing selected film scenes to Shakespeare's original text.
- Students will complete the "Fortune's Fool" vocabulary and analysis assignment to examine word meaning, figurative language, and theme.
- Students will complete the "Dear Diary" creative writing assignment from a character's perspective, demonstrating understanding of characterization, motivation, emotional conflict, and audience.
- Students will complete Benchmark Assessment Parts 1 and 2 and/or an end-of-year assessment to demonstrate reading comprehension, vocabulary, writing, and analytical thinking skills.
- Students will complete a Romeo and Juliet book cover project with a written explanation demonstrating understanding of symbolism, imagery, theme, characterization, conflict, and overall interpretation of the play.

Curriculum Writer(s)
Regina Steele, Gretchen Kelly, Robert Fox

Board Approval Date

1_English 9 H (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	Unit 1 Divided We Fall
Module 2:	Unit 2 The Call To Adventure
Module 3:	Unit 3- Declaring Your Genius
Module 4:	Unit 4- The Art of Disguise

1_English 9 H (Curriculum In Progress)
Unit 1 Divided We Fall

Unit Description

Main Texts: Thematic/"Marigolds" by Eugenia Collier and "The Necklace" by Guy de Maupassant
In this unit, students will explore the question of why people feel the need to belong. Through short fiction and related texts, students will examine how characters, speakers, and real people respond to challenges involving identity, acceptance, social pressure, dignity, and community. The unit's genre focus is fiction, with "Marigolds" and "The Necklace" serving as anchor texts for the study of character, conflict, plot, theme, and author's craft.

Eugenia Collier's "Marigolds" focuses on a young narrator's moment of emotional growth as she reflects on poverty, frustration, innocence, and compassion. Guy de Maupassant's "The Necklace" explores pride, appearance, social class, and the consequences of choices. Together, these stories help students analyze how characters' decisions, conflicts, and experiences reveal larger ideas about belonging, self-worth, and personal growth.

Students will also read across genres through selections such as the poem "Sure You Can Ask Me A Personal Question" by Diane Burns, Dr. Martin Luther King Jr.'s "I Have a Dream" speech, Sara Abou Rashed's poem "Welcome to America," and Edwidge Danticat's memoir "The Future in My Arms." These texts allow students to consider belonging from literary, historical, cultural, and personal perspectives while continuing to build reading comprehension, vocabulary, discussion, and writing skills.

Essential Question: Why do we feel the need to belong?

Genre Focus: Fiction

Themes: Belonging, Identity, Acceptance, Social Pressure, Growing Up, Community, Self-Worth

Skills: Annotation, Context Clues, Monitoring Comprehension, Text-Dependent Responses, Textual Evidence, Character Development, Plot, Conflict, Theme, Tone, Author's Word Choice, Collaborative Conversations, Short Constructed Responses, Peer Review, Recognizing Genre: Fiction, Academic Vocabulary, Personal Response, Compare and Contrast, Author's Purpose, Narrative Writing

Strategies: Vocabulary building, RACES, Keys to Literacy, guided annotation, graphic organizers, sentence frames, collaborative discussion, close reading, StudySync skill lessons, reading comprehension support

Assessments: Readiness Screener, Benchmark 1, formative reading checks, short constructed responses, text-dependent written responses, narrative writing project, End of Unit 1 Assessment

Students will be able to:

- Use annotations to track ideas, ask questions, and make meaning while reading.
- Apply context clues to figure out the meaning of unfamiliar or complex words.
- Strengthen reading comprehension through active reading and discussion.
- Support written and spoken responses with strong textual evidence from the text.
- Analyze how an author's language, style, and audience choices impact meaning and tone.
- Identify and evaluate primary and secondary sources in informational texts.
- Determine and explain a text's theme and how it develops over time.
- Analyze character development and how characters' choices affect the plot and theme.

Standards

CC.1.3.9-10.A	-	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.3.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9-10.C	-	Analyze how complex characters develop over the course of a text, interact with other characters, and

		advance the plot or develop the theme.
CC.1.3.9-10.E	-	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
CC.1.3.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9-10.G	-	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.3.9-10.H	-	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.3.9-10.K	-	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.2.9-10.A	-	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.C	-	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CC.1.2.9-10.D	-	Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.E	-	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.G	-	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CC.1.2.9-10.H	-	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.2.9-10.I	-	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
CC.1.2.9-10.L	-	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.4.9-10.A	-	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.B	-	Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.9-10.C	-	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9-10.D	-	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
CC.1.4.9-10.E	-	Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.S	-	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.9-10.T	-	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CC.1.4.9-10.U	-	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and

		dynamically.
CC.1.4.9-10.V	-	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.1.4.9-10.W	-	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CC.1.4.9-10.X	-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
CC.1.5.9-10.A	-	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9-10.B	-	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
CC.1.5.9-10.C	-	Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CC.1.5.9-10.D	-	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
CC.1.5.9-10.E	-	Adapt speech to a variety of contexts and tasks.
CC.1.5.9-10.F	-	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.9-10.G	-	Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

Essential Questions

- Why do we feel the need to belong?
- Why does it often hurt to feel excluded from the group?
- What's wrong with being an outsider?
- Is there value in the outsider's perspective?
- What risks do outsiders take?

Objectives

Summer Reading Review: Students will review *Lord of the Flies* as the anchor text for the yearlong culminating synthesis essay. Students will analyze how Golding develops ideas about fear, power, belonging, leadership, morality, civilization, and human nature. Students will identify key characters, symbols, conflicts, and moments of pressure that reveal how individuals respond when social order is challenged.

Students will connect Lord of the Flies to Unit 1 texts by analyzing how the need to belong shapes identity, choices, self-worth, voice, and relationships. Students will compare how characters, speakers, and individuals respond to exclusion, judgment, stereotypes, social pressure, or the desire for acceptance. Students will use textual evidence from Lord of the Flies and at least one Unit 1 text to explain how belonging influences human behavior.

First Read: "Marigolds"—After an initial reading and discussion of the story, students will be able to apply active reading strategies, determine vocabulary meaning through context, and explain how character, conflict, setting, and narration begin to develop complex ideas about innocence, poverty, compassion, and belonging.
Close Read: "Marigolds"—After engaging in a close reading and discussion of the story, students will be able to evaluate how Eugenia Collier uses characterization, setting, symbolism, conflict, and reflective narration to develop a complex theme about innocence, poverty, compassion, and belonging, supporting their interpretation with precise textual evidence and commentary.

First Read: "The Necklace"—After an initial reading and discussion of the story, students will be able to analyze story structure, character motivation, and conflict while considering how social class, pride, appearance, and desire for acceptance shape the characters' choices.
Close Read: "The Necklace"—After engaging in a close reading of the story, students will be able to evaluate how Guy de Maupassant uses irony, characterization, pacing, and plot structure to develop theme and tone, explaining how the story

complicates ideas about identity, status, and belonging.

First Read: "Sure You Can Ask Me a Personal Question"—After an initial reading and discussion of the poem, students will be able to identify the speaker, situation, and central ideas of the poem; use context clues to determine the meaning of unfamiliar words and phrases; and demonstrate understanding through responses supported by textual evidence.
Close Read: "Sure You Can Ask Me a Personal Question"—After engaging in a close reading and discussion of the poem, students will be able to evaluate how the poet's language, tone, style, and awareness of audience shape meaning, reveal purpose, and influence the reader's interpretation of the text, supporting their analysis with precise textual evidence and commentary.

First Read: "I Have a Dream"—After an initial reading and discussion of the speech, students will be able to analyze the author's purpose, rhetorical appeals, audience, historical context, and vocabulary in context while explaining how the speech develops ideas about justice, dignity, equality, and national belonging.
Close Read: "I Have a Dream"—After engaging in a close reading of the speech, students will be able to evaluate the effectiveness of King's rhetorical choices, including repetition, parallel structure, allusion, imagery, appeals, and shifts in tone, and explain how these choices shape audience response and strengthen the speech's central message.

First Read: "Welcome to America"—After an initial reading and discussion of the poem, students will be able to analyze main ideas, structure, point of view, and speaker perspective while considering how the text explores cultural identity, displacement, hope, and belonging.
Close Read: "Welcome to America"—After engaging in a close reading of the poem, students will be able to evaluate how the author's structure, word choice, point of view, and tone shape the reader's understanding of identity, immigration, and belonging, supporting their interpretation with precise textual evidence.

First Read: "The Future in My Arms"—After an initial reading and discussion of the story, students will be able to identify and analyze central ideas, vocabulary, structure, and personal reflection while considering how the author connects individual experience to larger ideas about family, responsibility, identity, and belonging.
Close Read: "The Future in My Arms"—After engaging in a close reading of the story, students will be able to evaluate how Edwidge Danticat uses language, tone, structure, and personal reflection to reveal author's purpose and develop layered ideas about family, identity, memory, and belonging, supporting their analysis with precise evidence and commentary.

StudySync Skills Lessons
Annotations—After reading and discussing a model, students will be able to create purposeful and analytical annotations that track patterns, raise interpretive questions, identify author's craft, and prepare for discussion, writing, and comparison across texts.
Context Clues—After rereading and discussing a model of close reading, students will be able to use multiple types of context clues and word analysis strategies to determine the meaning of unfamiliar or complex words and evaluate how specific word choices shape tone, meaning, and reader response.
Reading Comprehension—After rereading and discussing a model of close reading, students will be able to apply active reading strategies independently, monitor comprehension, analyze complexity, and contribute thoughtful insights to collaborative discussion.
Textual Evidence—After rereading and discussing a model of close reading, students will be able to select precise and compelling textual evidence, embed quotations effectively, and explain how the evidence supports a nuanced literary or rhetorical interpretation.
Language, Style, and Audience—After reading and discussing a model, students will be able to evaluate how an author's language, style, audience awareness, and rhetorical or literary choices shape meaning, tone, purpose, and impact.
Primary and Secondary Sources—After reading and comparing different texts, students will be able to analyze and evaluate primary and secondary sources, explaining how source type, perspective, purpose, and context affect meaning and credibility.
Theme—After rereading and discussing a model of close reading, students will be able to evaluate how a central theme develops and becomes more complex over the course of a text through character, conflict, structure, symbolism, and author's craft.
Character Development—After reading and analyzing a literary text, students will be able to evaluate how a character's traits, motivations, decisions, conflicts, and changes contribute to plot, develop theme, and reveal complex ideas about human behavior and belonging.

Key Vocabulary and Definitions

Academic Vocabulary
Annotation—a reader's question or comment about a text written directly on the text
Evaluation—the act of making a judgment or decision about something
Inference—an idea formed by combining textual evidence and one's own reasoning and background knowledge
Question—something that is asked
Respond—to say something in return; to answer or reply
Track—to trace the development of events or ideas within a text
Comparison context clue—text that provides a clue to the meaning of a word through a comparison
Context clue—a hint in the surrounding text that can help a reader infer the meaning of an unfamiliar word, phrase, or description
Contrast context clue—text that provides a clue to the meaning of a word through a contrast
Definition context clue—text that provides the definition of a word

Example context clue—text that provides a clue to the meaning of a word through one or more examples
Infer—to determine something not stated directly by using reasoning and evidence from the text
Analyze—to examine the parts of something in detail
Cite— to quote as evidence to support a response
Explicit—precisely and clearly expressed, leaving no room for doubt
Implicit—implied but not stated directly
Interpret—to determine and explain the meaning of
Make inferences—to use your understanding of a text and your experiences; to draw conclusions
Textual evidence—details from the text that a reader can use to support his or her ideas and opinions about the text
Antagonist—the character whose goals work against the protagonist
Character—an individual in a literary work whose thoughts, feelings, actions, and reactions move the action of the plot forward
Dialogue—a conversation between characters
Plot—the sequence of events that take place in a work of literature
Protagonist—the main character—the one the story revolves around and who usually has a problem to solve
Resolution—the outcome of the story's conflict
Trait—an aspect of a person or character's behavior and attitude that makes up that character's personality
Infer—to determine something not stated directly by using reasoning and evidence from the text
Theme—the central idea or message of a work of literature, often expressed as a general statement about life
Topic - the subject of a text, usually expressed as a single word or phrase in the form of a noun
Analyze—to examine the parts of something in detail
Primary source—a source written by a person who actually experienced the event they recorded
Secondary source—a source that summarizes, describes, or interprets primary sources

Content Vocabulary
"Marigolds"
Abstract—using color, line, and shape to express an idea or feeling rather than a realistic image
Amorphous—having no definite form or distinct shape
Futile—useless; no chance of being successful
Lure—a quality that attracts by seeming to promise some kind of reward
Malicious—having a desire to harm someone; mean-spirited
Vigor—active force or energy; enthusiasm or intensity

"The Necklace"
Chagrin—a feeling of disappointment or humiliation
Crossly—in an ill-natured manner
Dictation—the transcription of spoken text, or the act of speaking words that will be written or typed
Hierarchy—a system of ranking according to status, power, or importance
Impertinence—rudeness; illustrating a lack of respect
Rapture—great happiness; overwhelming emotion

"Sure, You Can Ask Me A Personal Question"
Apologize—to acknowledge faults, shortcomings, or failings
Decent—socially or conventionally good
Extinct—no longer in existence
Spirituality—concern with attention to the spirit
Stoic—seeming unaffected by pleasure or pain

"I Have a Dream"
Inextricably—inseparable; impossible to disentangle
Insufficient—Inadequate; not enough
Legitimate—reasonable; able to be defended by logic
Persecution—the act of treating people cruelly because of their religion or beliefs
Prodigious—great in quantity, size, or extent
Prosperity—the condition of being wealthy

"The Future in My Arms"
Accustomed—used to
Anticipation—the act of expecting something
Defiantly—proudly challenging authority
Repowza—(Haitian Creole) a sacred place
Shelter—a building that protects people or animals; home

Unit Learning Activities

Lord of the Flies

Students will revisit major characters, conflicts, symbols, and themes from Lord of the Flies. Students will complete an identity-under-pressure character tracker focused on Ralph, Jack, Piggy, Simon, Roger, or another major character. Students will analyze symbols such as the conch, the beast, fire, and masks/paint, explaining how each symbol contributes to larger ideas about human nature. Students will discuss how fear, power, group pressure, and moral choice reveal character.

Students will continue using the yearlong synthesis tracker to record connections between Lord of the Flies and Unit 1 texts such as "Marigolds," "The Necklace," "I Have a Dream," "Welcome to America," "The Future in My Arms," and "Sure You Can Ask Me a Personal Question." Students will complete a belonging comparison chart identifying who wants to belong, what pressure they face, how they respond, and what each text reveals about identity. Students will participate in discussion about how belonging can lead to growth, courage, conformity, shame, resistance, or conflict.

"Marigolds"

- Students will read and annotate the story with attention to reflective narration, symbolism, setting, conflict, characterization, and theme.
- Students will analyze how Eugenia Collier develops complex ideas about innocence, poverty, shame, compassion, and belonging.
- Students will discuss multiple interpretations of Lizabeth's actions and write an analytical response that explains how the story's language and structure deepen its meaning.

"The Necklace"

- Students will examine Guy de Maupassant's use of irony, characterization, pacing, and plot structure.
- Students will analyze how Madame Loisel's desires and decisions reveal ideas about social class, appearance, pride, dissatisfaction, and the need for acceptance.
- Students will develop a theme-based thesis and support it with carefully selected evidence and commentary.
- Students may also compare the treatment of social pressure in "The Necklace" with another unit text.

"Sure You Can Ask Me a Personal Question"

- Students will analyze the poem as both a personal and social critique.
- Students will examine how Diane Burns uses speaker, audience, tone, repetition, structure, and conversational style to reveal the emotional impact of stereotypes and assumptions.
- Students will discuss how the poem challenges the audience to reconsider what is often disguised as curiosity or familiarity.
- Students will write a literary analysis response that evaluates how language and structure shape the poem's message about identity and belonging.

"I Have a Dream"

- Students will analyze Dr. Martin Luther King Jr.'s rhetorical choices in relation to purpose, audience, historical context, and impact.
- Students will examine repetition, parallel structure, imagery, allusion, tone shifts, and rhetorical appeals.
- Students will evaluate how King's language creates urgency, hope, moral clarity, and a vision of national belonging.
- Students will analyze with primary and secondary sources to consider how context deepens interpretation.

"Welcome to America"

- Students will analyze how imagery, structure, point of view, and tone shape the speaker's perspective on immigration, cultural identity, displacement, and belonging.
- Students will evaluate how language choices influence the audience's emotional and intellectual response.
- Students will participate in a Language, Style, and Audience activity and connect the text to other unit selections that explore identity, acceptance, and community.

"The Future in My Arms"

- Students will analyze Edwidge Danticat's use of personal reflection, tone, structure, and language to develop central ideas about family, memory, responsibility, identity, and belonging.
- Students will consider how memoir connects personal experience to larger human concerns.
- As a culminating connection, students will complete a care package and letter project that emphasizes purposeful communication, audience awareness, tone, and personal meaning.

Throughout the unit, students will complete StudySync skill lessons, independent and collaborative annotations, vocabulary analysis, evidence-based discussions, short constructed responses, literary and rhetorical analysis writing, peer review, and

comparative discussion. Students will demonstrate learning through quizzes, think questions, skills practice, analytical written responses, the care package and letter project, a self-selected reading assessment, Benchmark 1, and the End of Unit Assessment.

Unit Resources

McGraw Hill StudySync (9th-Grade Resources)

Assessments (Formative and Summative)

Lord of the Flies

Students will complete a *Lord of the Flies* character tracker, theme/symbol chart, and short analytical paragraph responding to the question: How does pressure reveal a character's true identity in Lord of the Flies? This paragraph will serve as an early evidence-based writing sample and a possible foundation for the culminating synthesis essay.

Students will complete a short synthesis checkpoint connecting Lord of the Flies to one Unit 1 text. Students will write a comparative paragraph responding to the question: What do Lord of the Flies and one Unit 1 text suggest about the need to belong? The response will include a claim, evidence from both texts, and explanation of how the texts connect.

"Marigolds"

- Students complete analytical textual evidence work for "Marigolds," selecting precise evidence and explaining how Collier develops character, conflict, setting, symbolism, and theme.
- Students complete higher-level analysis questions that require them to interpret how Lizabeth's experience reveals complex ideas about innocence, poverty, shame, compassion, and belonging.
- Students complete character analysis work focused on motivation, internal conflict, voice, and development. If students create additional dialogue, they must also write an analytical explanation connecting the dialogue to characterization, theme, and author's craft.
- Students write a developed literary analysis paragraph explaining how Collier uses characterization, setting, symbolism, or reflective narration to develop a complex theme.
- Students take a quiz on "Marigolds" and "Sure You Can Ask Me a Personal Question" to assess comprehension, vocabulary, textual evidence, tone, theme, characterization, structure, and author's craft.
- Students submit bi-weekly homework, including analytical annotations, written responses, and RACES or literary analysis writing using embedded textual evidence and commentary.

"The Necklace"

- Students complete a theme analysis assignment for "The Necklace," identifying a nuanced theme and explaining how it develops through irony, characterization, pacing, conflict, and plot structure.
- Students write and revise a literary thesis statement that is specific, arguable, and connected to author's craft.
- Students write a short literary analysis explaining how Maupassant uses irony to complicate ideas about pride, appearance, social class, dissatisfaction, and belonging.
- Students take a quiz on "The Necklace" to assess comprehension, irony, character motivation, theme, tone, symbolism, and author's craft.
- Students create a visual or symbolic representation of "The Necklace" that demonstrates understanding of irony, symbolism, theme, and character development. The final product must include a written rationale explaining how the design choices reflect interpretation of the text.

"Sure You Can Ask Me a Personal Question"

- Students annotate the poem for speaker, audience, tone shifts, repetition, structure, word choice, irony, and central message.
- Students complete a language, style, and audience analysis in which they evaluate how Burns's conversational structure and word choice affect the audience's understanding of stereotypes, assumptions, identity, and belonging.
- Students write a literary analysis response evaluating how the poem challenges the audience to reconsider the difference between curiosity, familiarity, and stereotyping.
- Students may compare the poem to another unit text by explaining how both texts explore the experience of being misunderstood, judged, or excluded.

"I Have a Dream"

- Students complete reading and vocabulary work connected to "I Have a Dream," demonstrating understanding of rhetorical

appeals, audience, purpose, historical context, and vocabulary in context.
- Students identify and evaluate examples of repetition, parallel structure, imagery, allusion, rhetorical appeals, and tone shifts.
- Students write a rhetorical analysis response explaining how King's language choices create urgency, hope, moral clarity, and a vision of national belonging.
- Students analyze primary and secondary sources to deepen their understanding of historical context and evaluate how context shapes interpretation of the speech.

"Welcome to America"

- Students complete bi-weekly homework connected to "Welcome to America," demonstrating understanding of imagery, point of view, tone, structure, cultural identity, displacement, and belonging.
- Students complete a language, style, and audience analysis activity in which they evaluate how word choice, structure, and tone shape the reader's emotional and intellectual response.
- Students take a quiz on "I Have a Dream" and "Welcome to America" to assess comprehension, vocabulary, rhetoric, imagery, tone, author's purpose, point of view, and evidence-based analysis.
- Students write a comparative analytical response explaining how both texts develop ideas about identity, justice, voice, and belonging through different genres and author choices.

"The Future in My Arms" and Care Package Project

- Students complete comprehension and analysis questions for "The Future in My Arms," demonstrating understanding of central idea, structure, tone, author's purpose, and personal reflection.
- Students write a short analysis explaining how Danticat connects personal experience to larger ideas about family, responsibility, memory, identity, and belonging.
- Students complete a care package and letter project demonstrating purposeful communication, audience awareness, tone, personal reflection, and attention to craft. Students may include a written reflection explaining how their choices reflect the unit's essential question.

End of Unit and Marking Period

- Students complete the End of Unit Assessment to demonstrate understanding of unit texts, vocabulary, textual evidence, theme, characterization, tone, author's purpose, rhetoric, language/style/audience, and synthesis across texts.
- Students complete Benchmark Part 1 and Benchmark Part 2 to assess skills and knowledge across the quarter's content.
- Students submit major formative and summative work, including analytical annotations, evidence-based responses, literary and rhetorical analysis writing, quizzes, comparative responses, the care package and letter project, and selected StudySync skill practices.
- Students may complete approved extension opportunities that demonstrate deeper interpretation, synthesis across texts, revision, or independent application of unit skills.

Curriculum Writer(s)

Regina Steele, Gretchen Kelly, Robert Fox

Board Approval Date

1_English 9 H (Curriculum In Progress)
Unit 2 The Call To Adventure

Unit Description

This unit invites students into J. R. R. Tolkien's *The Hobbit*, a fantasy-adventure novel that explores courage, identity, transformation, leadership, and the meaning of heroism. As students follow Bilbo Baggins from the safety of the Shire into a dangerous and unfamiliar world, they will evaluate how Tolkien uses the structure of an adventure quest to develop complex ideas about personal growth, moral courage, loyalty, and self-discovery.

Students will analyze *The Hobbit* through literary, thematic, and comparative lenses. Students will examine character development, narrative structure, symbolism, foreshadowing, figurative language, allusion, tone, and point of view. They will also consider how Tolkien's imagined world reflects larger literary patterns, including the hero's journey, mythic storytelling, and coming-of-age narratives.

Paired informational and literary texts, including "Restless Genes" and excerpts from Wild, will allow students to synthesize ideas across genres. Students will evaluate how fiction, nonfiction, memoir, media, and adaptation each present ideas about exploration, risk, identity, and transformation. By the end of the unit, students will write analytical and comparative responses that use precise textual evidence, embedded quotations, and commentary to explain how journeys shape individuals.

Essential Question
What will you learn on your journey?

Main Text
The Hobbit by J. R. R. Tolkien

Paired Texts and Media
"Restless Genes," excerpts from *Wild*, *The Hobbit* graphic novel adaptation, Tolkien background media, selected mythology/hero's journey resources, and film or comic adaptations of selected scenes from The Hobbit

Genre Focus
Fantasy, Adventure, Informational Text, Memoir, Media Adaptation

Themes
Adventure, Courage, Identity, Transformation, Curiosity, Risk-Taking, Home, Friendship, Leadership, Moral Choice, Heroism, Self-Discovery

Students will be able to:

- Analyze how an informational text's structure helps convey ideas clearly and effectively.
- Identify and explain a theme and how it develops across a text.
- Examine character development, including traits, motivations, and how characters change over time.
- Determine the central or main idea of a text and analyze how it is supported by details.
- Evaluate how media (such as videos, images, or audio) contribute to understanding a topic or story.
- Analyze how an author's point of view influences how events are described or information is presented.
- Identify and interpret literary devices such as symbolism, foreshadowing, and figurative language, and explain their effect on the text.

Standards

CC.1.3.9-10.A	-	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.3.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9-10.C	-	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.1.3.9-10.E	-	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
CC.1.3.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9-10.G	-	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.3.9-10.K	-	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.2.9-10.A	-	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.C	-	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CC.1.2.9-10.D	-	Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.E	-	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.G	-	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CC.1.2.9-10.H	-	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.2.9-10.I	-	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
CC.1.2.9-10.L	-	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.4.9-10.C	-	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9-10.D	-	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
CC.1.4.9-10.E	-	Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.S	-	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.9-10.T	-	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CC.1.4.9-10.A	-	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.B	-	Write with a sharp distinct focus identifying topic, task, and audience.

Essential Questions

- What will you learn on your journey?

Objectives

Text: The Hobbit—Throughout the unit, students will read The Hobbit both in class and independently while evaluating how Tolkien develops Bilbo as a complex and evolving character. Students will analyze how narrative structure, characterization, setting, symbolism, foreshadowing, figurative language, allusion, and point of view shape meaning and develop themes related to heroism, identity, courage, and transformation.

Skill: Informational Text Structure—After reading and discussing a model of informational text, students will be able to evaluate how structure, including cause/effect, compare/contrast, problem/solution, and sequence, shapes the development of ideas and affects the reader's understanding.

Skill: Theme—After rereading and discussing a literary text, students will be able to evaluate how a theme emerges, develops, and becomes more complex through character development, conflict, setting, symbolism, and author's craft.

Skill: Character Development—After reading and analyzing a literary text, students will be able to evaluate how a character's traits, motivations, decisions, internal conflicts, and relationships advance the plot and develop complex themes.

Skill: Central or Main Idea—After reading and discussing an informational text, students will be able to analyze how a central idea is introduced, developed, refined, and supported by details, examples, and organizational choices.

Skill: Media Analysis—After engaging with multimedia sources, students will be able to evaluate how different media versions emphasize, omit, or alter details and how those choices affect interpretation of a topic, character, or scene.

Skill: Author's Point of View—After reading and analyzing a model text, students will be able to evaluate how an author's point of view shapes the presentation of events, characters, conflicts, and ideas.

Skill: Literary Devices—After close reading and discussion, students will be able to evaluate how literary devices such as symbolism, foreshadowing, allusion, irony, and figurative language contribute to tone, meaning, character development, and theme.

Synthesis Essay—Students will connect Lord of the Flies to Unit 2 texts by analyzing how journeys, challenges, unfamiliar settings, and conflict reveal or transform identity. Students will compare how characters respond to difficult environments, fear, uncertainty, risk, and personal growth. Students will explain how texts such as The Hobbit, "Restless Genes," or Wild deepen or complicate ideas introduced in Lord of the Flies.

Key Vocabulary and Definitions

Academic Vocabulary

Cause and effect text structure—a text structure that explains how or why something happened
Compare and contrast text structure—a text structure that explains similarities and differences between two or more things
Problem and solution text structure—a text structure that presents a problem or series of problems with suggestions on how to solve them
Sequential text structure—a text structure in which events or steps are presented in the order in which they have taken place
Text structure—the order or pattern a writer uses to organize information
Infer—to determine something not stated directly by using reasoning and evidence from the text
Theme—the central idea or message of a work of literature, often expressed as a general statement about life
Topic—the subject of a text, usually expressed as a single word or phrase in the form of a noun
Analyze—to examine the parts of something in detail
Central idea—the most important point that an author makes about a topic in a text
Detail—a fact, a description, an example, or a reason that further explains a key idea
Supporting idea—a focused explanation or argument that helps develop the central idea
Author's point of view—the way an author looks at a topic or subject and their attitude toward it
Author's purpose—an author's reason for writing, such as to entertain, to inform, or to persuade
Media—the plural form of the word medium; a means of sending a communication to an intended audience
Medium—a means or form of communication, information, or entertainment such as television, the Internet, and radio

Content Vocabulary

apparently—as far as one knows
cross— to fold so as to resemble a cross
throng—a dense crowd
audacious—very bold and risky
policy— a plan that outlines expectations and procedures for a given situation
curious—strange or unusual
grim—gloomy; serious
precise—clearly defined and accurate

purloin—took without permission
incantation—a ritual recitation of words or sounds believed to have a magical effect
vast—of very great extent or quantity, a large amount of something
gruffly—in a coarse or harsh manner
unoccupied—not held or filled or in use
passage—the act of passing from one state or place to the next
direction—a way to go; a purpose or point to move toward
fund—an available quantity of resources either tangible or intangible
anxious—eager with a sense of unease
relieved—no longer feeling anxious or upset
antiquity—the condition of being ancient or antique
brood—to think anxiously about something
debate—to argue in favor or in opposition to a subject
awkward—difficult to handle or manage; cumbersome
evidently—in an obvious manner
uncanny—mysterious, especially in a weird or eerie way
render—to provide or give something useful or necessary to
plight— a troubling situation; a dangerous predicament
venture—to do or undertake something despite the risk or danger involved
suspicious—showing distrust or doubt; having a belief that someone or something is questionable or dishonest
cease—to put an end to a state or an activity
mount—to climb
inquisitive—curious or questioning
taut—stretched or pulled tight; not loose or slack
heartily—with gusto and without reservation
completely—with everything necessary
constantly—without interruption
upset—to disturb or to move deeply
inclined—having a tendency or desire to do something
pursue—to follow in order to overtake; to chase
errand—a short trip or task for a particular purpose
potent—having significant effect; strong, powerful
dreary—depressing, literally or figuratively dark
promontory—a rocky mass that juts out into the water
crossly—in a grumpy manner
bleak—without hope
maraud—to roam and raid for booty
exceed—to be greater in scope or size than some standard
vast—of very great extent or quantity, a large amount of something
recover— to bring back to a normal position or condition
plunder—the violent seizure of property
magnify—to increase in size or significance
expert—having authoritative knowledge
adornment—decoration or ornament
dominion—lands controlled by a ruler or government
wax—to become larger or stronger; increase
prefer—to like better; value more highly
obtain— to come into possession of
host— a large group or number (of people or things)
remnant—a part or piece left over; a remainder
claim—a statement that you have a right to something; a statement that something belongs to you
grievous—causing great sorrow or pain
alter—to change or to cause to change character or composition
dispose—to take care of; to put away in a particular arrangement
reconciliation—the act of bringing together two different parties who have been quarrelling or disagreeing
multitude—a large number
hideous—extremely ugly
amend—to correct or make better
assure—to guarantee something
banish—to force to leave a country or place
presume—think something is true without facts

Unit Learning Activities

- Students will begin the unit by examining Tolkien's background, fantasy-adventure conventions, Middle-earth, and the hero's journey. Students will consider how adventure stories often use physical journeys to represent internal change, identity formation, and moral development.
- Students will read and annotate *The Hobbit* in sections, tracking patterns related to Bilbo's transformation, the quest structure, conflicts, symbols, turning points, and recurring ideas about courage, greed, loyalty, home, and leadership. Students will generate interpretive questions and use annotations to prepare for discussion and analytical writing.
- Students will maintain a character development journal or tracker that requires precise textual evidence and commentary. Students will evaluate how Bilbo's traits, motivations, decisions, and relationships change over time and how those changes contribute to larger themes in the novel.
- Students will analyze Tolkien's use of literary devices, including symbolism, foreshadowing, figurative language, allusion, and tone. Students will explain how these choices build the fantasy world, shape the reader's perception of characters, and deepen the novel's themes.
- Students will read "Restless Genes" and evaluate how the informational text presents ideas about exploration, risk-taking, curiosity, and human behavior. Students will analyze the text's structure, central idea, and evidence while considering how nonfiction can complicate or deepen their interpretation of Bilbo's journey.
- Students will participate in an evidence-based debate or seminar addressing whether exploration is shaped more by biology, personality, environment, choice, or necessity. Students will use evidence from "Restless Genes," *The Hobbit,* and class discussion to support and challenge claims.
- Students will complete a comparative analysis of *The Hobbit* and "Restless Genes," explaining how fiction and nonfiction develop related ideas about exploration, risk, and transformation through different genres, structures, and types of evidence.
- Students will compare selected scenes from *The Hobbit* in print and in another medium, such as film, illustration, or comic adaptation. Students will evaluate what each medium emphasizes, omits, or changes and explain how those choices affect interpretation of character, conflict, tone, or theme.
- Students will read or discuss excerpts from *Wild* and compare Strayed's memoir-based journey to Bilbo's fictional journey. Students will synthesize ideas across texts by analyzing how different genres present challenge, uncertainty, identity, healing, courage, and self-discovery.
- Students will write frequent short analytical responses using embedded quotations and commentary. Responses will focus on author's craft, character development, theme, literary devices, informational text structure, media analysis, and synthesis across texts.
- Students will draft, revise, and submit a literary analysis essay on Bilbo's character development. The essay will include a nuanced thesis, precise textual evidence, embedded quotations, and commentary explaining how Tolkien develops Bilbo's transformation and connects it to larger themes.
- Students may also complete a comparative essay or seminar-based writing task synthesizing *The Hobbit*, "Restless Genes," and/or Wild to analyze what journeys reveal about human nature, risk-taking, courage, and transformation.
- Students will complete a tracker comparing *Lord of the Flies* with *The Hobbit* or another Unit 2 text. Students will identify each character's starting identity, the challenge or journey they face, how they change or reveal themselves, and the larger theme developed by the text.

Unit Resources

McGraw Hill StudySync (9th-Grade Resources)

Assessments (Formative and Summative)

- Students will complete reading check quizzes throughout the novel to assess comprehension, vocabulary, inference, character development, and key plot events.
- Students will complete chapter notes, Think Questions, skill practices, annotations, and short analytical responses that require precise evidence and commentary.
- Students will maintain a character development journal or tracker that evaluates Bilbo's transformation through traits, motivations, choices, relationships, conflicts, and theme.
- Students will complete an informational text structure and central idea analysis for "Restless Genes," explaining how structure and evidence develop ideas about exploration and human behavior.
- Students will participate in an evidence-based discussion, debate, or seminar using The Hobbit, "Restless Genes," and/or Wild to support claims about exploration, risk, and personal growth.
- Students will complete a comparative written response or essay analyzing how fiction and nonfiction texts develop related ideas through different genres, structures, and author choices.
- Students will complete a media analysis task evaluating how a scene or idea from The Hobbit is represented in print and another medium, with attention to emphasis, omission, tone, and interpretation.
- Students will write and revise a Hobbit character development essay with a nuanced thesis, embedded quotations, precise textual evidence, and commentary explaining how Bilbo's journey develops theme.
- Students will complete selected quizzes, StudySync skill practices, Think Questions, Benchmark activities, and/or end-of-unit assessments to demonstrate mastery of reading, literary analysis, informational text analysis, vocabulary, evidence use, and synthesis across texts.
- Students will complete a short synthesis checkpoint connecting *Lord of the Flies* to *The Hobbit* or another Unit 2 text. Students will write a comparative response to the question: How do journeys and challenges reveal who people are? The response will use evidence from both texts and explain similarities, differences, or complications between the authors' messages.

Curriculum Writer(s)

Regina Steele, Gretchen Kelly, Robert Fox

Board Approval Date

1_English 9 H (Curriculum In Progress)
Unit 3- Declaring Your Genius

Unit Description

In this unit, students will explore the essential question, How do you define intelligence? through literary analysis, argument analysis, debate, research, and argumentative writing. Students will consider intelligence as more than academic achievement by examining survival intelligence, strategic thinking, ethical reasoning, rhetorical skill, and the ability to adapt under pressure.

Students will read Richard Connell's "The Most Dangerous Game" as a suspense story that raises complex questions about power, violence, morality, civilization, and human nature. Through close reading, students will evaluate how Connell uses characterization, conflict, suspense, setting, figurative language, irony, point of view, and plot structure to develop meaning and theme. Students will analyze how both Rainsford and Zaroff demonstrate intelligence, while also evaluating the ethical consequences of how intelligence is used.

Students will then study argumentative texts and rhetorical strategies, analyzing how writers and speakers craft arguments for specific audiences and purposes. Students will evaluate claims, evidence, reasoning, counterclaims, rebuttals, tone, credibility, logical fallacies, and rhetorical appeals. As a culminating task, students will participate in a structured debate and write a researched argumentative essay about a real-world issue or cause, using credible sources, nuanced reasoning, rhetorical appeals, and MLA documentation.

Students will be expected to synthesize ideas across literature, argument, research, and debate; evaluate the effectiveness of rhetorical and literary choices; and produce polished argumentative writing that demonstrates complexity, audience awareness, and control of evidence.

Essential Question
How do you define intelligence?

Main Texts
"The Most Dangerous Game" by Richard Connell
Various argumentative texts and research sources

Genre Focus
Suspense Fiction, Argumentative Writing, Debate, Informational Text, Rhetorical Analysis

Themes
Intelligence, Survival, Ethics, Power, Civilization, Violence, Human Nature, Persuasion, Responsibility, Justice, Moral Choice

Students will be able to:

- Recognize different genres, with a focus on understanding the structure and purpose of argumentative writing.
- Use and apply academic vocabulary to communicate ideas clearly in both speaking and writing.
- Analyze character traits, development, and motivations to understand how characters drive the plot and theme.
- Identify and interpret figurative language (such as similes, metaphors, and personification) and analyze its effect on meaning and tone.
- Participate in a debate, using clear reasoning and evidence to support a point of view.
- Evaluate and apply rhetorical appeals—ethos (credibility), logos (logic), and pathos (emotion)—in both speech and writing.
- Plan and write an argumentative essay that clearly states a claim, uses relevant evidence, and addresses counterclaims.

Standards

CC.1.3.9-10.A	-	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.3.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9-10.C	-	Analyze how complex characters develop over the course of a text, interact with other characters, and

		advance the plot or develop the theme.
CC.1.3.9-10.E	-	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
CC.1.3.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9-10.G	-	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.3.9-10.H	-	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.3.9-10.K	-	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.2.9-10.A	-	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.C	-	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CC.1.2.9-10.D	-	Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.E	-	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.G	-	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CC.1.2.9-10.H	-	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.2.9-10.I	-	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
CC.1.2.9-10.L	-	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.4.9-10.G	-	Write arguments to support claims in an analysis of substantive topics.
CC.1.4.9-10.H	-	Write with a sharp distinct focus identifying topic, task, and audience. * Introduce the precise claim.
CC.1.4.9-10.I	-	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
CC.1.4.9-10.J	-	Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.4.9-10.K	-	Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.L	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.S	-	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.9-10.T	-	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
		Use technology, including the Internet, to produce, publish, and update individual or shared writing products,

CC.1.4.9-10.U	-	taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CC.1.4.9-10.V	-	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.1.4.9-10.X	-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
CC.1.5.9-10.A	-	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9-10.B	-	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
CC.1.5.9-10.C	-	Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CC.1.5.9-10.D	-	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
CC.1.5.9-10.E	-	Adapt speech to a variety of contexts and tasks.
CC.1.5.9-10.F	-	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.9-10.G	-	Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

Essential Questions

- Does intelligence only refer to book-smarts?
- Other than performing well on tests, how else can people reveal their intelligence?
- How do you define intelligence?

Objectives

Texts: Various Argumentative Texts—As students read a range of argumentative texts, they will evaluate the structure, purpose, and effectiveness of arguments by analyzing claims, counterclaims, evidence, reasoning, rhetorical appeals, tone, word choice, point of view, audience, and credibility.

First Read: "The Most Dangerous Game"—After an initial reading and discussion of "The Most Dangerous Game," students will be able to summarize key events, analyze suspense and plot structure, and explain how character motivation and conflict introduce complex ideas about survival, intelligence, power, and morality.
Close Read: "The Most Dangerous Game"—After engaging in a close reading of "The Most Dangerous Game," students will be able to evaluate how Connell uses characterization, suspense, irony, setting, point of view, figurative language, and conflict to develop theme and shape the reader's interpretation, supporting their analysis with precise textual evidence and commentary.

Argumentative Writing
Drafting Phase—After reading and analyzing model argumentative texts, students will be able to develop a focused and debatable claim, organize reasons logically, and draft an argumentative essay that demonstrates awareness of audience, purpose, and complexity.
Evidence Phase—After discussing strategies for source evaluation and evidence integration, students will be able to gather credible evidence from multiple sources, synthesize information, embed quotations effectively, and address opposing viewpoints through thoughtful counterclaims and rebuttals.
Editing/Revision Phase—After drafting, conferencing, and peer reviewing, students will revise and edit argumentative essays to strengthen argument structure, cohesion, rhetorical effectiveness, evidence integration, commentary, sentence fluency, formal style, MLA formatting, and conventions.

Skill: Recognizing Genre — Argumentative Writing—After reading and analyzing a variety of texts, students will be able to evaluate how argumentative writing uses structure, evidence, reasoning, counterclaims, rebuttals, tone, and rhetorical appeals to persuade a specific audience.
Skill: Academic Vocabulary—After reading and discussing literary, informational, and argumentative texts, students will be able to use academic and domain-specific vocabulary precisely in discussion, analysis, debate, and formal writing.
Skill: Character Analysis—After reading and analyzing a literary text, students will be able to evaluate how character traits, motivations, decisions, internal conflicts, and relationships advance plot and develop complex themes.
Skill: Figurative Language—After close reading and discussion, students will be able to evaluate how figurative language, imagery, symbolism, and diction shape suspense, tone, characterization, and meaning.
Skill: Debate and Oral Argument—After preparing for and participating in structured debate, students will be able to present a clear, logical, and persuasive argument using credible evidence, rhetorical appeals, rebuttal strategies, and effective speaking skills.
Skill: Rhetorical Appeals—After analyzing argumentative texts and speeches, students will be able to evaluate and apply ethos, logos, and pathos while considering audience, purpose, credibility, tone, and possible logical fallacies.
Skill: Argumentative Essay Writing—After reading and analyzing model essays, students will be able to plan, draft, revise, and publish a researched argumentative essay that presents a nuanced claim, uses credible and integrated evidence, develops reasoning, addresses counterclaims effectively, maintains formal style, and follows MLA formatting.
Synthesis Essay—Students will connect Lord of the Flies to Unit 3 by analyzing how intelligence can be used for survival, leadership, manipulation, persuasion, violence, or moral decision-making. Students will evaluate the relationship between intelligence and ethics in Lord of the Flies, "The Most Dangerous Game," and argumentative texts. Students will develop claims that synthesize ideas about intelligence, morality, power, and responsibility.

Key Vocabulary and Definitions

Academic Vocabulary

Argument—a piece of writing or speech expressing and defending an opinion about a topic
Claim—a statement expressing a main idea of an argument
Evidence—facts, statistics, numerical data, quotations, specific examples, and expert opinions that support a claim
Reason—an explanation that states why others should accept a claim
Author's point of view—the way an author looks at a topic or subject and their attitude toward it
Author's purpose—an author's reason for writing, such as to entertain, to inform, or to persuade
Cause and effect structure—a text structure that explains how or why something happened
Compare and contrast text structure—a text structure that explains similarities and differences between two or more things
Problem and solution text structure—a text structure that presents a problem or series of problems with suggestions on how to solve them
Sequential text structure—a text structure in which events or steps are presented in the order in which they have taken place
Text structure—the order or pattern a writer uses to organize information
Analyze—to examine the parts of something in detail
Flashback—a scene in a story, play, movie, or TV show that is set in a time earlier than the events in the main story
Plot—the sequence of events that take place in a work of literature
Setting—the time and place of the events in a work of literature
Story structure—the outline a writer uses to organize and tell a story
Theme—the central idea or message of a work of literature, often expressed as a general statement about life
Antagonist—the character whose goals work against the protagonist
Character—an individual in a literary work whose thoughts, feelings, actions, and reactions move the action of the plot forward
Dialogue—a conversation between characters
Plot—the sequence of events that take place in a work of literature
Protagonist—the main character—the one the story revolves around and who usually has a problem to solve
Resolution—the final outcome of the story's conflict
Trait—an aspect of a person or character's behavior and attitude that make up that character's personality
Argument—a piece of writing or speech expressing and defending an opinion about a topic
Claim—a statement expressing a main idea of an argument
Debatable—something that can be proven or disproven
Delineate—to describe, trace, or outline
Evidence—facts, statistics, numerical data, quotations, specific examples, and expert opinions that support a claim
Reasoning—statements, questions, and appeals that explain why a reader should consider the evidence that is presented and accept the claim

"The Most Dangerous Game"

Indolently—lazily; so as to avoid activity
Mirage—an optical illusion found in the desert or at sea in which an object appears to be displaced from its true location
Sensuous—having to do with the senses as opposed to the intellect; luxurious
Tangible—able to be physically touched or perceived
Vitality—the state of being lively and energetic

Unit Learning Activities

- Students will begin the unit by exploring the meaning of intelligence beyond traditional academic performance. Students will discuss and classify examples of strategic intelligence, emotional intelligence, moral intelligence, survival intelligence, and rhetorical intelligence. Students will connect these ideas to literature, debate, and real-world argument.
- Students will read and annotate “The Most Dangerous Game” with attention to suspense, characterization, conflict, setting, imagery, irony, point of view, and plot structure. Students will generate interpretive questions and track evidence related to intelligence, morality, power, survival, and civilization.
- Students will evaluate how Connell creates suspense through pacing, description, foreshadowing, dialogue, and setting. Students will analyze how these author choices shape tone and influence the reader’s response.
- Students will complete a deeper character analysis of Rainsford and Zaroff, evaluating how each character uses intelligence and how the story complicates the relationship between intelligence and morality. Students will consider whether intelligence without ethics becomes dangerous.
- Students will compare selected scenes from the short story with film or media adaptations, evaluating how changes in medium affect suspense, characterization, tone, and interpretation.
- Students will participate in structured discussion, debate, or seminar connected to the story’s ethical questions. Students will use evidence to develop claims, respond to opposing viewpoints, and evaluate the strength of different interpretations.
- Students will analyze argumentative texts for claim, reasoning, evidence, counterclaim, rebuttal, rhetorical appeals, audience, purpose, tone, credibility, and fallacies. Students will compare how different authors construct arguments and use persuasion.
- Students will prepare for and participate in a Big Game Debate or related structured debate. Students will develop claims, select credible evidence, anticipate counterarguments, use rhetorical appeals, and deliver arguments clearly and persuasively.
- Students will brainstorm, research, and narrow argumentative essay topics connected to meaningful real-world issues or causes. Students will evaluate topic complexity and develop claims that are debatable, specific, and appropriate for an academic audience.
- Students will conduct research using credible sources, evaluate reliability and bias, gather relevant evidence, and synthesize information from multiple sources. Students will practice embedding quotations, paraphrasing responsibly, citing sources, and explaining evidence through commentary.
- Students will draft the argumentative essay in stages. Writing workshops will focus on thesis development, logical organization, body paragraph structure, counterclaim and rebuttal, evidence integration, transitions, formal style, rhetorical effectiveness, MLA formatting, Works Cited, revision, and editing.
- Students will participate in peer review and writing conferences to refine argument quality, evidence, reasoning, organization, audience awareness, sentence fluency, grammar, mechanics, and documentation.
- Students will complete a chart comparing *Lord of the Flies* with “The Most Dangerous Game” or argumentative texts from the unit. Students will identify who shows intelligence, what kind of intelligence is demonstrated, whether it is used ethically, and what the text suggests about human behavior. Students will discuss how intelligence becomes dangerous when separated from empathy, responsibility, or moral judgment. Students will practice moving from comparison to argument-based synthesis by developing debatable claims across texts.

Unit Resources

McGraw Hill StudySync (9th-Grade Resources)

Assessments (Formative and Summative)

- Students will complete analytical annotations, guided reading questions, and textual evidence activities for “The Most Dangerous Game.”
- Students will complete a quiz on “The Most Dangerous Game” assessing comprehension, vocabulary, inference, suspense, character development, figurative language, point of view, theme, and author’s craft.
- Students will write a literary analysis response evaluating how Connell develops suspense, character, theme, ethical conflict, or tone.
- Students will complete rhetorical analysis activities identifying and evaluating claims, reasons, evidence, counterclaims, rebuttals, ethos, logos, pathos, audience, purpose, tone, credibility, and fallacies.
- Students will participate in a structured debate or seminar using evidence, reasoning, rhetorical appeals, rebuttal, and effective speaking strategies.
- Students will complete research checkpoints, including topic proposal, research question, source credibility evaluation, evidence organizer, thesis check, outline, paragraph drafts, counterclaim/rebuttal check, Works Cited draft, peer review, and revision plan.
- Students will write and submit a researched argumentative essay with a nuanced claim, logical organization, credible evidence from multiple sources, embedded quotations, commentary, counterclaim and rebuttal, formal tone, MLA formatting, and Works Cited page.
- Students will complete selected StudySync skill practices, Think Questions, benchmark activities, and/or end-of-unit assessments to demonstrate mastery of literary analysis, rhetoric, argument analysis, research, debate, and argumentative writing.
- Students will complete a synthesis checkpoint connecting *Lord of the Flies* to “The Most Dangerous Game” or another Unit 3 text. Students will write a short analytical response to the question: What do these texts suggest about the relationship between intelligence and morality? The response will include a debatable claim, evidence from both texts, and commentary that connects the evidence to a larger idea about human nature.

Curriculum Writer(s)

Regina Steele, Gretchen Kelly, Robert Fox

Board Approval Date

1_English 9 H (Curriculum In Progress)
Unit 4- The Art of Disguise

Unit Description

In this unit, students will read and analyze William Shakespeare's *The Tragedy of Romeo and Juliet*, one of the most widely known and referenced works in English literature. While the play is often remembered as a tragic love story, students will examine how Shakespeare also explores conflict, loyalty, identity, family expectations, impulsive decisions, violence, fate, and performance.

Students will consider the essential question as they analyze how characters speak and behave differently depending on who is watching or listening. Romeo and Juliet perform loyalty to their families while privately pursuing love. Mercutio performs wit and confidence. Tybalt performs aggression and honor. Juliet performs obedience while making increasingly independent decisions. Through these character choices, students will examine how public identity and private identity can come into conflict.

Students will strengthen their ability to read complex drama, summarize key events, analyze character development, interpret figurative language and allusions, identify dramatic irony, and compare Shakespeare's text with modern or film adaptations. Students will use textual evidence to explain how Shakespeare's language, dramatic structure, and character interactions develop theme and tension throughout the play.

Essential Question
How do we perform for different audiences?

Main Text
The Tragedy of Romeo and Juliet by William Shakespeare

Genre Focus
Drama, Tragedy, Poetry, Media Adaptation

Themes
Performance, Identity, Love, Loyalty, Family Conflict, Fate, Violence, Impulsiveness, Youth, Secrecy, Public vs. Private Self

Students will be able to:

- Summarize key ideas and details to demonstrate understanding of a text.
- Identify and analyze informational text elements such as headings, graphics, and supporting evidence.
- Analyze story structure, including exposition, rising action, climax, falling action, and resolution.
- Examine how characters are developed through actions, dialogue, and interactions.
- Identify and explain a theme and how it is revealed through characters, setting, and plot.
- Understand and analyze dramatic elements and structure, including dialogue, stage directions, and dramatic irony.
- Recognize and interpret allusions and how they add deeper meaning to a text.
- Evaluate how media contributes to or changes the understanding of a topic or story.
- Determine the author's purpose and point of view and analyze how they shape the content and tone of a text.

Standards

CC.1.3.9-10.A	-	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.3.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9-10.C	-	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.3.9-10.D	-	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
CC.1.3.9-10.E	-	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.

CC.1.3.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9-10.G	-	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
CC.1.3.9-10.H	-	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.3.9-10.K	-	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.2.9-10.A	-	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.C	-	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CC.1.2.9-10.D	-	Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.E	-	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.G	-	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CC.1.2.9-10.H	-	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.2.9-10.I	-	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
CC.1.2.9-10.L	-	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.5.9-10.A	-	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9-10.B	-	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
CC.1.5.9-10.C	-	Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CC.1.5.9-10.D	-	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
CC.1.5.9-10.E	-	Adapt speech to a variety of contexts and tasks.
CC.1.5.9-10.F	-	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.
CC.1.5.9-10.G	-	Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.
CC.1.2.9-10.J	-	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.9-10.K	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.9-10.I	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.9-10.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.4.9-10.A	-	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.B	-	Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.9-10.C	-	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9-10.D	-	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
CC.1.4.9-10.E	-	Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.S	-	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.9-10.T	-	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CC.1.4.9-10.X	-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Essential Questions

- How do we perform for different audiences?

Objectives

Text: The Tragedy of Romeo and Juliet—Throughout the unit, students will read and evaluate Shakespeare's play with attention to dramatic structure, characterization, conflict, figurative language, allusion, dramatic irony, theme, tone, and performance. Students will analyze how Shakespeare uses language, structure, and audience awareness to reveal the tension between public roles and private identities.
Skill: Summarizing—After reading and discussing a scene from the play, students will be able to produce concise and accurate summaries that distinguish essential plot events from interpretation and prepare for deeper analysis.
Skill: Informational Text Elements—After reading and analyzing informational texts related to Shakespeare, Elizabethan England, tragedy, or adaptation, students will be able to evaluate how text features, structure, supporting evidence, and point of view shape understanding.
Skill: Story Structure—After reading and discussing the play, students will be able to evaluate how Shakespeare's dramatic structure, including exposition, rising action, climax, falling action, and resolution, creates tension and contributes to tragic effect.
Skill: Character Development—After reading and analyzing scenes from the play, students will be able to evaluate how Shakespeare develops complex characters through dialogue, action, imagery, relationships, contradictions, and shifts in public and private behavior.
Skill: Theme—After close reading and discussion, students will be able to evaluate how themes develop and become more complex through character choices, conflict, dramatic irony, language, structure, and performance.
Skill: Dramatic Elements and Structure—After reading and discussing a dramatic text, students will be able to evaluate how dialogue, stage directions, soliloquy, aside, dramatic irony, pacing, and scene structure shape meaning and audience response.
Skill: Allusion—After reading and analyzing the play, students will be able to interpret allusions and explain how they deepen meaning, reveal character, create tone, or connect the play to larger cultural and literary ideas.
Skill: Media Analysis—After viewing selected scenes from film or modern adaptations, students will be able to evaluate how performance, staging, camera choices, music, setting, editing, and directorial interpretation emphasize, omit, or transform meaning.
Skill: Author's Purpose and Point of View—After reading and analyzing literary and informational texts, students will be able to evaluate how purpose, point of view, tone, and audience shape content, interpretation, and response.
Synthesis Essay: Students will connect *Lord of the Flies* to Unit 4 by analyzing how people perform different versions of themselves for different audiences.
Students will synthesize ideas from Lord of the Flies and at least two additional texts studied throughout the school year to develop an original argument about identity, human nature, pressure, conflict, and change. Students will develop a clear thesis, select precise textual evidence, embed quotations effectively, and provide commentary that connects multiple texts to a larger idea. Students will organize a multi-paragraph essay that demonstrates synthesis, analysis, formal academic tone, and effective revision.

Key Vocabulary and Definitions

Act 1
Augment—to make greater in size, number, or strength; to increase
Chastity—the practice of abstaining from sexual intercourse
Consent—permission to do something
Mar—to blemish or disfigure; to damage
Quarrel—dispute or disagreement
Strife—strong, angry disagreements between individuals or groups
Transparent—easy to take in or understand

Act 2
Adjacent—having a common boundary or edge; abutting, touching
Compliment—a comment that says something nice about someone or something
Conjure—to make something appear as if by magic
Feign—to make a pretense of having a feeling or injury
Moderately—in a reasonable way; in a manner that is neither too much nor too little
Predominant—most frequent or common
Rash—without thought, careless
Substantial—fairly large
Waverer—one who hesitates (usually out of fear)

Act 3
Conduct—the way in which a person behaves
Effeminate—having qualities or traits considered to be associated with women
Exile—the state of being cast out or barred from one's home state or country, usually for political reasons
Fickle—changing often, particularly one's loyalty and affection
Proceeding—a series of actions that involve settling legal matters
Tedious—boring, long, and slow
Vile—extremely unpleasant or offensive

Act 4
Advance—to move forward
Bound—the edge of something; a boundary
Contrary—opposition or a reversal
Inundation—a flood; an abundance of something
Lamentable—shameful, sad, and worthy of condemnation
Redress—correction, usually with compensation for any harm resulting from the error
Supple—flexible; able to bend, twist, and move easily
Treacherous—untrustworthy; dangerous

Act 5
Aloof—not involved or interested, removed or distant
Amorous—something that connotes or indicates love, especially if it is sexual in its nature or essence
Compound—a whole formed by a union of two or more elements or parts
Contradict—to assert the opposite of something
Inauspicious—unlikely to be successful
Peruse—to examine or consider with attention; to read carefully
Presage—to indicate or give a sign that something good or bad will happen
Tedious—boring, long, and slow

Unit Learning Activities

- Students will begin the unit by building background knowledge about Shakespeare, Elizabethan England, tragedy, theater, and the cultural influence of Romeo and Juliet. Students will complete guided notes, discussion questions, and introductory activities such as “Shakespeare is Everywhere” to recognize Shakespeare’s continued influence on language and culture.
- Students will preview the essential question by discussing how people change their behavior for different audiences, including family, friends, romantic interests, teachers, coaches, and social media audiences. Students will connect this idea to characters in the play as they read.
- Students will read and analyze the Prologue, identifying foreshadowing, structure, conflict, and the basic tragic outcome introduced before the play begins. Students will discuss how Shakespeare uses the Prologue to shape audience expectations.
- Students will read Acts 1–5 through a combination of class reading, guided reading, performance, independent reading, and film support. As they read, students will summarize key events, track character decisions, and analyze how conflict escalates throughout the play.
- Students will complete act-based reading guides, Google Form activities, vocabulary work, and comprehension checks to monitor understanding of plot, character relationships, Shakespearean language, and dramatic structure.
- Students will analyze how Romeo, Juliet, Mercutio, Tybalt, the Nurse, Friar Lawrence, Lord Capulet, and Lady Capulet perform different roles depending on their audience. Students will discuss how expectations related to family, gender, love, honor, friendship, and obedience influence character behavior.
- Students will complete close reading activities for key scenes, including the Prologue, Act 1 Scene 1, the Balcony Scene, Act 3 Scene 1, Act 3 Scene 5, and the final scene. Students will analyze figurative language, dramatic irony, conflict, tone, character motivation, and theme.
- Students will participate in performance-based activities, including reading scenes aloud, staging short excerpts, modernizing selected lines, or creating a modern adaptation of the Balcony Scene. Students will explain how performance choices affect meaning and audience interpretation.
- Students will view selected film scenes and compare them to Shakespeare’s text. Students will analyze how actors, directors, staging, music, costumes, setting, and camera choices emphasize or change the meaning of a scene.
- Students will complete writing tasks throughout the unit, including short constructed responses, scene analysis, character analysis, theme responses, and reflective writing from a character’s perspective. Students will use textual evidence to support analysis.
- Students will complete activities such as “Least to Most Excusable,” “Fortune’s Fool,” and “Dear Diary” to evaluate character choices, analyze language, and demonstrate understanding of conflict, motivation, and consequence.
- Students will complete a creative book cover project that represents important themes, symbols, conflicts, and characters from Romeo and Juliet. Students will include a written explanation connecting their design choices to evidence and interpretation of the play.
- Students will complete a chart comparing characters from *Lord of the Flies* and *Romeo and Juliet.* Students will use these connections to prepare for the final culminating synthesis essay.
- Students will review the yearlong synthesis tracker and select Lord of the Flies plus at least two additional texts from the school year. Students will choose an essay lens such as belonging, power, fear, journey, intelligence, morality, performance, public/private identity, or human nature. Students will complete a text selection activity, synthesis planning chart, evidence organizer, thesis drafting activity, and essay outline. Students will draft the essay in stages and participate in peer review, writing conferences, and revision workshops focused on thesis, synthesis, evidence, commentary, organization, and academic style.

Unit Resources

McGraw Hill StudySync (9th-Grade Resources)

Assessments (Formative and Summative)

- Students will complete background knowledge activities, including an Elizabethan England video worksheet and Shakespeare introduction activities.
- Students will complete Act-based reading guides, vocabulary work, comprehension checks, Google Form activities, and homework questions throughout the play.
- Students will complete quizzes for Act 1, Act 2, Act 3, and Acts 4–5 to assess comprehension, vocabulary, character development, conflict, dramatic irony, theme, and literary analysis.
- Students will complete short constructed responses analyzing character motivation, theme, figurative language, dramatic irony, and key conflicts.
- Students will complete a modern Balcony Scene or performance/adaptation activity demonstrating understanding of Shakespearean language, character relationships, audience, and theme.
- Students will complete media analysis activities comparing selected film scenes to Shakespeare's original text.
- Students will complete the "Fortune's Fool" vocabulary and analysis assignment to examine word meaning, figurative language, and theme.
- Students will complete the "Dear Diary" creative writing assignment from a character's perspective, demonstrating understanding of characterization, motivation, emotional conflict, and audience.
- Students will complete a creative book cover project that represents important themes, symbols, conflicts, and characters from Romeo and Juliet. Students will include a written explanation connecting their design choices to evidence and interpretation of the play.
- Students will complete a synthesis checkpoint connecting *Lord of the Flies* to *Romeo and Juliet*. Students will write a paragraph responding to the question: How do Lord of the Flies and Romeo and Juliet show that people perform different versions of themselves depending on their audience? The response will include evidence from both texts and explanation of how public identity and private self affect character choices.
- Students will submit a text selection and essay lens activity, synthesis planning chart, working thesis, evidence organizer, outline, draft, peer review or conference notes, and final culminating synthesis essay. The final essay will use *Lord of the Flies* and at least two additional texts to answer the prompt: How do people discover who they are when they face pressure, conflict, or change? The essay will be assessed using a rubric focused on thesis and focus, use of required texts, synthesis across texts, textual evidence, analysis and commentary, organization and coherence, academic style and voice, and conventions.

Curriculum Writer(s)

Regina Steele, Gretchen Kelly, Robert Fox

Board Approval Date

1_English 10 (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	Unit 1: The Power of Communication
Module 2:	Unit 2: Moving Forward
Module 3:	Unit 4: Ties that Bind
Module 4:	Unit 3: The Persistence of Memories

1_English 10 (Curriculum In Progress)
Unit 1: The Power of Communication

Unit Description

Main Text: *Thematic/Fahrenheit 451* by Ray Bradbury (optional)
Written in 1953, Fahrenheit 451 predicted flat-screen TVs, ATMs and government surveillance—and a squadron of "firemen" charged with setting books aflame to help keep the peace. This chilling dystopian future is the setting of the story of fireman Guy Montag, who awakens to the sickness at the heart of the society he works to protect. Ray Bradbury (1920–2012) wrote 27 novels and more than 600 short stories, which straddle what before him was a wide divide between science fiction and literature. Writing after World War II as the United States entered an unprecedented period of technological and economic prosperity, his work cautions of a future shaped by the convergence of science and totalitarian order.

Comparative Texts: *The Refusal* by Franz Kafka (optional), *Letter from Birmingham Jail* by Dr. Martin Luther King Jr., and I am Offering This Poem by Jimmy Santiago Baca (optional)

Essential Question: Why do words matter?

Genre Focus: Fiction

Themes: Dystopia, Totalitarianism, Rebellion

Annotation, Context Clues, Monitoring Comprehension, Text-Dependent Responses, Textual Evidence, Character, Collaborative, Conversations, Short Constructed Responses, Peer Review, Literary Focus: Modernism and Postmodernism, Recognizing Genre: Fiction, Academic Vocabulary, Personal Response, Allusion, Compare and Contrast, Theme, Primary and Secondary Sources, Arguments and Claims, Rhetoric, Author's Purpose and Point of View, Language, Style, and Audience

Strategies: Vocabulary building, RACE, Keys to Literacy, Keystone Exam prep

Assessments: Readiness Screener, Benchmark 1, End of Unit 1 Assessment

Standards

CC.1.3.7.A	-	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
CC.1.2.4.A	-	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CC.1.2.4.H	-	Explain how an author uses reasons and evidence to support particular points in a text.
CC.1.4.1.M	-	Write narratives to develop real or imagined experiences or events.
CC.1.4.4.E	-	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.11-12.E	-	Write with an awareness of the stylistic aspects of composition. * Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11-12.J	-	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
CC.3.5.11-12.G	-	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
CC.8.5.11-12.F	-	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CC.3.6.6-8.A	-	Write arguments focused on discipline-specific content. * Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. * Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. * Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), countercl
CC.1.5.9-10.D	-	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
CC.1.5.9-10.D	-	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
CC.1.2.9-10.H	-	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

Essential Questions

- Why do words matter?

Objectives

After reading the text, students will demonstrate their comprehension through a reading quiz, discussion, and short constructed response.

Students will perform an initial reading of a text and demonstrate comprehension by responding to questions using evidence from the text.

After rereading and discussing a model of close reading, students will be able to examine textual evidence to support analysis about “The Refusal.”

After a close reading and discussion of the text, students will write a short constructed response.

Students will perform an initial reading of a text and demonstrate comprehension by responding to questions using evidence from the text.

After rereading and discussing a model of close reading, students will be able to analyze how the use of rhetorical devices makes the arguments in “Letter from Birmingham Jail” more persuasive.

Key Vocabulary and Definitions

English Related Terms:

Theme – the central idea or message in a text
Tone – the author's attitude toward the subject
Voice – the unique style, perspective, or identity expressed in writing
Narrative – a story or account of events
Perspective – the point of view from which a story is told
Symbolism – using objects, images, or events to represent larger ideas
Imagery – descriptive language that appeals to the senses
Motif – a recurring image, word, or idea in a text
Diction – word choice and style of expression
Genre – a category of literature (poetry, memoir, essay, etc.)Fiction
Fiction: Stories that are made up and not based on real events or people. Examples: novels, short stories.
Nonfiction: Writing that is based on real facts, events, or people. Examples: biographies, news articles, history books.
Personification: Giving human qualities to something that is not human, like an object or animal. Example: "The wind whispered through the trees."
Simile: A comparison between two things using the words "like" or "as." Example: "Her smile was as bright as the sun."
Metaphor: A comparison between two things by saying one thing is the other. Example: "Time is a thief."
Hyperbole: An exaggerated statement that isn't meant to be taken literally. Example: "I'm so hungry I could eat a horse."
Annotation: Adding notes or comments to a text to explain or summarize parts of it.
Context Clues: Hints in a text that help you figure out the meaning of an unfamiliar word.
Textual Evidence: Specific details or quotes from a text used to support your ideas or arguments.

Content Related Terms:

Utopian -modeled on or aiming for a state in which everything is perfect; idealistic
McCatheryism -was the anti-communist hysteria and campaign of political repression in the United States that peaked in the late 1940s and 1950s.
Dystopian -relating to or denoting an imagined state or society where there is great suffering or injustice
Authoritarian Government -favoring or enforcing strict obedience to authority, especially that of the government, at the expense of personal freedom
Civil Disobedience -the refusal to comply with certain laws or to pay taxes and fines, as a peaceful form of political protest.
Direct Action -the use of strikes, demonstrations, or other public forms of protest rather than negotiation to achieve one's demands
Boycott -withdraw from commercial or social relations with (a country, organization, or person) as a punishment or protest
Unjust -not based on or behaving according to what is morally right and fair
Modernism -a literary movement from the late 19th and early 20th centuries that broke from traditional forms to experiment with new techniques and reflect the complexities of modern life
Postmodernism -literary movement that emerged in the mid-20th century, characterized by a rejection of traditional, linear narratives and a skeptical view of objective truth
Totalitarianism- a system of government that is centralized and dictatorial and requires complete subservience to the state
Rebellion -an act of violent or open resistance to an established government or ruler

Unit Learning Activities

Blasts
First Reads
Close Reads
Skill Lessons
THINK Questions

Class Discussion
Reading Analysis
Word Study
Writing Process

Unit Resources

McGraw Hill StudySync (10th-Grade Resources)

Assessments (Formative and Summative)
End of Unit Assessment
Close Reads
Essay Assignments
Project Assignments
Benchmark
Readiness Screener
Vocabulary
Skill Lessons

Curriculum Writer(s)
10th grade English teachers

Board Approval Date

1_English 10 (Curriculum In Progress)
Unit 2: Moving Forward

Unit Description

Main Text: *Night* by Elie Wiesel

Comparative Texts: The Gathering Place by Amanda Gorman and The Perils of Indifference by Elie Wiesel

Essential Question: How does culture influence your goals?

Genre Focus: Argumentative; Memoir

Themes: Holocaust; Survival; Father-Son Relationships

Skills: Word meanings; Language, style and audience; Story structure; Textual evidence, RACE writing strategy; Poetic Elements and Structure; Media; Central or Main Idea; Reasons and Evidence; Logical Fallacies; Parallel Structure; Prepositions; Colons; Organizing Informative Writing; Thesis Statement; Supporting Details; Introductions; Transitions; Precise Language; Conclusions; Style

Assessment: Benchmark 2; End-of-Unit 2

In 1944, Jews and other groups of people deemed socially undesirables were being torn from their homes, robbed, and relocated to concentration camps in areas controlled by Nazi Germany. Loaded onto trains and shipped to Auschwitz, Eliezer and his father endured starvation, brutality, and torture under chimneys belching out the black smoke of the incinerated dead. Night is a memoir of this waking nightmare—a portrait of a young man's coming of age amidst the horrors of the Holocaust. Elie Wiesel (1928–2016) was a professor, lecturer, peace advocate and author of 57 books. He was awarded the 1986 Nobel Peace Prize. Night is the first of a trilogy—with Dawn and Day—documenting Wiesel's experiences as a witness and survivor of the Holocaust.

Standards

CC.1.2.9-10.A	-	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.E	-	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.H	-	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.3.9-10.A	-	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.3.9-10.E	-	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
CC.1.4.9-10.B	-	Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.9-10.C	-	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9-10.D	-	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
CC.1.4.9-10.E	-	Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

Essential Questions

- How does culture influence your goals?
- What do readers learn by reading about past and present struggles?
- What do stories teach us about ourselves and the impact our culture has on our lives and our goals?

Objectives

Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about the elements of argumentative writing to their own informational writing projects.

Key Vocabulary and Definitions

English-Related Terms:

- **Theme:** the central idea or message in a text
- **Tone:** the author's attitude toward the subject
- **Voice:** the unique style, perspective, or identity expressed in writing
- **Narrative:** a story or account of events
- **Perspective:** the point of view from which a story is told
- **Symbolism:** using objects, images, or events to represent larger ideas
- **Imagery:** descriptive language that appeals to the senses
- **Motif:** a recurring image, word, or idea in a text
- **Diction:** word choice and style of expression
- **Genre:** a category of literature (poetry, memoir, essay, etc.)

Content-Related Term:

- **penury:** (noun) extreme poverty; pennilessness

- **fraught:** (adjective) full of, or likely to result in something unpleasant
- **insinuate:** (verb) to imply or suggest
- **annihilate:** (verb) to destroy completely or reduce to nothing
- **liquidate:** (verb) to convert into cash
- **billet:** (verb) to lodge military personnel in a private home
- **prominent:** (adjective) standing out; most noticeable
- **edict:** (noun) an official proclamation or command
- **surreptitiously:** (adverb) done secretly so as to keep something from being discovered and disapproved of
- **conflagration:** (noun) a war or conflict
- **flit:** (verb) to move around quickly, especially in a fluttering way
- **irrevocably:** (adverb) in an unchanging manner
- **anguish:** (noun) severe suffering or distress
- **nevertheless:** (adverb) in spite of anything to the contrary
- **imperative:** (adjective) extremely important or urgent
- **invective:** (noun) language that is critical or insulting of someone or something
- **glacial:** (adjective) extremely cold
- **convalescent:** (adjective) returning to health after illness or debility
- **camaraderie:** (noun) a feeling of companionship and trust among a group
- **humane:** (adjective) having or showing kindness or sympathy
- **absolute:** (adjective) utterly complete and total; not diminished in any way
- **altruistic:** (adjective) showing an unselfish concern for the well-being of others
- **quarantine:** (noun) enforced isolation of patients suffering from a contagious disease in order to prevent the spread of disease.
- **pittance:** (noun) an inadequate payment
- **conscientious:** (adjective) characterized by extreme care and great effort
- **extract:** (verb) to gain or remove from
- i **mprudent:** (adjective) unwise
- **sufficient:** (adjective) describing a quantity that can fulfill a need without being abundant; being enough
- **untenable:** (adjective) not capable of being maintained or defended
- **agitated:** (adjective) feeling upset, angry, or annoyed
- **incentive**: (noun) a reward intended to encourage motivation
- **categorical:** (adjective) without exception or qualification; absolute
- **liberating:** (adjective) providing a release from the enemy occupation of a place or people
- **exodus:** (noun) a movement of many people or animals from one place to another, usually to escape a hostile environment
- **exceed:** (verb) to be greater in scope or size than some standard
- **plaintive:** (adjective) sounding forlorn or sad
- **melancholy**: (adjective) sad, depressing, or gloomy
- **poignant:** (adjective) evoking emotions, especially sadness; touching
- **accumulate:** (verb) to collect or gather
- **emaciated:** (adjective) extremely thin and sickly, due to malnourishment
- **grimace:** (noun) a contorted facial expression denoting disgust, disapproval, or pain
- **lament:** (noun) an expression of sorrow or grief
- **contagious:** (adjective) able to be passed or spread from one living being to another by direct or indirect contact
- **prostrate:** (adjective) helpless or defenseless
- **elude:** (verb) to escape or avoid something or someone
- **delirious:** (adjective) unable to think or act clearly due to fever or mental confusion
- **unprecedented:** (adjective) not done before
- **provision:** (noun) necessary supplies

Unit Learning Activities

1. Independent Read: *Night* (Chapter 1)
2. First Read: "The Perils of Indifference"
3. Skill: Informational Text Structure
4. Close Read: "The Perils of Indifference"
5. Skill: Word Meaning
6. Comparative Writing: "The Perils of Indifference" and *Night*
7. Independent Read: *Night* (Chapter 2-3)
8. Independent Read: "The Gathering Place"
9. Independent Read: *Night* (Chapter 4)
10. First Read: "Methods of Motivation"
11. Skill: Reasons and Evidence
12. Skill: Logical Fallacies
13. Close Read: "Methods of Motivation"
14. Comparative Writing: "Methods of Motivation" and *Night*
15. Independent Read: *Night* (Chapter 5-6)
16. Independent Read: *Night* (Chapter 7-9)
17. Skill: Academic Vocabulary
18. Writing Workshops
19. Group Projects

Unit Resources

McGraw Hill StudySync (10th-Grade Resources)

Assessments (Formative and Summative)

- End-of-Unit - Grade 10 - Unit 2
- Extended Writing Project
- Night Final Test

Curriculum Writer(s)

C.F. Gould

Board Approval Date

1_English 10 (Curriculum In Progress)
Unit 4: Ties that Bind

Unit Description

Main text: Thematic or (Macbeth by W. Shakespeare)

Comparative Texts: As You Like It (Act II, Scene VII) by William Shakespeare, Hotel Rwanda by Keir Pearson and Terry George (optional)

Essential Question: What brings us back to one another?
Genre Focus: Drama

Themes: Ambition, Witchcraft, Power

Vocabulary: Drama terminology

Skills: Character, Dramatic elements & structure, Figurative Language, and Summarizing, Author's purpose; Language, style and audience; Connotation and Denotation, RACE writing strategy

Strategies: Vocabulary building, RACE, Keys to Literacy, Keystone Exam Prep

Assessments: Test Prep and End of Unit Assessment

Standards

CC.1.2.9-10.A	-	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.C	-	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CC.1.2.9-10.D	-	Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.E	-	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.H	-	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.2.9-10.J	-	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

- What brings us back to one another?

Objectives

In this unit, students will analyze theme and the essential question as they focus on the literary period of Renaissance literature, analyzing excerpts from a variety of drama texts. Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about dramatic literature.

Key Vocabulary and Definitions

General Literary Analysis

- Theme – the central idea or message in a text
- Tone – the author's attitude toward the subject
- Voice – the unique style, perspective, or identity expressed in writing
- Drama – a form of literature or performance that tell a story through action, dialogue, and emotional expression
- Perspective – the point of view from which a story is told
- Symbolism – using objects, images, or events to represent larger ideas
- Imagery – descriptive language that appeals to the senses
- Motif – a recurring image, word, or idea in a text
- Diction – word choice and style of expression
- Genre – a category of literature (poetry, memoir, essay, etc.)

Academic Skills Vocabulary

- Analyze – to break down and study closely
- Interpret – to explain the meaning of something
- Compare/Contrast – to examine similarities and differences
- Synthesize – to combine ideas into a new understanding
- Evaluate – to judge the value, quality, or significance of something
- Cite – to reference a source of information
- Claim – a statement or argument that needs evidence
- Evidence – facts, quotes, or examples that support a claim
- Context – background or circumstances that influence meaning
- Critical Thinking – questioning and examining information deeply

Unit Learning Activities

Independent readings, Blasts, class discussions, comparative reading, first reads/close reads, writing workshops, listening and speaking skills.

Unit Resources

McGraw Hill StudySync (10th-Grade Resources)

Assessments (Formative and Summative)

Study Sync: Independents Reading assessments, Close Reading assessments, End of Unit assessment, Benchmark assessment, writing assessments.

Curriculum Writer(s)

Cara Barnes, Jessica Appolo, Ashley Krause, Christian Gould

Board Approval Date

1_English 10 (Curriculum In Progress)
Unit 3: The Persistence of Memories

Unit Description

Main Text: Thematic/The Immortal Life of Henrietta Lacks by Rebecca Skloot

Cancer cells biopsied from an African American woman named Henrietta Lacks were integral in some of the most profound medical advancements of the 20th century—from the Salk vaccine that cured polio to the discovery of cloning—and continue to be used to this day. The importance and "immortality" of the HeLa cell is the starting point for this moving examination of family history, the ethics of medicine, and the racial disparities of modern America.

Rebecca Skloot (b. 1972) has written about science for NPR, PBS, the New York Times and Discover magazine. She is a contributing editor at Popular Science and editor of the anthology The Best American Science Writing. Her first book, The Immortal Life of Henrietta Lacks, was made into a 2017 film produced by Oprah Winfrey

Comparative Texts: Seeing at the Speed of Sound by Rachel Kolb and Facial Expressions by Michael Price (optional)

Essential Question: How does the past influence the future?

Genre Focus: Informational

Themes: Science & technology, ethics, medicine

Skills: Informational Text Structure; Figurative Language; Language, Style, and Audience; Connotation and Denotation; Central or Main; Summarizing, RACE writing strategy, Technical Language; Character; Narrative writing process

Strategies: RACE writing strategy, Keys to Literacy, Vocabulary building, Keystone Exam Prep

Assessments: End of Unit 3 assessment, Benchmark 3, Keystone Exams

Standards

CC.1.2.8.A	-	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CC.1.2.11-12.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.6.E	-	Analyze the author's structure through the use of paragraphs, chapters, or sections.
CC.1.2.8.F	-	Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
CC.1.2.11-12.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.3.9-10.C	-	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
4.1.10.A	-	Examine the effects of limiting factors on population dynamics. Analyze possible causes of population fluctuations. Explain the concept of carrying capacity in an ecosystem. Describe how organisms become classified as threatened or endangered. Describe how limiting factors cause organisms to become extinct.
CC.1.2.8.F	-	Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
CC.1.4.11-12.N	-	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
CC.1.4.11-12.O	-	Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
CC.1.4.6.P	-	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.
CC.1.4.11-12.Q	-	Write with an awareness of the stylistic aspects of writing. * Use parallel structure. * Use various types of phrases and clauses to convey specific meanings and add variety and interest. * Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Essential Questions

- How does the past influence the future?

Objectives

- After reading the text, students will demonstrate their comprehension through a reading quiz, discussion, and short constructed response.
- After rereading and discussing a model of close reading, students will be able to explain how the author develops complex characters through the use of plot and key events
- After rereading and discussing a model of close reading, students will be able to analyze story structure such as parallel plots and their effect on a text.
- After reviewing the meanings of content knowledge and academic vocabulary words, students will be able to recognize and use them in a variety of contexts.

Key Vocabulary and Definitions

General Literary Analysis

- Theme – the central idea or message in a text
- Tone – the author's attitude toward the subject
- Voice – the unique style, perspective, or identity expressed in writing
- Narrative – a story or account of events
- Perspective – the point of view from which a story is told
- Symbolism – using objects, images, or events to represent larger ideas
- Imagery – descriptive language that appeals to the senses
- Motif – a recurring image, word, or idea in a text
- Diction – word choice and style of expression
- Genre – a category of literature (poetry, memoir, essay, etc.)

Academic Skills Vocabulary

- Analyze – to break down and study closely
- Interpret – to explain the meaning of something
- Compare/Contrast – to examine similarities and differences
- Synthesize – to combine ideas into a new understanding
- Evaluate – to judge the value, quality, or significance of something
- Cite – to reference a source of information
- Claim – a statement or argument that needs evidence
- Evidence – facts, quotes, or examples that support a claim
- Context – background or circumstances that influence meaning
- Critical Thinking – questioning and examining information deeply

Unit Learning Activities

Daily Learning Activities

- Blast Assignments
- First Reads
- Skill Lessons
- Close Reads
- Writing Workshops
- Journal Assignments
- Class Discussions
- Group projects and presentations
- Review Games

Unit Resources

McGraw Hill StudySync (10th-Grade Resources)

Assessments (Formative and Summative)

- End of Unit Assessment
- Reading Quizzes
- Close Reads Assignments
- Vocabulary Tests
- Essay Assignments
- Projects/ Presentations

Curriculum Writer(s)

Grade 10 ~ English Department

Board Approval Date

1_English 10 CP (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	Unit 1: The Power of Communication
Module 2:	Unit 2: Moving Forward
Module 3:	Unit 4: Ties that Bind
Module 4:	Unit 3: The Persistence of Memories

1_English 10 CP (Curriculum In Progress)
Unit 1: The Power of Communication

Unit Description

Main Text: *Fahrenheit 451* by Ray Bradbury
Written in 1953, Fahrenheit 451 predicted flat-screen TVs, ATMs and government surveillance—and a squadron of "firemen" charged with setting books aflame to help keep the peace. This chilling dystopian future is the setting of the story of fireman Guy Montag, who awakens to the sickness at the heart of the society he works to protect. Ray Bradbury (1920–2012) wrote 27 novels and more than 600 short stories, which straddle what before him was a wide divide between science fiction and literature. Writing after World War II as the United States entered an unprecedented period of technological and economic prosperity, his work cautions of a future shaped by the convergence of science and totalitarian order.

Comparative Texts: T *he Refusal* by Franz Kafka, *Letter from Birmingham Jail* by Dr. Martin Luther King Jr., I am Offering This Poem by Jimmy Santiago Baca, and My Grandmother Washes Her Feet in the Sink of the Bathroom at Sears by Mohja Kahf

Essential Question: Why do words matter?

Genre Focus: Fiction

Themes: Dystopia, Totalitarianism, Rebellion

Skills: Annotation, Context Clues, Monitoring Comprehension, Text-Dependent Responses, Textual Evidence, Character, Collaborative, Conversations, Short Constructed Responses, Peer Review, Literary Focus: Modernism and Postmodernism, Recognizing Genre: Fiction, Academic Vocabulary, Personal Response, Allusion, Compare and Contrast, Theme, Primary and Secondary Sources, Arguments and Claims, Rhetoric, Author's Purpose and Point of View, Language, Style, and Audience

Strategies: Vocabulary building, RACE, Keys to Literacy, Keystone Exam prep

Extended: Literary Analysis Writing

Assessments: Readiness Screener, Benchmark 1, End of Unit 1 Assessment

Standards

CC.1.3.7.A	-	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
CC.1.2.4.A	-	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
CC.1.2.4.H	-	Explain how an author uses reasons and evidence to support particular points in a text.
CC.1.4.1.M	-	Write narratives to develop real or imagined experiences or events.
CC.1.4.4.E	-	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CC.1.4.11-12.E	-	Write with an awareness of the stylistic aspects of composition. * Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11-12.J	-	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
CC.3.5.11-12.G	-	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
CC.8.5.11-12.F	-	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CC.3.6.6-8.A	-	Write arguments focused on discipline-specific content. * Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. * Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. * Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), countercl
CC.1.5.9-10.D	-	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
CC.1.5.9-10.D	-	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
CC.1.2.9-10.H	-	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

Essential Questions

- Why do words matter?

Objectives

After reading the text, students will demonstrate their comprehension through a reading quiz, discussion, and short constructed response.

Students will perform an initial reading of a text and demonstrate comprehension by responding to questions using evidence from the text.

After rereading and discussing a model of close reading, students will be able to examine textual evidence to support analysis about “The Refusal.”

After a close reading and discussion of the text, students will write a short constructed response.

Students will perform an initial reading of a text and demonstrate comprehension by responding to questions using evidence from the text.

After rereading and discussing a model of close reading, students will be able to analyze how the use of rhetorical devices makes the arguments in “Letter from Birmingham Jail” more persuasive.

Key Vocabulary and Definitions

English Related Terms:
Theme – the central idea or message in a text
Tone – the author's attitude toward the subject
Voice – the unique style, perspective, or identity expressed in writing
Narrative – a story or account of events
Perspective – the point of view from which a story is told
Symbolism – using objects, images, or events to represent larger ideas
Imagery – descriptive language that appeals to the senses
Motif – a recurring image, word, or idea in a text
Diction – word choice and style of expression
Genre – a category of literature (poetry, memoir, essay, etc.)Fiction
Fiction: Stories that are made up and not based on real events or people. Examples: novels, short stories.
Nonfiction: Writing that is based on real facts, events, or people. Examples: biographies, news articles, history books.
Personification: Giving human qualities to something that is not human, like an object or animal. Example: "The wind whispered through the trees."
Simile: A comparison between two things using the words "like" or "as." Example: "Her smile was as bright as the sun."
Metaphor: A comparison between two things by saying one thing is the other. Example: "Time is a thief."
Hyperbole: An exaggerated statement that isn't meant to be taken literally. Example: "I'm so hungry I could eat a horse."
Annotation: Adding notes or comments to a text to explain or summarize parts of it.
Context Clues: Hints in a text that help you figure out the meaning of an unfamiliar word.
Textual Evidence: Specific details or quotes from a text used to support your ideas or arguments.

Content Related Terms:
Utopian -modeled on or aiming for a state in which everything is perfect; idealistic
McCatheryism -was the anti-communist hysteria and campaign of political repression in the United States that peaked in the late 1940s and 1950s.
Dystopian -relating to or denoting an imagined state or society where there is great suffering or injustice
Authoritarian Government -favoring or enforcing strict obedience to authority, especially that of the government, at the expense of personal freedom
Civil Disobedience -the refusal to comply with certain laws or to pay taxes and fines, as a peaceful form of political protest.
Direct Action -the use of strikes, demonstrations, or other public forms of protest rather than negotiation to achieve one's demands
Boycott -withdraw from commercial or social relations with (a country, organization, or person) as a punishment or protest
Unjust -not based on or behaving according to what is morally right and fair
Modernism -a literary movement from the late 19th and early 20th centuries that broke from traditional forms to experiment with new techniques and reflect the complexities of modern life
Postmodernism -literary movement that emerged in the mid-20th century, characterized by a rejection of traditional, linear narratives and a skeptical view of objective truth
Totalitarianism- a system of government that is centralized and dictatorial and requires complete subservience to the state
Rebellion -an act of violent or open resistance to an established government or ruler

Unit Learning Activities

Blasts
First Reads
Close Reads
Skill Lessons
THINK Questions

Class Discussion
Reading Analysis
Word Study
Writing Process

Unit Resources

McGraw Hill StudySync (10th-Grade Resources)

Assessments (Formative and Summative)
End of Unit Assessment
Close Reads
Essay Assignments
Project Assignments
Benchmark
Readiness Screener
Vocabulary
Skill Lessons

Curriculum Writer(s)
10th grade English Teachers

Board Approval Date

1_English 10 CP (Curriculum In Progress)
Unit 2: Moving Forward

Unit Description

Main Text: *Night* by Elie Wiesel

Comparative Texts: The Gathering Place by Amanda Gorman, Methods of Motivation, and The Perils of Indifference by Elie Wiesel

Essential Question: How does culture influence your goals?

Genre Focus: Argumentative; Memoir

Themes: Holocaust; Survival; Father-Son Relationships

Skills: Word meanings; Language, style and audience; Story structure; Textual evidence, RACE writing strategy; Poetic Elements and Structure; Media; Central or Main Idea; Reasons and Evidence; Logical Fallacies; Parallel Structure; Prepositions; Colons; Organizing Informative Writing; Thesis Statement; Supporting Details; Introductions; Transitions; Precise Language; Conclusions; Style

Extended: Informational Writing Process

Assessment: Benchmark 2; End-of-Unit 2

In 1944, Jews and other groups of people deemed socially undesirables were being torn from their homes, robbed, and relocated to concentration camps in areas controlled by Nazi Germany. Loaded onto trains and shipped to Auschwitz, Eliezer and his father endured starvation, brutality, and torture under chimneys belching out the black smoke of the incinerated dead. Night is a memoir of this waking nightmare—a portrait of a young man's coming of age amidst the horrors of the Holocaust. Elie Wiesel (1928–2016) was a professor, lecturer, peace advocate and author of 57 books. He was awarded the 1986 Nobel Peace Prize. Night is the first of a trilogy—with Dawn and Day—documenting Wiesel's experiences as a witness and survivor of the Holocaust.

Standards

CC.1.2.9-10.A	-	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.E	-	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.H	-	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.3.9-10.A	-	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.3.9-10.E	-	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
CC.1.4.9-10.B	-	Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.9-10.C	-	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9-10.D	-	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
CC.1.2.9-10.E	-	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

Essential Questions

- How does culture influence your goals?
- What do readers learn by reading about past and present struggles?
- What do stories teach us about ourselves and the impact our culture has on our lives and our goals?

Objectives

Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about the elements of argumentative writing to their own informational writing projects.

Key Vocabulary and Definitions

English-Related Terms:
Theme: the central idea or message in a text
Tone: the author's attitude toward the subject
Voice: the unique style, perspective, or identity expressed in writing
Narrative: a story or account of events
Perspective: the point of view from which a story is told
Symbolism: using objects, images, or events to represent larger ideas
Imagery: descriptive language that appeals to the senses
Motif: a recurring image, word, or idea in a text
Diction: word choice and style of expression
Genre: a category of literature (poetry, memoir, essay, etc.)
Content-Related Term:
penury: (noun) extreme poverty; pennilessness
fraught: (adjective) full of, or likely to result in something unpleasant
insinuate: (verb) to imply or suggest
annihilate: (verb) to destroy completely or reduce to nothing
liquidate: (verb) to convert into cash
billet: (verb) to lodge military personnel in a private home
prominent: (adjective) standing out; most noticeable
edict: (noun) an official proclamation or command
surreptitiously: (adverb) done secretly so as to keep something from being discovered and disapproved of
conflagration: (noun) a war or conflict
flit: (verb) to move around quickly, especially in a fluttering way
irrevocably: (adverb) in an unchanging manner
anguish: (noun) severe suffering or distress
nevertheless: (adverb) in spite of anything to the contrary
imperative: (adjective) extremely important or urgent
invective: (noun) language that is critical or insulting of someone or something
glacial: (adjective) extremely cold
convalescent: (adjective) returning to health after illness or debility
camaraderie: (noun) a feeling of companionship and trust among a group
humane: (adjective) having or showing kindness or sympathy
absolute: (adjective) utterly complete and total; not diminished in any way
altruistic: (adjective) showing an unselfish concern for the well-being of others
quarantine: (noun) enforced isolation of patients suffering from a contagious disease in order to prevent the spread of disease.
pittance: (noun) an inadequate payment
conscientious: (adjective) characterized by extreme care and great effort
extract: (verb) to gain or remove from
i mprudent: (adjective) unwise
sufficient: (adjective) describing a quantity that can fulfill a need without being abundant; being enough
untenable: (adjective) not capable of being maintained or defended
agitated: (adjective) feeling upset, angry, or annoyed
incentive: (noun) a reward intended to encourage motivation
categorical: (adjective) without exception or qualification; absolute
liberating: (adjective) providing a release from the enemy occupation of a place or people
exodus: (noun) a movement of many people or animals from one place to another, usually to escape a hostile environment
exceed: (verb) to be greater in scope or size than some standard
plaintive: (adjective) sounding forlorn or sad
melancholy: (adjective) sad, depressing, or gloomy
poignant: (adjective) evoking emotions, especially sadness; touching
accumulate: (verb) to collect or gather
emaciated: (adjective) extremely thin and sickly, due to malnourishment
grimace: (noun) a contorted facial expression denoting disgust, disapproval, or pain
lament: (noun) an expression of sorrow or grief
contagious: (adjective) able to be passed or spread from one living being to another by direct or indirect contact
prostrate: (adjective) helpless or defenseless
elude: (verb) to escape or avoid something or someone
delirious: (adjective) unable to think or act clearly due to fever or mental confusion
unprecedented: (adjective) not done before
provision: (noun) necessary supplies

Unit Learning Activities

1. Independent Read: Night (Chapter 1)
2. First Read: "The Perils of Indifference"
3. Skill: Informational Text Structure
4. Close Read: "The Perils of Indifference"
5. Skill: Word Meaning
6. Comparative Writing: "The Perils of Indifference" and Night
7. Independent Read: Night (Chapter 2-3)
8. Independent Read: "The Gathering Place"
9. Independent Read: Night (Chapter 4)
10. First Read: "Methods of Motivation"
11. Skill: Reasons and Evidence
12. Skill: Logical Fallacies
13. Close Read: "Methods of Motivation"
14. Comparative Writing: "Methods of Motivation" and Night
15. Independent Read: Night (Chapter 5-6)
16. Independent Read: Night (Chapter 7-9)
17. Skill: Academic Vocabulary
18. Writing Workshops
19. Group Projects

Unit Resources

McGraw Hill StudySync (10th-Grade Resources)

Assessments (Formative and Summative)

- End-of-Unit - Grade 10 - Unit 2
- Extended Writing Project
- Night Final Test

Curriculum Writer(s)

C.F. Gould

Board Approval Date

1_English 10 CP (Curriculum In Progress)
Unit 4: Ties that Bind

Unit Description

Main text: *Macbeth* by W. Shakespeare

Essential Question: What brings us back to one another?

Comparative Texts: As You Like It (Act II, Scene VII) by William Shakespeare, Hotel Rwanda by Keir Pearson and Terry George, and Antigone by Sophocles

Genre Focus: Drama

Themes: Ambition, Witchcraft, Power

Vocabulary: Drama terminology

Skills: Character, Dramatic elements & structure, Figurative Language, and Summarizing, Author's purpose; Language, style and audience; Connotation and Denotation, RACE writing strategy

Strategies: Vocabulary building, RACE, Keys to Literacy, Keystone Exam Prep

Extended: Oral Project

Assessments: Test Prep and End of Unit Assessment

Standards

CC.1.2.9-10.A	-	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.C	-	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CC.1.2.9-10.D	-	Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.E	-	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.G	-	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CC.1.2.9-10.H	-	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.2.9-10.J	-	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions

- What brings us back to one another?

Objectives

In this unit, students will analyze theme and the essential question as they focus on the literary period of Renaissance literature, analyzing excerpts from a variety of drama texts. Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about dramatic literature.

Key Vocabulary and Definitions

General Literary Analysis
Theme – the central idea or message in a text
Tone – the author's attitude toward the subject
Voice – the unique style, perspective, or identity expressed in writing
Drama – a form of literature or performance that tell a story through action, dialogue, and emotional expression
Perspective – the point of view from which a story is told
Symbolism – using objects, images, or events to represent larger ideas
Imagery – descriptive language that appeals to the senses
Motif – a recurring image, word, or idea in a text
Diction – word choice and style of expression
Genre – a category of literature (poetry, memoir, essay, etc.)
Academic Skills Vocabulary
Analyze – to break down and study closely
Interpret – to explain the meaning of something
Compare/Contrast – to examine similarities and differences
Synthesize – to combine ideas into a new understanding
Evaluate – to judge the value, quality, or significance of something
Cite – to reference a source of information
Claim – a statement or argument that needs evidence
Evidence – facts, quotes, or examples that support a claim
Context – background or circumstances that influence meaning
Critical Thinking – questioning and examining information deeply

Unit Learning Activities

Independent reads, first read/close read, Blasts, Skill lessons, writing workshops, vocabulary, grammar, class discussion.

Unit Resources

McGraw Hill StudySync (10th-Grade Resources)

Assessments (Formative and Summative)

Study Sync: Independent Reading assessments, Close Reading assessments, writing assessments, End of Unit assessment, Benchmark.

Curriculum Writer(s)

Cara Barnes, Ashley Krause, Christian Gould, Jessica Appolo

Board Approval Date

1_English 10 CP (Curriculum In Progress)
Unit 3: The Persistence of Memories

Unit Description

Main Text: The Immortal Life of Henrietta Lacks by Rebecca Skloot

Cancer cells biopsied from an African American woman named Henrietta Lacks were integral in some of the most profound medical advancements of the 20th century—from the Salk vaccine that cured polio to the discovery of cloning—and continue to be used to this day. The importance and "immortality" of the HeLa cell is the starting point for this moving examination of family history, the ethics of medicine, and the racial disparities of modern America.

Rebecca Skloot (b. 1972) has written about science for NPR, PBS, the New York Times and Discover magazine. She is a contributing editor at Popular Science and editor of the anthology The Best American Science Writing. Her first book, The Immortal Life of Henrietta Lacks, was made into a 2017 film produced by Oprah Winfrey

Comparative Texts: Seeing at the Speed of Sound by Rachel Kolb, Facial Expressions by Michael Price, and Persepolis by Marjane Satrapi

Essential Question: How does the past influence the future?

Genre Focus: Informational

Themes: Science & technology, ethics, medicine

Skills: Informational Text Structure; Figurative Language; Language, Style, and Audience; Connotation and Denotation; Central or Main; Summarizing, RACE writing strategy, Technical Language; Character; Narrative writing process

Strategies: RACE writing strategy, Keys to Literacy, Vocabulary building, Keystone Exam Prep

Extended: Narrative writing

Assessments: End of Unit 3 assessment, Benchmark 3, Keystone Exams

Standards

CC.1.2.8.A	-	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CC.1.3.8.A	-	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CC.1.2.11-12.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.6.E	-	Analyze the author's structure through the use of paragraphs, chapters, or sections.
CC.1.2.8.F	-	Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
CC.1.2.11-12.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.3.9-10.C	-	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
CC.1.3.8.D	-	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
CC.1.4.11-12.N	-	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
CC.1.4.11-12.O	-	Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
CC.1.4.6.P	-	Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.
CC.1.4.11-12.Q	-	Write with an awareness of the stylistic aspects of writing. * Use parallel structure. * Use various types of phrases and clauses to convey specific meanings and add variety and interest. * Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Essential Questions

- How does the past impact the future?

Objectives

- After reading the text, students will demonstrate their comprehension through a reading quiz, discussion, and short constructed response.
- After rereading and discussing a model of close reading, students will be able to explain how the author develops complex characters through the use of plot and key events
- After rereading and discussing a model of close reading, students will be able to analyze story structure such as parallel plots and their effect on a text.
- After reviewing the meanings of content knowledge and academic vocabulary words, students will be able to recognize and use them in a variety of contexts.

Key Vocabulary and Definitions

General Literary Analysis

- Theme – the central idea or message in a text
- Tone – the author's attitude toward the subject
- Voice – the unique style, perspective, or identity expressed in writing
- Narrative – a story or account of events
- Perspective – the point of view from which a story is told
- Symbolism – using objects, images, or events to represent larger ideas
- Imagery – descriptive language that appeals to the senses
- Motif – a recurring image, word, or idea in a text
- Diction – word choice and style of expression
- Genre – a category of literature (poetry, memoir, essay, etc.)

Academic Skills Vocabulary

- Analyze – to break down and study closely
- Interpret – to explain the meaning of something
- Compare/Contrast – to examine similarities and differences
- Synthesize – to combine ideas into a new understanding
- Evaluate – to judge the value, quality, or significance of something
- Cite – to reference a source of information
- Claim – a statement or argument that needs evidence
- Evidence – facts, quotes, or examples that support a claim
- Context – background or circumstances that influence meaning
- Critical Thinking – questioning and examining information deeply

Unit Learning Activities

Daily Learning Activities

- Blast Assignments
- First Reads
- Skill Lessons
- Close Reads
- Writing Workshops
- Journal Assignments
- Class Discussions
- Group projects and presentations
- Review Games

Unit Resources

McGraw Hill StudySync (10th-Grade Resources)

Assessments (Formative and Summative)

- End of Unit Assessment
- Reading Quizzes
- Close Reads Assignments
- Vocabulary Tests
- Essay Assignments

Curriculum Writer(s)

Grade 10 - English Department

Board Approval Date

1_English 10 H (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	Unit 1: The Power of Communication
Module 2:	Unit 2: Moving Forward
Module 3:	Unit 4: Ties that Bind
Module 4:	Unit 3: The Persistence of Memories

1_English 10 H (Curriculum In Progress)
Unit 1: The Power of Communication

Unit Description

Main Text: *Things Fall Apart* by Chinua Achebe
Comparative Texts: *The Refusal* by Franz Kafka, *Letter from Birmingham Jail* by Dr. Martin Luther King Jr., I am Offering This Poem by Jimmy Santiago Baca, She Unnames Them by Ursula K. Le Guin, and My Grandmother Washes Her Feet in the Sink of the Bathroom at Sears by Mohja Kahf
Essential Question: Why do words matter?
Genre Focus: Fiction
Themes: Dystopia, Totalitarianism, Rebellion, Existentialism, Authoritarianism, British Colonization of Nigeria
Skills: Annotation, Context Clues, Monitoring Comprehension, Text-Dependent Responses, Textual Evidence, Character, Collaborative, Conversations, Short Constructed Responses, Peer Review, Literary Focus: Modernism and Postmodernism, Recognizing Genre: Fiction, Academic Vocabulary, Personal Response, Writing Analytical Thesis Statements, Comparative Essay Writing, Passive and Active Voice, Allusion, Compare and Contrast, Theme, Primary and Secondary Sources, Arguments and Claims, Rhetoric, Parable, Author's Purpose and Point of View, Language, Style, and Audience
Strategies: Vocabulary building, RACE, Keys to Literacy, Keystone Exam prep
Extended: Literary Analysis Writing
Assessments: Readiness Screener, Benchmark 1, End of Unit 1 Assessment, Literary Analysis Comparative Formal Essay

Standards

CC.1.2.9-10.A	-	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.E	-	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.H	-	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.3.9-10.A	-	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.3.9-10.E	-	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
CC.1.4.9-10.B	-	Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.9-10.C	-	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9-10.D	-	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
CC.1.4.9-10.E	-	Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

Essential Questions

- How does culture influence your goals?
- Why do words matter?

Objectives

After reading “I am Offering This Poem” by Jimmy Santiago Baca students will demonstrate the ability to give a personal response.
After reading “She Unnames Them” by Ursula K. Le Guin, students will demonstrate the ability to apply a skills lesson on Allusion to this story.
After reading “My Grandmother Washes Her Feet in the Sink of the Bathroom at Sears” by Mohja Kahf, students will demonstrate their understanding of themes and conflicts in the poem through a personal narrative response.
After reading the text, students will demonstrate their comprehension through a reading quiz, discussion, and short constructed response.
Students will perform an initial reading of a text and demonstrate comprehension by responding to questions using evidence from the text.
After rereading and discussing a model of close reading, students will be able to examine textual evidence to support analysis about “The Refusal.”
After a close reading and discussion of the text, students will write a five paragraph formal analytical essay.
Students will perform an initial reading of a text and demonstrate comprehension by responding to questions using evidence from the text.
After rereading and discussing a model of close reading, students will be able to analyze how the use of rhetorical devices makes the arguments in “Letter from Birmingham Jail” more persuasive.

Key Vocabulary and Definitions

English Related Terms:
Passive Voice–a form or set of forms of a verb in which the subject undergoes the action of the verb (e.g. they were killed as opposed to the active form he killed them).
Active Voice–a form or set of forms of a verb in which the subject is typically the person or thing performing the action and which can take a direct object (e.g. she loved him as opposed to the passive form he was loved).
Theme – the central idea or message in a text
Tone – the author's attitude toward the subject
Voice – the unique style, perspective, or identity expressed in writing
Narrative – a story or account of events
Perspective – the point of view from which a story is told
Symbolism – using objects, images, or events to represent larger ideas
Imagery – descriptive language that appeals to the senses
Motif – a recurring image, word, or idea in a text
Diction – word choice and style of expression
Genre – a category of literature (poetry, memoir, essay, etc.)Fiction
Fiction: Stories that are made up and not based on real events or people. Examples: novels, short stories.
Nonfiction: Writing that is based on real facts, events, or people. Examples: biographies, news articles, history books.
Personification: Giving human qualities to something that is not human, like an object or animal. Example: "The wind whispered through the trees."
Simile: A comparison between two things using the words "like" or "as." Example: "Her smile was as bright as the sun."
Metaphor: A comparison between two things by saying one thing is the other. Example: "Time is a thief."
Hyperbole: An exaggerated statement that isn't meant to be taken literally. Example: "I'm so hungry I could eat a horse."
Annotation: Adding notes or comments to a text to explain or summarize parts of it.
Context Clues: Hints in a text that help you figure out the meaning of an unfamiliar word.
Textual Evidence: Specific details or quotes from a text used to support your ideas or arguments.

Content Related Terms:
Existentialism–a philosophical and literary movement that emphasizes individual existence, freedom, and choice, positing that life has no inherent meaning and it is up to each person to create their own purpose and values.
Kafkaesque–characteristic or reminiscent of Franz Kafka's fictional world, especially with reference to his portrayal of oppressively complex and seemingly illogical bureaucracy.
"the prisoners are locked in a Kafkaesque nightmare of indefinite detention"
Colonialism--Colonialism is the practice of a dominant nation acquiring or maintaining political control over another country or region, often involving settlement and the exploitation of its resources and people for the benefit of the colonizing power. This domination can include political, economic, and cultural control, frequently resulting in the displacement of indigenous populations through violence, disease, and forced labor.
Utopian -modeled on or aiming for a state in which everything is perfect; idealistic
McCatheryism -was the anti-communist hysteria and campaign of political repression in the United States that peaked in the late 1940s and 1950s.
Dystopian -relating to or denoting an imagined state or society where there is great suffering or injustice
Authoritarian Government -favoring or enforcing strict obedience to authority, especially that of the government, at the expense of personal freedom
Civil Disobedience -the refusal to comply with certain laws or to pay taxes and fines, as a peaceful form of political protest.
Direct Action -the use of strikes, demonstrations, or other public forms of protest rather than negotiation to achieve one's demands
Boycott -withdraw from commercial or social relations with (a country, organization, or person) as a punishment or protest
Unjust -not based on or behaving according to what is morally right and fair
Modernism -a literary movement from the late 19th and early 20th centuries that broke from traditional forms to experiment with new techniques and reflect the complexities of modern life
Postmodernism -literary movement that emerged in the mid-20th century, characterized by a rejection of traditional, linear narratives and a skeptical view of objective truth
Totalitarianism- a system of government that is centralized and dictatorial and requires complete subservience to the state
Rebellion -an act of violent or open resistance to an established government or ruler

Unit Learning Activities

Listen to William Butler Yeats pome, "The Second Coming," on this Youtube link Reading of "The Second Coming" since the novel Things Fall Apart title comes from this poem and have students predict what the novel is about based upon the poem and title.

Have students read Chapters 1-3 and annotate their thoughts as they read with the Things Fall Apart Chapters 1-3 Annotation Worksheet and then base a discussion in class on the questions and insights the students made on the worksheet for Homework.

View Yam Seed Planting Video on Youtube to gain an understanding of what the villagers of Umuofia do during planting season.

Students will read Chapters 4-6 independently and submit their thoughts and reflections on these chapters with the Things Fall Apart Chapters 4-6 Annotation Worksheet and then use the questions and reflections from this worksheet to lead a discussion in class the next day.

Have students explore the themes and characterization in Chapters 4-6 by doing in class group work with the Things Fall Apart Chapters 4-6 Group Work Instructions

Introduce students to the upcoming comparative essay assignment by going over the Comparative Essay Instructions and Example resource.

Give direct instruction on how to write a literary analysis thesis statement by posting and going over the Literary Analysis Thesis Statement Writing Rubric and the Literary Thesis Statement Writing resource that has tons of examples on it for creating a WHAT and a WHY in their thesis statements.

Give direct instruction on active voice versus passive voice with this resource and then have students practice writing in active voice so that they can write a thesis statement for the upcoming essay in Active Voice: Active Voice vs. Passive Voice Worksheet and Examples

Students should read up through Chapter 11 and then complete the Chapters 8-10 Annotation Worksheet, using student annotations to hold a class discussion.

Have students practice writing literary thesis statements using the Chapters 8-10 Thesis Statement Writing Group Work activity.

After using StudySync to do a First Read, along with the coordinating questions, and then a Close Read of "The Refusal" by Franz Kafka, have students take the 10 question quiz on StudySync.

Go over the Comparative Essay assignment again and continue to prepare students for success on the assignment by going over the Rubric for Comparative Writing--The Refusal vs. Things Fall Apart

Also give direct instruction on MLA use of quotes in analytical essays by going over the Quote Filtering for Argumentation resource to prepare students further for the upcoming analytical/comparative essay writing.

After reading Chapter 11 of TFA, analyze characterization in the chapter with a Top Down Bubble Chart activity. I use one of the summer novels as an example using the Of Mice and Men Sample Top Down Bubble Chart and the website https://bubbl.us/ Use the Chapter 11 Character Analysis Using Top Down Bubble Chart Instructions document.

Take the time to do a Blast! on StudySync at some point in here.

Have students read Chapters 13-15 of TFA and then assess their quality of reading with one of the following three open ended assessments: Quiz TFA Chapters 13-15 A TFA Quiz Chapters 13-15 C TFA Chapters 13-15 Quiz B

Read and model higher level thinking and analysis of TFA Chapters 16-20 through discussion in class after students read the chapters.

Have students read Chapters 21-22 and then do the activity Things Fall Apart Group Work Chapters 21-22

Administer End of Unit 1 Assessment on StudySync for a Summative accuracy grade.
Administer Benchmark 1 on StudySync for a completion grade only.

Unit Resources
McGraw Hill StudySync (10th-Grade Resources)
Copy of Chinua Achebe's novel Things Fall Apart
Bubbl.us

Assessments (Formative and Summative)
All Assessments are Linked to Unit Learning Activities section.

Summative assessments are End of Unit 1 and Comparative Literary Analysis Essay

Curriculum Writer(s)
English Department ~ Grade 10

Board Approval Date

1_English 10 H (Curriculum In Progress)
Unit 2: Moving Forward

Unit Description

Main Text: *Night* by Elie Wiesel
Comparative Texts: The Gathering Place by Amanda Gorman, Methods of Motivation, Republic by Plato, and The Perils of Indifference by Elie Wiesel
Essential Question: How does culture influence your goals?
Genre Focus: Argumentative; Memoir
Themes: Holocaust; Survival; Father-Son Relationships, rationality v. desire, leaving an enduring mark on the world
Skills: Word meanings; Language, style and audience; Story structure; Textual evidence, RACE writing strategy; Poetic Elements and Structure; Media; Central or Main Idea; Reasons and Evidence; Logical Fallacies; Parallel Structure; Prepositions; Colons; Organizing Informative Writing; Thesis Statement; Supporting Details; Introductions; Transitions; Precise Language; Conclusions; Style
Extended: Informational Writing Process
Assessment: Benchmark 2; End-of-Unit 2; Night formal analytical essay/project; possible Museum walk project

Standards

undefined - undefined	-	Standard Not Available
CC.1.2.9-10.A	-	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.E	-	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.H	-	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.3.9-10.A	-	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.3.9-10.E	-	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
CC.1.4.9-10.D	-	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
CC.1.4.9-10.E	-	Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

Essential Questions

- How does culture influence your goals?

Objectives

Analyze Literary Techniques & Style: Evaluate Wiesel's use of first-person, detached narration, symbolism (e.g., "Night," fire, silence), and imagery to convey the horror of the Holocaust.
Understand Historical Context: Explore the Holocaust and the step-by-step unfolding of genocide (laws, deportation) to understand the experiences of Jewish people in Sighet.
Analyze Themes: Examine the loss of faith, the struggle for survival, dehumanization, and the bond between father and son.
Evaluate Memoir as Witness: Understand the purpose of literature in bearing witness, and discuss how the memoir reflects Wiesel's personal experiences.
Develop Critical Thinking: Analyze character motivations and the cunning methods used by the SS, as well as the psychological impact of survival.
Enhance Empathy and Ethical Reflection: Develop empathy for victims, and discuss the importance of memory, tolerance, and fighting hatred.
Improve Analytical Writing: Practice constructing arguments using textual evidence to support interpretations of the text.

Students will perform an initial reading of a text and demonstrate comprehension by responding to questions, using evidence from the text.
After rereading and discussing a model of close reading, students will be able to analyze how an author's ideas or claims are developed and refined by particular details and through a text structure such as cause and effect.
After rereading and discussing a model of close reading, students will be able to use reference materials to determine and clarify the precise meaning, parts of speech, and etymology of unknown and multiple-meaning words, as well as verify the preliminary determination of the meaning of a word or phrase.
After reading the text, students will demonstrate their comprehension through a reading quiz, discussion, and short constructed response.
After rereading and discussing a model of close reading, students will be able to identify poetic structure, including meter, rhyme scheme, and poetic form, and explain how poetic elements and structure change or contribute to the meaning of the poem.
Students will perform an initial reading of a text and demonstrate comprehension by responding to questions, using evidence from the text.
After rereading and discussing a model of close reading, students will be able to use context clues to determine word meanings in the Republic.
After rereading and discussing a model of close reading, students will be able to determine a central idea and analyze its development over the course of a text, including how it is shaped and refined by specific details.

Key Vocabulary and Definitions

English-Related Terms:
Theme: the central idea or message in a text
Tone: the author's attitude toward the subject
Voice: the unique style, perspective, or identity expressed in writing
Narrative: a story or account of events
Perspective: the point of view from which a story is told
Symbolism: using objects, images, or events to represent larger ideas
Imagery: descriptive language that appeals to the senses
Motif: a recurring image, word, or idea in a text
Diction: word choice and style of expression
Genre: a category of literature (poetry, memoir, essay, etc.)
Content-Related Term:
penury: (noun) extreme poverty; pennilessness
fraught: (adjective) full of, or likely to result in something unpleasant
insinuate: (verb) to imply or suggest
annihilate: (verb) to destroy completely or reduce to nothing
liquidate: (verb) to convert into cash
billet: (verb) to lodge military personnel in a private home
prominent: (adjective) standing out; most noticeable
edict: (noun) an official proclamation or command
surreptitiously: (adverb) done secretly so as to keep something from being discovered and disapproved of
conflagration: (noun) a war or conflict
flit: (verb) to move around quickly, especially in a fluttering way
irrevocably: (adverb) in an unchanging manner
anguish: (noun) severe suffering or distress
nevertheless: (adverb) in spite of anything to the contrary
imperative: (adjective) extremely important or urgent
invective: (noun) language that is critical or insulting of someone or something
glacial: (adjective) extremely cold

convalescent: (adjective) returning to health after illness or debility
camaraderie: (noun) a feeling of companionship and trust among a group
humane: (adjective) having or showing kindness or sympathy
absolute: (adjective) utterly complete and total; not diminished in any way
altruistic: (adjective) showing an unselfish concern for the well-being of others
quarantine: (noun) enforced isolation of patients suffering from a contagious disease in order to prevent the spread of disease.
pittance: (noun) an inadequate payment
conscientious: (adjective) characterized by extreme care and great effort
extract: (verb) to gain or remove from
i mprudent: (adjective) unwise
sufficient: (adjective) describing a quantity that can fulfill a need without being abundant; being enough
untenable: (adjective) not capable of being maintained or defended
agitated: (adjective) feeling upset, angry, or annoyed
incentive: (noun) a reward intended to encourage motivation
categorical: (adjective) without exception or qualification; absolute
liberating: (adjective) providing a release from the enemy occupation of a place or people
exodus: (noun) a movement of many people or animals from one place to another, usually to escape a hostile environment
exceed: (verb) to be greater in scope or size than some standard
plaintive: (adjective) sounding forlorn or sad
melancholy: (adjective) sad, depressing, or gloomy
poignant: (adjective) evoking emotions, especially sadness; touching
accumulate: (verb) to collect or gather
emaciated: (adjective) extremely thin and sickly, due to malnourishment
grimace: (noun) a contorted facial expression denoting disgust, disapproval, or pain
lament: (noun) an expression of sorrow or grief
contagious: (adjective) able to be passed or spread from one living being to another by direct or indirect contact
prostrate: (adjective) helpless or defenseless
elude: (verb) to escape or avoid something or someone
delirious: (adjective) unable to think or act clearly due to fever or mental confusion
unprecedented: (adjective) not done before
provision: (noun) necessary supplies

pen·ur·y noun extreme poverty; pennilessness
After the baroness's death, her niece wasted her fortune and was reduced to a state of penury.
fraught adjective full of, or likely to result in something unpleasant
From beginning to end, the mountain-climbing expedition was fraught with danger.
in·sin·u·ate verb to imply or suggest
Though she didn't say it directly, her email clearly insinuated that he would not be welcome at her party.
an·ni·hi·late verb to destroy completely or reduce to nothing
If we don't defeat the monster, it will completely annihilate the city and leave nothing standing!
li·qui·date verb to convert into cash
I had no choice but to liquidate some of my retirement savings to pay off my debts.

bil·let verb to lodge military personnel in a private home
When the forces landed on the short, most of the men were billeted in homes on the northern ridge.
prom·i·nent adjective standing out; most noticeable
In Edmond Rostand's play, Cyrano de Bergerac, the title character is known for having a prominent nose, larger than any other nose in all of France.
e·dict noun an official proclamation or command
The king's edict required all soldiers to report for duty immediately.
sur·rep·ti·tious·ly adverb done secretly so as to keep something from being discovered and disapproved of
After everyone was asleep, Morgan crept surreptitiously out of the house.
con·fla·gra·tion noun a war or conflict
They finally signed a treaty to end the ten year conflagration.

hu·mane adjective having or showing kindness or sympathy
After the incident with the chimpanzee, it was decided it was most humane for the animal to live in a wildlife sanctuary.
ab·so·lute adjective utterly complete and total; not diminished in any way
The wicked king ruled with absolute power.
al·tru·is·tic adjective showing an unselfish concern for the well-being of others
Because he wanted nothing in return, his motives were altruistic.

quar·an·tine noun enforced isolation of patients suffering from a contagious disease in order to prevent the spread of disease.

My dog was in quarantine before he could live in England to ensure he didn't have any contagious diseases.

pit·tance noun an inadequate payment

They work all day for a mere pittance and can't afford three meals a day.

con·sci·en·tious adjective characterized by extreme care and great effort

The nurse was conscientious about the child when giving him the vaccine.

ex·tract verb to gain or remove from

It was fascinating to learn about the process they use to extract the oil from sunflower seeds.

im·pru·dent adjective unwise

When he went gambling, he became imprudent and often spent too much money.

suf·fi·cient adjective describing a quantity that can fulfill a need without being abundant; being enough

I am not too hungry, so this salad will be sufficient.

un·ten·a·ble adjective not capable of being maintained or defended

Maintaining his innocence in court against all that evidence was untenable

Unit Learning Activities

Introduce what the final project for this unit will be using the Holocaust Museum Project Instructions and Scoring Rubric

Have students read Chapter 1 of Night and then assess understanding using the Night Chapter 1 Group Work document.

Students will read First Read of "Perils of Indifference" on StudySync and complete questions on StudySync. Then, lead students through the Skills Lessons for "Perils of Indifference."

Have students read Chapters 2 and 3 and assess understanding with the Night Chapter 3 Questions

Students will complete a first read of "The Gathering Place" on StudySync and complete all accompanying questions and Skills activities.

Before reading Chapter 4 of Night, have students complete the pre-reading Night Chapter 4 Predictions Pre Reading Activity. Read chapter 4 and then have students go back to their predictions and discuss which were true or false and why.

Students will complete a first read of "Methods of Motivation: on StudySync and complete all accompanying questions and Skills activities, making sure to cover the Logical Fallacies Skill lesson.

You can assess student understanding of Night Chapter 4 using the Night Chapter 4 Quiz if you wish to.

Give students an opportunity in class to start working on the Holocaust Museum Project by going over the Categories of Museum Relics document to give them some ideas and then allow them to get into groups of their choosing and fill out the Holocaust Museum Brainstorm worksheet to get them started on the final creative project.

Assign Night Chapter 5 and have students annotate their thinking as they read with the Night Chapter 5 Annotation Worksheet

Students will complete the Close Read of "Methods of Motivation" and complete all accompanying questions and activities in this StudySync lesson.

Give students another day in class to work on their Holocaust Museum Project and fill out their progress on the Holocaust Museum Project Research Link document.

Spend another day in class going over the Holocaust Museum Project Tips document in order to clarify presentation expectations.

Assign Holocaust Museum Project presentation dates and order and set a due date for the Holocaust Museum Self Reflection Paragraph due date. Have students create a Google Doc and submit their reflections on how this project impacted them personally. Have students read the rest of the novel Night, taking time in class to have discussions about plot, theme, character, symbol, etc.

Before the Holocaust Museum Presentations begin, you may want to discuss the gravity of this topic using the Holocaust Visitation Video Assignment Worksheet after viewing the Youtube video A Warning to Those Visiting Auschwitz Video

Have students present their Holocaust Museum relics/artifacts/exhibits.

Have students take the End of Unit 2 Test on StudySync.

Unit Resources

McGraw Hill StudySync (10th-Grade Resources)
Night by Elie Wiesel

Assessments (Formative and Summative)

All Formative Assessments are listed in the Unit Learning Activities.
The Summative Assessments are as follows: End of Unit 2 Test on StudySync, Holocaust Museum Project

Curriculum Writer(s)

English Department ~ Grade 10

Board Approval Date

1_English 10 H (Curriculum In Progress)
Unit 4: Ties that Bind

Unit Description
Main text: Macbeth by W. Shakespeare

Essential Question: What brings us back to one another?

Comparative Texts: As You Like It (Act II, Scene VII) by William Shakespeare, Hotel Rwanda by Keir Pearson and Terry George, Antigone by Sophocles, Funny in Farsi: A Memoir, and Kindness

Genre Focus: Drama, Informational Text Structure

Themes: Ambition, Witchcraft, Power

Vocabulary: Drama terminology

Skills: Character, Dramatic elements & structure, Figurative Language, and Summarizing, Author's purpose; Language, style and audience; Connotation and Denotation, RACE writing strategy

Strategies: Vocabulary building, RACE, Keys to Literacy, Keystone Exam Prep

Extended: Oral Project

Assessments: Test Prep and End of Unit Assessment

Standards

CC.1.2.9-10.A	-	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.C	-	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CC.1.2.9-10.G	-	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CC.1.2.9-10.J	-	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.9-10.E	-	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
CC.1.3.9-10.H	-	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
CC.1.4.9-10.C	-	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9-10.J	-	Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.5.9-10.C	-	Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Essential Questions

- What brings us back to one another?
- How do we relate to other cultures and time periods?

Objectives

Students will prepare for the Keystone exam by completing practice tests.
Students will analyze theme and the essential question as they focus on the literary period of Renaissance literature, analyzing excerpts from a variety of drama texts.
Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about dramatic literature.
Students will read informational texts and identify the structure of various informational texts.
After an initial reading and discussion of the drama Hotel Rwanda, students will be able to use textual evidence and prior knowledge to make inferences about the setting, characters, conflict, and plot events in the screenplay.
After rereading and discussing a model of close reading, students will be able to analyze how writers structure events and manipulate time to create emotional effects.
After engaging in a close reading and discussion of Hotel Rwanda, students will be able to write a short response that analyzes how the structure of scenes and the language used contribute to the tense mood in isolated scenes of the screenplay.

Key Vocabulary and Definitions

Vocabulary Specific to Literature Selections:
adult-- (n) a fully grown person
appendix-- (n) supplementary material that is collected and appended at the back of a book
classic--(n) a creation of the highest excellence
(adj) adjective: of recognized authority or excellence
(adj) of or pertaining to or characteristic of the ancient Greek and Roman cultures
contemporary--(adj) belonging to or occurring in the present time
(adj) occurring in the same period of time
(n) a person of nearly the same age as another
drama--(n) a dramatic work intended for performance by actors on a stage
(n) the literary genre of works intended for the theater
(n) an episode that is highly emotional
highlight--(n) the most interesting or memorable part
(v) to select and emphasize something
(v) to mark text with a highlighter
paragraph--(n) one of several distinct subdivisions of a text intended to separate ideas
tense--(n) a grammatical category of verbs used to express distinctions of time
(adj) in or of a state of physical or nervous tension
(v) to become tense, nervous, or uneasy
theme--(n) the central idea or message of a work of literature, often expressed as a general statement about life
coincidentally--(adv) happening at the same time
consult--(v) to seek information from
facilitate--(v) to simplify, or make easier
futile--(adj) useless; no chance of being successful
negate--(v) to deny the truth or existence of
base--(adj) lacking honor, shameful
convene--(v) to assemble a group
grievous--(adj) causing great sorrow or pain
hapless--(adj) unfortunate or unhappy
reveler--(n) a participant in a noisy celebration

General Literary Analysis Vocabulary:
Theme – the central idea or message in a text
Tone – the author's attitude toward the subject
Voice – the unique style, perspective, or identity expressed in writing
Drama – a form of literature or performance that tell a story through action, dialogue, and emotional expression
Perspective – the point of view from which a story is told
Symbolism – using objects, images, or events to represent larger ideas
Imagery – descriptive language that appeals to the senses
Motif – a recurring image, word, or idea in a text
Diction – word choice and style of expression
Genre – a category of literature (poetry, memoir, essay, etc.)
Academic Skills Vocabulary
Analyze – to break down and study closely
Interpret – to explain the meaning of something
Compare/Contrast – to examine similarities and differences
Synthesize – to combine ideas into a new understanding
Evaluate – to judge the value, quality, or significance of something
Cite – to reference a source of information
Claim – a statement or argument that needs evidence
Evidence – facts, quotes, or examples that support a claim
Context – background or circumstances that influence meaning
Critical Thinking – questioning and examining information deeply

Unit Learning Activities

This unit her fewer Learning Activities due to all of the testing during the 4th quarter that includes Keystone Test Prep, Keystones, Benchmark 3, and End of Unit 4 Test.

After reading "Kindness," students will demonstrate their understanding of values that are important when interacting with others,

providing reasons and examples to support their ideas in a group discussion.

I find that students need some background and historical information on the Hutu-Tutsi war that the Screenplay Hotel Rwanda is based upon prior to doing a first read. Students need some context and prior knowledge to pull upon in order to make sense of the scene by sharing the Hotel Rwanda Background Information document.

After an initial reading and discussion of the drama Hotel Rwanda, students will be able to use textual evidence and prior knowledge to make inferences about the setting, characters, conflict, and plot events in the screenplay. Complete all activities including Vocabulary, First Read, Quiz Questions, and Think Questions that go with the first read of Hotel Rwanda on StudySync.

After rereading and discussing a model of close reading, students will be able to analyze how writers structure events and manipulate time to create emotional effects by completing all of the activities and questions in the Skill: Dramatic Elements and Structure on StudySync.

I found it incredibly helpful to show students the portion of 2004 movie version of Hotel Rwanda that they read in class to help them visualize the script. The scene they read and analyze in StudySync is the same as how the director filmed it.

After engaging in a close reading and discussion of Hotel Rwanda, students will be able to write a short response that analyzes how the structure of scenes and the language used contribute to the tense mood in isolated scenes of the screenplay. Have students complete all of the vocabulary, quiz questions, and the essay question for Close Read: Hotel Rwanda on StudySync.

Students should complete the companion piece for Hotel Rwanda, which is First Read: Funny in Farsi: A Memoir of Growing Up Iranian in America. After an initial reading and discussion of the memoir, students will be able to identify and restate the text's key ideas and details by completing all of the activities in this assignment.

Next, have students complete Skill: Informational Text Element on StudySync. After rereading and discussing a model of close reading, students will be able to analyze how an author of an informational text orders events, develops points, and draws connections between them.

Students should complete an Independent Read: As You Like It (Act II, Scene vii) on StudySync and all of the accompanying vocabulary, quiz questions, and writing responses. The short written response will demonstrate their understanding of the stages of life through a personal response.

Prior to reading Macbeth, I have students engage in a "quiz" to talk about the "Curse of Macbeth" to heighten their interest in the play by using the Curse of Macbeth Pre Reading Quiz. The answers are D, A, B, C, C. I also find it helpful to give some background information on King James of Scotland, who Shakespeare wrote the play Macbeth for.

After an initial reading and discussion of the drama Macbeth (Act I, Scene iii), students will be able to identify the main characters, setting, and possible conflicts in the plot of a drama. They should complete all learning activities including vocabulary, quiz questions, and think questions for Macbeth: First Read on StudySync.

After rereading and discussing a model of close reading, students will be able to analyze the representation of a scene in two different artistic mediums to better understand increasingly complex and diverse texts by completing all of the activities and questions on the StudySync Skill: Media assignment.

Students should then engage in a close reading and discussion of Macbeth (Act I, Scene iii) on StudySync. Students will be able to analyze details from two Shakespeare plays to make predictions based on textual evidence in a short, written response after completing all coordinating activities in the module.

Have students complete First Read: Antigone on StudySync and complete all activities in this assignment. After an initial reading and discussion of the excerpt from Antigone, students will be able to identify character traits and setting details as well as the drama's central conflict.

Students should then complete the following skill assignments and all of the activities in each assignment: Skill: Figurative Language, and Skill: Point of View.

Students should then complete Close Read: Antigone on StudySync. After engaging in a close reading and discussion of Antigone, students will be able to write a short response that analyzes how the playwright reflects cultural experiences to establish conflict and develop characters.

Depending on when SHS administers the Keystone Literature exam, you should work in 3 days for students to take Parts 1, 2, and 3 of the State Test Prep: Grace 10 in order to prepare them and practice taking the Keystone Literature Exam. My students also appreciated some general grammar review prior to the Keystone exams. I used the Making Compound Sentences document and

activities, and the Parts of Speech Review and Tips document prior to doing a "parts of speech cup sort." For the cup sort, print out 8 copies of Parts of Speech Words List. You will have to do this print in advance because you then have to cut out each word on the document and keep the 8 sets separated. Assign students into 5-8 groups (3 per group is idea). Then label 8 sets of plastic cups with "noun," "adjective," "verb," and "adverb." Give each group a set of cups and a set of words you have cut out. Explain that it is a competition, where the first group with all their words sorted into the correct cups wins the game. They should have 1 team member bring their cups to you when they think they are done for you to check. If you find any incorrect sorts, send them back to try again and check another group's cups in the meantime until you have a winner. It is surprising how many groups I have to send back for another try.

After this, there will only be time left in the 4th Quarter for taking the Keystone Exams, taking Benchmark 3 on StudySync, and then taking the End of Unit 4 exam on StudySync.

If any time remains, have them complete a few Blasts of their choice.

Unit Resources
McGraw Hill StudySync (10th-Grade Resources)
Shared English Department Google Classroom Folder documents and resources.

Assessments (Formative and Summative)
All formative assignments are listed in the Learning Activities portion of this Module.

Summative include the Benchmark 3 and the End of Unit 4 Test on StudySync.

Curriculum Writer(s)
English Department ~ Grade 10

Board Approval Date

1_English 10 H (Curriculum In Progress)
Unit 3: The Persistence of Memories

Unit Description

Main Text: The Immortal Life of Henrietta Lacks by Rebecca Skloot; Thematic Unit (optional)
Comparative Texts: Seeing at the Speed of Sound by Rachel Kolb, Facial Expressions by Michael Price, Persepolis by Marjane Satrapi, and Rituals of Memory by Kim Blaeser
Essential Question: How does the past influence the future?
Genre Focus: Informational and Informational Narrative
Themes: Science & technology, ethics, medicine
Skills: Informational Text Structure; Figurative Language; Language, Style, and Audience; Connotation and Denotation; Central or Main; Summarizing, RACE writing strategy, Technical Language; Character; Narrative writing process
Strategies: RACE writing strategy, Keys to Literacy, Vocabulary building, Keystone Exam Prep
Extended: Narrative writing, Scientific Invention Presentation Projects
Assessments: End of Unit 3 assessment, Benchmark 3, Keystone Exams

Standards

CC.1.2.9-10.A	-	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.2.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.2.9-10.C	-	Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
CC.1.2.9-10.D	-	Determine an author's particular point of view and analyze how rhetoric advances the point of view.
CC.1.2.9-10.E	-	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
CC.1.2.9-10.J	-	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.9-10.I	-	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
CC.1.2.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.2.9-10.G	-	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
CC.1.2.9-10.H	-	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
CC.1.3.9-10.A	-	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
CC.1.3.9-10.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.
CC.1.3.9-10.D	-	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
CC.1.3.9-10.E	-	Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.
CC.1.3.9-10.F	-	Analyze how words and phrases shape meaning and tone in texts.
CC.1.3.9-10.G	-	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is

		emphasized or absent in each treatment.
CC.1.3.9-10.I	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.4.9-10.A	-	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9-10.B	-	Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.9-10.C	-	Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9-10.D	-	Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
CC.1.4.9-10.E	-	Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9-10.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.G	-	Write arguments to support claims in an analysis of substantive topics.
CC.1.4.9-10.J	-	Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.4.9-10.S	-	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.9-10.U	-	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CC.1.5.9-10.A	-	Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.9-10.D	-	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
CC.1.5.9-10.F	-	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Essential Questions

- How does the past influence the future?

Objectives

Explore the Jim Crow and Great Migration eras to understand the social context of Henrietta's life and medical care.
Analyze how race, class, and education influenced the Lacks family's interaction with the medical community.
Examine the history of medical experimentation on African Americans and disparities in healthcare.
Evaluate the ethical implications of taking, using, and selling HeLa cells without informed consent.
Debate the legal and moral issues surrounding ownership of biological materials (tissues, DNA, cells).
Analyze the tension between scientific advancement and personal privacy/rights.
Evaluate Skloot's narrative style, including her use of biography, scientific explanation, and personal journalism .
Explore how the author and Deborah Lacks serve as parallel characters to develop themes of research and memory.
Examine the author’s use of end notes and primary sources to establish credibility.
Describe the importance of HeLa cells in scientific progress, including polio research and cloning .
Invent a new scientific discovery and explore the ethical implications of the discovery and present findings to the class in a multi-media presentation.

Key Vocabulary and Definitions

connotation (n) A connotation is the emotional or cultural meaning a word suggests beyond its literal, dictionary definition . It gives language its nuance and tone, often carrying positive, negative, or neutral feelings.
denotation (n) In literature, denotation is the literal, dictionary-definition meaning of a word . It is the objective, factual definition devoid of any emotional associations, cultural implications, or figurative layers
segregation (n) the act of separating people
relieved (adj) no longer feeling anxious or upset
process (n) a series of actions that lead to a desired result
paralyzed (adj) unable to move, feel, or function
involve (v) to draw in as a participant; to include
generation (n) all the people living at the same time, of approximately the same age
devoted (adj) strongly dedicated
catheter (n) a thin flexible tube inserted into the body to permit introduction or withdrawal of fluids or to keep the passageway open
benevolent (adj) intending or showing kindness and generosity
stagnate (v) to become stagnant; to stop growing or changing
specific (adj) particular; stated in detail
medium (n) the intervening material through which information is conveyed to the senses or a force acts on objects from a distance
lament (v) to express intense grief or sorrow
inoculate (v) to inject, in a controlled way, a live virus into a person, who may or may not already be infected with the virus, as a way to help build immunity
inhibit (v) to control or refrain from showing
fledgling (n) immature or inexperienced
develop (v) to create or initiate something
contract (v) to make an official and legally binding agreement to complete a task
contemporary (adj) belonging to or occurring in the present time

Unit Learning Activities

Explain the Immortal Life of Henrietta Lacks final project with the General Project Tips and Scoring Rubric for the Scientific Ethics Invention Presentation.

Give students some historical examples of why the Lacks family may be skeptical about the medical community using the Medical Experiments and Abuse of People of Color Prior to 1951 document.

Read Chapter 1 in class together and discuss and analyze during the reading.

Assign students chapters 2-3 of the novel and use The Immortal Life of Henrietta Lacks Chapters 2-3 During Reading Annotating worksheet.

Show students a Youtube video of Tobacco Harvesting so they can understand the family business of the Lacks.

Have students read the Ethics Scenario and get in groups and analyze what they see as corrupt in the situation and then compare and contrast it with Henrietta's family's situation.

Assign Chapters 4-5 and briefly discuss in class before moving onto the parallel text on StudySync called "Facial Expressions" and do all of the accompanying skills activities.

Assign HELA (my abbreviation for the novel title from now on) Chapters 7-8 and use the The Immortal Life of Henrietta Lacks Chapters 7-8 During Reading Annotating worksheet to explore the chapters.

Assign HELA Chapters 9-11 and use the HELA Chapters 9--11 Annotation Guide to explore themes and characters.

Assign Chapters 12-15 and use the HELA Chapters 14-15 Quote Filtering Activity to not only discuss the chapters, but to review the writing skill of Quote Filtering.

Assign Chapters 16-20 and use the Immortal Life Worksheet for Chapters 16-20 to assess individual student understanding of the chapters and then use it to engage in a discussion of the chapters.

Now go to another companion piece on StudySync called "Seeing at the Speed of Sound" and have students complete all accompanying activities and skills, especially make sure to do the Connotation and Denotation Skill Activities.

Have students read Chapters 21-23 of HELA and use the Immortal Life Chapters 21-23 Annotation Worksheet to assess student

understanding and begin a conversation about these chapters.

Assign HELA Chapter 24 and have students complete the HELA Chapter 24 Analysis Worksheet

After that, it is time for another companion piece on StudySync called "Rituals of Memory." Guide students through all of activities and skills that go with this companion piece.

Since this novel is so long, I assigned students the rest of the novel to read on their own, but then asked them to become experts on particular, assigned chapters and then present the analysis to the rest of the class in a Slide Show. Use the HELA Final Chapter Group Work Explanation and Rubric to explain this assignment.

Since StudySync has no specific grammar and mechanics instruction, you may want to use the Making Compound Sentences Tips, Examples, and Practice packet.

Guide students through another companion piece on StudySync called "Love is Not All" and all of its activities and coordinated Skills lessons, making sure to cover Poetic Elements and Structure.

Assign the presentation order for the Scientific Ethics Invention Project and have students share their discovery with their class in an oral presentation, graded according to the rubric shared previously.

Review the skills covered in this Unit and Assign the End of Unit 3 Test on StudySync.

Unit Resources

McGraw Hill StudySync (10th-Grade Resources)
Copies of the novel, The Immortal Life of Henrietta Lacks by Rebecca Skloot

Assessments (Formative and Summative)

All formative assessments are included in the Activities section of this map with links to each assessment.
Also, the End of Unit 3 Test in StudySync will be given as a Summative assessment.
The Scientific Ethics Invention Presentation is also a Summative assessment.

Curriculum Writer(s)

English Department ~ Grade 10

Board Approval Date

1_English 11 (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	Unit 1 Breaking Away
Module 2:	Unit 2 The Highway
Module 3:	Unit 3- The Wars we wage
Module 4:	Unit 4- Living the dream

1_English 11 (Curriculum In Progress)
Unit 1 Breaking Away

Unit Description

- Main Text The Crucible by Arthur Miller
- Introduction activities and introduce StudySync routines and app management
- Big Idea: How does independence define the American spirit? Vocabulary, recognizing Media,
- How to use textual evidence, close read, language, style, audience, Rhetoric
- Compare and contrast, theme, point of view, Unit Assessment
- Narrative writing: on-going throughout; Unit Assessment

Standards

CC.1.2.1.A	-	Identify the main idea and retell key details of text.
CC.1.2.1.B	-	Ask and answer questions about key details in a text.
CC.1.2.1.C	-	Describe the connection between two individual, events, ideas, or pieces of information in a text.
CC.1.2.1.E	-	Use various text features and search tools to locate key facts or information in a text.
CC.1.2.1.F	-	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CC.1.2.1.G	-	Use the illustrations and details in a text to describe its key ideas.
CC.1.2.1.H	-	Identify the reasons an author gives to support points in a text.
CC.1.2.1.I	-	Identify basic similarities in and differences between two texts on the same topic.
CC.1.2.1.J	-	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
CC.1.2.1.K	-	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.

Essential Questions

- What are the responsibilities of being independent in a society?

Objectives

1. Annotation
Objective:
Students will annotate texts by highlighting key details, asking questions, and making connections to deepen comprehension and facilitate later analysis.
2. Context Clues
Objective:
Students will determine the meaning of unknown words and phrases using context clues from surrounding text.
3. Reading Comprehension
Objective:
Students will read and comprehend grade-level texts across genres, demonstrating understanding through summaries, questioning, and discussion.
4. Text Dependent Responses
Objective:
Students will write responses to questions that require evidence and reasoning drawn directly from the text.
5. Textual Evidence
Objective:
Students will cite strong and relevant textual evidence to support analysis, inferences, and claims.
6. Story Elements
Objective:
Students will identify and analyze key story elements such as plot, setting, characters, conflict, and resolution to enhance understanding of narrative texts.
7. Literary Periods
Objective:
Students will recognize characteristics of major literary periods and movements, and analyze how historical context influences literature.
8. Compare and Contrast
Objective:
Students will compare and contrast themes, characters, settings, and viewpoints across texts to identify similarities and differences in content and style.
9. Media
Objective:
Students will analyze how ideas and information are presented in various media formats and evaluate their effectiveness and reliability.
10. Author's Purpose and Point of View
Objective:
Students will determine the author's purpose and point of view and analyze how they shape the content and tone of a text.
11. Rhetoric
Objective:
Students will analyze how authors use rhetorical devices and strategies to persuade or inform an audience.
12. Primary and Secondary Sources
Objective:
Students will distinguish between primary and secondary sources and evaluate their credibility, perspective, and relevance for research or historical understanding.
13. Theme
Objective:
Students will determine the central theme of a text and analyze its development over the course of the narrative.
14. Point of View
Objective:
Students will analyze how point of view (first-person, third-person limited/omniscient) affects the reader's understanding of events and characters.
15. Figurative Language
Objective:
Students will identify and interpret figurative language (e.g., metaphor, simile, personification) and analyze its impact on tone and meaning.

Key Vocabulary and Definitions

potent (4)
po·tent adjective
having significant effect; strong, powerful
The coffee was potent and kept me alert well into the evening.

ideology (6)

i·de·ol·o·gy noun
a set or system of theories and beliefs held by an individual or group
During World War II, democracy clashed with the ideology of fascism.

prohibition (6)
pro·hi·bi·tion noun
a law or order by an authority that is meant to prevent something from happening
The chief of police issued a prohibition against playing loud music after ten o'clock at night.

capacity (8)
ca·pa·ci·ty noun
the physical, mental, or emotional ability to do something; capability
The exhausted mountain climbers had lost their capacity to make good decisions.

obscene (10)
ob·scene adjective
very offensive
The library has a teen section where students can meet, eat, and talk, although obscene language that might upset or disturb other patrons is not permitted.

discharge (11)
dis·charge verb
to relieve of a charge, load, or burden
After the plane landed and pulled into the terminal, the ground crew opened the cargo doors and began to discharge the luggage.

ail (13)
ail verb
to be ill or unwell
Max had been suffering from a fever for days and was wondering how long this flu would ail him.

remiss (14)
re·miss adjective
without care or attention
The rude remark showed that she was remiss about her friend's feelings.

error (18)
er·ror noun
a wrong action or statement; a mistake
Ciara reviewed her research paper several times carefully because she wants to be sure to correct any spelling or grammar errors.

pretense (22)
pre·tense noun
the act of appearing one way but being another
Melanie bought designer clothing at a thrift store to keep up the pretense of wealth.

authority (24)
au·thor·i·ty noun
a person in whom power and clout is vested
We will forward this matter to the relevant authorities.

entity (25)
en·ti·ty noun
a thing with a particular nature and an independent existence
At my school, the Chess Club used to be a separate entity, but now it's part of the After-School Club.

consult (26)
con·sult verb
to seek information from
I consult my dictionary when I am not sure about the meaning of a word.

contradict (28)
con·tra·dict verb
to assert the opposite of something

No matter what I say, my brother always contradicts me.

conceive (31)
con·ceive verb
to think of or develop an idea
Before I joined the soccer team, I could not conceive of a reason to get up early on Saturday mornings.

assemble (33)
as·sem·ble verb
to come together
The students assemble in the gym for an awards ceremony.

diagnostic (34)
di·ag·nos·tic adjective
characteristic or indicative of a disease
A diagnostic sign of Scarlet fever is a sever rash on the skin.

abide (36)
a·bide verb
to conform or stick to
Toddlers struggle to abide the rules, their spirits are too wild and free to be tempered.

licentious (39)
li·cen·tious adjective
wanton or corrupt, wrongly free
The renegades were licentious to the extreme, leaving every village in their path in ruins.

compact (41)
com·pact verb
to enter into a formal agreement with a person or group of people
When the parties agreed on all of the legal details, they compacted a formal written agreement.

absorb (49)
ab·sorb verb
to mentally take in information; to comprehend
A sponge is designed to absorb water.

condemnation (49)
con·dem·na·tion noun
a strong statement of disapproval
The principal issued a condemnation of students who continued to disregard the dress code.

court (50)
court noun
an institution presided over by a judge who oversees criminal and civil cases
When the victim of the crime was well enough, he testified in court against his attacker.

faith (51)
faith noun
a strong belief or trust in something or someone
The student has faith in the library to have answers to any questions she might have.

suspicion (52)
sus·pi·cion noun
A thought that something is possible, likely, or true
The detective had a suspicion that the soiled handkerchief was a clue to the mystery.

proceedings (53)
pro·ceed·ings noun
a series of actions that involve settling legal matters
The funeral proceedings were sombre and respectful as the family gathered to pay their last respects.

compensate (53)

com·pen·sate verb
to give someone something, usually money, in exchange for work or to make up for some sort of unpleasantness
Mrs. Rainer told Jake she would compensate him if he mowed her lawn all summer.

ameliorate (54)
a·me·lio·rate verb
to improve something
The remodel did much to ameliorate the home.

begrudge (59)
be·grudge verb
to give or agree with reluctance
Even though it sounds boring to me, I can't begrudge my son's request to watch Mickey Mouse again, since it is his night to pick the movie.

base (59)
base adjective
lacking honor, shameful
The senator's base behavior should have led to his removal from office.

pious (61)
pi·ous adjective
extremely religious
The pious young woman attended Mass every day.

account (61)
ac·count verb
to be beholden to someone else's expectations; to be responsible to another for one's behavior
He wanted to break the weekly fast but remembered he accounted with his best friend to stick it through to the end.

adultery (64)
a·dul·ter·y noun
extramarital sex that willfully and maliciously interferes with marriage relations
In ancient times, when a spouse committed adultery they were often faced with harsh punishment.

restrain (64)
re·strain verb
to keep under control
Chloe restrains her dog with a leash if they are outside when the mailman comes.

obviously (64)
ob·vi·ous·ly adjective
in a way that is clearly seen or understood
The dinner guests were so obviously avoiding eating their soup that the host immediately understood he had put too much salt in it.

daft (65)
daft adjective
absurd; foolish
The group's proposal was so daft that the audience couldn't help laughing when they presented it.

credit (65)
cred·it noun
recognition or approval for some act
We want to give the artist credit, but there's no name on the painting.

critical (66)
crit·i·cal adjective
expressing disapproval
My father was very critical of my choice in college major.

warrant (67)
war·rant noun
a written document authorizing an officer to detain or seize a person or property, or to execute a judgment

Based on evidence of wrongdoing, the court issued a warrant that allowed the police to search Dave's office.

claim (68)
claim verb
to assert that something is the case, sometimes providing evidence or proof
He claimed that the mushroom he found in the forest could heal numerous skin conditions.

abundant (77)
a·bun·dant adjective
in large or plentiful amounts
There was abundant food at the wedding reception.

determine (79)
de·ter·mine verb
to firmly decide or conclude
Hayley could not determine the color of the carpet and therefore was unsure about what color to paint her walls.

vile (82)
vile adjective
extremely unpleasant or offensive
He has such a vile temper that it costs him friends.

extravagance (83)
ex·trav·a·gance noun
the quality of exceeding the appropriate limits of decorum or probability or truth
We were surprised by the extravagance of his description of the hotels he stayed at while abroad.

contain (87)
con·tain verb
to hold inside of
We are not sure what the box might contain.

hearty (87)
hear·ty adjective
strong and healthy; fit
Mark worked out every day of the week and had a hearty stature that intimidated most people.

anxiety (92)
anx·i·e·ty noun
nervousness or fear about what will happen
Franklin faces anxiety over his upcoming dance performance.

immaculate (92)
im·mac·u·late adjective
completely neat and clean
Kayla's bedroom was messy, but Freda's bedroom was immaculate.

confounded (92)
con·found·ed spelling
in a manner that expresses anger or irritation
The babysitter was so confounded by the children's bad behavior that she swore to never go back.

rely (93)
rely verb
to have confidence or faith in
A good friend is someone you can rely on in times of trouble.

callously (94)
cal·lous·ly adverb
in an insensitive and cruel manner that shows no regard for the feelings of others
He callously threw all of the photos of them together into the fireplace.

apparition (95)

ap·pa·ri·tion noun
ghost or ghostlike image
An apparition of Hamlet's dead father surprises the young prince at the beginning of Shakespeare's play.

guile (95)
guile noun
craftiness or cunning, often involving deception
Although she pretends to be sweet and innocent, she has used her guile to become one of the most powerful women at the company.

simple (100)
sim·ple adjective
not difficult to understand or do
Even though these cookies look complicated, the recipe is quite simple.

vanity (102)
van·i·ty noun
excessive pride in, or concern with, one's own appearance or achievements
Her vanity was such that she required a mirror in every room.

blanched (103)
blanched adjective
pale or white in the face, due to a strong emotional response
While watching a horror movie, Tasha noticed Cindy's blanched appearance and suggested that they watch something else.

situation (104)
si·tu·a·tion noun
a condition or circumstance
After carefully evaluating the situation, we decided to find another way up the mountain.

natural (105)
na·tur·al adjective
conforming to the expected character, nature, or behavior of something or someone
The natural response would have been to shout, "Miss, you dropped your keys!"

unperturbed (107)
un·per·turbed adjective
untroubled, undisturbed
Investors were unperturbed by the drop in stock prices, believing that they would return to normal by the end of the week.

befoul (111)
be·foul verb
to make dirty or contaminated
The factory befouled the lake when it dumped tons of waste into it for years.

transformation (113)
trans·for·ma·tion noun
complete change from one state to another
The room's transformation from a nursery to an office began with a fresh coat of paint.

excommunication (118)
ex·com·mu·ni·ca·tion noun
the act of banishing a member of a church from the communion of believers and the privileges of the church
His excommunication from the group was the result of several crimes committed during his leadership.

sufficient (118)
suf·fi·cient adjective
describing a quantity that can fulfill a need without being abundant; being enough
I am not too hungry, so this salad will be sufficient.

retaliation (119)
re·ta·li·a·tion noun
action taken in return for being hurt

When the frustrated man's keyboard broke, he hit it in retaliation.

resolution (120)
res·o·lu·tion noun
determination
I made a resolution to get over my stage fright, then auditioned for the school play.

adamant (120)
ad·a·mant adjective
determined
He is adamant about what he wants to do.

climactic (122)
cli·mac·tic adjective
acting as an exciting and thrilling climax to a series of events.
The climactic scene had so much action that the entire movie theater shook from the sound.

tenderness (122)
ten·der·ness noun
warm compassionate feelings
The little boy showed such tenderness towards the dog that his parents thought he might have a future as a veterinarian.

indictment (125)
in·dict·ment noun
a formal accusation of a crime
After his indictment for fraud, the chief accountant tried to flee the country.

boundless (131)
bound·less adjective
unlimited; abundant
My love for you is boundless.

Unit Learning Activities

Pre-Reading Activities
Context Building:
Brief lecture or multimedia presentation on the Salem Witch Trials, McCarthyism, and Arthur Miller's life.
Class discussion: What is hysteria? How does fear spread in society?
Vocabulary preview: Identify challenging words and practice using context clues.

Assign specific scenes
(Act 1, parts of Acts 2-4) for in-class reading aloud or in small groups.

- Teacher models annotation techniques, focusing on:
- Character motivations
- Use of rhetorical devices
- Themes of hysteria, power, reputation

Pause to discuss:

1. What is revealed about characters' relationships?
2. How does the author build tension or suspense?
3. What are the key conflicts and how do they develop?

Text-Dependent Questions:

- Students answer questions requiring textual evidence.

Examples:

- How does Miller characterize Reverend Parris in Act 1?
- What role does fear play in Abigail's actions?

Independent Reading Assignments
Assign sections of the play for homework reading.
Provide a reading journal template where students:
Summarize each scene in 3-5 sentences.
Identify and reflect on a key quote or moment.
Make personal or contemporary connections to the text.

Studysync Quizzes and Writing Assignments
At the end of significant scenes and/or Acts, students will partake in a series of quizzes and writing prompts provided by Studysync. These questions and prompts have been carefully crafted to fit the specific standards we are teaching for each unit.

Studysync Grammar lessons
Students will take part in Studysync lessons built around punctuation, active vs. passive voice, and style.

Independent paired readings
Studysync provides paired readings that students will read throughout the reading of the Crucible. Students will read the paired readings and complete quizzes and writing prompts about them.
Example:

- *Story of an hour* by Kate Chopin is read after Elizabeth Proctor is introduced to the play. The short story explores similar themes and concepts that are explored in *The Crucible*.

End of Unit Skills Exam
Students will complete a 20 question exam based on the skills they will have practiced and mastered throughout the unit.

End of unit writing assessment
Students will complete an essay that answers the essential question of the unit.

Unit Resources

McGraw Hill StudySync (11th-Grade Resources)
The Crucible by Arthur Miller

Assessments (Formative and Summative)

Formative:
First reads on studysync
Skill assignments
Class Discussions
Observation

Summative:
Close Reads on studysync
Quizzes
Exams
Writing assignments.

Curriculum Writer(s)

Grade 11 teachers

Board Approval Date

1_English 11 (Curriculum In Progress)
Unit 2 The Highway

Unit Description

- Main Text: Into the Wild by John Krakauer
- Big Idea: How do journeys influence perspective? Vocabulary
- Word meanings; Language, style and audience; Story structure; Textual evidence
- Literary Analysis writing; Unit Assessment

Standards

CC.1.2.1.A	-	Identify the main idea and retell key details of text.
CC.1.2.1.B	-	Ask and answer questions about key details in a text.
CC.1.2.1.C	-	Describe the connection between two individual, events, ideas, or pieces of information in a text.
CC.1.2.1.E	-	Use various text features and search tools to locate key facts or information in a text.
CC.1.2.1.F	-	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CC.1.2.1.G	-	Use the illustrations and details in a text to describe its key ideas.
CC.1.2.1.H	-	Identify the reasons an author gives to support points in a text.
CC.1.2.1.I	-	Identify basic similarities in and differences between two texts on the same topic.
CC.1.2.1.J	-	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
CC.1.2.1.K	-	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.

Essential Questions

- How do journeys influence perspective?

Objectives

1. Language, Style, and Audience
Objective: Students will analyze how language, style, and tone are adapted to suit a specific audience, and how these elements influence the reader's understanding and engagement with the text.

2. Informational Text Elements
Objective: Students will identify and explain key elements of informational texts (e.g., headings, subheadings, captions, and glossaries) and describe how these features contribute to the overall meaning and structure of the text.

3. Media
Objective: Students will evaluate the role of different media (e.g., images, videos, graphs) in supporting or enhancing the content of informational texts, and analyze how media influences the audience's comprehension of the material.

4. Word Meaning
Objective: Students will demonstrate the ability to determine the meaning of words and phrases in context, including the use of dictionaries, thesauruses, and contextual clues to define unfamiliar terms.

5. Arguments and Claims
Objective: Students will identify and assess the validity of arguments and claims presented in informational texts, and evaluate the evidence and reasoning used to support these claims.

6. Context Clues
Objective: Students will use context clues to determine the meaning of unfamiliar words or phrases within sentences, and explain how surrounding text helps clarify ambiguous language.

7. Textual Evidence
Objective: Students will cite specific textual evidence to support analysis and interpretation of informational texts, demonstrating the ability to back up claims and conclusions with relevant details from the text.

8. Informational Text Structure
Objective: Students will recognize and analyze common structures used in informational texts (e.g., cause/effect, compare/contrast, problem/solution) and understand how these structures help organize and present information.

9. Word Patterns and Relationships
Objective: Students will analyze word patterns and relationships (e.g., synonyms, antonyms, prefixes, suffixes) to better understand and infer meanings of words, and identify how word choice affects meaning and tone.

10. Story Structure
Objective: Students will identify the key components of story structure (e.g., plot, conflict, resolution) in narrative texts and describe how these elements contribute to the development of the theme and message of the story.

11. Connotation and Denotation
Objective: Students will differentiate between the denotative (literal) and connotative (emotional or cultural) meanings of words, and analyze how authors' word choices create tone and influence the reader's perception of a text.

Key Vocabulary and Definitions

amalgam (10)
a·mal·gam spelling
a combination or blend of diverse things
The finished birthday cake was an amalgam of many different baking and decorating skills.

derelict (10)
der·e·lict noun
old abandoned property, especially a boat
We found a derelict ship washed up on shore with no one around to claim it.

contrite (19)
con·trite adjective
feeling regret for one's behavior
When he was caught stealing from the mall, the police let him go because he seemed truly contrite about the crime.

upbraid (20)

up·braid verb
to scold or severely criticize someone who has done wrong
My mother will upbraid my brother for refusing to help our ailing grandfather.

currency (29)
cur·ren·cy noun
a system of money used for exchange, such as coins or paper money
The currency of the United States is the dollar.

excursion (32)
ex·cur·sion noun
a brief journey
She looked forward to her mid-day excursion to the park, whatever the weather forecast said.

subsist (36)
sub·sist verb
to survive on limited resources
If I had to, I think I could subsist on cheese alone.

raze (43)
raze verb
to destroy entirely
My older sister razed my sandcastle when I finished.

fatuous (44)
fat·u·ous adjective
foolish
Because he did not read the book, his essay sounded fatuous.

sedentary (44)
sed·en·tar·y adjective
requiring sitting or little activity
He was forced by illness to lead a sedentary life.

placid (48)
plac·id adjective
calm and peaceful; not easily emotional
The old dog had a placid personality.

substantial (50)
sub·stan·tial adjective
fairly large
The basement has a substantial amount of space for us to create a guest room or to use for Kaylee’s sleepover parties.

claustrophobic (55)
claus·tro·pho·bic adjective
feeling panic or great discomfort in small or confined spaces
The room was so full of boxes that there was no sunlight, and it felt claustrophobic no matter where you stood.

burgeon (56)
bur·geon verb
to grow and flourish rapidly
After the heavy rains of spring, mother’s garden burgeoned with flowers and vegetables.

immaculate (59)
im·mac·u·late adjective
completely neat and clean
Kayla’s bedroom was messy, but Freda’s bedroom was immaculate.

surfeit (62)
sur·feit noun
an excess or surplus
Half of the guests didn’t show up to the party, so we had a surfeit of food and drinks for weeks to come.

ascetic (65)
as·cet·ic noun
someone who denies themselves material pleasures in pursuit of a religious or spiritual goal
He gave away his earthly possessions and lived barefoot in the mountains among the acetics to search for spiritual enlightenment.

forsake (71)
for·sake verb
to desert or abandon
He would never forsake his devoted hound, Winslow.

histrionic (72)
his·tri·on·ic adjective
overly dramatic
The two-year-old threw a histrionic fit when she didn't get her way.

forage (74)
for·age verb
to search for food
We often forage our backyard for mushrooms and other edibles to use for our dinner.

harrowing (77)
har·row·ing adjective
very fearful or distressing
My most harrowing experience was when I broke my arm.

copious (78)
co·pi·ous adjective
numerous; in large or great amounts
For such an intimate gathering, her parents cooked copious amounts of food.

voluminous (79)
vo·lu·mi·nous adjective
of tremendous volume or size
She waved her hands, making way to push her voluminous cart down the busy street.

affable (80)
af·fa·ble adjective
friendly, approachable
Dennis's affable smile made him a popular choice for class president.

margin (81)
mar·gin noun
the boundary line or the area immediately inside the boundary
Omkar made sure that he placed margins on his printed report so that it looked presentable.

emaciated (84)
e·ma·ci·a·ted adjective
extremely thin and sickly, due to malnourishment
After a month of suffering from malaria, the patient was emaciated, having lost half his body weight.

desolate (91)
des·o·late adjective
describing a place that is deserted, empty, and bleak
The waiting room at the doctor's office appeared impersonal and desolate at midnight.

skepticism (99)
skep·ti·cism noun
the state of doubting the truth about something
Jordan expressed skepticism when I told her I could do one hundred sit-ups in thirty seconds.

taciturn (103)
tac·i·turn adjective

not talkative; quiet and withdrawn
Lucy's taciturn nature meant that she never spoke up in class.

cadence (105)
ca·dence noun
a regular rhythm or beat
The steady cadence of the drums helped the soldiers march in unison.

mercurial (105)
mer·cu·ri·al adjective
related to sudden fluctuating moods
Anneliese was sometimes mercurial after her personal tragedy.

inseparable (111)
in·sep·a·ra·ble adjective
not capable of being separated
By the end of the season, everyone on the baseball team had become such good friends they were practically inseparable.

concoct (112)
con·coct verb
to prepare or cook by mixing ingredients
The wizard used many strange ingredients to concoct a potion he promised would give a person strength.

bearings (112)
bear·ings noun
awareness of oneself and one's surroundings
It took her a minute to get her bearings when she got off the bus, since she wasn't familiar with this section of town.
gregarious (115)
gre·gar·i·ous adjective
instinctively or temperamentally seeking and enjoying the company of others
She had dinner plans every night of the week because she was a gregarious person who loved company.
indignation (122)
in·dig·na·tion noun
anger at something that is unfair, whether real or perceived
The student bristled with indignation at being chosen last, yet again, for the team.

scrupulous (125)
scru·pu·lous adjective
extremely concerned with correctness, morally and otherwise
Emily's scrupulous attention to detail soon got her promoted at work.

melodramatic (134)
mel·o·dra·mat·ic adjective
overly dramatic, emotional in an exaggerated way
Because I cried during a dog food commercial, my friend said that I was melodramatic.

existential (134)
ex·is·ten·tial adjective
relating to or dealing with existence, especially with human existence
Jake suffered an existential crisis when he realized he would never play baseball again after his injury.

labyrinthine (137)
lab·y·rin·thine adjective
resembling a labyrinth in form or complexity
The back garden was a labyrinthine network of tortuous footpaths where one could easily get lost.

veneer (138)
ve·neer noun
a false appearance designed to mask true feelings
His veneer of confidence and pride may have fooled the audience, but it did not fool me.

inebriated (138)
in·e·bri·a·ted adjective

drunk; intoxicated
After several glasses of wine at dinner, Josh was too inebriated to drive home and needed to call a taxi.

dearth (142)
dearth noun
an insufficient quantity or number
There was a dearth of fresh fruit after the deer ate all of Jessie's garden in her backyard.

brash (147)
brash adjective
offensively bold in a rude or commandeering way.
Though the club's established rules had an age restriction, a brash newcomer disputed them in order to allow his friend to be admitted.

formidable (149)
for·mi·da·ble adjective
causing fear or dread; intimidating
The sharp teeth and claws of the beast appeared formidable to the hunters.

volition (151)
vo·li·tion noun
the power or will of making a conscious decision
Emily's parents wanted her to attend a college nearby, but she chose to study abroad of her own volition.

cosmopolitan (159)
cos·mo·pol·i·tan adjective
having broad familiarity and experience with many cultures
After spending a year studying in Paris, Robert acted so cosmopolitan.

peruse (160)
pe·ruse verb
to read thoroughly
I peruse the ingredients on every package to make sure there is no added sugar.

prudent (171)
pru·dent adjective
showing good judgment or common sense
The girl made the prudent choice of locking her bike to the post before going into the store.

fickle (171)
fick·le adjective
changing often, particularly one's loyalty and affection
Children can be fickle, one day they love something, the next day they hate it.

strenuous (175)
stren·u·ous adjective
characterized by or performed with much energy or force
After her knee surgery, climbing the stairs became a very strenuous activity.

supplant (176)
sup·plant verb
to take the place of something else
Checkout machines supplant cashiers.

laceration (176)
lac·er·a·tion noun
a torn, ragged wound
The laceration on my arm was deep enough to require stitches.

confluence (176)
con·flu·ence noun
a coming together of people or things
The confluence of cars at the entrance to the tunnel slowed traffic for two hours.

Unit Learning Activities

Pre-Reading Activities
Context Building:
Brief lecture or multimedia presentation on the Alaskan wilderness, survival, rebellious nature, and John Krakauer's life.
Class discussion: How do our journey's influence who we are? Have you ever wanted to get away?
Vocabulary preview: Identify challenging words and practice using context clues.

Assign specific scenes
(Chapters 1 - 18) for in-class reading aloud or in small groups.
Teacher models annotation techniques, focusing on:
Character motivations
Use of rhetorical devices
Themes of hysteria, power, reputation
Pause to discuss:
What is revealed about characters' relationships?
How does the author build tension or suspense?
What are the key conflicts and how do they develop?
Text-Dependent Questions:
Students answer questions requiring textual evidence.
Examples:
How does Krakauer characterize Chris McCandliss in Chapter 1?
Independent Reading Assignments
Assign sections of the play for homework reading.
Provide a reading journal template where students:
Summarize each scene in 3-5 sentences.
Identify and reflect on a key quote or moment.
Make personal or contemporary connections to the text.

Studysync Quizzes and Writing Assignments
At the end of significant scenes and/or Acts, students will partake in a series of quizzes and writing prompts provided by Studysync. These questions and prompts have been carefully crafted to fit the specific standards we are teaching for each unit.

Studysync Grammar lessons
Students will take part in Studysync lessons built around punctuation, active vs. passive voice, and style.

Independent paired readings
Studysync provides paired readings that students will read throughout the reading of the Crucible. Students will read the paired readings and complete quizzes and writing prompts about them.
Example:
US Highway beautification act is read after a chapter in Into the Wild that explores the vastness of America and the call to explore it.

End of Unit Skills Exam
Students will complete a 20 question exam based on the skills they will have practiced and mastered throughout the unit.

End of unit writing assessment
Students will complete an essay that answers the essential question of the unit.

Unit Resources

McGraw Hill StudySync (11th-Grade Resources)
Into the Wild by John Krakauer

Assessments (Formative and Summative)

Formative:
First reads on studysync
Skill assignments
Class Discussions
Observation

Summative:
Close Reads on studysync
Quizzes
Exams
Writing assignments.

Curriculum Writer(s)

Grade 11 teachers

Board Approval Date

1_English 11 (Curriculum In Progress)
Unit 3- The Wars we wage

Unit Description

- Main text: The Great Gatsby by F. Scott Fitzgerald
- Essential question: What does it mean to win?
- Author's purpose; Language, style and audience; Connotation and Denotation; Technical Language; Compare and contrast
- Research writing, Unit Assessment

Standards

CC.1.2.1.A	-	Identify the main idea and retell key details of text.
CC.1.2.1.B	-	Ask and answer questions about key details in a text.
CC.1.2.1.C	-	Describe the connection between two individual, events, ideas, or pieces of information in a text.
CC.1.2.1.E	-	Use various text features and search tools to locate key facts or information in a text.
CC.1.2.1.F	-	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CC.1.2.1.G	-	Use the illustrations and details in a text to describe its key ideas.
CC.1.2.1.G	-	Use the illustrations and details in a text to describe its key ideas.
CC.1.2.1.H	-	Identify the reasons an author gives to support points in a text.
CC.1.2.1.I	-	Identify basic similarities in and differences between two texts on the same topic.
CC.1.2.1.J	-	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
CC.1.2.1.K	-	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.
CC.1.3.1.A	-	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CC.1.3.1.B	-	Ask and answer questions about key details in a text.
CC.1.3.1.C	-	Describe characters, settings, and major events in a story, using key details.
CC.1.3.1.D	-	Identify who is telling the story at various points in a text.
CC.1.3.1.E	-	Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.
CC.1.3.1.F	-	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CC.1.3.1.G	-	Use illustrations and details in a story to describe characters, setting, or events.
CC.1.3.1.H	-	Compare and contrast the adventures and experiences of characters in stories.
CC.1.3.1.I	-	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content
CC.1.3.1.J	-	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

Essential Questions

- What does it mean to win?

Objectives

1. Story Elements
Learning Objective:
Students will be able to identify and analyze key story elements (plot, characters, setting, conflict, and theme) to understand how they work together to build a narrative.

2. Author's Purpose and Point of View
Learning Objective:
Students will determine the author's purpose (to inform, persuade, entertain, or explain) and analyze how the author's point of view shapes the content and style of the text.

3. Informational Text Structure
Learning Objective:
Students will identify and explain different text structures (e.g., cause and effect, compare and contrast, chronological, problem and solution) used in informational texts to organize ideas clearly.

4. Word Patterns and Relationships
Learning Objective:
Students will recognize and analyze relationships between words (such as synonyms, antonyms, analogies, and root words) to better understand vocabulary and meaning in context.

5. Language, Style, and Audience
Learning Objective:
Students will examine how an author's language and style choices are influenced by the intended audience and purpose of the text.

6. Media
Learning Objective:
Students will analyze how different forms of media (videos, images, audio, digital text) use techniques to convey messages and influence audiences.

7. Connotation and Denotation
Learning Objective:
Students will distinguish between the denotative (literal) and connotative (emotional or cultural) meanings of words to interpret tone and meaning in texts.

8. Reasons and Evidence
Learning Objective:
Students will evaluate the reasons and evidence provided to support claims in a text, determining whether the argument is logical, relevant, and sufficient.

9. Technical Language
Learning Objective:
Students will identify and understand the use of domain-specific or technical vocabulary in informational or subject-based texts.

10. Word Meaning
Learning Objective:
Students will use context clues, word parts (prefixes, suffixes, roots), and reference tools to determine the meaning of unfamiliar words in a variety of texts.

Key Vocabulary and Definitions

incline (1)
in·cline verb
to have a tendency or disposition to do or be something
Nozomi's desire to stay within her budget inclined her to bargain for a better price for the couch.

levity (1)
lev·i·ty noun
lightheartedness or lack of seriousness
The spectacle of the man chuckling during the funeral service was an unbecoming display of levity.

infinitesimal (13)

in·fin·i·tes·i·mal adjective
minuscule; as tiny as can be
With a microscope you can see infinitesimal things such as bacteria and other organisms.

extemporize (14)
ex·tem·po·rize verb
compose, perform, or produce something such as music or a speech without preparation; to improvise
He was such a talented musician that he could extemporize on the piano whenever anyone asked him to play.

compel (17)
com·pel verb
to force or strongly suggest someone does something
Nick compelled his friends to start drinking coffee.

earnestly (27)
ear·nest·ly adverb
done with seriousness or sincerity
Bonnie always earnestly offers to help her grandmother prepare for family holidays every year.

prodigality (40)
prod·i·gal·i·ty noun
the quality of spending money in a recklessly lavish way
His prodigality depleted all his funds and soon he had to declare bankruptcy and move back in with his parents.

credulity (44)
cre·du·li·ty noun
the habit of believing anything
My friends took advantage of my credulity and convinced me that I was running late even though I was on time.

caterwaul (55)
cat·er·waul verb
to make a high-pitched yowling or wailing noise like that of a cat
He seems to believe that singing soulfully is to whine and caterwaul endlessly.

divergence (58)
di·ver·gence noun
the moving away from a set course or standard
His divergence from the school’s code of conduct caused him to be expelled.

bootlegger (61)
boot·leg·ger noun
someone who makes or sells illegal liquor
The history book said he was a famous bootlegger who made his own whiskey and had a secret bar in the basement of his house.

penitentiary (62)
pen·i·ten·tia·ry noun
a correctional institution for those convicted of major crimes
The bank robbers were held in the penitentiary after they were caught.

sporadic (64)
spo·rad·ic adjective
happening irregularly or once in a while
Rainfall is sporadic in the region, making it difficult to pack properly for an extended vacation.

punctilious (64)
punc·til·i·ous adjective
demonstrating attention to detail or correct behavior
The scientist was punctilious about his research methods in the laboratory.

incredulous (66)
in·cred·u·lous adjective
not willing to admit or accept something as true
Katy was so incredulous when she won the class election that she thought someone was playing a trick on her.

olfactory (olfactory 68)
ol·fac·to·ry adjective
relating to the sense of smell
Having a cold can mess with your olfactory system, making it harder to enjoy your favorite smells.

juxtaposition (71)
jux·ta·po·si·tion noun
the act of placing different things together or side by side in order to compare or create an interesting effect
The juxtaposition of the family photos on the wall made it easier to see the similarities between my relatives.

wan (80)
wan adjective
lacking vitality as from weariness or illness or unhappiness
The patient gave a wan smile from the hospital bed which revealed how severely ill he was.

counterfeit (86)
coun·ter·feit noun
a deceptive imitation of something else; a fraud
When the painting arrived in the mail, she knew immediately it was a counterfeit because it lacked the artist's signature.
defunct (86)
de·funct adjective
no longer existing or usable
After a truck backed over my bike, it was completely defunct.

laudable (97)
laud·able adjective
deserving praise
She received a medal for her laudable performance during the competition.

notoriety (97)
no·to·ri·e·ty noun
the state of being well known, usually for something bad
The actor's notoriety stemmed from years of bad behavior.

shiftless (98)
shift·less adjective
without ambition
Our shiftless cousin lost one job after another because he failed to arrive for work on time.

meretricious (98)
mer·e·tri·cious adjective
superficially attractive but having no value or integrity
He set up a table to sell meretricious souvenirs to the tourists who didn't know the artifacts were fake.

reverie (99)
rev·er·ie noun
a daydream or meditation
The old woman picked the man's pocket while he was off in a reverie.

turgid (99)
tur·gid adjective
swollen and blocked up
After the week of nonstop rain, the creek behind our house was turgid and full of debris.

contingency (100)
con·tin·gen·cy noun
an eventual event or situation which may happen, but cannot be predicted with certainty
The contingency was a possible thunderstorm so to plan for it, the baseball players reserved the field for a different day.

antecedent (101)
an·te·ced·ent noun
something that existed or happened prior to another thing

His experience as a boy scout was an antecedent to him becoming a park ranger as an adult.

menagerie (107)
me·nag·er·ie noun
a collection of strange or unusual things, often wild animals
William Randolph Hearst had a menagerie on the grounds of his home, including giraffes, zebras, monkeys, and more.

radiant (109)
ra·di·ant adjective
shining brightly; sending out light
She looked positively radiant in her costume for the ball and turned heads the entire night.

harrowing (114)
har·row·ing adjective
very fearful or distressing
My most harrowing experience was when I broke my arm.

abyss (121)
a·byss noun
a deep or seemingly bottomless hole
The submersible was able to scan the abyss of the sea for evidence of the shipwreck because it was built to withstand the pressure.
inviolate (125)
in·vi·o·late adjective
free from or unhurt by injury or violation
The town‘s memorial statue must remain inviolate so they erected a fence around it.

precipitately (125)
pre·cip·i·tate·ly adverb
in a manner that makes something happen more quickly
The consequences of his offense happened precipitately and he was put in jail immediately.

tumultuous (126)
tu·mul·tu·ous adverb
in a loud or emotional manner
The baby tumultuously clanged pots and pans in the kitchen.

portentous (127)
por·ten·tous adjective
foreboding or menacing; indicative of an impending unpleasant event
The merriment stopped when we heard a portentous knocking on the front door.

rancor (132)
ran·cor noun
animosity or hatred toward someone who has wronged you; resentment
Years after the argument, Emil still expressed rancor toward me.

magnanimous (135)
mag·nan·i·mous adjective
very kind or generous; forgiving
Because of his magnanimous nature, the king was fondly remembered, even by his own opponents.

clamor (135)
clam·or noun
loud and persistent outcry from many people
He ignored the clamor of the crowd as he walked to the car.

truculent (140)
tru·cu·lent adjective
cruel and aggressive
The player’s foul language and truculent behavior led to his suspension from the game.

incessantly (147)
in·ces·sant·ly adverb

done without stopping; constantly
Allison lived in a third-story apartment, and due to the traffic below, her apartment was incessantly noisy.

redolent (148)
red·o·lent adjective
fragrant; sweet with the smell of
When he came home from work at the flower shop he was redolent with the scent of roses and tulips.

grail (149)
grail noun
the object of any prolonged endeavor
His grail was to graduate at the top of his class and so he worked very hard studying and played many sports.

tranquil (150)
tran·quil adjective
peaceful and quiet
Nick's tranquil picture of the sunset and sea created a calming effect on viewers.

benediction (153)
bene·dic·tion noun
a blessing, wish, or expression for good fortune
The first speaker at the graduation ceremony gave a moving benediction, blessing all the graduates and their families.

radiant (154)
ra·di·ant adjective
shining brightly; sending out light
She looked positively radiant in her costume for the ball and turned heads the entire night.

garrulous (156)
gar·ru·lous adjective
very talkative, apt to go on and on about unimportant matters
When it comes to talking about "the good old days," my grandfather can be pretty garrulous.

emerge (160)
e·merge verb
to become known or apparent
Oliver's reputation for fairness didn't emerge overnight but was built up over the years.

surmise (164)
sur·mise noun
an idea or opinion based on little evidence; a guess
As Linda considered whether or not her surmise was correct, she realized that she would need to conduct more experiments to reach an effective conclusion.

superfluous (165)
su·per·flu·ous adjective
more than is needed or wanted; extra and unnecessary
We needed only three days to finish the job, so the two other days that we had scheduled were superfluous.

Unit Learning Activities

Pre-Reading Activities

Context Building:
Brief lecture or multimedia presentation on the Roaring 20's. The Great Depression and F. Scott Fitzgerald's life.
Class discussion: What does it mean to win? What is the American Dream?
Vocabulary preview: Identify challenging words and practice using context clues.

Assign specific scenes
(Chapters 1 - 9) for in-class reading aloud or in small groups.
Teacher models annotation techniques, focusing on:
Character motivations
Use of rhetorical devices
Themes of hysteria, power, reputation
Pause to discuss:
What is revealed about characters' relationships?
How does the author build tension or suspense?
What are the key conflicts and how do they develop?
Text-Dependent Questions:
Students answer questions requiring textual evidence.
Examples:
How does Fitzgerald characterize Nick Carraway in Chapter 1?
Independent Reading Assignments
Assign sections of the play for homework reading.
Provide a reading journal template where students:
Summarize each scene in 3-5 sentences.
Identify and reflect on a key quote or moment.
Make personal or contemporary connections to the text.

Studysync Quizzes and Writing Assignments
At the end of significant scenes and/or Acts, students will partake in a series of quizzes and writing prompts provided by Studysync. These questions and prompts have been carefully crafted to fit the specific standards we are teaching for each unit.

Studysync Grammar lessons
Students will take part in Studysync lessons built around punctuation, active vs. passive voice, and style.

Independent paired readings
Studysync provides paired readings that students will read throughout the reading of the Crucible. Students will read the paired readings and complete quizzes and writing prompts about them.

Example:
The Marshall Plan speech is read after chapters 1-3 and discusses the turmoil of Europe post WWII and shows the distance between the two countries symbolically.

End of Unit Skills Exam
Students will complete a 20 question exam based on the skills they will have practiced and mastered throughout the unit.

End of unit writing assessment
Students will complete an essay that answers the essential question of the unit.

Unit Resources

McGraw Hill StudySync (11th-Grade Resources)
The Great Gatsby by F. Scott Fitzgerald

Assessments (Formative and Summative)

Formative:
First reads on studysync
Skill assignments
Class Discussions
Observation

Summative:
Close Reads on studysync
Quizzes
Exams
Writing assignments.

Curriculum Writer(s)

Grade 11 teachers

Board Approval Date

1_English 11 (Curriculum In Progress)
Unit 4- Living the dream

Unit Description

- Main text: Fences by August Wilson
- What does home mean to you?
- Recognizing genr; Academic Vocabulary; Central or Main idea; Theme; Reasons and Evidence; Analyzing Harlem Renaissance Literature; Connotation and Denotation; Media; Vocabulary review
- Informative writing, Unit Assessment

Standards

CC.1.2.1.A	-	Identify the main idea and retell key details of text.
CC.1.2.1.B	-	Ask and answer questions about key details in a text.
CC.1.2.1.C	-	Describe the connection between two individual, events, ideas, or pieces of information in a text.
CC.1.2.1.E	-	Use various text features and search tools to locate key facts or information in a text.
CC.1.2.1.F	-	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CC.1.2.1.G	-	Use the illustrations and details in a text to describe its key ideas.
CC.1.2.1.H	-	Identify the reasons an author gives to support points in a text.
CC.1.2.1.I	-	Identify basic similarities in and differences between two texts on the same topic.
CC.1.2.1.J	-	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
CC.1.2.1.K	-	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.

Essential Questions

- What does home mean to you?

Objectives

1. Central or Main Idea
Learning Objective:
Students will be able to determine the central or main idea of a text and explain how it is developed through supporting details.

2. Figurative Language
Learning Objective:
Students will identify and analyze figurative language (such as similes, metaphors, personification, hyperbole) and explain how it contributes to meaning and tone.

3. Author's Purpose and Point of View
Learning Objective:
Students will determine the author's purpose for writing (to inform, persuade, entertain, or explain) and analyze how the author's point of view influences the content and message of the text.

4. Dramatic Elements and Structure
Learning Objective:
Students will identify elements of drama (such as dialogue, stage directions, acts, and scenes) and analyze how they contribute to the development of characters, plot, and theme.

5. Summarizing
Learning Objective:
Students will summarize texts by identifying the most important ideas, avoiding personal opinions or unnecessary details.

6. Theme
Learning Objective:
Students will determine the theme or underlying message of a literary text and explain how it is conveyed through characters, setting, and plot.

7. Language, Style, and Audience
Learning Objective:
Students will analyze how an author's language and stylistic choices are influenced by and tailored to a specific audience and purpose.

8. Technical Language
Learning Objective:
Students will identify and understand technical or domain-specific vocabulary in nonfiction texts and explain how it contributes to understanding the subject.

9. Reasons and Evidence
Learning Objective:
Students will evaluate the validity of an argument by analyzing the reasons and evidence used to support claims in informational or persuasive texts.

10. Connotation and Denotation
Learning Objective:
Students will distinguish between the literal (denotative) and implied or emotional (connotative) meanings of words and analyze how word choice affects meaning and tone.

11. Compare and Contrast
Learning Objective:
Students will compare and contrast two or more texts, ideas, characters, or perspectives, analyzing similarities and differences in structure, content, or viewpoint.

12. Media
Learning Objective:
Students will analyze how various forms of media (e.g., video, audio, digital, print) use images, sound, and language to inform, influence, or entertain audiences.

Key Vocabulary and Definitions

congruence (xv)
con·gru·ence noun

agreement or balance; a good match
The congruence the two students felt towards each other was most likely due to their shared interest in anime and dinosaurs.

destitute (xvii)
des·ti·tute adjective
very poor or impoverished
Our charity group provides food and shelter for destitute people struggling to survive.

guile (xvii)
guile noun
craftiness or cunning, often involving deception
Although she pretends to be sweet and innocent, she has used her guile to become one of the most powerful women at the company.

capacity (1)
ca·pac·i·ty noun
the ability to accomplish, learn, or perform
Paulina had an amazing capacity for learning languages; she spoke six of them.

emulate (1)
em·u·late verb
to imitate someone or something you admire
My sister, emulating her favorite singer, practices for hours every day.

crude (1)
crude adjective
simplistic or undeveloped
We were a little unprepared and had to come up with a crude strategy for keeping track of the trails we took on our hike.

commence (12)
com·mence verb
to take the first step or steps in carrying out an action; to start or begin
I waited anxiously for the big parade to commence.

ridicule (13)
rid·i·cule noun
language or behavior intended to humiliate or mock
He fears his new haircut will invite ridicule from his classmates so he wears a hat to cover it.

credit (15)
cred·it verb
to attribute to someone
The awards committee will credit the scientist with the invention.

rubbish (17)
rub·bish noun
waste or trash
It is more common for the British to use the word rubbish instead of trash.

lick (23)
lick noun
touching with the tongue
The dog’s lick was warm and wet and made her recoil in disgust.

condition (28)
con·di·tion noun
a living organism’s state of health or physical wellness
The condition of the patient was not good when he arrived at the hospital as he had not had food or water for days.

seep (32)
seep verb
pass gradually or leak through or as if through small openings
It rained so much that water began to seep through the ceiling, nearly causing an electrical fire.

permission (35)
per·mis·sion noun
approval to do something
He asked permission to leave for a doctor's appointment but his boss told him no because of a scheduled meeting.

trade (35)
trade noun
a job that requires training and manual skills
Carpentry is a trade that many members of my family have practiced.

haul (35)
haul verb
to pull or drag with effort or force
We haul the apples from the orchard to the fruit stand.

hesitant (38)
hes·i·tant adjective
unsure and exercising caution
I was hesitant to share my art, but I am glad that I did.

decent (39)
de·cent adjective
socially or conventionally good
Sarah was not the most skilled volleyball player, but she was a decent teammate because of her attitude.

methodical (40)
me·thod·i·cal adjective
following careful steps
Marco's creations are very detailed and his work is very methodical.

incline (1)
in·cline verb
to have a tendency or disposition to do or be something
Nozomi's desire to stay within her budget inclined her to bargain for a better price for the couch.

levity (1)
lev·i·ty noun
lightheartedness or lack of seriousness
The spectacle of the man chuckling during the funeral service was an unbecoming display of levity.

infinitesimal (13)
in·fin·i·tes·i·mal adjective
minuscule; as tiny as can be
With a microscope you can see infinitesimal things such as bacteria and other organisms.

extemporize (14)
ex·tem·po·rize verb
compose, perform, or produce something such as music or a speech without preparation; to improvise
He was such a talented musician that he could extemporize on the piano whenever anyone asked him to play.

compel (17)
com·pel verb
to force or strongly suggest someone does something
Nick compelled his friends to start drinking coffee.

earnestly (27)
ear·nest·ly adverb
done with seriousness or sincerity
Bonnie always earnestly offers to help her grandmother prepare for family holidays every year.

prodigality (40)
prod·i·gal·i·ty noun

the quality of spending money in a recklessly lavish way
His prodigality depleted all his funds and soon he had to declare bankruptcy and move back in with his parents.

credulity (44)
cre·du·li·ty noun
the habit of believing anything
My friends took advantage of my credulity and convinced me that I was running late even though I was on time.

caterwaul (55)
cat·er·waul verb
to make a high-pitched yowling or wailing noise like that of a cat
He seems to believe that singing soulfully is to whine and caterwaul endlessly.

divergence (58)
di·ver·gence noun
the moving away from a set course or standard
His divergence from the school's code of conduct caused him to be expelled

seniority (42)
sen·ior·i·ty noun
the state of having a higher rank based on experience or age
As the longest-serving volunteer, I have seniority at the animal shelter.

hassle (44)
has·sle verb
to bother or annoy
The children on the bus would hassle the driver if she did not turn on the radio station they liked.

raid (45)
raid verb
to search or attack suddenly or unexpectedly
The gamblers were shocked when the police burst in and began to raid their secret betting parlor, until they realized one of the players was an informant.

Armageddon (47)
Ar·ma·ged·don noun
(New Testament) the scene of the final battle between the kings of the Earth at the end of the world
The minister preached that Armageddon was approaching and that congregants should prepare for the end times.

irrespective (49)
ir·re·spec·tive adjective
not taking (something) into consideration; regardless of
Irrespective of the bad weather, the men decided to play a round of golf anyways and ended up drenched.

commence (52)
com·mence verb
to take the first step or steps in carrying out an action; to start or begin
I waited anxiously for the big parade to commence.

reign (52)
reign verb
to rule or have the highest authority over
Louis XIV reigned over all of France from his glittering palace at Versailles.

uncompromising (57)
un·com·pro·mis·ing adjective
not wanting to change an idea, a belief, or an opinion
Jake's uncompromising position on which sandwich shop is best means he always gets lunch at the same place.

commit (65)
com·mit verb
to send someone to be hospitalized in a psychiatric facility
His hallucinations had become so severe that his family made the difficult decision to commit him to a psychiatric facility for further

testing and observation.

fret (65)
fret verb
to be agitated or irritated
It was hard for her not to fret before the chorus concert because she was nervous in front of crowds.

godforsaken (68)
god·for·sak·en adjective
lacking any good quality or attraction; cheerless and dismal
My father called the car ride home from my grandmother's a "godforsaken mess" due to the horrible traffic and our constant bickering.

bunt (69)
bunt verb
to hit a ball in such a way so as to make it go a short distance
He learned how to bunt the baseball after hours of practice and guidance from his coach.

liable (75)
li·a·ble adjective
legally responsible for something according to the law
The judge ruled she was liable for the damage caused to the other driver's car.

consume (77)
con·sume verb
to overwhelm or absorb someone
I was consumed by fear as I approached the front of the line for the roller coaster.

vigilance (77)
vig·i·lance noun
the state of being alert or aware
Driving a car requires a great deal of vigilance to be safe.

engulf (78)
en·gulf verb
to enclose or envelop
The wind shifted and caused the smoke from the fire to engulf the cabin.

assume (81)
as·sume verb
to take on a certain form, attribute, or aspect of someone
When Tess assumes her role as a detective, I barely recognize her.

advance (85)
ad·vance verb
to move forward
The officer yells at the soldiers to advance toward the enemy.

plot (90)
plot noun
a secret plan or schemes
The CIA agent uncovered evidence of numerous plots to steal money from the Federal Reserve.

clipped (91)
clipped adjective
(of speech) having quick short sounds
He spoke with a clipped upper-class accent.

sternness (91)
stern·ness noun
the quality of being serious and relentless, especially in the assertion of authority and execution of discipline
His sternness as a teacher made the students fear being late to his class.

raise (96)
raise verb
to take responsibility for bringing up a child
My parents decided to raise me in the Catholic church, even though my father is Jewish.

odd (101)
odd adjective
constituting a small amount
The odd can of soda isn't bad for your health, but drinking soda every day, all day is a bad idea.

expound (101)
ex·pound verb
to explain in detail
After seeing Jerome's low test score, the tutor expounded on the need for more studying.

atavistic (101)
at·a·vis·tic adjective
concerning to or characterized by reverting back to something ancient or ancestral
The fight or flight response of the human nervous system is an atavistic characteristic from our evolutionary ancestors.

Unit Learning Activities

Pre-Reading Activities
Context Building:
Brief lecture or multimedia presentation on the the Negro league, the civil rights movement, and August Wilson's life.
Class discussion: What does home mean to you?
Vocabulary preview: Identify challenging words and practice using context clues.

Assign specific scenes
(Acts 1-2) for in-class reading aloud or in small groups.
Teacher models annotation techniques, focusing on:
Character motivations
Use of rhetorical devices
Themes of hysteria, power, reputation
Pause to discuss:
What is revealed about characters' relationships?
How does the author build tension or suspense?
What are the key conflicts and how do they develop?
Text-Dependent Questions:
Students answer questions requiring textual evidence.
Examples:
How does Wilson characterize Troy in Act 1?
Independent Reading Assignments
Assign sections of the play for homework reading.
Provide a reading journal template where students:
Summarize each scene in 3-5 sentences.
Identify and reflect on a key quote or moment.
Make personal or contemporary connections to the text.

Studysync Quizzes and Writing Assignments
At the end of significant scenes and/or Acts, students will partake in a series of quizzes and writing prompts provided by Studysync. These questions and prompts have been carefully crafted to fit the specific standards we are teaching for each unit.

Studysync Grammar lessons
Students will take part in Studysync lessons built around punctuation, active vs. passive voice, and style.

Independent paired readings
Studysync provides paired readings that students will read throughout the reading of the Crucible. Students will read the paired readings and complete quizzes and writing prompts about them.

Example:
How it feels to be colored me is read after Act 1 of Fences to show a similar urban family setting.

End of Unit Skills Exam
Students will complete a 20 question exam based on the skills they will have practiced and mastered throughout the unit.

End of unit writing assessment
Students will complete an essay that answers the essential question of the unit.

Unit Resources

McGraw Hill StudySync (11th-Grade Resources)
Fences by August Wilson

Assessments (Formative and Summative)

Formative:
First reads on studysync
Skill assignments
Class Discussions
Observation

Summative:
Close Reads on studysync
Quizzes
Exams
Writing assignments.

Curriculum Writer(s)

Grade 11 teachers

Board Approval Date

1_English 11 CP (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	Unit 1 Breaking Away
Module 2:	Unit 2 The Highway
Module 3:	Unit 3- The Wars we wage
Module 4:	Unit 4- Living the dream

1_English 11 CP (Curriculum In Progress)
Unit 1 Breaking Away

Unit Description

- Main Text The Crucible by Arthur Miller
- Introduction activities and introduce StudySync routines and app management
- Big Idea: How does independence define the American spirit? Vocabulary, recognizing Media,
- How to use textual evidence, close read, language, style, audience, Rhetoric
- Compare and contrast, theme, point of view, Unit Assessment
- Narrative writing: on-going throughout; Unit Assessment

Standards

CC.1.1.1.B	-	Demonstrate understanding of the organization and basic features of print. * Recognize the distinguishing features of a sentence.
CC.1.2.1.A	-	Identify the main idea and retell key details of text.
CC.1.2.1.C	-	Describe the connection between two individual, events, ideas, or pieces of information in a text.
CC.1.2.1.E	-	Use various text features and search tools to locate key facts or information in a text.
CC.1.2.1.F	-	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CC.1.2.1.G	-	Use the illustrations and details in a text to describe its key ideas.
CC.1.2.1.H	-	Identify the reasons an author gives to support points in a text.
CC.1.2.1.I	-	Identify basic similarities in and differences between two texts on the same topic.
CC.1.2.1.J	-	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
CC.1.2.1.K	-	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.

Essential Questions

- What are the responsibilities of being independent in a society?

Objectives

1. Annotation
Objective:
Students will annotate texts by highlighting key details, asking questions, and making connections to deepen comprehension and facilitate later analysis.
2. Context Clues
Objective:
Students will determine the meaning of unknown words and phrases using context clues from surrounding text.
3. Reading Comprehension
Objective:
Students will read and comprehend grade-level texts across genres, demonstrating understanding through summaries, questioning, and discussion.
4. Text Dependent Responses
Objective:
Students will write responses to questions that require evidence and reasoning drawn directly from the text.
5. Textual Evidence
Objective:
Students will cite strong and relevant textual evidence to support analysis, inferences, and claims.
6. Story Elements
Objective:
Students will identify and analyze key story elements such as plot, setting, characters, conflict, and resolution to enhance understanding of narrative texts.
7. Literary Periods
Objective:
Students will recognize characteristics of major literary periods and movements, and analyze how historical context influences literature.
8. Compare and Contrast
Objective:
Students will compare and contrast themes, characters, settings, and viewpoints across texts to identify similarities and differences in content and style.
9. Media
Objective:
Students will analyze how ideas and information are presented in various media formats and evaluate their effectiveness and reliability.
10. Author's Purpose and Point of View
Objective:
Students will determine the author's purpose and point of view and analyze how they shape the content and tone of a text.
11. Rhetoric
Objective:
Students will analyze how authors use rhetorical devices and strategies to persuade or inform an audience.
12. Primary and Secondary Sources
Objective:
Students will distinguish between primary and secondary sources and evaluate their credibility, perspective, and relevance for research or historical understanding.
13. Theme
Objective:
Students will determine the central theme of a text and analyze its development over the course of the narrative.
14. Point of View
Objective:
Students will analyze how point of view (first-person, third-person limited/omniscient) affects the reader's understanding of events and characters.
15. Figurative Language
Objective:
Students will identify and interpret figurative language (e.g., metaphor, simile, personification) and analyze its impact on tone and meaning.

Key Vocabulary and Definitions

potent (4)
po·tent adjective
having significant effect; strong, powerful
The coffee was potent and kept me alert well into the evening.

ideology (6)

i·de·ol·o·gy noun
a set or system of theories and beliefs held by an individual or group
During World War II, democracy clashed with the ideology of fascism.

prohibition (6)
pro·hi·bi·tion noun
a law or order by an authority that is meant to prevent something from happening
The chief of police issued a prohibition against playing loud music after ten o'clock at night.

capacity (8)
ca·pa·ci·ty noun
the physical, mental, or emotional ability to do something; capability
The exhausted mountain climbers had lost their capacity to make good decisions.

obscene (10)
ob·scene adjective
very offensive
The library has a teen section where students can meet, eat, and talk, although obscene language that might upset or disturb other patrons is not permitted.

discharge (11)
dis·charge verb
to relieve of a charge, load, or burden
After the plane landed and pulled into the terminal, the ground crew opened the cargo doors and began to discharge the luggage.

ail (13)
ail verb
to be ill or unwell
Max had been suffering from a fever for days and was wondering how long this flu would ail him.

remiss (14)
re·miss adjective
without care or attention
The rude remark showed that she was remiss about her friend's feelings.

error (18)
er·ror noun
a wrong action or statement; a mistake
Ciara reviewed her research paper several times carefully because she wants to be sure to correct any spelling or grammar errors.

pretense (22)
pre·tense noun
the act of appearing one way but being another
Melanie bought designer clothing at a thrift store to keep up the pretense of wealth.

authority (24)
au·thor·i·ty noun
a person in whom power and clout is vested
We will forward this matter to the relevant authorities.

entity (25)
en·ti·ty noun
a thing with a particular nature and an independent existence
At my school, the Chess Club used to be a separate entity, but now it's part of the After-School Club.

consult (26)
con·sult verb
to seek information from
I consult my dictionary when I am not sure about the meaning of a word.

contradict (28)
con·tra·dict verb
to assert the opposite of something

No matter what I say, my brother always contradicts me.

conceive (31)
con·ceive verb
to think of or develop an idea
Before I joined the soccer team, I could not conceive of a reason to get up early on Saturday mornings.

assemble (33)
as·sem·ble verb
to come together
The students assemble in the gym for an awards ceremony.

diagnostic (34)
di·ag·nos·tic adjective
characteristic or indicative of a disease
A diagnostic sign of Scarlet fever is a sever rash on the skin.

abide (36)
a·bide verb
to conform or stick to
Toddlers struggle to abide the rules, their spirits are too wild and free to be tempered.

licentious (39)
li·cen·tious adjective
wanton or corrupt, wrongly free
The renegades were licentious to the extreme, leaving every village in their path in ruins.

compact (41)
com·pact verb
to enter into a formal agreement with a person or group of people
When the parties agreed on all of the legal details, they compacted a formal written agreement.

absorb (49)
ab·sorb verb
to mentally take in information; to comprehend
A sponge is designed to absorb water.

condemnation (49)
con·dem·na·tion noun
a strong statement of disapproval
The principal issued a condemnation of students who continued to disregard the dress code.

court (50)
court noun
an institution presided over by a judge who oversees criminal and civil cases
When the victim of the crime was well enough, he testified in court against his attacker.

faith (51)
faith noun
a strong belief or trust in something or someone
The student has faith in the library to have answers to any questions she might have.

suspicion (52)
sus·pi·cion noun
A thought that something is possible, likely, or true
The detective had a suspicion that the soiled handkerchief was a clue to the mystery.

proceedings (53)
pro·ceed·ings noun
a series of actions that involve settling legal matters
The funeral proceedings were sombre and respectful as the family gathered to pay their last respects.

compensate (53)

com·pen·sate verb
to give someone something, usually money, in exchange for work or to make up for some sort of unpleasantness
Mrs. Rainer told Jake she would compensate him if he mowed her lawn all summer.

ameliorate (54)
a·me·lio·rate verb
to improve something
The remodel did much to ameliorate the home.

begrudge (59)
be·grudge verb
to give or agree with reluctance
Even though it sounds boring to me, I can't begrudge my son's request to watch Mickey Mouse again, since it is his night to pick the movie.

base (59)
base adjective
lacking honor, shameful
The senator's base behavior should have led to his removal from office.

pious (61)
pi·ous adjective
extremely religious
The pious young woman attended Mass every day.

account (61)
ac·count verb
to be beholden to someone else's expectations; to be responsible to another for one's behavior
He wanted to break the weekly fast but remembered he accounted with his best friend to stick it through to the end.

adultery (64)
a·dul·ter·y noun
extramarital sex that willfully and maliciously interferes with marriage relations
In ancient times, when a spouse committed adultery they were often faced with harsh punishment.

restrain (64)
re·strain verb
to keep under control
Chloe restrains her dog with a leash if they are outside when the mailman comes.

obviously (64)
ob·vi·ous·ly adjective
in a way that is clearly seen or understood
The dinner guests were so obviously avoiding eating their soup that the host immediately understood he had put too much salt in it.

daft (65)
daft adjective
absurd; foolish
The group's proposal was so daft that the audience couldn't help laughing when they presented it.

credit (65)
cred·it noun
recognition or approval for some act
We want to give the artist credit, but there's no name on the painting.

critical (66)
crit·i·cal adjective
expressing disapproval
My father was very critical of my choice in college major.

warrant (67)
war·rant noun
a written document authorizing an officer to detain or seize a person or property, or to execute a judgment

Based on evidence of wrongdoing, the court issued a warrant that allowed the police to search Dave's office.

claim (68)
claim verb
to assert that something is the case, sometimes providing evidence or proof
He claimed that the mushroom he found in the forest could heal numerous skin conditions.

abundant (77)
a·bun·dant adjective
in large or plentiful amounts
There was abundant food at the wedding reception.

determine (79)
de·ter·mine verb
to firmly decide or conclude
Hayley could not determine the color of the carpet and therefore was unsure about what color to paint her walls.

vile (82)
vile adjective
extremely unpleasant or offensive
He has such a vile temper that it costs him friends.

extravagance (83)
ex·trav·a·gance noun
the quality of exceeding the appropriate limits of decorum or probability or truth
We were surprised by the extravagance of his description of the hotels he stayed at while abroad.

contain (87)
con·tain verb
to hold inside of
We are not sure what the box might contain.

hearty (87)
hear·ty adjective
strong and healthy; fit
Mark worked out every day of the week and had a hearty stature that intimidated most people.

anxiety (92)
anx·i·e·ty noun
nervousness or fear about what will happen
Franklin faces anxiety over his upcoming dance performance.

immaculate (92)
im·mac·u·late adjective
completely neat and clean
Kayla's bedroom was messy, but Freda's bedroom was immaculate.

confounded (92)
con·found·ed spelling
in a manner that expresses anger or irritation
The babysitter was so confounded by the children's bad behavior that she swore to never go back.

rely (93)
rely verb
to have confidence or faith in
A good friend is someone you can rely on in times of trouble.

callously (94)
cal·lous·ly adverb
in an insensitive and cruel manner that shows no regard for the feelings of others
He callously threw all of the photos of them together into the fireplace.

apparition (95)

ap·pa·ri·tion noun
ghost or ghostlike image
An apparition of Hamlet's dead father surprises the young prince at the beginning of Shakespeare's play.

guile (95)
guile noun
craftiness or cunning, often involving deception
Although she pretends to be sweet and innocent, she has used her guile to become one of the most powerful women at the company.

simple (100)
sim·ple adjective
not difficult to understand or do
Even though these cookies look complicated, the recipe is quite simple.

vanity (102)
van·i·ty noun
excessive pride in, or concern with, one's own appearance or achievements
Her vanity was such that she required a mirror in every room.

blanched (103)
blanched adjective
pale or white in the face, due to a strong emotional response
While watching a horror movie, Tasha noticed Cindy's blanched appearance and suggested that they watch something else.

situation (104)
si·tu·a·tion noun
a condition or circumstance
After carefully evaluating the situation, we decided to find another way up the mountain.

natural (105)
na·tur·al adjective
conforming to the expected character, nature, or behavior of something or someone
The natural response would have been to shout, "Miss, you dropped your keys!"

unperturbed (107)
un·per·turbed adjective
untroubled, undisturbed
Investors were unperturbed by the drop in stock prices, believing that they would return to normal by the end of the week.

befoul (111)
be·foul verb
to make dirty or contaminated
The factory befouled the lake when it dumped tons of waste into it for years.

transformation (113)
trans·for·ma·tion noun
complete change from one state to another
The room's transformation from a nursery to an office began with a fresh coat of paint.

excommunication (118)
ex·com·mu·ni·ca·tion noun
the act of banishing a member of a church from the communion of believers and the privileges of the church
His excommunication from the group was the result of several crimes committed during his leadership.

sufficient (118)
suf·fi·cient adjective
describing a quantity that can fulfill a need without being abundant; being enough
I am not too hungry, so this salad will be sufficient.

retaliation (119)
re·ta·li·a·tion noun
action taken in return for being hurt

When the frustrated man's keyboard broke, he hit it in retaliation.

resolution (120)
res·o·lu·tion noun
determination
I made a resolution to get over my stage fright, then auditioned for the school play.

adamant (120)
ad·a·mant adjective
determined
He is adamant about what he wants to do.

climactic (122)
cli·mac·tic adjective
acting as an exciting and thrilling climax to a series of events.
The climactic scene had so much action that the entire movie theater shook from the sound.

tenderness (122)
ten·der·ness noun
warm compassionate feelings
The little boy showed such tenderness towards the dog that his parents thought he might have a future as a veterinarian.

indictment (125)
in·dict·ment noun
a formal accusation of a crime
After his indictment for fraud, the chief accountant tried to flee the country.

boundless (131)
bound·less adjective
unlimited; abundant
My love for you is boundless.

Unit Learning Activities

Pre-Reading Activities
Context Building:
Brief lecture or multimedia presentation on the Salem Witch Trials, McCarthyism, and Arthur Miller's life.
Class discussion: What is hysteria? How does fear spread in society?
Vocabulary preview: Identify challenging words and practice using context clues.

Assign specific scenes
(Act 1, parts of Acts 2-4) for in-class reading aloud or in small groups.
Teacher models annotation techniques, focusing on:
Character motivations
Use of rhetorical devices
Themes of hysteria, power, reputation
Pause to discuss:
What is revealed about characters' relationships?
How does the author build tension or suspense?
What are the key conflicts and how do they develop?
Text-Dependent Questions:
Students answer questions requiring textual evidence.
Examples:
How does Miller characterize Reverend Parris in Act 1?
What role does fear play in Abigail's actions?
Independent Reading Assignments
Assign sections of the play for homework reading.
Provide a reading journal template where students:
Summarize each scene in 3-5 sentences.
Identify and reflect on a key quote or moment.
Make personal or contemporary connections to the text.

Studysync Quizzes and Writing Assignments
At the end of significant scenes and/or Acts, students will partake in a series of quizzes and writing prompts provided by Studysync. These questions and prompts have been carefully crafted to fit the specific standards we are teaching for each unit.

Studysync Grammar lessons
Students will take part in Studysync lessons built around punctuation, active vs. passive voice, and style.

Independent paired readings
Studysync provides paired readings that students will read throughout the reading of the Crucible. Students will read the paired readings and complete quizzes and writing prompts about them.
Example:
Story of an hour by Kate Chopin is read after Elizabeth Proctor is introduced to the play. The short story explores similar themes and concepts that are explored in The Crucible.
End of Unit Skills Exam
Students will complete a 20 question exam based on the skills they will have practiced and mastered throughout the unit.

End of unit writing assessment
Students will complete an essay that answers the essential question of the unit.

Unit Resources

McGraw Hill StudySync (11th-Grade Resources)
The Crucible by Arthur Miller

Assessments (Formative and Summative)

Formative:
First reads on studysync
Skill assignments
Class Discussions
Observation

Summative:
Close Reads on studysync
Quizzes
Exams
Writing assignments.

Curriculum Writer(s)

Grade 11 teachers

Board Approval Date

1_English 11 CP (Curriculum In Progress)
Unit 2 The Highway

Unit Description

- Main Text: Into the Wild by John Krakauer
- Big Idea: How do journeys influence perspective? Vocabulary
- Word meanings; Language, style and audience; Story structure; Textual evidence
- Literary Analysis writing; Unit Assessment

Standards

CC.1.2.1.A	-	Identify the main idea and retell key details of text.
CC.1.2.1.B	-	Ask and answer questions about key details in a text.
CC.1.2.1.C	-	Describe the connection between two individual, events, ideas, or pieces of information in a text.
CC.1.2.1.E	-	Use various text features and search tools to locate key facts or information in a text.
CC.1.2.1.F	-	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CC.1.2.1.G	-	Use the illustrations and details in a text to describe its key ideas.
CC.1.2.1.H	-	Identify the reasons an author gives to support points in a text.
CC.1.2.1.I	-	Identify basic similarities in and differences between two texts on the same topic.
CC.1.2.1.J	-	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
CC.1.2.1.K	-	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.

Essential Questions

- How do journeys influence perspective?

Objectives

1. Language, Style, and Audience
Objective: Students will analyze how language, style, and tone are adapted to suit a specific audience, and how these elements influence the reader's understanding and engagement with the text.

2. Informational Text Elements
Objective: Students will identify and explain key elements of informational texts (e.g., headings, subheadings, captions, and glossaries) and describe how these features contribute to the overall meaning and structure of the text.

3. Media
Objective: Students will evaluate the role of different media (e.g., images, videos, graphs) in supporting or enhancing the content of informational texts, and analyze how media influences the audience's comprehension of the material.

4. Word Meaning
Objective: Students will demonstrate the ability to determine the meaning of words and phrases in context, including the use of dictionaries, thesauruses, and contextual clues to define unfamiliar terms.

5. Arguments and Claims
Objective: Students will identify and assess the validity of arguments and claims presented in informational texts, and evaluate the evidence and reasoning used to support these claims.

6. Context Clues
Objective: Students will use context clues to determine the meaning of unfamiliar words or phrases within sentences, and explain how surrounding text helps clarify ambiguous language.

7. Textual Evidence
Objective: Students will cite specific textual evidence to support analysis and interpretation of informational texts, demonstrating the ability to back up claims and conclusions with relevant details from the text.

8. Informational Text Structure
Objective: Students will recognize and analyze common structures used in informational texts (e.g., cause/effect, compare/contrast, problem/solution) and understand how these structures help organize and present information.

9. Word Patterns and Relationships
Objective: Students will analyze word patterns and relationships (e.g., synonyms, antonyms, prefixes, suffixes) to better understand and infer meanings of words, and identify how word choice affects meaning and tone.

10. Story Structure
Objective: Students will identify the key components of story structure (e.g., plot, conflict, resolution) in narrative texts and describe how these elements contribute to the development of the theme and message of the story.

11. Connotation and Denotation
Objective: Students will differentiate between the denotative (literal) and connotative (emotional or cultural) meanings of words, and analyze how authors' word choices create tone and influence the reader's perception of a text.

Key Vocabulary and Definitions

amalgam (10)
a·mal·gam spelling
a combination or blend of diverse things
The finished birthday cake was an amalgam of many different baking and decorating skills.

derelict (10)
der·e·lict noun
old abandoned property, especially a boat
We found a derelict ship washed up on shore with no one around to claim it.

contrite (19)
con·trite adjective
feeling regret for one's behavior
When he was caught stealing from the mall, the police let him go because he seemed truly contrite about the crime.

upbraid (20)

up·braid verb
to scold or severely criticize someone who has done wrong
My mother will upbraid my brother for refusing to help our ailing grandfather.

currency (29)
cur·ren·cy noun
a system of money used for exchange, such as coins or paper money
The currency of the United States is the dollar.

excursion (32)
ex·cur·sion noun
a brief journey
She looked forward to her mid-day excursion to the park, whatever the weather forecast said.

subsist (36)
sub·sist verb
to survive on limited resources
If I had to, I think I could subsist on cheese alone.

raze (43)
raze verb
to destroy entirely
My older sister razed my sandcastle when I finished.

fatuous (44)
fat·u·ous adjective
foolish
Because he did not read the book, his essay sounded fatuous.

sedentary (44)
sed·en·tar·y adjective
requiring sitting or little activity
He was forced by illness to lead a sedentary life.

placid (48)
plac·id adjective
calm and peaceful; not easily emotional
The old dog had a placid personality.

substantial (50)
sub·stan·tial adjective
fairly large
The basement has a substantial amount of space for us to create a guest room or to use for Kaylee’s sleepover parties.

claustrophobic (55)
claus·tro·pho·bic adjective
feeling panic or great discomfort in small or confined spaces
The room was so full of boxes that there was no sunlight, and it felt claustrophobic no matter where you stood.

burgeon (56)
bur·geon verb
to grow and flourish rapidly
After the heavy rains of spring, mother’s garden burgeoned with flowers and vegetables.

immaculate (59)
im·mac·u·late adjective
completely neat and clean
Kayla’s bedroom was messy, but Freda’s bedroom was immaculate.

surfeit (62)
sur·feit noun
an excess or surplus
Half of the guests didn’t show up to the party, so we had a surfeit of food and drinks for weeks to come.

ascetic (65)
as·cet·ic noun
someone who denies themselves material pleasures in pursuit of a religious or spiritual goal
He gave away his earthly possessions and lived barefoot in the mountains among the acetics to search for spiritual enlightenment.

forsake (71)
for·sake verb
to desert or abandon
He would never forsake his devoted hound, Winslow.

histrionic (72)
his·tri·on·ic adjective
overly dramatic
The two-year-old threw a histrionic fit when she didn't get her way.

forage (74)
for·age verb
to search for food
We often forage our backyard for mushrooms and other edibles to use for our dinner.

harrowing (77)
har·row·ing adjective
very fearful or distressing
My most harrowing experience was when I broke my arm.

copious (78)
co·pi·ous adjective
numerous; in large or great amounts
For such an intimate gathering, her parents cooked copious amounts of food.

voluminous (79)
vo·lu·mi·nous adjective
of tremendous volume or size
She waved her hands, making way to push her voluminous cart down the busy street.

affable (80)
af·fa·ble adjective
friendly, approachable
Dennis's affable smile made him a popular choice for class president.

margin (81)
mar·gin noun
the boundary line or the area immediately inside the boundary
Omkar made sure that he placed margins on his printed report so that it looked presentable.

emaciated (84)
e·ma·ci·a·ted adjective
extremely thin and sickly, due to malnourishment
After a month of suffering from malaria, the patient was emaciated, having lost half his body weight.

desolate (91)
des·o·late adjective
describing a place that is deserted, empty, and bleak
The waiting room at the doctor's office appeared impersonal and desolate at midnight.

skepticism (99)
skep·ti·cism noun
the state of doubting the truth about something
Jordan expressed skepticism when I told her I could do one hundred sit-ups in thirty seconds.

taciturn (103)
tac·i·turn adjective

not talkative; quiet and withdrawn
Lucy's taciturn nature meant that she never spoke up in class.

cadence (105)
ca·dence noun
a regular rhythm or beat
The steady cadence of the drums helped the soldiers march in unison.

mercurial (105)
mer·cu·ri·al adjective
related to sudden fluctuating moods
Anneliese was sometimes mercurial after her personal tragedy.

inseparable (111)
in·sep·a·ra·ble adjective
not capable of being separated
By the end of the season, everyone on the baseball team had become such good friends they were practically inseparable.

concoct (112)
con·coct verb
to prepare or cook by mixing ingredients
The wizard used many strange ingredients to concoct a potion he promised would give a person strength.

bearings (112)
bear·ings noun
awareness of oneself and one's surroundings
It took her a minute to get her bearings when she got off the bus, since she wasn't familiar with this section of town.
gregarious (115)
gre·gar·i·ous adjective
instinctively or temperamentally seeking and enjoying the company of others
She had dinner plans every night of the week because she was a gregarious person who loved company.
indignation (122)
in·dig·na·tion noun
anger at something that is unfair, whether real or perceived
The student bristled with indignation at being chosen last, yet again, for the team.

scrupulous (125)
scru·pu·lous adjective
extremely concerned with correctness, morally and otherwise
Emily's scrupulous attention to detail soon got her promoted at work.

melodramatic (134)
mel·o·dra·mat·ic adjective
overly dramatic, emotional in an exaggerated way
Because I cried during a dog food commercial, my friend said that I was melodramatic.

existential (134)
ex·is·ten·tial adjective
relating to or dealing with existence, especially with human existence
Jake suffered an existential crisis when he realized he would never play baseball again after his injury.

labyrinthine (137)
lab·y·rin·thine adjective
resembling a labyrinth in form or complexity
The back garden was a labyrinthine network of tortuous footpaths where one could easily get lost.

veneer (138)
ve·neer noun
a false appearance designed to mask true feelings
His veneer of confidence and pride may have fooled the audience, but it did not fool me.

inebriated (138)
in·e·bri·a·ted adjective

drunk; intoxicated
After several glasses of wine at dinner, Josh was too inebriated to drive home and needed to call a taxi.

dearth (142)
dearth noun
an insufficient quantity or number
There was a dearth of fresh fruit after the deer ate all of Jessie's garden in her backyard.

brash (147)
brash adjective
offensively bold in a rude or commandeering way.
Though the club's established rules had an age restriction, a brash newcomer disputed them in order to allow his friend to be admitted.

formidable (149)
for·mi·da·ble adjective
causing fear or dread; intimidating
The sharp teeth and claws of the beast appeared formidable to the hunters.

volition (151)
vo·li·tion noun
the power or will of making a conscious decision
Emily's parents wanted her to attend a college nearby, but she chose to study abroad of her own volition.

cosmopolitan (159)
cos·mo·pol·i·tan adjective
having broad familiarity and experience with many cultures
After spending a year studying in Paris, Robert acted so cosmopolitan.

peruse (160)
pe·ruse verb
to read thoroughly
I peruse the ingredients on every package to make sure there is no added sugar.

prudent (171)
pru·dent adjective
showing good judgment or common sense
The girl made the prudent choice of locking her bike to the post before going into the store.

fickle (171)
fick·le adjective
changing often, particularly one's loyalty and affection
Children can be fickle, one day they love something, the next day they hate it.

strenuous (175)
stren·u·ous adjective
characterized by or performed with much energy or force
After her knee surgery, climbing the stairs became a very strenuous activity.

supplant (176)
sup·plant verb
to take the place of something else
Checkout machines supplant cashiers.

laceration (176)
lac·er·a·tion noun
a torn, ragged wound
The laceration on my arm was deep enough to require stitches.

confluence (176)
con·flu·ence noun
a coming together of people or things
The confluence of cars at the entrance to the tunnel slowed traffic for two hours.

Unit Learning Activities

Student Information System
School:STROUDSBURG SENIOR HIGH...
Year:2025-2026
Sapphire Curriculum Maps | STROUDSBURG SENIOR HIGH SCHOOL
Screens
Reports
Utilities
Menu Search
Sign Out
Map: 1_English 11
Unit 2 The Highway

Module Sections
Table of Contents
Unit Description
Standards
Essential Questions
Objectives
Key Vocabulary and Definitions
Unit Learning Activities
Unit Resources
Assessments (Formative and Summative)
Additional Resources
Curriculum Writer(s)
Board Approval Date (Empty)
Unit Learning Activitiesclose

Unit Resources

McGraw Hill StudySync (11th-Grade Resources)

Assessments (Formative and Summative)

McGraw Hill StudySync (11th-Grade Resources)
Into the Wild by John Krakauer

Formative:
First reads on studysync
Skill assignments
Class Discussions
Observation

Summative:
Close Reads on studysync
Quizzes
Exams
Writing assignments.

Curriculum Writer(s)

Grade 11 teachers

Board Approval Date

1_English 11 CP (Curriculum In Progress)
Unit 3- The Wars we wage

Unit Description

- Main text: The Great Gatsby by F. Scott Fitzgerald
- Essential question: What does it mean to win?
- Author's purpose; Language, style and audience; Connotation and Denotation; Technical Language; Compare and contrast
- Research writing, Unit Assessment

Standards

CC.1.2.1.A	-	Identify the main idea and retell key details of text.
CC.1.2.1.B	-	Ask and answer questions about key details in a text.
CC.1.2.1.C	-	Describe the connection between two individual, events, ideas, or pieces of information in a text.
CC.1.2.1.E	-	Use various text features and search tools to locate key facts or information in a text.
CC.1.2.1.F	-	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CC.1.2.1.G	-	Use the illustrations and details in a text to describe its key ideas.
CC.1.2.1.H	-	Identify the reasons an author gives to support points in a text.
CC.1.2.1.I	-	Identify basic similarities in and differences between two texts on the same topic.
CC.1.2.1.J	-	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
CC.1.2.1.K	-	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.
CC.1.3.1.A	-	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CC.1.3.1.B	-	Ask and answer questions about key details in a text.
CC.1.3.1.C	-	Describe characters, settings, and major events in a story, using key details.
CC.1.3.1.D	-	Identify who is telling the story at various points in a text.
CC.1.3.1.E	-	Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.
CC.1.3.1.F	-	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CC.1.3.1.G	-	Use illustrations and details in a story to describe characters, setting, or events.
CC.1.3.1.H	-	Compare and contrast the adventures and experiences of characters in stories.
CC.1.3.1.I	-	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content
CC.1.3.1.J	-	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.

Essential Questions

- What does it mean to win?

Objectives

1. Story Elements
Learning Objective:
Students will be able to identify and analyze key story elements (plot, characters, setting, conflict, and theme) to understand how they work together to build a narrative.

2. Author's Purpose and Point of View
Learning Objective:
Students will determine the author's purpose (to inform, persuade, entertain, or explain) and analyze how the author's point of view shapes the content and style of the text.

3. Informational Text Structure
Learning Objective:
Students will identify and explain different text structures (e.g., cause and effect, compare and contrast, chronological, problem and solution) used in informational texts to organize ideas clearly.

4. Word Patterns and Relationships
Learning Objective:
Students will recognize and analyze relationships between words (such as synonyms, antonyms, analogies, and root words) to better understand vocabulary and meaning in context.

5. Language, Style, and Audience
Learning Objective:
Students will examine how an author's language and style choices are influenced by the intended audience and purpose of the text.

6. Media
Learning Objective:
Students will analyze how different forms of media (videos, images, audio, digital text) use techniques to convey messages and influence audiences.

7. Connotation and Denotation
Learning Objective:
Students will distinguish between the denotative (literal) and connotative (emotional or cultural) meanings of words to interpret tone and meaning in texts.

8. Reasons and Evidence
Learning Objective:
Students will evaluate the reasons and evidence provided to support claims in a text, determining whether the argument is logical, relevant, and sufficient.

9. Technical Language
Learning Objective:
Students will identify and understand the use of domain-specific or technical vocabulary in informational or subject-based texts.

10. Word Meaning
Learning Objective:
Students will use context clues, word parts (prefixes, suffixes, roots), and reference tools to determine the meaning of unfamiliar words in a variety of texts.

Key Vocabulary and Definitions

incline (1)
in·cline verb
to have a tendency or disposition to do or be something
Nozomi's desire to stay within her budget inclined her to bargain for a better price for the couch.

levity (1)
lev·i·ty noun
lightheartedness or lack of seriousness
The spectacle of the man chuckling during the funeral service was an unbecoming display of levity.

infinitesimal (13)

in·fin·i·tes·i·mal adjective
minuscule; as tiny as can be
With a microscope you can see infinitesimal things such as bacteria and other organisms.

extemporize (14)
ex·tem·po·rize verb
compose, perform, or produce something such as music or a speech without preparation; to improvise
He was such a talented musician that he could extemporize on the piano whenever anyone asked him to play.

compel (17)
com·pel verb
to force or strongly suggest someone does something
Nick compelled his friends to start drinking coffee.

earnestly (27)
ear·nest·ly adverb
done with seriousness or sincerity
Bonnie always earnestly offers to help her grandmother prepare for family holidays every year.

prodigality (40)
prod·i·gal·i·ty noun
the quality of spending money in a recklessly lavish way
His prodigality depleted all his funds and soon he had to declare bankruptcy and move back in with his parents.

credulity (44)
cre·du·li·ty noun
the habit of believing anything
My friends took advantage of my credulity and convinced me that I was running late even though I was on time.

caterwaul (55)
cat·er·waul verb
to make a high-pitched yowling or wailing noise like that of a cat
He seems to believe that singing soulfully is to whine and caterwaul endlessly.

divergence (58)
di·ver·gence noun
the moving away from a set course or standard
His divergence from the school’s code of conduct caused him to be expelled.

bootlegger (61)
boot·leg·ger noun
someone who makes or sells illegal liquor
The history book said he was a famous bootlegger who made his own whiskey and had a secret bar in the basement of his house.

penitentiary (62)
pen·i·ten·tia·ry noun
a correctional institution for those convicted of major crimes
The bank robbers were held in the penitentiary after they were caught.

sporadic (64)
spo·rad·ic adjective
happening irregularly or once in a while
Rainfall is sporadic in the region, making it difficult to pack properly for an extended vacation.

punctilious (64)
punc·til·i·ous adjective
demonstrating attention to detail or correct behavior
The scientist was punctilious about his research methods in the laboratory.

incredulous (66)
in·cred·u·lous adjective
not willing to admit or accept something as true
Katy was so incredulous when she won the class election that she thought someone was playing a trick on her.

olfactory (olfactory 68)
ol·fac·to·ry adjective
relating to the sense of smell
Having a cold can mess with your olfactory system, making it harder to enjoy your favorite smells.

juxtaposition (71)
jux·ta·po·si·tion noun
the act of placing different things together or side by side in order to compare or create an interesting effect
The juxtaposition of the family photos on the wall made it easier to see the similarities between my relatives.

wan (80)
wan adjective
lacking vitality as from weariness or illness or unhappiness
The patient gave a wan smile from the hospital bed which revealed how severely ill he was.

counterfeit (86)
coun·ter·feit noun
a deceptive imitation of something else; a fraud
When the painting arrived in the mail, she knew immediately it was a counterfeit because it lacked the artist's signature.
defunct (86)
de·funct adjective
no longer existing or usable
After a truck backed over my bike, it was completely defunct.

laudable (97)
laud·able adjective
deserving praise
She received a medal for her laudable performance during the competition.

notoriety (97)
no·to·ri·e·ty noun
the state of being well known, usually for something bad
The actor's notoriety stemmed from years of bad behavior.

shiftless (98)
shift·less adjective
without ambition
Our shiftless cousin lost one job after another because he failed to arrive for work on time.

meretricious (98)
mer·e·tri·cious adjective
superficially attractive but having no value or integrity
He set up a table to sell meretricious souvenirs to the tourists who didn't know the artifacts were fake.

reverie (99)
rev·er·ie noun
a daydream or meditation
The old woman picked the man's pocket while he was off in a reverie.

turgid (99)
tur·gid adjective
swollen and blocked up
After the week of nonstop rain, the creek behind our house was turgid and full of debris.

contingency (100)
con·tin·gen·cy noun
an eventual event or situation which may happen, but cannot be predicted with certainty
The contingency was a possible thunderstorm so to plan for it, the baseball players reserved the field for a different day.

antecedent (101)
an·te·ced·ent noun
something that existed or happened prior to another thing

His experience as a boy scout was an antecedent to him becoming a park ranger as an adult.

menagerie (107)
me·nag·er·ie noun
a collection of strange or unusual things, often wild animals
William Randolph Hearst had a menagerie on the grounds of his home, including giraffes, zebras, monkeys, and more.

radiant (109)
ra·di·ant adjective
shining brightly; sending out light
She looked positively radiant in her costume for the ball and turned heads the entire night.

harrowing (114)
har·row·ing adjective
very fearful or distressing
My most harrowing experience was when I broke my arm.

abyss (121)
a·byss noun
a deep or seemingly bottomless hole
The submersible was able to scan the abyss of the sea for evidence of the shipwreck because it was built to withstand the pressure.
inviolate (125)
in·vi·o·late adjective
free from or unhurt by injury or violation
The town‘s memorial statue must remain inviolate so they erected a fence around it.

precipitately (125)
pre·cip·i·tate·ly adverb
in a manner that makes something happen more quickly
The consequences of his offense happened precipitately and he was put in jail immediately.

tumultuous (126)
tu·mul·tu·ous adverb
in a loud or emotional manner
The baby tumultuously clanged pots and pans in the kitchen.

portentous (127)
por·ten·tous adjective
foreboding or menacing; indicative of an impending unpleasant event
The merriment stopped when we heard a portentous knocking on the front door.

rancor (132)
ran·cor noun
animosity or hatred toward someone who has wronged you; resentment
Years after the argument, Emil still expressed rancor toward me.

magnanimous (135)
mag·nan·i·mous adjective
very kind or generous; forgiving
Because of his magnanimous nature, the king was fondly remembered, even by his own opponents.

clamor (135)
clam·or noun
loud and persistent outcry from many people
He ignored the clamor of the crowd as he walked to the car.

truculent (140)
tru·cu·lent adjective
cruel and aggressive
The player’s foul language and truculent behavior led to his suspension from the game.

incessantly (147)
in·ces·sant·ly adverb

done without stopping; constantly
Allison lived in a third-story apartment, and due to the traffic below, her apartment was incessantly noisy.

redolent (148)
red·o·lent adjective
fragrant; sweet with the smell of
When he came home from work at the flower shop he was redolent with the scent of roses and tulips.

grail (149)
grail noun
the object of any prolonged endeavor
His grail was to graduate at the top of his class and so he worked very hard studying and played many sports.

tranquil (150)
tran·quil adjective
peaceful and quiet
Nick's tranquil picture of the sunset and sea created a calming effect on viewers.

benediction (153)
bene·dic·tion noun
a blessing, wish, or expression for good fortune
The first speaker at the graduation ceremony gave a moving benediction, blessing all the graduates and their families.

radiant (154)
ra·di·ant adjective
shining brightly; sending out light
She looked positively radiant in her costume for the ball and turned heads the entire night.

garrulous (156)
gar·ru·lous adjective
very talkative, apt to go on and on about unimportant matters
When it comes to talking about "the good old days," my grandfather can be pretty garrulous.

emerge (160)
e·merge verb
to become known or apparent
Oliver's reputation for fairness didn't emerge overnight but was built up over the years.

surmise (164)
sur·mise noun
an idea or opinion based on little evidence; a guess
As Linda considered whether or not her surmise was correct, she realized that she would need to conduct more experiments to reach an effective conclusion.

superfluous (165)
su·per·flu·ous adjective
more than is needed or wanted; extra and unnecessary
We needed only three days to finish the job, so the two other days that we had scheduled were superfluous.

Unit Learning Activities

Pre-Reading Activities
Context Building:
Brief lecture or multimedia presentation on the Roaring 20's. The Great Depression and F. Scott Fitzgerald's life.
Class discussion: What does it mean to win? What is the American Dream?
Vocabulary preview: Identify challenging words and practice using context clues.

Assign specific scenes
(Chapters 1 - 9) for in-class reading aloud or in small groups.
Teacher models annotation techniques, focusing on:
Character motivations
Use of rhetorical devices
Themes of hysteria, power, reputation
Pause to discuss:
What is revealed about characters' relationships?
How does the author build tension or suspense?
What are the key conflicts and how do they develop?
Text-Dependent Questions:
Students answer questions requiring textual evidence.
Examples:
How does Fitzgerald characterize Nick Carraway in Chapter 1?
Independent Reading Assignments
Assign sections of the play for homework reading.
Provide a reading journal template where students:
Summarize each scene in 3-5 sentences.
Identify and reflect on a key quote or moment.
Make personal or contemporary connections to the text.

Studysync Quizzes and Writing Assignments
At the end of significant scenes and/or Acts, students will partake in a series of quizzes and writing prompts provided by Studysync. These questions and prompts have been carefully crafted to fit the specific standards we are teaching for each unit.

Studysync Grammar lessons
Students will take part in Studysync lessons built around punctuation, active vs. passive voice, and style.

Independent paired readings
Studysync provides paired readings that students will read throughout the reading of the Crucible. Students will read the paired readings and complete quizzes and writing prompts about them.

Example:
The Marshall Plan speech is read after chapters 1-3 and discusses the turmoil of Europe post WWII and shows the distance between the two countries symbolically.

End of Unit Skills Exam
Students will complete a 20 question exam based on the skills they will have practiced and mastered throughout the unit.

End of unit writing assessment
Students will complete an essay that answers the essential question of the unit.

Unit Resources

McGraw Hill StudySync (11th-Grade Resources)
The Great Gatsby by F. Scott Fitzgerald

Assessments (Formative and Summative)

Formative:
First reads on studysync
Skill assignments
Class Discussions
Observation

Summative:
Close Reads on studysync
Quizzes
Exams
Writing assignments.

Curriculum Writer(s)

Grade 11 teachers

Board Approval Date

1_English 11 CP (Curriculum In Progress)
Unit 4- Living the dream

Unit Description

- Main text: Fences by August Wilson
- What does home mean to you?
- Recognizing genr; Academic Vocabulary; Central or Main idea; Theme; Reasons and Evidence; Analyzing Harlem Renaissance Literature; Connotation and Denotation; Media; Vocabulary review
- Informative writing, Unit Assessment

Standards

CC.1.2.1.A	-	Identify the main idea and retell key details of text.
CC.1.2.1.B	-	Ask and answer questions about key details in a text.
CC.1.2.1.C	-	Describe the connection between two individual, events, ideas, or pieces of information in a text.
CC.1.2.1.E	-	Use various text features and search tools to locate key facts or information in a text.
CC.1.2.1.F	-	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CC.1.2.1.G	-	Use the illustrations and details in a text to describe its key ideas.
CC.1.2.1.H	-	Identify the reasons an author gives to support points in a text.
CC.1.2.1.I	-	Identify basic similarities in and differences between two texts on the same topic.
CC.1.2.1.J	-	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
CC.1.2.1.K	-	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.

Essential Questions

- What does home mean to you?

Objectives

1. Central or Main Idea
Learning Objective:
Students will be able to determine the central or main idea of a text and explain how it is developed through supporting details.

2. Figurative Language
Learning Objective:
Students will identify and analyze figurative language (such as similes, metaphors, personification, hyperbole) and explain how it contributes to meaning and tone.

3. Author's Purpose and Point of View
Learning Objective:
Students will determine the author's purpose for writing (to inform, persuade, entertain, or explain) and analyze how the author's point of view influences the content and message of the text.

4. Dramatic Elements and Structure
Learning Objective:
Students will identify elements of drama (such as dialogue, stage directions, acts, and scenes) and analyze how they contribute to the development of characters, plot, and theme.

5. Summarizing
Learning Objective:
Students will summarize texts by identifying the most important ideas, avoiding personal opinions or unnecessary details.

6. Theme
Learning Objective:
Students will determine the theme or underlying message of a literary text and explain how it is conveyed through characters, setting, and plot.

7. Language, Style, and Audience
Learning Objective:
Students will analyze how an author's language and stylistic choices are influenced by and tailored to a specific audience and purpose.

8. Technical Language
Learning Objective:
Students will identify and understand technical or domain-specific vocabulary in nonfiction texts and explain how it contributes to understanding the subject.

9. Reasons and Evidence
Learning Objective:
Students will evaluate the validity of an argument by analyzing the reasons and evidence used to support claims in informational or persuasive texts.

10. Connotation and Denotation
Learning Objective:
Students will distinguish between the literal (denotative) and implied or emotional (connotative) meanings of words and analyze how word choice affects meaning and tone.

11. Compare and Contrast
Learning Objective:
Students will compare and contrast two or more texts, ideas, characters, or perspectives, analyzing similarities and differences in structure, content, or viewpoint.

12. Media
Learning Objective:
Students will analyze how various forms of media (e.g., video, audio, digital, print) use images, sound, and language to inform, influence, or entertain audiences.

Key Vocabulary and Definitions

congruence (xv)
con·gru·ence noun

agreement or balance; a good match
The congruence the two students felt towards each other was most likely due to their shared interest in anime and dinosaurs.

destitute (xvii)
des·ti·tute adjective
very poor or impoverished
Our charity group provides food and shelter for destitute people struggling to survive.

guile (xvii)
guile noun
craftiness or cunning, often involving deception
Although she pretends to be sweet and innocent, she has used her guile to become one of the most powerful women at the company.

capacity (1)
ca·pac·i·ty noun
the ability to accomplish, learn, or perform
Paulina had an amazing capacity for learning languages; she spoke six of them.

emulate (1)
em·u·late verb
to imitate someone or something you admire
My sister, emulating her favorite singer, practices for hours every day.

crude (1)
crude adjective
simplistic or undeveloped
We were a little unprepared and had to come up with a crude strategy for keeping track of the trails we took on our hike.

commence (12)
com·mence verb
to take the first step or steps in carrying out an action; to start or begin
I waited anxiously for the big parade to commence.

ridicule (13)
rid·i·cule noun
language or behavior intended to humiliate or mock
He fears his new haircut will invite ridicule from his classmates so he wears a hat to cover it.

credit (15)
cred·it verb
to attribute to someone
The awards committee will credit the scientist with the invention.

rubbish (17)
rub·bish noun
waste or trash
It is more common for the British to use the word rubbish instead of trash.

lick (23)
lick noun
touching with the tongue
The dog’s lick was warm and wet and made her recoil in disgust.

condition (28)
con·di·tion noun
a living organism’s state of health or physical wellness
The condition of the patient was not good when he arrived at the hospital as he had not had food or water for days.

seep (32)
seep verb
pass gradually or leak through or as if through small openings
It rained so much that water began to seep through the ceiling, nearly causing an electrical fire.

permission (35)
per·mis·sion noun
approval to do something
He asked permission to leave for a doctor's appointment but his boss told him no because of a scheduled meeting.

trade (35)
trade noun
a job that requires training and manual skills
Carpentry is a trade that many members of my family have practiced.

haul (35)
haul verb
to pull or drag with effort or force
We haul the apples from the orchard to the fruit stand.

hesitant (38)
hes·i·tant adjective
unsure and exercising caution
I was hesitant to share my art, but I am glad that I did.

decent (39)
de·cent adjective
socially or conventionally good
Sarah was not the most skilled volleyball player, but she was a decent teammate because of her attitude.

methodical (40)
me·thod·i·cal adjective
following careful steps
Marco's creations are very detailed and his work is very methodical.

incline (1)
in·cline verb
to have a tendency or disposition to do or be something
Nozomi's desire to stay within her budget inclined her to bargain for a better price for the couch.

levity (1)
lev·i·ty noun
lightheartedness or lack of seriousness
The spectacle of the man chuckling during the funeral service was an unbecoming display of levity.

infinitesimal (13)
in·fin·i·tes·i·mal adjective
minuscule; as tiny as can be
With a microscope you can see infinitesimal things such as bacteria and other organisms.

extemporize (14)
ex·tem·po·rize verb
compose, perform, or produce something such as music or a speech without preparation; to improvise
He was such a talented musician that he could extemporize on the piano whenever anyone asked him to play.

compel (17)
com·pel verb
to force or strongly suggest someone does something
Nick compelled his friends to start drinking coffee.

earnestly (27)
ear·nest·ly adverb
done with seriousness or sincerity
Bonnie always earnestly offers to help her grandmother prepare for family holidays every year.

prodigality (40)
prod·i·gal·i·ty noun

the quality of spending money in a recklessly lavish way
His prodigality depleted all his funds and soon he had to declare bankruptcy and move back in with his parents.

credulity (44)
cre·du·li·ty noun
the habit of believing anything
My friends took advantage of my credulity and convinced me that I was running late even though I was on time.

caterwaul (55)
cat·er·waul verb
to make a high-pitched yowling or wailing noise like that of a cat
He seems to believe that singing soulfully is to whine and caterwaul endlessly.

divergence (58)
di·ver·gence noun
the moving away from a set course or standard
His divergence from the school's code of conduct caused him to be expelled

seniority (42)
sen·ior·i·ty noun
the state of having a higher rank based on experience or age
As the longest-serving volunteer, I have seniority at the animal shelter.

hassle (44)
has·sle verb
to bother or annoy
The children on the bus would hassle the driver if she did not turn on the radio station they liked.

raid (45)
raid verb
to search or attack suddenly or unexpectedly
The gamblers were shocked when the police burst in and began to raid their secret betting parlor, until they realized one of the players was an informant.

Armageddon (47)
Ar·ma·ged·don noun
(New Testament) the scene of the final battle between the kings of the Earth at the end of the world
The minister preached that Armageddon was approaching and that congregants should prepare for the end times.

irrespective (49)
ir·re·spec·tive adjective
not taking (something) into consideration; regardless of
Irrespective of the bad weather, the men decided to play a round of golf anyways and ended up drenched.

commence (52)
com·mence verb
to take the first step or steps in carrying out an action; to start or begin
I waited anxiously for the big parade to commence.

reign (52)
reign verb
to rule or have the highest authority over
Louis XIV reigned over all of France from his glittering palace at Versailles.

uncompromising (57)
un·com·pro·mis·ing adjective
not wanting to change an idea, a belief, or an opinion
Jake's uncompromising position on which sandwich shop is best means he always gets lunch at the same place.

commit (65)
com·mit verb
to send someone to be hospitalized in a psychiatric facility
His hallucinations had become so severe that his family made the difficult decision to commit him to a psychiatric facility for further

testing and observation.

fret (65)
fret verb
to be agitated or irritated
It was hard for her not to fret before the chorus concert because she was nervous in front of crowds.

godforsaken (68)
god·for·sak·en adjective
lacking any good quality or attraction; cheerless and dismal
My father called the car ride home from my grandmother's a "godforsaken mess" due to the horrible traffic and our constant bickering.

bunt (69)
bunt verb
to hit a ball in such a way so as to make it go a short distance
He learned how to bunt the baseball after hours of practice and guidance from his coach.

liable (75)
li·a·ble adjective
legally responsible for something according to the law
The judge ruled she was liable for the damage caused to the other driver's car.

consume (77)
con·sume verb
to overwhelm or absorb someone
I was consumed by fear as I approached the front of the line for the roller coaster.

vigilance (77)
vig·i·lance noun
the state of being alert or aware
Driving a car requires a great deal of vigilance to be safe.

engulf (78)
en·gulf verb
to enclose or envelop
The wind shifted and caused the smoke from the fire to engulf the cabin.

assume (81)
as·sume verb
to take on a certain form, attribute, or aspect of someone
When Tess assumes her role as a detective, I barely recognize her.

advance (85)
ad·vance verb
to move forward
The officer yells at the soldiers to advance toward the enemy.

plot (90)
plot noun
a secret plan or schemes
The CIA agent uncovered evidence of numerous plots to steal money from the Federal Reserve.

clipped (91)
clipped adjective
(of speech) having quick short sounds
He spoke with a clipped upper-class accent.

sternness (91)
stern·ness noun
the quality of being serious and relentless, especially in the assertion of authority and execution of discipline
His sternness as a teacher made the students fear being late to his class.

raise (96)
raise verb
to take responsibility for bringing up a child
My parents decided to raise me in the Catholic church, even though my father is Jewish.

odd (101)
odd adjective
constituting a small amount
The odd can of soda isn't bad for your health, but drinking soda every day, all day is a bad idea.

expound (101)
ex·pound verb
to explain in detail
After seeing Jerome's low test score, the tutor expounded on the need for more studying.

atavistic (101)
at·a·vis·tic adjective
concerning to or characterized by reverting back to something ancient or ancestral
The fight or flight response of the human nervous system is an atavistic characteristic from our evolutionary ancestors.

Unit Learning Activities

Pre-Reading Activities
Context Building:
Brief lecture or multimedia presentation on the the Negro league, the civil rights movement, and August Wilson's life.
Class discussion: What does home mean to you?
Vocabulary preview: Identify challenging words and practice using context clues.

Assign specific scenes
(Acts 1-2) for in-class reading aloud or in small groups.
Teacher models annotation techniques, focusing on:
Character motivations
Use of rhetorical devices
Themes of hysteria, power, reputation
Pause to discuss:
What is revealed about characters' relationships?
How does the author build tension or suspense?
What are the key conflicts and how do they develop?
Text-Dependent Questions:
Students answer questions requiring textual evidence.
Examples:
How does Wilson characterize Troy in Act 1?
Independent Reading Assignments
Assign sections of the play for homework reading.
Provide a reading journal template where students:
Summarize each scene in 3-5 sentences.
Identify and reflect on a key quote or moment.
Make personal or contemporary connections to the text.

Studysync Quizzes and Writing Assignments
At the end of significant scenes and/or Acts, students will partake in a series of quizzes and writing prompts provided by Studysync. These questions and prompts have been carefully crafted to fit the specific standards we are teaching for each unit.

Studysync Grammar lessons
Students will take part in Studysync lessons built around punctuation, active vs. passive voice, and style.

Independent paired readings
Studysync provides paired readings that students will read throughout the reading of the Crucible. Students will read the paired readings and complete quizzes and writing prompts about them.

Example:
How it feels to be colored me is read after Act 1 of Fences to show a similar urban family setting.

End of Unit Skills Exam
Students will complete a 20 question exam based on the skills they will have practiced and mastered throughout the unit.

End of unit writing assessment
Students will complete an essay that answers the essential question of the unit.

Unit Resources

McGraw Hill StudySync (11th-Grade Resources)

Assessments (Formative and Summative)

Formative:
First reads on studysync
Skill assignments
Class Discussions
Observation

Summative:
Close Reads on studysync
Quizzes
Exams
Writing assignments.

Curriculum Writer(s)

Grade 11 teachers

Board Approval Date

1_English 11 H (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	Unit 1 Breaking Away
Module 2:	Unit 2 The Highway
Module 3:	Unit 3- The Wars we wage
Module 4:	Unit 4- Living the dream

1_English 11 H (Curriculum In Progress)
Unit 1 Breaking Away

Unit Description

- Main Text The Crucible by Arthur Miller
- Introduction activities and introduce StudySync routines and app management
- Big Idea: How does independence define the American spirit? Vocabulary, recognizing Media,
- How to use textual evidence, close read, language, style, audience, Rhetoric
- Compare and contrast, theme, point of view, Unit Assessment
- Narrative writing: on-going throughout; Unit Assessment

Standards

1.2.11.B	-	Use and understand a variety of media and evaluate the quality of material produced.
CC.1.2.11-12.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
11.1.12.D	-	Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.
CC.1.2.11-12.F	-	Evaluate how words and phrases shape meaning and tone in texts.
CC.1.2.1.I	-	Identify basic similarities in and differences between two texts on the same topic.
CC.1.2.1.I	-	Identify basic similarities in and differences between two texts on the same topic.
CC.1.2.1.I	-	Identify basic similarities in and differences between two texts on the same topic.
CC.1.2.1.I	-	Identify basic similarities in and differences between two texts on the same topic.
CC.1.3.1.A	-	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CC.1.3.1.B	-	Ask and answer questions about key details in a text.
CC.1.3.1.C	-	Describe characters, settings, and major events in a story, using key details.
CC.1.3.1.D	-	Identify who is telling the story at various points in a text.
CC.1.3.1.F	-	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CC.1.3.1.H	-	Compare and contrast the adventures and experiences of characters in stories.
CC.1.4.1.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. * Capitalize dates and names of people. * Use end punctuation; use commas in dates and words in series. * Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.
CC.1.4.1.L	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. * Capitalize dates and names of people. * Use end punctuation; use commas in dates and words in series. * Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.
CC.1.4.1.O	-	Include thoughts and feelings to describe experiences and events
CC.1.4.1.P	-	Recount two or more appropriately sequences events using temporal words to signal event order and provide some sense of closure.
CC.1.4.9-10.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Essential Questions

- How does independence define the American spirit?

Objectives

Close Reading & Analysis Skills
Annotation
Objective: I can annotate a text to track key ideas, ask questions, and make personal connections that support my understanding.
Context Clues
Objective: I can use context clues to determine the meaning of unfamiliar words or phrases in a text.
Reading Comprehension
Objective: I can read and understand a variety of texts by identifying main ideas, supporting details, and drawing inferences.
Text Dependent Responses
Objective: I can answer questions using evidence directly from the text to support my responses.
Textual Evidence
Objective: I can find and cite strong textual evidence to support my thinking and analysis of a text.
Literary Analysis
Story Elements
Objective: I can identify and explain key story elements such as character, setting, plot, conflict, and resolution.
Theme
Objective: I can determine the theme or central message of a text and explain how it is developed throughout the story.
Point of View
Objective: I can identify the point of view in a text and analyze how it affects the reader's understanding.
Figurative Language
Objective: I can identify and interpret figurative language (like similes, metaphors, and personification) and explain its impact on the meaning or tone of a text.
Historical & Cultural Context
Literary Periods
Objective: I can recognize and describe characteristics of different literary periods and explain how historical context influences literature.
Primary and Secondary Sources
Objective: I can distinguish between primary and secondary sources and evaluate their reliability and purpose in research or analysis.
Author's Purpose and Point of View
Objective: I can determine an author's purpose and point of view and analyze how they shape the content and style of the text.
Rhetoric
Objective: I can identify rhetorical devices and strategies in texts and explain how they are used to persuade or inform an audience.
Critical Thinking & Media Literacy
Compare and Contrast
Objective: I can compare and contrast ideas, characters, or themes within or across texts to deepen my understanding.
Media
Objective: I can analyze how information is presented across different media formats and evaluate its effectiveness and purpose.

Key Vocabulary and Definitions

potent (4)
po·tent adjective
having significant effect; strong, powerful
The coffee was potent and kept me alert well into the evening.
ideology (6)
i·de·ol·o·gy noun
a set or system of theories and beliefs held by an individual or group
During World War II, democracy clashed with the ideology of fascism.
prohibition (6)
pro·hi·bi·tion noun
a law or order by an authority that is meant to prevent something from happening
The chief of police issued a prohibition against playing loud music after ten o'clock at night.
capacity (8)
ca·pa·ci·ty noun
the physical, mental, or emotional ability to do something; capability
The exhausted mountain climbers had lost their capacity to make good decisions.
obscene (10)
ob·scene adjective

very offensive
The library has a teen section where students can meet, eat, and talk, although obscene language that might upset or disturb other patrons is not permitted.
discharge (11)
dis·charge verb
to relieve of a charge, load, or burden
After the plane landed and pulled into the terminal, the ground crew opened the cargo doors and began to discharge the luggage.
ail (13)
ail verb
to be ill or unwell
Max had been suffering from a fever for days and was wondering how long this flu would ail him.
remiss (14)
re·miss adjective
without care or attention
The rude remark showed that she was remiss about her friend's feelings.
error (18)
er·ror noun
a wrong action or statement; a mistake
Ciara reviewed her research paper several times carefully because she wants to be sure to correct any spelling or grammar errors.
pretense (22)
pre·tense noun
the act of appearing one way but being another
Melanie bought designer clothing at a thrift store to keep up the pretense of wealth.
authority (24)
au·thor·i·ty noun
a person in whom power and clout is vested
We will forward this matter to the relevant authorities.
entity (25)
en·ti·ty noun
a thing with a particular nature and an independent existence
At my school, the Chess Club used to be a separate entity, but now it's part of the After-School Club.
consult (26)
con·sult verb
to seek information from
I consult my dictionary when I am not sure about the meaning of a word.
contradict (28)
con·tra·dict verb
to assert the opposite of something
No matter what I say, my brother always contradicts me.
conceive (31)
con·ceive verb
to think of or develop an idea
Before I joined the soccer team, I could not conceive of a reason to get up early on Saturday mornings.
assemble (33)
as·sem·ble verb
to come together
The students assemble in the gym for an awards ceremony.
diagnostic (34)
di·ag·nos·tic adjective
characteristic or indicative of a disease
A diagnostic sign of Scarlet fever is a sever rash on the skin.
abide (36)
a·bide verb
to conform or stick to
Toddlers struggle to abide the rules, their spirits are too wild and free to be tempered.
licentious (39)
li·cen·tious adjective
wanton or corrupt, wrongly free
The renegades were licentious to the extreme, leaving every village in their path in ruins.
compact (41)
com·pact verb
to enter into a formal agreement with a person or group of people
When the parties agreed on all of the legal details, they compacted a formal written agreement.
absorb (49)

ab·sorb verb
to mentally take in information; to comprehend
A sponge is designed to absorb water.
condemnation (49)
con·dem·na·tion noun
a strong statement of disapproval
The principal issued a condemnation of students who continued to disregard the dress code.
court (50)
court noun
an institution presided over by a judge who oversees criminal and civil cases
When the victim of the crime was well enough, he testified in court against his attacker.
faith (51)
faith noun
a strong belief or trust in something or someone
The student has faith in the library to have answers to any questions she might have.
suspicion (52)
sus·pi·cion noun
A thought that something is possible, likely, or true
The detective had a suspicion that the soiled handkerchief was a clue to the mystery.
proceedings (53)
pro·ceed·ings noun
a series of actions that involve settling legal matters
The funeral proceedings were sombre and respectful as the family gathered to pay their last respects.
compensate (53)
com·pen·sate verb
to give someone something, usually money, in exchange for work or to make up for some sort of unpleasantness
Mrs. Rainer told Jake she would compensate him if he mowed her lawn all summer.
ameliorate (54)
a·me·lio·rate verb
to improve something
The remodel did much to ameliorate the home.
begrudge (59)
be·grudge verb
to give or agree with reluctance
Even though it sounds boring to me, I can't begrudge my son's request to watch Mickey Mouse again, since it is his night to pick the movie.
base (59)
base adjective
lacking honor, shameful
The senator’s base behavior should have led to his removal from office.
pious (61)
pi·ous adjective
extremely religious
The pious young woman attended Mass every day.
account (61)
ac·count verb
to be beholden to someone else’s expectations; to be responsible to another for one’s behavior
He wanted to break the weekly fast but remembered he accounted with his best friend to stick it through to the end.
adultery (64)
a·dul·ter·y noun
extramarital sex that willfully and maliciously interferes with marriage relations
In ancient times, when a spouse committed adultery they were often faced with harsh punishment.
restrain (64)
re·strain verb
to keep under control
Chloe restrains her dog with a leash if they are outside when the mailman comes.
obviously (64)
ob·vi·ous·ly adjective
in a way that is clearly seen or understood
The dinner guests were so obviously avoiding eating their soup that the host immediately understood he had put too much salt in it.
daft (65)
daft adjective
absurd; foolish
The group’s proposal was so daft that the audience couldn’t help laughing when they presented it.

credit (65)
cred·it noun
recognition or approval for some act
We want to give the artist credit, but there's no name on the painting.
critical (66)
crit·i·cal adjective
expressing disapproval
My father was very critical of my choice in college major.
warrant (67)
war·rant noun
a written document authorizing an officer to detain or seize a person or property, or to execute a judgment
Based on evidence of wrongdoing, the court issued a warrant that allowed the police to search Dave's office.
claim (68)
claim verb
to assert that something is the case, sometimes providing evidence or proof
He claimed that the mushroom he found in the forest could heal numerous skin conditions.
abundant (77)
a·bun·dant adjective
in large or plentiful amounts
There was abundant food at the wedding reception.
determine (79)
de·ter·mine verb
to firmly decide or conclude
Hayley could not determine the color of the carpet and therefore was unsure about what color to paint her walls.
vile (82)
vile adjective
extremely unpleasant or offensive
He has such a vile temper that it costs him friends.
extravagance (83)
ex·trav·a·gance noun
the quality of exceeding the appropriate limits of decorum or probability or truth
We were surprised by the extravagance of his description of the hotels he stayed at while abroad.
contain (87)
con·tain verb
to hold inside of
We are not sure what the box might contain.
hearty (87)
hear·ty adjective
strong and healthy; fit
Mark worked out every day of the week and had a hearty stature that intimidated most people.
anxiety (92)
anx·i·e·ty noun
nervousness or fear about what will happen
Franklin faces anxiety over his upcoming dance performance.
immaculate (92)
im·mac·u·late adjective
completely neat and clean
Kayla's bedroom was messy, but Freda's bedroom was immaculate.
confounded (92)
con·found·ed spelling
in a manner that expresses anger or irritation
The babysitter was so confounded by the children's bad behavior that she swore to never go back.
rely (93)
rely verb
to have confidence or faith in
A good friend is someone you can rely on in times of trouble.
callously (94)
cal·lous·ly adverb
in an insensitive and cruel manner that shows no regard for the feelings of others
He callously threw all of the photos of them together into the fireplace.
apparition (95)
ap·pa·ri·tion noun
ghost or ghostlike image
An apparition of Hamlet's dead father surprises the young prince at the beginning of Shakespeare's play.

guile (95)
guile noun
craftiness or cunning, often involving deception
Although she pretends to be sweet and innocent, she has used her guile to become one of the most powerful women at the company.
simple (100)
sim·ple adjective
not difficult to understand or do
Even though these cookies look complicated, the recipe is quite simple.
vanity (102)
van·i·ty noun
excessive pride in, or concern with, one's own appearance or achievements
Her vanity was such that she required a mirror in every room.
blanched (103)
blanched adjective
pale or white in the face, due to a strong emotional response
While watching a horror movie, Tasha noticed Cindy's blanched appearance and suggested that they watch something else.
situation (104)
si·tu·a·tion noun
a condition or circumstance
After carefully evaluating the situation, we decided to find another way up the mountain.
natural (105)
na·tur·al adjective
conforming to the expected character, nature, or behavior of something or someone
The natural response would have been to shout, "Miss, you dropped your keys!"
unperturbed (107)
un·per·turbed adjective
untroubled, undisturbed
Investors were unperturbed by the drop in stock prices, believing that they would return to normal by the end of the week.
befoul (111)
be·foul verb
to make dirty or contaminated
The factory befouled the lake when it dumped tons of waste into it for years.

transformation (113)
trans·for·ma·tion noun
complete change from one state to another
The room's transformation from a nursery to an office began with a fresh coat of paint.
excommunication (118)
ex·com·mu·ni·ca·tion noun
the act of banishing a member of a church from the communion of believers and the privileges of the church
His excommunication from the group was the result of several crimes committed during his leadership.
sufficient (118)
suf·fi·cient adjective
describing a quantity that can fulfill a need without being abundant; being enough
I am not too hungry, so this salad will be sufficient.
retaliation (119)
re·ta·li·a·tion noun
action taken in return for being hurt
When the frustrated man's keyboard broke, he hit it in retaliation.
resolution (120)
res·o·lu·tion noun
determination
I made a resolution to get over my stage fright, then auditioned for the school play.
adamant (120)
ad·a·mant adjective
determined
He is adamant about what he wants to do.
climactic (122)
cli·mac·tic adjective
acting as an exciting and thrilling climax to a series of events.
The climactic scene had so much action that the entire movie theater shook from the sound.
tenderness (122)
ten·der·ness noun

warm compassionate feelings
The little boy showed such tenderness towards the dog that his parents thought he might have a future as a veterinarian.
indictment (125)
in·dict·ment noun
a formal accusation of a crime
After his indictment for fraud, the chief accountant tried to flee the country.
boundless (131)
bound·less adjective
unlimited; abundant
My love for you is boundless.

Unit Learning Activities

Pre-Reading Activities
Context Building:
Brief lecture or multimedia presentation on the Salem Witch Trials, McCarthyism, and Arthur Miller's life.
Class discussion: What is hysteria? How does fear spread in society?
Vocabulary preview: Identify challenging words and practice using context clues.

Assign specific scenes
(Act 1, parts of Acts 2-4) for in-class reading aloud or in small groups.
Teacher models annotation techniques, focusing on:
Character motivations
Use of rhetorical devices
Themes of hysteria, power, reputation
Pause to discuss:
What is revealed about characters' relationships?
How does the author build tension or suspense?
What are the key conflicts and how do they develop?
Text-Dependent Questions:
Students answer questions requiring textual evidence.
Examples:
How does Miller characterize Reverend Parris in Act 1?
What role does fear play in Abigail's actions?
Independent Reading Assignments
Assign sections of the play for homework reading.
Provide a reading journal template where students:
Summarize each scene in 3-5 sentences.
Identify and reflect on a key quote or moment.
Make personal or contemporary connections to the text.

Studysync Quizzes and Writing Assignments
At the end of significant scenes and/or Acts, students will partake in a series of quizzes and writing prompts provided by Studysync. These questions and prompts have been carefully crafted to fit the specific standards we are teaching for each unit.

Studysync Grammar lessons
Students will take part in Studysync lessons built around punctuation, active vs. passive voice, and style.

Independent paired readings
Studysync provides paired readings that students will read throughout the reading of the Crucible. Students will read the paired readings and complete quizzes and writing prompts about them.
Example:
Story of an hour by Kate Chopin is read after Elizabeth Proctor is introduced to the play. The short story explores similar themes and concepts that are explored in The Crucible.
End of Unit Skills Exam
Students will complete a 20 question exam based on the skills they will have practiced and mastered throughout the unit.

End of unit writing assessment
Students will complete an essay that answers the essential question of the unit.

Unit Resources

McGraw Hill StudySync (11th-Grade Resources)

Assessments (Formative and Summative)
Formative:
First reads on studysync
Skill assignments
Class Discussions
Observation

Summative:
Close Reads on studysync
Quizzes
Exams
Writing assignments.

Curriculum Writer(s)
Grade 11 teachers

Board Approval Date

1_English 11 H (Curriculum In Progress)
Unit 2 The Highway

Unit Description

- Main Text: Into the Wild by John Krakauer
- Big Idea: How do journeys influence perspective? Vocabulary
- Word meanings; Language, style and audience; Story structure; Textual evidence
- Literary Analysis writing; Unit Assessment

Standards

CC.1.2.1.B	-	Ask and answer questions about key details in a text.
CC.1.2.1.C	-	Describe the connection between two individual, events, ideas, or pieces of information in a text.
CC.1.2.1.E	-	Use various text features and search tools to locate key facts or information in a text.
CC.1.2.1.H	-	Identify the reasons an author gives to support points in a text.
CC.1.3.1.A	-	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CC.1.3.1.B	-	Ask and answer questions about key details in a text.
CC.1.3.1.F	-	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CC.1.4.1.D	-	Group information and provide some sense of closure.
CC.1.4.1.B	-	Identify and write about one specific topic.
CC.1.4.1.L	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. * Capitalize dates and names of people. * Use end punctuation; use commas in dates and words in series. * Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.
CC.1.4.1.E	-	Choose words and phrases for effect.

Essential Questions

- How do journeys influence perspective?

Objectives

1. Language, Style, and Audience
Objective: Students will analyze how language, style, and tone are adapted to suit a specific audience, and how these elements influence the reader's understanding and engagement with the text.

2. Informational Text Elements
Objective: Students will identify and explain key elements of informational texts (e.g., headings, subheadings, captions, and glossaries) and describe how these features contribute to the overall meaning and structure of the text.

3. Media
Objective: Students will evaluate the role of different media (e.g., images, videos, graphs) in supporting or enhancing the content of informational texts, and analyze how media influences the audience's comprehension of the material.

4. Word Meaning
Objective: Students will demonstrate the ability to determine the meaning of words and phrases in context, including the use of dictionaries, thesauruses, and contextual clues to define unfamiliar terms.

5. Arguments and Claims
Objective: Students will identify and assess the validity of arguments and claims presented in informational texts, and evaluate the evidence and reasoning used to support these claims.

6. Context Clues
Objective: Students will use context clues to determine the meaning of unfamiliar words or phrases within sentences, and explain how surrounding text helps clarify ambiguous language.

7. Textual Evidence
Objective: Students will cite specific textual evidence to support analysis and interpretation of informational texts, demonstrating the ability to back up claims and conclusions with relevant details from the text.

8. Informational Text Structure
Objective: Students will recognize and analyze common structures used in informational texts (e.g., cause/effect, compare/contrast, problem/solution) and understand how these structures help organize and present information.

9. Word Patterns and Relationships
Objective: Students will analyze word patterns and relationships (e.g., synonyms, antonyms, prefixes, suffixes) to better understand and infer meanings of words, and identify how word choice affects meaning and tone.

10. Story Structure
Objective: Students will identify the key components of story structure (e.g., plot, conflict, resolution) in narrative texts and describe how these elements contribute to the development of the theme and message of the story.

11. Connotation and Denotation
Objective: Students will differentiate between the denotative (literal) and connotative (emotional or cultural) meanings of words, and analyze how authors' word choices create tone and influence the reader's perception of a text.

Key Vocabulary and Definitions

amalgam (10)
a·mal·gam spelling
a combination or blend of diverse things
The finished birthday cake was an amalgam of many different baking and decorating skills.

derelict (10)
der·e·lict noun
old abandoned property, especially a boat
We found a derelict ship washed up on shore with no one around to claim it.

contrite (19)
con·trite adjective
feeling regret for one's behavior
When he was caught stealing from the mall, the police let him go because he seemed truly contrite about the crime.

upbraid (20)
up·braid verb
to scold or severely criticize someone who has done wrong
My mother will upbraid my brother for refusing to help our ailing grandfather.

currency (29)
cur·ren·cy noun
a system of money used for exchange, such as coins or paper money
The currency of the United States is the dollar.

excursion (32)
ex·cur·sion noun
a brief journey
She looked forward to her mid-day excursion to the park, whatever the weather forecast said.

subsist (36)
sub·sist verb
to survive on limited resources
If I had to, I think I could subsist on cheese alone.

raze (43)
raze verb
to destroy entirely
My older sister razed my sandcastle when I finished.

fatuous (44)
fat·u·ous adjective
foolish
Because he did not read the book, his essay sounded fatuous.

sedentary (44)
sed·en·tar·y adjective
requiring sitting or little activity
He was forced by illness to lead a sedentary life.

placid (48)
plac·id adjective
calm and peaceful; not easily emotional
The old dog had a placid personality.

substantial (50)
sub·stan·tial adjective
fairly large
The basement has a substantial amount of space for us to create a guest room or to use for Kaylee’s sleepover parties.

claustrophobic (55)
claus·tro·pho·bic adjective
feeling panic or great discomfort in small or confined spaces
The room was so full of boxes that there was no sunlight, and it felt claustrophobic no matter where you stood.

burgeon (56)
bur·geon verb
to grow and flourish rapidly
After the heavy rains of spring, mother’s garden burgeoned with flowers and vegetables.

immaculate (59)
im·mac·u·late adjective
completely neat and clean
Kayla’s bedroom was messy, but Freda’s bedroom was immaculate.

surfeit (62)
sur·feit noun
an excess or surplus

Half of the guests didn't show up to the party, so we had a surfeit of food and drinks for weeks to come.

ascetic (65)
as·cet·ic noun
someone who denies themselves material pleasures in pursuit of a religious or spiritual goal
He gave away his earthly possessions and lived barefoot in the mountains among the acetics to search for spiritual enlightenment.

forsake (71)
for·sake verb
to desert or abandon
He would never forsake his devoted hound, Winslow.

histrionic (72)
his·tri·on·ic adjective
overly dramatic
The two-year-old threw a histrionic fit when she didn't get her way.

forage (74)
for·age verb
to search for food
We often forage our backyard for mushrooms and other edibles to use for our dinner.

harrowing (77)
har·row·ing adjective
very fearful or distressing
My most harrowing experience was when I broke my arm.

copious (78)
co·pi·ous adjective
numerous; in large or great amounts
For such an intimate gathering, her parents cooked copious amounts of food.

voluminous (79)
vo·lu·mi·nous adjective
of tremendous volume or size
She waved her hands, making way to push her voluminous cart down the busy street.

affable (80)
af·fa·ble adjective
friendly, approachable
Dennis's affable smile made him a popular choice for class president.

margin (81)
mar·gin noun
the boundary line or the area immediately inside the boundary
Omkar made sure that he placed margins on his printed report so that it looked presentable.

emaciated (84)
e·ma·ci·a·ted adjective
extremely thin and sickly, due to malnourishment
After a month of suffering from malaria, the patient was emaciated, having lost half his body weight.

desolate (91)
des·o·late adjective
describing a place that is deserted, empty, and bleak
The waiting room at the doctor's office appeared impersonal and desolate at midnight.

skepticism (99)
skep·ti·cism noun
the state of doubting the truth about something
Jordan expressed skepticism when I told her I could do one hundred sit-ups in thirty seconds.

taciturn (103)

tac·i·turn adjective
not talkative; quiet and withdrawn
Lucy's taciturn nature meant that she never spoke up in class.

cadence (105)
ca·dence noun
a regular rhythm or beat
The steady cadence of the drums helped the soldiers march in unison.

mercurial (105)
mer·cu·ri·al adjective
related to sudden fluctuating moods
Anneliese was sometimes mercurial after her personal tragedy.

inseparable (111)
in·sep·a·ra·ble adjective
not capable of being separated
By the end of the season, everyone on the baseball team had become such good friends they were practically inseparable.

concoct (112)
con·coct verb
to prepare or cook by mixing ingredients
The wizard used many strange ingredients to concoct a potion he promised would give a person strength.

bearings (112)
bear·ings noun
awareness of oneself and one's surroundings
It took her a minute to get her bearings when she got off the bus, since she wasn't familiar with this section of town.
gregarious (115)
gre·gar·i·ous adjective
instinctively or temperamentally seeking and enjoying the company of others
She had dinner plans every night of the week because she was a gregarious person who loved company.
indignation (122)
in·dig·na·tion noun
anger at something that is unfair, whether real or perceived
The student bristled with indignation at being chosen last, yet again, for the team.

scrupulous (125)
scru·pu·lous adjective
extremely concerned with correctness, morally and otherwise
Emily's scrupulous attention to detail soon got her promoted at work.

melodramatic (134)
mel·o·dra·mat·ic adjective
overly dramatic, emotional in an exaggerated way
Because I cried during a dog food commercial, my friend said that I was melodramatic.

existential (134)
ex·is·ten·tial adjective
relating to or dealing with existence, especially with human existence
Jake suffered an existential crisis when he realized he would never play baseball again after his injury.

labyrinthine (137)
lab·y·rin·thine adjective
resembling a labyrinth in form or complexity
The back garden was a labyrinthine network of tortuous footpaths where one could easily get lost.

veneer (138)
ve·neer noun
a false appearance designed to mask true feelings
His veneer of confidence and pride may have fooled the audience, but it did not fool me.

inebriated (138)

in·e·bri·a·ted adjective
drunk; intoxicated
After several glasses of wine at dinner, Josh was too inebriated to drive home and needed to call a taxi.

dearth (142)
dearth noun
an insufficient quantity or number
There was a dearth of fresh fruit after the deer ate all of Jessie's garden in her backyard.

brash (147)
brash adjective
offensively bold in a rude or commandeering way.
Though the club's established rules had an age restriction, a brash newcomer disputed them in order to allow his friend to be admitted.

formidable (149)
for·mi·da·ble adjective
causing fear or dread; intimidating
The sharp teeth and claws of the beast appeared formidable to the hunters.

volition (151)
vo·li·tion noun
the power or will of making a conscious decision
Emily's parents wanted her to attend a college nearby, but she chose to study abroad of her own volition.

cosmopolitan (159)
cos·mo·pol·i·tan adjective
having broad familiarity and experience with many cultures
After spending a year studying in Paris, Robert acted so cosmopolitan.

peruse (160)
pe·ruse verb
to read thoroughly
I peruse the ingredients on every package to make sure there is no added sugar.

prudent (171)
pru·dent adjective
showing good judgment or common sense
The girl made the prudent choice of locking her bike to the post before going into the store.

fickle (171)
fick·le adjective
changing often, particularly one's loyalty and affection
Children can be fickle, one day they love something, the next day they hate it.

strenuous (175)
stren·u·ous adjective
characterized by or performed with much energy or force
After her knee surgery, climbing the stairs became a very strenuous activity.

supplant (176)
sup·plant verb
to take the place of something else
Checkout machines supplant cashiers.

laceration (176)
lac·er·a·tion noun
a torn, ragged wound
The laceration on my arm was deep enough to require stitches.

confluence (176)
con·flu·ence noun
a coming together of people or things

The confluence of cars at the entrance to the tunnel slowed traffic for two hours.

Pre-Reading Activities
Context Building:
Brief lecture or multimedia presentation on the Alaskan wilderness, survival, rebellious nature, and John Krakauer's life.
Class discussion: How do our journey's influence who we are? Have you ever wanted to get away?
Vocabulary preview: Identify challenging words and practice using context clues.

Unit Learning Activities

Pre-Reading Activities
Context Building:
Brief lecture or multimedia presentation on the Alaskan wilderness, survival, rebellious nature, and John Krakauer's life.
Class discussion: How do our journey's influence who we are? Have you ever wanted to get away?
Vocabulary preview: Identify challenging words and practice using context clues.

Assign specific scenes
(Chapters 1 - 18) for in-class reading aloud or in small groups.
Teacher models annotation techniques, focusing on:
Character motivations
Use of rhetorical devices
Themes of hysteria, power, reputation
Pause to discuss:
What is revealed about characters' relationships?
How does the author build tension or suspense?
What are the key conflicts and how do they develop?
Text-Dependent Questions:
Students answer questions requiring textual evidence.
Examples:
How does Krakauer characterize Chris McCandliss in Chapter 1?
Independent Reading Assignments
Assign sections of the play for homework reading.
Provide a reading journal template where students:
Summarize each scene in 3-5 sentences.
Identify and reflect on a key quote or moment.
Make personal or contemporary connections to the text.

Studysync Grammar lessons
Students will take part in Studysync lessons built around punctuation, active vs. passive voice, and style.

Independent paired readings
Studysync provides paired readings that students will read throughout the reading of the Crucible. Students will read the paired readings and complete quizzes and writing prompts about them.
Example:
US Highway beautification act is read after a chapter in Into the Wild that explores the vastness of America and the call to explore it.

End of Unit Skills Exam
Students will complete a 20 question exam based on the skills they will have practiced and mastered throughout the unit.

End of unit writing assessment
Students will complete an essay that answers the essential question of the unit.

Unit Resources

McGraw Hill StudySync (11th-Grade Resources)

Into The Wild by Jon Krakauer

Assessments (Formative and Summative)

Formative:
First reads on studysync
Skill assignments
Class Discussions
Observation

Summative:
Close Reads on studysync
Quizzes
Exams
Writing assignments.

Curriculum Writer(s)
Grade 11 teachers

Board Approval Date

1_English 11 H (Curriculum In Progress)
Unit 3- The Wars we wage

Unit Description
UNIT PACING GUIDE
Unit Title: The Wars We Wage
Essential Question: What does it mean to win?
Literary Focus: American Modernism
Genre Focus: Argumentative

Standards

CC.1.2.1.B	-	Ask and answer questions about key details in a text.
CC.1.2.1.E	-	Use various text features and search tools to locate key facts or information in a text.
CC.1.2.1.F	-	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CC.1.2.1.H	-	Identify the reasons an author gives to support points in a text.
CC.1.3.1.B	-	Ask and answer questions about key details in a text.
CC.1.3.1.C	-	Describe characters, settings, and major events in a story, using key details.
CC.1.3.K.A	-	With prompting and support, retell familiar stories including key details.
CC.1.4.1.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. * Capitalize dates and names of people. * Use end punctuation; use commas in dates and words in series. * Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.
CC.1.4.1.H	-	Form an opinion by choosing among given topics.
CC.1.4.1.I	-	Support the opinion with reasons related to the opinion.
CC.1.4.1.J	-	Create an organizational structure that includes reasons and provides some sense of closure.
CC.1.4.1.L	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. * Capitalize dates and names of people. * Use end punctuation; use commas in dates and words in series. * Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.
CC.1.4.1.J	-	Create an organizational structure that includes reasons and provides some sense of closure.

Essential Questions
- What does it mean to win?

Objectives

1. Story Elements
Learning Objective:
Students will be able to identify and analyze key story elements (plot, characters, setting, conflict, and theme) to understand how they work together to build a narrative.

2. Author's Purpose and Point of View
Learning Objective:
Students will determine the author's purpose (to inform, persuade, entertain, or explain) and analyze how the author's point of view shapes the content and style of the text.

3. Informational Text Structure
Learning Objective:
Students will identify and explain different text structures (e.g., cause and effect, compare and contrast, chronological, problem and solution) used in informational texts to organize ideas clearly.

4. Word Patterns and Relationships
Learning Objective:
Students will recognize and analyze relationships between words (such as synonyms, antonyms, analogies, and root words) to better understand vocabulary and meaning in context.

5. Language, Style, and Audience
Learning Objective:
Students will examine how an author's language and style choices are influenced by the intended audience and purpose of the text.

6. Media
Learning Objective:
Students will analyze how different forms of media (videos, images, audio, digital text) use techniques to convey messages and influence audiences.

7. Connotation and Denotation
Learning Objective:
Students will distinguish between the denotative (literal) and connotative (emotional or cultural) meanings of words to interpret tone and meaning in texts.

8. Reasons and Evidence
Learning Objective:
Students will evaluate the reasons and evidence provided to support claims in a text, determining whether the argument is logical, relevant, and sufficient.

9. Technical Language
Learning Objective:
Students will identify and understand the use of domain-specific or technical vocabulary in informational or subject-based texts.

10. Word Meaning
Learning Objective:
Students will use context clues, word parts (prefixes, suffixes, roots), and reference tools to determine the meaning of unfamiliar words in a variety of texts.

Key Vocabulary and Definitions

incline (1)
in·cline verb
to have a tendency or disposition to do or be something
Nozomi's desire to stay within her budget inclined her to bargain for a better price for the couch.

levity (1)
lev·i·ty noun
lightheartedness or lack of seriousness
The spectacle of the man chuckling during the funeral service was an unbecoming display of levity.

infinitesimal (13)

in·fin·i·tes·i·mal adjective
minuscule; as tiny as can be
With a microscope you can see infinitesimal things such as bacteria and other organisms.

extemporize (14)
ex·tem·po·rize verb
compose, perform, or produce something such as music or a speech without preparation; to improvise
He was such a talented musician that he could extemporize on the piano whenever anyone asked him to play.

compel (17)
com·pel verb
to force or strongly suggest someone does something
Nick compelled his friends to start drinking coffee.

earnestly (27)
ear·nest·ly adverb
done with seriousness or sincerity
Bonnie always earnestly offers to help her grandmother prepare for family holidays every year.

prodigality (40)
prod·i·gal·i·ty noun
the quality of spending money in a recklessly lavish way
His prodigality depleted all his funds and soon he had to declare bankruptcy and move back in with his parents.

credulity (44)
cre·du·li·ty noun
the habit of believing anything
My friends took advantage of my credulity and convinced me that I was running late even though I was on time.

caterwaul (55)
cat·er·waul verb
to make a high-pitched yowling or wailing noise like that of a cat
He seems to believe that singing soulfully is to whine and caterwaul endlessly.

divergence (58)
di·ver·gence noun
the moving away from a set course or standard
His divergence from the school’s code of conduct caused him to be expelled.

bootlegger (61)
boot·leg·ger noun
someone who makes or sells illegal liquor
The history book said he was a famous bootlegger who made his own whiskey and had a secret bar in the basement of his house.

penitentiary (62)
pen·i·ten·tia·ry noun
a correctional institution for those convicted of major crimes
The bank robbers were held in the penitentiary after they were caught.

sporadic (64)
spo·rad·ic adjective
happening irregularly or once in a while
Rainfall is sporadic in the region, making it difficult to pack properly for an extended vacation.

punctilious (64)
punc·til·i·ous adjective
demonstrating attention to detail or correct behavior
The scientist was punctilious about his research methods in the laboratory.

incredulous (66)
in·cred·u·lous adjective
not willing to admit or accept something as true
Katy was so incredulous when she won the class election that she thought someone was playing a trick on her.

olfactory (olfactory 68)
ol·fac·to·ry adjective
relating to the sense of smell
Having a cold can mess with your olfactory system, making it harder to enjoy your favorite smells.

juxtaposition (71)
jux·ta·po·si·tion noun
the act of placing different things together or side by side in order to compare or create an interesting effect
The juxtaposition of the family photos on the wall made it easier to see the similarities between my relatives.

wan (80)
wan adjective
lacking vitality as from weariness or illness or unhappiness
The patient gave a wan smile from the hospital bed which revealed how severely ill he was.

counterfeit (86)
coun·ter·feit noun
a deceptive imitation of something else; a fraud
When the painting arrived in the mail, she knew immediately it was a counterfeit because it lacked the artist's signature.
defunct (86)
de·funct adjective
no longer existing or usable
After a truck backed over my bike, it was completely defunct.

laudable (97)
laud·able adjective
deserving praise
She received a medal for her laudable performance during the competition.

notoriety (97)
no·to·ri·e·ty noun
the state of being well known, usually for something bad
The actor's notoriety stemmed from years of bad behavior.

shiftless (98)
shift·less adjective
without ambition
Our shiftless cousin lost one job after another because he failed to arrive for work on time.

meretricious (98)
mer·e·tri·cious adjective
superficially attractive but having no value or integrity
He set up a table to sell meretricious souvenirs to the tourists who didn't know the artifacts were fake.

reverie (99)
rev·er·ie noun
a daydream or meditation
The old woman picked the man's pocket while he was off in a reverie.

turgid (99)
tur·gid adjective
swollen and blocked up
After the week of nonstop rain, the creek behind our house was turgid and full of debris.

contingency (100)
con·tin·gen·cy noun
an eventual event or situation which may happen, but cannot be predicted with certainty
The contingency was a possible thunderstorm so to plan for it, the baseball players reserved the field for a different day.

antecedent (101)
an·te·ced·ent noun
something that existed or happened prior to another thing

His experience as a boy scout was an antecedent to him becoming a park ranger as an adult.

menagerie (107)
me·nag·er·ie noun
a collection of strange or unusual things, often wild animals
William Randolph Hearst had a menagerie on the grounds of his home, including giraffes, zebras, monkeys, and more.

radiant (109)
ra·di·ant adjective
shining brightly; sending out light
She looked positively radiant in her costume for the ball and turned heads the entire night.

harrowing (114)
har·row·ing adjective
very fearful or distressing
My most harrowing experience was when I broke my arm.

abyss (121)
a·byss noun
a deep or seemingly bottomless hole
The submersible was able to scan the abyss of the sea for evidence of the shipwreck because it was built to withstand the pressure.
inviolate (125)
in·vi·o·late adjective
free from or unhurt by injury or violation
The town‘s memorial statue must remain inviolate so they erected a fence around it.

precipitately (125)
pre·cip·i·tate·ly adverb
in a manner that makes something happen more quickly
The consequences of his offense happened precipitately and he was put in jail immediately.

tumultuous (126)
tu·mul·tu·ous adverb
in a loud or emotional manner
The baby tumultuously clanged pots and pans in the kitchen.

portentous (127)
por·ten·tous adjective
foreboding or menacing; indicative of an impending unpleasant event
The merriment stopped when we heard a portentous knocking on the front door.

rancor (132)
ran·cor noun
animosity or hatred toward someone who has wronged you; resentment
Years after the argument, Emil still expressed rancor toward me.

magnanimous (135)
mag·nan·i·mous adjective
very kind or generous; forgiving
Because of his magnanimous nature, the king was fondly remembered, even by his own opponents.

clamor (135)
clam·or noun
loud and persistent outcry from many people
He ignored the clamor of the crowd as he walked to the car.

truculent (140)
tru·cu·lent adjective
cruel and aggressive
The player’s foul language and truculent behavior led to his suspension from the game.

incessantly (147)
in·ces·sant·ly adverb

done without stopping; constantly
Allison lived in a third-story apartment, and due to the traffic below, her apartment was incessantly noisy.

redolent (148)
red·o·lent adjective
fragrant; sweet with the smell of
When he came home from work at the flower shop he was redolent with the scent of roses and tulips.

grail (149)
grail noun
the object of any prolonged endeavor
His grail was to graduate at the top of his class and so he worked very hard studying and played many sports.

tranquil (150)
tran·quil adjective
peaceful and quiet
Nick's tranquil picture of the sunset and sea created a calming effect on viewers.

benediction (153)
bene·dic·tion noun
a blessing, wish, or expression for good fortune
The first speaker at the graduation ceremony gave a moving benediction, blessing all the graduates and their families.

radiant (154)
ra·di·ant adjective
shining brightly; sending out light
She looked positively radiant in her costume for the ball and turned heads the entire night.

garrulous (156)
gar·ru·lous adjective
very talkative, apt to go on and on about unimportant matters
When it comes to talking about "the good old days," my grandfather can be pretty garrulous.

emerge (160)
e·merge verb
to become known or apparent
Oliver's reputation for fairness didn't emerge overnight but was built up over the years.

surmise (164)
sur·mise noun
an idea or opinion based on little evidence; a guess
As Linda considered whether or not her surmise was correct, she realized that she would need to conduct more experiments to reach an effective conclusion.

superfluous (165)
su·per·flu·ous adjective
more than is needed or wanted; extra and unnecessary
We needed only three days to finish the job, so the two other days that we had scheduled were superfluous.

Unit Learning Activities

Pre-Reading Activities
Context Building:
Brief lecture or multimedia presentation on the Roaring 20's. The Great Depression and F. Scott Fitzgerald's life.
Class discussion: What does it mean to win? What is the American Dream?
Vocabulary preview: Identify challenging words and practice using context clues.

Assign specific scenes
(Chapters 1 - 9) for in-class reading aloud or in small groups.
Teacher models annotation techniques, focusing on:
Character motivations
Use of rhetorical devices
Themes of hysteria, power, reputation
Pause to discuss:
What is revealed about characters' relationships?
How does the author build tension or suspense?
What are the key conflicts and how do they develop?
Text-Dependent Questions:
Students answer questions requiring textual evidence.
Examples:
How does Fitzgerald characterize Nick Carraway in Chapter 1?
Independent Reading Assignments
Assign sections of the play for homework reading.
Provide a reading journal template where students:
Summarize each scene in 3-5 sentences.
Identify and reflect on a key quote or moment.
Make personal or contemporary connections to the text.

Studysync Quizzes and Writing Assignments
At the end of significant scenes and/or Acts, students will partake in a series of quizzes and writing prompts provided by Studysync. These questions and prompts have been carefully crafted to fit the specific standards we are teaching for each unit.

Studysync Grammar lessons
Students will take part in Studysync lessons built around punctuation, active vs. passive voice, and style.

Independent paired readings
Studysync provides paired readings that students will read throughout the reading of the Crucible. Students will read the paired readings and complete quizzes and writing prompts about them.

Example:
The Marshall Plan speech is read after chapters 1-3 and discusses the turmoil of Europe post WWII and shows the distance between the two countries symbolically.

End of Unit Skills Exam
Students will complete a 20 question exam based on the skills they will have practiced and mastered throughout the unit.

End of unit writing assessment
Students will complete an essay that answers the essential question of the unit.

Unit Resources

McGraw Hill StudySync (11th-Grade Resources)
Othello by William Shakespeare

Assessments (Formative and Summative)

Formative:
First reads on studysync
Skill assignments
Class Discussions
Observation

Summative:
Close Reads on studysync
Quizzes
Exams
Writing assignments.

Curriculum Writer(s)

Grade 11 teachers

Board Approval Date

1_English 11 H (Curriculum In Progress)
Unit 4- Living the dream

Unit Description

- Main text: Fences by August Wilson
- What does home mean to you?
- Recognizing genr; Academic Vocabulary; Central or Main idea; Theme; Reasons and Evidence; Analyzing Harlem Renaissance Literature; Connotation and Denotation; Media; Vocabulary review
- Informative writing, Unit Assessment

Standards

CC.1.2.1.A	-	Identify the main idea and retell key details of text.
CC.1.2.1.B	-	Ask and answer questions about key details in a text.
CC.1.2.1.C	-	Describe the connection between two individual, events, ideas, or pieces of information in a text.
CC.1.2.1.E	-	Use various text features and search tools to locate key facts or information in a text.
CC.1.2.1.F	-	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CC.1.2.1.G	-	Use the illustrations and details in a text to describe its key ideas.
CC.1.2.1.H	-	Identify the reasons an author gives to support points in a text.
CC.1.2.1.I	-	Identify basic similarities in and differences between two texts on the same topic.
CC.1.2.1.J	-	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including words that signal connections and relationships between the words and phrases.
CC.1.2.1.K	-	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content.

Essential Questions

- What does home mean to you?

Objectives

1. Central or Main Idea
Learning Objective:
Students will be able to determine the central or main idea of a text and explain how it is developed through supporting details.

2. Figurative Language
Learning Objective:
Students will identify and analyze figurative language (such as similes, metaphors, personification, hyperbole) and explain how it contributes to meaning and tone.

3. Author's Purpose and Point of View
Learning Objective:
Students will determine the author's purpose for writing (to inform, persuade, entertain, or explain) and analyze how the author's point of view influences the content and message of the text.

4. Dramatic Elements and Structure
Learning Objective:
Students will identify elements of drama (such as dialogue, stage directions, acts, and scenes) and analyze how they contribute to the development of characters, plot, and theme.

5. Summarizing
Learning Objective:
Students will summarize texts by identifying the most important ideas, avoiding personal opinions or unnecessary details.

6. Theme
Learning Objective:
Students will determine the theme or underlying message of a literary text and explain how it is conveyed through characters, setting, and plot.

7. Language, Style, and Audience
Learning Objective:
Students will analyze how an author's language and stylistic choices are influenced by and tailored to a specific audience and purpose.

8. Technical Language
Learning Objective:
Students will identify and understand technical or domain-specific vocabulary in nonfiction texts and explain how it contributes to understanding the subject.

9. Reasons and Evidence
Learning Objective:
Students will evaluate the validity of an argument by analyzing the reasons and evidence used to support claims in informational or persuasive texts.

10. Connotation and Denotation
Learning Objective:
Students will distinguish between the literal (denotative) and implied or emotional (connotative) meanings of words and analyze how word choice affects meaning and tone.

11. Compare and Contrast
Learning Objective:
Students will compare and contrast two or more texts, ideas, characters, or perspectives, analyzing similarities and differences in structure, content, or viewpoint.

12. Media
Learning Objective:
Students will analyze how various forms of media (e.g., video, audio, digital, print) use images, sound, and language to inform, influence, or entertain audiences.

Key Vocabulary and Definitions

congruence (xv)
con·gru·ence noun

agreement or balance; a good match
The congruence the two students felt towards each other was most likely due to their shared interest in anime and dinosaurs.

destitute (xvii)
des·ti·tute adjective
very poor or impoverished
Our charity group provides food and shelter for destitute people struggling to survive.

guile (xvii)
guile noun
craftiness or cunning, often involving deception
Although she pretends to be sweet and innocent, she has used her guile to become one of the most powerful women at the company.

capacity (1)
ca·pac·i·ty noun
the ability to accomplish, learn, or perform
Paulina had an amazing capacity for learning languages; she spoke six of them.

emulate (1)
em·u·late verb
to imitate someone or something you admire
My sister, emulating her favorite singer, practices for hours every day.

crude (1)
crude adjective
simplistic or undeveloped
We were a little unprepared and had to come up with a crude strategy for keeping track of the trails we took on our hike.

commence (12)
com·mence verb
to take the first step or steps in carrying out an action; to start or begin
I waited anxiously for the big parade to commence.

ridicule (13)
rid·i·cule noun
language or behavior intended to humiliate or mock
He fears his new haircut will invite ridicule from his classmates so he wears a hat to cover it.

credit (15)
cred·it verb
to attribute to someone
The awards committee will credit the scientist with the invention.

rubbish (17)
rub·bish noun
waste or trash
It is more common for the British to use the word rubbish instead of trash.

lick (23)
lick noun
touching with the tongue
The dog’s lick was warm and wet and made her recoil in disgust.

condition (28)
con·di·tion noun
a living organism’s state of health or physical wellness
The condition of the patient was not good when he arrived at the hospital as he had not had food or water for days.

seep (32)
seep verb
pass gradually or leak through or as if through small openings
It rained so much that water began to seep through the ceiling, nearly causing an electrical fire.

permission (35)
per·mis·sion noun
approval to do something
He asked permission to leave for a doctor's appointment but his boss told him no because of a scheduled meeting.

trade (35)
trade noun
a job that requires training and manual skills
Carpentry is a trade that many members of my family have practiced.

haul (35)
haul verb
to pull or drag with effort or force
We haul the apples from the orchard to the fruit stand.

hesitant (38)
hes·i·tant adjective
unsure and exercising caution
I was hesitant to share my art, but I am glad that I did.

decent (39)
de·cent adjective
socially or conventionally good
Sarah was not the most skilled volleyball player, but she was a decent teammate because of her attitude.

methodical (40)
me·thod·i·cal adjective
following careful steps
Marco's creations are very detailed and his work is very methodical.

incline (1)
in·cline verb
to have a tendency or disposition to do or be something
Nozomi's desire to stay within her budget inclined her to bargain for a better price for the couch.

levity (1)
lev·i·ty noun
lightheartedness or lack of seriousness
The spectacle of the man chuckling during the funeral service was an unbecoming display of levity.

infinitesimal (13)
in·fin·i·tes·i·mal adjective
minuscule; as tiny as can be
With a microscope you can see infinitesimal things such as bacteria and other organisms.

extemporize (14)
ex·tem·po·rize verb
compose, perform, or produce something such as music or a speech without preparation; to improvise
He was such a talented musician that he could extemporize on the piano whenever anyone asked him to play.

compel (17)
com·pel verb
to force or strongly suggest someone does something
Nick compelled his friends to start drinking coffee.

earnestly (27)
ear·nest·ly adverb
done with seriousness or sincerity
Bonnie always earnestly offers to help her grandmother prepare for family holidays every year.

prodigality (40)
prod·i·gal·i·ty noun

the quality of spending money in a recklessly lavish way
His prodigality depleted all his funds and soon he had to declare bankruptcy and move back in with his parents.

credulity (44)
cre·du·li·ty noun
the habit of believing anything
My friends took advantage of my credulity and convinced me that I was running late even though I was on time.

caterwaul (55)
cat·er·waul verb
to make a high-pitched yowling or wailing noise like that of a cat
He seems to believe that singing soulfully is to whine and caterwaul endlessly.

divergence (58)
di·ver·gence noun
the moving away from a set course or standard
His divergence from the school's code of conduct caused him to be expelled

seniority (42)
sen·ior·i·ty noun
the state of having a higher rank based on experience or age
As the longest-serving volunteer, I have seniority at the animal shelter.

hassle (44)
has·sle verb
to bother or annoy
The children on the bus would hassle the driver if she did not turn on the radio station they liked.

raid (45)
raid verb
to search or attack suddenly or unexpectedly
The gamblers were shocked when the police burst in and began to raid their secret betting parlor, until they realized one of the players was an informant.

Armageddon (47)
Ar·ma·ged·don noun
(New Testament) the scene of the final battle between the kings of the Earth at the end of the world
The minister preached that Armageddon was approaching and that congregants should prepare for the end times.

irrespective (49)
ir·re·spec·tive adjective
not taking (something) into consideration; regardless of
Irrespective of the bad weather, the men decided to play a round of golf anyways and ended up drenched.

commence (52)
com·mence verb
to take the first step or steps in carrying out an action; to start or begin
I waited anxiously for the big parade to commence.

reign (52)
reign verb
to rule or have the highest authority over
Louis XIV reigned over all of France from his glittering palace at Versailles.

uncompromising (57)
un·com·pro·mis·ing adjective
not wanting to change an idea, a belief, or an opinion
Jake's uncompromising position on which sandwich shop is best means he always gets lunch at the same place.

commit (65)
com·mit verb
to send someone to be hospitalized in a psychiatric facility
His hallucinations had become so severe that his family made the difficult decision to commit him to a psychiatric facility for further

testing and observation.

fret (65)
fret verb
to be agitated or irritated
It was hard for her not to fret before the chorus concert because she was nervous in front of crowds.

godforsaken (68)
god·for·sak·en adjective
lacking any good quality or attraction; cheerless and dismal
My father called the car ride home from my grandmother's a "godforsaken mess" due to the horrible traffic and our constant bickering.

bunt (69)
bunt verb
to hit a ball in such a way so as to make it go a short distance
He learned how to bunt the baseball after hours of practice and guidance from his coach.

liable (75)
li·a·ble adjective
legally responsible for something according to the law
The judge ruled she was liable for the damage caused to the other driver's car.

consume (77)
con·sume verb
to overwhelm or absorb someone
I was consumed by fear as I approached the front of the line for the roller coaster.

vigilance (77)
vig·i·lance noun
the state of being alert or aware
Driving a car requires a great deal of vigilance to be safe.

engulf (78)
en·gulf verb
to enclose or envelop
The wind shifted and caused the smoke from the fire to engulf the cabin.

assume (81)
as·sume verb
to take on a certain form, attribute, or aspect of someone
When Tess assumes her role as a detective, I barely recognize her.

advance (85)
ad·vance verb
to move forward
The officer yells at the soldiers to advance toward the enemy.

plot (90)
plot noun
a secret plan or schemes
The CIA agent uncovered evidence of numerous plots to steal money from the Federal Reserve.

clipped (91)
clipped adjective
(of speech) having quick short sounds
He spoke with a clipped upper-class accent.

sternness (91)
stern·ness noun
the quality of being serious and relentless, especially in the assertion of authority and execution of discipline
His sternness as a teacher made the students fear being late to his class.

raise (96)
raise verb
to take responsibility for bringing up a child
My parents decided to raise me in the Catholic church, even though my father is Jewish.

odd (101)
odd adjective
constituting a small amount
The odd can of soda isn't bad for your health, but drinking soda every day, all day is a bad idea.

expound (101)
ex·pound verb
to explain in detail
After seeing Jerome's low test score, the tutor expounded on the need for more studying.

atavistic (101)
at·a·vis·tic adjective
concerning to or characterized by reverting back to something ancient or ancestral
The fight or flight response of the human nervous system is an atavistic characteristic from our evolutionary ancestors.

Unit Learning Activities

Pre-Reading Activities
Context Building:
Brief lecture or multimedia presentation on the the Negro league, the civil rights movement, and August Wilson's life.
Class discussion: What does home mean to you?
Vocabulary preview: Identify challenging words and practice using context clues.

Assign specific scenes
(Acts 1-2) for in-class reading aloud or in small groups.
Teacher models annotation techniques, focusing on:
Character motivations
Use of rhetorical devices
Themes of hysteria, power, reputation
Pause to discuss:
What is revealed about characters' relationships?
How does the author build tension or suspense?
What are the key conflicts and how do they develop?
Text-Dependent Questions:
Students answer questions requiring textual evidence.
Examples:
How does Wilson characterize Troy in Act 1?
Independent Reading Assignments
Assign sections of the play for homework reading.
Provide a reading journal template where students:
Summarize each scene in 3-5 sentences.
Identify and reflect on a key quote or moment.
Make personal or contemporary connections to the text.

Studysync Quizzes and Writing Assignments
At the end of significant scenes and/or Acts, students will partake in a series of quizzes and writing prompts provided by Studysync. These questions and prompts have been carefully crafted to fit the specific standards we are teaching for each unit.

Studysync Grammar lessons
Students will take part in Studysync lessons built around punctuation, active vs. passive voice, and style.

Independent paired readings
Studysync provides paired readings that students will read throughout the reading of the Crucible. Students will read the paired readings and complete quizzes and writing prompts about them.

Example:
How it feels to be colored me is read after Act 1 of Fences to show a similar urban family setting.

End of Unit Skills Exam
Students will complete a 20 question exam based on the skills they will have practiced and mastered throughout the unit.

End of unit writing assessment
Students will complete an essay that answers the essential question of the unit.

Unit Resources

McGraw Hill StudySync (11th-Grade Resources)
Fences by August Wilson

Assessments (Formative and Summative)

Formative:
First reads on studysync
Skill assignments
Class Discussions
Observation

Summative:
Close Reads on studysync
Quizzes
Exams
Writing assignments.

Curriculum Writer(s)

Grade 11 teachers

Board Approval Date

1_English 12 (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	Unit 1: What's Next: Novel Study
Module 2:	Unit 2: Uncovering Truth: Novel Study
Module 3:	Unit 3: Fractured Selves Thematic Unit
Module 4:	Unit 4: Sculpting Reality: Thematic Study

1_English 12 (Curriculum In Progress)
Unit 1: What's Next: Novel Study

Unit Description

- Introduce Novel Study Skills
- Genre Focus: Informational
- Essential Question: How can we transform the future?
- Students will begin this unit as readers, and they will finish as writers.
- In this unit, students will write an informative personal essay what they have learned about informative texts to their own informative writing projects.

Standards

CC.1.2.1.A	-	Identify the main idea and retell key details of text.
CC.1.2.1.B	-	Ask and answer questions about key details in a text.
CC.1.2.1.C	-	Describe the connection between two individual, events, ideas, or pieces of information in a text.
CC.1.2.1.E	-	Use various text features and search tools to locate key facts or information in a text.
CC.1.2.1.F	-	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CC.1.2.1.H	-	Identify the reasons an author gives to support points in a text.
CC.1.2.1.I	-	Identify basic similarities in and differences between two texts on the same topic.
CC.1.3.1.B	-	Ask and answer questions about key details in a text.
CC.1.3.1.E	-	Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.
CC.1.3.1.F	-	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CC.1.4.1.B	-	Identify and write about one specific topic.
CC.1.4.1.C	-	Develop the topic with two or more facts.
CC.1.4.1.D	-	Group information and provide some sense of closure.
CC.1.4.1.E	-	Choose words and phrases for effect.
CC.1.4.1.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. * Capitalize dates and names of people. * Use end punctuation; use commas in dates and words in series. * Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

Essential Questions

- How can we transform the future?

Objectives

Reading Informational Text (12th Grade)
CC.1.2.11–12.A
Students will determine the central ideas in nonfiction texts and explain how they are developed throughout the text.
CC.1.2.11–12.B
Students will examine how specific details and examples shape and clarify an author's ideas.
CC.1.2.11–12.C
Students will analyze how the structure of a nonfiction text (like cause/effect or comparison) influences understanding.
CC.1.2.11–12.E
Students will compare how different authors present the same topic or issue and judge the strength of each argument.
CC.1.2.11–12.F
Students will evaluate the logic and evidence used in arguments, identifying strengths or flaws in reasoning.
CC.1.2.11–12.H
Students will compare how multiple texts present the same subject, noting differences in interpretation or emphasis.
CC.1.2.11–12.I
Students will bring together information from various sources to answer questions or solve real-world problems.
Reading Literature (12th Grade)
CC.1.3.11–12.B
Students will analyze how authors use language, tone, and literary devices to create meaning and style.
CC.1.3.11–12.E
Students will study how literature reflects and responds to historical and cultural settings.
CC.1.3.11–12.F
Students will evaluate how structure, word choice, and author's style shape the meaning of a literary text.
Writing (12th Grade)
CC.1.4.11–12.B
Students will write informative texts that explain complex ideas clearly using facts and examples.
CC.1.4.11–12.C
Students will organize their writing with clear introductions, logical development, and strong conclusions.
CC.1.4.11–12.D
Students will use precise, subject-specific vocabulary and clear language to explain ideas.
CC.1.4.11–12.E
Students will write arguments that are well-reasoned and supported by strong evidence.
CC.1.4.11–12.F
Students will produce writing that is clear and appropriate for the task, audience, and purpose.

Key Vocabulary and Definitions

discomfit (49)
dis·com·fit verb
to make someone uneasy or embarrassed
He was discomfited when he ran into his ex-girlfriend at the mall.

barrage (55)
bar·rage noun
the rapid and continuous delivery of linguistic communication, spoken or written
The museum tour guide was overwhelmed by the barrage of questions when they reached the famous painting.

appreciable (60)
ap·pre·ci·a·ble adjective
enough to be estimated or measured
Appreciable amounts of noxious wastes are dumped into the harbor

antithetical (68)
an·ti·thet·i·cal adjective
incompatible; directly opposed
Jose wrote a paper about the antithetical forces of good and evil in the play.

palpable (78)
pal·pa·ble adjective
so intense as to be almost touched or felt
There was a palpable sense of joy in the air.

egregious (80)
e·gre·gious adjective
shockingly bad
He was disappointed that he made an egregious mistake during his first presentation.

inure (81)
in·ure verb
to cause to accept or become hardened to; habituate
After years of living in New York, he felt inured to the city's winters.
exemplar (101)
ex·em·plar noun
something to be imitated; a perfect model
Her restaurant business is an exemplar of success for the culinary world.

asymptote (115)
as·ymp·tote noun
a straight line that is the limiting value of a curve; can be considered as tangent at infinity
The mathematician studied the asymptote of the curve.

Unit Learning Activities

Pre-Reading Activities

Context Building:

Brief lecture or multimedia presentation on When Breath Becomes Air, and Paul Kalnithi's life.
Class discussion: How do you search for the meaning of life when facing mortality?
Vocabulary preview: Identify challenging words and practice using context clues.

Studysync Quizzes and Writing Assignments

At the end of significant scenes and/or Parts, students will partake in a series of quizzes and writing prompts provided by Studysync. These questions and prompts have been carefully crafted to fit the specific standards we are teaching for each unit.

Studysync Grammar lessons

Students will take part in Studysync lessons built around punctuation, active vs. passive voice, and style.

Independent paired readings

Studysync provides paired readings that students will read throughout the reading of When Breath Becomes Air. Students will read the paired readings and complete quizzes and writing prompts about them.

Example:

After an initial reading and discussion of the op-ed, students will be able to identify each author's thesis and explain the connections the authors make between modern TV shows and earlier works of literature.

End of Unit Skills Exam

Students will complete a 20 question exam based on the skills they will have practiced and mastered throughout the unit.

End of unit writing assessment

Students will complete an essay that answers the essential question of the unit.

Unit Resources

- When Breath Becomes Air

Assessments (Formative and Summative)

Formative:

First reads on studysync
Skill assignments
Class Discussions
Observation

Summative:

Close Reads on studysync
Quizzes
Exams
Writing assignments.

Curriculum Writer(s)

Andrew Kurnas and Jeff Opp

Board Approval Date

1_English 12 (Curriculum In Progress)
Unit 2: Uncovering Truth: Novel Study

Unit Description

- Unit Title: Uncovering Truth
- Essential Question: How do challenges cause us to reveal our true selves?
- Literary Focus: The Medieval Period and the English Renaissance
- Genre Focus: Fiction
- Students will begin this unit as readers, and they will finish as writers as they apply what they have learned about story elements to their own narrative writing projects.

Standards

CC.1.2.1.A	-	Identify the main idea and retell key details of text.
CC.1.2.1.B	-	Ask and answer questions about key details in a text.
CC.1.2.1.C	-	Describe the connection between two individual, events, ideas, or pieces of information in a text.
CC.1.2.1.F	-	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CC.1.3.1.A	-	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CC.1.3.1.B	-	Ask and answer questions about key details in a text.
CC.1.3.1.C	-	Describe characters, settings, and major events in a story, using key details.
CC.1.3.1.D	-	Identify who is telling the story at various points in a text.
CC.1.3.1.E	-	Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.
CC.1.3.1.F	-	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CC.1.4.1.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. * Capitalize dates and names of people. * Use end punctuation; use commas in dates and words in series. * Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.

Essential Questions

- How do challenges cause us to reveal our true selves?

Objectives

CC.1.2.11–12.A
Students will analyze and interpret complex texts to identify central ideas and how they develop.
CC.1.2.11–12.B
Students will evaluate the effectiveness of the author's choices in presenting ideas and information.
CC.1.2.11–12.C
Students will synthesize information from multiple sources to support a coherent understanding of a topic.
CC.1.2.11–12.F
Students will analyze the structure of texts, including how specific sentences, paragraphs, and larger sections contribute to the whole.
CC.1.3.11–12.A
Students will write clear and focused texts to communicate complex ideas effectively.
CC.1.3.11–12.B
Students will develop and support arguments using relevant evidence and reasoning.
CC.1.3.11–12.C
Students will produce well-organized writing tailored to specific purposes and audiences.
CC.1.3.11–12.D
Students will revise and edit writing to improve clarity, coherence, and style.
CC.1.3.11–12.E
Students will use technology to produce, publish, and share writing with others.
CC.1.3.11–12.F
Students will conduct research projects to explore topics and gather relevant information from credible sources.
CC.1.4.11–12.F
Students will participate effectively in discussions by expressing ideas clearly and listening to others.

Key Vocabulary and Definitions

scourge (4)
scourge noun
events, conditions, or anything else that inflicts pain or punishment
The scourges of hunger and disease run wild in our city's stray dog population.

furbish (38)
furb·ish verb
go give an updated look to something
The town came together to furbish the old candy store to give main street some character.

renege (80)
re·nege verb
fail to fulfill a promise or obligation
Even though he had promised, Kyle reneged on his plans to help his father mow the lawn because he was too tired.

anathema (110)
an·ath·e·ma noun
a detested person
The CEO's theft was an anathema to the company's core values and resulted in his immediate firing.

pagan (175)
pa·gan adjective
relating to or describing religious beliefs other than those of the main world religions
Many traditions in modern religions actually stem from earlier pagan practices.

torque (81)
torque noun
a force that twists something in a rotation
The electric tool lacked the torque we needed to drill concrete.

desolate (104)
des·o·late adjective
describing a place that is deserted, empty, and bleak
The waiting room at the doctor's office appeared impersonal and desolate at midnight.

harrow (87)
har·row verb
to cause distress
The experience of moving across country so harrowed Charlene that she swore to never get again.

Unit Learning Activities

Pre-Reading Activities

Context Building:

Brief lecture or multimedia presentation on Beowulf and the themes related to the text.
Class discussion: What does it mean to be a hero, and how do cultural values shape our definition of heroism?
Vocabulary preview: Identify challenging words and practice using context clues.

Studysync Quizzes and Writing Assignments

At the end of significant scenes, students will partake in a series of quizzes and writing prompts provided by Studysync. These questions and prompts have been carefully crafted to fit the specific standards we are teaching for each unit.

Studysync Grammar lessons

Students will take part in Studysync lessons built around punctuation, active vs. passive voice, and style.

Independent paired readings

Studysync provides paired readings that students will read throughout the reading of Beowulf. Students will read the paired readings and complete quizzes and writing prompts about them.

Example:

After an initial reading and discussion of the text, students will be able to identify key ideas and supporting details in the text.

End of Unit Skills Exam

Students will complete a 20 question exam based on the skills they will have practiced and mastered throughout the unit.

End of unit writing assessment

Students will complete an essay that answers the essential question of the unit.

Unit Resources

- Beowulf

Assessments (Formative and Summative)

Formative:

First reads on studysync
Skill assignments
Class Discussions
Observation

Summative:

Close Reads on studysync
Quizzes
Exams
Writing assignments.

Curriculum Writer(s)

Andrew Kurnas and Jeff Opp

Board Approval Date

1_English 12 (Curriculum In Progress)
Unit 3: Fractured Selves Thematic Unit

Unit Description

- Unit Title: Fractured Selves
- Essential Question: What causes individuals to feel alienated?
- Literary Focus: Modernism
- Genre Focus: Argumentative
- Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about story elements to their own literary analysis essays.

Standards

CC.1.2.1.B	-	Ask and answer questions about key details in a text.
CC.1.2.1.E	-	Use various text features and search tools to locate key facts or information in a text.
CC.1.2.1.F	-	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CC.1.2.1.H	-	Identify the reasons an author gives to support points in a text.
CC.1.2.1.I	-	Identify basic similarities in and differences between two texts on the same topic.
CC.1.3.1.A	-	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
CC.1.3.1.D	-	Identify who is telling the story at various points in a text.
CC.1.4.1.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. * Capitalize dates and names of people. * Use end punctuation; use commas in dates and words in series. * Spell words drawing on common spelling patterns, phonemic awareness and spelling conventions.
CC.1.4.1.H	-	Form an opinion by choosing among given topics.
CC.1.4.1.I	-	Support the opinion with reasons related to the opinion.
CC.1.4.1.J	-	Create an organizational structure that includes reasons and provides some sense of closure.

Essential Questions

- What causes individuals to feel alienated?

Objectives

CC.1.2.11–12.B
Students will evaluate how authors use language, structure, and style to enhance their arguments or presentations in texts.
CC.1.2.11–12.E
Students will interpret and analyze figurative language, word choice, and connotations to understand deeper meanings in texts.
CC.1.2.11–12.F
Students will analyze how the structure of a text, including its organization and transitions, influences meaning and tone.
CC.1.2.11–12.H
Students will analyze how different genres and media convey similar themes or ideas in distinct ways.
CC.1.2.11–12.I
Students will assess the credibility and reliability of sources used in a text to evaluate its overall argument or message.
CC.1.3.11–12.A
Students will write clear, focused essays that present and develop complex ideas with clarity and coherence.
CC.1.3.11–12.D
Students will revise their written work to improve clarity, logic, and flow while focusing on style and organization.
CC.1.4.11–12.F
Students will participate in group discussions, clearly expressing ideas and responding thoughtfully to others' viewpoints.
CC.1.4.11–12.H
Students will incorporate relevant research, evidence, and examples into their writing to support their arguments or explanations.
CC.1.4.11–12.I
Students will refine their writing by addressing audience and purpose, ensuring their work is appropriate for its intended readers.
CC.1.4.11–12.J
Students will use technology to present their writing and ideas effectively, utilizing tools for research, drafting, and publishing.

Key Vocabulary and Definitions

ignorance (4)
ig·no·rance noun
lack of knowledge about something
Some people believe that ignorance is bliss.

sordid (3)
sor·did adjective
wretched, dirty, or distasteful
Because the older man lived alone and couldn't do much tidying, his house was sordid.

compromising (6)
com·pro·mis·ing adjective
causing suspicion or loss of reputation
Hanging out with the wrong people can put one in a compromising position.

magnitude (7)
mag·ni·tude noun
greatness of size
For an earthquake of such magnitude, we were lucky no one was hurt.

denounce (13)
de·nounce verb
to publicly state that something is bad or wrong
The town leaders will denounce the planned factory as harmful to the community.

delirium (17)
de·lir·i·um noun
a sense of rapture or wild excitement
When Madonna hit the stage, I screamed in delirium.

feeble (30)
fee·ble adjective
lacking strength; frail
Long after he'd recovered from the illness, his body remained feeble.

perceive (31)
per·ceive verb
to become aware of something or gain knowledge through the senses
I perceived that he must be angry when he suddenly stopped talking to me.

disdainfully (32)
dis·dain·ful·ly adverb
to do with resentment or dislike because it is perceived as beneath them
Priscilla disdainfully refuses the sandwich because she dislikes peanut butter.

furtive (35)
fur·tive adjective
secretive; so as to avoid being noticed
Jane gave a furtive glance around the kitchen before peeking at her birthday cake.

Unit Learning Activities

Pre-Reading Activities

Context Building:

Brief lecture or multimedia presentation on 1984, and George Orwell's life.
Class discussion: How does living under constant surveillance and control affect a person's ability to think independently and form their own beliefs?
Vocabulary preview: Identify challenging words and practice using context clues.

Studysync Quizzes and Writing Assignments

At the end of significant scenes and/or chapters, students will partake in a series of quizzes and writing prompts provided by Studysync. These questions and prompts have been carefully crafted to fit the specific standards we are teaching for each unit.

Studysync Grammar lessons

Students will take part in Studysync lessons built around punctuation, active vs. passive voice, and style.

Independent paired readings

Studysync provides paired readings that students will read throughout the reading of 1984. Students will read the paired readings and complete quizzes and writing prompts about them.

Example:

After reading and discussing the poem The Love Song of J. Alfred Prufrock, students will be able to identify details and poetic elements that support central themes in the poem.

End of Unit Skills Exam

Students will complete a 20 question exam based on the skills they will have practiced and mastered throughout the unit.

End of unit writing assessment

Students will complete an essay that answers the essential question of the unit.

Unit Resources

- 1984

Assessments (Formative and Summative)

Formative:

First reads on studysync
Skill assignments
Class Discussions
Observation

Summative:

Close Reads on studysync
Quizzes
Exams
Writing assignments.

Curriculum Writer(s)

Andrew Kurnas and Jeff Opp

Board Approval Date

1_English 12 (Curriculum In Progress)
Unit 4: Sculpting Reality: Thematic Study

Unit Description

- Unit Title: Sculpting Reality
- Essential Question: What is the power of story?
- Literary Focus: Romanticism and Victorianism
- Genre Focus: Poetry
- Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about the power of stories and nature to their own research writing projects.

Standards

CC.1.2.1.A	-	Identify the main idea and retell key details of text.
CC.1.2.1.B	-	Ask and answer questions about key details in a text.
CC.1.2.1.F	-	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
CC.1.3.1.B	-	Ask and answer questions about key details in a text.
CC.1.3.1.E	-	Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.
CC.1.3.1.F	-	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
CC.1.4.1.B	-	Identify and write about one specific topic.
CC.1.4.1.C	-	Develop the topic with two or more facts.
CC.1.4.1.D	-	Group information and provide some sense of closure.

Essential Questions

- What is the Power of Story?

Objectives

CC.1.2.11–12.A
Students will analyze complex texts to identify central ideas and how they develop throughout the text.
CC.1.2.11–12.B
Students will evaluate the effectiveness of an author's choices in presenting ideas and arguments within the text.
CC.1.2.11–12.F
Students will analyze how an author’s structure and sentence choices shape the overall meaning and tone of a text.
CC.1.3.11–12.B
Students will develop and support clear arguments by using relevant evidence and reasoning in their writing.
CC.1.3.11–12.E
Students will revise and edit their writing to enhance clarity, coherence, and style.
CC.1.3.11–12.F
Students will use technology to produce, publish, and share their written work effectively.
CC.1.4.11–12.B
Students will write informative and explanatory texts to examine and convey complex ideas or concepts.
CC.1.4.11–12.C
Students will produce well-organized, clear writing that is appropriate for a variety of audiences and purposes.
CC.1.4.11–12.D
Students will conduct research and gather relevant information from multiple sources to support their writing.

Key Vocabulary and Definitions

sentiment (295)
sen·ti·ment noun
an attitude, thought, or feeling
Her mother expressed negative sentiments about the teenager's ripped jeans.

lax (296)
lax adjective
neglectful; not strict
The babysitter had very lax rules for the children, let them eat whatever they wanted, and did not make them go to bed on time.

customary (296)
cus·tom·ar·y adjective
according to habit or what is usual
My family ate the customary turkey on Thanksgiving.

excessively (296)
ex·ces·sive·ly adverb
to a degree exceeding normal or proper limits
The waiter excessively checked in on the table because he was told by his boss the diner was a restaurant critic.

extravagance (297)
ex·trav·a·gance noun
a costly luxury
To pay for his education, he denied himself extravagances like eating at restaurants and going on vacations.

constitute (297)
con·sti·tute verb
to form or compose
Green peppers constitute the largest part of Sayon's garden, while other vegetables include cucumbers and carrots.

guardian (300)
guard·i·an noun
a preserver, protector, or custodian
The family made her the guardian of their estate because she was trustworthy and detail-oriented.

invalid (301)
in·va·lid noun
one who has been weakened by disability or illness
His mother became an invalid after her fall down the porch stairs.

induce (302)
in·duce verb
to bring about; to cause something to happen
No matter how hard they tried, they couldn't induce the cat to climb down from the treetop.

propound (302)
pro·pound verb
offered for consideration or discussion
The committee propounded a solution to the issue of pollution in the local pond.

Unit Learning Activities

Pre-Reading Activities

Context Building:

Brief lecture or multimedia presentation on multiple short stories and informational texts.
Class discussion: What causes individuals to feel alienated?
Vocabulary preview: Identify challenging words and practice using context clues.

Studysync Quizzes and Writing Assignments

At the end of both fiction and nonfiction texts, students will partake in a series of quizzes and writing prompts provided by Studysync. These questions and prompts have been carefully crafted to fit the specific standards we are teaching for each unit.

Studysync Grammar lessons

Students will take part in Studysync lessons built around punctuation, active vs. passive voice, and style.

End of Unit Skills Exam

Students will complete a 20 question exam based on the skills they will have practiced and mastered throughout the unit.

End of unit writing assessment

Students will complete an essay that answers the essential question of the unit.

Unit Resources

- The Great Figure (Poetry)
- The Love Song of J. Alfred Prufrock (Poetry)
- miss rosie (Poetry)
- The Idler (Poetry)
- A Cup of Tea (Fiction)
- The Glass Menagerie (Drama)
- A Room of One's Own (Argumentative)
- The New Dress (Fiction)
- Hurricane Season (Poetry)
- Be Ye Men of Valour (Argumentative)
- The Pearl Divers' Daughters (Poetry)
- Killers Of The Dream (Informational)
- Shooting an Elephant (Informational)

Assessments (Formative and Summative)

Formative:

First reads on studysync
Skill assignments
Class Discussions
Observation

Summative:

Close Reads on studysync
Quizzes
Exams
Writing assignments.

Curriculum Writer(s)

Andrew Kurnas and Jeff Opp

Board Approval Date

1_English 12 H (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	Unit 1: What's Next: Novel Study
Module 2:	Unit 2: Uncovering Truth: Novel Study
Module 3:	Unit 3: Against the Wind: Novel Study
Module 4:	Unit 4: Sculpting Reality: Novel Study
Module 5:	Unit 5: Fractured Selves Thematic Unit

1_English 12 H (Curriculum In Progress)
Unit 1: What's Next: Novel Study

Unit Description

- Introduce Novel Study Skills
- Genre Focus: Informational
- Essential Question: How can we transform the future?
- Students will begin this unit as readers, and they will finish as writers.
- In this unit, students will write an informative personal essay what they have learned about informative texts to their own informative writing projects.

Standards

CC.1.2.11-12.A	-	Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
CC.1.2.11-12.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
1.2.11.C	-	Produce work in at least one literary genre that follows the conventions of the genre.
CC.1.2.11-12.D	-	Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11-12.E	-	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CC.1.2.11-12.F	-	Evaluate how words and phrases shape meaning and tone in texts.
CC.1.2.1.H	-	Identify the reasons an author gives to support points in a text.
CC.1.2.1.H	-	Identify the reasons an author gives to support points in a text.
CC.1.2.1.I	-	Identify basic similarities in and differences between two texts on the same topic.
CC.1.3.11-12.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.3.11-12.E	-	Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.
CC.1.3.11-12.F	-	Evaluate how words and phrases shape meaning and tone in texts.
CC.1.4.11-12.B	-	Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.11-12.C	-	Develop and analyze the topic thoroughly 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 topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.1.D	-	Group information and provide some sense of closure.
CC.1.4.11-12.E	-	Write with an awareness of the stylistic aspects of composition. * Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11-12.L	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Essential Questions

- Essential Question: How can we transform the future?

Objectives

Reading Informational Text Objectives
(Aligned to CC.1.2.11–12.A, B, C, D, E, F, H, I)
By the end of this unit, students will be able to:
Cite strong and thorough textual evidence to support analysis of complex informational texts, including determining where the text leaves matters uncertain. (CC.1.2.11–12.A)
Determine and analyze central ideas in a text and explain their development over the course of the text. (CC.1.2.11–12.B)
Analyze how the author's ideas are introduced and developed, including the role of individuals, events, or concepts throughout the text. (CC.1.2.11–12.C)
Evaluate the effectiveness of structure and organization in an informational text, analyzing how it contributes to meaning. (CC.1.2.11–12.D)
Evaluate how the author's point of view or purpose shapes the content and style of the text. (CC.1.2.11–12.E)
Analyze how different texts address similar themes or topics, and synthesize information from multiple sources. (CC.1.2.11–12.I)
Evaluate the reasoning and rhetoric in arguments, assessing the validity of claims and sufficiency of evidence. (CC.1.2.11–12.F)
Analyze foundational U.S. documents for their themes, purposes, and rhetorical features. (CC.1.2.11–12.H)

Reading Literature Objectives
(Aligned to CC.1.3.11–12.B, E, F)
By the end of this unit, students will be able to:
Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., structure, pacing, character). (CC.1.3.11–12.B)
Evaluate how words and phrases shape meaning and tone, including figurative and connotative meanings. (CC.1.3.11–12.E)
Analyze how multiple interpretations of a literary work enhance understanding of its themes and structure. (CC.1.3.11–12.F)

Writing Objectives
(Aligned to CC.1.4.11–12.B, C, D, E, F, L and CC.1.4.9–10.F)
By the end of this unit, students will be able to:
Write informative/explanatory texts to clearly convey complex ideas through well-chosen facts, examples, and formatting. (CC.1.4.11–12.B)
Write arguments that support claims with logical reasoning, credible evidence, and analysis of counterclaims. (CC.1.4.11–12.C)
Develop and strengthen writing through the writing process, including planning, revising, and editing for clarity and cohesion. (CC.1.4.11–12.D)
Use precise language, domain-specific vocabulary, and a formal style appropriate for the audience and purpose. (CC.1.4.11–12.E)
Demonstrate command of standard English grammar, usage, and mechanics in writing. (CC.1.4.11–12.F)
Draw evidence from literary or informational texts to support analysis, reflection, and research. (CC.1.4.11–12.L)
Use varied transitions and sentence structures to create cohesion and clarify relationships among ideas. (CC.1.4.9–10.F)

Key Vocabulary and Definitions

Brave New World – StudySync Vocabulary (All Sections)
Compiled from the provided StudySync Reading Guide.
WordDefinition (as listed)
bleakly without hope
abjectly Without any pride or dignity
viscosity resistance of a liquid to shear forces (and hence to flow)
prodigious great in quantity, size, or extent
postulate to assume the truth or existence of something; to take for granted
gelatinous possessing a soft, jelly-like consistency
celestial of heaven or the spirit
gratuitous additional, not called for
elapse To pass or go by in reference to time
maudlin overly sentimental, weepy, or self-pitying
surreptitious Done in a secretive way to avoid disapproval
torrent a strong, rushing force, often of water or air
axiomatic evident without proof or argument
unmalicious not malicious or spiteful; not harmful
vivacious lyin a spirited or lively way
ruminate to think deeply or continuously about something
incandescence light from heat

zenith the point above the observer that is directly opposite the nadir on the imaginary sphere against which celestial bodies appear to be projected
atonement compensation for a wrong; an activity which relieves a person from the burden of guilt
benevolence goodwill; acts of kindness
exultant Filled with or expressing triumph or intense joy
taut stretched or pulled tight; not loose or slack
satiety The condition of feeling completely full or fed
scrupulously with careful attention to doing something correctly, especially in a moral sense
indefatigable showing sustained enthusiastic action with unflagging vitality
fulminate to explode violently or with great noise
secretions the organic process of synthesizing and releasing some substance
unorthodox breaking with convention or tradition
subterranean located below the ground surface
innocuous not causing harm or offense
undulate having a wavelike motion or outline
untainted showing no trace of contamination or pollution
treacherous untrustworthy; dangerous
lecherous given to excessive indulgence in sexual activity
asset something valuable to have or own
gait a person's manner of walking
sociability the relative tendency or disposition to be sociable or associate with one's fellows
heretical having an opinion that is different than the norm or what is accepted
sonorous able to create a deep or imposing tone
intoxicant a substance that diminishes or alters mental or physical abilities
squeamish easily made to feel sick or disgusted by something grotesque
venerable impressive by reason of age
masticate to grind or chew food
warble to sing using many different notes or in a trembling voice
inexorably in a way that is unable to be changed or stopped
pallor an unhealthy, pale appearance
adage a common saying that expresses a general truth
premonition the feeling of foreboding; intuition that something unpleasant will happen
baseness lack of morality or virtue
impudent bold and disrespectful
truculently in an aggressive and defiant manner
bestial characteristic of an animal or beast
valediction statements or actions indicating a farewell
gesticulate to show, express or direct through movement
illicit contrary to accepted morality (especially sexual morality) or convention
sovereign greatest in status or authority or power
lull to give a false sense of safety causing one to be less attentive to danger
superfluous more than is needed or wanted; extra and unnecessary
compulsory mandatory, required
hermitage the home of a person who lives alone in a remote place
compunction a feeling of deep regret (usually for some misdeed)
subversive seeking to upset or undermine an established system or way of doing things
unanimity agreement between all parties involved; a consensus

Unit Learning Activities

Assign specific readings as indicated in the Unit Guide
Teacher models annotation techniques, focusing on:
Character motivations
Use of rhetorical devices
Themes
Authorial Intention

Teacher will illuminate concepts and historical elements that are not apparent to students through notes, guided readings, or projects and activities that scaffold learning opportunities.

Pause to discuss:
What is revealed about characters' relationships?
How does the author build tension or suspense?
What are the key conflicts and how do they develop?

Text-Dependent Questions and assignments:
Students answer questions requiring textual evidence.

Examples:
How do characters change and involve over time? How does the author characterize these changes? Who is the main character, how do you know? What is the author reflecting upon, and what is their position on that issue?

Independent Reading Assignments
Assign sections of the play for homework reading.
Provide a reading journal template where students:
Summarize each scene in 3-5 sentences.
Identify and reflect on a key quote or moment.
Make personal or contemporary connections to the text.

Studysync Quizzes and Writing Assignments
At the end of significant scenes and/or Acts, students will partake in a series of quizzes and writing prompts provided by Studysync. These questions and prompts have been carefully crafted to fit the specific standards we are teaching for each unit.

Studysync Grammar lessons
Students will take part in Studysync lessons built around punctuation, active vs. passive voice, and style.

Independent paired readings
Studysync provides paired readings that students will read throughout the reading of the Novels. Students will read the paired readings and complete quizzes and writing prompts about them.
Sometimes there will be discussions and notes on these readings.

End of Unit Skills Exam
Students will complete a 20 question exam based on the skills they will have practiced and mastered throughout the unit.

End of unit writing assessment
Students will complete an essay that answers the essential question of the unit.

Unit Resources

- Study Sync Thematic Unit Excerpts
- 1984
- Brave New World
- Nectar in a Sieve
- A Midsummer Night's Dream
- The Importance of Being Earnest

Assessments (Formative and Summative)

Formative:
First reads on studysync
Skill assignments
Class Discussions
Observation

Summative:
Close Reads on studysync
Quizzes
Exams
Writing assignments.

Curriculum Writer(s)

Andrew Kurnas and Jeff Opp

Board Approval Date

1_English 12 H (Curriculum In Progress)
Unit 2: Uncovering Truth: Novel Study

Unit Description

- Unit Title: Uncovering Truth
- Essential Question: How do challenges cause us to reveal our true selves?
- Literary Focus: The Medieval Period and the English Renaissance
- Genre Focus: Fiction
- Students will begin this unit as readers, and they will finish as writers as they apply what they have learned about story elements to their own narrative writing projects.

Standards

CC.1.2.11-12.A	-	Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
CC.1.2.11-12.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.11-12.C	-	Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.
CC.1.2.11-12.F	-	Evaluate how words and phrases shape meaning and tone in texts.
CC.1.3.11-12.A	-	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11-12.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.3.11-12.C	-	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.
CC.1.3.11-12.F	-	Evaluate how words and phrases shape meaning and tone in texts.
CC.1.3.11-12.D	-	Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.3.11-12.E	-	Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.
CC.1.4.11-12.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11-12.L	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11-12.N	-	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.
CC.1.4.11-12.O	-	Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
CC.1.4.11-12.P	-	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CC.1.4.11-12.Q	-	Write with an awareness of the stylistic aspects of writing. * Use parallel structure. * Use various types of phrases and clauses to convey specific meanings and add variety and interest. * Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Essential Questions

- Essential Question: How do challenges cause us to reveal our true selves?

Objectives

Reading Informational Text (CC.1.2.11–12)
A. Cite evidence and develop analysis
Students will cite strong and thorough textual evidence to support analysis, reflection, and research.
Students will distinguish between what a text states explicitly and what it implies.
B. Determine central ideas and summarize
Students will determine multiple central ideas in an informational text and explain how they develop throughout the text.
Students will write objective summaries that reveal relationships among key ideas.
C. Analyze text structure
Students will analyze how an author's choices in organization, style, and structure contribute to meaning and tone.
F. Evaluate reasoning and evidence
Students will evaluate the strength and validity of reasoning and evidence used to support an author's claims.
Students will assess how those choices affect the overall persuasiveness of the argument.
Reading Literature (CC.1.3.11–12)
A. Cite textual evidence
Students will cite strong and thorough evidence from literary texts to support interpretation and analysis.
B. Determine themes and analyze their development
Students will determine multiple themes or central ideas in a literary work and analyze how they develop and interact over the course of the text.
C. Analyze the impact of word choice and structure
Students will analyze how an author's word choice, structure, and style create tone, mood, and meaning.
D. Examine character and point of view
Students will evaluate how complex characters and shifting perspectives shape the narrative and advance the plot.
E. Analyze multiple interpretations
Students will evaluate how different texts, adaptations, or performances interpret the same source material and judge which version most effectively expresses key ideas.
F. Understand figurative and connotative meaning
Students will interpret figurative language, symbols, and allusions, and explain how they contribute to meaning and tone.
Writing (CC.1.4.11–12)
F. Strengthen writing through revision
Students will develop and strengthen writing by planning, revising, editing, and rewriting to improve clarity, organization, and style.
L. Conduct research
Students will gather relevant information from multiple authoritative sources, evaluate the credibility of each, and integrate findings effectively into their writing.
N. Write routinely
Students will write routinely for a range of purposes, audiences, and time frames, both extended and short.
O. Informative/explanatory writing
Students will produce informative or explanatory texts that convey complex ideas and information clearly and accurately.
P. Argumentative writing
Students will write arguments that develop logical claims, acknowledge and refute counterclaims, and use valid reasoning supported by relevant evidence.
Q. Narrative writing
Students will write narratives that develop real or imagined experiences with effective technique, well-chosen details, and coherent structure.

Key Vocabulary and Definitions

StudySync Vocabulary (All Acts)
Compiled from the provided StudySync Reading Guide.
Word Definition (as listed)

revenue income, usually of a substantial amount
revelling (reveling)the action of engaging in celebration and lively festivities
consent permission to do something
feign to make a pretense of having a feeling or injury
beseech to entreat or beg
examine to inspect in detail to determine meaning
paten ta license that protects the rights to an invention by giving only one person or group the right to make or sell the invention
austerity a way of life based on strictness or severity

idolatry the worship of an image—or other objective representation of power—as a god
thither the act of moving towards a person or place
assure to tell positively and with certainty and confidence in order to dispel any doubts
proceed to move ahead in a procedure or course of action
extempore without preparation, on the spur of the moment
discretion the power to make decisions about a particular situation
aggravate to make something (usually something that is already bad) worse or more serious
undertake to commit to doing; to take on
discharge to relieve of a charge, load, or burden
obscenely done in a way that offends standards of decency or morality
changeling in folklore, a child of fairies or other supernatural beings that has been substituted for a human child
amorous something that connotes or indicates love, especially if it is sexual in its nature or essence
contagious able to be passed or spread from one living being to another by direct or indirect contact
attain to gain or achieve with effort
progeny offspring or children
harmonious having elements that combine agreeably or pleasingly
commit to give entirely to a specific person, activity, or cause
pursue to follow in order to overtake; to chase
lull to calm or soothe
disdainful arrogantly contemptuous or disrespectful
quaint charming and old-fashioned
approach to move near to
languish to lack or lose strength
transparent easy to take in or understand
ripe fully mature; ready for harvesting and eating
flout to break or ignore a law or rule openly
surfeit an excess or surplus
heresy a belief or practice that is directly contrary to tradition or religion
address to speak to
abide to continue in a place; to endure with patience
assurance confidence inspired by a statement
odious causing or deserving of hatred or disgust
juvenile a young person who has not reached adulthood
knavery trickery or mischief
enthrall to hold the attention of a person or people
courteous polite or respectful
commend to praise, especially publicly
kindred family or extended family
dote to adore and cherish
forsake to desert or abandon
apparel clothing in general
confound to confuse
preposterously in a manner that is absurd or unbelievable
bear to have as a feature or title
disparage to speak of someone or something as not good or as unimportant and unworthy; to belittle
officious overzealous or meddlesome about telling others what to do
harbinger a sign, symbol, or person that announces the coming of something
amiable friendly, agreeable
venturous daring; willing to seek out new experiences
upbraid to scold or severely criticize someone who has done wrong
prosperity the condition of being wealthy
concord a state of harmony, agreement or consensus
stealth the state of being secretive or clandestine in doing something
betroth to be engaged to be married
paragon an ideal instance; a perfect embodiment of a concept
apprehend to perceive the meaning of something; to understand all at once
transfigure to transform; to change in appearance (usually into an elevated or higher state)
accompany to go or to travel along with
revel celebration, especially a noisy one
anguish severe suffering or distress
audacious very bold and risky
imbrue to stain something (usually one's hand or a sword)
prodigious great in quantity, size, or extent

Unit Learning Activities

Assign specific readings as indicated in the Unit Guide
Teacher models annotation techniques, focusing on:
Character motivations
Use of rhetorical devices
Themes
Authorial Intention

Students will complete the Independent reads and close reads as well as other larger group extension of critical thought and creative projects as are in the program for Studysync.

Teacher will illuminate concepts and historical elements that are not apparent to students through notes, guided readings, or projects and activities that scaffold learning opportunities.

Pause to discuss:
What is revealed about characters' relationships?
How does the author build tension or suspense?
What are the key conflicts and how do they develop?

Text-Dependent Questions and assignments:
Students answer questions requiring textual evidence.

Examples:
How do characters change and involve over time? How does the author characterize these changes? Who is the main character, how do you know? What is the author reflecting upon, and what is their position on that issue?

Independent Reading Assignments
Assign sections of the play for homework reading.
Provide a reading journal template where students:
Summarize each scene in 3-5 sentences.
Identify and reflect on a key quote or moment.
Make personal or contemporary connections to the text.

Studysync Quizzes and Writing Assignments
At the end of significant scenes and/or Acts, students will partake in a series of quizzes and writing prompts provided by Studysync. These questions and prompts have been carefully crafted to fit the specific standards we are teaching for each unit.

Studysync Grammar lessons
Students will take part in Studysync lessons built around punctuation, active vs. passive voice, and style.

Independent paired readings
Studysync provides paired readings that students will read throughout the reading of the Novels. Students will read the paired readings and complete quizzes and writing prompts about them.
Sometimes there will be discussions and notes on these readings.

End of Unit Skills Exam
Students will complete a 20 question exam based on the skills they will have practiced and mastered throughout the unit.

End of unit writing assessment
Students will complete an essay that answers the essential question of the unit.

Unit Resources

- Study Sync Thematic Unit Excerpts
- A Midsummer Night's Dream

Assessments (Formative and Summative)

Formative:
First reads on studysync
Skill assignments
Class Discussions
Observation

Summative:
Close Reads on studysync
Quizzes
Exams
Writing assignments.

Curriculum Writer(s)

Andrew Kurnas and Jeff Opp

Board Approval Date

1_English 12 H (Curriculum In Progress)
Unit 3: Against the Wind: Novel Study

Unit Description

- Unit Title: Against the Wind
- Essential Question: How do leaders fight for their ideas?
- Literary Focus: The Enlightenment
- Genre Focus: Argumentative
- Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about making claims and using evidence to their own argumentative writing projects.

Standards

CC.1.2.11-12.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.11-12.E	-	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CC.1.2.11-12.F	-	Evaluate how words and phrases shape meaning and tone in texts.
CC.1.2.11-12.H	-	Analyze seminal texts based upon reasoning, premises, purposes, and arguments.
CC.1.2.11-12.I	-	Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.
CC.1.2.11-12.L	-	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.11-12.A	-	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11-12.D	-	Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.4.11-12.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.11-12.H	-	Write with a sharp distinct focus identifying topic, task, and audience. * Introduce the precise, knowledgeable claim.
CC.1.4.11-12.I	-	Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CC.1.4.11-12.J	-	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.4.11-12.K	-	Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11-12.L	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Essential Questions

- Essential Question: How do leaders fight for their ideas?

Objectives

Reading Informational Text (CC.1.2.11–12)
B – Central Ideas & Summary
Students will determine two or more central ideas in a text and explain how they develop and interact across the whole piece.
Students will produce an objective summary that shows relationships among key ideas.
E – Text Structure & Author's Choices
Students will analyze how an author's organizational choices (sectioning, sequencing, cause/effect, comparison, rhetoric) shape meaning, emphasis, and tone.
F – Reasoning & Evidence
Students will evaluate the quality of an author's claims by assessing reasoning, relevance, sufficiency, and credibility of evidence, noting logical fallacies or gaps.
H – Purpose & Rhetoric
Students will analyze how an author's point of view or purpose is advanced by rhetoric (e.g., appeals, diction, syntax), and explain its impact on readers.
I – Language & Meaning
Students will analyze how word choice—including figurative, connotative, and technical language—shapes meaning and tone in complex texts.
L – Range of Reading
Students will independently read and comprehend complex literary nonfiction at the 11–12 grade band, with scaffolding as needed at the high end.
Reading Literature (CC.1.3.11–12)
A – Evidence
Students will cite strong, thorough textual evidence to support analysis of what a literary text says explicitly and implicitly, including ambiguities.
D – Character, POV, & Structure
Students will evaluate how complex characters, point of view, and structural choices (e.g., pacing, flashbacks, parallel plots) develop themes and advance the narrative.
Writing (CC.1.4.11–12)
F – Writing Process (11–12)
Students will develop and strengthen writing by planning, drafting, revising, editing, and rewriting to improve clarity, organization, and style for task, purpose, and audience.
H – Focus & Organization
Students will craft clear, specific thesis/claim statements and sustain logical organization with purposeful paragraphing and coherent progression of ideas.
I – Style & Precision
Students will use precise language, domain-specific vocabulary, and varied syntax to convey complex ideas effectively and maintain a formal, appropriate style.
J – Cohesion
Students will create cohesion within and across paragraphs using logical transitions, varied sentence structures, and strategic repetition for emphasis.
K – Conventions
Students will demonstrate command of standard English grammar, usage, capitalization, punctuation, and spelling to support readability and credibility.
L – Research
Students will gather relevant information from multiple authoritative sources, evaluate credibility and bias, and integrate and cite evidence using a consistent format.
F (Grades 9–10 reference) – Writing Process (spiraled expectation)
Students will apply iterative planning, revising, editing, and re-drafting strategies from grades 9–10 to produce clear, purposeful writing—then extend those skills to 11–12 complexity and independence.

Key Vocabulary and Definitions

tranquil (adj.) – peaceful and quiet
foible (n.) – a relatively small fault in a person's character
diminish (v.) – to decrease in size, extent, or range
affliction (n.) – something that causes pain or distress
survey (v.) – to assess; to look over carefully or inspect
ominously (adv.) – in a way that suggests something bad will happen
morosely (adv.) – in a sullen or gloomy manner
emit (v.) – to utter or let out a sound; to express audibly
fractious (adj.) – grouchy
vehement (adj.) – showing strong feeling or expression; passionate
taciturn (adj.) – not talkative; quiet and withdrawn
tedious (adj.) – boring, long, and slow
vicariously (adv.) – done in a way that is lived or experienced through another person
indiscriminately (adv.) – in a way that does not show previous thought or planning
pungent (adj.) – having a strong smell or taste
conceive (v.) – to become pregnant with offspring
acutely (adv.) – in a way that shows understanding or insight
derision (n.) – the state of being ridiculed; ridicule or mockery
assuagement (n.) – the act of making less harsh or severe; mitigation
invariably (adv.) – without exception; constantly
trepidation (n.) – fear or anxiety concerning something about to happen
agitation (n.) – nervous excitement or uneasiness
complement (n.) – something added to complete, enhance, or make perfect
relish (n.) – great enjoyment
abundant (adj.) – in large or plentiful amounts
bereft (adj.) – lacking something necessary; deprived of
suffice (v.) – to be what is needed; to be enough
ailing (adj.) – prone to illness
convert (v.) – to change or transform
vigour (n.) – physical strength and vitality
forlornly (adv.) – in a pitiful, sad, lonely manner
harrowing (adj.) – very fearful or distressing
fastidiousness (n.) – the trait of being meticulous about matters of taste or style
emaciated (adj.) – extremely thin and sickly, due to malnourishment
confound (v.) – to confuse
obscure (adj.) – not well known; undiscovered
brusque (adj.) – harsh, blunt, rough
amiable (adj.) – friendly; agreeable
interval (n.) – a period of time or distance between two instances
unperturbed (adj.) – untroubled; undisturbed
taut (adj.) – stretched or pulled tight; not loose or slack
morose (adj.) – sullen, gloomy, down in the dumps
unstinted (adj.) – given without holding back; not restrained
prejudiced (adj.) – having or showing disdain or distrust, often caused by bigotry
isolated (adj.) – being alone and apart from others
persistent (adj.) – continuing even when opposed
repose (n.) – a state of tranquility or sleep
desolately (adv.) – in a manner expressing great sorrow and hopelessness
pervasive (adj.) – widely spread throughout an area or group; everywhere
destitute (adj.) – very poor; impoverished
facile (adj.) – superficial or simplistic; lacking full understanding
impudence (n.) – failing to show proper respect or courtesy
imposing (adj.) – very large or impressive in size; dignified or stately
credulous (adj.) – showing a lack of judgment or experience; gullible
despondent (adj.) – full of despair; disheartened
placatingly (adv.) – in a way that causes others to feel less angry
truculently (adv.) – in an aggressive and defiant manner
inextricably (adv.) – inseparably; impossible to disentangle

Unit Learning Activities

Assign specific readings as indicated in the Unit Guide
Teacher models annotation techniques, focusing on:
Character motivations
Use of rhetorical devices
Themes
Authorial Intention

Students will complete the Independent reads and close reads as well as other larger group extension of critical thought and creative projects as are in the program for Studysync.

Teacher will illuminate concepts and historical elements that are not apparent to students through notes, guided readings, or projects and activities that scaffold learning opportunities.

Pause to discuss:
What is revealed about characters' relationships?
How does the author build tension or suspense?
What are the key conflicts and how do they develop?

Text-Dependent Questions and assignments:
Students answer questions requiring textual evidence.

Examples:
How do characters change and involve over time? How does the author characterize these changes? Who is the main character, how do you know? What is the author reflecting upon, and what is their position on that issue?

Independent Reading Assignments
Assign sections of the play for homework reading.
Provide a reading journal template where students:
Summarize each scene in 3-5 sentences.
Identify and reflect on a key quote or moment.
Make personal or contemporary connections to the text.

Studysync Quizzes and Writing Assignments
At the end of significant scenes and/or Acts, students will partake in a series of quizzes and writing prompts provided by Studysync. These questions and prompts have been carefully crafted to fit the specific standards we are teaching for each unit.

Studysync Grammar lessons
Students will take part in Studysync lessons built around punctuation, active vs. passive voice, and style.

Independent paired readings
Studysync provides paired readings that students will read throughout the reading of the Novels. Students will read the paired readings and complete quizzes and writing prompts about them.
Sometimes there will be discussions and notes on these readings.

End of Unit Skills Exam
Students will complete a 20 question exam based on the skills they will have practiced and mastered throughout the unit.

End of unit writing assessment
Students will complete an essay that answers the essential question of the unit.

Unit Resources

- Study Sync Thematic Unit Excerpts
- Nectar in a Sieve

Assessments (Formative and Summative)

Formative:
First reads on studysync
Skill assignments
Class Discussions
Observation

Summative:
Close Reads on studysync
Quizzes
Exams
Writing assignments.

Curriculum Writer(s)

Andrew Kurnas and Jeff Opp

Board Approval Date

1_English 12 H (Curriculum In Progress)
Unit 4: Sculpting Reality: Novel Study

Unit Description

- Unit Title: Sculpting Reality
- Essential Question: What is the power of story?
- Literary Focus: Romanticism and Victorianism
- Genre Focus: Poetry
- Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about the power of stories and nature to their own research writing projects.

Standards

CC.1.2.11-12.A	-	Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
CC.1.2.11-12.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.2.11-12.D	-	Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.2.11-12.F	-	Evaluate how words and phrases shape meaning and tone in texts.
CC.1.3.11-12.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.3.11-12.E	-	Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.
CC.1.3.11-12.F	-	Evaluate how words and phrases shape meaning and tone in texts.
CC.1.4.11-12.B	-	Write with a sharp distinct focus identifying topic, task, and audience.
CC.1.4.11-12.C	-	Develop and analyze the topic thoroughly 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 topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.11-12.D	-	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
CC.1.4.11-12.E	-	Write with an awareness of the stylistic aspects of composition. * Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. * Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.11-12.S	-	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.11-12.V	-	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CC.1.4.11-12.W	-	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CC.1.4.11-12.X	-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Essential Questions

- Essential Question: What is the power of story?

Objectives

CC.1.2.11–12.A – Students will analyze how an author's ideas unfold in an informational text, evaluating the sequence, connections, and how claims are developed by specific details.
CC.1.2.11–12.B – Students will determine central ideas in complex texts, trace how they are shaped by evidence, and produce an objective summary.
CC.1.2.11–12.D – Students will evaluate how an author's organizational structure (e.g., order of ideas, graphics, cause/effect) achieves purpose and enhances clarity.
CC.1.2.11–12.F – Students will analyze how rhetorical choices (diction, tone, appeals, counterclaims) advance an author's purpose and point of view.
CC.1.3.11–12.B – Students will cite strong and thorough textual evidence to analyze explicit ideas and inferences in literature, including ambiguities.
CC.1.3.11–12.E – Students will analyze how structural choices (point of view, pacing, flashback) create effects such as mystery, tension, or surprise.
CC.1.3.11–12.F – Students will analyze how specific word choices—including figurative and connotative meanings—shape meaning and tone.
CC.1.4.11–12.B – Students will write informative/explanatory texts that clearly examine and convey complex ideas with relevant content, logical organization, and precise language.
CC.1.4.11–12.C – Students will develop writing that includes an engaging introduction, coherent body with varied transitions, and a purposeful conclusion.
CC.1.4.11–12.D – Students will use varied syntax, domain-specific vocabulary, and a style appropriate to task, purpose, and audience to sustain a formal, objective tone.
CC.1.4.11–12.E – Students will strengthen writing by planning, revising, editing, and rewriting to improve content accuracy, organization, style, and conventions.
CC.1.4.11–12.S – Students will draw evidence from literary and informational texts to support analysis, reflection, and research, integrating quotes/paraphrases with correct citation.
CC.1.4.11–12.V – Students will conduct sustained research that synthesizes multiple credible sources, refines focus, and addresses counterarguments or gaps.
CC.1.4.11–12.W – Students will gather information from authoritative print and digital sources, evaluate credibility and bias, and integrate information to maintain flow and avoid plagiarism.
CC.1.4.11–12.X – Students will write routinely over extended time frames (research, reflection, revision) and shorter time frames for varied tasks, purposes, and audiences.

Key Vocabulary and Definitions

sentiment — an attitude, thought, or feeling
lax — neglectful; not strict
customary — according to habit or what is usual
excessively — to a degree exceeding normal or proper limits
extravagance — a costly luxury
constitute — to form or compose
guardian — a preserver, protector, or custodian
invalid — a person weakened by disability or illness
induce — to bring about; to cause something to happen
propound — to offer for consideration or discussion
ailment — an illness or sickness
expurgation — deletion of objectionable parts from a literary work
demonstrative — showing one's feelings openly
affectionate — having or displaying warmth or fondness
ignorance — lack of knowledge about something
disposition — a person's general mood or attitude
ghastly — horrifying; deeply unpleasant
incomprehensible — unable to be understood
consideration — the process of giving careful thought to something
indignantly — in a manner showing anger at being treated unjustly
utilitarian — practical; designed for function
vacillate — to waver between options; be indecisive
abandoned — no longer used
misanthrope — someone who dislikes people in general
matrimony — the ceremony or sacrament of marriage
sympathy — sharing the feelings of others, especially sorrow
christening — the giving of a Christian name at baptism
immensely — to a great or vast extent
consequently — occurring as a result of something else
dictation — speaking words to be written down or transcribed
devotedly — in a loyal, caring manner
impetuous — done quickly and without deliberation or thought
sphere — a major field of interest, achievement, or influence
reproach — to blame for a fault; chide
presumptuous — overconfident; inappropriate
depression — a long and severe economic downturn
machination — a plot or complicated scheme with evil ends
effrontery — shamelessness; arrogance
skepticism — doubting the truth of something
credulity — a readiness to believe things too easily
principle — moral rules or ideals that guide behavior
insuperable — impossible to solve or overcome
preliminary — preceding something else; preparatory
inquiry — questioning in a search for information
capacious — large in capacity; roomy
perambulator — a baby carriage

Unit Learning Activities

Assign specific readings as indicated in the Unit Guide
Teacher models annotation techniques, focusing on:
Character motivations
Use of rhetorical devices
Themes
Authorial Intention

Students will complete the Independent reads and close reads as well as other larger group extension of critical thought and creative projects as are in the program for Studysync.

Teacher will illuminate concepts and historical elements that are not apparent to students through notes, guided readings, or projects and activities that scaffold learning opportunities.

Pause to discuss:
What is revealed about characters' relationships?
How does the author build tension or suspense?
What are the key conflicts and how do they develop?

Text-Dependent Questions and assignments:
Students answer questions requiring textual evidence.

Examples:
How do characters change and involve over time? How does the author characterize these changes? Who is the main character, how do you know? What is the author reflecting upon, and what is their position on that issue?

Independent Reading Assignments
Assign sections of the play for homework reading.
Provide a reading journal template where students:
Summarize each scene in 3-5 sentences.
Identify and reflect on a key quote or moment.
Make personal or contemporary connections to the text.

Studysync Quizzes and Writing Assignments
At the end of significant scenes and/or Acts, students will partake in a series of quizzes and writing prompts provided by Studysync. These questions and prompts have been carefully crafted to fit the specific standards we are teaching for each unit.

Studysync Grammar lessons
Students will take part in Studysync lessons built around punctuation, active vs. passive voice, and style.

Independent paired readings
Studysync provides paired readings that students will read throughout the reading of the Novels. Students will read the paired readings and complete quizzes and writing prompts about them.
Sometimes there will be discussions and notes on these readings.

End of Unit Skills Exam
Students will complete a 20 question exam based on the skills they will have practiced and mastered throughout the unit.

End of unit writing assessment
Students will complete an essay that answers the essential question of the unit. This is called the Culminating Writing Task and is found in Studysync.

Unit Resources

- Study Sync Thematic Unit Excerpts
- The Importance of Being Earnest

Assessments (Formative and Summative)

Formative:
First reads on studysync
Skill assignments
Class Discussions
Observation

Summative:
Close Reads on studysync
Quizzes
Exams
Writing assignments.

Curriculum Writer(s)

Andrew Kurnas and Jeff Opp

Board Approval Date

1_English 12 H (Curriculum In Progress)
Unit 5: Fractured Selves Thematic Unit

Unit Description

- Unit Title: Fractured Selves
- Essential Question: What causes individuals to feel alienated?
- Literary Focus: Modernism
- Genre Focus: Argumentative
- Students will begin this unit as readers, and they will finish as writers, as they apply what they have learned about story elements to their own literary analysis essays.

Standards

CC.1.3.11-12.B	-	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.
CC.1.3.11-12.F	-	Evaluate how words and phrases shape meaning and tone in texts.
CC.1.4.11-12.M	-	Write narratives to develop real or imagined experiences or events.
CC.1.4.11-12.O	-	Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.
CC.1.4.11-12.P	-	Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
CC.1.4.11-12.Q	-	Write with an awareness of the stylistic aspects of writing. * Use parallel structure. * Use various types of phrases and clauses to convey specific meanings and add variety and interest. * Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
CC.1.3.11-12.A	-	Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.
CC.1.3.11-12.H	-	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
CC.1.4.11-12.H	-	Write with a sharp distinct focus identifying topic, task, and audience. * Introduce the precise, knowledgeable claim.
CC.1.4.11-12.J	-	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.4.11-12.S	-	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Essential Questions

- Essential Question: What causes individuals to feel alienated?

Objectives

CC.1.3.11–12.B
Students will cite strong and thorough textual evidence (quoted and paraphrased) to support analysis of explicit ideas and logical inferences, including conclusions about an author's implicit and explicit assumptions and beliefs.
Students will evaluate how an author's assumptions shape meaning by connecting specific evidence to claimed interpretations.
CC.1.3.11–12.F
Students will evaluate how specific words and phrases (including figurative language and connotation) shape meaning and tone, supporting claims with textual evidence.
Students will compare alternative word choices to explain shifts in tone or nuance.
CC.1.4.11–12.M
Students will write narratives that develop real or imagined experiences with clear situations, engaging complications, and purposeful structure.
Students will establish a point of view and context that orient the reader and sustain interest.
CC.1.4.11–12.O
Students will craft narratives using dialogue, description, reflection, pacing, and (when fitting) multiple plot lines to develop experiences, events, and characters.
Students will use precise diction, telling details, and sensory language to create vivid settings and characterization.
CC.1.4.11–12.P
Students will create a smooth progression of events using varied sequencing techniques (e.g., flashback, parallel timelines) to build coherence, tone, and a deliberate outcome.
Students will provide conclusions that follow from and reflect on the narrative's events and themes.
CC.1.4.11–12.Q
Students will write with stylistic control by using parallel structure and varied phrases and clauses to add clarity, rhythm, and emphasis.
Students will employ precise language and domain-specific vocabulary, and use metaphor, simile, and analogy to manage complex ideas.
CC.1.3.11–12.A
Students will determine and analyze two or more themes/central ideas in a text, explaining how they develop and interact across the work.
Students will produce an objective summary that captures key ideas without personal judgment or unnecessary detail.
CC.1.3.11–12.H
Students will demonstrate knowledge of foundational literary works across major periods and genres by comparing how two or more texts from the same period treat similar themes or topics.
Students will analyze how historical/genre conventions of a period shape authors' approaches to shared themes.
CC.1.4.11–12.H
Students will write with a sharp, distinct focus by identifying topic, task, and audience and introducing a precise, knowledgeable claim.
Students will refine claim statements to align purpose and scope with audience needs.
CC.1.4.11–12.J
Students will organize arguments that logically sequence claims, counterclaims, reasons, and evidence, using cohesive devices and varied syntax to clarify relationships.
Students will compose conclusions that follow from and support the argument presented.
CC.1.4.11–12.S
Students will draw relevant evidence from literary and informational texts to support analysis, reflection, and research, applying grade-level reading standards.
Students will integrate evidence smoothly and cite sources appropriately to substantiate claims.

Key Vocabulary and Definitions

abolish (verb): to formally end or do away with something
alight (verb): to descend and come to rest, as a bird or person does
arbitrary (adjective): based on personal whim or random choice rather than reason
atrocity (noun): a shockingly cruel or wicked act
collectivism (noun): the belief in or practice of giving a group priority over individual people
compromising (adjective): revealing something that could damage reputation; putting someone in a suspicious position
conformity (noun): behavior that matches accepted standards, rules, or norms
copiously (adverb): in large amounts; plentifully
delirium (noun): a disturbed state of mind marked by confusion or wild excitement
denounce (verb): to publicly condemn as wrong or evil
despise (verb): to feel intense dislike or hatred for
differentiate (verb): to recognize or show how things are different; to distinguish
disconcerting (adjective): causing confusion, worry, or embarrassment
disdainfully (adverb): in a way that shows scorn or a sense of superiority
dissent (noun): disagreement with commonly held or official opinions
eccentricity (noun): odd or unusual behavior or habit
endorse (verb): to publicly approve, support, or recommend
exhaustive (adjective): covering all possibilities; thorough and complete
feeble (adjective): physically weak; lacking strength or effectiveness
forgery (noun): the act or product of falsely making or altering something to deceive
forlorn (adjective): sad, lonely, and nearly without hope
formidable (adjective): inspiring fear or respect due to size, power, or difficulty
fundamental (adjective): basic and essential; forming a necessary foundation
furtive (adjective): secretive or sly, as if to avoid notice
gravitate (verb): to be naturally drawn or attracted to something
grovel (verb): to act in a fearful, self-abasing way; to beg or crawl on the ground
ideological (adjective): related to a system of ideas or beliefs
ignorance (noun): lack of knowledge, understanding, or awareness
indoctrinate (verb): to teach someone to accept beliefs uncritically
intricate (adjective): very complicated or detailed; having many interrelated parts
irresolutely (adverb): in an uncertain or hesitant way; without firm decision
jostle (verb): to push or bump against roughly, usually in a crowd
knell (noun): a slow, solemn bell sound signaling death or disaster; a sign of the end
lethargy (noun): a state of tiredness or lack of energy
luridly (adverb): in a shocking, sensational, or glaringly vivid way
magnitude (noun): great size, extent, or importance
materialize (verb): to become real or actual; to appear suddenly
merciless (adjective): cruel; showing no kindness or pity
motive (noun): a reason for doing something
mutability (noun): the tendency to change; changeability
perceive (verb): to become aware of through the senses; to notice or understand
portion (noun): a part or share of a whole
predestined (adjective): decided or determined in advance, often by fate
pretentious (adjective): trying to seem more important, talented, or cultured than one is
profound (adjective): very deep or intense; showing great insight
purge (noun): a forceful or sudden removal of people or things, often political
reverence (noun): deep respect or awe for someone or something
salutation (noun): a greeting or expression of welcome or farewell
simultaneously (adverb): at the same time
sordid (adjective): dirty or morally degraded; shameful
stupefy (verb): to stun or make unable to think clearly
sufficient (adjective): enough to meet a need; adequate
superfluous (adjective): more than necessary; excessive or unnecessary
tedious (adjective): long, boring, and repetitive
transformation (noun): a complete or major change in form or appearance
truncheon (noun): a short, thick club carried by police officers

Unit Learning Activities

Assign specific readings as indicated in the Unit Guide
Teacher models annotation techniques, focusing on:
Character motivations
Use of rhetorical devices
Themes
Authorial Intention

Students will complete the Independent reads and close reads as well as other larger group extension of critical thought and creative projects as are in the program for Studysync.

Teacher will illuminate concepts and historical elements that are not apparent to students through notes, guided readings, or projects and activities that scaffold learning opportunities.

Pause to discuss:
What is revealed about characters' relationships?
How does the author build tension or suspense?
What are the key conflicts and how do they develop?

Text-Dependent Questions and assignments:
Students answer questions requiring textual evidence.

Examples:
How do characters change and involve over time? How does the author characterize these changes? Who is the main character, how do you know? What is the author reflecting upon, and what is their position on that issue?

Independent Reading Assignments
Assign sections of the play for homework reading.
Provide a reading journal template where students:
Summarize each scene in 3-5 sentences.
Identify and reflect on a key quote or moment.
Make personal or contemporary connections to the text.

Studysync Quizzes and Writing Assignments
At the end of significant scenes and/or Acts, students will partake in a series of quizzes and writing prompts provided by Studysync. These questions and prompts have been carefully crafted to fit the specific standards we are teaching for each unit.

Studysync Grammar lessons
Students will take part in Studysync lessons built around punctuation, active vs. passive voice, and style.

Independent paired readings
Studysync provides paired readings that students will read throughout the reading of the Novels. Students will read the paired readings and complete quizzes and writing prompts about them.
Sometimes there will be discussions and notes on these readings.

End of Unit Skills Exam
Students will complete a 20 question exam based on the skills they will have practiced and mastered throughout the unit.

End of unit writing assessment
Students will complete an essay that answers the essential question of the unit. This is called the Culminating Writing Task and is found in Studysync.

Unit Resources

- Study Sync Thematic Unit Excerpts
- 1984

Assessments (Formative and Summative)

Formative:
First reads on studysync
Skill assignments
Class Discussions
Observation

Summative:
Close Reads on studysync
Quizzes
Exams
Writing assignments.

Curriculum Writer(s)

Andrew Kurnas and Jeff Opp

Board Approval Date

1_The American Justice System (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	Unit 1: Introduction to Crime in America
Module 2:	Unit 2: Crime and the Law
Module 3:	Unit 3: Law Enforcement
Module 4:	Unit 4: Courts and the Legal Process
Module 5:	Unit 5: Corrections and Punishment
Module 6:	Unit 6: Juvenile Justice System

1_The American Justice System (Curriculum In Progress)
Unit 1: Introduction to Crime in America

Unit Description

The unit explores the foundations and functions of the U.S. criminal justice system, focusing on how it protects individual rights, maintains public order, and ensures justice. Students will learn about the three main components of the judicial system – law enforcement, the courts, and corrections – and how each plays a role in upholding the law in a diverse and multicultural society.

Standards

5.1.12.B	-	Employ historical examples and political philosophy to evaluate the major arguments advanced for the necessity of government.
5.1.12.C	-	Evaluate the application of the principles and ideals in contemporary civic life. Liberty / Freedom Democracy Justice Equality
5.1.12.A	-	Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
5.1.12.E	-	Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
5.1.12.J	-	Analyze how the law promotes the common good and protects individual rights.
5.2.12.B	-	Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
5.3.12.F	-	Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.
CC.8.5.11-12.A	-	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12.B	-	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CC.8.5.11-12.C	-	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CC.8.5.11-12.F	-	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Essential Questions

- Why is public order necessary?
- What is justice?
- What are the main components of the criminal justice system?
- How does criminal justice relate to the broader notions of fairness and equity?
- What are the stages of case processing?
- What is meant by due process of the law?
- Where does the American legal system ensure due process?
- What is the role of research in criminal justice?
- What is multiculturalism?
- What is social diversity?
- What is the impact of multiculturalism and social diversity on the criminal justice system?

Objectives

Compare the public order and individual rights perspectives of criminal justice, concluding with how the criminal justice system balances the two.
Determine the relationship of criminal justice with equity and fairness.
Examine the three broad components of the American Justice System and their functionality.
Analyze the stages of criminal case processing.
Assess due process of law, including where the American legal system guarantees due process.
Evaluate the role of evidence-based practices in contemporary criminal justice.
Interpret how multiculturalism and diversity present both challenges and opportunities for the American Justice System.

Key Vocabulary and Definitions

Social Order: A state of stability in society where people generally follow laws, norms, and shared expectations of behavior.
Social Disorganization: A breakdown of social structures (like families, schools, or neighborhoods) that leads to increased crime and disorder.
Crime: An act that violates a law and is punishable by the government.
Individual Rights: Freedoms and protections guaranteed to people, often by the Constitution (such as freedom of speech or the right to a fair trial).
Justice: Fair treatment under the law; giving people what they are due according to rules and laws.
Civil Justice: The system that handles disputes between individuals or organizations, usually involving money or property rather than jail time.
Criminal Justice: The system responsible for enforcing laws, prosecuting offenders, and determining punishment for crimes.
Criminal Justice System: The network of police, courts, and corrections that work together to maintain social control and respond to crime.
Consensus Model: The belief that most people in society agree on what behaviors are wrong and that laws reflect shared values.
Conflict Model: The belief that laws are created by powerful groups to protect their interests, not necessarily the interests of everyone.
Warrant: A written court order that authorizes police to take a specific action, such as making an arrest or conducting a search.
Booking: The process of recording an arrested person's information (fingerprints, photographs, personal details) at a police station.
Bail: Money or property given as a guarantee that a defendant will return to court after being released from custody.
Preliminary Hearing: A court proceeding where a judge decides if there is enough evidence to require a trial.
Probable Cause: A reasonable belief, based on facts, that a crime has been committed and a specific person committed it.
Indictment: A formal written accusation issued by a grand jury charging someone with a crime.
Grand Jury: A group of citizens who review evidence presented by a prosecutor to decide whether to issue an indictment.
Arraignment: A court appearance where the accused is formally charged and enters a plea (guilty, not guilty, or no contest).
Trial: A formal court process in which evidence is presented to determine a defendant's guilt or innocence.
Consecutive Sentences: Multiple sentences served one after the other.
Concurrent Sentences: Multiple sentences served at the same time.
Due Process: The constitutional guarantee that the government will treat individuals fairly and follow established legal procedures.
Crime-Control Model: A view of criminal justice that emphasizes efficiency, speed, and convicting the guilty to maintain public safety.
Due-Process Model: A view of criminal justice that emphasizes protecting individual rights and ensuring fair procedures.
Social Control: The methods society uses to encourage people to follow laws and norms (including laws, rules, and social expectations).
Evidence-Based Practice: Policies and strategies that are based on research and proven to be effective.
Criminology: The scientific study of crime, criminal behavior, and its causes.
Multiculturalism: The recognition and respect for diverse cultural backgrounds within a society, especially in how institutions treat different groups.

Unit Learning Activities

Unit Slideshow
Bellringers
Topic Summary Sheet
Station Activity: History of Crime
Discussions
Flowchart: Components of the Justice System
Individual Rights Graphic Organizer
Case Study: Culture vs Justice

Unit Resources

Found in shared ***Google Drive Folder***

Assessments (Formative and Summative)
Case Study Report

Curriculum Writer(s)
Natalie Jennings

Board Approval Date

1_The American Justice System (Curriculum In Progress)
Unit 2: Crime and the Law

Unit Description

This unit introduces students to the foundations of criminal law by examining different types of crimes, including violent, property, white-collar, cybercrime, and victimless offenses (like drug use or gambling). Students will distinguish between criminal and civil law, understanding their purposes, legal standards, and outcomes. The unit explores the essential elements of a crime - mens rea (mental state) and actus reus (physical act) - as well as key concepts of criminal liability such as causation, concurrence, and strict liability. Students will also evaluate common legal defenses and analyze how crimes are classified as felonies or misdemeanors based on severity.

Standards

5.1.12.A	-	Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
5.3.12.F	-	Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.
8.1.12.A	-	Evaluate patterns of continuity and rates of change over time, applying context of events.
8.3.12.D	-	Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race Working conditions Immigration Military conflict Economic stability
CC.8.5.9-10.B	-	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CC.8.5.9-10.C	-	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Essential Questions

- What characteristics distinguish criminal from civil cases?
- What are the elements of a crime?
- What are the degrees of criminal homicide?
- What are hate crimes?
- What are the major types of property crimes in the US?
- What are the greatest dangers of cybercrime?
- What is required for a valid argument of self-defense?

Objectives

Students will be able to determine which crimes are classified as misdemeanors and which are classified as felonies.
Students can describe what is meant by specific intent and general intent.
Students will be able to distinguish what the major types of property crimes in the US are.
Students will be able to evaluate the greatest dangers of cybercrime.
Students will identify hate crimes and describe how the law treats these crimes differently.
Students will be able to analyze the degrees of criminal homicide.
Students will be able to determine what characteristics distinguish criminal from civil cases.

Key Vocabulary and Definitions

Crime: An act that violates the law and is punishable by the government.
Criminal Law: Laws dealing with crimes and punishment for offenses against society.
Civil Law: Laws that handle disputes between individuals or organizations, usually involving compensation.
Felony: A serious crime, typically punishable by more than one year in prison.
Misdemeanor: A less serious crime, usually punishable by less than one year in jail.
Intent: A person's state of mind when committing an act.
Specific Intent: The intent to commit a particular act and achieve a specific result.
General Intent: The intent to perform an act, even if there is no intention to cause a specific harm.
Property Crime: A crime involving the theft or destruction of property.
Theft (Larceny): Taking someone else's property without permission and with intent to keep it.
Burglary: Unlawfully entering a building with intent to commit a crime inside.
Robbery: Taking property from a person using force or threat of force.
Arson: The intentional burning of property.
Vandalism: Deliberate destruction or damage of property.
Cybercrime: Criminal activity carried out using computers or the internet.
Hacking: Gaining unauthorized access to computer systems.
Identity Theft: Stealing someone's personal information to commit fraud.
Hate Crime: A crime motivated by bias against a person's race, religion, ethnicity, gender, or other identity.
Criminal Homicide: The unlawful killing of another person.
Murder: Intentional killing of another person with malice aforethought.
Manslaughter: Unlawful killing without premeditation (can be voluntary or involuntary).
Degrees of Murder – Categories of murder based on intent and circumstances (e.g., first-degree, second-degree).
Malice Aforethought – The intention to kill or cause serious harm before committing the act.
Defendant – A person accused of committing a crime in a criminal case or being sued in a civil case.
Burden of Proof – The responsibility to prove a case; higher in criminal cases ("beyond a reasonable doubt") than in civil cases ("preponderance of evidence").

Unit Learning Activities

Unit Slideshow
Felony or Misdemeanor?
What's the Crime?
Did They Commit Crimes?

Unit Resources

Google Drive Folder

Assessments (Formative and Summative)

Case Study Report

Curriculum Writer(s)

Natalie Jennings

Board Approval Date

1_The American Justice System (Curriculum In Progress)
Unit 3: Law Enforcement

Unit Description

This unit explores the role and development of law enforcement in the United States. Students will examine how policing has evolved over time, from early informal systems to modern, professional agencies at the local, state, and federal levels. The unit will also focus on the procedures officers follow in their daily work, including investigations, arrests, and interactions with the public. Students will analyze the growing role of technology in policing, such as body cameras, databases, and surveillance tools. Additionally, the unit addresses critical issues of accountability, ethics, and the use of force, encouraging students to evaluate how law enforcement balances public safety with individual rights. By the end of the unit, students will have a deeper understanding of the complexities and responsibilities of modern policing.

Standards

5.1.12.A	-	Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
5.3.12.F	-	Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.
5.2.6.F	-	Describe the impact of the consequences of violating rules and laws in a civil society.
8.1.12.A	-	Evaluate patterns of continuity and rates of change over time, applying context of events.
8.3.12.D	-	Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race Working conditions Immigration Military conflict Economic stability
CC.8.5.9-10.B	-	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CC.8.5.9-10.C	-	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Essential Questions

- How has policing evolved over time, and what factors have influenced those changes?
- What roles do local, state, and federal law enforcement agencies play, and how do they work together?
- How do police procedures protect both public safety and individual rights?
- In what ways has technology changed modern policing, and what challenges does it create?
- Why is accountability important in law enforcement, and how can it be ensured?
- What ethical dilemmas do law enforcement officers face, and how should they respond to them?
- When is the use of force justified, and how should it be regulated?
- How can law enforcement build trust within the communities they serve?

Objectives

The students will be able to explain the evolution of policing in the United States, including key historical developments and shifts in policing models.
The students will be able to differentiate between local, state, and federal law enforcement agencies, including their roles, responsibilities, and jurisdictions.
The students will be able to describe standard police procedures, such as patrol, investigation, arrest, and evidence collection.
The students will be able to analyze the role of technology in modern policing, including its benefits and potential concerns related to privacy and effectiveness.
The students will be able to evaluate the importance of accountability in law enforcement, including internal affairs, civilian review boards, and legal oversight.
The students will be able to examine ethical issues in policing, including bias, corruption, and professional conduct.
The students will be able to assess use of force policies, including when force is justified and how it is regulated, and evaluate real-world scenarios involving police decision-making.

Key Vocabulary and Definitions

Policing: The activities carried out by law enforcement agencies to maintain public order, enforce laws, and prevent crime.
Watch System: An early form of policing in colonial America where citizens took turns patrolling communities.
Sheriff: An elected law enforcement official responsible for maintaining law and order at the county level.
Municipal Police: Local law enforcement agencies that serve cities and towns.
State Police: Law enforcement agencies with jurisdiction across an entire state, often focusing on highways and statewide crimes.
Federal Law Enforcement: National agencies that enforce federal laws and handle crimes that cross state lines.
Jurisdiction: The official power or authority to make legal decisions and enforce laws within a specific geographic area.
Chain of Command: The hierarchy within a police department that outlines authority and responsibility.
Patrol: The routine monitoring of an area by officers to prevent and detect crime.
Probable Cause: A reasonable belief, based on facts, that a crime has been committed, which is required for arrests or search warrants.
Search Warrant: A legal document issued by a judge allowing police to search a specific place for evidence.
Arrest: The act of taking a person into custody based on probable cause that they committed a crime.
Use of Force: The amount of physical effort used by police to control a situation or individual.
Use of Force Continuum: A guideline that outlines levels of force officers may use depending on the situation.
De-escalation: Techniques used by officers to reduce the intensity of a conflict and avoid the use of force.
Body Camera: A small recording device worn by officers to document interactions with the public.
Surveillance: The monitoring of people or areas for the purpose of gathering information or preventing crime.
Forensics: The use of scientific methods and techniques to investigate crimes and analyze evidence.
Database: A digital system used by law enforcement to store and access information, such as criminal records.
Accountability: The responsibility of law enforcement to answer for their actions and decisions.
Internal Affairs: A division within a police department that investigates misconduct by officers.
Civilian Review Board: A group of non-police citizens who review complaints and oversee police conduct.
Ethics: Moral principles that guide behavior and decision-making.
Bias: A prejudice or tendency that can influence judgment, sometimes unfairly.
Excessive Force: The use of more force than is necessary to handle a situation, often violating policy or law.

Unit Learning Activities

Unit Slideshow
Policing Timeline
Law Enforcement Agencies
Mock Crime Scene Investigation
Technology in Policing
Use of Force Case Study

Unit Resources

Google Shared Folder

Assessments (Formative and Summative)

Case Study Report

Curriculum Writer(s)

Natalie Jennings

Board Approval Date

1_The American Justice System (Curriculum In Progress)
Unit 4: Courts and the Legal Process

Unit Description

This unit examines the structure, purpose, and function of the American Court System and the legal processes used to resolve criminal cases. Students will explore the roles of the courts at local, state, and federal levels, as well as the responsibilities of judges, prosecutors, defense attorneys, juries, and other courtroom participants. The unit will guide students through the steps of the criminal trial process, from arrest and arraignment to verdict and sentencing. Students will also examine constitutional protections, due process, plea bargaining, juvenile justice, and the importance of fairness and impartiality in the legal system.

Standards

5.1.9.A	-	Apply examples of the rule of law as related to individual rights and the common good.
5.1.9.D	-	Compare and contrast the basic principles and ideals found in significant documents: Declaration of Independence United States Constitution Bill of Rights Pennsylvania Constitution
5.1.9.E	-	Demonstrate an understanding of how the PA Constitution and the US Constitution co-exist.
5.2.9.B	-	Analyze strategies used to resolve conflicts in society and government.
5.3.9.F	-	Explain the Supreme Court's role in interpreting the U.S. Constitution. Individual rights States' rights Civil rights
CC.8.5.9-10.B	-	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
CC.8.5.9-10.D	-	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Essential Questions

- What is the purpose of the court system in the United States?
- How do local, state, and federal courts differ in structure and jurisdiction?
- What roles do judges, attorneys, juries, and other courtroom participants play in the legal process?
- How does the criminal trial process work from arrest to sentencing?
- How do constitutional rights protect individuals within the legal system?
- What factors influence court decisions and sentencing outcomes?
- How does plea bargaining affect the criminal justice system?
- How does the juvenile justice system differ from the adult court system?
- What challenges exist in ensuring fairness and equality in the courts?

Objectives

The students will be able to explain the purpose and function of the American court system.
The students will be able to differentiate between local, state, and federal courts and describe their jurisdictions.
The students will be able to identify the roles and responsibilities of courtroom participants, including judges, prosecutors, defense attorneys, juries, and witnesses.
The students will be able to describe the steps of the criminal trial process from arrest through sentencing.
The students will be able to analyze constitutional protections such as due process, the right to counsel, and trial by jury.
The students will be able to evaluate factors that influence judicial decisions and sentencing outcomes.
The students will be able to explain the purpose and impact of plea bargaining in the criminal justice system.
The students will be able to compare and contrast the juvenile justice system with the adult court system.
The students will be able to assess challenges related to fairness, bias, and equality within the courts.

Key Vocabulary and Definitions

Court System: The network of courts responsible for interpreting and applying laws.
Jurisdiction: The authority of a court to hear and decide cases.
Trial Court: A court where cases are first heard and evidence is presented.
Appellate Court: A court that reviews decisions made by lower courts.
Judge: A public official who oversees court proceedings and interprets the law.
Jury: A group of citizens selected to determine the facts and verdict in a trial.
Prosecutor: An attorney who represents the government in criminal cases.
Defense Attorney: A lawyer who represents the accused person in court.
Defendant: A person accused of committing a crime.
Plaintiff: A person who brings a case against another person in civil court.
Due Process: The constitutional guarantee of fair legal procedures.
Arraignment: A court proceeding where charges are formally presented to the defendant.
Bail: Money or property used to ensure a defendant returns to court.
Indictment: A formal charge issued by a grand jury accusing someone of a crime.
Plea Bargain: An agreement in which a defendant pleads guilty in exchange for reduced charges or punishment.
Verdict: The final decision made by a jury or judge in a case.
Sentencing: The punishment assigned to a defendant found guilty.
Appeal: A request for a higher court to review a lower court's decision.
Subpoena: A legal order requiring a person to appear in court or provide evidence.
Testimony: A formal statement given under oath in court.
Cross-Examination: The questioning of a witness by the opposing attorney.
Acquittal: A legal judgment that a defendant is not guilty.
Conviction: A formal declaration that someone is guilty of a crime.
Juvenile Court: A court that handles cases involving minors.
Precedent: A legal decision that guides future court cases.

Unit Learning Activities

Unit Slideshow
Mock Trial Simulation
Court Structure Graphic Organizer
Criminal Trial Process Timeline
Plea Bargaining Debate

Unit Resources

Shared Google Drive Folder

Assessments (Formative and Summative)

Case Study Report

Curriculum Writer(s)

Natalie Jennings

Board Approval Date

1_The American Justice System (Curriculum In Progress)
Unit 5: Corrections and Punishment

Unit Description

This unit explores the correctional system and the various forms of punishment used within the criminal justice system. Students will examine the goals of corrections, including punishment, deterrence, rehabilitation, and public safety. This unit will cover the history and development of prisons, jails, probation, and parole, as well as the difference between juvenile and adult correctional systems. Students will analyze inmate rights, prison conditions, recidivism, rehabilitation programs, and contemporary issues facing corrections in the United States and other nations.

Standards

5.1.9.C	-	Analyze the principles and ideals that shape United States government. Liberty / Freedom Democracy Justice Equality
5.2.9.B	-	Analyze strategies used to resolve conflicts in society and government.
5.3.9.C	-	Explain how government agencies create, amend and enforce policies in local, state, and national governments.
5.1.9.A	-	Apply examples of the rule of law as related to individual rights and the common good.
CC.8.5.9-10.D	-	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
CC.8.5.11-12.B	-	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CC.8.5.11-12.C	-	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Essential Questions

- What are the primary goals of corrections and punishment in the criminal justice system?
- How have prisons and correctional systems evolved over time?
- What are the differences between prisons, jails, probation, and parole?
- How do correctional systems attempt to balance punishment, rehabilitation, and public safety?
- What rights do incarcerated individuals have while serving sentences?
- What factors contribute to recidivism, and how can it be reduced?
- How effective are rehabilitation and reentry programs in helping offenders return to society?
- How does the juvenile correctional system differ from the adult correctional system?
- What challenges and controversies exist within modern correctional systems?

Objectives

The students will be able to explain the goals and purposes of corrections and punishment within the criminal justice system.
The students will be able to describe the historical development of correctional systems and prisons in the United States.
The students will be able to differentiate between prisons, jails, probation, and parole.
The students will be able to analyze how correctional systems balance punishment, rehabilitation, deterrence, and public safety.
The students will be able to identify the constitutional rights of incarcerated individuals.
The students will be able to evaluate factors that contribute to recidivism and repeat offenses.
The students will be able to assess the effectiveness of rehabilitation and reentry programs.
The students will be able to compare and contrast juvenile and adult correctional systems.
The students will be able to examine current issues and debates involving corrections and punishment in the United States.

Key Vocabulary and Definitions

Corrections: The branch of the criminal justice system responsible for supervising and managing individuals who have been convicted of crimes.
Punishment: A penalty imposed for breaking a law or rule.
Deterrence: The use of punishment to discourage criminal behavior.
Rehabilitation: Programs and efforts aimed at helping offenders change behavior and successfully return to society.
Recidivism: The tendency of a convicted criminal to reoffend.
Incarceration: The state of being confined in jail or prison.
Prison: A long-term correctional facility for individuals convicted of serious crimes.
Jail: A short-term facility used to hold individuals awaiting trial or serving shorter sentences.
Probation: A court-ordered period of supervision in the community instead of incarceration.
Parole: The supervised release of an inmate from prison before the completion of a sentence.
Community Service: Unpaid work performed as part of a criminal sentence.
Mandatory Minimum Sentence: A law requiring a fixed minimum prison sentence for certain crimes.
Life Sentence: A prison sentence lasting for the remainder of a person's life.
Death Penalty: Capital punishment in which a convicted person is executed for a crime.
Solitary Confinement: The isolation of an inmate from the general prison population.
Reentry Program: Services designed to help formerly incarcerated individuals transition back into society.
Correctional Officer: A professional responsible for supervising inmates in correctional facilities.
Overcrowding: A condition where prisons or jails hold more inmates than they were designed for.
Juvenile Detention Center: A facility that houses minors accused or convicted of crimes.
Restorative Justice: A justice approach focused on repairing harm caused by criminal behavior.
Three-Strikes Law: A law imposing harsher sentences on repeat offenders after multiple convictions.
Good Behavior Credit: A reduction in sentence length awarded for following prison rules.
Rehabilitation Program: Organized services such as counseling, education, or job training intended to reduce reoffending.
Sentence: The punishment assigned to a person convicted of a crime.
Contraband: Illegal or prohibited items within a correctional facility.

Unit Learning Activities

Unit Slideshow
Prison System Comparison
Rehabilitation vs. Punishment Debate
Recidivism Research
Mock Parole Board Hearing
Prison Conditions Case Study

Unit Resources

Shared Google Drive Folder

Assessments (Formative and Summative)

Case Study Report

Curriculum Writer(s)

Natalie Jennings

Board Approval Date

1_The American Justice System (Curriculum In Progress)
Unit 6: Juvenile Justice System

Unit Description

This unit explores the juvenile justice system and how society responds to crimes committed by minors. Students will examine the history, purpose, and structure of the juvenile justice system. This will include how it differs from the adult criminal justice system, juvenile rights, the causes of juvenile delinquency, the juvenile court process, rehabilitation programs, and the role of schools, families, and communities in preventing youth crime. Students will also analyze juvenile courts, gang involvement, and restorative practices.

Standards

5.1.9.A	-	Apply examples of the rule of law as related to individual rights and the common good.
5.1.9.C	-	Analyze the principles and ideals that shape United States government. Liberty / Freedom Democracy Justice Equality
5.1.9.D	-	Compare and contrast the basic principles and ideals found in significant documents: Declaration of Independence United States Constitution Bill of Rights Pennsylvania Constitution
5.2.9.A	-	Contrast the rights and responsibilities of a citizen in a democracy with a citizen in an authoritarian system.
5.3.9.C	-	Explain how government agencies create, amend and enforce policies in local, state, and national governments.
CC.8.5.11-12.C	-	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CC.8.5.11-12.B	-	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CC.8.5.11-12.F	-	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Essential Questions

- What is the purpose of the juvenile justice system?
- How does the juvenile justice system differ from the adult criminal justice system?
- What factors contribute to juvenile delinquency and youth crime?
- How does the juvenile court process work from arrest to disposition?
- What rights do juveniles have within the justice system?
- How effective are rehabilitation and intervention programs for juvenile offenders?
- When, if ever, should juveniles be tried as adults?
- What role do schools, families, and communities play in preventing juvenile crime?
- How can the juvenile justice system balance accountability, fairness, and rehabilitation?

Objectives

The students will be able to explain the purpose and goals of the juvenile justice system.
The students will be able to compare and contrast the juvenile and adult criminal justice systems.
The students will be able to identify factors that contribute to juvenile delinquency and youth crime.
The students will be able to describe the steps of the juvenile court process from arrest through disposition.
The students will be able to explain the constitutional and legal rights of juveniles within the justice system.
The students will be able to evaluate the effectiveness of rehabilitation and intervention programs for juvenile offenders.
The students will be able to analyze arguments for and against trying juveniles as adults in criminal court.
The students will be able to examine the role of families, schools, and communities in preventing juvenile delinquency.
The students will be able to assess challenges and current issues within the juvenile justice system.

Key Vocabulary and Definitions

Juvenile Justice System: The part of the legal system that handles cases involving minors accused of crimes.
Juvenile: A person under the age considered legally responsible as an adult.
Delinquency: Illegal or antisocial behavior committed by a minor.
Status Offense: An act that is only considered illegal because of a person's age, such as truancy or curfew violations.
Detention Center: A secure facility where juveniles are held temporarily while awaiting court proceedings.
Rehabilitation: Efforts to help offenders change behavior and successfully return to society.
Diversion Program: An alternative to formal court processing that redirects juveniles toward counseling, education, or community programs.
Probation: Court-ordered supervision in the community instead of detention.
Parole: Conditional supervised release from a correctional facility before the end of a sentence.
Disposition: The sentencing or outcome in a juvenile court case.
Waiver: The transfer of a juvenile case from juvenile court to adult criminal court.
Recidivism: The tendency of a person to reoffend after punishment or rehabilitation.
Due Process: Constitutional protections that guarantee fair legal procedures.
Intake: The process of reviewing a juvenile case to determine how it should proceed.
Petition: A formal written request charging a juvenile with delinquent behavior.
Adjudication Hearing: A juvenile court hearing similar to a trial in adult court.
Restorative Justice: A justice approach focused on repairing harm between offenders, victims, and communities.
Curfew: A regulation requiring minors to remain indoors after a certain time.
Gang: A group involved in criminal or antisocial activities.
Intervention Program: Services designed to prevent further delinquent behavior.
Community Service: Unpaid work performed for the benefit of the community as part of a sentence.
Neglect: Failure of a caregiver to provide proper care and supervision for a child.
Abuse: Physical, emotional, or sexual harm inflicted on a child.
Counseling: Professional guidance intended to help individuals address personal or behavioral issues.
Juvenile Court: A court specifically designed to handle cases involving minors.

Unit Learning Activities

Unit Slideshow
Juvenile vs. Adult Court Comparison
Delinquency Research
Mock Juvenile Court Hearing
Restorative Justice Case Study
School & Community Prevention Plan

Unit Resources

Shared Google Drive Folder

Assessments (Formative and Summative)

Case Study Report

Curriculum Writer(s)

Natalie Jennings

Board Approval Date

1_Minorities in America (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	Foundations - Understanding Minorities in America
Module 2:	Systemic Racism (Focus on African Americans)
Module 3:	Native Americans & Indigenous Sovereignty
Module 4:	Latino/a/x Americans & Immigration
Module 5:	Asian & Middle Eastern Americans - The Rise of Xenophobia

1_Minorities in America (Curriculum In Progress)
Foundations - Understanding Minorities in America

Unit Description

This introductory unit builds the foundational knowledge students need to explore the experiences of minority groups in the United States. Students examine how social constructs shape identity, how minority and majority groups are defined, and how these definitions influence power, perception, and opportunity.

Standards

5.1.12.A	-	Analyze the sources, purposes, functions of law, and how the rule of law protects individual rights and promotes the common good.
5.2.12.A	-	Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.
5.3.12.C	-	Evaluate how government agencies create, amend, and enforce regulations.
8.3.12.A	-	Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
7.3.12.A	-	Analyze the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities
5.2.12.D	-	Evaluate and demonstrate what makes competent and responsible citizens.
8.3.12.B	-	Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.
7.3.12.B	-	Analyze the significance of human activity in shaping places and regions by their cultural characteristics.
CC.8.5.11-12.A	-	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
5.1.12.E	-	Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
8.3.12.D	-	Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race Working conditions Immigration Military conflict Economic stability
5.2.12.B	-	Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
5.3.12.F	-	Analyze landmark United States Supreme Court interpretations of the Constitution and its Amendments.
CC.8.5.11-12.D	-	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
7.3.12.B	-	Analyze the significance of human activity in shaping places and regions by their cultural characteristics.
8.3.12.A	-	Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
5.1.12.C	-	Evaluate the application of the principles and ideals in contemporary civic life. Liberty / Freedom Democracy Justice Equality
CC.8.6.11-12.B	-	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. * Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. * Develop the topic thoroughly by selecting the most significant and rele

Essential Questions

- What defines a minority group in American society?
- How have power, laws, and social structures shaped the experiences of minority groups in the United States?
- What is the difference between equality and equity, and why are both important in society?
- How do prejudice, discrimination, and stereotypes influence individuals and communities?
- To what extent are race and identity shaped by society and social constructs?

Objectives

SWBAT identify and discuss introductory concepts about minority groups in America, including how groups are formed in society and how some groups have historically been treated unfairly.

SWBAT define what a minority group is, examine examples of minority groups in America, and analyze how discrimination can impact individuals and groups in society.

SWBAT analyze how discrimination affects individuals and groups by examining the Blue Eyes/Brown Eyes experiment and reflecting on the role of power, prejudice, and social behavior in society.

SWBAT explain the difference between equality and equity, identify characteristics and types of minority groups, and connect these concepts to historical and modern examples in American society.

SWBAT explain how power, influence, and social constructs shape people's beliefs and behaviors toward minority groups in American society.

SWBAT explain how social constructs influence the way people view minority groups and evaluate whether race is a biological reality or a socially created idea.

Key Vocabulary and Definitions

Minority – A group of people who share characteristics such as race, religion, culture, gender, or language and make up less than half of the population in a society. Minority groups often experience unequal treatment.
Majority – The group in society that holds the most power or influence or largest population compared to other groups.
Equality – Giving everyone the same opportunities, resources, or treatment regardless of their different needs or circumstances.
Equity – Providing people with different levels of support based on their needs in order to create fairness and equal opportunities.
Power – The ability to control, influence, or make decisions that affect other people or groups.
Influence – The ability to shape or change people's thoughts, actions, or behaviors through persuasion, relationships, or example.
Social Construct – An idea or belief created and accepted by society over time rather than something naturally or biologically determined.
Ethnicity – A group identity based on shared culture, language, traditions, ancestry, or national background.
Race – A way society groups people based mainly on physical traits such as skin color or facial features; many scholars believe race is a social construct rather than a biological fact.

Unit Learning Activities

1. Complete and reflect on a historical voting literacy test from Louisiana & participate in a class discussion on voting rights and discrimination. Analyze primary source documents connected to literacy tests and the Voting Rights Act
2. Work collaboratively in groups to categorize shared and differing identities within society by creating a classroom list of social groups and identity categories
3. Analyze U.S. Census demographic data to identify major minority groups in America
4. Watch and analyze the Blue Eyes/Brown Eyes experiment by Jane Elliott & complete a video guide and written reflection on discrimination and prejudice
5. Compare and contrast equality vs. equity using historical and modern examples and analyzing a political cartoon in order to participate in collaborative discussions examining fairness and opportunity in American society
6. Reflect on personal experiences with influence, peer pressure, and social behavior through journal writing
7. Apply the concept of social constructs to race and identity in American society by watching and discussing a video examining whether race is biological or socially constructed
8. Engage in respectful academic discussions on controversial topics involving language, identity, and social norms
9. Participate in structured debates and evidence-based classroom discussions
10. Complete written reflections, exit tickets, and discussion-based assessments throughout the unit

Unit Resources

Louisiana Voting Literacy Test (primary source document)
National Archives voting rights resources
U.S. Census Bureau demographic data and charts
Blue Eyes/Brown Eyes video by Jane Elliott
Equality vs. Equity visual/graphic
Historical legislation examples including the Voting Rights Act of 1965
BBC video/resource on race as a social construct

Assessments (Formative and Summative)

Formative:

- Bell ringers / Do Now responses
- Voting literacy test reflection questions
- Think-pair-share discussions
- Small group collaboration activities
- Classroom discussions and participation
- Exit tickets
- Equality vs. equity discussion responses
- Blue Eyes/Brown Eyes video worksheet
- Quick writes and journal reflections
- Census data interpretation activity
- Social construct reflection questions
- Informal questioning during lessons

Summative:

CER Writing Assignment (Claim, Evidence, Reasoning):
Example prompt: *To what extent are race and minority status shaped by social constructs in American society?*

Curriculum Writer(s)

Melissa Haubrich

Board Approval Date

1_Minorities in America (Curriculum In Progress)
Systemic Racism (Focus on African Americans)

Unit Description

In this unit, students will examine how racism can exist not only through individual actions and beliefs, but also through systems, laws, institutions, and societal structures throughout American history and modern society. Students will explore concepts such as stereotypes, implicit bias, systemic racism, redlining, housing discrimination, segregation, and the school-to-prison pipeline. Through videos, historical context readings, discussions, case studies, and reflection activities, students will analyze how policies and social systems have impacted opportunities, education, housing, wealth, and treatment of minority groups in the United States.

Standards

5.1.12.C	-	Evaluate the application of the principles and ideals in contemporary civic life. Liberty / Freedom Democracy Justice Equality
5.1.12.E	-	Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
5.2.12.A	-	Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.
5.2.12.D	-	Evaluate and demonstrate what makes competent and responsible citizens.
5.3.12.C	-	Evaluate how government agencies create, amend, and enforce regulations.
5.3.12.J	-	Evaluate critical issues in various contemporary governments.
8.3.12.A	-	Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
8.3.12.B	-	Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.
8.3.12.D	-	Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race Working conditions Immigration Military conflict Economic stability
7.3.12.A	-	Analyze the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities
7.3.12.B	-	Analyze the significance of human activity in shaping places and regions by their cultural characteristics.
7.3.12.C	-	Analyze the significance of human activity in shaping places and regions by their settlement characteristics.
CC.8.5.11-12.A	-	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12.B	-	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CC.8.6.11-12.B	-	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. * Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. * Develop the topic thoroughly by selecting the most significant and rele
CC.8.6.11-12.A	-	Write arguments focused on discipline-specific content. * Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. * Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and coun

Essential Questions

- How can racism become embedded within laws, institutions, and systems in American society?
- How do stereotypes, implicit bias, and "single stories" shape the way people view and treat others?
- What are the long-term effects of discriminatory policies such as redlining and segregation on minority communities?
- How can school discipline policies and policing practices contribute to inequality among students?
- To what extent can society address and repair the lasting impacts of systemic racism today?

Objectives

- SWBAT explain the difference between racism and systemic racism and identify examples of each in American society.
- SWBAT analyze how stereotypes, implicit bias, and "single stories" influence perceptions of minority groups.
- SWBAT examine the historical causes and lasting effects of redlining, segregation, and housing discrimination in the United States.
- SWBAT evaluate how systemic racism can impact education, housing, policing, and economic opportunities for minority communities.
- SWBAT explain the concept of the school-to-prison pipeline and analyze how school discipline policies may affect different groups of students.
- SWBAT participate in respectful discussions and reflect on multiple perspectives regarding race, discrimination, and inequality in America.
- SWBAT use historical evidence, videos, statistics, and primary/secondary sources to support claims about systemic racism and its effects on society today.

Key Vocabulary and Definitions

Racism – The belief that one race is superior or inferior to another, often leading to unfair treatment based on race.
Systemic Racism – Racism that is built into laws, policies, institutions, and systems in society, creating unequal opportunities and outcomes for different racial groups.
Stereotype – A simplified and often unfair belief or assumption about a group of people.
Prejudice – A preconceived opinion or judgment about a person or group without fully knowing the facts.
Discrimination – Unfair treatment of individuals or groups based on characteristics such as race, ethnicity, gender, or religion.
Implicit Bias – Unconscious attitudes or stereotypes that affect a person's understanding, decisions, or actions toward others.
Microaggressions – Everyday comments or actions, often unintentional, that communicate negative or stereotypical messages toward a marginalized group.
Segregation – The separation of groups of people, often by race, ethnicity, or social class.
Redlining – A discriminatory practice in which banks, insurance companies, or governments denied loans, housing, or services to certain neighborhoods, often based on race.
Housing Discrimination – Unfair treatment in buying, renting, or financing housing based on race, ethnicity, religion, gender, or other characteristics.
Restrictive Covenants – Agreements written into property deeds that prevented homes from being sold or rented to certain racial or ethnic groups.
Racial Zoning – Laws or policies that separated neighborhoods by race and restricted where certain groups could live.
Blockbusting – A real estate practice where agents pressured homeowners to sell cheaply by creating fear that minority families moving in would lower property values.
Generational Wealth – Wealth and assets passed down from one generation of a family to the next.
Single Story – A limited or incomplete view of a person or group based on one perspective or stereotype.
School-to-Prison Pipeline – Policies and practices that push students, especially marginalized students, out of schools and into the criminal justice system through harsh discipline and policing.
Zero-Tolerance Policies – Strict school or workplace rules that require automatic punishment regardless of the situation or severity of the behavior.
School Resource Officer (SRO) – A law enforcement officer assigned to work in a school setting.
Restorative Justice – An approach to discipline focused on repairing harm, building understanding, and restoring relationships rather than punishment alone.
Equity – Providing people with different levels of support based on their needs in order to create fairness and equal opportunity.
Institutional Racism – Another term for systemic racism; discrimination embedded within organizations and institutions.

Unit Learning Activities

Watch and discuss Chimamanda Ngozi Adichie's TED Talk The Danger of a Single Story
Complete and reflect on an implicit bias/self-awareness activity
Participate in a gallery walk analyzing historical and modern images related to segregation and inequality & analyze maps and visuals connected to redlining and housing discrimination
Explore local and national redlining maps and compare neighborhood inequalities
Engage in "Where I Stand" classroom debate/discussion activities on discipline, policing, and race in schools
Examine statistics and historical context related to suspensions, expulsions, and racial disparities in schools
Participate in small-group and whole-class discussions on restorative justice and alternatives to zero-tolerance policies

Unit Resources

- Chimamanda Ngozi Adichie TED Talk: The Danger of a Single Story
- Harvard Project Implicit / Implicit Association Test (IAT) resources
- Historical and modern redlining maps (Mapping Inequality Project)
- Primary source documents related to FHA housing policies and segregation
- Informational texts on the School-to-Prison Pipeline
- Video clips examining school policing and restorative justice practices
- "Where I Stand" discussion and debate prompts
- Gallery walk images and historical photographs

Assessments (Formative and Summative)

Formative

- Bell ringers / Do Now responses
- Exit tickets and reflection questions
- Class discussions and participation
- "Where I Stand" discussion participation
- Gallery walk observations and responses
- Video reflection worksheets and discussion questions
- Political cartoon and image analysis activities
- Journal reflections on stereotypes, bias, and discrimination
- Redlining map analysis questions
- Article summaries and reading responses

Summative

- CER Writing Assignment (Claim, Evidence, Reasoning):
- *Example prompt: To what extent do historical policies continue to impact minority communities today?*
- Research Project or Presentation: Students research a topic connected to systemic racism (housing discrimination, policing, education inequality, etc.) and present findings using evidence and historical context.
- Current Events Analysis: Students connect modern news stories or policies to historical examples of systemic racism discussed in the unit.

Curriculum Writer(s)

Melissa Haubrich

Board Approval Date

1_Minorities in America (Curriculum In Progress)
Native Americans & Indigenous Sovereignty

Unit Description
In this unit, students will examine the history, culture, struggles, and modern experiences of Native Americans in the United States. Students will explore the impact of westward expansion, forced relocation, reservations, assimilation policies, boarding schools, and the Dawes Act on Indigenous communities while analyzing how government policies attempted to erase Native American cultures and identities. Through primary sources, videos, music analysis, gallery walks, discussions, and research activities, students will investigate topics such as tribal sovereignty, reservation life, environmental activism, cultural preservation, stereotypes, and the lasting effects of historical trauma on Native communities today. Students will also evaluate how Native Americans have been portrayed throughout American history and society while recognizing the resilience, resistance, and continued presence of Indigenous peoples in the United States.

Standards

5.1.12.C	-	Evaluate the application of the principles and ideals in contemporary civic life. Liberty / Freedom Democracy Justice Equality
5.1.12.E	-	Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
5.2.12.A	-	Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.
5.2.12.D	-	Evaluate and demonstrate what makes competent and responsible citizens.
5.3.12.C	-	Evaluate how government agencies create, amend, and enforce regulations.
8.3.12.A	-	Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
8.3.12.B	-	Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.
8.3.12.C	-	Evaluate how continuity and change in U.S. history are interrelated with the world. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations
8.3.12.D	-	Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race Working conditions Immigration Military conflict Economic stability
7.1.12.B	-	Assess how physical changes to a region may have global impact.
7.3.12.A	-	Analyze the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities
7.3.12.C	-	Analyze the significance of human activity in shaping places and regions by their settlement characteristics.
CC.8.5.11-12.A	-	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12.B	-	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CC.8.5.11-12.D	-	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CC.8.6.11-12.A	-	Write arguments focused on discipline-specific content. * Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. * Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and coun
CC.8.6.11-12.B	-	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. * Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. * Develop the topic thoroughly by selecting the most significant and rele

Essential Questions

- How did United States government policies impact Native American land, culture, and identity?
- What were the goals and effects of Native American reservations and assimilation policies?
- How have Native Americans resisted cultural erasure and preserved their traditions and sovereignty?
- How do stereotypes and incomplete historical narratives affect the way Native Americans are viewed today?
- What challenges and opportunities do Native American communities face in the United States today?

Objectives

- SWBAT explain how westward expansion and U.S. government policies affected Native American land, culture, and communities.
- SWBAT analyze the purpose and long-term effects of reservations, the Dawes Act, and forced assimilation policies on Native Americans.
- SWBAT examine how Native American boarding schools attempted to erase Indigenous identities and cultures.
- SWBAT evaluate Native American resistance, resilience, and efforts to preserve tribal sovereignty and cultural traditions.
- SWBAT analyze stereotypes and misconceptions about Native Americans and explain how these representations impact Indigenous communities today.
- SWBAT investigate contemporary issues facing Native American communities, including environmental concerns, cultural preservation, and representation in society.
- SWBAT use primary sources, videos, maps, historical documents, and class discussions to support evidence-based conclusions about Native American history and modern life.

Key Vocabulary and Definitions

Native American / Indigenous Peoples – The original peoples of North America and their cultures before European settlement.
Tribe / Tribal Nation – A group of Native Americans connected by shared culture, language, history, and government.
Reservation – Land set aside by the U.S. government for Native American tribes to live on.
Sovereignty – The authority of a group or nation to govern itself and make its own laws.
Assimilation – The process of forcing or encouraging a minority group to adopt the culture and customs of another group.
Boarding School – Schools created by the U.S. government to force Native American children to abandon their language, culture, and traditions in order to adopt white American culture.
Dawes Act – An 1887 law that divided tribal lands into individual plots in an effort to break up tribes and assimilate Native Americans into American society.
Allotment – The division of tribal land into smaller individual plots of land.
Forced Relocation – The removal of people from their homeland, often against their will.
Indian Removal Act – An 1830 law that allowed the U.S. government to force Native Americans off their ancestral lands.
Trail of Tears – The forced relocation of Cherokee and other Native American tribes from the southeastern United States during the 1830s.
Bureau of Indian Affairs (BIA) – A federal agency responsible for managing relations between the U.S. government and Native American tribes.
Federally Recognized Tribe – A Native American tribe officially acknowledged by the U.S. government as a sovereign nation.
Cultural Erasure – The destruction or suppression of a group's traditions, language, religion, and identity.
Steward – A person who manages or takes care of something that belongs to others or to the community.
Treaty – A formal agreement between governments or nations.
Assimilation School – Another term for Native American boarding schools designed to force Indigenous children to adopt white American culture.
Tribal Sovereignty – The right of Native American tribes to govern themselves independently within the United States.
Historical Trauma – Emotional and cultural harm passed down through generations due to major historical injustices or oppression.
Stereotype – An oversimplified and often inaccurate belief about a group of people.
Repatriation – The return of human remains, cultural items, or artifacts to their original people or community.
Environmental Activism – Efforts to protect land, water, and natural resources from harm or destruction.

Unit Learning Activities

- Watch and discuss introductory videos addressing Native American stereotypes and representation in schools & participate in class discussions analyzing harmful stereotypes and cultural appropriation
- Analyze maps of Native American reservations in the United States
- Examine the structure of tribal governments and tribal sovereignty
- Participate in discussions analyzing the pros and cons of reservations
- Watch and respond to videos about reservation life and Native American communities today
- Listen to and analyze the song Don't Drink the Water by Dave Matthews Band through lyric analysis and historical context
- Examine the experiences of Native American children in boarding schools through readings, videos, and discussion
- Participate in scenario-based reflection activities exploring identity, culture, and forced assimilation
- Analyze photographs, historical images, and documents through a gallery walk on Native American boarding schools
- Watch and discuss video clips from Into the West
- Analyze contemporary Native American activism, including Standing Rock and environmental protection efforts
- Read and discuss current event articles related to Native American rights and repatriation efforts
- Contemporary Native American Tribe Research Project

Unit Resources

- Primary source documents and historical quotations
- Native American reservation maps and visuals
- Videos and documentaries on Native American history and modern issues
- *Into the West* video clips
- Dave Matthews Band song *Don't Drink the Water* and lyric worksheet
- Articles on reservation life, boarding schools, and Native American activism
- Gallery walk images and historical photographs
- Current event articles related to Native American rights and environmental activism

Assessments (Formative and Summative)

Formative Assessments

Song lyric analysis responses
Video reflection worksheets
Gallery walk responses and document analysis
Article summaries and reading responses
Journal reflections on assimilation and cultural identity
Map analysis activities

Summative Assessments

Contemporary Native American Tribe Research Project: Students research a modern Native American tribe, examining culture, history, challenges, and present-day issues.
Reflection Essay: Students reflect on the long-term effects of reservations, assimilation, and boarding schools on Native American communities today.

Curriculum Writer(s)

Melissa Haubrich

Board Approval Date

1_Minorities in America (Curriculum In Progress)
Latino/a/x Americans & Immigration

Unit Description
In this unit, students will examine the experiences, contributions, identities, and challenges of Latino/a/x Americans while also exploring immigration, asylum-seeking, and migration in the United States. Students will analyze how immigration policies, global events, economics, xenophobia, and national security have shaped public attitudes and political debates surrounding immigrants and Latino communities. Through primary sources, podcasts, current events, videos, class discussions, policy debates, and research activities, students will investigate topics such as Puerto Rican identity and statehood, asylum and refugee status, border and immigration policy, labor exploitation, cultural identity, stereotypes, and the impact of 9/11 and the Global War on Terror on immigration attitudes. Throughout the unit, students will evaluate multiple perspectives on immigration and Latino/a/x experiences while developing a deeper understanding of how migration, politics, culture, and identity continue to shape American society today.

Standards

5.1.12.C	-	Evaluate the application of the principles and ideals in contemporary civic life. Liberty / Freedom Democracy Justice Equality
5.1.12.E	-	Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
5.2.12.A	-	Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.
5.2.12.D	-	Evaluate and demonstrate what makes competent and responsible citizens.
5.3.12.C	-	Evaluate how government agencies create, amend, and enforce regulations.
5.3.12.J	-	Evaluate critical issues in various contemporary governments.
8.3.12.A	-	Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
8.3.12.B	-	Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.
8.3.12.C	-	Evaluate how continuity and change in U.S. history are interrelated with the world. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations
8.3.12.D	-	Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race Working conditions Immigration Military conflict Economic stability
7.1.12.B	-	Assess how physical changes to a region may have global impact.
7.3.12.A	-	Analyze the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities
7.3.12.B	-	Analyze the significance of human activity in shaping places and regions by their cultural characteristics.
7.3.12.C	-	Analyze the significance of human activity in shaping places and regions by their settlement characteristics.
CC.8.5.11-12.A	-	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12.B	-	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CC.8.5.11-12.D	-	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CC.8.6.11-12.A	-	Write arguments focused on discipline-specific content. * Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. * Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and coun
CC.8.6.11-12.B	-	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. * Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. * Develop the topic thoroughly by selecting the most significant and rele

Essential Questions

- How have immigration policies and global events shaped the experiences of Latino/a/x Americans and immigrant communities in the United States?
- What responsibilities, if any, does the United States have toward immigrants, refugees, and asylum seekers?
- How do stereotypes, xenophobia, and political debates influence public perceptions of immigrants and Latino/a/x communities?
- How do migration and immigration impact American culture, identity, economics, and society?
- How have Latino/a/x Americans contributed to and shaped life in the United States while also facing social and political challenges?

Objectives

SWBAT explain the differences between immigrants, migrants, refugees, and asylum seekers and analyze why people migrate to the United States.
SWBAT examine how immigration laws, border policies, and global events have shaped immigration debates and Latino/a/x experiences in the United States.
SWBAT analyze the impact of xenophobia, stereotypes, and discrimination on immigrant and Latino/a/x communities throughout American history and modern society.
SWBAT evaluate multiple perspectives on immigration policy and use evidence to support arguments about immigration reform and border security.
SWBAT explain the political and cultural significance of Puerto Rico's relationship with the United States and debates surrounding Puerto Rican statehood.
SWBAT investigate the economic and social contributions of Latino/a/x Americans and immigrant communities to American society.
SWBAT analyze how media, current events, and political rhetoric shape public perceptions of immigrants and Latino/a/x communities.
SWBAT use primary sources, podcasts, videos, articles, statistics, and class discussions to support evidence-based conclusions about immigration and Latino/a/x experiences in America.

Key Vocabulary and Definitions

Immigrant – A person who moves to another country to live permanently or long-term.
Migrant – A person who moves from one place to another, often for work, safety, or better living conditions.
Refugee – A person forced to leave their country because of war, violence, persecution, or natural disaster.
Asylum Seeker – A person seeking protection in another country because they fear persecution or danger in their home country.
Asylum – Legal protection granted to someone who cannot safely return to their home country due to fear of persecution or harm.
Xenophobia – Fear, dislike, or prejudice against people from other countries or cultures.
Immigration Policy – Laws and government rules that determine who can enter, live in, or become a citizen of a country.
Border Security – Measures taken by a government to regulate and protect its borders.
Undocumented Immigrant – A person living in a country without official legal permission or documentation.
Citizenship – Legal status that gives a person rights and responsibilities within a country.
Naturalization – The legal process through which an immigrant becomes a citizen of a new country.
Deportation – The formal removal of a person from a country by the government.
DACA (Deferred Action for Childhood Arrivals) – A U.S. policy that protects certain undocumented immigrants who came to the country as children from deportation and allows them to work legally.
Dreamers – Undocumented immigrants brought to the United States as children who are often connected to DACA protections.
Latino/a/x – A term used to describe people in the United States with roots in Latin American countries.
Hispanic – A term used to describe people connected to Spanish-speaking countries or cultures.
Puerto Rico – A United States territory whose residents are U.S. citizens but cannot vote in presidential elections unless living in a state.
Territory – A region controlled by the United States that is not officially a state.
Statehood – The status of becoming an official state within the United States.
Globalization – The increasing connection and interaction between countries through trade, communication, migration, and culture.
Islamophobia – Fear, prejudice, or discrimination directed toward Muslims or Islamic cultures.
Remittances – Money sent by immigrants to family members in their home countries.
Labor Exploitation – The unfair treatment or abuse of workers, often through unsafe conditions, low wages, or excessive hours.
Patriot Act – A law passed after the September 11 attacks that expanded government surveillance and security powers in the United States.
Cultural Identity – A person's sense of belonging to a culture, ethnic group, nationality, or community.

Unit Learning Activities

- Video analysis and discussion activities
- Refugee, migrant, and asylum-seeker case studies
- Article readings and response questions
- Current event discussions related to immigration and border policy
- 9/11 and immigration article analysis
- Podcast analysis and reflection activities
- Immigration statistics and data analysis
- Puerto Rico statehood lesson and discussion activities
- Immigration policy option group project and presentation
- Immigration policy debate and persuasive argument activities

Unit Resources

Teacher-created slide presentations and guided notes
Primary and secondary source documents on immigration and Latino/a/x experiences
Current event articles related to immigration, asylum, border policy, and Latino/a/x communities
Movement is a Human Right: Migrants, Refugees, and Asylum-Seekers in the U.S. lesson materials
The Global War on Terror & Immigration article and reflection questions
A New Child Labor Crisis in the U.S. podcast transcript and discussion materials
Puerto Rico statehood lesson materials and videos
Immigration statistics, maps, charts, and demographic data
Videos on immigration, refugees, asylum seekers, and Latino/a/x history
Current event videos and news sources (CNN10, PBS, NPR, etc.)

Assessments (Formative and Summative)

Formative Assessments

Bell ringers / Do Now responses
Exit tickets and reflection questions
Class discussions and participation
Video reflection worksheets
Article summaries and reading responses
Podcast analysis questions and reflections
Current event analysis activities
Immigration statistics and data interpretation activities
Puerto Rico statehood discussion responses
Small-group collaboration activities
Journal reflections on immigration, identity, and belonging

Summative Assessments

Immigration Policy Options Group Project & Presentation: Students evaluate and defend a proposed immigration policy, present evidence, and respond to opposing viewpoints.
Current Events Analysis: Students connect contemporary immigration issues to historical and modern immigration policies using evidence from news sources and class materials.
Puerto Rico Reflection or Argumentative Writing Assignment: Students evaluate Puerto Rico's relationship with the United States and argue whether Puerto Rico should become a state, remain a territory, or pursue independence.

Curriculum Writer(s)

Melissa Haubrich

Board Approval Date

1_Minorities in America (Curriculum In Progress)
Asian & Middle Eastern Americans - The Rise of Xenophobia

Unit Description
In this unit, students will examine the experiences of Asian American and Middle Eastern American communities throughout United States history and the present day. Students will explore how immigration, war, economic competition, national security concerns, and global events have shaped public attitudes toward these groups. Through case studies including the Chinese Exclusion Act, Japanese American internment during World War II, post-9/11 Islamophobia, anti-Asian discrimination during the COVID-19 pandemic, and contemporary debates surrounding immigration and national security, students will analyze how xenophobia has influenced laws, policies, and social attitudes in the United States. Students will also examine the contributions, resilience, and cultural impact of Asian and Middle Eastern Americans while evaluating how fear, stereotypes, and misinformation can shape public perceptions of minority groups.

Standards

5.1.12.C	-	Evaluate the application of the principles and ideals in contemporary civic life. Liberty / Freedom Democracy Justice Equality
5.1.12.E	-	Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
5.2.12.A	-	Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.
5.2.12.D	-	Evaluate and demonstrate what makes competent and responsible citizens.
5.3.12.C	-	Evaluate how government agencies create, amend, and enforce regulations.
5.3.12.J	-	Evaluate critical issues in various contemporary governments.
8.3.12.A	-	Evaluate the role groups and individuals from the U.S. played in the social, political, cultural, and economic development of the world.
8.3.12.B	-	Evaluate the impact of historical documents, artifacts, and places in U.S. history which are critical to world history.
8.3.12.C	-	Evaluate how continuity and change in U.S. history are interrelated with the world. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organizations
8.3.12.D	-	Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race Working conditions Immigration Military conflict Economic stability
7.1.12.B	-	Assess how physical changes to a region may have global impact.
7.1.12.A	-	Use geographic tools to analyze information about the interaction between people, places, and the environment.
7.3.12.B	-	Analyze the significance of human activity in shaping places and regions by their cultural characteristics.
7.3.12.C	-	Analyze the significance of human activity in shaping places and regions by their settlement characteristics.
CC.8.5.11-12.A	-	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12.B	-	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CC.8.5.11-12.D	-	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CC.8.6.11-12.A	-	Write arguments focused on discipline-specific content. * Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. * Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and coun
CC.8.6.11-12.B	-	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. * Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. * Develop the topic thoroughly by selecting the most significant and rele

Essential Questions

- How has xenophobia shaped the experiences of Asian and Middle Eastern Americans throughout U.S. history?
- How have major historical events influenced public attitudes toward immigrants and minority groups?
- What role do stereotypes, fear, and misinformation play in discrimination against minority communities?
- How have Asian and Middle Eastern Americans contributed to and shaped American society?
- How can societies balance national security concerns with civil rights and individual freedoms?

Objectives

SWBAT define xenophobia and explain how it has affected Asian and Middle Eastern Americans throughout U.S. history.
SWBAT analyze how historical events such as the Chinese Exclusion Act, Japanese American internment, the September 11 attacks, and the COVID-19 pandemic influenced public attitudes toward minority groups.
SWBAT examine the relationship between national security concerns and civil liberties during times of crisis.
SWBAT identify stereotypes and misinformation about Asian and Middle Eastern communities and evaluate their impact on society.
SWBAT analyze how government policies have affected Asian and Middle Eastern Americans.
SWBAT investigate the contributions and achievements of Asian and Middle Eastern Americans in politics, business, science, culture, and society.
SWBAT use historical and contemporary sources to support evidence-based conclusions about discrimination, identity, and belonging in America.

Key Vocabulary and Definitions

Xenophobia – Fear, dislike, or prejudice toward people from other countries, cultures, or backgrounds.
Islamophobia – Fear, prejudice, discrimination, or hostility directed toward Muslims or Islamic cultures.
Stereotype – An oversimplified and often inaccurate belief about a group of people.
Prejudice – A preconceived opinion or judgment about a person or group without knowing all the facts.
Discrimination – Unfair treatment of individuals or groups based on characteristics such as race, ethnicity, religion, or nationality.
Exclusion – The act of preventing individuals or groups from participating in opportunities, rights, or benefits available to others.
Internment – The detention or confinement of people, often during wartime, without criminal charges.
Executive Order 9066 – The presidential order issued in 1942 that authorized the forced relocation and internment of Japanese Americans during World War II.
Chinese Exclusion Act – An 1882 federal law that prohibited most Chinese immigrants from entering the United States and was the first major law restricting immigration based on nationality.
Immigration – The process of moving to a new country to live permanently or long-term.
Assimilation – The process by which individuals or groups adopt the culture, language, and customs of another group, often the dominant culture.
Scapegoating – Blaming a person or group for problems they did not cause, often during times of fear or uncertainty.
Civil Liberties – Basic rights and freedoms protected by law and the Constitution, such as freedom of speech, religion, and due process.
National Security – The protection of a country's people, borders, and institutions from threats both foreign and domestic.
Patriot Act – A law passed after the September 11, 2001 terrorist attacks that expanded government surveillance and law enforcement powers in the name of national security.
Profiling – The practice of targeting individuals for suspicion or scrutiny based on characteristics such as race, ethnicity, religion, or nationality rather than evidence.
Hate Crime – A criminal act motivated by bias or prejudice against a person's race, religion, ethnicity, nationality, gender, sexual orientation, or other identity.
Bias – A tendency to favor or oppose a person, group, or idea in a way that may be unfair.
Model Minority Myth – A stereotype suggesting that all Asian Americans are highly successful, hardworking, and academically gifted, which ignores the diversity and challenges within Asian American communities.
Cultural Identity – A person's sense of belonging to a particular culture, ethnicity, religion, or community.
Refugee – A person forced to leave their country because of war, persecution, violence, or natural disaster.
Terrorism – The use of violence or threats of violence to create fear and achieve political, religious, or ideological goals.
Religious Freedom – The right to practice, change, or not practice a religion without interference or discrimination from the government or society.
Japanese Internment Camps – Government-run camps where over 120,000 Japanese Americans were forcibly relocated and confined during World War II.
Angel Island – An immigration station in San Francisco Bay where many Asian immigrants entered the United States between 1910 and 1940 and often faced lengthy detentions and questioning.
Civil Rights – Rights guaranteed to all citizens that protect individuals from discrimination and ensure equal treatment under the law.
AAPI (Asian American and Pacific Islander) – A term used to describe people in the United States with origins in Asia or the Pacific Islands.

Unit Learning Activities

Chinese Exclusion Act primary source analysis
Angel Island immigration station activity
Japanese American internment simulation and reflection
Analysis of Executive Order 9066
Farewell to Manzanar excerpts and discussion
9/11 and Islamophobia article analysis
Patriot Act classroom debate
COVID-19 anti-Asian hate crime data analysis
Research project on an Asian or Middle Eastern American individual or community

Unit Resources

Chinese Exclusion Act primary source documents
Angel Island immigrant narratives
Executive Order 9066
Japanese American internment photographs
Farewell to Manzanar excerpts
Smithsonian Asian American resources
PBS documentaries on Japanese Internment
9/11 Memorial educational resources
Articles on Islamophobia after 9/11
Patriot Act readings
Stop AAPI Hate reports and statistics

Assessments (Formative and Summative)

Formative Assessments

Bell ringers / Do Now responses
Exit tickets
Vocabulary checks
Journal reflections
Primary source analysis activities
Class discussions and participation
Video response worksheets
Current event analysis
Gallery walk responses
Article summaries
Teacher observation

Summative Assessments

DBQ Essay: Prompt: How have fear and xenophobia shaped the treatment of Asian and Middle Eastern Americans throughout U.S. history?
CER Writing Assignment: Prompt: Should governments have the ability to limit civil liberties during times of national crisis?
Research Project
Students research an Asian American or Middle Eastern American individual, movement, or historical event and present findings.
Socratic Seminar / Debate: Question: Can national security concerns justify restrictions on civil liberties?
Current Events Analysis: Students connect a modern example of discrimination, immigration, or xenophobia to historical examples studied in the unit.

Curriculum Writer(s)

Melissa Haubrich

Board Approval Date

Global Issues (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	Globalization and Interconnection
Module 2:	Power, Governance, Technology
Module 3:	Human Rights and Human Dignity
Module 4:	Global Inequality and Migration
Module 5:	Environment and Sustainability

Global Issues (Curriculum In Progress)
Globalization and Interconnection

Unit Description
This unit introduces students to the forces that have made the modern world increasingly interconnected. Students will explore how trade, migration, communication technology, and cultural exchange have created a global community in which events in one part of the world ripple outward in ways that affect people everywhere. They will examine how globalization has produced both shared opportunities and deep inequalities, and begin to develop the analytical frameworks they will use throughout the rest of the course.

Standards

7.1.12.A	-	Use geographic tools to analyze information about the interaction between people, places, and the environment.
7.1.12.B	-	Assess how physical changes to a region may have global impact.
7.3.12.A	-	Analyze the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities
7.4.12.A	-	Analyze the global effects of changes in the physical systems.
7.4.12.B	-	Analyze the global effects of human activity on the physical systems.
8.4.12.A	-	Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
8.4.12.C	-	Evaluate how continuity and change have impacted the world today. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organization
8.4.12.D	-	Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.
6.5.12.A	-	Analyze the factors influencing wages.
6.5.12.C	-	Analyze the costs and benefits of organizing a business as a sole proprietorship, partnership, or corporation.
CC.8.5.11-12.A	-	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12.B	-	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
CC.8.5.11-12.F	-	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CC.8.5.11-12.G	-	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CC.8.5.11-12.H	-	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CC.8.5.11-12.I	-	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
CC.8.6.11-12.A	-	Write arguments focused on discipline-specific content. * Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. * Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and coun
CC.8.6.11-12.B	-	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. * Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. * Develop the topic thoroughly by selecting the most significant and rele
CC.8.6.11-12.E	-	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CC.8.6.11-12.G	-	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CC.8.6.11-12.I	-	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Essential Questions

- 1. What does it mean for the world to be “interconnected” and who benefits from those connections?
- 2. How has globalization changed the way people live, work, and identify themselves?
- 3. Who wins and who loses when economies become more global?
- 4. What responsibilities do individuals, corporations, and governments have in a globalized world?
- 5. How do local actions have global consequences, and vice versa?

Objectives

1. Define globalization
2. Explain globalization's major drivers: trade, technology, migration, and communication
3. Describe the historical origins of economic globalization from colonial trade routes to the modern era
4. Explain the role of international organizations such as the WTO, IMF, and World Bank in the global economy
5. Identify examples of cultural globalization and its effects on local traditions and identities
6. Evaluate how globalization has produced both economic growth and increased inequality
7. Analyze data visualizations (Gapminder) to draw conclusions about global development patterns
8. Evaluate multiple perspectives on a global issue using primary and secondary sources
9. Integrate information from diverse sources into a coherent understanding of globalization
10. Collaborate in a group to produce and present a multimedia project

Key Vocabulary and Definitions

Globalization- The process by which the world's economies, cultures, and populations have become increasingly integrated and interdependent through cross-border trade, migration, communication, and technology.

Interdependence- A relationship between countries or groups in which each depends on the other. Interdependence can be economic, political, cultural, or environmental.

Trade- The exchange of goods and services between countries or regions. International trade has been one of the primary engines of globalization.

Export / Import- An export is a good or service produced in one country and sold to another. An import is a good or service bought from another country. The balance between them is called the trade balance.

Multinational Corporation (MNC)- A company that operates in multiple countries, with headquarters in one nation and production, sales, or service operations in others.

Supply Chain- The network of people, organizations, resources, and processes involved in creating and distributing a product from raw materials to final consumer.

Cultural Diffusion- The spread of cultural beliefs, practices, ideas, and artifacts from one group to another through contact, trade, migration, or media.

Economic Development- The process by which a nation improves the economic, political, and social well-being of its people. Often measured by GDP per capita, literacy rates, life expectancy, and access to services.

GDP (Gross Domestic Product)- The total monetary value of all goods and services produced within a country in a given year. Commonly used to measure the size and health of an economy.

Inequality- The unequal distribution of income, wealth, opportunities, or resources between individuals, groups, or countries.

World Trade Organization (WTO)- An international organization that regulates and facilitates trade between nations, sets trade rules, and resolves trade disputes.

International Monetary Fund (IMF)- An international financial institution that promotes global monetary cooperation, financial stability, and economic growth, and provides loans to countries in financial difficulty.

Race to the Bottom- A competitive situation in which countries or regions lower labor standards, environmental protections, or wages to attract foreign investment and manufacturing.

Outsourcing- The practice of hiring workers or companies outside a business, often in other countries, to perform services or manufacture goods, typically to reduce costs.

Unit Learning Activities

Gapminder Test
Dollar Street
Timeline activity: map key moments in economic globalization from the Silk Road to today
Globalization Module Intro
Day 3&4 reading activity
Day 7&8 Cultural Globalization Reading

Unit Resources

facinghistory.org
gapminder.org
All worksheets, slides, etc. found in Google Drive

Assessments (Formative and Summative)
Formative Assessments
Exit Ticket
ATBs
What is Globalization Reading Activity
Cultural Globalization Reading Activity

Summative
Global Connections Multimedia Map — Group project with individual reflection component

Curriculum Writer(s)
Anthony Lanfrank

Board Approval Date

Global Issues (Curriculum In Progress)
Power, Governance, Technology

Unit Description
This unit is about power: who has it on the world stage, how they hold onto it, and what happens when countries have to work together without anyone truly in charge. Students start with the basics of how the world is organized, looking at countries and the idea of sovereignty, then dig into the big international organizations like the United Nations, NATO, and the World Trade Organization to see what they can and cannot actually do. From there the unit looks at the players who hold power without being governments at all, like giant corporations, advocacy groups, and armed movements, and sorts out the difference between getting your way by force and getting your way by influence. The second half shifts to technology and the question of who really controls the internet, how governments use it to watch and control people, how false information gets used as a weapon between countries, and why no one has figured out how to govern artificial intelligence across borders. The Middle East comes up again and again as a place where all of this plays out. The unit wraps with a policy brief and a Global Internet Summit, where students take on the role of a real player and argue for what they think the rules of the internet should be.

Standards

5.4.12.A	-	Examine foreign policy perspectives, including realism, idealism, and liberalism.
5.4.12.B	-	Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties).
5.4.12.C	-	Evaluate the effectiveness of international organizations, both governmental and non-governmental.
5.4.12.D	-	Evaluate the role of mass media in world politics.
5.4.12.E	-	Compare and contrast the politics of various interest groups and evaluate their impact on foreign policy.
5.3.12.H	-	Evaluate the role of mass media in setting public agenda and influencing political life.
7.1.12.A	-	Use geographic tools to analyze information about the interaction between people, places, and the environment.
7.3.12.A	-	Analyze the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities
7.4.12.B	-	Analyze the global effects of human activity on the physical systems.
8.4.12.C	-	Evaluate how continuity and change have impacted the world today. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organization
8.4.12.D	-	Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.
CC.8.5.11-12.A	-	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CC.8.5.11-12.F	-	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
CC.8.5.11-12.H	-	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CC.8.5.11-12.I	-	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
CC.3.6.11-12.A	-	Write arguments focused on discipline-specific content. * Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. * Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and coun
CC.3.6.11-12.B	-	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. * Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. * Develop the topic thoroughly by selecting the most significant and rele
CC.3.6.11-12.G	-	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Essential Questions

- 1. Who holds power in the world, and how do they hold onto it?
- 2. What happens when no single authority is in charge? How do global problems get solved without a world government?
- 3. Who controls the internet, and why does that matter?
- 4. Can the same technology be a tool of liberation and a tool of repression at the same time?
- 5. When a country's interests conflict with international rules, which wins?
- 6. What does the Middle East teach us about the limits of international governance?

Objectives

1. Define sovereignty and explain why it is the foundational concept of the international system.
2. Describe the structure and purpose of the United Nations, NATO, the WTO, and the International Court of Justice.
3. Explain the difference between hard power and soft power and give examples of each.
4. Identify the major categories of non-state actors and describe how they shape global affairs.
5. Explain how the internet is physically governed, who controls its infrastructure, and why national governments want more control over it.
6. Describe digital authoritarianism using at least one specific country as a case study.
7. Explain how disinformation works as a geopolitical tool and why it spreads so effectively.
8. Analyze a geopolitical situation from multiple stakeholder perspectives, including perspectives students may personally disagree with.
9. Construct a written argument in policy brief form that is precise, evidence-based, and addresses counterarguments.
10. Evaluate competing claims and evidence on a contested global question.
11. Research and integrate information from authoritative sources into a coherent written product.

Key Vocabulary and Definitions

1. Sovereignty- The principle that a nation-state has supreme authority over its own territory and people, free from outside interference. Sovereignty is the foundational concept of the modern international system and the reason humanitarian intervention is so legally and politically contested.
2. Nation-State- A political unit in which a defined territory is governed by a central authority and inhabited by a population with a shared national identity. Most countries in the world are nation-states, though many borders were drawn by colonial powers with little regard for the people living inside them.
3. Intergovernmental Organization (IGO)- An international body created by treaties between sovereign states to coordinate action on shared problems. Examples include the United Nations, NATO, the World Trade Organization, the African Union, and the European Union.
4. Non-State Actor- Any organization or individual that holds significant influence in international affairs but is not a government. This includes multinational corporations, nongovernmental organizations, international media outlets, and armed groups such as terrorist networks or militias.
5. Hard Power -The use of military force or economic coercion to influence other countries' behavior. Hard power tools include military intervention, sanctions, and the credible threat of either.
6. Soft Power -The ability to shape what others want rather than what they do, by making your culture, values, and institutions attractive. The term was coined by political scientist Joseph Nye and applies to things like cultural exports, diplomacy, and the appeal of a country's political model.
7. Multilateralism -An approach to international relations in which multiple countries coordinate their actions together, typically through shared institutions and rules. It stands in contrast to unilateralism, which means acting alone.
8. Veto Power -The right held by the five permanent members of the UN Security Council (the United States, Russia, China, the United Kingdom, and France) to block any substantive resolution regardless of how many other members support it. The veto is one of the clearest illustrations of how power actually operates in the international system.
9. Digital Authoritarianism- The use of digital technology by governments to surveil, control, and manipulate their populations. This includes internet shutdowns, social media monitoring, facial recognition systems, and large-scale censorship infrastructure.
10. Internet Governance- The set of rules, norms, and decision-making processes that shape how the internet develops and operates. No single body governs the internet. It is managed by a mix of private companies, technical standards organizations, national governments, and international bodies, which is why it is so difficult to regulate.
11. Disinformation- False or misleading information that is deliberately spread with the intent to deceive. It is distinguished from misinformation, which is false information spread without deliberate intent. Disinformation is increasingly used as a geopolitical weapon by state and non-state actors alike.
12. Surveillance Capitalism- An economic model in which companies collect massive amounts of personal data and use it to predict and shape human behavior for profit. (The term was coined by scholar Shoshana Zuboff to describe the business model of companies like Google and Meta).
13. Platform Governance- The internal rules and policies that major technology platforms use to decide what content is allowed, promoted, or removed. Because these platforms operate globally but are headquartered primarily in the United States, their decisions about content carry enormous geopolitical weight.
14. Proxy War- A conflict in which two or more major powers support opposing sides of a war fought by others, using that conflict as a battleground for their own competition while avoiding direct military confrontation. Yemen and Syria are contemporary examples in which outside powers have fueled conflicts without fighting each other directly.

Unit Learning Activities

ATB: If a country is committing human rights abuses against its own citizens, does the rest of the world have the right to intervene?
Mini Lectures
Map Activity
World101 by CFR, 'International Order' module
Jigsaw international organizations activity with 3 sentence summary before presentations
ATB: how does a country get other countries to do what it wants? how does a country make other countries want to be like it? (Qatar is a good example)
Hard vs Soft Power
Disinformation https://story-maker.org/library/mediawise-toolkit/
China's Great Firewall and Arab Spring Case Studies

Unit Resources

facinghistory.org
gapminder.org
IGO Readings
Disinformation

Assessments (Formative and Summative)

Formative

ATB
Exit Tickets: In two sentences, explain one way a government can control what its citizens see online and one reason that control is difficult to maintain completely
Jigsaw Summary
Mediawise (Disinformation)
Position Statements

Summative

Policy Brief Project

Curriculum Writer(s)

Anthony Lanfrank

Board Approval Date

Global Issues (Curriculum In Progress)
Human Rights and Human Dignity

Unit Description

This unit is about the idea that every human being has rights simply for being human, and about what happens when that idea collides with the reality of how people are actually treated. Students start by asking where human rights come from and whether they are truly universal or just one culture's values dressed up as global rules. They study the documents that tried to put the idea into writing, above all the Universal Declaration of Human Rights, which was drafted after the world looked at the Holocaust and said never again. From there the unit turns to the hard part: rights are violated constantly, and the world has struggled to agree on when and how to step in. Students examine genocide and crimes against humanity as the most extreme violations, study how international courts have tried to hold people accountable, and wrestle with why the same standard gets applied unevenly depending on who holds power. The unit closes by turning the lens on the students' own country, asking them to apply the same human rights frameworks to the history of how the United States treated Native Americans. The project is a set of tribunals in which students prosecute and defend real historical atrocities using documented evidence, and the individual assessment asks each student to build a legal case about an American case using the exact standard they applied to everyone else.

Standards

8.1.12.A	-	Evaluate patterns of continuity and rates of change over time, applying context of events.
8.1.12.B	-	Evaluate the interpretation of historical events and sources, considering the use of fact versus opinion, multiple perspectives, and cause and effect relationships.
8.1.12.C	-	Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
8.4.12.A	-	Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
8.4.12.B	-	Evaluate the importance of historical documents, artifacts, and sites which are critical to world history.
8.4.12.D	-	Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.
8.3.12.D	-	Evaluate how conflict and cooperation among groups and organizations in the U.S. have influenced the growth and development of the world. Ethnicity and race Working conditions Immigration Military conflict Economic stability
5.1.12.E	-	Analyze and assess the rights of people as written in the PA Constitution and the US Constitution.
5.2.12.B	-	Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
5.4.12.C	-	Evaluate the effectiveness of international organizations, both governmental and non-governmental.

Essential Questions

- 1. Where do human rights come from, and are they truly universal or just one culture's values?
- 2. What is the difference between a wrong, a crime, and a crime against all of humanity?
- 3. When a government abuses its own people, does the rest of the world have the right, or the duty, to step in?
- 4. Why does the same human rights standard get applied to some countries and not others?
- 5. Can a nation be held accountable for what it did in the past, under standards that did not legally exist at the time?
- 6. If we apply the same standard to ourselves that we apply to others, what do we find?

Objectives

1. Explain the origins of the modern human rights framework and the role the Holocaust played in creating it.
2. Describe the purpose and key ideas of the Universal Declaration of Human Rights.
3. Define genocide and crimes against humanity using the actual legal definitions, including the 1948 Genocide Convention.
4. Describe how international tribunals such as Nuremberg, the ICTR (Rwanda), and the ICTY (Yugoslavia) have worked to hold perpetrators accountable.
5. Explain the tension between national sovereignty and the international protection of human rights.
6. Identify several major documented atrocities of the twentieth century and the conditions that produced them.
7. Analyze primary source accounts and documented evidence and use them to support an argument
8. Apply the 1948 Genocide Convention's legal definition of genocide, including the element of intent, to a documented historical atrocity and determine whether the case meets that threshold.
9. Use survivor testimony, treaties, official orders, and other primary source records as evidence to support a prosecution or defense argument, citing those accounts the way an attorney cites witness testimony.
10. Construct and deliver either a prosecution case, arguing the legal threshold for genocide or crimes against humanity is met, or a defense case, arguing that intent cannot be proven, the threshold is not met, or historical context complicates the charge, and respond to the opposing team's arguments in real time.
11. Apply the same Genocide Convention and crimes against humanity definitions used on the international cases to the documented history of United States treatment of Native Americans, building a prosecution or defense case from the historical record.

Key Vocabulary and Definitions

1. Human Rights - Rights that belong to every person simply because they are human, regardless of nationality, race, religion, gender, or any other status. They are considered universal, meaning they apply to everyone everywhere, and inalienable, meaning they cannot be taken away.
2. Human Dignity - The idea that every human being has inherent worth and deserves to be treated with respect. Human dignity is the foundation that most human rights documents build on.
3. Universal Declaration of Human Rights (UDHR) - A document adopted by the United Nations in 1948 that lists the basic rights and freedoms to which all people are entitled. It was a direct response to the atrocities of World War II and remains the foundation of modern human rights law.
4. Genocide - Acts committed with the intent to destroy, in whole or in part, a national, ethnic, racial, or religious group. The term was created in 1944 and defined in law by the 1948 Genocide Convention. Intent is what separates genocide from other mass violence.
5. Crimes Against Humanity - Serious attacks on human dignity committed as part of a widespread or systematic attack against a civilian population, including murder, enslavement, torture, and forced deportation. Unlike genocide, they do not require intent to destroy a specific group.
6. Genocide Convention (1948) - The international treaty that defined genocide as a crime under international law and obligated signing nations to prevent and punish it. It was the first human rights treaty adopted by the UN General Assembly.
7. Nuremberg Trials - The military tribunals held after World War II in which leaders of Nazi Germany were prosecuted for war crimes and crimes against humanity. Nuremberg established the principle that individuals, including government officials, can be held personally accountable under international law.
8. International Tribunal - A court established to prosecute individuals for serious international crimes such as genocide and crimes against humanity. Examples include the ICTR for Rwanda, the ICTY for the former Yugoslavia, and the permanent International Criminal Court (ICC).
9. Sovereignty vs. Intervention - The central tension of human rights enforcement. Sovereignty says a country controls its own affairs without outside interference. Intervention is the idea that the world may step in when a government abuses its own people. The two principles directly conflict.
10. Perpetrator, Victim, Bystander - Three roles in any atrocity. The perpetrator commits the harm, the victim suffers it, and the bystander witnesses it and chooses whether to act. Human rights education pays special attention to the bystander, because that is the role most people occupy.
11. Primary Source Account - A firsthand record of an event created by someone who experienced or witnessed it, such as a survivor's testimony, a letter, a photograph, or an official document. Primary sources are the core evidence in any historical case.
12. Universal vs. Relative - A central debate in human rights. The Universalist view holds that some rights apply to all people everywhere. The relativist view holds that values differ across cultures and that outsiders should be cautious about imposing their standards. The debate matters for deciding when intervention is justified.

Unit Learning Activities

ATB: list the rights every person should have, no matter where they live
List comparison to Universal Declaration of Human Rights --> Are these rights truly universal?
Facing History PDF
Holocaust Review -->Focus on the bystander
Roles People Play Bystander Activity
Define genocide using the actual 1948 Genocide Convention language, and distinguish it from crimes against humanity and war crimes
Justice Activity

Unit Resources

facinghistory.org
gapminder.org
Holocaust Museum
Universal Declaration of Human Rights

Assessments (Formative and Summative)

Formative
ATBs and Exit Tickets
Bystander Activity
Justice Activity

Summative
Tribunal Project
Individual Case Application Project

Curriculum Writer(s)

Anthony Lanfrank

Board Approval Date

Global Issues (Curriculum In Progress)
Global Inequality and Migration

Unit Description

This unit is about why the world is unequal and what happens when people move because of it. Students start with the shape of global inequality itself, looking at who has what, how the gap got so wide, and why some countries got rich while others stayed poor. They examine the arguments about what causes poverty and what actually reduces it, including trade, aid, colonialism, geography, and the choices governments make. The second half turns to the consequences: people move. Students study why people migrate, the legal difference between a refugee and a migrant, what the Refugee Convention actually requires of countries, and how wealthy nations respond when people show up at their borders. The unit closes with a policy simulation in which students act as a national resettlement policy team working under a real budget and a real admissions cap. They design an actual policy, discover that every choice costs something else, and then see who their policy would and would not have let in. The point is not that the choices are easy. The point is that scarcity is real, and that the constraints students inherit were built by decisions made long before anyone reached the border.

Standards

6.1.12.C	-	Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.
6.1.12.D	-	Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.
6.1.12.A	-	Predict the long-term consequences of decisions made because of scarcity.
6.1.12.B	-	Evaluate the economic reasoning behind a choice. Evaluate effective allocation of resources for the production of goods and services.
6.2.12.H	-	Evaluate the economic roles of governments.
6.3.12.D	-	Evaluate the role that governments play in international trade.
6.4.12.B	-	Assess the growth and impact of international trade around the world.
7.1.12.A	-	Use geographic tools to analyze information about the interaction between people, places, and the environment.
7.3.12.A	-	Analyze the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities
8.2.12.A	-	Evaluate the role groups and individuals from Pennsylvania played in the social, political, cultural, and economic development of the US and the world.
5.2.12.B	-	Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
5.4.12.C	-	Evaluate the effectiveness of international organizations, both governmental and non-governmental.

Essential Questions

- 1. Why are some countries rich and others poor? How much of it is history, geography, or choice?
- 2. Is global inequality a problem to be solved, or just the way the world is?
- 3. What is the difference between someone who chooses to move and someone who has no choice?
- 4. What does a country owe to people who are not its citizens?
- 5. When resources are limited, who decides who gets help, and on what basis?
- 6. Who built the constraints we say we are stuck with?

Objectives

1. Describe the shape of global inequality using real data, including how wealth and income are distributed across and within countries.
2. Explain the major competing explanations for why some countries are wealthy and others are not, including colonialism, geography, institutions, and trade.
3. Distinguish between economic migrants, refugees, asylum seekers, and internally displaced persons, using the legal definitions.
4. Explain what the 1951 Refugee Convention requires of signatory countries.
5. Describe how refugee resettlement actually works, including who screens applicants, who pays, and how few people are resettled relative to need.
6. Explain the concept of opportunity cost and apply it to public policy decisions about limited resources.
7. Interpret data on global income, wealth, and migration to draw supported conclusions about inequality.
8. Analyze how scarcity constrains a government's policy choices
9. Design a national refugee resettlement policy within a fixed budget and admissions cap, allocating limited resources across competing priorities
10. Evaluate a policy by applying it to real cases and assessing who it includes and who it excludes

Key Vocabulary and Definitions

1. Global Inequality - The uneven distribution of income, wealth, and opportunity across the world's population. It has two parts: inequality between countries and inequality within them. In recent decades the gap between countries narrowed while the gap inside many countries grew.
2. Absolute vs. Relative Poverty - Absolute poverty means lacking the basic resources needed to survive, measured by a fixed international line. Relative poverty means having far less than most people in your own society. A person can escape absolute poverty and still be poor relative to their neighbors.
3. GDP per Capita - A country's total economic output divided by its population. It is the most common measure of national wealth, but it hides how that wealth is distributed and ignores unpaid work and environmental cost.
4. Human Development Index (HDI) - A measure that combines income, life expectancy, and education to assess how well a country is doing at improving people's actual lives. It was created because GDP alone was a poor measure of human wellbeing.
5. Opportunity Cost - What you give up when you choose one option over another. Every policy decision has an opportunity cost, because money and resources spent on one thing cannot be spent on something else. This is the central idea behind the unit project.
6. Scarcity - The basic economic condition that resources are limited while wants and needs are not. Scarcity forces choices. It does not, however, determine which choices get made.
7. Migrant - A broad term for any person who moves from one place to another, whether across borders or within a country, and whether by choice or by force. All refugees are migrants, but not all migrants are refugees.
8. Refugee - Under the 1951 Refugee Convention, a person who has fled their country because of a well-founded fear of persecution based on race, religion, nationality, political opinion, or membership in a particular social group, and who cannot safely return. Refugee is a specific legal status, not a description of hardship.
9. Asylum Seeker - A person who has applied for protection as a refugee but whose claim has not yet been decided. Every recognized refugee was first an asylum seeker, and some asylum seekers are found not to qualify.
10. Internally Displaced Person (IDP) - Someone forced from their home who has not crossed an international border. IDPs vastly outnumber refugees worldwide, but because they remain inside their own country, they are not protected by the Refugee Convention.
11. Non-refoulement - The core legal obligation of the Refugee Convention. It forbids a country from returning a person to a place where they face a serious threat to their life or freedom. It applies even to people who arrived without permission.
12. Resettlement - The transfer of refugees from the country they first fled to, to a third country that has agreed to admit them permanently. Fewer than one percent of the world's refugees are resettled in any given year. Most remain in countries neighboring the one they fled.
13. Push and Pull Factors - Push factors drive people away from a place, such as war, persecution, disaster, or lack of work. Pull factors draw people toward a place, such as safety, jobs, family, or education. Most migration decisions involve both at once.
14. Remittances - Money sent home by people working in another country. Globally, remittances exceed all foreign aid combined, which means migrants themselves are among the largest sources of development funding for poorer countries.
15. Brain Drain - The emigration of highly educated or skilled people from a country that needs them, often to wealthier nations offering better pay. It transfers the cost of training a doctor or engineer from the rich country to the poor one.

Unit Learning Activities

What the World Actually Looks Like
Why Are Some Countries Rich?
What Actually Reduces Poverty?
Why People Move: The Hardest Decision
Who Counts? The Legal Categories of Migration
How Resettlement Actually Works

Unit Resources

facinghistory.org
United Nations Refugees
gapminder.org

Assessments (Formative and Summative)

Formative
Estimation exercise
Four-corners position
ATBs and Exit Tickets
Definitions

Summative
The Resettlement Policy Simulation

Curriculum Writer(s)

Anthony Lanfrank

Board Approval Date

Global Issues (Curriculum In Progress)
Environment and Sustainability

Unit Description

This unit asks students to treat the environment as a set of decisions rather than a set of disasters. Every problem in these fifteen days started with somebody choosing the cheaper option, the faster option, or the option that pushed a cost onto people who were not in the room.

Flint is the anchor. Students spend two days on it because it is small enough to hold in your head and documented well enough that they can see exactly who signed off on what. Once they have traced one decision chain start to finish, they have a tool they can point at anything else in the unit.

From there the unit widens out. Water scarcity in the Jordan River basin and along the Nile shows the same math playing out between countries instead of between agencies. Energy tradeoffs give students numbers to argue with. The externality work gives them the vocabulary for why a cost can be real and still invisible. The last block asks why international environmental agreements almost never have teeth.

The Middle East threads through the unit rather than sitting in its own lesson. It shows up in the water block through the Jordan basin and Gulf desalination, and again in the energy block through the Saudi and Emirati pivot toward solar. Students should finish the unit understanding that the region's environmental politics are inseparable from its economics.

Standards

7.1.12.A	-	Use geographic tools to analyze information about the interaction between people, places, and the environment.
7.1.12.B	-	Assess how physical changes to a region may have global impact.
7.4.12.B	-	Analyze the global effects of human activity on the physical systems.
7.2.12.A	-	Analyze the physical characteristics of places and regions, including the interrelationships among the components of Earth’s physical systems.
6.1.12.C	-	Analyze the opportunity cost of decisions made by individuals, businesses, communities, and nations.
6.1.12.D	-	Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.
6.2.12.I	-	Evaluate government decisions to provide public goods.
5.4.12.C	-	Evaluate the effectiveness of international organizations, both governmental and non-governmental.
5.2.12.B	-	Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
8.1.12.C	-	Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
8.4.12.C	-	Evaluate how continuity and change have impacted the world today. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organization

Essential Questions

- 1. When protecting the environment costs somebody something, who should pay, and who decides?
- 2. How does a decision that looks reasonable on paper end up poisoning a city?
- 3. When two countries need the same river, what actually settles it?
- 4. Why does every energy source look bad in at least one column?
- 5. If a cost never shows up in the price, does anybody pay it?
- 6. Why did the world fix the ozone hole and not carbon emissions?

Objectives

1. Trace an environmental failure back through the specific decisions and agencies that produced it.
2. Explain how shared water systems create conflict when allocation exceeds supply, using the Jordan basin, the Nile, and the Colorado.
3. Compare energy sources across cost, emissions, land use, reliability, and employment, and explain why no source dominates.
4. Explain how oil-dependent economies weigh diversification against current revenue.
5. Identify externalities in a market transaction and evaluate regulation, pricing, and inaction as government responses.
6. Account for the difference in outcome between the Montreal Protocol and the Paris Agreement.
7. Anticipate the strongest objection to your own position and answer it with evidence

Key Vocabulary and Definitions

1. Sustainability - Using a resource at a rate that does not use it up or wreck the system that produces it.
2. Externality - A cost or benefit of an activity that falls on someone who was not part of the decision.
3. Opportunity cost - What you give up when you choose one option over another.
4. Scarcity - The gap between what people want and the resources available to supply it.
5. Common pool resource - A resource nobody owns and everybody can draw from, like a fishery, an aquifer, or the atmosphere.
6. Tragedy of the commons - The pattern where each user takes what is rational for them alone and the shared resource collapses for all of them.
7. Watershed - The land area that drains into a particular river, lake, or basin.
8. Aquifer - An underground layer of rock or sediment that holds groundwater.
9. Desalination - Removing salt from seawater to make it drinkable, usually at high energy cost.
10. Capacity factor - The share of the time a power plant actually produces electricity compared to running full out all year.
11. Baseload - The steady minimum amount of power a grid has to supply around the clock.
12. Carbon pricing - Putting a dollar cost on emissions, either through a tax or a permit market, so the cost shows up in the price.
13. Environmental justice - The idea that environmental harms and protections should not be handed out along lines of race or income.
14. Resource curse - The pattern where countries rich in one valuable resource often end up with weaker economies and governments than countries without it.
15. Mitigation - Action taken to reduce the size of a problem, such as cutting emissions.
16. Adaptation - Action taken to live with a problem that is already happening, such as building sea walls.
17. Nonbinding agreement - An international agreement that sets goals but has no enforcement if a country ignores it.
18. Life cycle cost - The full cost of something across its whole life, including building it, running it, maintaining it, and taking it apart.

Unit Learning Activities

Flint Water Activity
Water Tradeoff
Electricity Tradeoff
Who pays the Bill
Commons Governance Comparison

Unit Resources

facinghistory.org
gapminder.org

Assessments (Formative and Summative)

Formative
Unit activities, ATBs, Exit Tickets

Summative
End of unit project

Curriculum Writer(s)

Anthony Lanfrank

Board Approval Date

1_Grade 8 Reading (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	1st MP
Module 2:	2nd MP
Module 3:	3rd MP
Module 4:	4th MP

1_Grade 8 Reading (Curriculum In Progress)
1st MP

Unit Description

Unit Description 1

The "Everyone Loves a Mystery" unit introduces 8th-grade students to the genre of mystery and suspense through the essential question, "What attracts us to the mysterious?" Students read and analyze four texts — Edgar Allan Poe's "The Black Cat," "The Bells," and "The Cask of Amontillado," and Shirley Jackson's "The Lottery" — building skills in vocabulary acquisition and morphology, close reading, textual evidence, point of view, dramatic irony, allusion, theme, poetic structure, and literary analysis writing. An author's study biographical research project introduces informative writing and research skills alongside the literary texts. Throughout the unit, students engage in text-dependent analysis writing, collaborative discussion, and grammar/mechanics instruction, writing routinely across a range of time frames — from short, single-sitting vocabulary and comprehension responses to extended, multi-day TDA and research writing — for a variety of purposes and audiences, culminating in vocabulary quizzes, TDAs, and grammar activities.

Standards

CC.1.2.8.B	-	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
CC.1.2.8.C	-	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
CC.1.2.8.G	-	Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
CC.1.2.8.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.8.K	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.8.A	-	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CC.1.3.8.B	-	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
CC.1.3.8.C	-	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CC.1.3.8.D	-	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
CC.1.3.8.F	-	Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.
CC.1.3.8.G	-	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.
CC.1.3.8.H	-	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
CC.1.3.8.I	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.8.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.8.K	-	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.8.A	-	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
CC.1.4.8.B	-	Identify and introduce the topic clearly, including a preview of what is to follow.
CC.1.4.8.C	-	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other

		information and examples; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.8.D	-	Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.8.E	-	Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to inform about or explain the topic. * Use sentences of varying lengths and complexities * Create tone and voice though precise language. * Establish and maintain a formal style.
CC.1.4.8.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.8.S	-	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.8.T	-	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CC.1.5.8.A	-	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
CC.1.2.8.F	-	Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
CC.1.4.8.X	-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
CC.1.5.8.C	-	Analyze the purpose of information presented in diverse media formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.

Essential Questions

- What attracts us to the mysterious?

Objectives

Author's Study - Edgar Allan Poe

Introduction / Author's Study
Students will read about Poe's life and works as introduced in Poe's Great Tales and Poems (with supplemental research as needed) to build background knowledge and set a purpose for studying the historical period that influenced his work. Students will create a timeline project representing key events in Poe's life and era.

Skill: Reading Comprehension
Students will use reading comprehension strategies to develop and deepen understanding of increasingly complex texts.

Skill: Context Clues
Students will determine the meaning of unfamiliar words using context clues — definitions, comparisons, contrasts, and examples.

Skill: Informative/Explanatory Writing
Using their research, students will write a short informative piece accompanying their timeline that introduces Poe's life and era, develops the topic with well-chosen facts and details, organizes events chronologically with clear transitions, and ends with a concluding statement.

***

Using The Key Comprehension Routine to address these topics, strategies, and skills:

- **Five Components of Reading:** phonemic awareness, phonics, fluency, vocabulary, and comprehension
- **Comprehension Instruction:** strategies/metacognition, text structure, vocabulary, background knowledge
- **Critical thinking:** for close, analytic reading of both narrative and expository text
- **Text structure knowledge:** at the sentence, paragraph, and longer text levels
- **I, We, You instruction:** strategies are taught explicitly through modeling and think-aloud, guided practice is provided, and scaffolds are gradually released as students become independent users of the strategies

- **Main idea skills:** categorizing information and vocabulary, identifying main ideas at the paragraph level, and identifying central ideas in lengthier text
- **Top-down topic webs:** a graphic organizer that represents the major topics and big ideas of any content that is read, said, or done
- **Two-column notes:** a note-taking format that supports active reading and listening
- **Summarizing:** students comprehend and synthesize the main ideas from any content that is read, said, or done
- **Generating questions:** students create and answer questions along a continuum of thinking using Bloom's Taxonomy based on content that is read, said, or done

***

"The Black Cat" by Edgar Allan Poe.

Introduction: "The Black Cat"
Students will read the Study Sync introduction and view the companion video to build background knowledge and set a purpose for reading "The Black Cat" by Edgar Allan Poe.

Skill: Vocabulary Acquisition and Use
Before reading, students will determine the meaning of key vocabulary using context clues, word parts (morphology, including word sums, affixes, base words, and roots), and part of speech.

First Read: "The Black Cat" — Skill: Key Ideas and Details / Vocabulary in Context
Students will read and discuss the text, demonstrating comprehension by citing textual evidence to support responses and using context clues to determine the meaning of unfamiliar vocabulary.

Close Read: "The Black Cat" — Skill: Craft, Structure, and Textual Evidence
Students will annotate the text to pose questions, trace the development of an idea, and respond to key passages. Following close reading and discussion, students will cite textual evidence to make inferences and analyze the narrator's word choice, tone, story elements, and literary devices.

Skill: Point of View and Dramatic Irony
Students will examine how the gap between the unreliable narrator's self-perception and the reader's awareness of his guilt creates dramatic irony and shapes the story's suspense.

Skill: Speaking and Listening — Collaborative Discussion
Students will participate in small-group or whole-class discussion of the narrator's reliability and the story's themes, posing questions, responding to peers, and building on others' interpretations with textual support.

Skill: Text-Dependent Analysis / Literary Argument Writing
After reviewing a model, students will respond to open-ended prompts, using evidence from the text to support literary analysis. Students will draft using a graphic organizer, revise using peer or teacher feedback, and produce a final draft.

Medium Evaluation (optional) — Skill: Comparing Mediums
After reading the story, students will analyze and evaluate a video adaptation, comparing how tone and suspense are represented across print and visual mediums, and consider what commercial or artistic motives may have shaped the adaptation's choices.

***

"The Bells" by Edgar Allan Poe

Introduction: "The Bells"
Students will read the Study Sync introduction and view the companion video to build background knowledge and set a purpose for reading "The Bells" by Edgar Allan Poe.

Skill: Vocabulary Acquisition and Use
Before reading, students will determine the meaning of key vocabulary using context clues, word parts (morphology, including word sums, affixes, base words, and roots), and part of speech.

First Read: "The Bells" — Skill: Key Ideas and Details / Vocabulary in Context
Students will read and discuss the text, demonstrating comprehension by citing textual evidence to support responses and using context clues to determine the meaning of unfamiliar vocabulary.

Close Read: "The Bells" — Skill: Craft, Structure, and Textual Evidence

Students will annotate the text to pose questions, trace the development of an idea, and respond to key stanzas. Following close reading and discussion, students will cite textual evidence to make inferences and analyze the poet's word choice, tone, poetic elements, and poetic devices.

Skill: Poetic Structure and Elements
After rereading a modeled close read, students will analyze how structural choices — punctuation, line length, and sound devices — affect the poem's meaning, mood, and style across the poem's four sections.

Skill: Tone Shift and Sound Devices
Students will examine how the poem's shifting tone — from joyful to alarmed to terrified to somber — is achieved through changes in sound devices such as onomatopoeia, alliteration, and repetition.

Skill: Speaking and Listening — Collaborative Discussion
Students will participate in small-group or whole-class discussion of the poem's shifting tone and use of sound devices, posing questions, responding to peers, and building on others' interpretations with textual support.

Skill: Text-Dependent Analysis / Literary Argument Writing
After reviewing a model, students will respond to open-ended prompts, using evidence from the text to support literary analysis. Students will draft using a graphic organizer, revise using peer or teacher feedback, and produce a final draft.

Medium Evaluation (optional) — Skill: Comparing Mediums
After reading the poem, students will analyze and evaluate a video adaptation, comparing how tone and suspense are represented across print and visual mediums, and consider what commercial or artistic motives may have shaped the adaptation's choices.

***

"The Lottery" by Shirley Jackson

Introduction: "The Lottery"
Students will read the Study Sync introduction and view the companion video to build background knowledge and set a purpose for reading "The Lottery" by Shirley Jackson.

Skill: Vocabulary Acquisition and Use
Before reading, students will determine the meaning of key vocabulary using context clues, word parts (morphology, including word sums, affixes, base words, and roots), and part of speech.

First Read: "The Lottery" — Skill: Key Ideas and Details / Vocabulary in Context
Students will read and discuss the text, demonstrating comprehension by citing textual evidence to support responses and using context clues to determine the meaning of unfamiliar vocabulary.

Close Read: "The Lottery" — Skill: Craft, Structure, and Textual Evidence
Students will annotate the text to pose questions, trace the development of an idea, and respond to key passages. Following close reading and discussion, students will cite textual evidence to make inferences and analyze motifs, story elements, and literary devices.

Skill: Point of View and Dramatic Irony
Students will examine how Jackson's detached, third-person narration withholds the true nature of the lottery, creating a gap between the townspeople's casual behavior and the reader's mounting unease.

Skill: Theme and Central Idea
Students will identify a theme and analyze its development over the course of the text, including its relationship to the characters, setting, plot, and other literary elements.

Skill: Allusion / Traditional Patterns
Students will identify allusion in the text and analyze how it draws on themes, events, or character types from myths, traditional stories, or religious works, describing how Jackson renders this material new in a contemporary small-town setting.

Skill: Speaking and Listening — Collaborative Discussion
Students will participate in small-group or whole-class discussion of the story's tradition and conformity themes, posing questions, responding to peers, and building on others' interpretations with textual support.

Skill: Text-Dependent Analysis / Literary Argument Writing
After reviewing a model, students will respond to open-ended prompts, using evidence from the text to support literary analysis.

Students will draft using a graphic organizer, revise using peer or teacher feedback, and produce a final draft.

Medium Evaluation (optional) — Skill: Comparing Mediums
After reading the story, students will analyze and evaluate a video adaptation, comparing how tone and suspense are represented across print and visual mediums, and consider what commercial or artistic motives may have shaped the adaptation's choices.

***

"The Cask of Amontillado" by Edgar Allan Poe

Introduction: "The Cask of Amontillado"
Students will read the Study Sync introduction and view the companion video to build background knowledge and set a purpose for reading "The Cask of Amontillado" by Edgar Allan Poe.

Skill: Vocabulary Acquisition and Use
Before reading, students will determine the meaning of key vocabulary using context clues, word parts (morphology), and part of speech.

First Read: "The Cask of Amontillado" — Skill: Key Ideas and Details / Vocabulary in Context
Students will read and discuss the text, demonstrating comprehension by citing textual evidence to support responses and using context clues to determine the meaning of unfamiliar vocabulary.

Close Read: "The Cask of Amontillado" — Skill: Craft, Structure, and Textual Evidence
Students will annotate the text to pose questions, trace the development of an idea, and respond to key passages. Following close reading and discussion, students will cite textual evidence to make inferences and analyze Montresor's word choice, tone, and use of dramatic irony.

Skill: Point of View and Narrator Reliability
Students will examine how Montresor's first-person narration — confident, controlled, and unapologetic — shapes the reader's understanding of his motive and reveals his unreliability as a narrator.

Skill: Speaking and Listening — Collaborative Discussion
Students will participate in small-group or whole-class discussion of Montresor's reliability and motive for revenge, posing questions, responding to peers, and building on others' interpretations with textual support.

Skill: Text-Dependent Analysis / Literary Argument Writing
After reviewing a model, students will respond to open-ended prompts, using evidence from the text to support literary analysis. Students will draft using a graphic organizer, revise using peer or teacher feedback, and produce a final draft.

Medium Evaluation (optional) — Skill: Comparing Mediums
After reading the story, students will analyze and evaluate a video adaptation, comparing how tone and suspense are represented across print and visual mediums, and consider what commercial or artistic motives may have shaped the adaptation's choices.

***

Skill: Grammar / Mechanics
Students will sharpen their grammar and editing skills through targeted practice with parts of speech and punctuation using NoRedInk, StudySync, and direct instruction.

- Identifying Nouns
- Abstract Nouns
- Concrete Nouns
- Identifying Verbs
- Multiple Verbs
- Types of Verbs
- Verb-Tense Consistency and Shifts
- Identifying Pronouns
- Identifying Antecedents
- Pronoun and Antecedent agreement
- Possessives
- Plural Possessives
- Subjective Pronouns
- Objective Pronouns

- Reflexive Pronouns
- Inappropriate shifts in pronoun number or person
- Recognize and correct vague pronouns
- Commas for Clarity
- Commas for Items in a Series
- Commas for Introductory Elements
- Commas for Formatting
- Dashes and Hyphens (Study Sync Skills lesson only)
- Commas, parentheses, and dashes to set off non-restrictive elements

Key Vocabulary and Definitions

Skill: Key Vocabulary and Definitions

Students will build vocabulary through morphological analysis, direct instruction, StudySync practice, and supplemental materials to strengthen word acquisition and application, while reinforcing spelling patterns tied to studied prefixes, suffixes, and roots.

"The Black Cat" Vocabulary:

atrocity - a horrible, vicious act that is considered immoral or criminal
atroc + ity
cruel quality, state or condition (creates a noun)

bravado - an act of confidence intended to intimidate or impress others
brav + ado
brave action, state, or product of an act

conflagration - a fire of considerable size
con + flagr + ation
with/(intensive) burn action process or result of

disposition - the general mood or attitude of a person
dis + posit + tion
apart to put in place an act, state or condition

docility - the state or quality of being submissive or easily controlled
doc + il + ity
teach/accept capacity quality, state or condition (creates a noun)

possess - to take control of something or someone (said of an evil spirit or passion)
pos + sess (sed)
having power to sit

succinctly - with concise and precise brevity; to the point
suc + cinct + ly
under/beneath surround/bind in the manner of

"The Bells" Vocabulary

alarum - an archaic word for alarm
al + arum
To arm together
derives from the Italian word all'arme ("to arms").

ditty - a simple, short song

euphony - a pleasing sound
eu + phony
good sound/voice

molten - made liquid by heat

runic - having a secret meaning

tintinnabulation - the lingering sound of a ringing bell that occurs after the bell has been struck

voluminously - in a very large or vast manner

volumin	+	ous	+	ly
roll/bulk		full of		in the manner of

"The Lottery" Vocabulary

assembled - the state of being gathered together

as	+	sem	+	ble	+	ed
toward		same/together		indicates adj or verb		past tense

lapse - to run out, to end

lottery - an event in which the result is determined by chance

lot	+	ery
Object of chance		practice or process

paraphernalia - objects used for a particular purpose or activity

para	+	phern	+	alia
beside	+	to carry		plural

perfunctory - done in a hurry and as a matter of routine

per	+	funct	+	ory
Through		perform/execute		having the nature of / relating to

tradition - a long-established and inherited custom or practice

tra	+	dit	+	ion
across		give		process/action

"The Cask of Amontillado" Vocabulary

abscond - to escape secretly

abs	+	cond
away from		hide/flee

accost - to approach in order to speak to someone, usually in a bold or aggressive manner

ac	+	cost
toward		side

colossal - huge or very great in size

coloss	+	al
gigantic		Having characteristics of

repose - to remain motionless or concealed

re	+	pose
again, back	+	place

retribution - punishment

re	+	tribut(e)	+	ion
again, back		to assign, pay		Action or process

***

Literary/Poetic Elements:

"The Black Cat"

- Allusion - a brief, indirect, and often unexplained reference to a famous person, place, event, literary work, or myth, designed to bring deeper meaning to the text without explicit explanation. It relies on the reader's shared knowledge to create connections, enhancing context, imagery, or irony.
- Character - distinctive features of a character in a story.

- Characterization - the way in which an author presents a character in a story, including describing words, actions, thoughts, and impressions of that character.
- Chronological Order - the arrangement of events, actions, or ideas in the sequence they occurred in time, starting from the earliest and moving toward the most recent.
- Conflict - the essential struggle between opposing forces—typically a protagonist and an antagonist, obstacle, or internal dilemma—that drives the plot forward.
- Foreshadowing - giving clues to upcoming events in a story.
- Inference - a conclusion based on facts, data, or evidence.
- Irony - a figure of speech in which the literal meaning of the words is the opposite of their intended meaning.
- Narrator - The narrator is the voice/person that tells the story.
- Narrator's Tone - the attitude, emotion, or persona the narrator conveys toward the subject matter, characters, or audience.
- Plot - the literary element that provides the structure of the action of a story, which may include rising action, climax, and falling action leading to a resolution or denouement.
- Point of View - the position from which a story is told. First-person point of view is told from the perspective of one character, using the pronoun I. The third-person point of view is told from a narrator using pronouns such as he or she; it can be omniscient (all-knowing) or limited.
- Repetition - the use of repeated words or phrases in a poem for rhythmic effect or emphasis.
- Setting - the literary element that includes time, place, and physical and psychological background in which a story takes place.
- Statement and Evidence - a statement (or claim) is a debatable, analytical argument about a text that requires defense, while evidence consists of specific details—quotes, paraphrases, or summaries—that support this argument.
- Symbolism - the use of one thing to represent something else to represent an idea in a concrete way.
- Tense - the way in which verbs indicate past, present, and future time of action.
- Theme - Theme is the overall idea or message about life in a text. It is usually not stated in the text.

"The Bells"

- Alliteration - a literary device that uses the repetition of the initial sounds in neighboring words or stressed syllables.
- Allusion - a brief, indirect, and often unexplained reference to a famous person, place, event, literary work, or myth, designed to bring deeper meaning to the text without explicit explanation. It relies on the reader's shared knowledge to create connections, enhancing context, imagery, or irony.
- Assonance - the repetition of a vowel sound within a group of words, sometimes used by poets to add a song-like quality and to draw attention to feelings or ideas expressed.
- Chronological Order - the arrangement of events, actions, or ideas in the sequence they occurred in time, starting from the earliest and moving toward the most recent.
- Context Clue - information from the immediate and surrounding text that helps identify a word.
- Contrast - a technique that places opposing elements—such as characters, settings, or ideas—in close proximity to highlight their differences, deepen understanding, and intensify conflict.
- Evidence - specific, verifiable details from a text—such as direct quotes, paraphrased events, or character dialogue—used to support, prove, or strengthen an interpretation, argument, or claim. It serves as the foundation for analytical arguments, transforming subjective opinions into substantiated, credible literary criticism.
- Imagery - the use of vivid, descriptive language that appeals to the five senses—sight, sound, smell, taste, and touch—to create mental images and evoke emotions in the reader.
- Inference - a conclusion based on facts, data, or evidence.
- Onomatopoeia - the use of a word whose sound suggests its meaning; for example, purr.
- Personification - figurative language that gives human abilities or feelings to nonhuman objects, animals, or ideas.
- Repetition - the use of repeated words or phrases in a poem for rhythmic effect or emphasis.
- Rhyme Scheme - Rhyme scheme is a poetry pattern that places rhyming words at the ends of lines.
- Stanza - A stanza is a group of lines in a poem that together form a unit of the poem. A stanza can be the same length throughout the poem and have a rhyme scheme or vary in length and have no rhyme.
- Symbol - something that represents something else.
- Tone - how an author feels about a topic expressed through his/her word choice.
- Tone Shift - a noticeable change in the author's attitude, mood, or perspective within a text, transitioning from one emotional state to another to affect the reader's perception.

"The Lottery"

- Allusion - a brief, indirect, and often unexplained reference to a famous person, place, event, literary work, or myth, designed to bring deeper meaning to the text without explicit explanation. It relies on the reader's shared knowledge to create connections, enhancing context, imagery, or irony.
- Character - distinctive features of a character in a story.
- Characterization - the way in which an author presents a character in a story, including describing words, actions, thoughts, and impressions of that character.
- Evaluation - the systematic process of analyzing and judging a text's quality, significance, and impact, to assess how well

elements like theme, style, and character achieve the author's intent. It requires establishing criteria, using evidence-based analysis, and forming informed opinions on the work's effectiveness.
- Evidence - specific, verifiable details from a text—such as direct quotes, paraphrased events, or character dialogue—used to support, prove, or strengthen an interpretation, argument, or claim. It serves as the foundation for analytical arguments, transforming subjective opinions into substantiated, credible literary criticism.
- Inference - a conclusion based on facts, data, or evidence.
- Mood - the feeling a reader gets while reading a story; mood conveys the emotional atmosphere of a story.
- Motif - a recurring, distinctive element—such as an image, sound, symbol, or idea—that appears throughout a text to help develop themes, moods, or patterns.
- Plot - the literary element that provides the structure of the action of a story, which may include rising action, climax, and falling action leading to a resolution or denouement.
- Point of View - the position from which a story is told. First-person point of view is told from the perspective of one character, using the pronoun I. The third-person point of view is told from a narrator using pronouns such as he or she; it can be omniscient (all-knowing) or limited.
- Setting - the literary element that includes time, place, and physical and psychological background in which a story takes place.
- Tense - the way in which verbs indicate past, present, and future time of action.
- Theme - the overall idea or message about life in a text. It is usually not stated in the text.

“The Cask of Amontillado”

- Character - distinctive features of a character in a story.
- Characterization - the way in which an author presents a character in a story, including describing words, actions, thoughts, and impressions of that character.
- Compare and contrast - a text structure in which events are compared (to determine how they are similar) and contrasted (to determine how they are different). Signal words such as like, same, similar to, or different than can be used.
- Context Clue - information from the immediate and surrounding text that helps identify a word.
- Evidence - specific, verifiable details from a text—such as direct quotes, paraphrased events, or character dialogue—used to support, prove, or strengthen an interpretation, argument, or claim. It serves as the foundation for analytical arguments, transforming subjective opinions into substantiated, credible literary criticism.
- Flashback - a literary technique in which the author describes events and actions that occurred before the main action of the story. The author uses key words and phrases such as once or I remember.
- Foreshadowing - giving clues to upcoming events in a story.
- Inference - a conclusion based on facts, data, or evidence.
- Irony - a figure of speech in which the literal meaning of the words is the opposite of their intended meaning.
- Mood - the feeling a reader gets while reading a story; mood conveys the emotional atmosphere of a story.
- Narrator - the narrator is the voice/person that tells the story.
- Narrator’s Tone - the attitude, emotion, or persona the narrator conveys toward the subject matter, characters, or audience.
- Plot - the literary element that provides the structure of the action of a story, which may include rising action, climax, and falling action leading to a resolution or denouement.
- Point of View - how the narrator tells a story. It reflects how the narrator feels and thinks about the characters and events. First-person narrators use pronouns I, me, and my. Third-person narrators use pronouns he, she, and they.
- Repetition - the use of repeated words or phrases in a poem for rhythmic effect or emphasis.
- Setting - the literary element that includes time, place, and physical and psychological background in which a story takes place.
- Summarize - a comprehension strategy in which the reader stops and retells the most important details in a paragraph or section of text to check understanding.
- Symbol - something that represents something else.
- Theme - theme is the overall idea or message about life in a text. It is usually not stated in the text.
- Tone - how an author feels about a topic expressed through his/her word choice.
- Unity of Effect - a literary theory by Edgar Allan Poe stating that a work should be designed to create one specific, pre-established emotional response in the reader. To achieve this, every element—including plot, character, setting, tone, and word choice—must be deliberately crafted to serve that single, unified design.

Annotate

- Annotation- a reader’s question or comment about a text written directly on the text
- Evaluation- the act of making a judgment or decision about something
- Inferences- an idea formed by combining textual evidence and one’s own reasoning and background knowledge

Context Clues

- comparison context clue - text that provides a clue to the meaning of a word through a comparison
- context clue - a hint in the surrounding text that can help a reader infer the meaning of an unfamiliar word, phrase, or description
- contrast context clue - text that provides a clue to the meaning of a word through a contrast
- definition context clue - definition context clue
- example context clue - text that provides a clue to the meaning of a word through one or more examples
- infer - to determine something not stated directly by using reasoning and evidence from the text

Text Dependent Evidence

- Analyze - to examine the parts of something in detail
- Cite - to quote as evidence to support a response
- Explicit - precisely and clearly expressed, leaving no room for doubt
- Implicit - implied but not stated directly
- Interpret - to determine and explain the meaning of

Language, Style, and Audience

- Attitude - a state involving beliefs and feelings that causes a person to think or act in a certain way
- Audience - the people who read a written text, listen to an oral response or presentation, or watch a performance
- Meaning - what is meant by a word; the general message of a text or idea
- Style - a way of expressing something in writing or speech that is developed using various techniques
- Tone - the author's, speaker's, or narrator's attitude toward a subject, evident through diction and other style elements
- Word Choice - a technique of selecting specific words for precise meaning or to generate an emotional response

Author's Purpose and Point of View

- author's point of view - the way an author looks at a topic or subject and their attitude toward it
- author's purpose - an author's reason for writing, such as to entertain, to inform, or to persuade

Grammar Skills

- Noun - a part of speech that denotes persons, places, things, qualities, or acts. Abstract nouns refer to abstract concepts like kindness. Collective nouns refer to a collection of things considered as a unit, such as group, company, flock, family.
- Pronoun - a part of speech used as a substitute for a noun or noun phrase. There are many types of pronouns: personal pronouns (I, he, she, we, they, you), possessive (mine, yours, his), indefinite (all, each, few, many, some), reflexive (myself, herself), and relative (who, whom, whose, which, that).
- Verb - a word that expresses an action or state of being that occurs in a predicate of a sentence; an irregular verb is a verb that does not follow normal patterns of inflectional endings that reflect past, present, or future verb tenses. Other verb tenses include simple, progressive, and perfect.
- Dash - a versatile punctuation mark that replaces commas, colons, or parentheses to create emphasis, add dramatic flair, or signal a sharp pause, interruption, or afterthought. It acts as a separator to insert parenthetical information or to introduce a clause that explains a preceding statement.
- Comma - a punctuation mark indicating a short pause within a sentence, used to separate clauses, phrases, or items in a list. It clarifies sentence structure, separating independent clauses, introductory elements, and non-essential information to ensure clarity.
- Verb-Tense Shift - an inconsistency that occurs when a writer switches between verb tenses (e.g., past to present) within the same sentence or passage without a clear reason, disrupting the timeline and clarity of the writing. Correct usage requires maintaining a consistent tense unless a genuine change in time is being described.

Unit Learning Activities

Author Study / Biographical Timeline Project
StudySync Vocabulary / Word Study
Keys to Literacy
Morphology - studying the form, structure, and formation of words
StudySync Quiz
StudySync Think/Write TDA
No Red Ink Grammar Lessons - Parts of Speech and Punctuation
Teacher Supplemental Activities (as needed)

Unit Resources

Great Tales and Poems of Edgar Allan Poe
McGraw Hill StudySync (8th-Grade Resources)
No Red Ink (Grammar)

Assessments (Formative and Summative)

Nonnegotiable:

- Author Study
- “The Black Cat” Vocabulary, Quiz, and TDA
- “The Bells” Vocabulary, Quiz, and TDA
- “The Lottery” Vocabulary, Quiz, and TDA
- “The Cask of Amontillado” Vocabulary, Quiz, and TDA and/or Coat of Arms Project
- No Red Ink / Grammar Activities

Curriculum Writer(s)

George Willock

Board Approval Date

1_Grade 8 Reading (Curriculum In Progress)
2nd MP

Unit Description

Unit Description 2

During this unit, "Past and Present," 8th-grade students explore the essential question "What makes you, you?" through a study of identity as shaped by past and present experience. Students read and analyze Edgar Allan Poe's "The Raven," S.E. Hinton's full-length novel *The Outsiders*, Robert Frost's "Nothing Gold Can Stay," and the short text "Rest in Peace, Doc," building skills in vocabulary acquisition, close reading, textual evidence, character analysis, theme development, point of view (including dramatic irony), poetic structure, and text-to-text comparison. A dedicated historical context webquest has students research 1960s culture and history, developing informational reading, source evaluation, and informative writing or multimedia presentation skills to support their understanding of the novel's setting. Throughout the unit, students engage in text-dependent analysis writing, collaborative discussion, and grammar/mechanics instruction, writing routinely across a range of time frames — from short, single-sitting vocabulary and comprehension responses to extended, multi-day TDA and research writing — for a variety of purposes and audiences, culminating in chapter-by-chapter vocabulary, quizzes, short responses, text-dependent analysis, a comparative writing task, an optional film adaptation comparison, and a unit test.

Standards

CC.1.2.8.A	-	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CC.1.2.8.B	-	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
CC.1.2.8.G	-	Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
CC.1.2.8.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.8.K	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.8.A	-	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CC.1.3.8.B	-	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
CC.1.3.8.C	-	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CC.1.3.8.D	-	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
CC.1.3.8.E	-	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
CC.1.3.8.F	-	Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.
CC.1.3.8.G	-	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.
CC.1.3.8.H	-	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
CC.1.3.8.I	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.8.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.8.K	-	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.8.A	-	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
CC.1.4.8.B	-	Identify and introduce the topic clearly, including a preview of what is to follow.
CC.1.4.8.C	-	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.8.D	-	Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.8.E	-	Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to inform about or explain the topic. * Use sentences of varying lengths and complexities * Create tone and voice though precise language. * Establish and maintain a formal style.
CC.1.4.8.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.8.G	-	Write arguments to support claims.
CC.1.4.8.H	-	Introduce and state an opinion on a topic.
CC.1.4.8.I	-	Acknowledge and distinguish the claim(s) from alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
CC.1.4.8.J	-	Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s), counterclaims, reasons, and evidence by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.
CC.1.4.8.K	-	Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to inform about or explain the topic. * Use sentences of varying lengths and complexities * Create tone and voice though precise language. * Establish and maintain a formal style.
CC.1.4.8.L	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.8.S	-	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.8.T	-	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CC.1.4.8.U	-	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
CC.1.4.8.V	-	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CC.1.4.8.W	-	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CC.1.4.8.X	-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
CC.1.5.8.A	-	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
CC.1.5.8.C	-	Analyze the purpose of information presented in diverse media formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation.
CC.1.5.8.D	-	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume and clear pronunciation.
CC.1.5.8.F	-	Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.

Essential Questions

- What makes you, you?

Objectives

Using The Key Comprehension Routine to address these topics, strategies and skills:

- **Five Components of Reading:** phonemic awareness, phonics, fluency, vocabulary, and comprehension
- **Comprehension Instruction:** strategies/metacognition, text structure, vocabulary, background knowledge
- **Critical thinking:** for close, analytic reading of both narrative and expository text
- **Text structure knowledge:** at the sentence, paragraph, and longer text levels
- **I, We, You instruction:** strategies are taught explicitly through modeling and think-aloud, guided practice is provided, and scaffolds are gradually released as students become independent users of the strategies
- **Main idea skills:** categorizing information and vocabulary, identifying main ideas at the paragraph level, and identifying central ideas in lengthier text
- **Top-down topic webs:** a graphic organizer that represents the major topics and big ideas of any content that is read, said, or done
- **Two-column notes:** a note taking format that supports active reading and listening
- **Summarizing:** students comprehend and synthesize the main ideas from any content that is read, said, or done
- **Generating questions:** students create and answer questions along a continuum of thinking using Bloom's Taxonomy based on content that is read, said, or done

***

Introduction: "The Raven"
Students will read the Study Sync introduction and view the companion video to build background knowledge and set a purpose for reading "The Raven" by Edgar Allan Poe.

Skill: Vocabulary Acquisition and Use
Before reading, students will determine the meaning of key vocabulary using context clues, word parts (morphology), and part of speech, and consider how Poe's word choices shape tone.

First Read: "The Raven" — Skill: Key Ideas and Details / Vocabulary in Context
Students will read and discuss the text, demonstrating comprehension by citing textual evidence to support responses and using context clues to determine the meaning of unfamiliar vocabulary.

Close Read: "The Raven" — Skill: Craft, Structure, and Textual Evidence
Students will annotate the text to pose questions, trace the development of an idea, and respond to key passages. Following close reading and discussion, students will cite textual evidence to make inferences and analyze the poem's structure, elements, and literary devices.

Skill: Poetic Structure and Elements
After rereading a modeled close read, students will analyze how structural choices — punctuation, line length, stanza form, meter, and rhyme — affect the poem's meaning, mood, and style.

Skill: Point of View and Mood
Students will examine how the narrator's first-person, unreliable perspective builds suspense and dread, and how this point of view shapes the reader's experience of the poem.

Skill: Speaking and Listening — Collaborative Discussion
Students will participate in small-group or whole-class discussion of the poem's themes and devices, posing questions, responding to peers, and building on others' interpretations with textual support.

Skill: Text-Dependent Analysis / Literary Argument Writing
After reviewing a model, students will respond to open-ended prompts, using evidence from the text to support literary analysis. Students will draft using a graphic organizer, revise using peer or teacher feedback, and produce a final draft.

Medium Evaluation (optional) — Skill: Comparing Mediums
After reading the poem, students will analyze and evaluate a video adaptation, comparing how tone and suspense are represented across print and visual mediums, and consider what commercial or artistic motives may have shaped the adaptation's choices.

***

Historical Context: 1960s Webquest

Purpose: Students will build the historical and cultural background needed to understand the social divisions, slang, and setting in The Outsiders, while developing research and informational reading skills not otherwise addressed in this unit.

Research Categories (each student or group selects 2–3, or categories can be assigned to cover all as a class):

- Cars and transportation
- Music and pop culture
- Fashion and appearance
- Slang and youth culture
- Entertainment (movies, TV, sports)
- Social class divisions (Greasers/Socs equivalents — economic and social realities of the era)
- Major 1960s US historical events (civil rights, Vietnam, assassinations, etc.)
- Then vs. Now comparison

Skill: Source Gathering and Evaluation
Students will locate at least 2–3 credible digital sources per category using effective search terms, and evaluate each source's credibility (author, publisher, date, purpose) before using it.

Skill: Reading Informational Text for Central Ideas
Students will read their sources and determine the central idea of each, citing the strongest textual evidence to support their notes — not simply copying facts, but identifying what each source is actually claiming or emphasizing.

Skill: Note-Taking and Paraphrasing
Students will record findings in their own words using a structured organizer (e.g., a research chart with source, key facts, and citation), practicing paraphrasing and quoting properly with a standard citation format.

Skill: Informative/Explanatory Writing
Students will write a short informative piece (one paragraph per category, or a combined essay) that introduces their topic, develops it with well-chosen facts and details from their research, and organizes ideas with clear transitions and a concluding statement.

Skill: Multimedia Presentation
Students will present their findings using a slide deck, poster, or digital tool that incorporates images, video clips, or other visual media to clarify their research and strengthen their claims for an audience. Students will publish their presentation for peer review and deliver it with clear pronunciation, appropriate volume, and eye contact.

***
Introduction: The Outsiders, Chapter 1
Students will read the Study Sync introduction and view the companion video to build background knowledge and set a purpose for reading Chapter 1 of The Outsiders.

Skill: Vocabulary Acquisition and Use
Before reading, students will determine the meaning of key vocabulary using context clues, word parts (morphology), and part of speech.

Skill: Key Ideas and Details / Vocabulary in Context
Students will read and discuss the text, demonstrating comprehension by citing textual evidence to support responses and using context clues to determine the meaning of unfamiliar vocabulary.

Skill: Character Development
After reading, students will analyze how dialogue and key incidents reveal aspects of character and drive the development of the plot.

Skill: Note-Taking and Textual Evidence
During and after reading, students will record two-column notes and respond to study questions, using textual evidence to make inferences and analyze the story's structure, elements, and devices.

Skill: Point of View and Narrative Voice
Students will examine how the first-person narration shapes the reader's understanding of the main conflict and establishes voice, bias, and tone.

Skill: Speaking and Listening — Collaborative Discussion

Students will participate in small-group or whole-class discussion of the chapter's central conflicts and characters, posing questions, responding to peers, and building on others' interpretations with textual support.

Skill: Connect - Setting and Social Context
Students will analyze how the novel's setting and social divisions shape character motivation and conflict, connecting textual detail to the story's broader themes.

***

Introduction: The Outsiders, Chapter 2
Students will read the Study Sync introduction to build background knowledge and set a purpose for reading Chapter 2 of The Outsiders.

Skill: Vocabulary Acquisition and Use
Before reading, students will determine the meaning of key vocabulary using context clues, word parts (morphology), and part of speech.

Skill: Key Ideas and Details / Vocabulary in Context
Students will read and discuss the text, demonstrating comprehension by citing textual evidence to support responses and using context clues to determine the meaning of unfamiliar vocabulary.

Skill: Character Development
After reading, students will analyze how dialogue and key incidents — including the narrator’s conversation with another character — reveal aspects of character and complicate the reader's understanding of the main conflict.

Skill: Note-Taking and Textual Evidence
During and after reading, students will record two-column notes and respond to study questions, using textual evidence to make inferences and analyze the story's structure, elements, and devices.

Skill: Theme and Central Idea
Students will trace the emerging theme of shared humanity across social class lines, using Ponyboy and Cherry's conversation to analyze how the author begins developing this idea.

Skill: Point of View and Bias
Students will examine how the narrator’s first-person perspective shapes his (and the reader's) assumptions about the Socs, and how the chapter begins to challenge those assumptions.

Skill: Speaking and Listening — Collaborative Discussion
Students will participate in small-group or whole-class discussion of the chapter's key conflicts and relationships, posing questions, responding to peers, and building on others' interpretations with textual support.

Skill: Text-Dependent Analysis / Literary Argument Writing
After reviewing a model, students will respond to an open-ended prompt exploring the challenges that prevent understanding between the social groups in the novel. Students will introduce a claim, acknowledge and address a counterclaim or alternate interpretation, and support their position with reasoning and evidence from the text. Students will draft using a graphic organizer, revise using peer or teacher feedback, and produce a final draft

***

Introduction: The Outsiders, Chapters 3–4
Students will read the Study Sync introduction to build background knowledge and set a purpose for reading Chapters 3–4 of The Outsiders.

Skill: Vocabulary Acquisition and Use
Before reading, students will determine the meaning of key vocabulary using context clues, word parts (morphology), and part of speech.

Skill: Key Ideas and Details / Vocabulary in Context
Students will read and discuss the text, demonstrating comprehension by citing textual evidence to support responses and using context clues to determine the meaning of unfamiliar vocabulary.

Skill: Plot and Conflict
Students will analyze how the confrontation at the park and its aftermath function as the story's central conflict, tracing how this

incident changes the course of the plot and forces key decisions.

Skill: Note-Taking and Textual Evidence
During and after reading, students will record two-column notes and respond to study questions, using textual evidence to make inferences and analyze the story's structure, elements, and devices.

Skill: Cause and Effect / Consequences
Students will trace the chain of cause and effect set off at the park, analyzing how this turning point begins to develop the novel's themes of consequence, loyalty, and survival.

Skill: Speaking and Listening — Collaborative Discussion
Students will participate in small-group or whole-class discussion of the chapters' central conflict and its consequences, posing questions, responding to peers, and building on others' interpretations with textual support.

***

Introduction: The Outsiders, Chapters 5–6
Students will read the Study Sync introduction to build background knowledge and set a purpose for reading Chapters 5–6 of The Outsiders.

Skill: Vocabulary Acquisition and Use
Before reading, students will determine the meaning of key vocabulary using context clues, word parts (morphology), and part of speech.

Skill: Key Ideas and Details / Vocabulary in Context
Students will read and discuss the text, demonstrating comprehension by citing textual evidence to support responses and using context clues to determine the meaning of unfamiliar vocabulary.

Skill: Character Change and Growth
Students will analyze how hiding out at the church, along with the narrator’s reading of Gone with the Wind and reciting of "Nothing Gold Can Stay," reveals changes in the characters and deepens their relationships.

Skill: Note-Taking and Textual Evidence
During and after reading, students will record two-column notes and respond to study questions, using textual evidence to make inferences and analyze the story's structure, elements, and devices.

Skill: Symbolism and Allusion
Students will analyze the significance of the poem "Nothing Gold Can Stay" and other symbols (such as the church) as they relate to the novel's themes of innocence and loss. (See next section.)

Skill: Speaking and Listening — Collaborative Discussion
Students will participate in small-group or whole-class discussion of the chapters' key events and turning points, posing questions, responding to peers, and building on others' interpretations with textual support.

***

Introduction / First Read: "Nothing Gold Can Stay"
Students will read "Nothing Gold Can Stay" by Robert Frost, encountered at its point of reference in Chapter 5 of The Outsiders, and complete an initial read to build understanding before close analysis.

Close Read: "Nothing Gold Can Stay" — Skill: Annotation and Textual Evidence
Students will annotate the text to pose questions, trace the development of an idea, and respond to key lines. Following close reading and discussion, students will cite textual evidence to make inferences and analyze the poem's structure, elements, and literary devices.

Skill: Poetic Structure and Elements
After rereading a modeled close read, students will analyze how structural choices — punctuation, line length, rhyme, and form — affect the poem's meaning and style, comparing this poem's form to other poetic forms studied this year.

Skill: Symbolism and Theme
Students will analyze how Frost's central image of "gold" functions as a symbol for innocence and impermanence, and identify the theme the poem develops through this symbol.

Skill: Intertextual Connections
Students will analyze why Ponyboy recites this poem to Johnny in Chapter 5, connecting the poem's theme of fleeting innocence to the characters' arcs and the novel's broader themes.

Skill: Comparing Text Structures Across Works
Students will compare the structure of "The Raven" and "Nothing Gold Can Stay" — considering stanza length, rhyme scheme, repetition, and pacing — and analyze how each poet's structural choices shape the meaning and emotional effect of his poem.

Skill: Speaking and Listening — Collaborative Discussion
Students will participate in small-group or whole-class discussion of the poem's symbolism and its connection to the novel, posing questions, responding to peers, and building on others' interpretations with textual support.

Skill: Text-Dependent Analysis / Literary Argument Writing
After reading and discussing a model, students will respond to an open-ended prompt by making a claim about how the poem relates to the text, using evidence from the text to support their poetic analysis. Students will draft using a graphic organizer, revise using peer or teacher feedback, and produce a final draft.

***

Introduction: The Outsiders, Chapters 7–9
Students will read the Study Sync introduction to build background knowledge and set a purpose for reading Chapters 7–9 of The Outsiders.

Skill: Vocabulary Acquisition and Use
Before reading, students will determine the meaning of key vocabulary using context clues, word parts (morphology), and part of speech.

Skill: Key Ideas and Details / Vocabulary in Context
Students will read and discuss the text, demonstrating comprehension by citing textual evidence to support responses and using context clues to determine the meaning of unfamiliar vocabulary.

Skill: Climax and Plot Structure
Students will analyze how the anticipated rumble and its aftermath function as the climax of the novel, tracing how these events resolve the central conflict and set up the story's falling action.

Skill: Note-Taking and Textual Evidence
During and after reading, students will record two-column notes and respond to study questions, using textual evidence to make inferences and analyze the story's structure, elements, and devices.

Skill: Dramatic Irony and Reader Awareness
Students will identify moments where the reader knows more than a character does — such as the reader's awareness of how the Socs perceive the Greasers before Ponyboy fully grasps it — and analyze how this gap in knowledge builds suspense or tension in the story.

Skill: Character Motivation and Loss
Students will analyze how death and its impact on others reveal deeper aspects of character, including how grief and loyalty drive decisions.

Skill: Theme Development
Students will trace how the events of these chapters, 7-9, develop the novel's central themes — including the cost of violence and the loss of innocence — and connect this development to earlier moments in the text.

Skill: Speaking and Listening — Collaborative Discussion
Students will participate in small-group or whole-class discussion of the climax and its emotional impact, posing questions, responding to peers, and building on others' interpretations with textual support.

***

Introduction: "Rest in Peace, Doc"
Students will read the brief introduction to build background knowledge and set a purpose for reading "Rest in Peace, Doc."

Skill: Key Ideas and Details / Vocabulary in Context

Students will read and discuss the text, demonstrating comprehension by citing textual evidence to support responses and using context clues to determine the meaning of unfamiliar vocabulary.

Skill: Analyzing Real-World Conflict and Consequence
Students will analyze the choices and consequences faced by the youth in "Rest in Peace, Doc," identifying the real-world costs depicted in the text.

Skill: Comparative Analysis — "Rest in Peace, Doc" and The Outsiders
Students will compare the parallels and distinctions between the two youths driven toward conflict in "Rest in Peace, Doc" and The Outsiders, analyzing how each text develops similar themes through different characters and circumstances.

Skill: Speaking and Listening — Collaborative Discussion
Students will participate in small-group or whole-class discussion comparing the two texts, posing questions, responding to peers, and building on others' interpretations with textual support.

Skill: Comparative/Synthesis Writing
Students will write a comparative analysis examining the situations of the two youths across both texts, using textual evidence from each to support claims about their shared and differing experiences. Students will draft using a graphic organizer, revise using peer or teacher feedback, and produce a final draft.

***

Introduction: The Outsiders, Chapters 10–12
Students will read the Study Sync introduction to build background knowledge and set a purpose for reading Chapters 10–12 of The Outsiders.

Skill: Vocabulary Acquisition and Use
Before reading, students will determine the meaning of key vocabulary using context clues, word parts (morphology), and part of speech.

Skill: Key Ideas and Details / Vocabulary in Context
Students will read and discuss the text, demonstrating comprehension by citing textual evidence to support responses and using context clues to determine the meaning of unfamiliar vocabulary.

Skill: Resolution and Character Change
Students will analyze how death and the narrator’s decision to write his final essay resolve the novel's central conflicts and reveal how the characters have changed since Chapter 1.

Skill: Note-Taking and Textual Evidence
During and after reading, students will record two-column notes and respond to study questions, using textual evidence to make inferences and analyze the story's structure, elements, and devices.

Skill: Theme and Author's Message
Students will analyze how the novel's ending — including its circular structure, returning to the opening line — brings the novel's themes of empathy, loyalty, and the cost of violence to a close.

Skill: Traditional Roots in Modern Fiction
Students will compare the rivalry between the Greasers and Socs to the feuding families in Romeo and Juliet, identifying the shared pattern of inherited group conflict and analyzing how Hinton renders this traditional pattern new through a contemporary American setting, first-person narration, and working-class characters.

Skill: Speaking and Listening — Collaborative Discussion
Students will participate in small-group or whole-class discussion of the novel's resolution and overall meaning, posing questions, responding to peers, and building on others' interpretations with textual support.

Skill: Text-Dependent Analysis / Literary Argument Writing
After reviewing a model, students will respond to an open-ended prompt about the gallantry of a character, using evidence from the text to support literary analysis. Students will draft using a graphic organizer, revise using peer or teacher feedback, and produce a final draft.

***

The Outsiders — Movie/Novel Comparison (optional)

After completing the novel, students will analyze and evaluate the film adaptation of The Outsiders, comparing how tone, character, and theme are represented across print and visual mediums, and consider what commercial or artistic motives may have shaped the adaptation's choices.

***

Skill: Word Study — Vocabulary Acquisition and Use (introduce and then as necessary)
Students will build vocabulary through morphological analysis, direct instruction, StudySync practice, and supplemental materials to strengthen word acquisition and application, while reinforcing spelling patterns tied to studied prefixes, suffixes, and roots:
Introduction to Word Study: Prefix, Suffix, and Base Words
Introduction to Word Study: Syllabication
Introduction to Word Study: Word Families
Word Study: Word Parts and Origins - Greek Roots I
Word Study: Word Parts and Origins - Greek Roots II
Word Study: Word Parts and Origins - Latin Roots

Skill: Grammar and Mechanics — Command of Conventions
Students will sharpen their grammar and editing skills through targeted practice with parts of speech and punctuation, using NoRedInk, StudySync, and direct instruction to strengthen command of standard English conventions.

- Adjectives
- Adverbs
- Conjunctions
- Prepositions
- Interjections
- Passive vs. Active Voice
- Inappropriate Shift in Voice and Mood
- Verb Moods
- Run-on Sentences
- Fragments
- Complete Sentences
- Subject-Verb Agreement

Key Vocabulary and Definitions

Skill: Key Vocabulary and Definitions
Students will build vocabulary through morphological analysis, direct instruction, StudySync practice, and supplemental materials to strengthen word acquisition and application.

“The Raven” Vocabulary:

- countenance - the expression or look on someone’s face
- ghastly - horrifying, deeply unpleasant
- implore - to ask or beg for something earnestly
- surcease - a temporary rest or relief
- wrought - to have worked or shaped (past tense and past participle of work)

The Outsiders Chapter 1 Vocabulary

- abbreviation - a shortened form of a proper term, often in all capital letters, sometimes with periods
- acquire - to gain or receive (an asset or object) for oneself
- asset - a valuable person, thing, or quality; advantage or resource
- examine - to inspect in detail to determine meaning
- hence - therefore
- inspect - to look at closely or critically
- sagely - in a way that shows wisdom
- suspicious - showing distrust or doubt; having a belief that someone or something is questionable or dishonest
- sympathetic - showing friendliness and pleasantness; agreeable

The Outsiders Chapter 2 Vocabulary

- defensively - in a way that challenges or justifies criticism
- finality - the quality of being final or definitely settled
- hoodlum - a person who engages in crime or violence; a hooligan or gangster
- impatient - unwilling to wait for someone or something
- incredulous - not willing to admit or accept something as true
- lecture - a long speech
- legal - established by or founded upon law or official or accepted rules
- roguishly - in a playfully teasing or mischievous manner
- smothered - suppressed or restrained
- tone - a characteristic of a speaker's voice that conveys his or her attitude or mood

The Outsiders Chapters 3-4 Vocabulary

- aloofness - a disposition to be distant and unsympathetic in manner
- apprehensive - fearful that something bad will happen
- bleakly - without hope
- desperately - in a way that shows great need or distress
- elite - of a group or class that is considered the very best
- grimly - in a serious or gloomy manner
- heave - to lift and move (something) with great effort
- reeling - quickly turning or whirling; speedily spinning around
- shift - to change something's physical position
- wince - to grimace because of pain or disgust

The Outsiders Chapters 5-6 Vocabulary

- bewilderment - confusion; state of being baffled
- convince - to cause someone to believe or agree that something is true; to persuade
- detached - unemotional; unconcerned
- dimly - with a small amount of light; not brightly
- elude - to escape or avoid something or someone
- imploringly - done in a way that is earnest
- predict - to guess or estimate what might happen
- reluctantly - in a way that shows unwillingness or hesitancy
- subside - to become less intense, active or severe; to abate or diminish
- survey - to assess; to look over carefully or inspect

The Outsiders Chapters 7-9 Vocabulary

- abruptly - in a way that is very sudden
- assure - to tell positively and with certainty and confidence in order to dispel any doubts
- command - to give an authoritative order requiring obedience
- critical - (of a medical patient) in a severe state; needing of much care and attention
- exploit - a bold or adventurous act
- mere - small or insignificant
- mimic - to copy or imitate
- mounting - increasing or rising
- prime - of the best quality; excellent
- recur - to happen or occur again
- throb - to beat or pulse

The Outsiders Chapters 10-12 Vocabulary

- bolt - to move or jump suddenly
- circumstance - a condition that influences some event or activity
- composition - a piece of writing; an essay
- delirious - unable to think or act clearly due to fever or mental confusion
- dumbfounded - the state of being stunned, astonished, or taken aback
- indignant - showing or feeling anger about something that is wrong or unfair
- relieved - no longer feeling anxious or upset
- stroke - to move one's hand gently over a surface, repeatedly
- stupor - a daze; a state of near-unconsciousness

- theme - the central idea or message of a work of literature, often expressed as a general statement about life

***

Literary/Poetic Elements:

"The Raven"

- Allusion - a brief, indirect, and often unexplained reference to a famous person, place, event, literary work, or myth, designed to bring deeper meaning to the text without explicit explanation. It relies on the reader's shared knowledge to create connections, enhancing context, imagery, or irony.
- Character - distinctive features of a character in a story.
- Characterization - the way in which an author presents a character in a story, including describing words, actions, thoughts, and impressions of that character.
- Chronological Order - the arrangement of events, actions, or ideas in the sequence they occurred in time, starting from the earliest and moving toward the most recent.
- Conflict - the essential struggle between opposing forces—typically a protagonist and an antagonist, obstacle, or internal dilemma—that drives the plot forward.
- Foreshadow - giving clues to upcoming events in a story.
- Imagery - the use of vivid, descriptive language that appeals to the five senses—sight, sound, smell, taste, and touch—to create mental images and evoke emotions in the reader.
- Inference - a conclusion based on facts, data, or evidence.
- Irony - a figure of speech in which the literal meaning of the words is the opposite of their intended meaning.
- Metaphor - A metaphor is a direct comparison that refers to one thing as another, but does not use the words like or as; for example, the sun was a giant flashlight in the sky.
- Meter - the meter is the combination of stressed and unstressed syllables in a poem, used to create the regular pattern of sounds.
- Mood - the feeling a reader gets while reading a story; mood conveys the emotional atmosphere of a story.
- Plot - the literary element that provides the structure of the action of a story, which may include rising action, climax, and falling action leading to a resolution or denouement.
- Point of View - the position from which a story is told. First-person point of view is told from the perspective of one character, using the pronoun I. Third-person point of view is told from a narrator using pronouns such as he or she; it can be omniscient (all-knowing) or limited.
- Repetition - the use of repeated words or phrases in a poem for rhythmic effect or emphasis.
- Rhyme Scheme - rhyme scheme is a poetry pattern that places rhyming words at the ends of lines.
- Setting - the literary element that includes time, place, and physical and psychological background in which a story takes place.
- Speaker - the voice, persona, or narrator conveying a poem's emotions, images, and narrative, distinct from the poet themselves
- Statement and Evidence - a statement (or claim) is a debatable, analytical argument about a text that requires defense, while evidence consists of specific details—quotes, paraphrases, or summaries—that support this argument.
- Stanza - a stanza is a group of lines in a poem that together form a unit of the poem. A stanza can be the same length throughout the poem and have a rhyme scheme or vary in length and have no rhyme.
- Symbolism - the use of one thing to represent something else to represent an idea in a concrete way.
- Tense - the way in which verbs indicate past, present, and future time of action.
- Theme - theme is the overall idea or message about life in a text. It is usually not stated in the text.
- Tone - the speaker's or poet's attitude toward the subject, reader, or themselves, acting as the emotional "voice" that extends throughout the work
- Unity of Effect - a literary theory by Edgar Allan Poe stating that a work should be designed to create one specific, pre-established emotional response in the reader. To achieve this, every element—including plot, character, setting, tone, and word choice—must be deliberately crafted to serve that single, unified design.

The Outsiders Chapter 1 -

- Allusion - a brief, indirect, and often unexplained reference to a famous person, place, event, literary work, or myth, designed to bring deeper meaning to the text without explicit explanation. It relies on the reader's shared knowledge to create connections, enhancing context, imagery, or irony.
- Character - distinctive features of a character in a story.
- Characterization - the way in which an author presents a character in a story, including describing words, actions, thoughts, and impressions of that character.
- Chronological Order - the arrangement of events, actions, or ideas in the sequence they occurred in time, starting from the earliest and moving toward the most recent.
- Conflict - the central struggle between opposing forces that drives a story's plot, creates tension, and reveals character depth. (character vs. character, character vs. society, character vs. self, etc.)
- Context Clue - information from the immediate and surrounding text that helps identify a word.

- Evaluation - the systematic process of analyzing and judging a text's quality, significance, and impact, to assess how well elements like theme, style, and character achieve the author's intent. It requires establishing criteria, using evidence-based analysis, and forming informed opinions on the work's effectiveness.
- Evidence - specific, verifiable details from a text—such as direct quotes, paraphrased events, or character dialogue—used to support, prove, or strengthen an interpretation, argument, or claim. It serves as the foundation for analytical arguments, transforming subjective opinions into substantiated, credible literary criticism.
- Foreshadowing - clues or hints an author gives to upcoming plot events.
- Hyperbole - an exaggeration that is not meant to be taken literally; for example, hotter than a million suns.
- Inference - a conclusion based on facts, data, or evidence.
- Mood - the feeling a reader gets while reading a story; mood conveys the emotional atmosphere of a story.
- Motif - a recurring, distinctive element - such as an image, sound, symbol, or idea - that appears throughout a text to help develop themes, moods, or patterns
- Narrator - the narrator is the voice/person that tells the story.
- Narrator's Tone - the attitude, emotion, or persona the narrator conveys toward the subject matter, characters, or audience.
- Plot - the literary element that provides the structure of the action of a story, which may include rising action, climax, and falling action leading to a resolution or denouement.
- Point of View - the position from which a story is told. First-person point of view is told from the perspective of one character, using the pronoun I. Third person point of view is told from a narrator using pronouns such as he or she; it can be omniscient (all-knowing) or limited.
- Setting - the literary element that includes time, place, and physical and psychological background in which a story takes place.
- Simile - a type of figurative language that compares two things or ideas using the words like or as; for example, the sun shone like a giant flashlight in the sky.
- Stereotype - an oversimplified, conventional, and often inaccurate representation of a person or group based on exaggerated traits rather than individual characteristics.
- Style - the characteristics of a work that reflect the author's particular way of writing.
- Tense - the way in which verbs indicate past, present, and future time of action.
- Vernacular - literature written in the native, everyday language spoken by ordinary people in a specific region.

The Outsiders Chapter 2 -

- Allusion - a brief, indirect, and often unexplained reference to a famous person, place, event, literary work, or myth, designed to bring deeper meaning to the text without explicit explanation. It relies on the reader's shared knowledge to create connections, enhancing context, imagery, or irony.
- Character - distinctive features of a character in a story.
- Characterization - the way in which an author presents a character in a story, including describing words, actions, thoughts, and impressions of that character.
- Chronological Order - the arrangement of events, actions, or ideas in the sequence they occurred in time, starting from the earliest and moving toward the most recent.
- Context Clue - information from the immediate and surrounding text that helps identify a word.
- Evaluation - the systematic process of analyzing and judging a text's quality, significance, and impact, to assess how well elements like theme, style, and character achieve the author's intent. It requires establishing criteria, using evidence-based analysis, and forming informed opinions on the work's effectiveness.
- Evidence - specific, verifiable details from a text—such as direct quotes, paraphrased events, or character dialogue—used to support, prove, or strengthen an interpretation, argument, or claim. It serves as the foundation for analytical arguments, transforming subjective opinions into substantiated, credible literary criticism.
- Foreshadowing - clues or hints an author gives to upcoming plot events.
- Inference - a conclusion based on facts, data, or evidence.
- Mood - the feeling a reader gets while reading a story; mood conveys the emotional atmosphere of a story.
- Motif - a recurring, distinctive element - such as an image, sound, symbol, or idea - that appears throughout a text to help develop themes, moods, or patterns
- Narrator - the narrator is the voice/person that tells the story.
- Narrator's Tone - the attitude, emotion, or persona the narrator conveys toward the subject matter, characters, or audience.
- Plot - the literary element that provides the structure of the action of a story, which may include rising action, climax, and falling action leading to a resolution or denouement.
- Point of View - the position from which a story is told. First-person point of view is told from the perspective of one character, using the pronoun I. Third person point of view is told from a narrator using pronouns such as he or she; it can be omniscient (all-knowing) or limited.
- Setting - the literary element that includes time, place, and physical and psychological background in which a story takes place.
- Simile - a type of figurative language that compares two things or ideas using the words like or as; for example, the sun shone like a giant flashlight in the sky.
- Stereotype - an oversimplified, conventional, and often inaccurate representation of a person or group based on

exaggerated traits rather than individual characteristics.
- Style - the characteristics of a work that reflect the author's particular way of writing.
- Symbolism - the use of one thing to represent something else to represent an idea in a concrete way.
- Tense - the way in which verbs indicate past, present, and future time of action.

The Outsiders Chapters 3-4 -

- Allusion - a brief, indirect, and often unexplained reference to a famous person, place, event, literary work, or myth, designed to bring deeper meaning to the text without explicit explanation. It relies on the reader's shared knowledge to create connections, enhancing context, imagery, or irony.
- Character - distinctive features of a character in a story.
- Characterization - the way in which an author presents a character in a story, including describing words, actions, thoughts, and impressions of that character.
- Chronological Order - the arrangement of events, actions, or ideas in the sequence they occurred in time, starting from the earliest and moving toward the most recent.
- Conflict - the central struggle between opposing forces that drives a story's plot, creates tension, and reveals character depth. (character vs. character, character vs. society, character vs. self, etc.)
- Context Clue - information from the immediate and surrounding text that helps identify a word.
- Evaluation - the systematic process of analyzing and judging a text's quality, significance, and impact, to assess how well elements like theme, style, and character achieve the author's intent. It requires establishing criteria, using evidence-based analysis, and forming informed opinions on the work's effectiveness.
- Evidence - specific, verifiable details from a text—such as direct quotes, paraphrased events, or character dialogue—used to support, prove, or strengthen an interpretation, argument, or claim. It serves as the foundation for analytical arguments, transforming subjective opinions into substantiated, credible literary criticism.
- Foreshadowing - clues or hints an author gives to upcoming plot events.
- Inference - a conclusion based on facts, data, or evidence.
- Metaphor - a figure of speech that directly compares two unrelated things by stating one thing is the other, enhancing meaning, imagery, or tone without using "like" or "as".
- Mood - the feeling a reader gets while reading a story; mood conveys the emotional atmosphere of a story.
- Motif - a recurring, distinctive element - such as an image, sound, symbol, or idea - that appears throughout a text to help develop themes, moods, or patterns
- Narrator's Tone - the attitude, emotion, or persona the narrator conveys toward the subject matter, characters, or audience.
- Plot - the literary element that provides the structure of the action of a story, which may include rising action, climax, and falling action leading to a resolution or denouement.
- Point of View - the position from which a story is told. First-person point of view is told from the perspective of one character, using the pronoun I. Third person point of view is told from a narrator using pronouns such as he or she; it can be omniscient (all-knowing) or limited.
- Setting - the literary element that includes time, place, and physical and psychological background in which a story takes place.
- Simile - a type of figurative language that compares two things or ideas using the words like or as; for example, the sun shone like a giant flashlight in the sky.
- Style - the characteristics of a work that reflect the author's particular way of writing.
- Symbolism - the use of one thing to represent something else to represent an idea in a concrete way.
- Theme - Theme is the overall idea or message about life in a text. It is usually not stated in the text.

The Outsiders Chapters 5-6

- Allusion - a brief, indirect, and often unexplained reference to a famous person, place, event, literary work, or myth, designed to bring deeper meaning to the text without explicit explanation. It relies on the reader's shared knowledge to create connections, enhancing context, imagery, or irony.
- Character - distinctive features of a character in a story.
- Characterization - the way in which an author presents a character in a story, including describing words, actions, thoughts, and impressions of that character.
- Chronological Order - the arrangement of events, actions, or ideas in the sequence they occurred in time, starting from the earliest and moving toward the most recent.
- Conflict - the central struggle between opposing forces that drives a story's plot, creates tension, and reveals character depth. (character vs. character, character vs. society, character vs. self, etc.)
- Context Clue - information from the immediate and surrounding text that helps identify a word.
- Evaluation - the systematic process of analyzing and judging a text's quality, significance, and impact, to assess how well elements like theme, style, and character achieve the author's intent. It requires establishing criteria, using evidence-based analysis, and forming informed opinions on the work's effectiveness.

- Evidence - specific, verifiable details from a text—such as direct quotes, paraphrased events, or character dialogue—used to support, prove, or strengthen an interpretation, argument, or claim. It serves as the foundation for analytical arguments, transforming subjective opinions into substantiated, credible literary criticism.
- Foreshadowing - clues or hints an author gives to upcoming plot events.
- Imagery - the use of vivid, descriptive language that appeals to the five senses—sight, sound, smell, taste, and touch—to create mental images and evoke emotions in the reader.
- Inference - a conclusion based on facts, data, or evidence.
- Irony - a figure of speech in which the literal meanings of the words are the opposite of their intended meanings.
- Metaphor - a figure of speech that directly compares two unrelated things by stating one thing is the other, enhancing meaning, imagery, or tone without using "like" or "as".
- Mood - the feeling a reader gets while reading a story; mood conveys the emotional atmosphere of a story.
- Motif - a recurring, distinctive element - such as an image, sound, symbol, or idea - that appears throughout a text to help develop themes, moods, or patterns
- Narrator's Tone - the attitude, emotion, or persona the narrator conveys toward the subject matter, characters, or audience.
- Plot - the literary element that provides the structure of the action of a story, which may include rising action, climax, and falling action leading to a resolution or denouement.
- Point of View - the position from which a story is told. First-person point of view is told from the perspective of one character, using the pronoun I. Third person point of view is told from a narrator using pronouns such as he or she; it can be omniscient (all-knowing) or limited.
- Setting - the literary element that includes time, place, and physical and psychological background in which a story takes place.
- Simile - a type of figurative language that compares two things or ideas using the words like or as; for example, the sun shone like a giant flashlight in the sky.
- Style - the characteristics of a work that reflect the author's particular way of writing.
- Theme - Theme is the overall idea or message about life in a text. It is usually not stated in the text.

"Nothing Gold Can Stay" by Robert Frost

- Allusion - a brief, indirect, and often unexplained reference to a famous person, place, event, literary work, or myth, designed to bring deeper meaning to the text without explicit explanation. It relies on the reader's shared knowledge to create connections, enhancing context, imagery, or irony.
- Alliteration - a literary device that uses the repetition of the initial sounds in neighboring words or stressed syllables.
- Assonance - the repetition of a vowel sound within a group of words, sometimes used by poets to add a song-like quality and to draw attention to feelings or ideas expressed.
- Consonance - the repetition of consonant sounds within or at the end of words
- Couplet - the poem is structured entirely in four couplets, which are two-line stanzas that typically rhyme.
- Iambic Trimeter - while not strictly rigid, the poem largely utilizes iambic trimeter, meaning each line generally consists of three iambs (a metrical foot with an unstressed syllable followed by a stressed syllable).
- Imagery - the use of vivid, descriptive language that appeals to the five senses—sight, sound, smell, taste, and touch—to create mental images and evoke emotions in the reader.
- Inference - a conclusion based on facts, data, or evidence.
- Metaphor - a figure of speech that directly compares two unrelated things by stating one thing is the other, enhancing meaning, imagery, or tone without using "like" or "as".
- Paradox - a statement, character, or situation that appears self-contradictory, illogical, or absurd on the surface but reveals a deeper, underlying truth or complexity upon closer examination
- Personification - figurative language that gives human abilities or feelings to nonhuman objects, animals, or ideas.
- Repetition - the use of repeated words or phrases in a poem for rhythmic effect or emphasis.
- Rhyme Scheme - a poetry pattern that places rhyming words at the ends of lines.
- Stanza - a group of lines in a poem that together form a unit of the poem. A stanza can be the same length throughout the poem and have a rhyme scheme or vary in length and have no rhyme.
- Symbol - something that represents something else.
- Theme - Theme is the overall idea or message about life in a text. It is usually not stated in the text.
- Tone - how an author feels about a topic expressed through his/her word choice.

The Outsiders Chapters 7-9

- Allusion - a brief, indirect, and often unexplained reference to a famous person, place, event, literary work, or myth, designed to bring deeper meaning to the text without explicit explanation. It relies on the reader's shared knowledge to create connections, enhancing context, imagery, or irony.
- Character - distinctive features of a character in a story.
- Characterization - the way in which an author presents a character in a story, including describing words, actions, thoughts, and impressions of that character.

- Chronological Order - the arrangement of events, actions, or ideas in the sequence they occurred in time, starting from the earliest and moving toward the most recent.
- Context Clue - information from the immediate and surrounding text that helps identify a word.
- Evaluation - the systematic process of analyzing and judging a text's quality, significance, and impact, to assess how well elements like theme, style, and character achieve the author's intent. It requires establishing criteria, using evidence-based analysis, and forming informed opinions on the work's effectiveness.
- Evidence - specific, verifiable details from a text—such as direct quotes, paraphrased events, or character dialogue—used to support, prove, or strengthen an interpretation, argument, or claim. It serves as the foundation for analytical arguments, transforming subjective opinions into substantiated, credible literary criticism.
- Imagery - the use of vivid, descriptive language that appeals to the five senses—sight, sound, smell, taste, and touch—to create mental images and evoke emotions in the reader.
- Inference - a conclusion based on facts, data, or evidence.
- Mood - the feeling a reader gets while reading a story; mood conveys the emotional atmosphere of a story.
- Motif - a recurring, distinctive element - such as an image, sound, symbol, or idea - that appears throughout a text to help develop themes, moods, or patterns
- Narrator's Tone - the attitude, emotion, or persona the narrator conveys toward the subject matter, characters, or audience.
- Plot - the literary element that provides the structure of the action of a story, which may include rising action, climax, and falling action leading to a resolution or denouement.
- Setting - the literary element that includes time, place, and physical and psychological background in which a story takes place.
- Suspense - a narrative device that creates intense anxiety, tension, or anticipation regarding the outcome of a plot, keeping readers compelled to continue reading.
- Symbol - something that represents something else.
- Style - the characteristics of a work that reflect the author's particular way of writing.
- Theme - Theme is the overall idea or message about life in a text. It is usually not stated in the text.
- Tone - how an author feels about a topic expressed through his/her word choice.

The Outsiders Chapters 10-12

- Allusion - a brief, indirect, and often unexplained reference to a famous person, place, event, literary work, or myth, designed to bring deeper meaning to the text without explicit explanation. It relies on the reader's shared knowledge to create connections, enhancing context, imagery, or irony.
- Character - distinctive features of a character in a story.
- Characterization - the way in which an author presents a character in a story, including describing words, actions, thoughts, and impressions of that character.
- Chronological Order - the arrangement of events, actions, or ideas in the sequence they occurred in time, starting from the earliest and moving toward the most recent.
- Context Clue - information from the immediate and surrounding text that helps identify a word.
- Flashback - a literary technique in which the author describes events and actions that occurred before the main action of the story.
- Imagery - the use of vivid, descriptive language that appeals to the five senses—sight, sound, smell, taste, and touch—to create mental images and evoke emotions in the reader.
- Inference - a conclusion based on facts, data, or evidence.
- Mood - the feeling a reader gets while reading a story; mood conveys the emotional atmosphere of a story.
- Motif - a recurring, distinctive element - such as an image, sound, symbol, or idea - that appears throughout a text to help develop themes, moods, or patterns
- Narrator's Tone - the attitude, emotion, or persona the narrator conveys toward the subject matter, characters, or audience.
- Plot - the literary element that provides the structure of the action of a story, which may include rising action, climax, and falling action leading to a resolution or denouement.
- Setting - the literary element that includes time, place, and physical and psychological background in which a story takes place.
- Suspense - a narrative device that creates intense anxiety, tension, or anticipation regarding the outcome of a plot, keeping readers compelled to continue reading.
- Symbol - something that represents something else.
- Style - the characteristics of a work that reflect the author's particular way of writing.
- Theme - Theme is the overall idea or message about life in a text. It is usually not stated in the text.
- Tone - how an author feels about a topic expressed through his/her word choice.

Plot

- Exposition - a narrative device used to introduce essential background information to the audience. This includes details about the setting, character backstories, historical context, and the rules of the fictional world. It is most commonly found at the beginning of a story to set the stage before the main conflict begins.

- Rising Action - the sequence of events in a story that builds tension, raises the stakes, and complicates the main conflict. It occurs right after the inciting incident and leads directly to the story's climax, typically making up the bulk of the narrative.
- Climax - the turning point of a narrative. It represents the highest point of tension, drama, or emotional intensity, where the protagonist faces their ultimate challenge and the central conflict reaches its peak
- Falling Action - the sequence of events that occurs immediately after the story's climax. It de-escalates the narrative's dramatic tension, shows the immediate consequences of the climax, and ties up loose ends, guiding the story toward its final resolution.
- Resolution - is the conclusion of a story's plot. Also known as the dénouement, it occurs after the climax and falling action. It is the point where the main conflict is resolved, loose ends are tied up, and lingering questions are answered, providing a sense of closure to the reader.
- Conflict - the fundamental struggle between two opposing forces that drives a narrative forward. It creates tension, raises the stakes, and forces characters to make choices, ultimately revealing their motivations, values, and personal growth.

Context Clues

- comparison context clue - text that provides a clue to the meaning of a word through a comparison
- context clue - a hint in the surrounding text that can help a reader infer the meaning of an unfamiliar word, phrase, or description
- contrast context clue - text that provides a clue to the meaning of a word through a contrast
- definition context clue - definition context clue
- example context clue - text that provides a clue to the meaning of a word through one or more examples
- infer - to determine something not stated directly by using reasoning and evidence from the text

Text Dependent Evidence

- Analyze - to examine the parts of something in detail
- Cite - to quote as evidence to support a response
- Explicit - precisely and clearly expressed, leaving no room for doubt
- Implicit - implied but not stated directly
- Interpret - to determine and explain the meaning of

Language, Style, and Audience

- Attitude - a state involving beliefs and feelings that causes a person to think or act in a certain way
- Audience - the people who read a written text, listen to an oral response or presentation, or watch a performance
- Meaning - what is meant by a word; the general message of a text or idea
- Style - a way of expressing something in writing or speech that is developed using various techniques
- Tone - the author's, speaker's, or narrator's attitude toward a subject, evident through diction and other style elements
- Word Choice - a technique of selecting specific words for precise meaning or to generate an emotional response

Author's Purpose and Point of View

- author's point of view - the way an author looks at a topic or subject and their attitude toward it
- author's purpose - an author's reason for writing, such as to entertain, to inform, or to persuade

***

Grammar Skills

- Adjective - a word or group of words that modifies or describes a noun.
- Adverb - a word or group of words that modifies a verb, adjective, or other adverb. An adverb answers questions such as how, when, where, and how much.
- Conjunction - a part of speech used to connect words, phrases, clauses, or sentences, including the words and, but, and or.
- Preposition - a part of speech in the class of function words such as of, on, and at that precede a noun phrase to create prepositional phrases.
- Interjection - a word or phrase used to exclaim, protest, or command.
- Passive Voice - a sentence in which the subject is acted on by the verb
- Active Voice - a sentence in which the subject performs the action indicated by the action verb

- Verb Moods - the attitude or feeling a verb shows in a sentence.
- Indicative Mood: States facts, opinions, or asks questions about reality (e.g., "The cat is sleeping" or "She likes pizza").
- Imperative Mood: Issues commands, requests, advice, or prohibitions. The subject "you" is usually implied (e.g., "Close the door" or "Please sit down").
- Subjunctive Mood: Expresses wishes, doubts, possibilities, recommendations, or conditions contrary to fact. It often uses "were" or specialized verb forms (e.g., "If I were you..." or "I suggest that he arrive on time").
- Conditional Mood: Indicates a state that depends on a specific condition, often using "would," "could," or "might" (e.g., "I would go if I had money").
- Inappropriate Shift in Voice and Mood - a grammar error that occurs when a sentence changes how the subject acts or changes the style of a command in the middle of a thought.
- Fragment - a sentence that is incomplete because it is missing something—so it's NOT a complete thought.
- Run-on - when two or more complete sentences are connected without proper punctuation.

Unit Learning Activities

1960s Webquest - Research the setting of The Outsiders
StudySync Vocabulary / Word Study
Keys to Literacy
Morphology - studying the form, structure, and formation of words
StudySync Quiz
StudySync Think/Write TDA/Comparative Analysis
No Red Ink Grammar Lessons - Parts of Speech, Active and Passive Voice, Verb Mood, Sentences

Unit Resources

Great Tales and Poems of Edgar Allan Poe
The Outsiders by S.E. Hinton
McGraw Hill StudySync (8th-Grade Resources)
No Red Ink (Grammar)
Teacher Supplemental (as needed)

Assessments (Formative and Summative)

Nonnegotiable

- "The Raven" Vocabulary, Quiz, and TDA and/or One Page Project
- 1960s Webquest: Historical Context for The Outsiders Research Project
- The Outsiders Chapter 1 Vocabulary and Quiz
- The Outsiders Chapter 2 Vocabulary, Quiz, and TDA
- The Outsiders Chapters 3 and 4 Vocabulary and Quiz
- The Outsiders Chapters 5 and 6 Vocabulary and Quiz
- "Nothing Gold Can Stay" Analysis and TDA
- The Outsiders Chapters 7, 8, and 9 Vocabulary and Quiz
- "Rest in Peace, Doc" Comparative Analysis
- The Outsiders Chapters 10, 11, and 12 Vocabulary, Quiz, and TDA
- Outsiders Unit Test
- No Red Ink / Grammar Activities

Curriculum Writer(s)

George Willock

Board Approval Date

1_Grade 8 Reading (Curriculum In Progress)
3rd MP

Unit Description

Unit Description 3

The "Trying Times" unit introduces 8th-grade students to the essential question "Who are you in a crisis?" through a study of dramatic and informational texts exploring crisis and survival. Students read and analyze an excerpt from Goodrich and Hackett's play The Diary of Anne Frank and an excerpt from Eleanor Ayer's Parallel Journeys, building skills in vocabulary acquisition, close reading, textual evidence, character and conflict, point of view, dramatic elements and structure, informational text elements, and comparing perspectives across texts. This unit also serves as PSSA preparation, incorporating the PSSA ELA glossary and sample items. Throughout the unit, students engage in text-dependent analysis writing, collaborative discussion, and grammar/mechanics instruction, writing routinely across a range of time frames — from short, single-sitting vocabulary and comprehension responses to extended, multi-day TDA and research writing — for a variety of purposes and audiences, culminating in vocabulary quizzes, TDAs, and grammar activities.

Standards

CC.1.2.8.A	-	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CC.1.2.8.B	-	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
CC.1.2.8.C	-	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
CC.1.2.8.D	-	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
CC.1.2.8.E	-	Analyze the structure of the text through evaluation of the author's use of specific sentences and paragraphs to develop and refine a concept.
CC.1.2.8.F	-	Analyze the influence of the words and phrases in a text including figurative and connotative, and technical meanings; and how they shape meaning and tone.
CC.1.2.8.H	-	Evaluate authors' argument, reasoning, and specific claims for the soundness of the arguments and the relevance of the evidence.
CC.1.2.8.I	-	Analyze two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
CC.1.2.8.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.8.K	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.2.8.L	-	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
CC.1.3.8.B	-	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
CC.1.3.8.C	-	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CC.1.3.8.D	-	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
CC.1.3.8.I	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.8.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.8.K	-	Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.8.A	-	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
CC.1.4.8.B	-	Identify and introduce the topic clearly, including a preview of what is to follow.
CC.1.4.8.C	-	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.8.D	-	Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.8.E	-	Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to inform about or explain the topic. * Use sentences of varying lengths and complexities * Create tone and voice though precise language. * Establish and maintain a formal style.
CC.1.4.8.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.8.S	-	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.8.T	-	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CC.1.4.8.X	-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
CC.1.5.8.A	-	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
CC.1.5.8.B	-	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
CC.1.5.8.G	-	Demonstrate command of the conventions of standard English when speaking based on grade 8 level and content.

Essential Questions

- Who are you in a crisis?

Objectives

Unit 3 Objectives:

Using The Key Comprehension Routine to address these topics, strategies and skills:

- **Five Components of Reading**: phonemic awareness, phonics, fluency, vocabulary, and comprehension
- **Comprehension Instruction:** strategies/metacognition, text structure, vocabulary, background knowledge
- **Critical thinking:** for close, analytic reading of both narrative and expository text
- **Text structure knowledge:** at the sentence, paragraph, and longer text levels
- **I, We, You instruction:** strategies are taught explicitly through modeling and think-aloud, guided practice is provided, and scaffolds are gradually released as students become independent users of the strategies
- **Main idea skills:** categorizing information and vocabulary, identifying main ideas at the paragraph level, and identifying central ideas in lengthier text
- **Top-down topic webs:** a graphic organizer that represents the major topics and big ideas of any content that is read, said, or done
- **Two-column notes:** a note taking format that supports active reading and listening
- **Summarizing:** students comprehend and synthesize the main ideas from any content that is read, said, or done
- **Generating questions:** students create and answer questions along a continuum of thinking using Bloom's Taxonomy based on content that is read, said, or done

***

PSSA Prep: ELA Item Sampler
Students will build background knowledge and set a purpose for PSSA preparation by reviewing the most recent PSSA ELA Item

Sampler (from Pennsylvania System of School Assessment (PSSA) | Department of Education) and the PSSA ELA Glossary, reinforcing key academic vocabulary and text structures that appear across the assessment.

Skill: Central Idea and Supporting Details
Students will review and apply the terms topic, main idea, and supporting details, practicing how to distinguish a text's central idea from the specific details that develop it, using PSSA-aligned sample passages and items.

Skill: Text Types and Purpose
Students will review and identify the characteristics of expository, narrative (imaginative), and persuasive text types, analyzing how each type's purpose shapes its organization and language, using PSSA-aligned sample passages and items.

Skill: Text Structure
Students will review and identify five common informational text structures — chronological/sequence, cause and effect, compare and contrast, problem and solution, and description — analyzing how each structure organizes ideas and connects individuals, events, or concepts within a text. Students will also examine how specific sentences and paragraphs within a passage work together to develop and refine the text's central concept.

Skill: Evaluating Author's Argument and Reasoning
Students will evaluate an author's argument, reasoning, and specific claims within a persuasive or argumentative passage, assessing the soundness of the argument and the relevance of the evidence used to support it, using PSSA-aligned sample passages and items. Students will orally summarize an author's argument to a partner or small group, who will evaluate the soundness of the reasoning and the relevance of the evidence presented.

Skill: Speaking and Listening — Collaborative Discussion
Students will participate in small-group or whole-class discussion of sample item responses, posing questions, responding to peers, and building on others' reasoning to clarify and justify their answer choices with textual support.

Skill: Text-Dependent Analysis / Constructed Response
After reviewing a model constructed-response item, students will respond to a PSSA-style open-ended prompt, using textual evidence to support an analysis of central idea, text structure, or author's purpose. Students will draft using a graphic organizer, revise using peer or teacher feedback, and produce a final response modeled on PSSA scoring expectations.

***

"The Diary of Anne Frank"

Introduction: "The Diary of Anne Frank: A Play" (excerpt)
Students will read the Study Sync introduction and view the companion video to build background knowledge and set a purpose for reading the excerpt by Goodrich and Hackett.

Skill: Vocabulary Acquisition and Use
Before reading, students will determine the meaning of key vocabulary using context clues and verify inferred meanings using a dictionary.

First Read: "The Diary of Anne Frank: A Play" — Skill: Key Ideas and Details / Vocabulary in Context
Students will read and discuss the excerpt, demonstrating comprehension by identifying and describing characters and setting details and articulating events central to the plot, while using context clues to determine the meaning of unfamiliar vocabulary.

Close Read: "The Diary of Anne Frank: A Play" — Skill: Craft, Structure, and Textual Evidence
Students will annotate the text to pose questions, trace the development of an idea, and respond to key passages. Following close reading and discussion, students will cite textual evidence to make inferences and analyze dramatic elements and structure.

Skill: Character and Conflict
Students will analyze how dialogue and key incidents among the families in hiding reveal aspects of character and propel the central conflict of survival under threat.

Skill: Point of View and Dramatic Irony
Students will examine how the reader's historical knowledge of the Holocaust's outcome creates a gap between the reader's awareness and the characters' hopeful perspective, and analyze how this dramatic irony shapes tension throughout the excerpt.

Skill: Making Text Connections
Students will make text-to-self, text-to-text, and text-to-world connections to deepen comprehension and personal engagement with the excerpt.

Skill: Dramatic Elements and Structure
Students will analyze how the play's dramatic structure — dialogue, stage directions, acts, and scenes — differs from the prose structure of a diary or journal, and how each form shapes the reader's experience of Anne's story.

Skill: Speaking and Listening — Collaborative Discussion
Students will participate in small-group or whole-class discussion of the characters' choices and the excerpt's central conflict, posing questions, responding to peers, and building on others' interpretations with textual support, using formal, grade-appropriate spoken language.

Skill: Text-Dependent Analysis / Literary Argument Writing
After reviewing a model, students will respond to open-ended prompts, using evidence from the text to support literary analysis. Students will draft using a graphic organizer, revise using peer or teacher feedback, and produce a final draft.

***

Introduction: "Parallel Journeys" (excerpt)
Students will read the Study Sync introduction and view the companion video to build background knowledge and set a purpose for reading the excerpt by Eleanor Ayer.

Skill: Vocabulary Acquisition and Use
Before reading, students will determine the meaning of key vocabulary using context clues and verify inferred meanings using a dictionary.

First Read: "Parallel Journeys" — Skill: Key Ideas and Details / Vocabulary in Context
Students will read and discuss the excerpt, demonstrating comprehension by identifying and restating the text's key ideas and details, while using context clues to determine the meaning of unfamiliar vocabulary.

Close Read: "Parallel Journeys" — Skill: Craft, Structure, and Textual Evidence
Students will annotate the text to pose questions, trace the development of an idea, and respond to key passages. Following close reading and discussion, students will cite textual evidence to analyze informational text elements and structure.

Skill: Informational Text Elements
Students will analyze how the author makes connections among individuals, events, and ideas through informational text elements such as central idea, supporting evidence, and pertinent examples.

Skill: Comparing Perspectives
Students will analyze how the text juxtaposes the parallel experiences of Alfons Heck and Helen Waterford, comparing how each individual's differing perspective shapes the reader's understanding of the same historical period.

Skill: Central Idea and Development
Students will determine a central idea of the text and analyze its development across the excerpt, including its relationship to the two central figures' experiences.

Skill: Speaking and Listening — Collaborative Discussion
Students will participate in small-group or whole-class discussion comparing the two individuals' experiences, posing questions, responding to peers, and building on others' interpretations with textual support, using formal, grade-appropriate spoken language.

Skill: Text-Dependent Analysis / Informative Writing
After reviewing a model, students will respond to an open-ended prompt, using evidence from the text to develop an informative response comparing the two individuals' perspectives. Students will draft using a graphic organizer, revise using peer or teacher feedback, and produce a final draft.

***

Skill: Word Study
Students will enhance their vocabulary acquisition through morphological analysis, supplemental materials, and Study Sync activities, as necessary:

- Word Study: Prefixes co-, con-, com-, syn-, sym-
- Word Study: Prefixes en-, em-, in-, im-
- Word Study: Prefixes in-, im-, ir-, il-
- Word Study: Prefixes out-, pro-, super-

- Word Study: Prefixes pre-, re-
- Word Study: Prefixes sub-, over-, trans-, inter-
- Word Study: Prefixes un-, de-, non-, dis-, mis-
- Word Study: Prefixes uni-, bi-, tri-, cent-
- Word Study: Suffixes -able, -ible, -ous
- Word Study: Suffixes -acy, -dom, -ism, -ship
- Word Study: Suffixes -al, -ial, -ive
- Word Study: Suffixes -ant, -ent, -ance, -ence
- Word Study: Suffixes -ate, -en, -ize, -fy
- Word Study: Suffixes -er, -or, -ist
- Word Study: Suffixes -ful, -y, -ly
- Word Study: Suffixes: -ion, -tion, -ation, -ition
- Word Study: Suffixes -ish, -ic, -ical
- Word Study: Suffixes -ity, -ty
- Word Study: Suffixes -less, -ness, -ment

Skill: Grammar / Mechanics
Students will sharpen their grammar and editing skills through targeted practice of the following topics to strengthen command of standard English conventions using NoRedInk, StudySync, and direct instruction:

- Gerunds
- Infinitives
- Participles
- Prepositional Phrases
- Recognizing and Correcting Dangling or Misplaced Modifiers
- Ellipsis
- Run-on Sentences
- Fragments
- Complete Sentences

Key Vocabulary and Definitions

Key Vocabulary and Definitions

Students will enhance their vocabulary acquisition through morphological analysis, direct instruction, Study Sync practice, and supplemental materials.

“Anne Frank” Vocabulary:

- abruptly - in a way that is very sudden and unexpected
- attitude - a state involving beliefs and feelings that causes a person to think or act in a certain way
- cultured - having good education, taste and manners
- dim - to become less bright
- suspicious - showing distrust or doubt; having a belief that someone or something is questionable or dishonest
- trace - a small amount

“Parallel Journeys” Vocabulary:

- accommodate - to make room for
- bizarre - strange or unusual
- demonstration - a public display or protest to show support or opposition for someone or something
- emblem - an image that represents a group or idea
- notify - to inform or report
- symbol - an object or action that represents an idea

***

Literary/Poetic Elements:

“Anne Frank”

- Act - a major unit of a drama
- Character - distinctive features of a character in a story.
- Characterization - the way in which an author presents a character in a story, including describing words, actions, thoughts, and impressions of that character.
- Conflict - the essential struggle between opposing forces—typically a protagonist and an antagonist, obstacle, or internal dilemma—that drives the plot forward.
- Dialogue - a conversation between characters
- Dramatic Element - an essential component of a drama, such as plot, characters, theme, and costumes
- Inference - a conclusion based on facts, data, or evidence.
- Plot - the sequence of events that take place in a work of literature
- Point of View - the position from which a story is told. First-person point of view is told from the perspective of one character, using the pronoun I. Third person point of view is told from a narrator using pronouns such as he or she; it can be omniscient (all-knowing) or limited.
- Scene - a subdivision of an act in a drama
- Setting - the literary element that includes time, place, and physical and psychological background in which a story takes place.
- Stage Direction - an instruction written by the playwright that may describe the set, a sound effect, the lighting, or the appearance or actions of a character
- Text to Self Connection - personal connections that the reader makes between a text and his or her own thoughts, feelings, and experiences
- Text to Text Connection - connections that the reader makes between a text and ideas in other texts he or she has read
- Text to World Connection - larger connections that the reader makes between a text and his or her knowledge of history, current events, and how the world works

“Parallel Journeys” -

- Author’s Purpose - the motive or reason for which an author writes; includes entertaining, informing, persuading, and explaining.
- Character - distinctive features of a character in a story.
- Characterization - the way in which an author presents a character in a story, including describing words, actions, thoughts, and impressions of that character.
- Context Clue - information from the immediate and surrounding text that helps identify a word.
- Evidence - specific, verifiable details from a text—such as direct quotes, paraphrased events, or character dialogue—used to support, prove, or strengthen an interpretation, argument, or claim. It serves as the foundation for analytical arguments, transforming subjective opinions into substantiated, credible literary criticism.
- Informational Text - writing that presents information or ideas about real people, places, things, or events
- Informational Text Element - a common set of features, such as a central idea, supporting evidence, and pertinent examples, that appear in informational texts
- Narrator - the narrator is the voice/person that tells the story.
- Pertinent Example - a related situation that shows that what is being demonstrated is true
- Supporting Evidence - text evidence, descriptions, examples, reasons, expert opinions, facts, and statistics that further explain key aspects of the controlling idea

***

ELA Glossary

***

Grammar Skills

- Gerund - the \(-ing\) form of a verb that functions as a noun in a sentence. It represents the act of doing an action and can act as the subject, direct object, or object of a preposition.
- Infinitive - the basic, unconjugated form of a verb. In English, it usually consists of the word "to" followed by the base verb (e.g., to run, to be, to think). Because it isn’t tied to a specific subject or tense, it presents an action as a general idea.
- Participle - a word formed from a verb that functions as an adjective to modify a noun. It can also combine with helping verbs (be or have) to create complex verb tenses.
- Preposition - a word (in, on, at, to, with, etc.) that shows the relationship between a noun (or pronoun) and other words in a sentence. They typically tell you where, when, or how something happens and connect words together into prepositional phrases.
- Ellipsis - a punctuation mark made up of three consecutive dots (...). It is primarily used in writing to show that words have

been intentionally omitted from a direct quote, to indicate a pause or hesitation, or to signify a trailing, unfinished thought.
- Dangling or Misplaced modifier - a descriptive word, phrase, or clause that is too far from the word it describes, such as misplaced adjectives, adverbs, and prepositional phrases.
- Run-on sentence - a grammatical error where two or more independent clauses (complete thoughts) are improperly joined into a single sentence without correct punctuation or connecting words
- Fragment - an incomplete sentence. It falls short of a proper sentence because it is missing a subject, a main verb, or a complete thought.

Unit Learning Activities

PSSA Glossary and Samplers
StudySync Vocabulary / Word Study
Keys to Literacy
Morphology - studying the form, structure, and formation of words
StudySync Quiz
StudySync Think/Write TDA
No Red Ink Grammar Lessons - Parts of Speech, Gerunds, Infinitives, Participles, Prepositions, Ellipses, Misplaced/Dangling Modifiers, Run-on Sentence, Fragments

Unit Resources

McGraw Hill StudySync (8th-Grade Resources)
No Red Ink (Grammar)
PSSA - ELA Glossary
PSSA - Sample Items Pennsylvania System of School Assessment (PSSA) | Department of Education
Teacher Supplemental (as needed)

Assessments (Formative and Summative)

Nonnegotiable
PSSA ELA Item Sampler and Constructed Response (TDA)
“The Diary of Anne Frank: A Play” Vocabulary, Quiz, and TDA
“Parallel Journeys” Vocabulary, Quiz, and TDA
No Red Ink / Grammar Activities

Curriculum Writer(s)

George Willock

Board Approval Date

1_Grade 8 Reading (Curriculum In Progress)
4th MP

Unit Description

Unit Description 4

The "Trying Times" unit continues 8th-grade students' exploration of the essential question "Who are you in a crisis?" through Alan Gratz's novel Refugee. Students read and analyze the interwoven stories of three young refugees — Josef, Isabel, and Mahmoud — across three different historical crises, building skills in vocabulary acquisition, close reading, textual evidence, character motivation, cause and effect, point of view, figurative language, theme, and comparative writing. Students also read a supplementary text, "When the Waters Rise," to develop comparative character-writing skills. Throughout the unit, students engage in text-dependent analysis writing, collaborative discussion, and grammar/mechanics instruction, writing routinely across a range of time frames — from short, single-sitting vocabulary and comprehension responses to extended, multi-day TDA and research writing — for a variety of purposes and audiences, culminating in vocabulary quizzes, TDAs, a comparative writing task, and a unit test.

Standards

CC.1.3.8.A	-	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
CC.1.3.8.B	-	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
CC.1.3.8.C	-	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
CC.1.3.8.D	-	Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
CC.1.3.8.F	-	Analyze the influence of the words and phrases in a text including figurative and connotative meanings and how they shape meaning and tone.
CC.1.3.8.G	-	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by directors or actors.
CC.1.3.8.H	-	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from traditional works, including describing how the material is rendered new.
CC.1.3.8.I	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
CC.1.3.8.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.3.8.K	-	Read and comprehend literary fiction on grade level, reading independently and proficiently.
CC.1.4.8.A	-	Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
CC.1.4.8.B	-	Identify and introduce the topic clearly, including a preview of what is to follow.
CC.1.4.8.C	-	Develop and analyze the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.8.D	-	Organize ideas, concepts, and information into broader categories; use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
CC.1.4.8.E	-	Write with an awareness of the stylistic aspects of composition. * Use precise language and domain-specific vocabulary to inform about or explain the topic. * Use sentences of varying lengths and complexities * Create tone and voice though precise language. * Establish and maintain a formal style.
CC.1.4.8.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.8.L	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.8.S	-	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
CC.1.4.8.T	-	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
CC.1.4.8.V	-	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
CC.1.4.8.W	-	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
CC.1.4.8.X	-	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
CC.1.5.8.A	-	Engage effectively in a range of collaborative discussions, on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly.
CC.1.5.8.F	-	Integrate multimedia and visual displays into presentations to add interest, clarify information, and strengthen claims and evidence.
CC.1.2.8.A	-	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
CC.1.2.8.C	-	Analyze how a text makes connections among and distinctions between individuals, ideas, or events.
CC.1.2.8.G	-	Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea.
CC.1.2.8.J	-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CC.1.2.8.K	-	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Essential Questions

- Who are you in a crisis?

Objectives

Using The Key Comprehension Routine to address these topics, strategies and skills:

- **Five Components of Reading:** phonemic awareness, phonics, fluency, vocabulary, and comprehension
- **Comprehension Instruction:** strategies/metacognition, text structure, vocabulary, background knowledge
- **Critical thinking:** for close, analytic reading of both narrative and expository text
- **Text structure knowledge:** at the sentence, paragraph, and longer text levels
- **I, We, You instruction:** strategies are taught explicitly through modeling and think-aloud, guided practice is provided, and scaffolds are gradually released as students become independent users of the strategies
- **Main idea skills:** categorizing information and vocabulary, identifying main ideas at the paragraph level, and identifying central ideas in lengthier text
- **Top-down topic webs:** a graphic organizer that represents the major topics and big ideas of any content that is read, said, or done
- **Two-column notes:** a note taking format that supports active reading and listening
- **Summarizing:** students comprehend and synthesize the main ideas from any content that is read, said, or done
- **Generating questions:** students create and answer questions along a continuum of thinking using Bloom's Taxonomy based on content that is read, said, or done

***

Historical Context: Refugee Crises Research
Students will build the historical and cultural background needed to understand the three refugee crises depicted in Refugee, while developing research and multimedia presentation skills to support their understanding of the novel's settings.

Research Categories (each student or group selects one, or categories can be assigned to cover all as a class):

- Nazi Germany and the Jewish refugee crisis (1930s)
- The Cuban refugee crisis (1990s)
- The Syrian Civil War refugee crisis (2010s)

Skill: Source Gathering and Evaluation
Students will locate at least 2–3 credible digital sources per crisis using effective search terms, and evaluate each source's credibility (author, publisher, date, purpose) before using it.

Skill: Reading Informational Text for Central Ideas
Students will read their sources and determine the central idea of each, citing the strongest textual evidence to support their notes — not simply copying facts, but identifying what each source is actually claiming or emphasizing.

Skill: Note-Taking and Paraphrasing
Students will record findings in their own words using a structured organizer (e.g., a research chart with source, key facts, and citation), practicing paraphrasing and quoting properly with a standard citation format.

Skill: Multimedia Presentation
Students will present their research findings using a slide deck, poster, or digital tool that incorporates images, maps, timelines, or video clips to clarify their research and strengthen their claims for an audience.

Skill: Connecting Research to the Novel
Students will explicitly connect at least one researched detail to a specific moment, conflict, or character choice in Refugee, explaining how the historical context helps illuminate the character's circumstances.

***

***Refugee* by Alan Gratz**

Introduction: Refugee pp 1-59
Students will read the Study Sync introduction and view the companion video to build background knowledge and set a purpose for reading pp. 1–59 of Refugee.

Skill: Vocabulary Acquisition and Use
Before reading, students will determine the meaning of key vocabulary using context clues, word parts (morphology), and part of speech.

First Read: Refugee pp. 1–59 — Skill: Key Ideas and Details / Vocabulary in Context
Students will read and discuss the text, demonstrating comprehension by citing textual evidence to support responses and using context clues to determine the meaning of unfamiliar vocabulary.

Close Read: Refugee pp. 1–59 — Skill: Craft, Structure, and Textual Evidence
Students will record two-column notes and respond to study questions, using textual evidence to make inferences and analyze the story's structure, elements, and devices.

Skill: Introducing Parallel Narratives
Students will analyze how the author introduces three separate protagonists, settings, and time periods through an alternating narrative structure, and how each character's point of view is established through dialogue and detail.

Skill: Point of View and Dramatic Irony
Students will examine how the reader's historical knowledge of the outcome of Nazi Germany creates a gap between the reader's awareness and Josef's understanding of his family's danger, and analyze how this dramatic irony builds tension.

Skill: Speaking and Listening — Collaborative Discussion
Students will participate in small-group or whole-class discussion of the three protagonists and their circumstances, posing questions, responding to peers, and building on others' interpretations with textual support.

Skill: Text-Dependent Analysis / Literary Argument Writing
After reviewing a model, students will respond to an open-ended prompt comparing and contrasting the main characters' responses to violence and persecution, using evidence from the text to support literary analysis. Students will draft using a graphic organizer, revise using peer or teacher feedback, and produce a final draft.

***

Introduction: Refugee pp 60-115
Students will read the Study Sync introduction to build background knowledge and set a purpose for reading this section of Refugee.

Skill: Vocabulary Acquisition and Use
Before reading, students will determine the meaning of key vocabulary using context clues, word parts (morphology), and part of speech.

First Read: Refugee pp. 60–115 — Skill: Key Ideas and Details / Vocabulary in Context
Students will read and discuss the text, demonstrating comprehension by citing textual evidence to support responses and using context clues to determine the meaning of unfamiliar vocabulary.

Close Read: Refugee pp. 60–115 — Skill: Craft, Structure, and Textual Evidence
Students will record two-column notes and respond to study questions, using textual evidence to make inferences and analyze the story's structure, elements, and devices.

Skill: Character Motivation and Conflict
Students will analyze how escalating danger across all three storylines reveals each character's motivations and forces difficult decisions.

Skill: Speaking and Listening — Collaborative Discussion
Students will participate in small-group or whole-class discussion of the choices each protagonist faces, posing questions, responding to peers, and building on others' interpretations with textual support.

***

Introduction: Refugee pp 116-170
Students will read the Study Sync introduction to build background knowledge and set a purpose for reading this section of Refugee.

Skill: Vocabulary Acquisition and Use
Before reading, students will determine the meaning of key vocabulary using context clues, word parts (morphology), and part of speech.

First Read: Refugee pp. 116–170 — Skill: Key Ideas and Details / Vocabulary in Context
Students will read and discuss the text, demonstrating comprehension by citing textual evidence to support responses and using context clues to determine the meaning of unfamiliar vocabulary.

Close Read: Refugee pp. 116–170 — Skill: Craft, Structure, and Textual Evidence
Students will record two-column notes and respond to study questions, using textual evidence to make inferences and analyze the story's structure, elements, and devices.

Skill: Cause and Effect and Prediction
Students will trace the chain of cause and effect across the three storylines and use textual clues and prior events to make and confirm predictions about upcoming plot developments.

Skill: Speaking and Listening — Collaborative Discussion
Students will participate in small-group or whole-class discussion of the unfolding consequences each protagonist faces, posing questions, responding to peers, and building on others' interpretations with textual support.

Skill: Text-Dependent Analysis / Literary Argument Writing
After reviewing a model, students will respond to an open-ended prompt regarding the parallel themes, events, or plotlines, using evidence from the text to support literary analysis. Students will draft using a graphic organizer, revise using peer or teacher feedback, and produce a final draft.

***

Introduction: Refugee pp 171-228
Students will read the Study Sync introduction to build background knowledge and set a purpose for reading this section of Refugee.

Skill: Vocabulary Acquisition and Use
Before reading, students will determine the meaning of key vocabulary using context clues, word parts (morphology), and part of speech.

First Read: Refugee pp. 171–228 — Skill: Key Ideas and Details / Vocabulary in Context
Students will read and discuss the text, demonstrating comprehension by citing textual evidence to support responses and using context clues to determine the meaning of unfamiliar vocabulary.

Close Read: Refugee pp. 171–228 — Skill: Craft, Structure, and Textual Evidence
Students will record two-column notes and respond to study questions, using textual evidence to make inferences and analyze the story's structure, elements, and devices.

Skill: Rising Tension and Character Choices
Students will analyze how mounting danger and difficult choices under pressure continue to reveal each protagonist's character and drive the plot toward its climax.

Skill: Speaking and Listening — Collaborative Discussion
Students will participate in small-group or whole-class discussion of the escalating tension in each storyline, posing questions, responding to peers, and building on others' interpretations with textual support.

***

Introduction: “When the Waters Rise”
Students will read the introduction to build background knowledge and set a purpose for reading an excerpt from "When the Waters Rise."

First Read: "When the Waters Rise" — Skill: Key Ideas and Details / Vocabulary in Context
Students will read and discuss the text, demonstrating comprehension by citing textual evidence to support responses and using context clues to determine the meaning of unfamiliar vocabulary.

Skill: Speaking and Listening — Collaborative Discussion
Students will participate in small-group or whole-class discussion comparing the helpful figures in "When the Waters Rise" and Refugee, posing questions, responding to peers, and building on others' interpretations with textual support.

Skill: Comparative/Synthesis Writing
Students will write a character profile, modeled on the style of "When the Waters Rise," of a helpful figure in the life of one of the three protagonists of Refugee, using textual evidence from both texts to support their characterization.

***

Introduction: Refugee pp 229-278
Students will read the Study Sync introduction to build background knowledge and set a purpose for reading this section of Refugee.

Skill: Vocabulary Acquisition and Use
Before reading, students will determine the meaning of key vocabulary using context clues, word parts (morphology), and part of speech.

First Read: Refugee pp. 229–278 — Skill: Key Ideas and Details / Vocabulary in Context
Students will read and discuss the text, demonstrating comprehension by citing textual evidence to support responses and using context clues to determine the meaning of unfamiliar vocabulary.

Close Read: Refugee pp. 229–278 — Skill: Craft, Structure, and Textual Evidence
Students will record two-column notes and respond to study questions, using textual evidence to make inferences and analyze the story's structure, elements, and devices.

Skill: Theme Development
Students will trace how the events of this section develop the novel's central themes — including survival, sacrifice, and hope — across all three storylines.

Skill: Speaking and Listening — Collaborative Discussion
Students will participate in small-group or whole-class discussion of the novel's emerging themes, posing questions, responding to peers, and building on others' interpretations with textual support.

***

Introduction: Refugee pp 279-338
Students will read the Study Sync introduction to build background knowledge and set a purpose for reading this section of Refugee.

Skill: Vocabulary Acquisition and Use
Before reading, students will determine the meaning of key vocabulary using context clues, word parts (morphology), and part of speech.

First Read: Refugee pp. 279–338 — Skill: Key Ideas and Details / Vocabulary in Context
Students will read and discuss the text, demonstrating comprehension by citing textual evidence to support responses and using context clues to determine the meaning of unfamiliar vocabulary.

Close Read: Refugee pp. 279–338 — Skill: Craft, Structure, and Textual Evidence
Students will record two-column notes and respond to study questions, using textual evidence to make inferences and analyze the story's structure, elements, and devices.

Skill: Convergence and Connections
Students will analyze how the three storylines connect and converge by the novel's end, and make text-to-self, text-to-text, and text-to-world connections to deepen their understanding of the refugee experience.

Skill: Traditional Roots in Modern Fiction
Students will compare the three protagonists' perilous journeys to traditional journey narratives such as The Odyssey, identifying the shared pattern of exile and survival and analyzing how Gratz renders this ancient pattern new through three distinct, modern refugee crises.

Skill: Speaking and Listening — Collaborative Discussion
Students will participate in small-group or whole-class discussion of the novel's resolution and overall meaning, posing questions, responding to peers, and building on others' interpretations with textual support.

***

Medium Evaluation (optional) — Skill: Comparing Mediums
Students will view a documentary (or excerpt) related to one of the three refugee crises depicted in the novel, analyzing and evaluating how the documentary's presentation of real events compares to Gratz's fictionalized narrative treatment of the same historical crisis, evaluating the strengths and limitations of each medium for conveying the refugee experience.

***

Skill: Word Study
Students will enhance their vocabulary acquisition through morphological analysis, supplemental materials, and Study Sync activities, as necessary, while reinforcing spelling patterns tied to studied prefixes and suffixes:

- Word Study: Prefixes co-, con-, com-, syn-, sym-
- Word Study: Prefixes en-, em-, in-, im-
- Word Study: Prefixes in-, im-, ir-, il-
- Word Study: Prefixes out-, pro-, super-
- Word Study: Prefixes pre-, re-
- Word Study: Prefixes sub-, over-, trans-, inter-
- Word Study: Prefixes un-, de-, non-, dis-, mis-
- Word Study: Prefixes uni-, bi-, tri-, cent-
- Word Study: Suffixes -able, -ible, -ous
- Word Study: Suffixes -acy, -dom, -ism, -ship
- Word Study: Suffixes -al, -ial, -ive
- Word Study: Suffixes -ant, -ent, -ance, -ence
- Word Study: Suffixes -ate, -en, -ize, -fy
- Word Study: Suffixes -er, -or, -ist
- Word Study: Suffixes -ful, -y, -ly
- Word Study: Suffixes: -ion, -tion, -ation, -ition
- Word Study: Suffixes -ish, -ic, -ical
- Word Study: Suffixes -ity, -ty
- Word Study: Suffixes -less, -ness, -ment

Skill: Grammar / Mechanics
Students will sharpen their grammar and editing skills through targeted practice with prepositional phrases, gerund phrases, participial phrases, capitalization, commonly confused words and how to spell them, run-ons, fragments, and complete sentences using NoRedInk, StudySync, and direct instruction.

- Gerund phrase
- Infinitive phrase
- Participial phrase
- Prepositional Phrase
- Capitalization
- Commonly Confused Words and Spelling
- Run-on Sentences
- Fragments
- Complete Sentences

Key Vocabulary and Definitions

Key Vocabulary and Definitions
Students will build vocabulary through morphological analysis, direct instruction, StudySync practice, and supplemental materials to strengthen word acquisition and application.

Refugee pp 1-59 Vocabulary

- berth - sufficient space and distance through which something can safely move
- condemn - to express disapproval of something, often in a public setting
- indignation - anger at something that is unfair, whether real or perceived
- omen - sign of an event that will happen in the future
- refugee - a person forced to flee their own country to escape danger or persecution
- Shabbos - the Jewish sabbath, the day of rest
- sheepish - timid, lacking confidence
- truncheon - a short, stout club used primarily by policemen

Refugee pp 60-115 Vocabulary

- alien - relating to a world other than Earth
- deserter - a person who abandons their post or duties, especially one who leaves the armed forces without intending to return
- fraught - full of, or likely to result in something unpleasant
- infidel - a person who does not believe in a particular religion
- lull - a relatively calm interval
- paranoia - a psychological state characterized by excessive worrying and distrust, often without concrete evidence
- squalid - grimy and miserable, often due to poverty

Refugee pp 116-170 Vocabulary

- churlish - having a bad disposition; surly
- dinghy - a small boat or raft
- haphazard - lacking any obvious formal organization
- leviathan - (biblical) a sea monster, particularly a whale
- pandemonium - a chaotic uproar
- reel - to stagger or feel disoriented or bewildered, often as a result of a shock
- sluice - (of water) to flow

Refugee pp 171-228 Vocabulary

- condemn - to sentence to a severe punishment, often death
- confer - to discuss; to exchange ideas or opinions
- flotilla - a fleet of boats
- perpetual - lasting forever or for a long time without interruption
- purser - an officer aboard a ship who keeps accounts and attends to the passengers' welfare
- recoil - to pull back; to move away
- stagnant - showing little or no activity; sluggish or dull

Refugee pp 229-278 Vocabulary

- cauldron - a large pot used for cooking over a fire
- helmsman - the person who steers a ship
- mutineer - someone who is openly rebellious and refuses to obey authorities
- oblivious - lacking mindfulness; unaware
- odyssey - a long journey; a series of adventures
- resolve - willpower or determination
- tendril - something that is thin and curly

Refugee pp 279-338 Vocabulary

- coda - a musical term referring to the concluding passage of a piece of music
- composite - something composed of several disparate or unique parts
- embargo - a government order imposing a trade barrier
- influx - a rush or flood of a large number of people or things
- normalization - the act of bringing something into a more stable or peaceful state or condition
- ploy - a trick played for the purpose of deceiving someone
- retroactively - effective starting from a date in the past; after the fact

***

Literary/Poetic Elements:

Refugee pp 1-59 -

- Allusion - a brief, indirect, and often unexplained reference to a famous person, place, event, literary work, or myth, designed to bring deeper meaning to the text without explicit explanation. It relies on the reader's shared knowledge to create connections, enhancing context, imagery, or irony.
- Author's word choice - the deliberate selection of vocabulary to convey tone, create mood, establish setting, and develop characters or themes in literature
- Character - distinctive features of a character in a story.
- Characterization - the way in which an author presents a character in a story, including describing words, actions, thoughts, and impressions of that character.
- Chronological/Narrative Order - the arrangement of events, actions, or ideas in the sequence they occurred in time, starting from the earliest and moving toward the most recent.
- Compare/Contrast - analyzing similarities and differences between texts, characters, or ideas to deepen understanding, often using devices like similes, metaphors, and analogies
- Conflict - the central struggle between opposing forces that drives a story's plot, creates tension, and reveals character depth. (character vs. character, character vs. society, character vs. self, etc.)
- Context Clue - information from the immediate and surrounding text that helps identify a word.
- Dialogue - a conversational exchange between two or more characters, serving as a vital storytelling tool to advance the plot, reveal character traits, and create tension
- Evaluation - the systematic process of analyzing and judging a text's quality, significance, and impact, to assess how well elements like theme, style, and character achieve the author's intent. It requires establishing criteria, using evidence-based analysis, and forming informed opinions on the work's effectiveness.
- Evidence - specific, verifiable details from a text—such as direct quotes, paraphrased events, or character dialogue—used to support, prove, or strengthen an interpretation, argument, or claim. It serves as the foundation for analytical arguments, transforming subjective opinions into substantiated, credible literary criticism.
- Figurative Language - the use of non-literal words and phrases to create vivid imagery, deeper meaning, and emotional connections in literature
- Foreshadowing - clues or hints an author gives to upcoming plot events.
- Inference - a conclusion based on facts, data, or evidence.
- Metaphor - a figure of speech that directly compares two unrelated things by stating one thing is the other, enhancing meaning, imagery, or tone without using "like" or "as".
- Mood - the feeling a reader gets while reading a story; mood conveys the emotional atmosphere of a story.
- Narrator - the narrator is the voice/person that tells the story.
- Narrator's Tone - the attitude, emotion, or persona the narrator conveys toward the subject matter, characters, or audience.
- Onomatopoeia - the use of words that phonetically imitate, resemble, or suggest the sounds they describe
- Personal Judgment - evaluating a work's aesthetic, moral, or emotional impact, moving beyond simple description to form a

reasoned verdict
- Plot - the literary element that provides the structure of the action of a story, which may include rising action, climax, and falling action leading to a resolution or denouement.
- Point of View - the position from which a story is told. First-person point of view is told from the perspective of one character, using the pronoun I. The third-person point of view is told from a narrator using pronouns such as he or she; it can be omniscient (all-knowing) or limited.
- Setting - the literary element that includes time, place, and physical and psychological background in which a story takes place.
- Simile - a type of figurative language that compares two things or ideas using the words like or as; for example, the sun shone like a giant flashlight in the sky.
- Summary - a concise, objective overview of a specific scholarly article or text, highlighting its main argument, purpose, methodology, and key findings without adding personal opinions or new research.
- Style - the characteristics of a work that reflect the author's particular way of writing.
- Tense - the way in which verbs indicate past, present, and future time of action.

Refugee pp 60-115 -

- Alliteration - the repetition of initial consonant sounds in closely connected words, creating a musical, rhythmic, or emphatic effect in literature
- Author's word choice - the deliberate selection of vocabulary to convey tone, create mood, establish setting, and develop characters or themes in literature
- Character - distinctive features of a character in a story.
- Characterization - the way in which an author presents a character in a story, including describing words, actions, thoughts, and impressions of that character.
- Character Motivation - the driving force behind a character's actions, behaviors, and goals, providing the "why" that makes them relatable and believable
- Chronological/Narrative Order - the arrangement of events, actions, or ideas in the sequence they occurred in time, starting from the earliest and moving toward the most recent.
- Compare/Contrast - analyzing similarities and differences between texts, characters, or ideas to deepen understanding, often using devices like similes, metaphors, and analogies
- Conflict - the central struggle between opposing forces that drives a story's plot, creates tension, and reveals character depth. (character vs. character, character vs. society, character vs. self, etc.)
- Context Clue - information from the immediate and surrounding text that helps identify a word.
- Dialogue - a conversational exchange between two or more characters, serving as a vital storytelling tool to advance the plot, reveal character traits, and create tension
- Evaluation - the systematic process of analyzing and judging a text's quality, significance, and impact, to assess how well elements like theme, style, and character achieve the author's intent. It requires establishing criteria, using evidence-based analysis, and forming informed opinions on the work's effectiveness.
- Evidence - specific, verifiable details from a text—such as direct quotes, paraphrased events, or character dialogue—used to support, prove, or strengthen an interpretation, argument, or claim. It serves as the foundation for analytical arguments, transforming subjective opinions into substantiated, credible literary criticism.
- Figurative Language - the use of non-literal words and phrases to create vivid imagery, deeper meaning, and emotional connections in literature
- Foreshadowing - clues or hints an author gives to upcoming plot events.
- Hyperbole - an exaggeration that is not meant to be taken literally; for example, hotter than a million suns.
- Inference - a conclusion based on facts, data, or evidence.
- Irony - a contradiction between appearance and reality, expectations and fulfillment, or what is said and what is meant
- Metaphor - a figure of speech that directly compares two unrelated things by stating one thing is the other, enhancing meaning, imagery, or tone without using "like" or "as".
- Mood - the feeling a reader gets while reading a story; mood conveys the emotional atmosphere of a story.
- Narrator - the narrator is the voice/person that tells the story.
- Narrator's Tone - the attitude, emotion, or persona the narrator conveys toward the subject matter, characters, or audience.
- Personal Judgment - evaluating a work's aesthetic, moral, or emotional impact, moving beyond simple description to form a reasoned verdict
- Plot - the literary element that provides the structure of the action of a story, which may include rising action, climax, and falling action leading to a resolution or denouement.
- Point of View - the position from which a story is told. First-person point of view is told from the perspective of one character, using the pronoun I. The third-person point of view is told from a narrator using pronouns such as he or she; it can be omniscient (all-knowing) or limited.
- Setting - the literary element that includes time, place, and physical and psychological background in which a story takes place.
- Simile - a type of figurative language that compares two things or ideas using the words like or as; for example, the sun shone like a giant flashlight in the sky.
- Summary - a concise, objective overview of a specific scholarly article or text, highlighting its main argument, purpose,

methodology, and key findings without adding personal opinions or new research.
- Style - the characteristics of a work that reflect the author's particular way of writing.
- Tense - the way in which verbs indicate past, present, and future time of action.
- Tone - the attitude, emotion, or persona a writer adopts toward their subject matter and audience

Refugee pp 116-170 -

- Cause and Effect - a foundational narrative structure where one action or event (the cause) directly triggers a subsequent event or reaction (the effect), creating a chain reaction that drives the plot forward
- Character - distinctive features of a character in a story.
- Characterization - the way in which an author presents a character in a story, including describing words, actions, thoughts, and impressions of that character.
- Chronological/Narrative Order - the arrangement of events, actions, or ideas in the sequence they occurred in time, starting from the earliest and moving toward the most recent.
- Conflict - the central struggle between opposing forces that drives a story's plot, creates tension, and reveals character depth. (character vs. character, character vs. society, character vs. self, etc.)
- Context Clue - information from the immediate and surrounding text that helps identify a word.
- Dialogue - a conversational exchange between two or more characters, serving as a vital storytelling tool to advance the plot, reveal character traits, and create tension
- Evaluation - the systematic process of analyzing and judging a text's quality, significance, and impact, to assess how well elements like theme, style, and character achieve the author's intent. It requires establishing criteria, using evidence-based analysis, and forming informed opinions on the work's effectiveness.
- Evidence - specific, verifiable details from a text—such as direct quotes, paraphrased events, or character dialogue—used to support, prove, or strengthen an interpretation, argument, or claim. It serves as the foundation for analytical arguments, transforming subjective opinions into substantiated, credible literary criticism.
- Figurative Language - the use of non-literal words and phrases to create vivid imagery, deeper meaning, and emotional connections in literature
- Foreshadowing - clues or hints an author gives to upcoming plot events.
- Inference - a conclusion based on facts, data, or evidence.
- Irony - a contradiction between appearance and reality, expectations and fulfillment, or what is said and what is meant
- Metaphor - a figure of speech that directly compares two unrelated things by stating one thing is the other, enhancing meaning, imagery, or tone without using "like" or "as".
- Mood - the feeling a reader gets while reading a story; mood conveys the emotional atmosphere of a story.
- Narrator - the narrator is the voice/person that tells the story.
- Personification - a literary device that gives human traits, emotions, or actions to inanimate objects, animals, or abstract concepts
- Plot - the literary element that provides the structure of the action of a story, which may include rising action, climax, and falling action leading to a resolution or denouement.
- Point of View - the position from which a story is told. First-person point of view is told from the perspective of one character, using the pronoun I. The third-person point of view is told from a narrator using pronouns such as he or she; it can be omniscient (all-knowing) or limited.
- Prediction - a reading comprehension strategy where readers use clues from the text, foreshadowing, and personal knowledge to make educated guesses about upcoming plot points, character actions, or thematic outcomes
- Repetition - a versatile device where words, phrases, or structures are repeated to emphasize key ideas, create rhythm, enhance mood, or unify a text
- Setting - the literary element that includes time, place, and physical and psychological background in which a story takes place.
- Simile - a type of figurative language that compares two things or ideas using the words like or as; for example, the sun shone like a giant flashlight in the sky.
- Style - the characteristics of a work that reflect the author's particular way of writing.
- Text Features - structural, stylistic, and visual elements that aid in organizing content, enhancing meaning, and guiding the reader's interpretation
- Tone - the attitude, emotion, or persona a writer adopts toward their subject matter and audience
- Visualize Text Details - transforming narrative elements into visual formats to enhance comprehension, analysis, and engagement

Refugee pp 171-228

- Alliteration - the repetition of initial consonant sounds in closely connected words, creating a musical, rhythmic, or emphatic effect in literature
- Author's word choice - the deliberate selection of vocabulary to convey tone, create mood, establish setting, and develop characters or themes in literature

- Cause and Effect - a foundational narrative structure where one action or event (the cause) directly triggers a subsequent event or reaction (the effect), creating a chain reaction that drives the plot forward
- Character - distinctive features of a character in a story.
- Characterization - the way in which an author presents a character in a story, including describing words, actions, thoughts, and impressions of that character.
- Character Motivation - the driving force behind a character's actions, behaviors, and goals, providing the "why" that makes them relatable and believable
- Chronological/Narrative Order - the arrangement of events, actions, or ideas in the sequence they occurred in time, starting from the earliest and moving toward the most recent.
- Compare/Contrast - analyzing similarities and differences between texts, characters, or ideas to deepen understanding, often using devices like similes, metaphors, and analogies
- Conflict - the central struggle between opposing forces that drives a story's plot, creates tension, and reveals character depth. (character vs. character, character vs. society, character vs. self, etc.)
- Context Clue - information from the immediate and surrounding text that helps identify a word.
- Dialogue - a conversational exchange between two or more characters, serving as a vital storytelling tool to advance the plot, reveal character traits, and create tension
- Evaluation - the systematic process of analyzing and judging a text's quality, significance, and impact, to assess how well elements like theme, style, and character achieve the author's intent. It requires establishing criteria, using evidence-based analysis, and forming informed opinions on the work's effectiveness.
- Evidence - specific, verifiable details from a text—such as direct quotes, paraphrased events, or character dialogue—used to support, prove, or strengthen an interpretation, argument, or claim. It serves as the foundation for analytical arguments, transforming subjective opinions into substantiated, credible literary criticism.
- Figurative Language - the use of non-literal words and phrases to create vivid imagery, deeper meaning, and emotional connections in literature
- Inference - a conclusion based on facts, data, or evidence.
- Narrator - the narrator is the voice/person that tells the story.
- Narrator's Tone - the attitude, emotion, or persona the narrator conveys toward the subject matter, characters, or audience.
- Personification - a literary device that gives human traits, emotions, or actions to inanimate objects, animals, or abstract concepts
- Plot - the literary element that provides the structure of the action of a story, which may include rising action, climax, and falling action leading to a resolution or denouement.
- Point of View - the position from which a story is told. First-person point of view is told from the perspective of one character, using the pronoun I. The third-person point of view is told from a narrator using pronouns such as he or she; it can be omniscient (all-knowing) or limited.
- Prediction - the strategy of using context clues, character traits, and background knowledge to anticipate what will happen next in a plot or how a theme will develop
- Setting - the literary element that includes time, place, and physical and psychological background in which a story takes place.
- Simile - a type of figurative language that compares two things or ideas using the words like or as; for example, the sun shone like a giant flashlight in the sky.
- Summary - a concise, objective overview of a specific scholarly article or text, highlighting its main argument, purpose, methodology, and key findings without adding personal opinions or new research.
- Style - the characteristics of a work that reflect the author's particular way of writing.
- Tense - the way in which verbs indicate past, present, and future time of action.
- Tone - the attitude, emotion, or persona a writer adopts toward their subject matter and audience
- Visualize Text Details - transforming narrative elements into visual formats to enhance comprehension, analysis, and engagement

Refugee pp 229-278

- Author's word choice - the deliberate selection of vocabulary to convey tone, create mood, establish setting, and develop characters or themes in literature
- Character - distinctive features of a character in a story.
- Characterization - the way in which an author presents a character in a story, including describing words, actions, thoughts, and impressions of that character.
- Character Motivation - the driving force behind a character's actions, behaviors, and goals, providing the "why" that makes them relatable and believable
- Chronological/Narrative Order - the arrangement of events, actions, or ideas in the sequence they occurred in time, starting from the earliest and moving toward the most recent.
- Compare/Contrast - analyzing similarities and differences between texts, characters, or ideas to deepen understanding, often using devices like similes, metaphors, and analogies
- Conflict - the central struggle between opposing forces that drives a story's plot, creates tension, and reveals character depth. (character vs. character, character vs. society, character vs. self, etc.)
- Context Clue - information from the immediate and surrounding text that helps identify a word.

- Dialogue - a conversational exchange between two or more characters, serving as a vital storytelling tool to advance the plot, reveal character traits, and create tension
- Evaluation - the systematic process of analyzing and judging a text's quality, significance, and impact, to assess how well elements like theme, style, and character achieve the author's intent. It requires establishing criteria, using evidence-based analysis, and forming informed opinions on the work's effectiveness.
- Evidence - specific, verifiable details from a text—such as direct quotes, paraphrased events, or character dialogue—used to support, prove, or strengthen an interpretation, argument, or claim. It serves as the foundation for analytical arguments, transforming subjective opinions into substantiated, credible literary criticism.
- Figurative Language - the use of non-literal words and phrases to create vivid imagery, deeper meaning, and emotional connections in literature
- Hyperbole - a figure of speech that uses extreme, deliberate exaggeration to create a strong emotional impact, add humor, or emphasize a point.
- Inference - a conclusion based on facts, data, or evidence.
- Mood - the feeling a reader gets while reading a story; mood conveys the emotional atmosphere of a story.
- Narrator - the narrator is the voice/person that tells the story.
- Narrator's Tone - the attitude, emotion, or persona the narrator conveys toward the subject matter, characters, or audience.
- Plot - the literary element that provides the structure of the action of a story, which may include rising action, climax, and falling action leading to a resolution or denouement.
- Point of View - the position from which a story is told. First-person point of view is told from the perspective of one character, using the pronoun I. The third-person point of view is told from a narrator using pronouns such as he or she; it can be omniscient (all-knowing) or limited.
- Setting - the literary element that includes time, place, and physical and psychological background in which a story takes place.
- Simile - a type of figurative language that compares two things or ideas using the words like or as; for example, the sun shone like a giant flashlight in the sky.
- Style - the characteristics of a work that reflect the author's particular way of writing.
- Tense - the way in which verbs indicate past, present, and future time of action.
- Theme - the overall idea or message about life in a text. It is usually not stated in the text.
- Tone - the attitude, emotion, or persona a writer adopts toward their subject matter and audience

Refugee pp 279-338

- Author's word choice - the deliberate selection of vocabulary to convey tone, create mood, establish setting, and develop characters or themes in literature
- Character - distinctive features of a character in a story.
- Characterization - the way in which an author presents a character in a story, including describing words, actions, thoughts, and impressions of that character.
- Character Motivation - the driving force behind a character's actions, behaviors, and goals, providing the "why" that makes them relatable and believable
- Chronological/Narrative Order - the arrangement of events, actions, or ideas in the sequence they occurred in time, starting from the earliest and moving toward the most recent.
- Compare/Contrast - analyzing similarities and differences between texts, characters, or ideas to deepen understanding, often using devices like similes, metaphors, and analogies
- Conflict - the central struggle between opposing forces that drives a story's plot, creates tension, and reveals character depth. (character vs. character, character vs. society, character vs. self, etc.)
- Connection - the relationships readers draw between a book and other narratives, their personal lives, or the world at large.
- Context Clue - information from the immediate and surrounding text that helps identify a word.
- Dialogue - a conversational exchange between two or more characters, serving as a vital storytelling tool to advance the plot, reveal character traits, and create tension
- Evaluation - the systematic process of analyzing and judging a text's quality, significance, and impact, to assess how well elements like theme, style, and character achieve the author's intent. It requires establishing criteria, using evidence-based analysis, and forming informed opinions on the work's effectiveness.
- Evidence - specific, verifiable details from a text—such as direct quotes, paraphrased events, or character dialogue—used to support, prove, or strengthen an interpretation, argument, or claim. It serves as the foundation for analytical arguments, transforming subjective opinions into substantiated, credible literary criticism.
- Figurative Language - the use of non-literal words and phrases to create vivid imagery, deeper meaning, and emotional connections in literature
- Hyperbole - a figure of speech that uses extreme, deliberate exaggeration to create a strong emotional impact, add humor, or emphasize a point.
- Inference - a conclusion based on facts, data, or evidence.
- Mood - the feeling a reader gets while reading a story; mood conveys the emotional atmosphere of a story.
- Narrator - the narrator is the voice/person that tells the story.
- Narrator's Tone - the attitude, emotion, or persona the narrator conveys toward the subject matter, characters, or audience.
- Onomatopoeia - the use of a word whose sound suggests its meaning; for example, purr.

- Plot - the literary element that provides the structure of the action of a story, which may include rising action, climax, and falling action leading to a resolution or denouement.
- Point of View - the position from which a story is told. First-person point of view is told from the perspective of one character, using the pronoun I. The third-person point of view is told from a narrator using pronouns such as he or she; it can be omniscient (all-knowing) or limited.
- Repetition - the use of repeated words, phrases, or structures for emphasis, rhythm, or cohesion.
- Setting - the literary element that includes time, place, and physical and psychological background in which a story takes place.
- Simile - a type of figurative language that compares two things or ideas using the words like or as; for example, the sun shone like a giant flashlight in the sky.
- Style - the characteristics of a work that reflect the author's particular way of writing.
- Tense - the way in which verbs indicate past, present, and future time of action.
- Theme - the overall idea or message about life in a text. It is usually not stated in the text.
- Tone - the attitude, emotion, or persona a writer adopts toward their subject matter and audience
- Plot
- Exposition - a narrative device used to introduce essential background information to the audience. This includes details about the setting, character backstories, historical context, and the rules of the fictional world. It is most commonly found at the beginning of a story to set the stage before the main conflict begins.
- Rising Action - the sequence of events in a story that builds tension, raises the stakes, and complicates the main conflict. It occurs right after the inciting incident and leads directly to the story's climax, typically making up the bulk of the narrative.
- Climax - the turning point of a narrative. It represents the highest point of tension, drama, or emotional intensity, where the protagonist faces their ultimate challenge and the central conflict reaches its peak
- Falling Action - the sequence of events that occurs immediately after the story's climax. It de-escalates the narrative's dramatic tension, shows the immediate consequences of the climax, and ties up loose ends, guiding the story toward its final resolution.
- Resolution - is the conclusion of a story's plot. Also known as the dénouement, it occurs after the climax and falling action. It is the point where the main conflict is resolved, loose ends are tied up, and lingering questions are answered, providing a sense of closure to the reader.
- Conflict - the fundamental struggle between two opposing forces that drives a narrative forward. It creates tension, raises the stakes, and forces characters to make choices, ultimately revealing their motivations, values, and personal growth.

Making Connections:

- Text-to-Self - linking the reading to your personal life, experiences, feelings, or memories.
- Text-to-Text - connecting the text to another book, poem, movie, or article you have read or seen.
- Text-to-World - relating the reading to real-world events, news, society, or history.
- Think-Aloud: saying or thinking "This reminds me of..."
- Active Reading: annotating, questioning, and visualizing
- Comprehension: Before, During, and After Reading
- Before: Activating Prior Knowledge/Previewing, Learning Key Words, Making Predictions
- During: Annotating, Questioning, Visualizing, Making Inferences, Monitoring and Clarifying
- After: Answering questions, retelling, and summarizing

Word Meaning: Context Clues

- comparison context clue - text that provides a clue to the meaning of a word through a comparison
- context clue - a hint in the surrounding text that can help a reader infer the meaning of an unfamiliar word, phrase, or description
- contrast context clue - text that provides a clue to the meaning of a word through a contrast
- definition context clue - definition context clue
- example context clue - text that provides a clue to the meaning of a word through one or more examples
- infer - to determine something not stated directly by using reasoning and evidence from the text

Text Dependent Evidence

- Analyze - to examine the parts of something in detail
- Cite - to quote as evidence to support a response
- Explicit - precisely and clearly expressed, leaving no room for doubt
- Implicit - implied but not stated directly
- Interpret - to determine and explain the meaning of

Language, Style, and Audience

- Attitude - a state involving beliefs and feelings that causes a person to think or act in a certain way

- Audience - the people who read a written text, listen to an oral response or presentation, or watch a performance
- Meaning - what is meant by a word; the general message of a text or idea
- Style - a way of expressing something in writing or speech that is developed using various techniques
- Tone - the author's, speaker's, or narrator's attitude toward a subject, evident through diction and other style elements
- Word Choice - a technique of selecting specific words for precise meaning or to generate an emotional response

Author's Purpose and Point of View

- author's point of view - the way an author looks at a topic or subject and their attitude toward it
- author's purpose - an author's reason for writing, such as to entertain, to inform, or to persuade

Grammar Skills

- Gerund phrase - a group of words that begins with a gerund (an -ing verb acting as a noun) and includes the gerund's modifiers and objects. It functions as a single noun in a sentence and can act as a subject, direct object, indirect object, or subject complement.
- Infinitive phrase- a group of words consisting of an infinitive verb (the word "to" plus the base form of a verb, like to read or to run) combined with its modifiers, objects, or complements. It functions as a single unit in a sentence.
- Participial phrase - a group of words that begins with a participle (a verb form ending in \(-ing\), \(-ed\), or an irregular past form) and functions as an adjective to describe a noun or pronoun. It provides vivid, descriptive context about the noun's state or actions.
- Prepositional phrase - a group of words consisting of a preposition (such as in, at, on, of, to), its object (a noun or pronoun), and any words that modify that object. These phrases function as adjectives or adverbs to describe where, when, how, or which.
- Run-on sentence - a grammatical error where two or more independent clauses (complete thoughts) are improperly joined into a single sentence without correct punctuation or connecting words
- Fragment - an incomplete sentence. It falls short of a proper sentence because it is missing a subject, a main verb, or a complete thought.

Unit Learning Activities

Historical Context Research: Holocaust/WWII Refugees, Cuban Refugee Crisis, and Syrian Civil War Refugee Crisis
StudySync Vocabulary / Word Study
Keys to Literacy
Morphology - studying the form, structure, and formation of words
StudySync Quiz
StudySync Think/Write TDA
No Red Ink Grammar Lessons - Phrases, Clauses, Commonly Confused Words, Capitalization, Run-on, Fragments

Unit Resources

Refugee by Alan Gratz
McGraw Hill StudySync (8th-Grade Resources)
No Red Ink (Grammar)
Teacher Supplemental (as needed)

Assessments (Formative and Summative)

Nonnegotiable

- Historical Context: Refugee Crises Research Project
- Refugee pp. 1–59 Vocabulary, Quiz, and TDA
- Refugee pp. 60–115 Vocabulary and Quiz
- Refugee pp. 116–170 Vocabulary, Quiz, and TDA
- Refugee pp. 171–228 Vocabulary and Quiz
- "When the Waters Rise" Comparative Analysis
- Refugee pp. 229–278 Vocabulary and Quiz
- Refugee pp. 279–338 Vocabulary and Quiz
- Refugee Unit Test
- No Red Ink / Grammar Activities

Curriculum Writer(s)
George Willock

Board Approval Date

1_Power, Prosperity, Peace (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	Introduction to Power, Prosperity, Power, and Peace
Module 2:	Historic Approaches to Power & Hegemons: Age of Imperialism to WWI
Module 3:	Neocolonial Power: 20th and 21st Centuries
Module 4:	Regional and Global Balance of Power
Module 5:	Paths Towards Peace and Prosperity

1_Power, Prosperity, Peace (Curriculum In Progress)

Introduction to Power, Prosperity, Power, and Peace

Unit Description

This introductory unit explores the intersectionality of power, prosperity, and peace in the world. Students will be introduced to foundational concepts, will compare hard and soft power, and will analyze how countries—including the United States—use these strategies today. The unit also introduces the concept of global interdependence and its impact on international cooperation and conflict.

Standards

5.2.12.A	-	Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.
5.2.12.B	-	Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
5.3.12.B	-	Compare and contrast policy-making in various contemporary world governments.
5.4.12.B	-	Evaluate the effectiveness of foreign policy tools in various current issues confronting the United States (e.g., diplomacy, economic aid, military aid, sanctions, treaties).
5.4.12.C	-	Evaluate the effectiveness of international organizations, both governmental and non-governmental.
7.1.12.B	-	Assess how physical changes to a region may have global impact.
7.2.12.B	-	Analyze the significance of physical processes in shaping the character of places and regions.
8.4.12.A	-	Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
8.4.12.D	-	Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.
8.4.12.C	-	Evaluate how continuity and change have impacted the world today. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organization

Essential Questions

- How are power, prosperity, and peace interrelated?
- What is the significance of state and non-state actors in international affairs?
- What are similarities and differences between hard and soft power?
- What are some examples of countries using hard and soft power today?
- What are some examples of the United States using hard and soft power today?
- What is geopolitics?
- How has global interdependence grown over time?

Objectives

Explain what geopolitics is.
Explain the intersectionality of power, prosperity, and peace.
Examine the significance of state and non-state actors in international affairs.
Compare and contrast hard and soft power techniques.
Examine countries' means of exercising power around the globe (i.e. hard power, soft power).
Analyze how the United States and other countries use hard power and soft power today.
Examine the growth of global interdependence over time.

Key Vocabulary and Definitions

Geopolitics: political activity as influenced by the physical features of a country or area of the world.
Diplomacy: the management of relationships between countries.
Interdependence: the fact of countries' dependence on each other.
State Actor: a person or an organization that is part of a government, and is involved in or important in politics, society, etc. in some way, because of their actions.
Non-state Actor: a person or an organization that is not part of a government, but is still involved in or important in politics, society, etc. in some way, because of their actions.
Hard Power: the use of a country's military power to persuade other countries to do something, rather than the use of cultural or economic influence.
Soft Power: the use of a country's cultural and economic influence to persuade other countries to do something, rather than the use of military power.
Sovereignty: the power of a country to control its own government.

All definitions have been obtained from “English Dictionary, Translations & Thesaurus.” Cambridge Dictionary, dictionary.cambridge.org/. Accessed 17 July 2026.
unless otherwise noted.

Unit Learning Activities

Activities
PPP Brainstorming, graphic organizing and sensory introduction activity
Preview and discuss new vocabulary
Discussion/reflections of new vocabulary/concepts embedded in Slides
PPP Introduction current events

Unit Resources

See Google Folder

Assessments (Formative and Summative)

Teacher Created

Curriculum Writer(s)

Moira Loughman

Board Approval Date

1_Power, Prosperity, Peace (Curriculum In Progress)

Historic Approaches to Power & Hegemons: Age of Imperialism to WWI

Unit Description

This unit examines how global power was built, maintained, and contested during the late 19th and early 20th centuries, a period marked by rapid industrialization, imperial expansion, and rising geopolitical tensions. Students will explore how European and emerging powers extended their influence across Africa, Asia, and the Pacific, analyzing the economic, political, and cultural motivations behind imperialism. Students will investigate how states used military strength, economic control, and ideological justification to establish hegemony and examine the impact it had on peoples around the world. The unit emphasizes how these expansions reshaped global hierarchies and created systems of dominance that led to large-scale conflict and that continue to influence international relations today.

Standards

6.1.12.D	-	Predict how changes in incentives may affect the choices made by individuals, businesses, communities, and nations.
6.2.12.C	-	Predict and evaluate how media affects markets.
6.2.12.B	-	Analyze the effect of changes in the level of competition in different markets.
6.2.12.E	-	Evaluate the health of an economy (local, regional, national, global) using economic indicators.
6.2.12.F	-	Evaluate the impact of private economic institutions on the individual, the national and the international economy.
6.3.12.B	-	Assess the government's role in regulating and stabilizing the state and national economy.
6.3.12.D	-	Evaluate the role that governments play in international trade.
6.4.12.B	-	Assess the growth and impact of international trade around the world.
6.4.12.C	-	Evaluate the impact of multinational corporations and other non-government organizations.
6.4.12.D	-	Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.
6.5.12.B	-	Evaluate how changes in education, incentives, technology, and capital investment alter productivity.
6.2.12.A	-	Evaluate the flow of goods and services in an international economy.
8.4.12.A	-	Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
5.4.12.A	-	Examine foreign policy perspectives, including realism, idealism, and liberalism.
7.1.12.A	-	Use geographic tools to analyze information about the interaction between people, places, and the environment.
8.1.12.A	-	Evaluate patterns of continuity and rates of change over time, applying context of events.

Essential Questions

- 1. How did multinational corporations originate with mercantilist policies during the Age of Exploration?
- 2. What is imperialism?
- 3. What are the reasons for imperialist endeavors from the 15th century to the early 20th century?
- 4. What characteristics enabled the British to dominate much of the globe in the 19th century?
- 5. How were different mediums, including political cartoons, used to critique and promote imperialism?
- 6. How did imperialism play a role in United States History?
- 7. What was the impact of imperialism on societies around the globe?
- 8. How did populations seek to resist imperialist expansion?

Objectives

1. Describe the origins of multinational corporations with mercantilist policies during the Age of Exploration.
2. Define imperialism.
3. Explain the reasons for imperialist endeavors from the 15th century to the early 20th century.
4. Analyze what characteristics enabled the British to dominate much of the globe in the 19th century.
5. Evaluate political cartoons depicting imperialism in the 19th and early 20th centuries.
6. Analyze United States territorial expansion over time.
7. Analyze the impact of imperialism on societies around the globe.
8. Explain historical examples of how peoples resisted imperialist expansion.

Key Vocabulary and Definitions

Imperialism: the attempt of one country to control another country, especially by political and economic methods.
Nationalism: a great or too great love of one's own country.
Hegemon: a leader, country, or group that is very strong and powerful and therefore able to control others.
Mercantilism: an economic theory developed in the 16th to 18th centuries that says that a government should control the economy and that a nation should increase its wealth by selling more than it buys from other nations.
Colony: a country or area controlled politically by a more powerful country that is often far away.
Protectorate: a country that is generally controlled and defended by a more powerful country.
Sphere of Influence: an area in which the power or interests of a country or an organization are of greatest importance.
Paternalism: thinking or behavior by people in authority that results in them making decisions for other people that, although they may be to those people's advantage, prevent them from taking responsibility for their own lives.
Social Darwinism: a theory or system in which it is believed that the best people in a society will be successful, while those that are not successful should be allowed to fail without being helped.
Multinational: involving several different countries, or (of a business) producing and selling goods in several different countries.
Market Economy: an economic system in which goods and services are made, sold, and shared, and prices are set by the balance of supply and demand.

All definitions have been obtained from "English Dictionary, Translations & Thesaurus." Cambridge Dictionary, dictionary.cambridge.org/. Accessed 2 June 2026.
unless otherwise noted.

Unit Learning Activities

Student Activities:
211 Imperialism activity with photograph
Essential Questions Preview & Review
Discussion/reflection prompts with slides and videos
Africa Map with Questions
Political Cartoon in slides with 6 Cs for imperialism in Africa
US Expansion Through Maps Activity
US Imperialism Political Cartoon 6 Cs Activity

Unit Resources

See Google Folder

Assessments (Formative and Summative)

Teacher Created

Curriculum Writer(s)

Moira Loughman

Board Approval Date

1_Power, Prosperity, Peace (Curriculum In Progress)

Neocolonial Power: 20th and 21st Centuries

Unit Description

This unit explores how patterns of power and influence have evolved in the post-colonial world. Students will examine the challenges newly independent states faced during decolonization, including political instability, economic dependency, and uneven development. Through comparative analysis of the world's largest economies, students will assess how wealth, industrial capacity, and innovation contribute to global power. Students will explore the distinction between the Global North and Global South, analyzing patterns of inequality, resource distribution, and historical legacy. Students will also investigate the role of multinational corporations and global technology firms as key actors in shaping economic systems and influencing governance. The unit also introduces frameworks for evaluating sustainable development, encouraging students to consider long-term economic growth alongside environmental and social impacts.

Standards

6.2.12.F	-	Evaluate the impact of private economic institutions on the individual, the national and the international economy.
6.3.12.B	-	Assess the government's role in regulating and stabilizing the state and national economy.
6.3.12.D	-	Evaluate the role that governments play in international trade.
6.3.12.E	-	Analyze the opportunity cost of decisions by individuals, businesses, communities and nations.
6.4.12.B	-	Assess the growth and impact of international trade around the world.
6.4.12.C	-	Evaluate the impact of multinational corporations and other non-government organizations.
6.4.12.D	-	Analyze how changes in transportation, communication networks, and technology affect economic interdependence around the world in the 21st century.
6.4.12.G	-	Evaluate characteristics and distribution of international economic activities.
6.5.12.B	-	Evaluate how changes in education, incentives, technology, and capital investment alter productivity.
6.5.12.E	-	Compare distribution of wealth across nations.
6.5.12.F	-	Assess the impact of entrepreneurs on the economy.
6.2.12.A	-	Evaluate the flow of goods and services in an international economy.
7.1.12.A	-	Use geographic tools to analyze information about the interaction between people, places, and the environment.
8.1.12.A	-	Evaluate patterns of continuity and rates of change over time, applying context of events.
8.1.12.C	-	Analyze, synthesize, and integrate historical data, creating a product that supports and appropriately illustrates inferences and conclusions drawn from research. (Reference RWSL Standard 1.8.11 Research)
8.4.12.A	-	Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
8.4.12.C	-	Evaluate how continuity and change have impacted the world today. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organization
8.4.12.D	-	Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.

Essential Questions

- What are some major challenges countries experienced with decolonization and post-colonial development in the 20th century?
- What is the global influence and impact of multinational corporations and technology giants today?
- How did some nations experience great prosperity and grow their economies during this time period?
- How did some countries struggle with development and meeting people's needs?
- How did historical patterns of wealth and power create a deeply divided global landscape?
- What is sustainable development, and why is it significant?

Objectives

1. Analyze the challenges experienced with decolonization and post-colonial development.
2. Analyze the global influence and impact of multinational corporations and technology giants today.
3. Compare the world's largest economies.
4. Compare and contrast the Global North and the Global South.
5. Analyze economic infographics to further understanding of the global economy.
6. Evaluate sustainable development.
7. Analyze the global challenges of economic growth and development today.

Key Vocabulary and Definitions

1. Neocolonialism: political control by a rich country of a poorer country that should be independent and free to govern itself .
2. Sovereignty: the power of a country to control its own government.
3. Sphere of Influence: an area in which the power or interests of a country or an organization are of greatest importance
4. Cultural Imperialism: the fact of the culture of a large and powerful country, organization, etc. having a great influence on another less powerful country, etc
5.Superpower: a country that has very great political and military power.
6. Unipolar: in which only one country or area has power.
7. Bipolar: in which two countries or areas have most of the power.
8. Multipolar: involving several countries having most of the power.
9. Multinational Corporation: A very large company that has offices, stores, etc. in many different countries but that is controlled from the country where it was started.
10. G7:a group of seven major advanced economies — Canada, France, Germany, Italy, Japan, the United Kingdom, and the United States.
11. G20: a group of 19 countries plus the European Union that meets to discuss global economic and financial issues; its members are Argentina, Australia, Brazil, Canada, China, France, Germany, India, Indonesia, Italy, Japan, Mexico, Russia, Saudi Arabia, South Africa, South Korea, Turkey, the United Kingdom, the United States, and the European Union.
12. Sustainability: The idea that goods and services should be produced in ways that do not use resources that cannot be replaced and that do not damage the environment.
13. Sustainable Development: The process in which someone or something grows or changes and becomes more advanced while causing little or no damage to the environment and therefore being able to continue for a long time.

All definitions have been obtained from "English Dictionary, Translations & Thesaurus." Cambridge Dictionary, dictionary.cambridge.org/. Accessed 16 July 2026 unless otherwise noted.

Unit Learning Activities

Activities
Essential Questions Preview/Review
Discussion/Reflection activities with slides and embedded videos
321 decolonization of Asia and Africa with the U.S. Office of the Historian Activity
DRC Reading with Article Questions and Map Activity
Global North v. Global South Visual Mini Project
Infographic analysis and embedded discussion/reflections with Global Economic Power MNCs and Large Economies Slides
Visual Capitalist Analysis Presentation

Unit Resources
See Google Folder

Assessments (Formative and Summative)
Teacher Created

Curriculum Writer(s)
Moira Loughman

Board Approval Date

1_Power, Prosperity, Peace (Curriculum In Progress)
Regional and Global Balance of Power

Unit Description
In this unit, students will build on foundational geopolitical concepts to analyze current issues that shape the balance of power and economic development. The unit emphasizes how both regional dynamics and global forces interact to influence stability and conflict. Students will examine ongoing border and territorial disputes to understand how geography, resources, and historical claims contribute to tensions between nations. Particular attention is given to maritime choke points such as the Strait of Hormuz, the South China Sea, and the Suez Canal, highlighting their strategic importance for global trade and security. Students then analyze the continued rise of China as a global power, focusing on its economic growth and expanding influence through foreign investment in Africa and other regions. China's Belt and Road Initiative serves as a key case study, allowing students to evaluate how infrastructure development and trade networks can reshape regional and global power structures. By the end of the unit, students will be able to assess how competition, cooperation, and strategic interests influence the global balance of power and shape prospects for conflict and stability in different regions of the world.

Standards

5.4.12.D	-	Evaluate the role of mass media in world politics.
6.4.12.B	-	Assess the growth and impact of international trade around the world.
6.4.12.G	-	Evaluate characteristics and distribution of international economic activities.
7.3.12.A	-	Analyze the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities
7.4.12.A	-	Analyze the global effects of changes in the physical systems.
7.4.12.B	-	Analyze the global effects of human activity on the physical systems.
8.4.12.A	-	Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
8.4.12.D	-	Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.
6.5.12.B	-	Evaluate how changes in education, incentives, technology, and capital investment alter productivity.
6.5.12.E	-	Compare distribution of wealth across nations.

Essential Questions
- What are some major current issues related to global development and balance of power?
- What is the status of regional and global land disputes today?
- How are particular waterways of highly strategic geopolitical significance?
- How do Middle East power struggles and conflicts influence the Horn of Africa?
- What is the significance and impact of the expansion of the Chinese economy in the late 20th and early 21st centuries?
- How has the expansion of Chinese economic investment influenced developing countries and the global balance of power?
- How has China's One Belt, One Road policy sought to influence trade and economic patterns?
- How does the economic status of China and of the United States compare?

Objectives
1. Analyze current issues related to development and the balance of power.
2. Analyze regional/global border and land disputes today.
3. Identify and examine the significance of maritime choke points around the world.
4. Examine Middle Eastern power struggles and their impact on the Horn of Africa.
5. Examine the recent growth of the Chinese economy.
6. Analyze the expansion of Chinese economic investment and influence in African countries and other nations.
7. Evaluate China's One Belt, One Road policy and explain how it has sought to influence trade and economic patterns.
8. Compare and contrast the economies of China and the United States.

Key Vocabulary and Definitions

1. Balance of Power: the way in which power is divided between different people or groups, especially in a political situation.
2. Maritime choke point: a narrow, natural or man-made waterway that acts as a crucial passage for global shipping (Verschuur, Lumma, & Hall).
3. Strait: a narrow area of sea that connects two larger areas of sea.
4. Canal: a long, thin stretch of water that is artificially made either for boats to travel along or for taking water from one area to another.
5. Sino: of or connected with China.
6. Gross Domestic Production (GDP): the total value of goods and services produced by a country in a year.
7. Debt to GDP Ratio: the value of the goods and services that a country produces, compared with the amount of debt it has.
8. Foreign Investment: investment in shares and other assets of another country.

Unless otherwise noted, all definitions have been obtained from “English Dictionary, Translations & Thesaurus.” Cambridge Dictionary, dictionary.cambridge.org/. Accessed 2 June 2026.

Verschuur, Jasper, Johannes Lumma, & Jim Hall. “Systemic Impacts of Disruptions at Maritime Chokepoints.” Nature Communications, vol. 16, 2025, article 65403, https://doi.org/10.1038/s41467-025-65403-w. https://www.nature.com/articles/s41467-025-65403-w#citeas Accessed 17 July 2026.

Unit Learning Activities

Activities

1. Development and Balance of Power Current Events
2. Modern Land Disputes Project
3. Maritime Choke Points Mapping and Analysis
4. Hot Spot Focus: Middle East Power Struggle and the Horn of Africa
5. One Belt, One Road
6. Mega Projects
7. PERSIAN chart comparing the US, China, and a third country with presentation component

Unit Resources

See Google Folder

Assessments (Formative and Summative)

Teacher Created

Curriculum Writer(s)

Moira Loughman

Board Approval Date

1_Power, Prosperity, Peace (Curriculum In Progress)
Paths Towards Peace and Prosperity

Unit Description

This unit explores how individuals, movements, and global institutions seek to shift power through the pursuit of justice, fighting inequity, and promoting stability through nonviolent means. Students will examine the struggle against apartheid in South Africa as a central case study. Building on this foundation, students will analyze influential figures, movements, and works of art that have contributed to power shifts and peace and nonviolent resistance across different contexts.Through these investigations, they will identify common goals, strategies, and impacts of nonviolent efforts. The unit also expands to a global perspective through the study of the United Nations Sustainable Development Goals (SDGs). Students will explore how these goals address contemporary challenges such as inequality, poverty, water scarcity, etc. and will make connections to both international and local organizations working toward these objectives. By the end of the unit, students will develop a deeper understanding of how people can use their power in peaceful action to shape more just and prosperous societies.

Standards

8.4.12.A	-	Evaluate the role groups and individuals played in the social, political, cultural, and economic development throughout world history.
8.4.12.C	-	Evaluate how continuity and change have impacted the world today. Belief systems and religions Commerce and industry Technology Politics and government Physical and human geography Social organization
8.4.12.D	-	Evaluate how conflict and cooperation among groups and organizations have impacted the development of the world today, including its effects on Pennsylvania.
6.2.12.C	-	Predict and evaluate how media affects markets.
6.2.12.F	-	Evaluate the impact of private economic institutions on the individual, the national and the international economy.
6.2.12.D	-	Predict how changes in supply and demand affect equilibrium price and quantity sold.
7.3.12.C	-	Analyze the significance of human activity in shaping places and regions by their settlement characteristics.
7.3.12.E	-	Analyze the significance of human activity in shaping places and regions by their political characteristics:
7.3.12.A	-	Analyze the human characteristics of places and regions using the following criteria: Population Culture Settlement Economic activities Political activities
7.3.12.D	-	Analyze the significance of human activity in shaping places and regions by their economic characteristics.
5.2.12.A	-	Evaluate an individual's civil rights, responsibilities and obligations in various contemporary governments.
5.2.12.B	-	Examine the causes of conflicts in society and evaluate techniques to address those conflicts.
5.2.12.D	-	Evaluate and demonstrate what makes competent and responsible citizens.
5.2.12.E	-	Analyze how participation in civic and political life leads to the attainment of individual and public goals.
15.2.12.C	-	Analyze and compare global employment opportunities relative to career interests, including but not limited to, the country's culture, legitimacy of a global business, prospective employers, and social network/virtual identity.

Essential Questions

- What nonviolent tactics were used to resist apartheid in South Africa, and what made them effective?
- Why were coalition building and economic pressure important in ending apartheid?
- How can a person, movement, or piece of art influence peace and nonviolent change?
- What are some common goals, methods, and impacts that define successful nonviolent movements?
- What are the advantages of nonviolence compared to other forms of protest?
- What are the United Nations Sustainable Development Goals (SDGs), and what problems do they aim to address?
- How do the SDGs connect to current issues, and how are organizations working locally and globally to achieve them?

Objectives

1. Identify a variety of nonviolent tactics used to protest/resist the apartheid regime in the South Africa case study.
2. Evaluate the significance of coalition building and of economic pressure in the anti-apartheid movement.
3. Analyze the significance of a movement, person, or piece of art that has contributed to peace or a nonviolent movement.
4. Identify significant goals, methods, and impacts of nonviolent groups, figures, or artworks.
5. Evaluate the benefits of nonviolence over other means of protest.
6. Identify and analyze United Nations Sustainable Development Goals (SDGs).
7. Make connections between goals and contemporary issues as well as international and local organizations that are working to achieve the SDGs.

Key Vocabulary and Definitions

Apartheid: a political system in South Africa that legally separated people of different races, giving white people more rights and advantages than others.

Grassroots: the ordinary people in a society or organization, especially in a political party.

Nonviolent Action (NVA): a technique by which people who reject passivity and submission, and who see struggle as essential, can wage their conflict without violence (“International Day of Non-Violence | United Nations”).

United Nations: an international organization that tries to solve world problems in a peaceful way.

Peacebuilding: refers to efforts to assist countries and regions in their transitions from war to peace and to reduce a country's risk of lapsing or relapsing into conflict by strengthening national capacities for conflict management, and laying the foundations for sustainable peace and development (“Global Issues Peace and Security”).

Sustainable Development Goals: also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity (“Sustainable Development Goals").

All definitions have been obtained from: “English Dictionary, Translations & Thesaurus.” Cambridge Dictionary, dictionary.cambridge.org/. Accessed 2 June 2026.
unless otherwise cited.

United Nations. “Global Issues Peace and Security.” United Nations, No date, https://www.un.org/en/global-issues/peace-and-security. Accessed 17 July 2026.
United Nations. “International Day of Non-Violence | United Nations.” the United Nations, 2 October 2025, https://www.un.org/en/observances/non-violence-day. Accessed 17 July 2026.
United Nations. “Sustainable Development Goals.” United Nations Development Programme, https://www.undp.org/sustainable-development-goals. Accessed 17 July 2026.

Unit Learning Activities

Activities:
1. South Africa Apartheid Activity
2. Peace NVA Project
3. UN Sustainable Development Goals Activity, Videos, Graphic Organizer
4. Sustainable Development Goals Agents of Change Project

Unit Resources

See Google Folder

Assessments (Formative and Summative)

Teacher Created

Curriculum Writer(s)

Moira Loughman

Board Approval Date

1_Textiles and Sewing: Community Service (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	Introduction/ Team Building
Module 2:	Small Equipment and Safety
Module 3:	Sewing Machine
Module 4:	Charity Quilt
Module 5:	Pillow Case/ Pet Bed

1_Textiles and Sewing: Community Service (Curriculum In Progress)
Introduction/ Team Building

Unit Description
This mini-unit will allow students to familiarize themselves with the course, the teacher, and their peers. Students will define community service. Students will identify different types of community service in the school. Students will identify types of community service sewing projects.

Standards

11.2.6.C	-	Classify the components of effective teamwork and leadership.
11.1.6.G	-	Identify the public and nonpublic services that are available to serve families within the community.
2.AP.18	-	Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts. Collaboration is a common and crucial practice in programming development. Often, many individuals and groups work on the interdependent parts of a project together. Students should assume pre-defined roles within their teams and manage the project workflow using structured timelines. With teacher guidance, they will begin to create collective goals, expectations, and equitable workloads. Fo

Essential Questions
- 1.What is Community Service and Why Does It Matter? 2.How Can You Help People Through Community Service? 3.What Are Different Ways to Serve Animals and the Environment? 4. Why Do Courts Assign Community Service? 5. What Organizations in Your Area Need Volunteers? 6. How Can Student Clubs Make a Difference? 7. What Are the Real Benefits of Volunteering? 8. What Is the Difference Between Nonprofit and Not-for-Profit Organizations? 9. How Can Creative Skills Help Your Community? 10. How Does Community Service Connect You to Your Community?

Objectives
Students will read the syllabus.
Students will establish and discuss class rules and expectations.
Students will view Community Service slides and complete notes.
Students will complete a quiz.

Key Vocabulary and Definitions

1. Community Service
Voluntary work that you do to help people in your area without getting paid. It's about giving your time and effort to improve your community.

2. Volunteer
A person who chooses to work without being paid because they want to help others or make a difference in their community.

3. Nonprofit Organization
A group or business that uses any extra money it earns to support its mission of helping people, animals, or the environment—not to make owners rich.

4. Not-for-Profit Organization
Similar to a nonprofit, but any extra money earned goes to pay the people who work for the organization instead of going back into the organization's programs.

5. Probation
A punishment given by the courts where a person must follow certain rules instead of going to jail. Community service is often part of probation.

6. Confirmation
A religious ceremony where young people commit to their faith. Some people do community service as part of this tradition.

7. Domestic Violence
Abuse or harm that happens within a family or close relationship. Organizations like Women's Resources help people who experience this.

8. Disaster Relief
Help and support given to people and communities after a disaster like a hurricane, earthquake, or flood. The Red Cross provides shelter, food, and medical care.

9. Homebound
Unable to leave your home because of age, illness, or disability. Services like Meals on Wheels help homebound people stay safe and independent.

10. Animal Welfare
The health and safety of animals. Organizations like Camp Papillon work to prevent animal cruelty and suffering.

Unit Learning Activities

Students watch Community Service Google Slides presentations 1 and 2 and fill in notes.
Discussion on community service.
Quiz.

Unit Resources

Community Service Part 1 Slide Presentation
Community Service Part 1 Student fill-in
Community Service Part 2 Slide Presentation
Community Service Part 2 Student fill-in
Community Service Quiz

Assessments (Formative and Summative)

Formative:
Class discussion
Monitor students' fill-in completion

Summative:
Community Service Quiz

Curriculum Writer(s)

Andrea Gullion

Board Approval Date

1_Textiles and Sewing: Community Service (Curriculum In Progress)
Small Equipment and Safety

Unit Description

Students will learn about the vital role of safety in sewing class. Students will be able to identify large and small sewing equipment and explain the function of each tool by using content-specific vocabulary. Students must demonstrate mastery of this content both conceptually and in practice before they can engage in further study of sewing. Sewing machine safety refers to the practices and precautions you take to prevent injuries while using a sewing machine. Understanding how to use equipment properly and knowing the dangers helps you become a responsible and confident sewer.

Standards

9.1.12.C	-	Integrate and apply advanced vocabulary to the arts forms.
1.1.3.F	-	Understand the meaning of and use correctly new vocabulary learned in various subject areas.
1.1.5.F	-	Identify, understand the meaning of and use correctly key vocabulary from various subject areas.
9.1.3.C	-	Recognize and use fundamental vocabulary within each of the arts forms.
CC.3.5.6-8.C	-	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
CC.1.2.2.F	-	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

Essential Questions

- 1. What is the difference between shears and scissors, and what is each used for? 2. How can a seam ripper save your sewing project? 3. How do the top thread and bobbin work together to create a stitch? 4. What are 3 different tools used to mark fabric? 5. What is the difference between between a hand-sewing needle and a sewing-machine needle? 6. What do we use the sticky note for in sewing? 7. How do you use an iron safely? 8. How do we keep our fingers safe when machine sewing? 9. What are the two sources of thread on the sewing machine?

Objectives

Students will be able to:

- Identify large sewing equipment using content-specific vocabulary and explain the function of each.
- Identify small sewing equipment using content-specific vocabulary and explain the function of each.
- Describe, explain, and demonstrate appropriate use and safety procedures for all sewing equipment in the classroom.
- Perform a technical task following a step-by-step procedure, such as threading a sewing machine.

Key Vocabulary and Definitions

1. Thread
A thin strand of twisted fibers used to hold fabric pieces together. Thread comes in many colors and types, such as cotton, polyester, or silk, and is essential for both hand sewing and machine sewing.

2. Scissors
Small cutting tools with two blades used for precise cutting tasks like trimming thread, cutting patterns, or working with delicate fabrics. They are typically handheld and require less force than larger cutting tools.

3. Seam Ripper
A small tool with a curved blade designed to carefully cut and remove stitches. This tool is useful when you make a mistake and need to take apart your sewing without damaging the fabric.

4. Tailor's Chalk
A special chalk used to mark fabric temporarily during sewing projects. The marks wash out easily and help you see where to cut, fold, or sew on your fabric.

5. Marking Pencil
A pencil-like tool used to draw temporary lines on fabric as guides for sewing. Like tailor's chalk, the marks fade or wash away after use.

6. Small Scraps of Fabric
Leftover pieces of fabric from previous projects. These are useful for practicing sewing techniques, testing stitches, or learning how different fabrics behave before working on your main project.

7. Sewing Machine
An electric or mechanical device that uses a needle and thread to create stitches quickly and evenly. Sewing machines can stitch straight lines, zigzags, and decorative patterns.

8. Shears
Large cutting tools similar to scissors but with longer blades and handles. Shears are designed for cutting through multiple layers of fabric and are more powerful than regular scissors.

9. Pinking Shears
Special shears with zigzag-shaped blades instead of straight blades. When you cut fabric with pinking shears, the zigzag edge helps prevent fabric from fraying and can add a decorative touch.

10. Bobbin
A small spool that holds thread underneath the sewing machine. The bobbin works together with the top thread to create stitches by looping the threads together.

11. T racing Wheel and Tracing Paper
Tools used together to transfer pattern markings onto fabric. You roll the tracing wheel along pattern lines while it sits on tracing paper, which leaves marks on the fabric below.

12. Pins
Small, sharp metal fasteners used to hold fabric pieces together temporarily before sewing. Pins keep your fabric from shifting while you work.

13. Pin Cushion
A small fabric-filled container designed to safely store and organize pins and needles. A pin cushion keeps your sewing supplies organized and within easy reach.

14. Pin Magnet
A magnetic tool that attracts and holds metal pins and needles. This tool is helpful for picking up pins that have fallen on the floor or for organizing pins during your project.

15. Sewing Machine Needle
A small, sharp needle that fits into the sewing machine and creates stitches in fabric. Machine needles come in different sizes and types depending on the fabric you are using.

16. Hand Needle
A small needle with an eye (hole) at one end used for hand sewing. You thread string through the eye and use it to stitch fabric together by hand.

Unit Learning Activities

Students watch a slide presentation and fill in notes.
Students will complete the Iron Safety Activity.

Unit Resources

Iron Safety Activity
Sewing Safety Slides
Sewing Machine Safety Notes
Sewing Safety Student fill-in document

Assessments (Formative and Summative)

Formative:

- Class oral responses
- Teacher checking as each part of an activity is being done correctly
- Teacher checking that students use the appropriate terminology for particular jobs
- Teacher evaluating student class participation
- Determine and evaluate if students adhere to all safety procedures
- Completion of notes and activities for completion and accuracy

Summative:

- Small Equipment Safety Quiz in Google Forms

Curriculum Writer(s)

Andrea Gullion

Board Approval Date

1_Textiles and Sewing: Community Service (Curriculum In Progress)
Sewing Machine

Unit Description

Students will be able to identify the parts of the sewing machine and explain the function of each part. Students will demonstrate the correct use of the sewing machine with regard to safety and accuracy. Students will demonstrate sewing accuracy and understanding of basic sewing concepts on paper and fabric. Students will demonstrate threading their machines and using the reverse stitch. Students must demonstrate mastery of this content both conceptually and in practice before they can engage in further study of sewing.

Standards

9.1.8.J	-	Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others. Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes). Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipm
10.3.9.D	-	Analyze the role of individual responsibility for safety during organized group activities.
10.4.6.F	-	Identify and describe positive and negative interactions of group members in physical activities. leading following teamwork etiquette adherence to rules
9.1.5.H	-	Use and maintain materials, equipment and tools safely at work and performance spaces. Describe some materials used. Describe issues of cleanliness related to the arts. Describe types of mechanical/electrical equipment usage. Know how to work in selected physical space/environments. Identify the qualities of safe props/stage equipment. Describe methods for storing materials in the arts.
10.5.6.A	-	Explain and apply the basic movement skills and concepts to create and perform movement sequences and advanced skills.
10.5.6.B	-	Identify and apply the concepts of motor skill development to a variety of basic skills. transfer between skills selecting relevant cues types of feedback movement efficiency product (outcome/result)
10.5.6.C	-	Describe the relationship between practice and skill development.
11.2.3.D	-	Explain the importance of organizing space for efficiency and a sense of comfort (e.g., desk space, classroom space).

Essential Questions

- 1. What safety precautions should you take before starting to use a sewing machine? 2. How can you prevent accidents involving the sewing machine needle? 3. What should you do if a sewing machine malfunctions or the needle breaks during operation? 4. What safety measures should be followed when operating a sewing machine with children or beginners? 5. What part of the machine controls the speed? 6. How should your foot be placed on the foot pedal? 7. What two things need to be down before sewing? 8. What do we do at the beginning and end of each seam? 9. What do we use the sticky note for in this course? 10. How many quilts do you need to make if you want to keep one? 11. How do you put the bobbin in the bobbin case?

Objectives

All students will be able to:
Name and point to all of the parts of the sewing machine
Discuss and describe sewing machine safety procedures
Identify reasons why the sewing machine will jam
Sew accurately on paper practice sheets
Thread their sewing machine
Sew a sample on fabric and demonstrate the correct use of the reverse stitch

Key Vocabulary and Definitions

1. Hand wheel
Controls the machine's moving parts. The hand wheel is turned toward you.
2. Take-up lever
Pulls the thread from the spool of thread and feeds it to the needle.
3. Feed dogs
Move the fabric when sewing.
4. Presser foot
Holds the fabric against the feed dogs.
5. Throat plate
Surrounds the feed dogs.
6. Spool pin
Holds the top thread.
7. Slide plate
Covers the bobbin.
8. Bobbin
Holds the bottom thread, which is wrapped around it.
9. Bobbin case
Holds the bobbin. The bobbin is placed in the case like the letter P.
10. Bobbin winder
Fills an empty bobbin.
11. Reverse button
Makes the machine sew backward and locks the stitches in place.
12. Speed control switch
Controls how fast the machine goes. The Speed control switch is on the right of the machine as you face it. This should always be set to low.
13. Foot pedal
Should be on the floor below your machine. Your foot should cover half of the pedal. You may remove your shoe while sewing to improve control. Shoes must be worn at all times when walking in the classroom.
14. Stitch Control Dial
Regulates the length of the stitch. The stitch control dial should be set on #2 for regular permanent stitching and on #4 for basting a temporary stitch.
15. Tension knob
Controls the tightness of the thread. This knob is black and should be set on #3. The white tension dial should be set on #4.
16. Thread Guides
Hold the thread in place. Follow the diagram on the front of the machine to thread the machine.
17. Sewing machine needle
Thread from front to back. Keep your fingers away from the needle. The needle should be in the fabric when you begin sewing.

Unit Learning Activities

Sewing Machine Safety Activity
Sewing Machine Part vocabulary fill-in notes
Review and demonstration of machine parts
Completion of sewing practice papers without thread
Practice and demonstration of threading the sewing machine
Sewing on paper with thread
Accurate completion of sewing sample
Detailed individual and small group instruction on techniques to improve accuracy

Unit Resources

Sewing Machine Parts Slide Presentation
Sewing Machine Parts student fill in
Sewing machine
shears
scissors
paper practice sheets
fabric samples
thread
bobbins

Assessments (Formative and Summative)

Formative:

Students fill in notes on sewing machine parts vocabulary for completion and accuracy.
Students identify machine parts, working with a partner by pointing to the correct part as directed and monitored by the teacher.
Students sew on paper sheets until they master each technique (straight lines, pivots, curves with control)
Students thread their sewing machine and sew a sample stitch.
Students sew paper sheets with thread
Students pin, cut, and sew a sample demonstrating the use of a 5/8" seam and correct reverse stitch procedures

Summative:

Using a rubric, students' mastery of skills is evaluated.
If students have not mastered a skill, they will go back to the formative stage assignments listed above.

Curriculum Writer(s)

Andrea Gullion

Board Approval Date

1_Textiles and Sewing: Community Service (Curriculum In Progress)
Charity Quilt

Unit Description
Students will work on social-emotional skills while making a charity quilt in this unit. Students will develop basic sewing skills and ironing skills by using patterns to create a finished product. Students will also develop time management skills with this project. Students will create a charity quilt to donate.

Standards

2.3.3.B	-	Determine the measurement of objects with non-standard and standard units (e.g., US customary and metric).
2.3.5.C	-	Estimate, refine and verify specified measurements of objects.
1.1.8.F	-	Understand the meaning of and apply key vocabulary across the various subject areas.
10.5.6.B	-	Identify and apply the concepts of motor skill development to a variety of basic skills. transfer between skills selecting relevant cues types of feedback movement efficiency product (outcome/result)
9.1.8.C	-	Identify and use comprehensive vocabulary within each of the arts forms.
3.5.3-5.C	-	Follow directions to complete a technological task.
2.3.11.A	-	Select and use appropriate units and tools to measure to the degree of accuracy required in particular measurement situations.

Essential Questions
- 1. How can understanding the purpose of the charity quilt help with the end result? 2. Why should the fabrics be right-sides-togther when sewing? 3. How big is the seam allowance and how do we mark it? 4. How many blocks are in a row? 5. How many rows do we need? 6. Why is cutting the quilt blocks accurately so important? 7.Why is sewing accuracy equally important? 8. If you make a mistake, what should you do? 9. After sewing each seam, what two things must you do? 10. How do you chain piece? 11. What two things does chain piecing help save?

Objectives
All students will:
Measure the fabric needed for their project.
Read and interpret a pattern.
Cut out a pattern for their quilt blocks.
Pin and cut fabric.
Sew blocks together.
Cut batting and backing for their quilt.
Sew the quilt top, batting, and backing together.
Hand-sew the opening.
Tie the quilt.

Key Vocabulary and Definitions

1. Ruler
A clear measuring tool with grid lines marked on it. You use it with a rotary cutter to cut fabric into precise shapes and sizes.
2. Sewing Machine
An electric device that stitches fabric pieces together using thread. It's faster and stronger than hand sewing.
3. Needle (Hand Sewing)
A small metal tool with a pointed end and an eye for thread. Used for hand stitching, especially for closing openings in quilts.
4. Pins
Small metal fasteners used to hold fabric pieces in place before sewing.
5. Iron
A heated tool used to press and flatten fabric and seams to keep your work neat and accurate.
6. Seam Ripper
A small tool with a curved blade used to carefully remove stitches if you make a mistake.
7. Fabric
Woven cloth used to create quilt blocks. Quilters usually choose 100% cotton because it's easy to work with.
8. Thread
Thin cord used by sewing machines and needles to stitch fabric pieces together.
9. Batting
A thick, fluffy middle layer in a quilt that provides warmth and cushioning. It goes between the quilt top and backing.
10. Backing
The bottom layer of a quilt, usually made from fabric. It's the side you see when the quilt is flipped over.
11. Seam Allowance
The space between the edge of your fabric and your stitching line. Most quilts use a ¼-inch seam allowance.
12. Right-Sides-Together
When you place two pieces of fabric with their printed or colored sides facing each other before sewing. This way, the seams end up hidden on the inside when you flip the fabric right-side out.
13. Press Open Seam Allowance
After sewing two fabric pieces together, you use an iron to flatten the seam allowance to one side or split it open. This makes your quilt lie flat and look neat.
14. Quilt Block
A small square or geometric design made from sewn fabric pieces. Multiple blocks are sewn together to create the quilt top.
15. Quilt Top
The decorative front layer of a quilt made from sewn-together fabric blocks and pieces.
16. Quilting
The process of stitching through all three layers (top, batting, and backing) to hold them together permanently.
17. Tying
A quilting method where you push a needle and thread through all layers at certain points and tie knots to hold the layers together. This is faster than traditional quilting.
18. Grain Line
The direction the threads run in fabric. Following the grain line helps prevent fabric from stretching or warping.
19. Template
A pattern or shape made from sturdy material that you trace onto fabric to cut out pieces accurately.
20. Binding
A strip of fabric sewn around the edges of a finished quilt to cover the raw edges and give it a polished look.
21. Chain piecing
Sewing quilt blocks together in a continuous line without cutting the thread in between blocks

Unit Learning Activities

- Students will pick their fabric. Students will cut out their pattern. Students will pin fabric and cut 56 blocks out accurately.
- Students will sew all seams using 5⁄8" seam guide.
- Students will iron and clip threads after every step of sewing.
- Students will sew blocks together in sets of 2, 4, and 8.
- Students will complete the quilt top.
- Students will cut quilt batting and backing.
- With right sides together, students will sew the three layers together. They will clip corners and turn the quilt. Students will close the opening and tie the quilt.

Unit Resources

Classroom sewing supplies to include:

- scissors
- shears
- thread
- bobbins
- fabric
- sewing machine
- quilt batting
- hand needle
- quilt block pattern

Assessments (Formative and Summative)

Formative

- Teacher observing each step of the process for accuracy as a job is being completed
- Teacher monitoring students' time management skills
- Teacher evaluating student class participation
- Students are encouraged to rip out and re-sew as necessary to achieve mastery
- Determine and evaluate if students adhere to all safety procedures
- Evaluate if students stay on task in accordance with the job expectation
- Encourage students to check work before turning in

Summative

- Two Rubrics are used to evaluate students' progress for time management and project completion

Curriculum Writer(s)

Andrea Gullion

Board Approval Date

1_Textiles and Sewing: Community Service (Curriculum In Progress)
Pillow Case/ Pet Bed

Unit Description

Students will build on prior knowledge from the charity quilt to create a pillowcase. Students will create pet beds if time permits. Students will follow patterns to complete the project. This project emphasizes more independent mastery of skills. Students will donate these projects. Students will improve on their basic sewing skills in cutting, pinning, following instructions, and sewing.

Standards

2.3.3.B	-	Determine the measurement of objects with non-standard and standard units (e.g., US customary and metric).
2.3.5.C	-	Estimate, refine and verify specified measurements of objects.
2.3.11.A	-	Select and use appropriate units and tools to measure to the degree of accuracy required in particular measurement situations.
3.5.3-5.C	-	Follow directions to complete a technological task.
10.5.6.C	-	Describe the relationship between practice and skill development.
11.1.9.A	-	Analyze current conservation practices and their effect on future renewable and non-renewable resources. Refuse Reduce Reuse Recycle

Essential Questions

- 1.Why do you need two different fabrics for this project? 2. How does the burrito method of construction help create a clean finish? 3. Why is pinning necessary for this project/ 4. How do you complete a French Seam? 5. How does pressing improve this project?

Objectives

Students will:

- Pick 2 fabrics- one fabric for the main body and one for the cuff.
- Pin the pattern on the fabrics and cut.
- Lay your cuff fabric face up, then lay the main body fabric face up on top, aligning raw edges.
- Roll the main body of the pillowcase up into a "burrito" until you reach the middle of the cuff.
- Fold the bottom edge of the cuff over the rolled bundle, meeting the raw edges, and pin.
- Sew a straight seam along the pinned edge.
- Pull the pillowcase body out from inside the rolled tube and press the seam.
- Fold the pillowcase right-sides together and sew the sides and bottom using a French seam to fully enclose the raw edges.

Key Vocabulary and Definitions

1. Ruler
A clear measuring tool with grid lines marked on it. You use it with a rotary cutter to cut fabric into precise shapes and sizes.
2. Sewing Machine
An electric device that stitches fabric pieces together using thread. It's faster and stronger than hand sewing.
3. Pins
Small metal fasteners used to hold fabric pieces in place before sewing.
4. Iron
A heated tool used to press and flatten fabric and seams to keep your work neat and accurate.
5. Seam Ripper
A small tool with a curved blade used to carefully remove stitches if you make a mistake.
6. Fabric
Woven cloth used to create pillow cases.
7. Thread
Thin cord used by sewing machines and needles to stitch fabric pieces together.
8. Seam Allowance
The space between the edge of your fabric and your stitching line.
9. Right-Sides-Together
When you place two pieces of fabric with their printed or colored sides facing each other before sewing. This way, the seams end up hidden on the inside when you flip the fabric right-side out.
10. Press Open Seam Allowance
After sewing two fabric pieces together, you use an iron to flatten the seam allowance to one side or split it open.
11. Grain Line
The direction the threads run in fabric. Following the grain line helps prevent fabric from stretching or warping.
12. Pillowcase cuff
The cuff is the decorative band or edge at the opening of a pillowcase, often made by folding over extra fabric to create a neat finish.
13. Topstitch
A topstitch is a line of stitching sewn on the outside (right side) of fabric, usually close to a seam or edge, to reinforce the seam and add a decorative touch.
14. Press
Pressing means using an iron to flatten seams or fabric, helping to set stitches and make the project look professional and crisp.
15. Right side out
This refers to turning the sewn fabric so that the outer, finished side (the side meant to be seen) is facing outward.
16. Fold
To fold is to bend the fabric over itself, often to create hems, cuffs, or to prepare for sewing.
17. French Seam
A French seam is a special way of sewing two pieces of fabric together that hides all the messy threads inside. Here's why it's cool: instead of having loose thread ends showing on the inside of your project, a French seam traps them completely so your finished piece looks clean on both sides.
18. Burrito Method for Pillowcase Cuff
The burrito method is a fun way to sew a pillowcase cuff (the decorative band at the opening) so that all the raw edges stay hidden inside. It gets its name because you roll up your fabric like a burrito!

Unit Learning Activities

- Demonstration
- Review of instructions
- Instructions provided verbally and visually
- Students will pick fabrics.
- Students will use a pattern, shears, and pins to cut their fabric.
- Students will read and interpret directions.
- Students will sew a pillowcase using the directions.
- If time permits, students will make a pet bed using scraps.

Unit Resources

- Sewing machines
- Fabric
- Pins
- Patterns and directions
- fabric scraps
- ruler
- shears
- scissors

Assessments (Formative and Summative)

Formative

Teacher monitors students' progress through directions.

Summative

Rubric for pillowcase
Rubric for Pet Bed

Curriculum Writer(s)

Andrea Gullion

Board Approval Date

STROUDSBURG COURSE PROPOSAL FORM

Course proposals must be submitted to the Assistant Superintendent by October 15th for entry into the following year's Program of Study. See submission guidelines for additional timeline details.

Submission Guidelines

- Each course proposal form approved by the Assistant Superintendent must be presented by the applicant at a Curriculum Committee of the Board.
- The Curriculum and Instruction Committee will hear two proposals monthly on a first-come, first-served basis at the beginning of each meeting.
- Course proposals may be submitted to the Assistant Superintendent any time from December to the following October for acceptance and presentation.
- Proposed courses approved by the Curriculum and Instruction Committee will be presented to the Board at the next Regular School Board meeting.

Proposal Directions

- Open this document and save a copy titled "Course Proposal [Course title]."
- Complete all sections of the proposal with detail and secure the required signatures.
- Please use Times New Roman font, size 10.
- Once completed, send to the school principal for review. Make any required changes per his/her feedback.
- Final course proposals must be signed by the building principal.
- Email an electronic copy to the Assistant Superintendent and copy your building principal.
- This form will be reviewed by the Superintendent and Assistant Superintendent. Once approved by the Superintendent and the Assistant Superintendent, the course will be presented to the Curriculum Committee and the Board of Education for approval.
- Approval by the Board of Education does not guarantee that the course will be offered to students. Variables such as staffing, credentialing, master schedule, and annual funding may impact course availability.

Date:	June 5, 2026		
Name of school:	Stroudsburg High School		
Group(s) initiating this proposal: *(check all that apply)*	✓ Teachers	☐ Administrators	
	☐ Students	☐ Citizens	
Name of the building administrator assigned to support the completion of this course proposal:	Jeffrey Sodl		
Name of individual completing this form:	Tracy Krock & Monica Calemmo		
Phone number:			
Name of course:	Calculus Honors		
Department in which this course is located:	Mathematics		
Credit: *(check box)*	☐ One semester (0.50)	✓ Two semesters (1.00)	☐ other_____ *(explain)*
Proposed course i: *(check box)*	☐ Required	✓ Elective	
Grade level(s):	10-12		
Teacher certifications accepted by state to teach this course:	*(List all certs applicable here)* *Secondary Education – Mathematics*		
Course number: *(To be assigned by the district after Board approval of the course)*			
Pre/co-requisites: *(add correct name and course number from POS)*	Pre-Calculus Honors – 3310		

To Be Completed by the Applicant

DESCRIPTION:
Provide a brief course description as it would appear in the district's Program of Study.

Special Note: Schools may find that some topics/requests lend themselves to clubs/co-curricular activities rather than additional courses. In other cases, the topic/request may fit as a unit within an existing course.

NEEDS ASSESSMENT: ***Each step in this section requires a response.***

✓ At the building/department level, content-specific team members reviewed the need for this proposed course. ***Please include the participant list and meeting date(s).***

✓ List any other individuals or groups that have been contacted to discuss the need and design of this course (business advisory committee, community group, student group, parent group, etc.) ***Please include the participant list and meeting date(s).***

✓ Need for this proposed course was determined by (check all that apply): ***Please only check items below that have been verified by supporting documentation.***

- ☐ Student requests (provide data/evidence)
- ☐ Parent requests (provide data/evidence)
- ☐ Business/Industry demands (Required for CTE course proposals)
- ✓ Postsecondary alignment
- ☐ Student achievement gaps
- ✓ Rigor and relevance considerations
- ☐ Research-based support/rationale (provide copy of research)

☐ Describe the process used to determine the need for the course beyond the requirements above *if applicable.*

SYSTEMS CHECK: ****Indicates a Required Response***

☐ * The school principal has reviewed the course within the context of student learning and the district/building goals. The school principal has examined the current schedule and staffing to ensure the course can be offered with the available resources.

☑ * (HIGH SCHOOL ONLY) This course has been reviewed by the NCAA representative at the school. This course:

- ☑ Is eligible for the NCAA approval process
- ☐ Is not eligible for NCAA approval process because:

_____

NCAA School Representative Signature Date

STANDARDS ALIGNMENT: Provide a detailed description of the specific standards this course will address (PA Core and Academic Standards, Common Core Standards, Next Generation Science Standards, Postsecondary and Workforce Readiness Competencies, ACT Standards, CTE Standards, Postsecondary Learning Outcomes, etc.).

An Honors Calculus course aligns with advanced secondary mathematics standards and college-readiness expectations by extending students' understanding of functions, rates of change, modeling, and quantitative reasoning. The course supports the development of analytical, problem-solving, and mathematical communication skills that prepare students for postsecondary coursework and workforce applications in science, technology, engineering, mathematics, economics, and other quantitative fields.

Pennsylvania Core and Academic Standards

Honors Calculus builds upon the Pennsylvania Core Standards for Mathematics, particularly the high school conceptual categories of Functions, Algebra, Geometry, Statistics and Probability, and Mathematical Practices.

Mathematical Practices - Students will:

- Make sense of complex problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model real-world situations mathematically.
- Use appropriate tools strategically, including graphing technology.
- Attend to precision in calculations and mathematical communication.
- Identify and utilize mathematical structure and patterns.
- Express regularity in repeated reasoning.

Functions and Advanced Quantitative Reasoning - Students will:

- Analyze and interpret functions represented graphically, numerically, algebraically, and verbally.
- Investigate rates of change and behavior of functions.
- Model relationships using polynomial, rational, exponential, logarithmic, and trigonometric functions.
- Apply transformations and compositions of functions.
- Connect limits, derivatives, and integrals to function behavior and modeling.

Modeling and Application - Students will:

- Apply mathematical models to scientific, economic, and real-world situations.
- Interpret quantitative data and relationships.
- Use calculus concepts to solve optimization, motion, growth, and accumulation problems.

Common Core State Standards for Mathematics - Honors Calculus extends and deepens mastery of the Common Core High School Mathematics Standards.

Standards for Mathematical Practice - The course addresses all eight Common Core Mathematical Practices through:

- Problem-solving investigations
- Mathematical modeling
- Analytical reasoning
- Technology-enhanced exploration
- Written and verbal mathematical communication

High School Functions Standards - Students will:

- Interpret and build functions that model relationships between quantities.
- Analyze key features of functions and their graphs.
- Understand average and instantaneous rates of change.
- Compare and analyze multiple function representations.

High School Modeling Standards - Students will:

- Apply mathematics to solve problems arising in everyday life, society, and the workplace.
- Make assumptions and approximations to simplify complex situations.
- Interpret mathematical results within real-world contexts.

Postsecondary and Workforce Readiness Competencies - The course supports Pennsylvania's career readiness expectations and nationally recognized college- and career-readiness competencies.

Critical Thinking and Problem Solving - Students will:

- Analyze complex quantitative problems.
- Develop and evaluate multiple solution strategies.
- Apply mathematical reasoning to unfamiliar situations.

Quantitative Literacy - Students will:

- Interpret numerical information and mathematical models.
- Evaluate quantitative evidence.
- Make informed decisions based on mathematical analysis.

Communication - Students will:

- Explain mathematical reasoning clearly and accurately.
- Present solutions using appropriate mathematical notation.
- Justify conclusions through logical arguments and evidence.

Technology Literacy - Students will:
- Utilize graphing calculators and mathematical software.
- Analyze graphical and numerical representations of functions.
- Apply technology to support mathematical modeling and problem solving.

ACT College and Career Readiness Standards

Honors Calculus reinforces advanced ACT Mathematics College Readiness Standards by requiring students to:

Preparing for Higher-Level Mathematics
- Analyze complex algebraic relationships.
- Model real-world situations using functions.
- Solve multi-step quantitative problems.
- Interpret graphical and numerical information.
- Evaluate mathematical models and assumptions.

STEM Readiness - Students develop competencies that support success in:
- College mathematics
- Engineering
- Physical sciences
- Computer science
- Economics
- Data analysis
-

Next Generation Science Standards (NGSS) Connections - While Honors Calculus is a mathematics course, it directly supports scientific practices emphasized in NGSS.

Science and Engineering Practices - Students will:
- Develop and use mathematical models.
- Analyze and interpret data.
- Use mathematics and computational thinking.
- Construct explanations based on quantitative evidence.
- Apply mathematical reasoning to scientific phenomena.

Crosscutting Concepts - Calculus applications reinforce understanding of:
- Systems and system models
- Patterns and relationships
- Scale, proportion, and quantity
- Stability and change
- Cause-and-effect relationships

Applications may include:
- Velocity and acceleration
- Population growth
- Chemical reaction rates
- Optimization in engineering design
- Physical and biological systems modeling
- Career and Technical Education (CTE) Connections

Honors Calculus supports competencies associated with numerous CTE career pathways, particularly:

STEM Career Cluster - Students will:
- Apply advanced mathematics to engineering and scientific problems.
- Analyze and model quantitative relationships.
- Solve technical problems using mathematical methods.

Information Technology - Students will:
- Develop logical reasoning and analytical thinking skills.
- Interpret algorithms and mathematical models.

- Strengthen computational problem-solving abilities.

Business and Finance - Students will:

- Analyze growth models.
- Evaluate rates of change in economic systems.
- Apply quantitative reasoning to financial decision-making.

Postsecondary Learning Outcomes - Upon successful completion of Honors Calculus, students will be able to:

Conceptual Understanding

- Explain the fundamental concepts of limits, derivatives, and integrals.
- Describe the relationships among rates of change, accumulation, and function behavior.

Procedural Fluency

- Compute derivatives and integrals using multiple techniques.
- Apply calculus methods accurately and efficiently.

Mathematical Modeling

- Develop mathematical models representing real-world phenomena.
- Interpret and evaluate solutions within contextual settings.

Analytical Reasoning

- Solve complex, multi-step problems.
- Justify solutions using mathematical evidence and logical reasoning.

College Readiness - Students will be prepared to enter postsecondary coursework requiring quantitative reasoning, including:

- Calculus
- Business Calculus
- Engineering Mathematics
- Physics
- Economics
- Statistics
- Computer Science
- Data Analytics

ASSESSMENT: Please provide a detailed outline of the assessment plan that will measure student learning and growth. If nationally normed, industry-specific, career skills, or postsecondary assessments are being used, please include detailed information on the assessment.

Student learning and growth will be measured through a balanced system of formative, summative, performance-based, and standardized assessments aligned with course objectives and the curriculum framework.

Formative Assessments may consist of:

- Daily warm-ups and bell ringers
- Guided practice activities
- Class discussions and questioning
- Exit tickets
- Think-Pair-Share activities
- Statistical investigations
- Technology-based explorations
- Homework assignments
- Reflection and self-assessment activities

Summative Assessments may consist of:

- Unit tests
- Chapter assessments
- Cumulative semester examinations
- Midterm examination
- Final examination
- Common department assessments (if applicable)

Student Growth Measures may consist of:

- Baseline diagnostic assessment
- Unit-to-unit performance monitoring

- Student goal setting and reflection
- Longitudinal growth tracking
- Performance trend analysis

Grading Categories

- Assessments (Formative and Summative) – 65%
- Classwork – 25%
- Homework – 10%

(Final category weights are determined by department and district grading policies.)

SYLLABUS: Please provide the goals of the course, the skills and knowledge the students will gain while enrolled, a brief description of the course requirements, and an outline of the main topics taught. *You do not need to provide a detailed list of assignments and due dates.*

Calculus is a rigorous college-preparatory mathematics course designed for students who have successfully completed Precalculus and are ready to study the foundational concepts of calculus. The course introduces students to limits, derivatives, integrals, and mathematical modeling while emphasizing conceptual understanding, problem-solving, and real-world applications. Unlike an Advanced Placement course, this class focuses on developing a strong foundation in calculus at a pace that allows for greater exploration, practice, and mastery of key concepts.

Course Goals: By the end of the course, students will be able to:

- Understand the fundamental principles of differential and integral calculus.
- Analyze rates of change and accumulation in mathematical and real-world contexts.
- Apply calculus concepts to solve problems in science, engineering, business, economics, and other disciplines.
- Develop advanced mathematical reasoning and critical-thinking skills.
- Connect graphical, numerical, algebraic, and verbal representations of functions and their behavior.
- Build a strong foundation for future college-level mathematics and STEM coursework.

Skills and Knowledge Gained: Students enrolled in Calculus will develop the ability to:

- Evaluate and interpret limits and continuity.
- Understand and apply the concept of the derivative as a rate of change.
- Differentiate functions using appropriate rules and techniques.
- Analyze function behavior using derivatives.
- Solve optimization and related-rate problems.
- Compute and interpret definite and indefinite integrals.
- Apply the Fundamental Theorem of Calculus.
- Use calculus to model and solve real-world problems.
- Communicate mathematical reasoning using proper notation and terminology.
- Utilize graphing calculators and technology to investigate mathematical concepts.

Course Requirements: Students are expected to:

- Successfully complete Precalculus or an equivalent prerequisite course.
- Complete regular homework and practice assignments.
- Participate actively in class discussions, investigations, and collaborative activities.
- Demonstrate understanding through quizzes, tests, projects, and cumulative assessments.
- Use graphing technology when appropriate to analyze and model functions.
- Apply mathematical concepts to real-world and interdisciplinary problems.

Recommended Course Outline

1. Functions Review and Preparation: Before beginning calculus, students should be comfortable with:
   - Function notation
   - Linear, quadratic, polynomial, rational, exponential, and logarithmic functions
   - Graphing and interpreting functions
   - Transformations of graphs
   - Average rate of change

- Basic trigonometric functions and graphs

2. Introduction to Limits: Understand how calculus studies behavior near a point Develop graphical and numerical understanding rather than formal epsilon-delta proofs.
   - Intuitive concept of a limit
   - Estimating limits from tables and graphs
   - One-sided limits
   - Infinite limits
   - Continuity
   - Types of discontinuities
3. Derivatives and Rates of Change: Understand instantaneous change.
   - Average vs. instantaneous rate of change
   - Derivative as slope of a tangent line
   - Derivative notation
   - Derivatives of:
     - Constants
     - Power functions
     - Polynomials
     - Exponential functions
     - Basic trigonometric functions
   - Rules for Differentiation:
     - Constant rule
     - Power rule
     - Sum and difference rules
     - Product rule (basic)
     - Quotient rule (basic)
     - Chain rule (introductory)
4. Applications of Derivatives: Emphasize real-world examples from science, economics, and engineering.
   - Velocity and acceleration
   - Marginal cost and revenue (business applications)
   - Optimization problems
   - Related rates (simple examples)
   - Increasing and decreasing functions
   - Local maxima and minima
   - First derivative test
   - Concavity
   - Inflection points
5. Introduction to Integration - Understand accumulation and area.
   - Area under a curve
   - Riemann sums (conceptually)
   - Antiderivatives
   - Indefinite integrals
   - Basic integration rules
   - Definite integrals
6. Fundamental Theorem of Calculus - Present conceptually rather than formally.
   - Connection between derivatives and integrals
   - Evaluating definite integrals using antiderivatives
7. Applications of Integration
   - Area between curves
   - Distance from velocity
   - Accumulation problems

COURSE SEQUENCING:
Include a description or diagram that describes the full progression or sequence of courses that would relate to the proposed course.

Honors Pathway
Algebra 1 – (7th/8th)
Geometry Honors
Algebra 2 Honors
Pre Calculus Honors
Calculus Honors

IMPLEMENTATION NEEDS: Please answer each of the following questions.

Describe the process and timeline for the development of necessary teacher resources, including instructional ideas, methods, materials, and technology.

- 26/27 school year – The curriculum will be developed and the course will be added to the Program of Study for the 27-28 school year.
- 27/28 school year – Calculus Honors will be offered

What physical arrangement (buildings, equipment, technology, room, land) is necessary in order to support the proposed learning activities?

- Not applicable

What, if any, special training and experiences are necessary for the curriculum to be implemented?

- Not applicable

BUDGET: What is the estimated three-year budget (in detail) for the course? It is critical that current and accurate budget detail be provided. Please include any proposed student fees for the course and indicate how the fees will be used to support students and instruction. Please do not list district-level funds or grants unless these have been pre-approved or secured prior to the submission of the proposal.

- Not applicable

EXPECTED IMPACT ON STUDENT ACHIEVEMENT:
Offering an Honors Calculus course provides a rigorous pathway for students who are not yet prepared for the pace and intensity of Advanced Placement Calculus. The course is expected to increase student achievement by strengthening foundational calculus concepts, improving mathematical confidence and problem-solving skills, and expanding access to advanced mathematics coursework. Students will be better prepared for success in future college-level STEM courses while experiencing higher rates of course completion, mastery of learning objectives, and overall academic growth than they might achieve in an AP-level environment.

EXPECTED IMPACT ON STUDENT SCHEDULING:
Offering an Honors Calculus course expands scheduling flexibility by providing an appropriate advanced mathematics elective for students who have completed prerequisite coursework but may not be ready for the demands of AP Calculus. This additional pathway helps ensure that more students can remain enrolled in a challenging mathematics course during their senior year, reduces placement mismatches, and allows counselors to better align student schedules with individual readiness levels, academic goals, and postsecondary plans.

COURSE EVALUATION

TO BE COMPLETED BY THE APPLICANT DURING THE FIRST YEAR OF IMPLEMENTATION

IMPACT ON STUDENT ACHIEVEMENT

1. Number of students enrolled for the year:

2. Mean grade of all students for the year:

3. Suggestions for improvement:

**** Note: Course Evaluation results will be presented to the Curriculum Committee after the first year.***

TO BE COMPLETED BY DISTRICT ADMINISTRATION

SUPERINTENDENT'S CABINET RECOMMENDATION:

☑ Forward to Board of Education with approval

☐ Forward to Board of Education with the following comment(s), concern(s), or question(s) that must be addressed by the school prior to offering the course to students:

☐ Do not forward based on:

SIGNATURES

School Principal	6/9/26 Date
Assistant Superintendent	Date
Superintendent	6/17/26 Date

Course approved by the Board of Education on _____ Date

Course entered in Program of Study on _____ Date

Course entered in Sapphire on _____ Date

STROUDSBURG COURSE PROPOSAL FORM

Course proposals must be submitted to the Assistant Superintendent by October 15th for entry into the following year's Program of Study. See submission guidelines for additional timeline details.

Submission Guidelines

- Each course proposal form approved by the Assistant Superintendent must be presented by the applicant at a Curriculum Committee of the Board.
- The Curriculum and Instruction Committee will hear two proposals monthly on a first-come, first-served basis at the beginning of each meeting.
- Course proposals may be submitted to the Assistant Superintendent any time from December to the following October for acceptance and presentation.
- Proposed courses approved by the Curriculum and Instruction Committee will be presented to the Board at the next Regular School Board meeting.

Proposal Directions

- Open this document and save a copy titled "Course Proposal [Course title]."
- Complete all sections of the proposal with detail and secure the required signatures.
- Please use Times New Roman font, size 10.
- Once completed, send to the school principal for review. Make any required changes per his/her feedback.
- Final course proposals must be signed by the building principal.
- Email an electronic copy to the Assistant Superintendent and copy your building principal.
- This form will be reviewed by the Superintendent and Assistant Superintendent. Once approved by the Superintendent and the Assistant Superintendent, the course will be presented to the Curriculum Committee and the Board of Education for approval.
- Approval by the Board of Education does not guarantee that the course will be offered to students. Variables such as staffing, credentialing, master schedule, and annual funding may impact course availability.

Date:	June 5, 2026		
Name of school:	Stroudsburg High School		
Group(s) initiating this proposal: *(check all that apply)*	✓ Teachers	☐ Administrators	
	☐ Students	☐ Citizens	
Name of the building administrator assigned to support the completion of this course proposal:	Jeffrey Sodl		
Name of individual completing this form:	Tracy Krock & Monica Calemmo		
Phone number:			
Name of course:	AP Statistics		
Department in which this course is located:	Mathematics		
Credit: *(check box)*	☐ One semester (0.50)	✓ Two semesters (1.00)	☐ other_____ *(explain)*
Proposed course is: *(check box)*	☐ Required	✓ Elective	
Grade level(s):	10-12		
Teacher certifications accepted by state to teach this course:	*(List all certs applicable here)* *Secondary Education – Mathematics*		
Course number: *(To be assigned by the district after Board approval of the course)*			
Pre/co-requisites: *(add correct name and course number from POS)*	Algebra 2 Honors		

To Be Completed by the Applicant

DESCRIPTION:
Provide a brief course description as it would appear in the district's Program of Study.

AP Statistics is a college-level course that introduces students to the major concepts and tools used for collecting, analyzing, and drawing conclusions from data. Students develop statistical reasoning skills through the study of data analysis, experimental design, probability, and statistical inference. The course emphasizes real-world applications and the use of technology to explore patterns, make predictions, and evaluate evidence.

Students will learn to organize and interpret data using graphical and numerical methods, design and conduct surveys and experiments, understand probability models, and use statistical methods to make informed decisions and draw valid conclusions. Communication of statistical findings through written explanations, mathematical reasoning, and data-based arguments is a central component of the course.

The course follows the curriculum framework established by the College Board and prepares students for the AP Statistics Exam. Students who successfully complete the course will develop critical thinking, quantitative reasoning, and data literacy skills that are valuable in a wide range of college majors and career fields.

Special Note: *Schools may find that some topics/requests lend themselves to clubs/co-curricular activities rather than additional courses. In other cases, the topic/request may fit as a unit within an existing course.*

NEEDS ASSESSMENT: ***Each step in this section requires a response.***

✓ At the building/department level, content-specific team members reviewed the need for this proposed course. ***Please include the participant list and meeting date(s).***
Nancy Sarti, Tracy Krock, Monica Calemmo – June 3, 2026

✓ List any other individuals or groups that have been contacted to discuss the need and design of this course (business advisory committee, community group, student group, parent group, etc.) ***Please include the participant list and meeting date(s).***
Dr. Courtney Lepore, Dr. Kimberly Levin - March 2, 2026

✓ Need for this proposed course was determined by (check all that apply): ***Please only check items below that have been verified by supporting documentation.***

- ☐ Student requests (provide data/evidence)
- ☐ Parent requests (provide data/evidence)
- ☐ Business/Industry demands (Required for CTE course proposals)
- ✓ Postsecondary alignment
- ☐ Student achievement gaps
- ✓ Rigor and relevance considerations
- ☐ Research-based support/rationale (provide copy of research)

☐ Describe the process used to determine the need for the course beyond the requirements above *if applicable.*

SYSTEMS CHECK: ****Indicates a Required Response***

☐ * The school principal has reviewed the course within the context of student learning and the district/building goals. The school principal has examined the current schedule and staffing to ensure the course can be offered with the available resources.

☐ * (HIGH SCHOOL ONLY) This course has been reviewed by the NCAA representative at the school. This course:

- ☐ Is eligible for the NCAA approval process
- ☐ Is not eligible for NCAA approval process because:

NCAA School Representative Signature Date

STANDARDS ALIGNMENT: Provide a detailed description of the specific standards this course will address (PA Core and Academic Standards, Common Core Standards, Next Generation Science Standards, Postsecondary and Workforce Readiness Competencies, ACT Standards, CTE Standards, Postsecondary Learning Outcomes, etc.).

Pennsylvania Core Standards for Mathematics::

- Interpret and summarize categorical and quantitative data using graphical and numerical methods.
- Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
- Understand and apply probability concepts to model uncertainty and make predictions.
- Use statistical methods to estimate population parameters and test hypotheses.
- Analyze relationships between variables through correlation and regression.
- Construct viable arguments and critique the reasoning of others using statistical evidence.
- Model real-world situations using statistical tools and technology.

Mathematical Practice Standards, including:

- Making sense of problems and persevering in solving them.
- Reasoning abstractly and quantitatively.
- Constructing arguments and communicating conclusions.
- Modeling with mathematics.
- Using appropriate tools strategically.
- Attending to precision in calculations and interpretations.

College and Career Readiness Competencies

- Critical Thinking and Problem Solving
  - Analyze complex datasets and draw evidence-based conclusions.
  - Evaluate the validity and reliability of data sources.
  - Apply statistical reasoning to real-world problems.
- Quantitative Literacy
  - Interpret numerical information in media, research studies, business reports, and public policy discussions.
  - Use statistical evidence to support decision-making.
- Communication Skills
  - Present statistical findings clearly through written, verbal, and graphical formats.
  - Explain methodology, assumptions, and conclusions to varied audiences.
- Technology and Information Literacy
  - Use graphing calculators, spreadsheets, and statistical software to analyze data.
  - Evaluate and interpret data generated through technological tools.
- Collaboration and Inquiry
  - Design investigations, collect data, and work collaboratively to solve problems.
  - Engage in inquiry-based learning and research practices.

ACT College and Career Readiness Standards

- Data representation and interpretation.
- Statistical reasoning and probability.
- Analysis of relationships among variables.
- Mathematical modeling and quantitative decision-making.
- Problem-solving using multiple representations and technologies.

Postsecondary Learning Outcomes–Upon successful completion of AP Statistics, students will be able to:

1. Collect, organize, summarize, and interpret data using appropriate statistical techniques.
2. Design and evaluate surveys, experiments, and observational studies.
3. Apply probability models to describe random phenomena.
4. Use confidence intervals and significance tests to draw conclusions about populations.
5. Analyze relationships between variables using regression and correlation methods.
6. Communicate statistical reasoning and findings using appropriate mathematical language and representations.
7. Utilize technology to conduct statistical analyses and interpret results.

8. Critically evaluate statistical information encountered in academic, professional, and everyday contexts.

Workforce Readiness Applications

- Business and Finance
- Data Analytics
- Healthcare and Public Health
- Engineering
- Social Sciences
- Education
- Government and Public Policy
- Marketing and Consumer Research
- Computer Science
- Scientific Research

Assessment of Standards

- Unit assessments and cumulative examinations
- Statistical investigations and projects
- Data analysis activities
- Written explanations and justifications
- Technology-based statistical analyses
- Performance tasks aligned with AP expectations
- AP-style free-response and multiple-choice assessments

ASSESSMENT: Please provide a detailed outline of the assessment plan that will measure student learning and growth. If nationally normed, industry-specific, career skills, or postsecondary assessments are being used, please include detailed information on the assessment.

Student learning and growth will be measured through a balanced system of formative, summative, performance-based, and standardized assessments aligned with AP Statistics course objectives and the Advanced Placement curriculum framework.

Formative Assessments may consist of:

- Daily warm-ups and bell ringers
- Guided practice activities
- Class discussions and questioning
- Exit tickets
- Think-Pair-Share activities
- Statistical investigations
- Technology-based explorations
- Homework assignments
- Practice AP multiple-choice questions
- Reflection and self-assessment activities

Summative Assessments may consist of:

- Unit tests
- Chapter assessments
- AP-style free-response assessments
- Cumulative semester examinations
- Midterm examination
- Final examination
- Common department assessments (if applicable)

Performance-Based Assessments may consist of:

- Statistical analysis projects
- Data collection and experimental design projects
- Research investigations
- Case studies
- Collaborative problem-solving activities

- Data interpretation presentations
- Written statistical reports
- Technology-based data analysis tasks

Advanced Placement Assessment Preparation may consist of:
- AP Classroom Topic Questions
- AP Classroom Progress Checks
- AP-style multiple-choice assessments
- AP-style free-response assessments
- Mock AP Statistics examinations
- Timed practice exams
- Released AP Statistics exam questions

Technology-Based Assessments may consist of:
- Statistical analysis using graphing calculators
- Spreadsheet-based investigations
- Statistical software applications
- Digital quizzes and assessments
- Online data analysis activities

Student Growth Measures may consist of:
- Baseline diagnostic assessment
- Unit-to-unit performance monitoring
- AP Progress Check data analysis
- Student goal setting and reflection
- Longitudinal growth tracking
- Performance trend analysis

Nationally Normed / Postsecondary Assessment
AP Statistics Examination - Performance on the AP Exam provides an externally validated measure of student achievement and college readiness
- Administered annually by the College Board
- College-level assessment consisting of multiple-choice and free-response sections
- Measures proficiency in data analysis, probability, statistical inference, and study design
- May qualify students for college credit and/or advanced placement based on institutional policies

Grading Categories
- Assessments (Formative and Summative) – 65%
- Classwork – 25%
- Homework – 10%

(Final category weights are determined by department and district grading policies.)

SYLLABUS: Please provide the goals of the course, the skills and knowledge the students will gain while enrolled, a brief description of the course requirements, and an outline of the main topics taught. *You do not need to provide a detailed list of assignments and due dates.*

AP Statistics Course Overview – AP Statistics is a college-level course that introduces students to the major concepts and tools used for collecting, analyzing, and drawing conclusions from data. Students learn to think critically about information, evaluate statistical claims, and apply statistical reasoning to real-world situations. The course emphasizes problem-solving, communication, and the use of technology to analyze data.

Course Goals – By the end of the course, students will be able to:
- Understand and apply the principles of statistical reasoning.
- Collect, organize, summarize, and interpret data.
- Use graphical and numerical methods to analyze data distributions.
- Design and evaluate statistical studies and experiments.
- Apply probability concepts to model random behavior.
- Make inferences about populations based on sample data.

- Communicate statistical findings clearly using appropriate terminology and evidence.
- Use technology, including graphing calculators and statistical software, to analyze data and solve problems.
- Prepare for the Advanced Placement (AP) Statistics Exam.

Skills and Knowledge Gained – Students enrolled in AP Statistics will develop the ability to:

- Interpret data presented in tables, graphs, and charts.
- Calculate and interpret measures of center, spread, and association.
- Analyze relationships between variables using regression and correlation.
- Evaluate the validity of statistical studies and research claims.
- Apply probability rules and models to real-world situations.
- Construct and interpret confidence intervals.
- Perform and interpret significance tests.
- Draw evidence-based conclusions from data.
- Communicate statistical reasoning through written explanations and presentations.
- Use statistical software and graphing technology effectively.

Course Requirements - Students are expected to:

- Complete regular homework and practice assignments.
- Participate in class discussions, investigations, and collaborative activities.
- Analyze real-world data sets using technology.
- Conduct statistical studies and experiments.
- Complete quizzes, tests, projects, and cumulative assessments.
- Maintain proficiency with a graphing calculator or approved statistical software.
- Demonstrate understanding through written explanations as well as mathematical calculations.

Major Topics Covered
Unit 1: Exploring One-Variable Data and Collecting Data
Unit 2: Probability, Random Variables, and Probability Distributions
Unit 3: Inference for Categorical Data: Proportions
Unit 4: Inference for Quantitative Data: Means
Unit 5: Regression Analysis

College-Level Expectations
As an Advanced Placement course, AP Statistics requires students to engage in analytical thinking, mathematical reasoning, and written communication at a level comparable to an introductory college statistics course. Success in the course depends on consistent practice, active participation, and a willingness to interpret and communicate data-based conclusions.

COURSE SEQUENCING:
Include a description or diagram that describes the full progression or sequence of courses that would relate to the proposed course.

Honors Pathway	College Prep Pathway
Algebra 1 – (7th/8th) Geometry Honors Algebra 2 Honors AP Statistics – may be taken concurrently with Precalculus Honors or Calculus Honors or AP Calculus AB/BC	Algebra 1CP Geometry CP Algebra 2 CP Algebra 3 & Trigonometry CP/H AP Statistics – may be taken concurrently with Precalculus Honors

IMPLEMENTATION NEEDS: Please answer each of the following questions.

Describe the process and timeline for the development of necessary teacher resources, including instructional ideas, methods, materials, and technology.

- 26/27 school year – The curriculum will be developed along with textbook adoption and the course will be added to the Program of Study for the 27-28 school year.
- 27/28 school year – AP Statistics will be offered

What physical arrangement (buildings, equipment, technology, room, land) is necessary in order to support the proposed learning activities?

- Not applicable

What, if any, special training and experiences are necessary for the curriculum to be implemented?

- The teacher selected to teach the course will benefit from attending professional development offered by AP College Board.

BUDGET: What is the estimated three-year budget (in detail) for the course? It is critical that current and accurate budget detail be provided. Please include any proposed student fees for the course and indicate how the fees will be used to support students and instruction. Please do not list district-level funds or grants unless these have been pre-approved or secured prior to the submission of the proposal.

- Classroom set of textbooks:
- Online Platform for each student:
- Training by the Textbook Company:
- Teacher training via AP College Board

EXPECTED IMPACT ON STUDENT ACHIEVEMENT:

AP Statistics is expected to enhance students' quantitative reasoning, critical thinking, and data literacy skills. Through the analysis and interpretation of real-world data, students will develop the ability to make evidence-based decisions, communicate statistical findings, and apply problem-solving strategies in academic and practical contexts.
Students will increase their readiness for college-level coursework, improve proficiency in statistical concepts and methods, strengthen technology and analytical skills, and develop competencies that support success on the AP Statistics Exam and in postsecondary education and careers.

EXPECTED IMPACT ON STUDENT SCHEDULING:
AP Statistics will expand elective opportunities for students seeking advanced coursework in mathematics, data analysis, and college preparation. As an elective course, enrollment may require students to make choices among available elective offerings based on their academic interests, postsecondary goals, and graduation requirements. The course provides an additional option for students pursuing rigorous academic programs and careers that benefit from strong quantitative and analytical skills.

COURSE EVALUATION

TO BE COMPLETED BY THE APPLICANT DURING THE FIRST YEAR OF IMPLEMENTATION

IMPACT ON STUDENT ACHIEVEMENT

1. Number of students enrolled for the year:

2. Mean grade of all students for the year:

3. Suggestions for improvement:

**** Note: Course Evaluation results will be presented to the Curriculum Committee after the first year.***

TO BE COMPLETED BY DISTRICT ADMINISTRATION

SUPERINTENDENT'S CABINET RECOMMENDATION:

☑ Forward to Board of Education with approval

☐ Forward to Board of Education with the following comment(s), concern(s), or question(s) that must be addressed by the school prior to offering the course to students:

☐ Do not forward based on:

SIGNATURES

School Principal	Date 6/9/24
Assistant Superintendent	Date
Superintendent Courtney Keppel	Date 6/17/24

Course approved by the Board of Education on _____
Date

Course entered in Program of Study on _____
Date

Course entered in Sapphire on _____
Date

Andy Malbouef - Educational Consultant
1355 Rambling Creek Dr.
Muskegon, MI 49441
andymalbouef@gmail.com

Engaging Students with Desmos

Parties
This EDUCATIONAL CONSULTANT CONTRACT ("Contract"), dated August 4, 2026, is made by and between **Andy Malbouef** ("Consultant") and the **Stroudsburg School District** ("Client").

The parties agree to the terms as follows:

Services
The Client wishes to engage the consultation services ("Services") of the Consultant to provide training on Desmos to the math teachers in the Client's school district. The Consultant agrees to provide the following Services:

- Prepare workshop content specific to: Secondary teachers
- Provide 3 hours of virtual training (8:30 - 11:30 AM)
- Provide participants with a digital resource handbook (168 pages)
- Provide follow-up support via email and/or Zoom for later participant questions

Terms and Conditions
This Contract will be effective starting August 14, 2026, and conclude with the agreed upon **workshop date of February 12, 2027** (excluding follow-up support).

Consulting Fees
The Client agrees to pay the Consultant a fee of $900 for the date referenced above.

Cancellation/Rescheduling
Should the Client cancel the training 30 days or more prior to the agreed upon date(s), the Client will reimburse the Consultant for any travel reservations made. Should cancellation occur less than 30 days prior to the agreed upon date(s), the Client will reimburse the Consultant for any travel reservations made, as well as 40% of the Consultant fee above. Should any other unforeseen events occur that require rescheduling, the Client will reimburse the Consultant for any change of travel fees that occur in the rescheduling process.

Signatures

_____ Client

Andy Malbouef
_____ Consultant

Pocono Family YMCA and
Meet the Needs Presents

Back to School Drive: Vol. 5

AUGUST 15TH





Help Kids Start the School Year Right!

Join us for our Back-to-School Community Day event and help make a difference in the lives of local children as they prepare for a successful school year!

Free School Supplies
Local Vendors
Bouncy House
Raffles
and Much More!

Location:
B.F.MOREY ELEMENTARY

1044 Main St,
Stroudsburg, PA 18360

1PM - 5PM



Donations Welcomed!

- Notebooks & Paper
- Pencils & Pens
- Backpacks
- Crayons & Markers
- Binders & Folders
- Erasers & Rulers
- And more!

For more information:
Contact Event Coordiantors
Kwaku: (570) 236-6822
Lorraine: (272) 253-2777

Thank you for your help

Disclaimer: This information and/or its provider is not financially endorsed by or affiliated with the Stroudsburg Area School District. In addition, it has not been distributed as part of the district's curricular or extracurricular programs.

Monroe Career Pathways Coalition

“Building a Career Pathways System for Monroe County”

The Stroudsburg Area School District
Date: August 2026
Cosmas Curry Ed.D., Stroudsburg Area School District

What is the Monroe Career Pathways Coalition?

The **Monroe Career Pathways Coalition (MCPC)** is an employer-led partnership of school districts, businesses, higher education institutions, workforce organizations, and community partners working together to:

- Prepare students for college, careers, and life.
- Expand career-connected learning opportunities.
- Strengthen partnerships between education and industry.
- Build a skilled workforce for Monroe County.

NATIONAL CENTER FOR COLLEGE AND CAREER TRANSITIONS (NC3T)

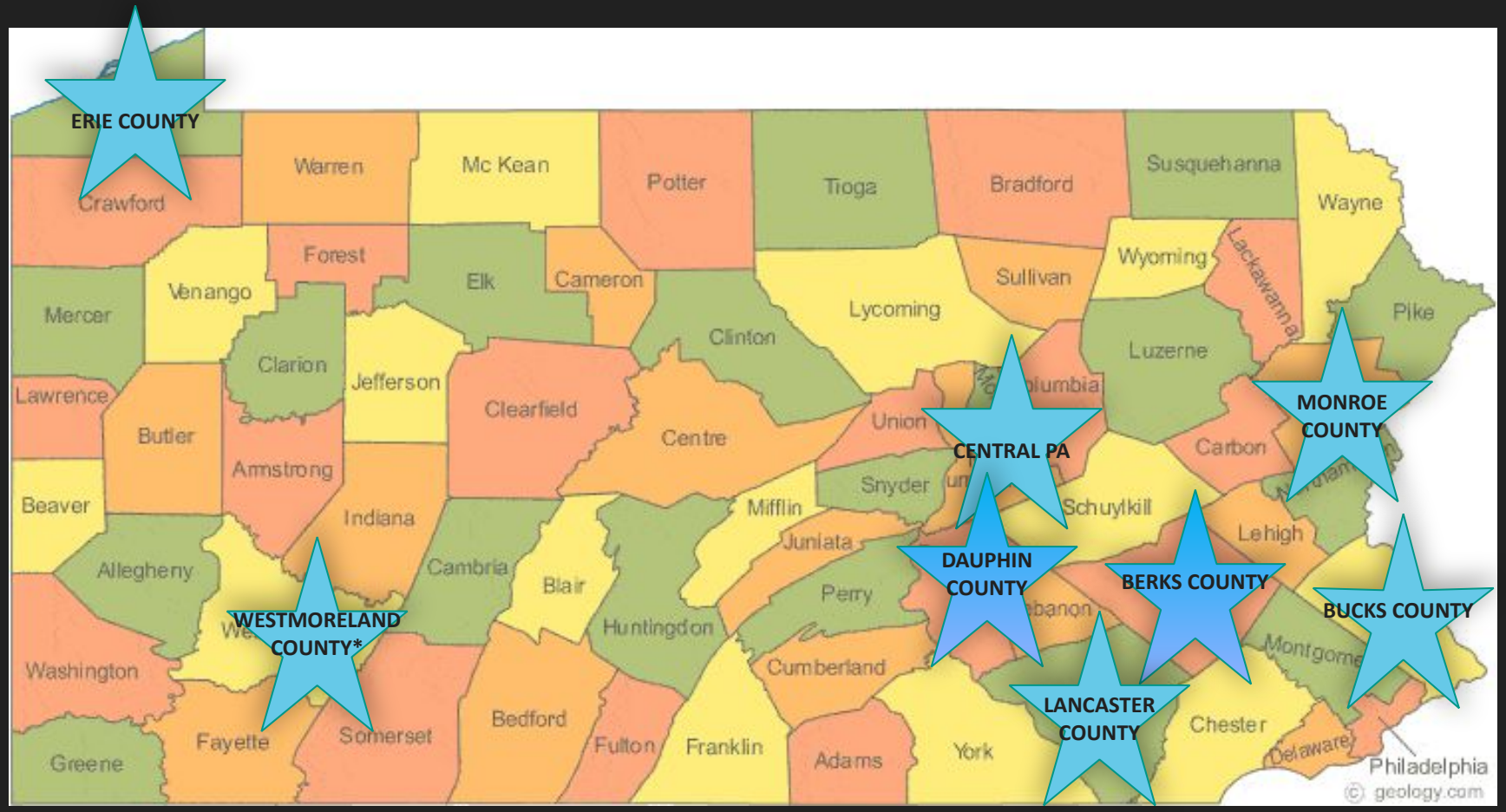


NC3T
NATIONAL CENTER
FOR COLLEGE & CAREER TRANSITIONS

Our Work:

- Supports high-quality Career Connected Learning initiatives nationwide.
- Provides professional development, coaching, and technical assistance to educators and community partners.
- Assists schools and communities in developing career pathways and expanding Career & Technical Education (CTE) programs.
- Strengthens partnerships between education, employers, and workforce organizations to improve student career readiness.

Career Pathway Partnerships Across Pennsylvania



Pennsylvania has developed regional Career Pathway Partnerships that bring together education, business, higher education, workforce, and community organizations to strengthen local talent pipelines.

Monroe County is proud to be one of these regional partnerships, working alongside communities across the Commonwealth to prepare students for college, careers, and life.

Why? The Challenge

- Today's workforce is evolving faster than ever, creating new opportunities and new demands for education.

🌎 A Changing Economy

- Technology and innovation are transforming careers and workforce needs.

👥 Changing Demographics

- Thousands of experienced workers retire each day, creating significant workforce shortages.

🔧 Skilled Worker Gap

- Employers struggle to fill positions in healthcare, education, manufacturing, construction, transportation, and the skilled trades.

💼 Employability Skills Gap

- Employers consistently report that many graduates lack the professional skills needed to succeed in today's workplace.

Our Beginning

Communities across the Pocono Mountains region faced two growing challenges:

Students needed stronger preparation for college, careers, and life after high school.

Employers needed a workforce with both technical knowledge and essential employability skills.

To address these challenges, school districts, higher education institutions, workforce and economic development organizations, businesses, and community partners came together to establish the **Monroe Career Pathways Coalition (MCPC).**

Together, we are building a county-wide system of Career Connected Learning that prepares students to thrive in today's workforce while supporting the long-term workforce needs of Monroe County.

MCPC Executive Committee

- Jackie Bartek, Colonial IU
- Michelle Bozzini, Colonial IU
- Michelle Bisbing, PMEDC
- Meryln Clarke, Stroudsburg Area S.D.
- Cosmas Curry, Stroudsburg Area S.D.
- Joshua DeLaMata, DeLaMata Enterprises
- Clint Davis, Stroudsburg Area S.D.
- Thomas Grayuski, ESSA Bank
- Debbie Harrison, PA CareerLink Monroe
- Joann Hudak, NC3T
- Patrice Dume, ESU
- Sharon Laverdure, Monroe County Commissioner
- Maggie Vitale, East Stroudsburg A.S.D.
- James Konrad, Pleasant Valley S.D.
- Dee Ranieri, NCC
- Chris Wolfel, Colonial IU
- Suzanne Smith, St. Luke's Monroe
- Angel Pineiro, CompTia
- Mario Emiliani, East Stroudsburg A.S.D.
- Precie Schroyer, Northampton C.C.-Monroe
- Donald Seiple, St. Luke's Monroe
- Robert Mauro, PCWDA
- Lynette Serruno, Carbon County Career Link
- Marianne Rustad, PMVB
- Michael Tukeva, Pocono Mountains United Way
- Dennis Virga, Monroe Career & Technical Institute
- Mark Wade, Pocono Mountain S.D.
- Sierra Lefurgy, PCOC

Key Strategies



Effectively Communicate the Value of Career Pathways to all Stakeholders; Students; Parents; Employers; and Educators.



Engage businesses and employers in the work of the MCPC



Create resources, materials, and professional development opportunities for Monroe County educators.



Systemize employer engagement through Work-based learning opportunities, Expertise & Mentorship, and Time & Talent!

Our Strategic Plan

Through collaboration, MCPC is committed to:

- **Expand Career Connected Learning** opportunities for all students.
- **Increase Work-Based Learning** through career exploration, job shadowing, mentorships, internships, and industry partnerships.
- **Help students develop a personalized postsecondary plan** aligned with their interests, strengths, and career goals.
- **Strengthen employability and professional skills** needed for success in college, careers, and life.
- **Build a sustainable workforce pipeline** that supports the current and future needs of Monroe County employers.

Help Monroe County students plan for post-graduation.

What and where are jobs/careers?	What skills and knowledge do I need for careers?	What type of education do I need to begin navigating my targeted career?

Develop quality work-based learning experiences for high school students with the help of our community/business partners.

2026–2027 Strategic Goals

The Monroe Career Pathways Coalition will focus on **five strategic priorities:**

1. **Develop Career & Life Ready Graduates**
2. **Teacher Professional Learning**
3. **Career-Connected Learning & Internships**
4. **Community & Business Partnerships**
5. **Coalition Growth & Sustainability**

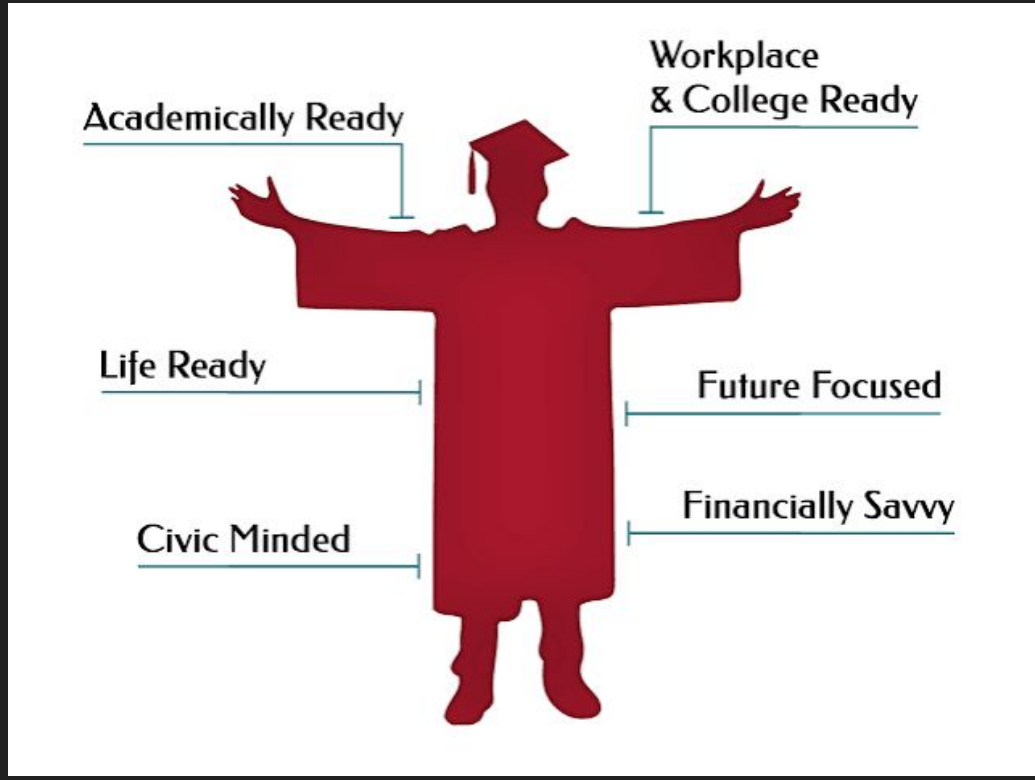
CAREER Ready MONROE

Goal 1: Develop Career & Life Ready Graduates

Preparing students with the knowledge and skills needed for success by:

- Embedding employability skills across all content areas.
- Strengthening career exploration and career navigation.
- Expanding financial literacy education.
- Recognizing student achievement through the **School Counts Certificate** program.

Outcome: Every graduate is Career and Life Ready.



Goals 2 & 3: Building Career Readiness

Goal 2

Support Educators

- Professional development
- Career readiness resources
- Employability skill integration
- http://www.careerreadymonroe.org/



Goal 3

Expand Career-Connected Learning

- Internships
- Job Shadowing
- Mentorships
- Career Exploration Events
- Industry Partnerships

Goals 4 & 5: Growing the Coalition

Goal 4

Strengthen Community Partnerships

- Business engagement
- Chamber collaboration
- Employer partnerships
- Public awareness

Goal 5

Enhance Coalition Infrastructure

- Career Ready Monroe website
- Data collection & program evaluation
- Regional collaboration through CIU 20
- Sustainable long-term growth



Career Ready Monroe

Connecting Students, Families, Educators, and Employers

Career Ready Monroe serves as the county-wide hub for Career Connected Learning by providing:

- Career exploration resources
- Work-Based Learning opportunities
- Internship and job shadowing information
- Career pathway and industry information
- Employer and community partner connections
- Resources for students, families, and educators

Career Ready Monroe



What does this mean to me as a teacher?

- Implement where and when applicable in a natural sequence within the curriculum. (E.g. Writing assignments)
- This website: http://www.careerreadymonroe.org/ and Smart Future resources can be used opening day with your students as you explain the why for your course
- Career development is everyone's responsibility
- Reinforce the soft skills of jobs and what employers want
- Moral imperative for all of us.



Our Vision Moving Forward

Every Student

- Career Aware
- Career Ready
- Future Ready

Every School

- Connected to Business & Industry

Every Employer

- Connected to Tomorrow's Workforce

Together, we are building a stronger workforce and brighter future for Monroe County.

Questions or Comments?

Thank you!

Policy Number	317.2
Title	Conduct/Disciplinary Procedures
Version	v1 · 8/7/2026

Conduct/Disciplinary Procedures

Section 1. General Standard of Conduct

The Board requires all employees to maintain professional, moral, and ethical conduct at all times while on school property, while attending or participating in school-sponsored events or activities, and while acting within the scope of their employment. This obligation extends to relationships with students, colleagues, parents, community members, and all other persons.

Section 2. Professional Employees — Code of Professional Practice and Conduct

All professional employees holding a Pennsylvania educator certificate shall comply with the Code of Professional Practice and Conduct for Educators, 22 Pa. Code Chapter 235, and all other applicable laws, regulations, and professional standards. Violations may subject the employee to disciplinary action by the Board up to and including termination pursuant to 24 P.S. § 11-1122, and referral to the Professional Standards and Practices Commission for possible action against the educator's certificate.

Section 3. Prohibition of Sexual Activity on School Property

Sexual activity between or among employees, or between employees and any other person, on school property or at school-sponsored events is strictly prohibited, regardless of whether such activity is consensual. For purposes of this section, "school property" includes all buildings, grounds, facilities, vehicles, and any other property owned, leased, or controlled by the District.

Section 4. Disciplinary Consequences

Violations of this policy shall subject the employee to disciplinary action up to and including termination. Such conduct may constitute "immorality," "intemperance," or "persistent negligence" within the meaning of 24 P.S. § 11-1122 (professional employees) or 24 P.S. § 11-1106 (non-professional employees). Additionally, for certificated employees, such conduct may constitute grounds for certificate discipline under the Educator Discipline Act, 24 P.S. § 2070.1a et seq.

Section 5. Legal Basis

This policy is adopted pursuant to the Board’s authority under 24 P.S. § 5-510 and is intended to be consistent with and supplemental to the Public School Code of 1949, the Educator Discipline Act (Act 26 of 2022), and the Code of Professional Practice and Conduct for Educators (22 Pa. Code Chapter 235).

Policy Number	249
Title	Bullying/Cyberbullying
Adopted	10/18/2017
Revised	4/6/2023
Last Reviewed	6/17/2026
Version	v1 · 8/7/2026

Bullying/Cyberbullying

Purpose

The Board is committed to providing a safe, positive learning environment for district students. The Board recognizes that bullying creates an atmosphere of fear and intimidation, detracts from the safe environment necessary for student learning and may lead to more serious violence. Therefore, the Board prohibits bullying by district students.

Definitions

Bullying means an intentional electronic, written, verbal or physical act or series of acts directed at another student or students, which occurs in a school setting that is severe, persistent or pervasive and has the effect of doing any of the following:[1]

1. Substantially interfering with a student's education.
2. Creating a threatening environment.
3. Substantially disrupting the orderly operation of the school.

Bullying, as defined in this policy, includes cyberbullying.

Cyberbullying is the use of electronic communication technologies, including but not limited to social media, text messages, emails, websites, or online platforms, to harass, threaten, embarrass, or target another individual. This includes sending, posting, or sharing negative, harmful, false, or mean content about someone else, causing embarrassment or humiliation.

Artificial Intelligence-Generated or Modified Media refers to digital content (including images, videos, audio recordings, or text) that has been created, altered, or manipulated using artificial intelligence tools or software. This includes deepfakes, face-swapped images or videos,

AI-0generated impersonations, or any digitally altered media that misrepresents an individual's appearance, actions, or statements. The use of such media to harm, deceive, or bully others is strictly prohibited.

School setting means in the school, on school grounds, in school vehicles, at a designated bus stop or at any activity sponsored, supervised or sanctioned by the school.[1]

Authority

The Board prohibits all forms of bullying by district students.[1]

The Board encourages students who believe they or others have been bullied to promptly report such incidents to the building principal or designee.

Students are encouraged to use the district's report form, available from the building principal, or to put the complaint in writing; however, oral complaints shall be accepted and documented. Staff members who receive reports of bullying must promptly report the incident to the principal or assistant principal. The person accepting the complaint shall handle the report objectively, neutrally and professionally, setting aside personal biases that might favor or disfavor the student filing the complaint or those accused of a violation of this policy.

The principal or assistant principal will conduct a thorough investigation of every reported bullying incident. This investigation may include:

- Interviewing students involved
- Consulting with staff members who witnessed the incident
- Reviewing any available documentation or evidence
- Collaborating with other relevant school personnel
-

The Board directs that verbal and written complaints of bullying shall be investigated promptly, and appropriate corrective or preventative action be taken when allegations are substantiated. The Board directs that any complaint of bullying brought pursuant to this policy shall also be reviewed for conduct which may not be proven to be bullying under this policy but merits review and possible action under other Board policies.

When a student's behavior indicates a threat to the safety of the student, other students, school employees, school facilities, the community or others, district staff shall report the student to the threat assessment team, in accordance with applicable law and Board policy.[2] **[3]**

Upon completion of the investigation and after a determination has been made, the principal and/or assistant principal will notify the parents or guardians of all students involved in the incident.

Discrimination/Harassment

Every report of alleged bullying that can be interpreted at the outset to fall within the provisions of policies addressing potential violations of laws against discrimination or harassment shall be handled as a joint, concurrent investigation into all allegations and coordinated with the full participation of the Compliance Officer and Title IX Coordinator. If, in the course of a bullying investigation, potential issues of discrimination or harassment are identified, the Title IX Coordinator shall be promptly notified, and the investigation shall be conducted jointly and concurrently to address the issues of alleged discrimination or harassment as well as the incidents of alleged bullying. **[4] [5]**

Confidentiality

Confidentiality of all parties, witnesses, the allegations, the filing of a complaint and the investigation shall be handled in accordance with applicable law, regulations, this policy and the district's legal and investigative obligations.

Retaliation

Reprisal or retaliation relating to reports of bullying or participation in an investigation of allegations of bullying is prohibited and shall be subject to disciplinary action.

Delegation of Responsibility

Each student shall be responsible to respect the rights of others and to ensure an atmosphere free from bullying.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall ensure that this policy and administrative regulations are reviewed annually with students.[1]

The Superintendent or designee, in cooperation with other appropriate administrators, shall review this policy every three (3) years and recommend necessary revisions to the Board.[1]

District administration shall annually provide the following information with the school safety and security incident report:[1] **[6]**

1. Board's Bullying Policy.

2. Report of bullying incidents.

3. Information on the development and implementation of any bullying prevention, intervention or education programs.

Guidelines

The Code of Student Conduct, which shall contain this policy, shall be disseminated annually to students.[1] [7] [8]

This policy shall be accessible in every classroom. The policy shall be posted in a prominent location within each school building and on the district website.[1]

Education

The district shall develop, implement and evaluate bullying prevention and intervention programs and activities. Programs and activities shall provide district staff and students with appropriate training for effectively responding to, intervening in and reporting incidents of bullying.[1] [9] [10] [11]

Consequences for Violations

A student who violates this policy shall be subject to appropriate disciplinary action consistent with the Code of Student Conduct, which may include:[1] [7] [12]

1. Counseling within the school.

2. Parental conference.

3. Loss of school privileges.

4. Transfer to another school building, classroom or school bus.

5. Exclusion from school-sponsored activities.

6. Detention.

7. Suspension.

8. Expulsion.

9. Counseling/Therapy outside of school.

10. Referral to law enforcement officials.

Footnotes

[1] 24 P.S. 1303.1-A
palegis.us
palegis.us
Legal Reference
View source

[2] 24 P.S. 1302-E
palegis.us
palegis.us
Legal Reference
View source

[3] Pol. 236.1
Policy Reference
Open policy

[4] Pol. 103
Policy Reference
Open policy

[5] Pol. 103.1
Policy Reference
Open policy

[6] Pol. 805.1
Policy Reference
Open policy

[7] Pol. 218
Policy Reference
Open policy

[8] 22 PA Code 12.3
pacodeandbulletin.gov
pacodeandbulletin.gov
Legal Reference
View source

[9] 20 U.S.C. 7118
uscode.house.gov
uscode.house.gov
Legal Reference
View source

[10] 24 P.S. 1302-A
palegis.us
palegis.us
Legal Reference
View source

[11] Pol. 236
Policy Reference
Open policy

[12] Pol. 233
Policy Reference
Open policy

STROUDSBURG AREA SCHOOL DISTRICT

NO. 204-AR-1

ADMINISTRATIVE REGULATION

APPROVED:

REVISED:

WELLNESS CHECKS FOR STROUDSBURG AREA CYBER ACADEMY (SACA) STUDENTS

I. Purpose

Recent changes to cyber education law require weekly check-ins between students enrolled in the Stroudsburg Area Cyber Academy (SACA) and their assigned district staff member(s). This regulation establishes the procedures, responsibilities, and expectations necessary to ensure the district's ongoing compliance with this mandate.

II. Legal Authority

This regulation is issued pursuant to, and in order to maintain compliance with, applicable Pennsylvania cyber education law requiring regular check-ins between cyber charter/cyber academy students and district staff.

III. Definitions

- "Check-in" — A brief, documented, direct interaction (which may occur on screen and may last as little as one minute) between an assigned staff member and a student, conducted on a weekly basis.
- "Assigned Staff Member" — The counselor, case manager, or other district employee designated to conduct weekly check-ins with a specific student, as reflected on the school's assignment roster.
- "SACA" — Stroudsburg Area Cyber Academy.

IV. Delegation of Responsibility

A. Superintendent's Office

The Superintendent's Office is responsible for issuing this regulation and ensuring building-level compliance across all schools operating SACA enrollments.

B. SACA Program Office

- Serve as the point of contact for all additional student contact needs, questions, or clarification regarding check-ins.
- Directly oversee weekly check-ins for students currently placed at the Monroe County Corrections Facility (MCCF).
- Coordinate next steps with the student and family when a student refuses to participate in a scheduled check-in.

C. Building Principals

- Ensure that weekly check-ins are established and maintained for every SACA student in their building for the remainder of the school year and on an ongoing basis thereafter.
- Schedule a meeting with identified staff members to review this procedure and answer questions; implementation should begin as soon as possible.
- Monitor staff caseloads and escalate concerns regarding disproportionate assignments to the SACA Program Office.

D. Assigned Staff Members (Counselors, Case Managers, and Designated Staff)

- Conduct a weekly check-in with each assigned student.
- Document the date and time of each check-in using the district's designated reporting form.
- Notify Director of Cyber Education immediately if a student refuses to participate in a scheduled check-in.

V. Procedures

A. Conducting Weekly Check-Ins

During each weekly check-in, the assigned staff member must, at minimum:

1. Connect with the student on screen.
2. Ask how the student is doing.
3. Inquire about the student's classes and academic progress.
4. Determine whether the student needs any support or resources.
5. Confirm the student's health and wellness status.
6. Document the date and time of the check-in using the district's designated reporting form.

B. Documentation

All check-ins must be logged using the district's official check-in documentation form. Staff should complete this documentation immediately following each check-in to ensure an accurate and current compliance record.

C. Caseload Assignments

Student assignments are distributed alphabetically by school and maintained on an accompanying roster identifying the responsible staff member and the number of students assigned to each. Caseloads are intended to be reasonably balanced; building principals and the SACA Program Office will monitor and address disproportionate caseloads as needed.

D. Special Circumstances — Monroe County Corrections Facility (MCCF)

Weekly check-ins for students currently placed at MCCF will be conducted directly by the Director of Cyber Education rather than by a building-assigned staff member.

VI. Non-Compliance Protocol

If a student refuses to participate in a scheduled check-in, the assigned staff member must notify Director of Cyber Education immediately. The SACA Program Office will coordinate appropriate next steps, including further communication with the student and family, to resolve the non-compliance.

VII. Future Implementation

- Weekly check-ins will be a mandatory condition of enrollment for all students entering the SACA cyber program going forward.
- Students will be assigned to check in with their counselor or, where applicable, their special education case manager.
- Case managers already conducting regular check-ins with assigned students should continue to do so; the SACA Program Office will clarify whether this requirement must be documented as a revision to affected students' IEPs.
- Where established relationships exist, mental healthcare professionals with known connections to a student may also be utilized to conduct check-ins.

VIII. Implementation

This regulation is effective immediately. Building principals must schedule a meeting with identified staff members to review these procedures and address questions, with implementation to begin as soon as possible.

IX. Inquiries

Questions or concerns regarding this regulation should be directed to the Director of Cyber Education, or to the Office of the Superintendent.