Academic Affairs

Thursday, October 15, 2026 5:30 PM
SASD District Administration Building, 123 Linden Street, Stroudsburg, PA 18360

1.	**MEETING OPENING**	
2.	**CURRICULUM**	
2.A.	Curriculum Review	
2.A.1.	Creative Writing	
2.A.2.	Studies of Science Fiction Literature	
2.B.	Dual Enrollment	
2.C.	Student App use and process	
2.D.	4-Year Cohort Graduation Rate	
2.E.	Other	
2.F.	Public Comment	
3.	**STUDENT AND COMMUNITY SUPPORT INITIATIVES (SC&I)**	
3.A.	2027 Prom at the Mansion at Mountain Lakes	**Speaker(s):** Dr. Laura Connolly
3.B.	Other	
3.C.	Public Comment	
4.	**POLICY**	
4.A.	209-AR-1 Cardiac Emergency Response Plan	
4.B.	102 Academic Standards	
4.C.	105 Curriculum	
4.D.	246 - Student Wellness	
4.E.	331 — Job Related Expenses	
4.F.	Cell Phone Conversation	
4.G.	Other	
4.H.	Public Comment	
5.	**PUBLIC RELATIONS**	
5.A.	Other	

5.B. Public Comment

6. **ADJOURNMENT**

1_Creative Writing (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	Unit 1: Introduction to Narrative Writing
Module 2:	Unit 2: Developing and Crafting a Narrative
Module 3:	Unit 3: Introduction to Poetic Elements
Module 4:	Unit 4: Developing and Crafting Poetry

1_Creative Writing (Curriculum In Progress)
Unit 1: Introduction to Narrative Writing

Unit Description

Big Idea: What is narrative writing?

~ Recognize story elements, narrative terms and structures, common archetypes, and themes.
~ Introduction to basic narrative terms, narrative structures, and grammar basics for fictional writing.
~ Introduction to basic figurative devices to develop humor, suspense, contrast, and description.
~ Narrative readings and structure analysis of short stories.
~ Daily skill-specific mini-writing prompts
~ Summative assessments on narrative terms, archetypes, grammar, and basic figurative language.
~ Formative writing activities and exercises

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.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.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.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.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.B	-	Write with a sharp distinct focus identifying topic, task, and audience.
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.

Essential Questions

- What is narrative writing?
- What are the different kinds of narrative structure?
- How can figurative language further develop a story?

Objectives

Students will be able to recognize and analyze narrative story elements and structures.
Students will be able to develop and apply narrative elements and structures in their own writing.
Students will be able to recognize and analyze basic figurative devices
Students will be able to develop and apply figurative language and devices in their own writing.
Students will be able to organize, develop, and create a short narrative story incorporating newly learned terms, structures, devices, and strategies.

Key Vocabulary and Definitions

Basic narrative terms and figurative language devices (see Shared Resources folder for vocabulary terms)

Unit Learning Activities

Read and analyze narrative story excerpts
Skill-specific writing exercises
Small group and partner discussions
Whole group sharing and/or presentations
Whole group discussions, direct lessons, and guided activities.

Unit Resources

The Making of a Story: A Norton Guide to Writing Fiction and Nonfiction by Alice LaPlante, 2010; Library of Congress—Classroom Materials (k12.irc.org), Canva Designs.

Assessments (Formative and Summative)

Formative assessments include homework, class activities, daily writing exercises.
Summative assessments include quizzes, tests, formal writing assignments, and presentations.

Curriculum Writer(s)

Jessica Appolo

Board Approval Date

1_Creative Writing (Curriculum In Progress)
Unit 2: Developing and Crafting a Narrative

Unit Description

Big Idea: How does a writer develop a compelling story?

~ Introduction to narrative writing strategies.
~ Developing exposition through description and imagery.
~ Developing plot, tension, and pacing through organization, grammar, and dialogue.
~ Developing resolution of characters and plot through contrast and strategic word choice.
~ Skill-specific narrative excerpts from literary canon authors
~Daily skill-specific mini writing prompts.
~ Weekly formative writing assessments.
~ Summative writing assessment: an original fairytale, micro horror narrative, hero's journey, and a graphic narrative.
~ Digital proficiency in Google Docs and slides

Standards

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.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.B	-	Write with a sharp distinct focus identifying topic, task, and audience.
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.1.5.9-10.G	-	Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.
15.3.8.I	-	Distinguish between relevant and non-relevant information for note taking, questioning, or decision making. Reference English Language Arts CC.1.5.9-10.C

Essential Questions

- How does a writer create a compelling story?
- How can dialogue shape character, conflict, and mood?
- What figurative devices help build reader connection?
- What writing strategies influence the reader's pace and tension?
- How does sentence structure affect storytelling?

Objectives

Students will be able to employ narrative story elements and structures.
Students will be able to develop and refine narrative elements and structures in their own writing.
Students will be able to employ basic figurative devices to enhance story development.
Students will be able to develop and apply figurative language and devices in their own writing.
Students will be able to organize, fully develop, and create a narrative story incorporating newly learned terms, structures, devices, and strategies.

Key Vocabulary and Definitions

Basic narrative terms, story elements, figurative language, and editing/revising terms.
(See Shared Resources)

Unit Learning Activities

Read and analyze narrative story excerpts
Skill-specific writing exercises
Small group and partner discussions
Whole group discussions, direct lessons, and guided activities.
Whole group sharing and/or presentations
Peer editing and revising groups
Writing workshop

Unit Resources

The Making of a Story: A Norton Guide to Writing Fiction and Nonfiction by Alice LaPlante, 2010; Library of Congress—Classroom Materials (k12.irc.org), Canva Designs.

Assessments (Formative and Summative)

Formative assessments include homework, class activities, daily writing exercises.
Summative assessments include quizzes, tests, formal writing assignments, and presentations.

Curriculum Writer(s)

Jessica Appolo

Board Approval Date

1_Creative Writing (Curriculum In Progress)
Unit 3: Introduction to Poetic Elements

Unit Description

Big Idea: What is poetry?

~ Introduction to basic poetic terms, structures, and forms.
~ Recognizing visual poetry, syllabic poetry, and form poetry.
~ Introduction to basic figurative language to develop mood, style, and rhythm.
~ Daily skill-specific mini writing prompts
~ Skill-specific poetic excerpts from classic and modern writers of music and poetry
~ Formative writing activities in free verse
~ Summative assessments on poetic terms, forms, and basic figurative language.

Standards

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.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.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.H	-	Write with a sharp distinct focus identifying topic, task, and audience. * Introduce the precise claim.
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.1.5.9-10.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.

Essential Questions

- What is poetry? How is it different from narrative writing?
- How does poetic structure differ from narrative structure?
- What is the purpose of poetic writing?

Objectives

Students will be able to recognize, analyze, and apply basic poetic terms.
Students will be able to recognize and employ different poetic structures.
Students will be able to plan, organize, draft, and revise various poetic prompts.
Students will be able to use digital media to showcase and format poetic creations.

Key Vocabulary and Definitions

Basic poetic terms
Basic poetic structures
Basic figurative terms and devices

Unit Learning Activities

Individual planning and writing.
Skill-specific writing activities.
Partner and small group discussions and brainstorming.
Whole group discussions, direct lessons, and guided activities.

Unit Resources

The Making of a Story: A Norton Guide to Writing Fiction and Nonfiction by Alice LaPlante, 2010; Library of Congress—Classroom Materials (k12.irc.org), Canva Designs.

Assessments (Formative and Summative)

Formative assessments include homework, class activities, daily writing exercises.
Summative assessments include quizzes, tests, formal writing assignments, and presentations.

Curriculum Writer(s)

Jessica Appolo

Board Approval Date

1_Creative Writing (Curriculum In Progress)
Unit 4: Developing and Crafting Poetry

Unit Description

Big Idea: How does a poet develop a rhythm and style?

~ Developing syllabic style and rhythmic poems through haiku, limerick, and sonnet.
~ Developing form-style poems through ode, ballads, and diamantes
~ Developing theme-style poems through definition poetry, calligrams, and blackout poetry
~ Skill-specific poetic excerpts from poetic canons
~ Submit an original piece to SHS Parallels Literary Magazine
~ Final project: create a personal writing portfolio, both digital and print versions; use appropriate technology to format and compile an original collection combining art and writing.

Standards

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.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.F	-	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9-10.H	-	Write with a sharp distinct focus identifying topic, task, and audience. * Introduce the precise claim.
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.G	-	Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.

Essential Questions

- What is SHS Parallels Literary Magazine?
- What opportunities do students have to publish their own writing?
- How can I create a writing portfolio?

Objectives

Students will be able to create, write, and edit more challenging poetic structures like sonnets and odes.
Students will be able to format creative writing according to traditional media standards.
Students will be able to create a digital portfolio collection of poetry.
Students will be able to create a printed and bound portfolio of original work.
Students will be able to submit one original piece of writing to Parallels Literary Magazine.

Key Vocabulary and Definitions

Basic editing terms

Unit Learning Activities

Individual writing and editing sessions
Online activities/lessons
Small group/peer editing activities
Whole group instruction and review

Unit Resources

The Making of a Story: A Norton Guide to Writing Fiction and Nonfiction by Alice LaPlante, 2010; Library of Congress—Classroom Materials (k12.irc.org), Canva Designs.

Assessments (Formative and Summative)

Formative assessments include homework, class activities, and daily writing exercises.
Summative assessments include quizzes, tests, formal writing assignments, and presentations.

Curriculum Writer(s)

Jessica Appolo

Board Approval Date

1_Studies of Science Fiction Literature (Curriculum In Progress)

Grade Level Summary

Course Cover Sheet

Grade Level Modules

Module 1:	Intro Unit: What Is Science Fiction?
Module 2:	Unit 1: Estrangement
Module 3:	Unit 2: Alterity: The Study of Otherness
Module 4:	Unit 3: Extrapolation
Module 5:	Unit 4: Disaster and Apocalypse
Module 6:	Unit 5: Cognitive Shock
Module 7:	Unit 6: Historicization
Module 8:	Bonus Unit: Cybernetic Identity

1_Studies of Science Fiction Literature (Curriculum In Progress)
Intro Unit: What Is Science Fiction?

Unit Description

Intro Unit: What Is Science Fiction? Students define science fiction as a literary genre and mode of thinking. They explore how science fiction uses imagined worlds, technologies, futures, and encounters with the unknown to examine real human questions.

Defining Science Fiction: What makes a text “science fiction”?
Origin Study / Timeline: Early myths, Gothic roots, Mary Shelley, Golden Age, New Wave, cyberpunk, contemporary sci-fi.
Introducing Core Elements: speculative premise, worldbuilding, science/technology, social critique, “what if?” thinking.

Standards

CC.1.1.1.E	-	Read with accuracy and fluency to support comprehension: * Read on-level text with purpose and understanding. * Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. * Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.1.2.E	-	Read with accuracy and fluency to support comprehension: * Read on-level text with purpose and understanding. * Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. * Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CC.1.3.1.A	-	Retell stories, including key details, and demonstrate understanding of their central message or lesson.
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.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.1.2.11-12.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.G	-	Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
CC.1.2.11-12.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.1.4.11-12.A	-	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
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.1.5.11-12.A	-	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.D	-	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

Essential Questions

- How does science fiction use imagined worlds, technologies, and futures to help us better understand the real world and what it means to be human?
- What makes science fiction more than just stories about the future, aliens, or technology?

Objectives

By the end of the unit, students will be able to:

- Define science fiction as a literary genre and explain how it differs from fantasy, realism, horror, and other forms of speculative storytelling.
- Identify major characteristics of science fiction, including speculative premises, advanced technology, imagined futures, scientific possibility, worldbuilding, social critique, and “what if?” thinking.
- Trace the historical development of science fiction by examining major origins, movements, and shifts in the genre, including early speculative writing, Gothic influence, the Golden Age, New Wave science fiction, cyberpunk, and contemporary science fiction.
- Analyze how science fiction uses imagined worlds, technologies, and futures to examine real human concerns, including fear, ambition, progress, ethics, power, identity, and survival.
- Use textual evidence from short fiction, film clips, and informational texts to support claims about what makes a text science fiction.
- Compare different examples of science fiction in order to recognize the variety within the genre, including hard science fiction, social science fiction, dystopian fiction, first-contact stories, AI narratives, and post-apocalyptic fiction.
- Apply key genre vocabulary such as speculation, extrapolation, estrangement, alterity, cybernetics, dystopia, utopia, worldbuilding, and cognitive shock in discussion and writing.
- Explain how science fiction reflects the historical and cultural concerns of the time period in which it was created.
- Participate in thoughtful discussion about the purpose and value of science fiction as a serious literary and philosophical genre.
- Develop an original working definition of science fiction and revise that definition as their understanding of the genre becomes more complex.

Key Vocabulary and Definitions

Science Fiction A genre that uses imagined science, technology, futures, worlds, or discoveries to explore human questions.
Speculative Fiction A broader category of fiction that asks "what if?" and imagines worlds different from our own. Science fiction is one type of speculative fiction.
Speculation Thinking imaginatively about what could happen, especially based on current ideas, fears, discoveries, or possibilities.
Speculative Premise The central "what if?" idea that drives a science fiction story.
Extrapolation Extending a current trend, technology, problem, or idea into the future to imagine possible consequences.
Estrangement Making something familiar seem strange so we can see it in a new or more critical way.
Defamiliarization Another term closely related to estrangement; it means presenting ordinary things in an unfamiliar way.
Alterity The study of otherness; the experience of encountering someone or something radically different from ourselves.
The Other A person, group, species, machine, or being treated as different, foreign, threatening, or outside the norm.
Worldbuilding The creation of an imagined world, including its rules, history, technology, cultures, conflicts, and values.
Dystopia An imagined society that appears frightening, oppressive, broken, or dehumanizing.
Utopia An imagined perfect or ideal society, often used to question whether perfection is actually possible.
Post-Apocalyptic Set after a major disaster or collapse of civilization.
Cybernetics The study of systems, control, communication, and feedback, often involving the relationship between humans, machines, and technology.
Artificial Intelligence A machine or system designed to perform tasks associated with human intelligence, such as learning, reasoning, language, or decision-making.
Cyborg A being that combines organic life and machine technology.
Sentience The ability to feel, perceive, or experience the world.
Consciousness Awareness of oneself and the surrounding world.
Personhood The status of being recognized as a person with identity, dignity, rights, or moral value.
First Contact A story about the first meeting between humans and alien life or an unfamiliar intelligence.
Alien A being from outside Earth, or more broadly, something that feels unfamiliar, foreign, or radically different.
Hard Science Fiction Science fiction that emphasizes scientific accuracy, technology, physics, engineering, or realistic scientific possibility.
Soft Science Fiction Science fiction that focuses more on society, psychology, politics, culture, ethics, or human behavior than on technical science.
Social Science Fiction Science fiction that uses imagined societies or technologies to critique real social, political, or cultural systems.
Space Opera Large-scale science fiction involving space travel, adventure, civilizations, conflict, and often epic stakes.
Time Travel A science fiction concept involving movement into the past or future.
Parallel Universe / Alternate Reality A reality different from our own, often used to explore possibility, choice, and consequence.
Cognitive Shock The intellectual disruption that happens when a story forces us to rethink reality, identity, time, or human understanding.
Historicization Seeing the present as if it were history, so that our current world feels temporary, constructed, and open to critique.
Genre Convention A common feature, pattern, or expectation associated with a genre.
Trope A repeated idea, character type, image, or plot device commonly found in a genre.
Motif A repeated image, idea, phrase, or pattern that develops meaning across a text.
Theme A central idea or message explored by a story.
Allegory A story in which characters, settings, or events represent larger ideas or social meanings.
Satire Writing that uses humor, irony, exaggeration, or criticism to expose flaws in people, society, or institutions.
Technological Determinism The idea that technology shapes society, culture, and human behavior in powerful or unavoidable ways.
Progress The belief that society, science, or technology can improve human life; science fiction often questions whether progress is always good.
Ethics The study of right and wrong, especially how people should act when facing difficult choices.
Ambiguity A moment, idea, or ending that can be interpreted in more than one way.
Canon A group of texts considered especially important, influential, or representative within a genre or tradition.

Unit Learning Activities

- Vocabulary Work
- Origin Study/Timeline
- Thought Experiments 1, 2, and 3
- Speculative thinking practice
- Course Overview Study
- Readings: The Veldt - Bradbury
- The Star - Clarke
- The Wind From the Sun - Clarke
- Blade Runner 2049 Opening Scene

Unit Resources
Descender - By Jeff Lemire, Dustin Nguyen

Assessments (Formative and Summative)
Essay 1: What is Science Fiction?

Essay 2: Analysis paper 1

Short quizzes and responses

Curriculum Writer(s)
Andrew Kurnas

Board Approval Date

1_Studies of Science Fiction Literature (Curriculum In Progress)
Unit 1: Estrangement

Unit Description

Unit 1: Estrangement: Students study how science fiction makes the familiar strange. They examine how authors take normal parts of life, such as family, school, labor, gender, technology, government, or identity, and present them in unfamiliar ways so readers can see them more critically.

Defamiliarization: How sci-fi makes ordinary reality feel strange.
Worldbuilding as Critique: How invented societies reveal hidden rules in our own.
Estrangement and Power: How strange settings expose authority, inequality, conformity, or control.

Standards

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.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.A	-	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.5.11-12.A	-	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Essential Questions

- How does science fiction make the familiar strange in order to reveal what we fail to question about our own world? What can strange worlds teach us about the “normal” parts of our own lives?

Objectives

By the end of this unit, students will be able to:

- Define estrangement and explain its importance as a central technique of science fiction.
- Explain the relationship between estrangement and defamiliarization, especially how both techniques make ordinary life appear unfamiliar or strange.
- Identify familiar elements within science fiction texts, such as homes, families, machines, social systems, entertainment, or moral beliefs.
- Analyze how authors make familiar elements strange through setting, tone, imagery, symbolism, irony, narration, and speculative premises.
- Explain how estrangement reveals hidden assumptions about technology, progress, family, comfort, violence, happiness, morality, and social order.
- Use textual evidence to support claims about how a science fiction text critiques the real world.
- Compare different uses of estrangement across short fiction, film clips, and television scenes.
- Analyze how utopian or dystopian settings can expose the hidden costs of a society's values.
- Apply key vocabulary such as estrangement, defamiliarization, social critique, utopia, dystopia, irony, automation, alienation, and normalization in discussion and writing.
- Write a clear literary analysis explaining how one text uses estrangement to challenge the reader's understanding of something familiar.
- Participate in evidence-based discussion about what a text makes strange and what that strangeness reveals about human behavior or society.
- Reflect on how science fiction encourages critical awareness by forcing readers to question what they usually accept as normal.

Key Vocabulary and Definitions

Unit 1 Science Fiction Key Vocabulary

Term Student Friendly Definition
Estrangement A technique that makes something familiar seem strange so readers can see it in a new or more critical way.
Defamiliarization Presenting ordinary things in an unfamiliar way so they no longer feel automatic or normal.
Familiar Something recognizable, ordinary, or accepted as normal in everyday life.
Unfamiliar Something strange, unexpected, unsettling, or outside ordinary experience.
Speculative Premise The central "what if?" idea that changes the world of the story.
Social Critique A text's criticism of real social systems, values, habits, or institutions.
Normalization The process by which something becomes accepted as normal, even if it is harmful, strange, or unjust.
Alienation A feeling of separation, isolation, emotional distance, or disconnection from others or from society.
Automation The use of machines or systems to perform tasks that humans once did.
Technological Dependence Reliance on technology to meet emotional, social, physical, or practical needs.
Progress The belief that society, science, or technology is moving forward or improving. Science fiction often questions whether progress is always good.
Domestic Space A home or family environment. In science fiction, domestic spaces can become strange, threatening, or symbolic.
Utopia An imagined ideal society, often used to question whether perfection is possible or what it costs.
Dystopia An imagined society that is oppressive, frightening, broken, or dehumanizing.
Irony A contrast between what is expected and what actually happens, or between appearance and reality.
Situational Irony When events turn out differently from what characters or readers expect.
Dramatic Irony When readers or viewers know something that characters do not.
Symbolism The use of an object, image, place, or action to represent a larger idea.
Motif A repeated image, object, phrase, or idea that develops meaning across a text.
Tone The author's attitude toward the subject, created through word choice and detail.
Mood The emotional atmosphere of a text.
Satire Writing that uses exaggeration, irony, humor, or criticism to expose flaws in society or human behavior.
Allegory A story in which characters, settings, or events represent larger ideas or social meanings.
Dehumanization Treating people or beings as less than fully human.
Desensitization Becoming less emotionally affected by something, especially violence, suffering, or injustice.
Moral Compromise Accepting or participating in something wrong because it seems useful, comfortable, necessary, or beneficial.
Collective Responsibility The idea that a group or society may share responsibility for harm, injustice, or suffering.
Hidden Cost The suffering, sacrifice, or damage that makes comfort, progress, happiness, or success possible.
Comfort A feeling of ease, safety, or pleasure. In this unit, students examine what comfort may hide or require.
Power The ability to control, influence, shape, or benefit from people, systems, or conditions.
Perspective The position or viewpoint from which a story is told or understood.
Critique of Technology A text's questioning of how technology affects human relationships, values, freedom, or identity.

Unit Learning Activities

Essay 1 Unit 1

- Choose one text from this unit and explain how it uses estrangement to make something familiar seem strange. What ordinary part of life does the text transform, and what does that transformation reveal about human behavior, society, technology, or morality?

Discussions:

- What familiar part of life does this text make strange?
- Why does the author choose to make this ordinary thing unsettling or unfamiliar?
- What does the text suggest people have learned to accept as normal?
- How does technology change human behavior in this text?
- What hidden cost does the society, family, or system depend on?
- Who benefits from the system presented in the text?
- Who suffers, and why is that suffering ignored?
- What is the difference between comfort and goodness?
- How does the text challenge the idea of progress?
- What does this imagined world reveal about our real one?

Estrangement Project: Students choose something ordinary, such as school, phones, sports, grades, shopping, or social media, and make it strange in a short speculative scene followed by a reflection.

Unit Resources

Descender - By Jeff Lemire, Dustin Nguyen

Assessments (Formative and Summative)

Working Definition Responses
Close Readings
Discussion
Omelas Ethical Reflection
Comparative Analysis
Unit Essay
Creative Estrangement Project

Curriculum Writer(s)

Andrew Kurnas

Board Approval Date

1_Studies of Science Fiction Literature (Curriculum In Progress)
Unit 2: Alterity: The Study of Otherness

Unit Description

Unit 2: Alterity: The Study of Otherness Students explore how science fiction represents the “Other,” including aliens, artificial beings, monsters, outsiders, and nonhuman minds. The unit asks students to consider who is truly alien: the outsider or the society judging them.

The Alien / Outsider Figure: Nonhuman or socially excluded characters.
Empathy and Difference: How texts challenge readers to understand the unfamiliar.
Humanity Under Pressure: How encounters with the Other reveal human fear, prejudice, curiosity, and moral limits.

Standards

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.D	-	Evaluate how an author's point of view or purpose shapes the content and style of a 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.A	-	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.5.11-12.A	-	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Essential Questions

- Who is truly alien: the outsider, or the society that judges them?
- What does the way we treat the “Other” reveal about who we are?

Objectives

By the end of this unit, students will be able to:

- Define alterity and explain its importance as a central concept in science fiction.
- Explain how science fiction uses the figure of the Other to explore identity, fear, empathy, prejudice, power, and moral responsibility.
- Identify different forms of otherness in science fiction, including alien species, nonhuman intelligence, unfamiliar bodies, outsiders, artificial beings, and misunderstood forms of consciousness.
- Analyze how authors and filmmakers construct alienness through point of view, setting, imagery, physical description, language, sound, behavior, and narrative structure.
- Explain how encounters with the Other reveal human assumptions about intelligence, communication, superiority, normality, violence, and belonging.
- Use textual evidence to support claims about how a text represents alienness or otherness.
- Compare different representations of the Other across short fiction, film, television, and visual media.
- Analyze how fear of difference can lead to dehumanization, control, exploitation, or violence.
- Analyze how empathy, language, curiosity, and imagination can create the possibility of understanding across difference.
- Apply key vocabulary such as alterity, the Other, alienness, empathy, xenophobia, anthropocentrism, dehumanization, first contact, nonhuman intelligence, and personhood in discussion and writing.
- Write a clear literary analysis explaining how one text uses the figure of the Other to critique humanity.
- Participate in evidence-based discussion about whether the outsider is truly alien or whether human responses to the outsider reveal deeper forms of strangeness.
- Reflect on how science fiction challenges human-centered thinking by imagining minds, bodies, cultures, and moral systems different from our own.

Key Vocabulary and Definitions

Key Vocabulary

Alterity The condition of being different or Other; the study of otherness.
The Other A person, group, species, machine, or being treated as different, foreign, threatening, inferior, or outside the norm.
Alienness The quality of seeming unfamiliar, strange, foreign, or radically different.
Otherness The experience or condition of being seen as different from the accepted group or norm.
First Contact A story or situation involving the first meeting between humans and alien life or an unfamiliar intelligence.
Nonhuman Intelligence A form of thought, awareness, or problem-solving that does not come from a human being.
Sentience The ability to feel, perceive, or experience the world.
Consciousness Awareness of oneself and one's surroundings.
Personhood The status of being recognized as a person with dignity, identity, rights, or moral value.
Empathy The ability to understand or imaginatively enter another being's feelings, experiences, or perspective.
Sympathy Feeling concern or pity for another being, often from a distance.
Xenophobia Fear or hatred of what is foreign, strange, or different.
Anthropocentrism A human-centered way of thinking that assumes human beings are the most important or most advanced form of life.
Dehumanization Treating people or beings as less than fully human.
Objectification Treating a person or being as a thing, tool, body, or resource rather than as a full subject.
Exploitation Using another person, group, or being unfairly for one's own benefit.
Colonization The control, occupation, or domination of one group, people, planet, or territory by another.
Assimilation The process of forcing or pressuring someone to become like the dominant group.
Marginalization Pushing a person or group to the edge of society, power, or recognition.
Prejudice A judgment or belief about a person or group formed without full knowledge or understanding.
Stereotype An oversimplified belief about a person, group, species, or category.
Fear of Difference Anxiety or hostility caused by encountering someone or something unfamiliar.
Radical Difference A form of difference so deep that it challenges ordinary understanding.
Perspective The viewpoint from which a story is told or understood.
Point of View The narrative position or voice through which a story is presented.
Communication Barrier An obstacle that prevents beings from understanding one another.
Translation The process of carrying meaning from one language, system, culture, or form of consciousness into another.
Language A system of communication that shapes thought, identity, culture, and understanding.
Misrecognition Failing to understand someone or something accurately because of fear, bias, or limited perspective.
Moral Imagination The ability to imagine the needs, dignity, or inner life of someone different from oneself.
Biological Otherness Difference rooted in body, species, reproduction, instincts, or physical form.
Cultural Otherness Difference rooted in customs, values, beliefs, language, or social systems.
Cognitive Otherness Difference rooted in thought, perception, consciousness, memory, or intelligence.
Monstrosity The quality of being treated as monstrous, often because of fear, physical difference, or moral judgment.
Abjection A feeling of disgust, horror, or rejection toward something that seems to violate boundaries of body, identity, or normality.
Boundary A line that separates categories, such as human and alien, self and Other, natural and unnatural, familiar and strange.
Humanity The qualities associated with being human, including compassion, reason, vulnerability, creativity, violence, fear, and moral choice.

Unit Learning Activities

Vocabulary Study

Discussions
Possible Discussion Questions

- Who or what is treated as the Other in this text?
- What makes the outsider seem alien or unfamiliar?
- Does the text encourage us to fear the Other, understand the Other, or question our reaction to the Other?
- What assumptions do human characters make about the alien, outsider, or nonhuman intelligence?
- How does the text challenge human-centered thinking?
- What role does communication play in the conflict?
- What happens when characters fail to understand the Other?
- What forms of power exist between humans and the alien or outsider?
- Does the text suggest that empathy across radical difference is possible?
- Who is more morally troubling: the alien figure or the humans responding to it?
- How does the body of the Other create fear, curiosity, or discomfort?
- What does the text suggest about personhood, dignity, or moral value?
- How does this story change the way we think about humanity?
- What does the Other reveal that humans cannot or will not see about themselves?
- Who is truly alien in this text?

Student responses/written online
Essays

Readings:

- “The Great Silence” by Ted Chiang
  - This is one of the cleanest texts for alterity because it asks students to reconsider intelligence, communication, and human arrogance through the perspective of a nonhuman species.
- “Bloodchild” by Octavia Butler
  - A major anchor text for otherness, embodiment, dependence, power, and consent. It complicates alien encounter stories because the relationship between human and alien is intimate rather than simply hostile.
- AlienThis works as the unit’s major film study.
  - The xenomorph represents radical otherness: biological, sexual, predatory, and unknowable. It also lets students discuss fear of the body, corporate power, gender, and survival.
- “First Sight” by Adrian Tchaikovsky
  - This fits well as a first-contact story where the alien encounter challenges human assumptions about perception, communication, and mutual understanding. Recent descriptions identify it as a disturbing first-contact story centered on deeply alien aliens. (Book and Film Globe)
- Arrival
  - This is the best film pairing for the unit because it treats alienness through language, time, empathy, and interpretation rather than conquest. It also asks whether true understanding requires changing the self.

Unit Resources

Descender - By Jeff Lemire, Dustin Nguyen

Assessments (Formative and Summative)

Alterity Definition Response Students define alterity and explain how science fiction uses otherness to examine humanity.
Close Reading Paragraph Students analyze a passage from “The Great Silence,” “Bloodchild,” or “First Sight” and explain how the text represents nonhuman intelligence or alienness.
Alien Design Analysis Students analyze how one film or story constructs the alien through body, sound, behavior, language, setting, or perspective.
Comparative Analysis Students compare two texts, such as Alien and Arrival, to explain how each presents the Other differently.
Empathy and Fear Reflection Students write about whether a text encourages fear, empathy, disgust, curiosity, or moral discomfort toward the Other.
Discussion Seminar Students discuss the essential question: Who is truly alien, the outsider or the society that judges them?
Unit Essay Students write an analytical essay explaining how one or more texts use the figure of the Other to critique human assumptions, fears, or moral failures.
Creative First Contact Project Students write or design a first-contact scene that avoids cliché and presents a genuinely different form of intelligence, followed by an analytical reflection.

Curriculum Writer(s)
Andrew Kurnas

Board Approval Date

1_Studies of Science Fiction Literature (Curriculum In Progress)
Unit 3: Extrapolation

Unit Description

Unit 3: Extrapolation Students study how science fiction extends current trends into imagined futures. They analyze how authors take real scientific, political, environmental, technological, or cultural developments and ask: “What happens if this continues?”

The Logic of ‘What If?’: Building a believable speculative premise.
Technology and Society: How inventions reshape behavior, values, and institutions.
Ethical Forecasting: How sci-fi warns, predicts, exaggerates, or tests possible futures.

Standards

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.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.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.A	-	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.5.11-12.A	-	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.4.11-12.B	-	Write with a sharp distinct focus identifying topic, task, and audience.

Essential Questions

- How does science fiction extend present-day ideas, technologies, and problems into imagined futures in order to reveal their possible consequences?
- What happens when science fiction asks, “What if this keeps going?”

Objectives

By the end of this unit, students will be able to:

- Define extrapolation and explain its importance as a central technique of science fiction.
- Identify the speculative premise of a science fiction text and explain how it grows out of a real-world idea, fear, trend, technology, or scientific concept.
- Analyze how a text follows consequences from its speculative premise through plot, setting, conflict, character choices, and social systems.
- Explain how science fiction uses imagined futures to critique the present rather than simply predict what will happen.
- Use textual evidence to support claims about how a text develops extrapolative logic.
- Analyze cause-and-effect relationships within science fiction narratives, especially how one technological or social change produces larger consequences.
- Evaluate the ethical questions raised by extrapolated futures, including questions about justice, memory, control, autonomy, sacrifice, survival, and progress.
- Compare different examples of extrapolation across short fiction, film clips, scientific concepts, and visual media.
- Explain how worldbuilding supports extrapolation by creating believable rules, systems, institutions, technologies, and constraints.
- Apply key vocabulary such as extrapolation, speculation, speculative premise, cause and effect, consequence, determinism, free will, surveillance, entropy, authenticity, and technological progress in discussion and writing.
- Write a clear literary analysis explaining how one text extends a present-day concern into a possible future and what consequences that future reveals.
- Participate in evidence-based discussion or debate about whether a fictional future functions as a warning, prediction, critique, thought experiment, or philosophical inquiry.
- Create or explain an original extrapolative scenario that begins with a current trend or technology and imagines its possible consequences.

Key Vocabulary and Definitions

Key Vocabulary

Term Student-Friendly Definition

Extrapolation Extending a current idea, trend, technology, fear, or problem into the future to imagine possible consequences.
Speculation Imaginative thinking about what could happen, especially based on real possibilities or concerns.
Speculative Premise The central "what if?" idea that drives a science fiction story.
What-If Question The question that begins a speculative story, such as "What if memory could be purchased?" or "What if crimes could be predicted?"
Cause and Effect The relationship between events where one action, condition, or invention leads to another result.
Consequence The result or outcome of an action, choice, system, or technological development.
Projection An imagined future outcome based on current patterns or trends.
Prediction A claim about what will happen in the future. Science fiction may include prediction, but it usually does more than predict.
Thought Experiment A fictional or hypothetical situation used to test an idea, belief, or ethical problem.
Future History A fictional timeline that imagines the future development of humanity, technology, society, or civilization.
Technological Progress The belief or process by which technology becomes more advanced over time.
Technological Determinism The idea that technology strongly shapes society, behavior, and human choices.
Unintended Consequences Results that were not planned or expected when a choice, invention, or system was created.
System A set of connected parts, institutions, rules, technologies, or people that work together.
Institution An organized structure in society, such as government, law, school, family, military, or business.
Surveillance Watching, monitoring, or collecting information about people, often as a form of control.
Predictive Policing The use of data or prediction systems to anticipate crime or criminal behavior.
Precrime A fictional concept from "The Minority Report" in which people are punished for crimes before they happen.
Free Will The ability to make genuine choices rather than being controlled by fate, prediction, programming, or systems.
Determinism The idea that events or choices are caused by prior conditions and may not be truly free.
Autonomy The ability to act independently and make choices for oneself.
Authenticity The quality of being real, genuine, or true.
Memory Manipulation The alteration, implantation, removal, or control of memory.
Commodified Experience An experience that can be bought, sold, packaged, or consumed like a product.
Identity A person's sense of self, shaped by memory, experience, body, relationships, and choices.
Constraint A limit or rule that shapes what characters can or cannot do.
Necessity Something presented as unavoidable or required. Science fiction often asks who created the conditions that make something seem necessary.
Sacrifice Giving up something valuable, sometimes for survival, duty, or a larger goal.
Moral Dilemma A situation in which every available choice involves ethical difficulty or harm.
Utilitarianism The ethical idea that the best action is the one that produces the greatest overall good or least overall harm.
Entropy The tendency of energy in a system to become less available over time; often associated with disorder and the eventual heat death of the universe.
Heat Death A possible far-future state of the universe in which usable energy is exhausted and no meaningful work or life can continue.
Cosmic Scale A scope of time, space, or consequence that reaches beyond individuals, nations, or planets.
Worldbuilding The construction of an imagined world with its own rules, technologies, systems, history, and consequences.
Social Critique A text's criticism of real social values, systems, institutions, or behaviors.
Warning Tale A story that imagines possible dangers in order to caution readers about choices in the present.
Progress Narrative A story or belief that assumes society improves over time through science, technology, or knowledge.
Irony A contrast between expectation and reality, often used to reveal complexity or criticism.
Paradox A situation or idea that seems contradictory but may reveal a deeper truth or problem.

Unit Learning Activities

Readings:

- "The Minority Report" by Philip K. Dick
  - This is one of the best extrapolation texts because it takes a technological premise, predicting crime before it happens, and follows its legal, political, and moral consequences.
- "We Can Remember It for You Wholesale" by Philip K. Dick
  - This text extrapolates from memory manipulation and consumer fantasy. It asks what happens when memory becomes a product and identity becomes unstable.
- "The Cold Equations" by Tom Godwin
  - A classic example of extrapolative logic: once the premise and physical constraints are established, the story follows them to a brutal conclusion. It is also useful for debating whether "the rules" of a system are natural, constructed, or morally evasive.
- "The Last Question" by Isaac Asimov
  - This takes extrapolation to its largest possible scale: entropy, technology, humanity, and cosmic time. It lets students see sci-fi as a genre that can think across billions of years.

Discussion/Written Reflection

Possible Discussion Questions

- What is the central "what if?" question of this text?
- What real-world idea, fear, technology, or system does the story seem to extrapolate from?
- What consequences follow from the speculative premise?
- Does the story feel like a warning, a prediction, a critique, or a thought experiment?
- What does the imagined future reveal about the present?
- Who benefits from the technology or system in the story?
- Who is harmed by it?
- What choices are available to the characters, and what choices are taken away?
- Does the text believe in progress, question progress, or reject progress?
- How does the story define freedom?
- How does the story challenge the idea of justice?
- What role does memory play in identity?
- What does the story suggest about systems that claim to be logical, necessary, or efficient?
- Are the consequences in the story inevitable, or are they created by human choices?
- What makes a future believable?
- What is the difference between predicting the future and critiquing the present?
- What current issue could this story help us think about more clearly?

Unit Resources

Descender - By Jeff Lemire, Dustin Nguyen

Assessments (Formative and Summative)

Extrapolation Definition Response Students define extrapolation and explain how it differs from simple prediction.
Speculative Premise Tracker Students identify the central “what if?” question in each text and trace the consequences that follow.
Close Reading Paragraph Students analyze one passage from “The Minority Report,” “We Can Remember It for You Wholesale,” or “The Cold Equations” to explain how the premise creates ethical or philosophical conflict.
Cause-and-Effect Map Students visually map how one invention, discovery, or system leads to larger consequences in a story.
Ethical Debate Students debate an issue such as precrime, memory implantation, sacrifice, predictive systems, or technological necessity.
Real-World Trend Connection Students connect one fictional extrapolation to a real contemporary issue, such as surveillance, AI prediction, memory science, criminal justice, or automation.
Comparative Analysis Students compare two texts and explain how each extrapolates from a different present-day concern.
Cosmic Scale Reflection Students respond to “The Last Question” by explaining how extrapolation changes when the scale moves from individual lives to the entire universe.
Unit Essay Students write an analytical essay answering the essential question: How does science fiction extend present-day ideas, technologies, and problems into imagined futures in order to reveal their possible consequences?
Original Extrapolation Project Students choose a current trend, technology, or social habit and create a speculative premise that follows possible consequences into the future.

Choose one text from this unit and analyze how it uses extrapolation. What current idea, fear, technology, or problem does the text extend into the future? How does the story follow the consequences of that premise, and what does it reveal about human behavior, society, ethics, progress, or control?

Curriculum Writer(s)

Andrew Kurnas

Board Approval Date

1_Studies of Science Fiction Literature (Curriculum In Progress)
Unit 4: Disaster and Apocalypse

Unit Description

Unit 4: Disaster and Apocalypse Students examine disaster stories as a major form of extrapolation. They consider how science fiction imagines collapse, survival, environmental crisis, plague, war, extinction, or post-apocalyptic rebuilding in order to reveal what societies value.

Imagining Collapse: Environmental, technological, political, biological, or cosmic disaster.
Survival and Morality: What happens to ethics when systems fail?
After the End: Post-apocalyptic rebuilding, memory, community, and hope.

Standards

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.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.A	-	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.5.11-12.D	-	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.
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.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.

Essential Questions

- What does disaster reveal about humanity when the systems we depend on begin to collapse?
- When the world falls apart, what do people reveal about who they really are and what matters most?

Objectives

By the end of this unit, students will be able to:

- Define disaster and apocalypse as major modes within science fiction and explain why collapse narratives are used to examine human behavior and society.
- Identify the cause and nature of disaster in a text, including cosmic, biological, environmental, technological, nuclear, social, or moral collapse.
- Analyze how disaster reveals character, especially through fear, grief, sacrifice, selfishness, courage, loyalty, denial, or hope.
- Explain how collapse exposes the strengths and weaknesses of social systems, including government, family, science, religion, technology, law, medicine, and community.
- Use textual evidence to support claims about how a text represents catastrophe, survival, or aftermath.
- Analyze how setting creates meaning in disaster narratives, especially abandoned homes, ruined cities, wilderness spaces, shelters, roads, hospitals, or post-human environments.
- Examine how authors and filmmakers use structure such as before/after contrast, flashback, escalation, fragmentation, aftermath, or multiple timelines to represent disaster.
- Evaluate the ethical questions raised by survival situations, including sacrifice, protection, violence, duty, selfishness, care, and the value of human life.
- Compare different representations of disaster across short fiction, television, film clips, and visual media.
- Analyze how disaster narratives preserve or question memory, culture, art, storytelling, and human connection.
- Apply key vocabulary such as apocalypse, catastrophe, collapse, survival, aftermath, scarcity, sacrifice, resilience, dystopia, extinction, contamination, grief, and renewal in discussion and writing.
- Write a clear literary analysis explaining how one disaster text reveals something about humanity, society, or moral responsibility.
- Participate in evidence-based discussion about whether disaster fiction is primarily a warning, a critique, a survival fantasy, a grief narrative, or a story of hope.
- Reflect on how science fiction uses imagined collapse to help readers think critically about the present and the future.

Key Vocabulary and Definitions

Unit 4 Vocabulary Studies of Science Fiction

Term Student Friendly Definition

Disaster Fiction Fiction centered on a major catastrophe and its effects on people, society, or the world.
Apocalypse A large-scale ending or revelation, often involving the collapse of civilization or the world as people know it.
Post-Apocalyptic Set after a major disaster or collapse of civilization.
Catastrophe A sudden or devastating event that causes major harm, destruction, or change.
Collapse The breakdown of a system, society, environment, government, or way of life.
Aftermath The period after a disaster, when people deal with consequences and loss.
Survival The struggle to stay alive under dangerous or unstable conditions.
Scarcity A lack of necessary resources, such as food, water, medicine, safety, energy, or shelter.
Resource Conflict Conflict caused by limited access to what people need to survive.
Contamination The spread of harmful substances, disease, radiation, infection, or corruption.
Pandemic A disease outbreak that spreads across large regions or the world.
Infection The invasion or spread of disease within a body or population.
Extinction The complete disappearance of a species or form of life.
Nuclear Anxiety Fear related to nuclear war, radiation, or mass destruction.
Environmental Collapse The breakdown of natural systems due to pollution, climate change, resource depletion, or ecological damage.
Cosmic Disaster A catastrophe caused by astronomical or cosmic forces, such as planetary events, stars, darkness, or space phenomena.
Civilization An organized society with systems such as government, law, technology, education, culture, and shared values.
Social Order The rules, structures, and expectations that keep a society functioning.
Fragility The quality of being easily damaged, broken, or disrupted.
Resilience The ability to survive, adapt, recover, or continue after hardship.
Adaptation Changing behavior, systems, or beliefs in order to survive new conditions.
Moral Pressure A situation in which stress, danger, or scarcity forces difficult ethical choices.
Moral Compromise Accepting or doing something ethically troubling because of pressure, survival, fear, or necessity.
Sacrifice Giving up something valuable for another person, group, goal, or belief.
Triage Deciding who or what receives limited help, care, or resources first.
Utilitarianism The ethical idea that the best choice is the one that produces the greatest overall good or least harm.
Community A group of people connected by place, need, identity, shared values, or mutual care.
Isolation Separation from others, physically or emotionally.
Grief Deep sorrow caused by loss.
Trauma Lasting emotional or psychological harm caused by overwhelming experience.
Memory The preservation of past experiences, people, places, culture, or identity.
Cultural Memory The stories, art, traditions, objects, and shared knowledge that a group preserves over time.
Nostalgia A longing for the past, often for a world that has been lost or changed.
Hope The belief or feeling that survival, renewal, goodness, or meaning is still possible.
Renewal The process of beginning again, rebuilding, or creating life after destruction.
Reconstruction Rebuilding systems, communities, homes, or meaning after collapse.
Warning Tale A story that imagines disaster in order to caution readers about choices in the present.
Survival Ethics Questions about what is right or wrong when people are trying to survive extreme conditions.
Human Nature Ideas about what people are really like, especially under pressure or without normal social rules.
Dystopia An imagined society that is oppressive, frightening, broken, or dehumanizing.
Ruins Physical remains of a destroyed place, often used symbolically to show loss, memory, or failed progress.
Absence The meaningful presence of what is missing, such as vanished people, lost culture, or destroyed civilization.

Unit Learning Activities

Readings:

- “Nightfall” by Isaac Asimov
  - This belongs here because it imagines civilizational collapse through a scientific and psychological premise. It is not just disaster as spectacle, but disaster as a crisis of knowledge and belief.
- “There Will Come Soft Rains” by Ray Bradbury
  - This can either appear in Unit 2 or return here as a spiral text. In the disaster unit, students can reread it as a post-human apocalypse story about nuclear destruction and technological residue.
- The Last of Us
  - This works as a modern disaster text about infection, survival, grief, moral compromise, and found family. I would use selected episodes or excerpts rather than the whole season unless the course has room.
- Station Eleven, Episode 1
  - A strong disaster pairing with The Last of Us. It focuses less on monsters and more on art, memory, human connection, and the emotional experience of collapse.
- “The Woman from the Ocean” by Karl Bunker
  - This fits as a survival/disaster or far-future human continuity story. It is a 2014 short story by Karl Bunker, and sources connect it to hibernation, space travel, and generation-ship traditions. (Science Fiction & Fantasy Stack Exchange)

Discussion:
Possible Discussion Questions

- What kind of disaster occurs in this text?
- Is the disaster sudden, gradual, natural, technological, social, or moral?
- What systems fail first?
- What does the collapse reveal about the society that existed before it?
- How do characters respond to fear, scarcity, or uncertainty?
- Who becomes more humane under pressure, and who becomes less humane?
- What ethical choices become difficult because of the disaster?
- What do characters try to preserve after collapse?
- What is lost that cannot be recovered?
- What does the setting reveal about absence, ruin, memory, or survival?
- Does the story suggest that civilization is strong or fragile?
- Does the disaster bring out human selfishness, compassion, or both?
- How does the text use science, technology, religion, or art to respond to disaster?
- Is this story more interested in the disaster itself or in the aftermath?
- Does the text offer hope?
- What does the story suggest is worth saving?
- What warning does the text offer to the present?
- What does this imagined catastrophe help us see about the real world?

Short Responses and quizzes

Unit Resources

Descender - By Jeff Lemire, Dustin Nguyen

Assessments (Formative and Summative)

Disaster Mode Definition Response Students define disaster or apocalypse as a science fiction mode and explain why collapse stories reveal human values.
Collapse Cause-and-Effect Map Students map the cause of disaster in a text and trace its social, emotional, ethical, and symbolic consequences.
Close Reading Paragraph Students analyze a passage from “Nightfall” or “There Will Come Soft Rains” and explain how the text creates dread, loss, or revelation.
Survival Ethics Debate Students debate a survival choice from a text and evaluate whether the decision is moral, necessary, selfish, or tragic.
Before/After Analysis Students compare the world before and after disaster in a text and explain what changed, what remained, and what was revealed.
Scene Analysis Students analyze a scene from Station Eleven or The Last of Us and explain how visual choices represent collapse, grief, fear, or hope.
Comparative Analysis Students compare two disaster narratives and explain how each defines humanity under pressure.
Memory and Culture Reflection Students write about what a text suggests people should preserve after collapse: art, law, family, science, stories, faith, or community.
Unit Essay Students write an analytical essay answering the essential question: What does disaster reveal about humanity when the systems we depend on begin to collapse?
Creative Aftermath Project Students create a brief post-disaster scene, artifact, survival guide, or recovered document and explain what it reveals about the society that came before.

Possible Unit Writing Prompt
Choose one text from this unit and analyze how it represents disaster or collapse. What kind of catastrophe occurs, and what does the aftermath reveal about humanity, society, morality, memory, or hope? Use specific evidence from the text to explain how the disaster changes characters, exposes systems, or reveals what people value most.

Curriculum Writer(s)

Andrew Kurnas

Board Approval Date

1_Studies of Science Fiction Literature (Curriculum In Progress)
Unit 5: Cognitive Shock

Unit Description

Unit 5: Cognitive Shock Students explore the experience of intellectual disruption in science fiction. These are texts that force readers to suddenly rethink reality, time, perception, consciousness, language, or the limits of human understanding.

The Mind-Bending Premise: Time loops, alternate realities, simulation, paradox, alien perception.
Reader Disorientation: How structure, point of view, and revelation create shock.
Limits of Human Knowledge: What happens when reality exceeds human understanding?

Standards

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.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.1.3.11-12.F	-	Evaluate how words and phrases shape meaning and tone in texts.
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.1.2.11-12.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.G	-	Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
CC.1.4.11-12.A	-	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
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.1.5.11-12.A	-	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CC.1.5.11-12.B	-	Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.
CC.1.5.11-12.D	-	Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

Essential Questions

- How does science fiction shock the mind into rethinking reality, identity, time, and what it means to understand?
- What happens when a story forces us to question what we thought was real, possible, or true?

Objectives

By the end of this unit, students will be able to:

- Define cognitive shock and explain its importance as a central effect of science fiction.
- Identify moments of intellectual disruption in a text where readers must revise their assumptions about reality, identity, time, memory, or consciousness.
- Analyze how speculative premises create cognitive shock through alternate realities, nonlinear time, teleportation, artificial memory, paradox, or cosmic scale.
- Explain how structure shapes meaning, especially through fragmented timelines, delayed revelation, reversal, parallel outcomes, recursion, or nonlinear narration.
- Use textual evidence to support interpretations of complex, ambiguous, or paradoxical science fiction texts.
- Analyze how science fiction challenges ordinary ideas of identity, including the continuity of the self, duplication, memory, embodiment, and personal responsibility.
- Evaluate how time and perception affect meaning, especially when characters or readers experience time differently from ordinary human experience.
- Compare different forms of cognitive shock across short fiction, film, visual media, and earlier course texts.
- Explain how uncertainty, ambiguity, or paradox can deepen rather than weaken a text's meaning.
- Apply key vocabulary such as cognitive shock, paradox, nonlinear time, alternate reality, quantum possibility, identity continuity, duplication, memory, perception, determinism, and epistemology in discussion and writing.
- Write a clear literary analysis explaining how one text shocks the mind into rethinking a major idea.
- Participate in evidence-based discussion in which students test interpretations, revise claims, and respond to competing readings.
- Reflect on how science fiction expands human imagination by forcing readers to think beyond familiar categories of reality, selfhood, time, and knowledge.

Key Vocabulary and Definitions

Studies of Science Fiction Unit 5 Vocabulary

Term Student Friendly Definition

Cognitive Shock The intellectual disruption that happens when a story forces readers to rethink reality, identity, time, knowledge, or what is possible.
Cognition The process of thinking, understanding, remembering, interpreting, and making sense of information.
Disorientation A feeling of confusion or uncertainty caused by unfamiliar structure, ideas, or events.
Ambiguity A moment, idea, or ending that can be interpreted in more than one way.
Uncertainty The condition of not knowing for sure what is true, real, or meaningful.
Nonlinear Time A structure of time that does not move simply from past to present to future.
Chronology The order in which events happen in time.
Fragmented Structure A structure made of broken, interrupted, or rearranged pieces rather than a smooth sequence.
Delayed Revelation A moment when important information is withheld until later, changing the meaning of earlier events.
Twist A major reversal or surprise that changes how readers understand the story.
Recursive Structure A structure that loops back on itself or repeats patterns in a meaningful way.
Alternate Reality A version of reality different from the one characters or readers expect.
Parallel Universe A separate universe or timeline existing alongside another one.
Multiverse A collection of many possible universes or realities.
Quantum Possibility The idea that multiple possible outcomes may exist until one becomes real or observed.
Superposition A concept from quantum theory in which something may exist in multiple possible states until measured or observed.
Observation Effect The idea that observing or measuring something can affect what is being observed.
Thought Experiment A hypothetical situation used to test a philosophical, scientific, or ethical idea.
Identity Continuity The idea that a person remains the same person over time despite change.
Duplication The creation of a copy of a person, body, mind, or identity.
Teleportation Problem A philosophical problem asking whether a teleported copy is truly the same person or a new one.
Original vs. **Copy** A question about whether a duplicated person or being has the same identity, rights, or moral value as the original.
Constructed Memory A memory that has been created, implanted, altered, or designed rather than naturally experienced.
Perception The way a being senses and interprets reality.
Alien Perception A nonhuman or radically different way of experiencing reality.
Language and Thought The idea that language may shape how people understand reality, time, memory, or identity.
Determinism The idea that events or choices are caused by prior conditions and may not be fully free.
Free Will The ability to make genuine choices rather than being controlled by fate, prediction, programming, or systems.
Causality The relationship between cause and effect.
Loop A repeated cycle of events, time, action, or meaning.
Fate The idea that events are fixed or destined to happen.
Epistemology The study of knowledge: how we know what we know and what counts as truth.
Ontology The study of being and reality: what exists and what it means for something to be real.
Subjectivity A being's inner experience, perspective, feelings, and thoughts.
Consciousness Awareness of oneself and the surrounding world.
Cosmic Scale A scope of time, space, or consequence that reaches beyond individual lives, nations, planets, or even civilizations.
Entropy The tendency of usable energy in a system to decline over time, often associated with disorder and cosmic decline.
Revelation A moment of discovery that changes understanding.
Interpretive Revision The process of changing one's interpretation after receiving new evidence or insight.
Conceptual Breakthrough A moment when a character or reader suddenly understands something in a new and deeper way.

Unit Learning Activities

Readings:

- "Schrödinger's Kitten" by George Alec Effinger
  - This is a natural anchor for cognitive shock because it uses quantum possibility, alternate realities, and fragmented outcomes to challenge linear thinking. Students have to think differently to follow the story.
- "Think Like a Dinosaur" by James Patrick Kelly
  - This belongs here because the central teleportation premise creates a moral and conceptual shock. Students must wrestle with identity, duplication, death, and whether the "copy" is the same person.
- Arrival
  - This can be placed here instead of Alterity if you want to emphasize nonlinear time, perception, and language. It creates a cognitive shock when students realize the story's structure reflects the alien language itself.
- "The Last Question" by Isaac Asimov
  - This can also spiral back here because its ending produces a major intellectual reversal. The story's scale and final revelation make students rethink time, creation, and technological consciousness.

Discussion:
Possible Discussion Questions

- What assumption does this text disrupt?
- What is the moment when the reader's understanding begins to change?
- Is the story confusing because it is unclear, or because it is asking us to think differently?
- How does the structure of the story shape the experience of cognitive shock?
- What does the text suggest about reality?
- What does the text suggest about identity?
- What makes a person the same person over time?
- If someone is copied perfectly, is the copy the same person or a different person?
- Is memory necessary for identity?
- Can a false or constructed memory still shape a real self?
- How does time operate differently in this text?
- Does the text suggest that the future is fixed, chosen, or unknowable?
- How does language shape thought or perception?
- What does the story suggest humans are unable to understand?
- Does the ending resolve the confusion or deepen it?
- What evidence forced you to revise your interpretation?
- How does cognitive shock create emotional meaning, not just intellectual surprise?
- What does this story make possible to think about that ordinary realism might not?

Unit Resources

Descender - By Jeff Lemire, Dustin Nguyen

Possible Texts and Media
"Schrödinger's Kitten" by George Alec Effinger
"Think Like a Dinosaur" by James Patrick Kelly
Arrival
"The Last Question" by Isaac Asimov
"Three Faces of a Beheading" by Arkady Martine
Black Mirror, "San Junipero"
"The Story of your Life" by Ted Chiang
Optional return to "We Can Remember It for You Wholesale"
Optional return to "Fondly Fahrenheit"
Optional memory or identity scene from Blade Runner 2049

Assessments (Formative and Summative)

Cognitive Shock Definition Response Students define cognitive shock and explain how it differs from simple surprise or confusion.
Premise and Shock Tracker Students identify the speculative premise of a text and track how that premise changes their understanding of reality, identity, or time.
Close Reading Paragraph Students analyze a key moment from “Think Like a Dinosaur,” “Schrödinger’s Kitten,” or “The Last Question” and explain how the moment forces reinterpretation.
Identity Debate Students debate whether a duplicated, copied, teleported, or memory-altered person is the same person as the original.
Timeline or Reality Map Students visually map the structure of a nonlinear, alternate-reality, or paradox-based text.
Interpretive Revision Reflection Students write about how their understanding of a text changed from the beginning to the end and what evidence caused the shift.
Film Structure Analysis Students analyze how Arrival uses editing, memory, language, and structure to reshape the viewer’s understanding of time.
Comparative Analysis Students compare two texts and explain how each creates cognitive shock through a different method, such as identity, time, memory, or cosmic scale.
Unit Essay Students write an analytical essay answering the essential question: How does science fiction shock the mind into rethinking reality, identity, time, and what it means to understand?
Creative Paradox Project Students create a short speculative scene involving time, memory, identity, or alternate reality, followed by a reflection explaining how the piece produces cognitive shock.

Possible Unit Writing Prompt
Choose one text from this unit and analyze how it creates cognitive shock. What ordinary assumption does the text disrupt? How does the story’s structure, premise, point of view, or ending force readers to rethink reality, identity, time, memory, knowledge, or moral responsibility? Use specific evidence from the text to explain how your understanding changes over the course of the story.

Curriculum Writer(s)

Andrew Kurnas

Board Approval Date

1_Studies of Science Fiction Literature (Curriculum In Progress)
Unit 6: Historicization

Unit Description

Unit 6: Historicization. Students study how science fiction helps readers understand history by imagining the present as if it were already past. They examine how sci-fi makes our current systems, assumptions, technologies, and crises appear temporary rather than inevitable.

The Present as History: Seeing today's world from a future perspective.
Science Fiction and Social Critique: Race, class, gender, labor, empire, ecology, and technology.
Final Synthesis: Students connect estrangement, alterity, extrapolation, disaster, cognitive shock, and historicization in a culminating project or essay.

Standards

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.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.1.2.11-12.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.G	-	Integrate and evaluate multiple sources of information presented in different media or formats (e.g. visually, quantitatively) as well as in words in order to address a question or solve a problem.
CC.1.4.11-12.A	-	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
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.1.3.11-12.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.

Essential Questions

- How does science fiction help us see our own present as history, and what does that distance reveal about who we are?
- What might the future find strange, troubling, or revealing about the world we live in now?

Objectives

By the end of this unit, students will be able to:

- Define historicization and explain how science fiction helps readers view the present as if it were already part of history.
- Explain how science fiction makes current social systems, technologies, and beliefs appear temporary rather than natural or inevitable.
- Analyze how speculative texts reflect the historical concerns of the time period in which they were created.
- Use textual evidence to support claims about how a text critiques society, technology, power, progress, or moral compromise.
- Analyze how future settings or imagined worlds create distance from the present and allow readers to see ordinary realities more critically.
- Explain how science fiction reveals hidden systems such as surveillance, labor, inequality, violence, environmental damage, consumer culture, or institutional control.
- Compare how multiple science fiction texts historicize different aspects of human life, including family, technology, law, artificial intelligence, disaster, happiness, work, and social order.
- Synthesize major course concepts including estrangement, alterity, cybernetic identity, extrapolation, disaster, cognitive shock, and historicization.
- Evaluate whether a science fiction text functions as a warning, critique, thought experiment, historical mirror, or moral challenge.
- Apply key vocabulary such as historicization, social critique, ideology, constructed reality, systems, progress narrative, institutional power, historical context, and future history in discussion and writing.
- Write a clear synthesis analysis explaining how one or more texts use science fiction to reveal something about the present.
- Participate in evidence-based discussion about what future generations might find strange, revealing, or troubling about our current world.
- Create or present a final course-level argument that explains how science fiction helps readers think critically about humanity, history, technology, and responsibility.

Key Vocabulary and Definitions

Studies of Science Fiction Unit 6 Key Vocabulary - Historicization

Term - Student Friendly Definition

Historicization Seeing the present as if it were already history, so current beliefs, systems, and habits appear temporary and open to critique.
Historical Contex tThe social, political, cultural, scientific, or economic conditions surrounding the creation of a text.
Future History A fictional timeline that imagines how humanity, technology, or society may develop over time.
Social Critique A text's criticism of real social values, systems, behaviors, or institutions.
Ideology A system of beliefs or values that shapes how people understand the world, often without noticing it.
Constructed Reality The idea that many things people treat as natural or normal are actually created by culture, history, systems, or power.
Naturalized Assumption A belief that feels normal or obvious because people have stopped questioning it.
System A set of connected parts, rules, people, technologies, or institutions that shape behavior and society.
Institution A major organized structure in society, such as school, government, law, family, religion, business, or the military.
Power Structure The arrangement of authority, control, privilege, and access within a society.
Institutional Power Power held by organizations or systems rather than only by individuals.
Surveillance Watching, monitoring, or collecting information about people, often as a form of control.
Labor Work performed by people, machines, or artificial beings. Science fiction often questions who benefits from labor and who is exploited.
Class A social or economic group defined by wealth, labor, status, or access to power.
Privilege An advantage given to certain people or groups, often because of social position or systems they did not create.
Marginalization Pushing a person or group to the edge of society, power, or recognition.
Scapegoating Blaming a person or group for larger social problems, often to protect those in power.
Progress Narrative The belief that history naturally moves toward improvement, often through science, technology, or social development.
Technological Progress The development of more advanced tools, machines, systems, or scientific knowledge over time.
Historical Irony A contrast between what a society believes about itself and what later readers or future perspectives can see more clearly.
Cultural Anxiety A fear or concern shared by a society at a particular historical moment.
Moral Blind Spot A harmful belief or practice that people fail to recognize as wrong because it is normalized by their culture.
Normalization The process by which something becomes accepted as normal, even if it is harmful, unjust, or strange.
Collective Responsibility The idea that a group or society may share responsibility for harm, injustice, or suffering.
Hidden Cost The suffering, sacrifice, exploitation, or damage that makes comfort, progress, happiness, or success possible.
Speculative Distance The distance created by imagined futures or alternate worlds that allows readers to see their own world more clearly.
Synthesis Combining ideas from multiple texts, units, or concepts to form a deeper interpretation.
Lens A way of reading or interpreting a text, such as historical, ethical, feminist, Marxist, ecological, or technological.
Presentism Interpreting the past only through current values or assumptions, without considering historical context.
Historical Mirror A text or imagined world that reflects the real concerns, values, fears, or contradictions of its time.
Legacy What a society, person, technology, or historical moment leaves behind for the future.
Responsibility The duty to think carefully about the consequences of choices, systems, and actions.

Unit Learning Activities

Readings:

- "The Ones Who Walk Away from Omelas" by Ursula K. Le Guin
  - This can return here as a capstone because it teaches students to see a society from the outside and ask what its moral structure reveals. It helps students historicize their own world: who benefits, who suffers, and what gets hidden?
- "The Minority Report" by Philip K. Dick
  - In this unit, it can be reread as a text about surveillance, policing, prediction, and state power. Students can compare its imagined future to real-world systems of data and algorithmic judgment.
- Opening Scene to Blade Runner 2049
  - This works well as a final visual text because it makes the future feel like a historical artifact: ruined environments, engineered workers, corporate power, and the aftermath of earlier technological choices.
- "The Veldt" by Ray Bradbury
  - This can also return as a final synthesis text. Students can historicize family life, screens, childhood, consumer technology, and emotional outsourcing by looking at Bradbury's future as a critique of his present and ours.

Discussion/Important Questions:

- What part of the present does this text make strange?
- What does the text suggest is temporary rather than natural or inevitable?
- What system or institution is being critiqued?
- What hidden assumption does the text expose?
- What does this imagined future reveal about the time period in which the text was written?
- What does this text reveal about our own current moment?
- Who benefits from the system represented in the text?
- Who is harmed, ignored, controlled, or sacrificed?
- What moral blind spot does the text reveal?
- How does the text challenge the idea of progress?
- What might future generations find disturbing about the society in this text?
- What might future generations find disturbing about our society?
- How does the text use estrangement to historicize the present?
- How does the text use extrapolation to historicize the present?
- How does the text use alterity or cybernetic identity to critique humanity?
- How does disaster reveal the historical weaknesses of a society?
- Is the text a warning, critique, thought experiment, satire, or historical mirror?
- What responsibility does the text suggest humans have toward the future?
- What does the text suggest will be our legacy?
- How has your definition of science fiction changed over the course?

Supplemental Short Non-Fiction Readings for Historical Context

Unit Resources

Descender - By Jeff Lemire, Dustin Nguyen

Assessments (Formative and Summative)

Historicization Definition Response Students define historicization and explain how science fiction helps readers see the present as temporary, constructed, and open to critique.
Present as History Reflection Students choose one part of modern life, such as phones, school, work, AI, surveillance, entertainment, climate, or consumer culture, and explain how future generations might view it.
Close Reading Paragraph Students analyze a passage or scene from “Omelas,” “The Veldt,” “The Minority Report,” or Blade Runner 2049 and explain how it critiques a real-world system or belief.
Course Concept Synthesis Chart Students connect one text to multiple course concepts, such as estrangement, extrapolation, alterity, and historicization.
Historical Context Mini-Research Students briefly research the historical context behind one science fiction text and explain how the text reflects or critiques that moment.
Future Historian Presentation Students present a current cultural practice as if they were historians from the future explaining what it reveals about our society.
Comparative Analysis Students compare two texts and explain how each historicizes a different aspect of human life or social organization.
Final Course Essay Students write a synthesis essay explaining how science fiction uses imagined worlds to reveal hidden truths about the real world.
Speculative Artifact Project Students create an artifact from the future, such as a museum label, textbook entry, recovered advertisement, government memo, or personal document, that historicizes the present.
Final Seminar Students discuss the question: What might the future find strange, troubling, or revealing about us?

Possible Unit Writing Prompt
Choose one or more texts from this unit or from the course as a whole and analyze how science fiction historicizes the present. How does the text make a current system, belief, technology, fear, or social practice appear strange, temporary, or open to critique? What does the imagined future or alternate world reveal about the historical moment that produced the text, our own present, or humanity more broadly?

Curriculum Writer(s)

Andrew Kurnas

Board Approval Date

1_Studies of Science Fiction Literature (Curriculum In Progress)
Bonus Unit: Cybernetic Identity

Unit Description

Bonus Unit: Cybernetic Identity Students examine the relationship between humans and machines. They consider how technology changes identity, agency, memory, labor, the body, and consciousness. This unit works well as a focused subunit after Alterity because artificial intelligence and cyborg figures are often treated as “Others.”

Artificial Intelligence and Personhood: What makes something conscious, human, or worthy of rights?
Cyborgs and the Body: How technology extends, repairs, controls, or replaces the body.
Memory, Data, and Selfhood: Whether identity can be copied, programmed, edited, or stored.

Standards

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.D	-	Evaluate how an author's point of view or purpose shapes the content and style of a text.
CC.1.3.11-12.G	-	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
CC.1.4.11-12.A	-	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.5.11-12.A	-	Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
15.3.12.G	-	Employ appropriate presentation skills to lead discussions and team activities. Reference English Language Arts CC.1.5.11-12.A

Essential Questions

- What makes someone a person: biology, consciousness, emotion, memory, freedom, or recognition by others?
- If a machine can think, feel, remember, or suffer, do we owe it moral responsibility?

Objectives

By the end of the unit, students will be able to:

- Define cybernetic identity and explain how science fiction uses human-machine relationships to question what it means to be human.
- Analyze artificial beings as literary figures that challenge categories such as human, machine, tool, property, child, worker, and person.
- Explain how science fiction connects consciousness, memory, emotion, autonomy, and embodiment to debates about personhood.
- Use textual evidence to support claims about how robots, androids, cyborgs, or artificial intelligences are represented in a text.
- Analyze how authors and filmmakers create sympathy, fear, suspicion, or moral uncertainty around artificial beings.
- Examine how power shapes the relationship between creator and creation, especially when artificial beings are controlled, owned, studied, exploited, or destroyed.
- Compare different representations of artificial intelligence across short fiction, film, television, documentary, and graphic novels.
- Evaluate competing arguments about artificial personhood, including whether artificial beings deserve rights, freedom, dignity, protection, or legal recognition.
- Analyze how visual storytelling techniques in film, television, or graphic novels shape the audience's understanding of machine identity.
- Apply key vocabulary such as cybernetics, artificial intelligence, android, cyborg, sentience, consciousness, autonomy, personhood, embodiment, programming, surveillance, and creator ethics in discussion and writing.
- Write a clear literary or ethical analysis explaining how one text uses artificial intelligence to explore humanity, power, or moral responsibility.
- Participate in evidence-based discussion or debate about whether artificial beings should be treated as tools, property, companions, workers, or persons.
- Reflect on the real-world relevance of AI stories by connecting fictional questions about artificial consciousness to contemporary technological and ethical concerns.

Key Vocabulary and Definitions

Key Definitions Studies of Science Fiction Bonus Unit Cybernetic Identity

Term Student Friendly Definition

Cybernetic Identity A way of thinking about identity shaped by the relationship between humans, machines, systems, bodies, and technology.
Cybernetics The study of systems, control, communication, and feedback, often involving humans and machines.
Artificial Intelligence A machine or system designed to perform tasks associated with human intelligence, such as learning, reasoning, language, or decision-making.
Robot A machine designed to perform tasks, often physical ones, sometimes with varying degrees of independence.
Android A robot or artificial being designed to look or act like a human.
Cyborg A being that combines organic life and machine technology.
Synthetic Being An artificial life form created rather than born naturally.
Automaton A machine or figure that acts automatically, often without independent thought.
Sentience The ability to feel, perceive, or experience the world.
Consciousness Awareness of oneself and one's surroundings.
Self- Awareness The ability to recognize oneself as an individual being with thoughts, experiences, or identity.
Autonomy The ability to make independent choices or act according to one's own will.
Agency The power to act, choose, and influence events.
Moral Status The degree to which a being deserves ethical consideration or protection.
Rights Protections or freedoms that belong to a person or being within a moral or legal system.
Embodiment The experience of existing in or through a body.
Programming Instructions or code that shape what a machine or system can do.
Algorithm A set of instructions or rules used to solve a problem or make a decision.
Machine Learning A form of AI in which systems improve or adapt by analyzing data and patterns.
Data Information collected, stored, processed, or analyzed by a system.
Simulation An imitation or model of reality, behavior, emotion, or consciousness.
Authenticity The quality of being real, genuine, or true.
Artificial Emotion Emotion that appears to be produced by programming or simulation rather than biology.
Memory The storage or experience of past events, which often shapes identity.
Constructed Identity An identity that has been built, programmed, edited, designed, or shaped by outside forces.
Creator Ethics The moral responsibilities creators have toward the beings, systems, or technologies they make.
Control The power to direct, limit, program, restrain, or command another being or system.
Ownership The legal or social claim that something belongs to someone. In this unit, students question whether a thinking being can be owned.
Exploitation Using another person, group, or being unfairly for one's own benefit.
Labor Work performed by humans, machines, or artificial beings.
Surveillance Watching, monitoring, or collecting information about people or beings, often as a form of control.
Panopticon A model of constant possible surveillance, where people behave as if they are always being watched.
Turing Test A test associated with whether a machine can imitate human conversation convincingly enough to be mistaken for human.
Uncanny Valley The uncomfortable feeling people may experience when something looks almost human but not quite.
Dehumanization Treating a person or being as less than fully human.
Objectification Treating a person or being as an object, tool, product, or possession rather than as a full subject.
Subjectivity The inner experience, feelings, thoughts, or perspective of a being.
Free Will The ability to choose freely rather than being fully controlled by programming, instinct, or outside forces.
Determinism The idea that actions are caused or controlled by prior conditions, programming, biology, or systems.
Ghost in the Machine A phrase used to describe the mysterious presence of mind, consciousness, or spirit within a body or machine.
Posthumanism A way of thinking that questions whether humans are the center or final form of intelligence, identity, or evolution.
Transhumanism The belief or movement focused on using technology to enhance or transform human abilities and bodies.

Unit Learning Activities

Readings:

- "Supertoys Last All Summer Long" by Brian Aldiss
  - This is a strong opening text because it presents artificial intelligence through the figure of a childlike being who longs for love and belonging. It raises questions about programmed emotion, family, consumer culture, loneliness, and whether artificial feeling should be treated as real.
- "Fondly Fahrenheit" by Alfred Bester
  - This story complicates the boundary between human and machine. Its blurred narration and unstable identity make it useful for discussing agency, responsibility, programming, guilt, and psychological merging between creator and creation.
- "The Measure of a Man" from Star Trek: The Next Generation
  - This is one of the clearest classroom texts for debating artificial personhood. The episode gives students legal, ethical, and philosophical language for asking whether Data is property, a machine, or a person with rights.
- Ex Machina (excerpts)
  - This film serves as a strong anchor text because it brings together artificial intelligence, gender, manipulation, surveillance, consciousness, embodiment, and creator ethics. It complicates sympathy by asking whether humans can ever fairly judge artificial consciousness when power is unequal from the beginning.
- Descender, Volume 1: Tin Stars
  - This graphic novel fits beautifully in this unit because TIM-21 allows students to explore artificial childhood, innocence, memory, fear of machines, and social violence against synthetic beings. It also gives the unit a visual-literary text that broadens the kinds of reading students do.
- The Thinking Game, selected excerpts
  - This documentary can serve as a nonfiction bridge between fictional AI and real-world artificial intelligence. It helps students connect literary questions about machine intelligence, ambition, competition, and ethics to contemporary AI development.
- Optional Clip: Westworld, Episode 1 opening scene
  - If not fully used in Unit 2, this clip works well here as a brief visual example of artificial beings who are controlled, scripted, violated, and denied full moral recognition.

Discussion

Unit Resources

Descender - By Jeff Lemire, Dustin Nguyen

Assessments (Formative and Summative)

Personhood Definition Response Students define personhood and explain which qualities they believe are necessary for moral recognition.
Close Reading Paragraph Students analyze a passage from "Supertoys Last All Summer Long" or "Fondly Fahrenheit" and explain how it complicates the boundary between human and machine.
Legal/Ethical Debate Students debate whether an artificial being should be considered property, technology, worker, companion, child, or person.
"The Measure of a Man" Argument Students write or present an argument about whether Data should be granted rights and legal recognition.
Film Analysis Students analyze how Ex Machina uses setting, camera work, dialogue, and power dynamics to shape the viewer's response to Ava.
Graphic Novel Analysis Students analyze how Descender uses visual design, panel structure, color, or characterization to make TIM-21 appear vulnerable, human, artificial, or Other.
AI Ethics Reflection Students connect one fictional AI text to a real-world ethical question about artificial intelligence, automation, surveillance, labor, or machine learning.
Comparative Analysis Students compare two artificial beings from different texts and explain how each challenges the definition of humanity.
Unit Essay Students write an analytical essay answering the essential question: What makes someone a person: biology, consciousness, emotion, memory, freedom, or recognition by others?
Creative Design Project Students design an artificial being and explain what rights, limits, memories, emotions, or programmed restrictions it has, followed by an ethical reflection.

Curriculum Writer(s)

Andrew Kurnas

Board Approval Date

Commonwealth University of Pennsylvania
Memorandum of Understanding
Early College Program

THIS AGREEMENT is entered by and between Commonwealth University of Pennsylvania hereinafter referred to as "the University" and Stroudsburg Area School District hereinafter referred to as "the District," a public-school district under the laws of the Commonwealth of Pennsylvania, "the Commonwealth."

WITNESSETH:

WHEREAS, the University is a unit of higher learning of the State System of Higher Education of Pennsylvania; and

WHEREAS, the Legislature has determined by *Act 188 of 1982* that the primary mission of the State System of Higher Education of Pennsylvania is to provide high quality education at the lowest possible cost; and

WHEREAS, the mission of the State System of Higher Education is to provide undergraduate instruction, and opportunities for personal growth consistent with the legislated mission of the System; and

WHEREAS, certain students in the District may benefit from the opportunity to take classes offered by the University while enrolled in high school; and

WHEREAS, the University wishes to develop an Early College Program to recruit outstanding high school students to the University student body, and

WHEREAS, the District wishes to make certain undergraduate courses offered by the University available to the students of the District; and

WHEREAS, the District and the University desire to describe the features, purposes and mechanisms of the relationship by which the parties will establish a relationship in a collaborative arrangement; and

WHEREAS, this Agreement is intended to function as a collaborative agreement in accordance with said Board of Governors Policy 1999-02.

NOW, THEREFORE, in consideration of the promises and mutual covenants contained herein, the parties hereto mutually agree and agree as follows:

1. Term. This Agreement shall be effective upon the review and approval of all the necessary parties and Commonwealth officials and in effect as of the date of the last signature. The term of this agreement shall be for a total of three (3) years commencing upon the review and approval of all necessary parties and Commonwealth officials. The agreement will be reviewed at the conclusion of each year, including the ability to suggest recommended changes that satisfy the interests of the District and the University. At the conclusion of the agreement's third year, the parties, at their mutual option, may extend this agreement for another subsequent period of time not to exceed two additional years.

2. Academic Suitability. The suitability of any course for the program will be determined by agreement between the District and the University on a course-by-course basis. The District will also determine, on a student-by-student basis, the suitability of a course for each of the District's students who wish to enroll in the course.

3. Enrollment. Students must meet the minimum guidelines established by the Early College office. When endorsing a student for the Early College program, please consider the student's character, integrity, and maturity to increase the prospect of success in the program. Students selected by the District for enrollment in an Early College Program course will be enrolled as non-degree students at the University. In order to aid the enrollment of the District's students, the District will provide, without cost to the University, the documentation necessary to the students' enrollment. This includes confirmation from the school counselor attesting to the academic preparedness of the student for college-level course(s). Each student will have to apply to the University for non-degree status.

4. Semesters and Sessions. Students selected by the District may enroll in online courses, hybrid or blended courses, and/or face-to-face courses under this agreement during both the academic year and the summer and winter sessions as non-degree University students. Enrollment is on a space-available basis.

5. Regular Admission. Early College students who are eligible for admission will be automatically reviewed and conditionally admitted to the University. Any other student from the District who wishes to become a fully matriculated undergraduate student upon graduation from high school must follow the normal application process. All students must meet admission criteria for Commonwealth University generally and for any admission criteria specific to the academic program the student is seeking to enroll in. Certain majors, including many in the health sciences, have additional admissions requirements. Tuition reductions described in paragraph 7 do not apply once a student enrolls in the University outside of this consortial arrangement under this Agreement.

6. Transcription of Courses. Courses offered under this agreement will be transcripted in the same manner as other courses offered by the University. Students may obtain official transcripts of their coursework from the Office of the Registrar.

7. Fiscal Issues. The University will offer courses to the District's students at a single, reduced rate for enrollment, inclusive of tuition and fees. Fees included in the rate exclude the usage of the Recreation Center and Student Health Centers on all campuses of Commonwealth University. The student will be responsible for the following fees:

a) The Early College/dual enrollment program will be at a reduced rate of 75% off of the in-state tuition cost, which is limited to students of the District.

b) University withdrawals and refunds will be handled under the University's refund policy.

8. Class Size. Certain minimum class size enrollment may restrict access to desired courses. The University reserves the right to set course enrollment size.

9. Rights, Privileges, and Responsibilities. Students registered as non-degree students at Commonwealth University under this agreement will have use of the library, and other academic resources. The Early College students will not have access to the Recreation Center or Student Health Center on any campus of Commonwealth University. All Commonwealth University policies and procedures, including, but not limited to, academic policies and student discipline policies shall apply.

10. Family Educational Rights and Privacy Act. All Parties shall agree to keep confidential all personally identifiable student information from educational records provided as set forth in the Family Educational Rights and Privacy Act and its implementing regulations, 34 CFR CH. 99 ("FERPA"). The following requirements shall apply:

a) All data shared between the University and the District is considered confidential and cannot be disclosed or re-disclosed to any other third party, except as provided below:

   i. The School District and University may exchange information on the student.

   ii. Information on the student should only be shared within the School District entity with District officials who have a legitimate need to view the information to verify or audit the qualifications of the student to participate in this program at the University.

   iii. If the student is under 18, the parents still retain the rights under FERPA at the high school and may inspect and review any records sent maintained by the School District.

   iv. The University may disclose personally identifiable information from the student's education records to the parents, without the consent of the eligible student, only with the student's written consent or if the student is a dependent for tax purposes under the IRS rules.

b) For all other sharing purposes not described herein, the University will require students to sign a specific FERPA release.

11. Liability. Neither of the parties shall assume any liabilities to each other. As to liability to each other for death to persons, or damages to property, the parties do not waive any defense as a result of entering into this agreement. This provision shall not be construed to limit the Commonwealth's rights, claims, or defenses, which arise as a matter of law pursuant to any provisions of this agreement. This provision shall not be construed to limit the sovereign immunity of the Commonwealth, the State System of Higher Education, or the University.

12. Insurance. As an agency of the Commonwealth, public university and state instrumentality, there is no statutory authority for the University to purchase insurance. Instead, the University participates in the Commonwealth' s Tort Claims Self-Insurance program administered by the Bureau of Finance and Risk Management of the Pennsylvania Department of General Services.

13. Amendment. This Agreement may be amended at any time upon the mutual written agreement of the parties hereto, with said amendments to be executed by the duly authorized representatives of the parties and with the same formality as this agreement.

14. Termination. This agreement may be terminated by either party upon 120 days written notice. Said notice to the University shall be sent to the President. Said notice to the District shall be sent to the Superintendent of the District.

15. Choice of Law. This Agreement is executed pursuant to and shall be construed under the laws of the Commonwealth of Pennsylvania.

16. <u>Entire Agreement</u>. This is the entire Agreement between the parties hereto and supersedes all prior negotiations and oral understandings between the parties hereto.

IN WITNESS WHEREOF, the President of the University and the Superintendent of the District by their signatures do hereby put this agreement in force.

_____	_____
President, Commonwealth University of Pennsylvania	Date
_____	_____
Provost, Commonwealth University of Pennsylvania	Date
_____	_____
Superintendent, School District	Date

Approved as to Form and Legality:

_____	_____
University Legal Counsel, Pennsylvania State System of Higher Education	Date

Additional Requested Resources (Paid for by Individual School, Teacher, or Free)

Please be advised - some software after a year might become blocked because of changes on their end of policies and such. if this is the case the resource will need to be recertified.

Resource Title	Requested for (Grade, Subject,School etc,)	Approved or Denied	Age Levels Approved for Use	Reasoning behind decision
99 Math	K-4	Denied		Following a comprehensive evaluation of various math programs, Reflex Math has been selected as the standardized math program for all school buildings. This decision was made to ensure consistency and alignment in math instruction across the district, promoting a cohesive and effective learning experience for all students.
Actively Learn	HS	Limited Approval	JHS - HS	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider.
Adobe Express	JHS	Limited Approval	JHS - HS	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider.
Annotate.TV		Denied		https://annotate.tv/ - Due to age-appropriate restrictions and security protocols implemented by the program developer, approval cannot be granted at this level.
Be Washington	JHS	Limited Approval	JHS - HS	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider. We recognize the frustration this limitation may cause for other grade levels.
Blooket	K-7	Limited Approval	JHS - HS	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider. We recognize the frustration this limitation may cause for other grade levels.
Boddle	K-6	Approved		https://www.boddlelearning.com/ This resource refrains from soliciting personal information from children or tracking their progress. Websites and apps intended for children adhere to COPPA and FERPA guidelines. No advertising is directed towards children within this resource.
Book Creator		Denied		https://app.bookcreator.com/sign-in
Boomcards	K-5	Limited Approval	JHS - HS	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider. We recognize the frustration this limitation may cause for other grade levels.
Canva	JHS - HS	Limited Approval	JHS - HS	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider.
Classkick	K-4	Denied		The request for Classkick has been denied. Following a review of available tools and current district resources, it was determined that we will continue utilizing our existing platform, Reflex, rather than adding additional programs that provide similar functionality. This decision supports our effort to maintain consistency across the district while avoiding the duplication of services and costs. By focusing on the tools we currently have in place, we can better support staff in maximizing their use and ensure a more streamlined and effective experience for everyone. This decision was made in collaboration with Dr. Acosta.
Common Sense Education		Limited Approval	JHS-HS	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider. We recognize the frustration this limitation may cause for other grade levels.
Concord Consortium	JHS	Limited Approval	JHS - HS	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider. We recognize the frustration this limitation may cause for other grade levels.
Conjugemos	JHS - HS	Limited Approval	JHS - HS	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider. We recognize the frustration this limitation may cause for other grade levels.
D&D Beyond		Limited Approval	HS (After school program)	Approved only for HS after School program
Delta Math	JHS - HS	Limited Approval	JHS - HS	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider. We recognize the frustration this limitation may cause for other grade levels.
Digital History	JHS	Approved	K-12	The site does not require students to create an account or log in, thereby exempting it from Google restrictions.

Additional Requested Resources (Paid for by Individual School, Teacher, or Free)

Please be advised - some software after a year might become blocked because of changes on their end of policies and such. if this is the case the resource will need to be recertified.

Resource Title	Requested for (Grade, Subject,School etc,)	Approved or Denied	Age Levels Approved for Use	Reasoning behind decision
Ducksters	MS	Approved	K-12	The site does not require students to create an account or log in, thereby exempting it from Google restrictions.
Edia		Approved	HS	https://edia.app/about Following a comprehensive evaluation, the program has been authorized for use exclusively by high school students. This decision is based on the age and security restrictions established by the program's provider as well as curriculum needs.
Edia		Limited Approval	HS	edia.app
Edulastic	MS	Limited Approval	JHS - HS	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider. We recognize the frustration this limitation may cause for other grade levels.
Edutyping		Limited Approval		https://www.edutyping.com/ - New resource will be needed after June 2025
EPC Chess	JHS - HS	Limited Approval	JHS - HS	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider. We recognize the frustration this limitation may cause for other grade levels.
EPIC	K-5	Limited Approval	JHS - HS	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider. We recognize the frustration this limitation may cause for other grade levels.
Gale Products	JHS - HS	Limited Approval	JHS - HS	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider. We recognize the frustration this limitation may cause for other grade levels.
GimKit		Approved for teacher use only		https://www.gimkit.com/me - Due to age-appropriate restrictions and security protocols implemented by the program developer, approval cannot be granted for anything other than teacher use at this time. Teachers may present materials but students cannot log into the site with their information.
Hal Leonard's Essential Elements Music Class		Approved for teacher use only	K-4	https://www.eemusicclass.com/ - Free version only
iCivics	JHS - HS	Limited Approval	JHS - HS	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider.
Incredibox	JHS	Approved	K-12	This resource is deemed appropriate for educational use by students in grades kindergarten through twelve.
Infobase Issues & Controversies/Health & Reference/ Today's Science	JHS - HS	Limited Approval	JHS - HS	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider.
JSTOR	JHS - HS	Limited Approval	JHS - HS	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider.
JSTOR (ITHAKA)	JHS - HS	Limited Approval	JHS - HS	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider. We recognize the frustration this limitation may cause for other grade levels. Please be assured that we are actively reviewing our policies to explore the possibility of extending its availability to all grades.
Kahoot	K-12	Approved	K-12	This resource is deemed appropriate for educational use by students in grades kindergarten through twelve.
Kami	JHS - HS	Limited Approval	JHS - HS	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider. We recognize the frustration this limitation may cause for other grade levels. Please be assured that we are actively reviewing our policies to explore the possibility of extending its availability to all grades.
Lalio	4	Denied	N/A	If utilized as a reading practice, we cannot confirm its adherence to evidence-based methodologies and whether its linguistic content aligns with our standards.

Additional Requested Resources (Paid for by Individual School, Teacher, or Free)

Please be advised - some software after a year might become blocked because of changes on their end of policies and such. if this is the case the resource will need to be recertified.

Resource Title	Requested for (Grade, Subject,School etc,)	Approved or Denied	Age Levels Approved for Use	Reasoning behind decision
Learnics	JHS - HS	Limited Approval	**JHS - HS**	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider.
Lichess (It's a website)	JHS - HS	Limited Approval	**JHS - HS**	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider.
Magic School AI	ELA/JHS-HS	Denied		At this time, we are not able to approve the request because the District already provides access to Brisk, which offers many of the same AI-supported instructional tools. To avoid duplicating services and costs, we are focusing on maximizing the tools we currently have available. If you would like assistance learning how to use Brisk more effectively or exploring its full range of features, please feel free to schedule time with our Tech Coach, who would be happy to support you. This decision was made in collaboration with Dr. Lepore.
Make Music		Approved for teacher use only	**MS**	https://www.makemusic.com/ - Requested for teacher use only
Make Code	K-12	Approved	**JHS - HS**	Students use Make Code Arcade to complete coding projects for Junior Tech Leaders at the Colonial IU 20
Memrise	JHS - HS	Limited Approval	**JHS - HS**	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider.
MoocNotes	JHS	Denied		Due to age-appropriate restrictions and security protocols implemented by the program developer, approval cannot be granted at this level.
Musicplay Online	K-4	Approved	**K-4**	This resource does not gather or store any personal information from students. Access is exclusively granted through a class code distributed by teachers, ensuring that students can engage with the resource without divulging any personal details.
Nearpod		Approved	**K-12**	https://nearpod.com/ - Free version only
Noteflight and/or Noteflight Learn	JHS - HS	Limited Approval	**JHS - HS**	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider. We recognize the frustration this limitation may cause for other grade levels. Please be assured that we are actively reviewing our policies to explore the possibility of extending its availability to all grades.
Padlet	JHS - HS	Limited Approval	**JHS - HS**	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider.
PearDeck Vocabulary	MS	Approved	**K-12**	This resource is deemed appropriate for educational use by students in grades kindergarten through twelve.
Photopea	Buisness /JHS-HS	Denied		The district already maintains licensing for the Adobe Creative Suite, which has been specifically identified and aligned with the curriculum for this course. In order to maintain consistency in instruction and ensure students are developing skills within the platform outlined in the curriculum, we are focusing on utilizing the Adobe tools already provided.
Pixton comics	MS	Denied	**N/A**	The requested access was limited to middle school students only. Due to age-appropriate restrictions and security protocols implemented by the program developer, approval cannot be granted at this level. Additionally, the necessity of this requirement remains uncertain.
Pixton Comics		Denied		https://www.pixton.com/welcome - Due to age-appropriate restrictions and security protocols implemented by the program developer, approval cannot be granted at this level. Additionally, the necessity of this requirement remains uncertain.
PosterArtist	HS	Limited Approval	**HS**	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider.

Additional Requested Resources (Paid for by Individual School, Teacher, or Free)

Please be advised - some software after a year might become blocked because of changes on their end of policies and such. if this is the case the resource will need to be recertified.

Resource Title	Requested for (Grade, Subject,School etc,)	Approved or Denied	Age Levels Approved for Use	Reasoning behind decision
Prodigy Game	K-4	Limited Approval	**JHS - HS**	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider.
Quill	MS	Approved	**MS**	Resource for MS already
Quizizz	K-12	Limited Approval	**JHS - HS**	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider.
Quizlet		Denied		http://quizlet.com - Due to age-appropriate restrictions and security protocols implemented by the program developer, approval cannot be granted at this level. Additionally, the necessity of this requirement remains uncertain.
ReadWorks	K-7	Approved	**K-12**	This resource is deemed appropriate for educational use by students in grades kindergarten through twelve.
Remind		Limited Approval	**JHS-HS**	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider. We recognize the frustration this limitation may cause for other grade levels. Please be assured that we are actively reviewing our policies to explore the possibility of extending its availability to all grades.
RemoveAI	HS	Denied		Following a review, the district will not be reopening access to RemovalAI after it was blocked by the firewall. The platform's most common use appears to be altering or manipulating photographs, which can constitute a form of academic dishonesty or plagiarism. As a result, its use does not align with our instructional integrity expectations for student work.
Sibelius (AVID)		Approved for teacher use only	**MS**	https://www.avid.com/sibelius - Requested for teacher use only
Sirs Discoverer	HS	Limited Approval	**JHS - HS**	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider.
Slido for Google	HS	Limited Approval	**JHS - HS**	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider.
Sora		Limited Approval	**JHS and HS**	https://soraapp.com/library/ciu20
Spelling Shed	K-4	Denied		The application in question is an Apple-developed program, and its compatibility with Chromebook devices is not readily apparent. Consequently, the manner in which this app is being utilized remains ambiguous.
Splash Learn	K-4	Denied		Due to age-appropriate restrictions and security protocols implemented by the program developer, approval cannot be granted at this level.
Starfall	K-4	Approved	**K-4**	This resource refrains from soliciting personal information from children or tracking their progress. Websites and apps intended for children adhere to COPPA and FERPA guidelines. No advertising is directed towards children within this resource.
TinkerCAD	HS	Approved	**HS**	https://www.tinkercad.com
TypeTastic	MS	Denied	**JHS-HS**	The requested access was limited to middle school students only. Due to age-appropriate restrictions and security protocols implemented by the program developer, approval cannot be granted at this level. Additionally, the necessity of this requirement remains uncertain.
Typing.com		Approved	**K-12**	This resource is deemed appropriate for educational use by students in grades kindergarten through twelve.
Vocabulary.com	JHS	Limited Approval	**JHS - HS**	Following a comprehensive evaluation, the program has been authorized for use exclusively by junior high and high school students. This decision is based on the age and security restrictions established by the program's provider.

Additional Requested Resources (Paid for by Individual School, Teacher, or Free)

Please be advised - some software after a year might become blocked because of changes on their end of policies and such. if this is the case the resource will need to be recertified.

Resource Title	Requested for (Grade, Subject,School etc,)	Approved or Denied	Age Levels Approved for Use	Reasoning behind decision
www.ck12.org		Approved for teacher use only	MS	https://www.ck12.org/student/ - Due to age-appropriate restrictions and security protocols implemented by the program developer, approval cannot be granted for anything other than teacher use at this time. Teachers may present materials but students cannot log into the site with their information.
Xtra Math	K-4	Denied		Following a comprehensive evaluation of various math programs, Reflex Math has been selected as the standardized math program for all school buildings. This decision was made to ensure consistency and alignment in math instruction across the district, promoting a cohesive and effective learning experience for all students.

STROUDSBURG AREA SCHOOL DISTRICT

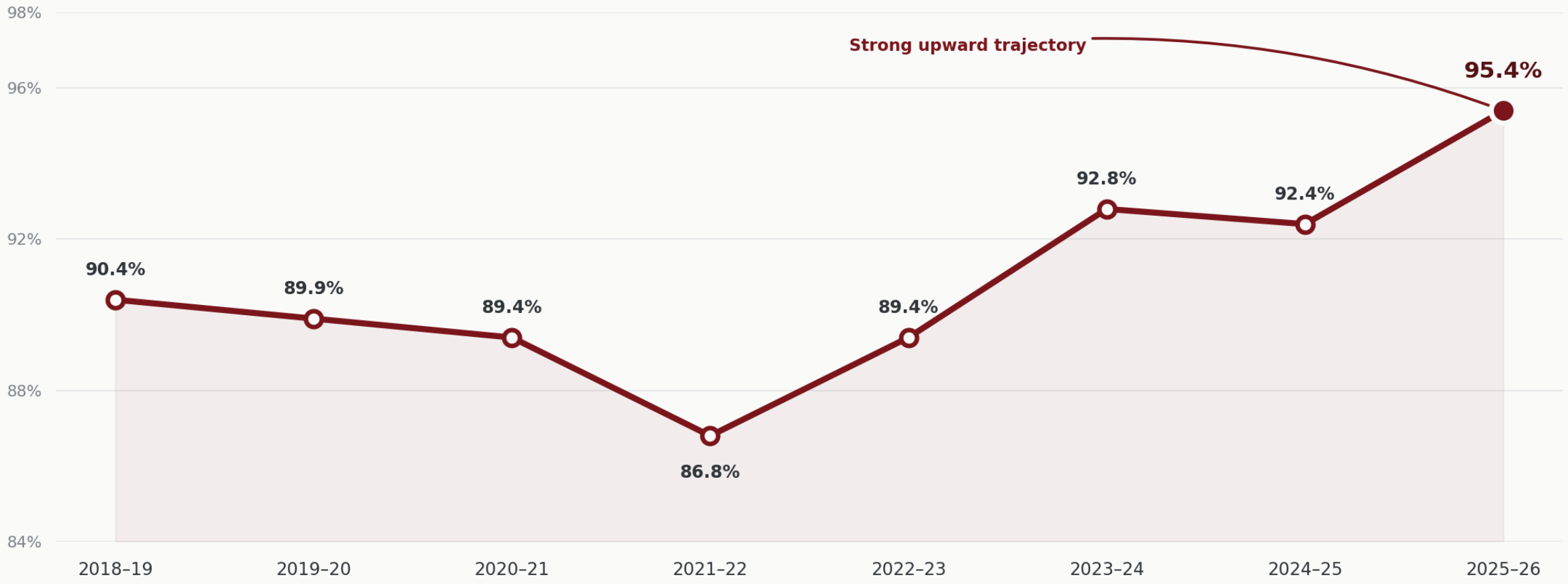
4-Year Cohort Graduation Rate

Eight-year trend • 2018–19 through 2025–26

95.4%

2025–26 graduation rate

+8.6 percentage points since 2021–22



Four-year cohort graduation rate

Source: Stroudsburg Area School District

EASTON COACH COMPANY

Quote

Trip #: 25047
Trip Date: 15-May-2027
Group: Prom 2027

Stroudsburg High School
1100 W Main Street
Stroudsburg, PA 18360
Contact: Emily Vail
Contact Email: evail@sburg.org

Quoted Date: 01-Oct-2026
Total Vehicles: 8
Total Passengers: 400
Salesperson: Monica Kelly

52 Coach 8 x $1,415.09 = $11,320.72

Pick Up 1	15-May-2027 4:00 PM	Stroudsburg High School	1100 W. Main St. Stroudsburg, PA 18360
Destination	15-May-2027 5:00 PM	Mansion at Mountain Lakes	90 US Highway 46 Mountain Lakes, NJ 07046
Leave Destination	15-May-2027 10:00 PM	Mansion at Mountain Lakes	90 US Highway 46 Mountain Lakes, NJ 07046
Drop Off	15-May-2027 11:00 PM	Stroudsburg High School	1100 W. Main St. Stroudsburg, PA 18360

Extra Costs

Driver Gratuity	$800.00
Fuel Surcharge	$679.24
Total:	**$12,799.96**

Payments: To pay by credit card or ACH, please call us at 610-253-4055. If paying by check, please send your check payable to:

Easton Coach Company LLC
Attn: Accounts Receivable
1941 Old Cuthbert Road
Cherry Hill, NJ 08034

PLEASE INCLUDE YOUR TRIP/INVOICE NUMBER ON YOUR PAYMENT.

TERMS & CONDITIONS:

This quote will be valid for 10 business days. If we do not hear back from you on the 10th day, we will remove the quote from the system and the reservation will be cancelled.

Please email, fax, or mail a detailed itinerary including addresses of all locations to be visited 21 days prior to departure. 2) The chartering party is responsible for providing our driver with a single, non-smoking hotel accommodation on overnight trips unless otherwise specified. 3) The chartering party is responsible for all parking, ferry, and entrance fees incurred on the trip. 4) Driver's gratuity is not included in this price unless otherwise specified (suggested gratuity is $3.00 per passenger/seat per day). Unless other payment arrangements have been made, full payment must be received at least 14 days prior to your departure date. A final itinerary must be received at least 5 days prior to your departure date. If these conditions are not met, we reserve the right to release your motorcoach.

TAX: There is no sales tax on charter bus service.

RESPONSIBILITY: ECC, shall not be liable for delay or non-performance resulting from road failure, road or weather conditions, labor difficulties, or any other cause beyond their control. Our maximum liability under any circumstance is the cost of the charter.

DAMAGE & INDEMNITY: The chartering party will be liable for any damage to the bus or its contents that is caused by the passengers. Only ECC motorcoach operators will be allowed to open and close luggage doors.

CLEANING: The chartering party is responsible for any additional cleaning to the motorcoach that is outside the normal cleaning. Driver will provide photos. The charge for cleaning additional messes start at $350.00.

CARRIER: ECC reserves the right to substitute equipment, such as another ECC vehicle, the right to use leased equipment, or lease from another carrier to fulfill this agreement.

FOOD & BEVERAGE: Food, Alcoholic, Non-Alcoholic beverages are allowed to be consumed on all ECC vehicles. We do require a $100.00, non-refundable cleaning deposit per vehicle.

SMOKING: Use of cigarettes, electronic cigarettes (e-cigarettes), marijuana, or chewing tobacco is strictly prohibited while on Easton Coach Company vehicle.

VIDEO or MUSIC: DVD players are available on all motorcoaches. Use of the video or music systems is included at no extra charge.

ELECTRONIC: ECC motorcoaches are equipped with a lavatory, DVD/CD player, monitors, microphone, and outlets at your seat, etc.

FUEL SURCHARGE: Due to the price of diesel fuel, please note our fuel surcharge policy. The customer will be charged accordingly at the time of booking. If the fuel price is $3.48 to $3.98, there will be a 3% surcharge, if between $3.99 and $4.48, there will be a 6% surcharge, if between $4.49 and $4.98, there will be an 8% surcharge, if between $4.99 and $5.48, there will be a 10% surcharge.

SAFETY: The chartering party agrees to respect our professional motorcoach operator's decision regarding road conditions, equipment, and safety. Federal regulations allow motorcoach operators to be on duty 15 hours per day, including a maximum of 10 hours driving. An operator must then have 8 complete hours off duty before coming back on duty. The driver will need time to fuel, pre and post trip his/her motorcoach.

ADVERSE WEATHER CONDITIONS: The above cancellation fees will be waived in the event of adverse weather conditions if the charter is rescheduled within one year of original booking with ECC. In the event the trip is cancelled after the driver has left our terminal the chartering party will be charged $250 cancellation fee.

ADA EQUIPPED VEHICLES: Any group or passenger who requires an ADA accessible motorcoach is requested to inform us at the time of the reservation and must notify us no later than 48 hours prior to the charter's departure.

LOST ITEMS: ECC is not responsible for luggage or personal items left inside the motorcoach or underneath in the luggage bay.

IDLING: ECC takes great pride in protecting our environment and aims to always avoid unnecessary idling. Many states and large cities have anti-idling laws that do not allow motorcoaches to idle for more than 3 minutes. The motorcoaches are only designed to idle with enough time to adequately heat up or cool down the cabin for travel. They will not idle while groups are at track meets, sporting events, etc.

WEAPONS: Weapons, whether concealed or unconcealed, are not allowed on the motorcoach at any time.

CANCELLATION POLICY: A full refund will be made if notice is given 30 days from departure date, excluding your $250

nonrefundable deposit.

Mansion at Mountain Lakes
Class of 2027 Prom Venue Proposal

Board Meeting: 9/16

Venue Selection

After touring three potential venues, our officer team selected the Mansion at Mountain Lakes as our preferred venue. *Reason ill write later*

Basic Information

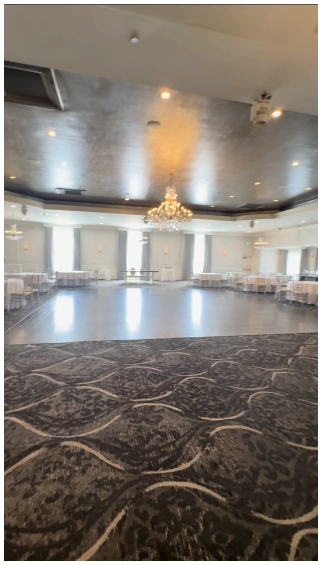
Event	Class of 2027 Prom
Venue	Mansion at Mountain Lakes
Location	90 US-46, Mountain Lakes, NJ 07046 (47 minutes away from the HS)
Phone	(973) 794-3900
Email	info@themansionml.com
Proposed Date	May 15th, 2027
Estimated Attendance	300-400 including security and chaperones

Layout & Space

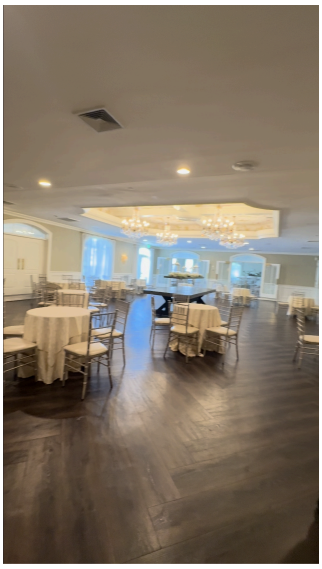
- A large ballroom that can comfortably fit our guests, DJ & dance floor, photo area, and a food and beverage station.
- Separate conjoined rooms for food service where guests can loop around the room.
- A lounge area directly connected to another room both for cocktail hour that opens doors to the outside where guests can take pictures.
- Additional rooms available if needed at no additional cost.

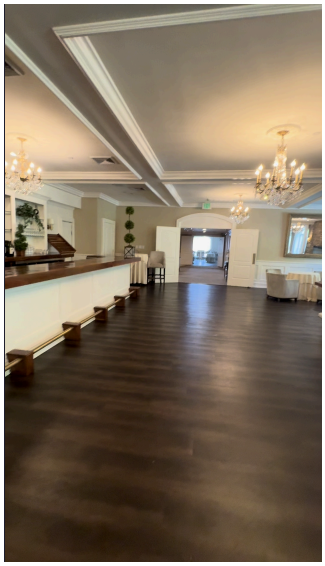
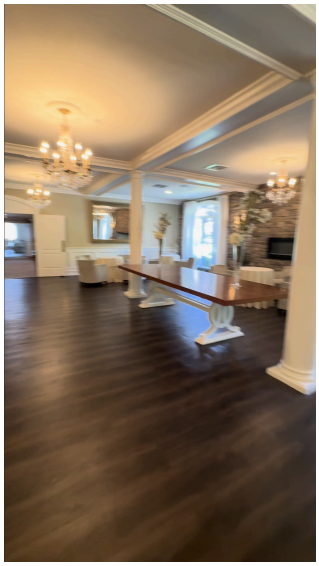
Costs & Transportation

Per person	$100 Includes: - Private Venue - Cocktail Hour - Buffet-style Dinner - Dessert - On-site staff
Other	DJ + Photo Booth - $3,000
Transportation	$10,000
Board Request	50% of the busing costs

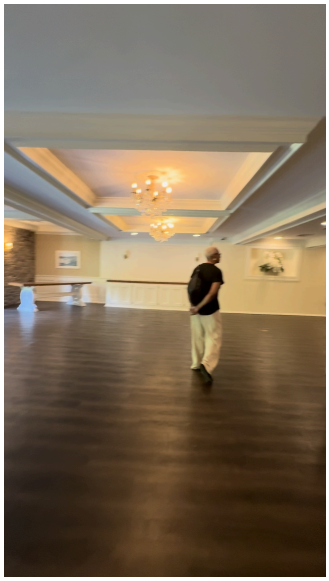
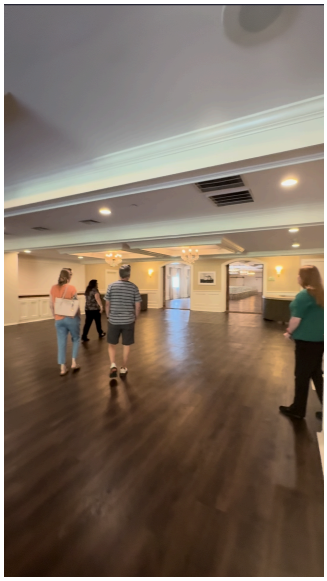



Ballroom



Food Service

Lounge




room that leads outdoors


additional room




outdoors

STROUDSBURG AREA
SCHOOL DISTRICT

NO. 209-AR-1
ADMINISTRATIVE REGULATION
APPROVED:
REVISED:

CARDIAC EMERGENCY RESPONSE PLAN PROTOCOL

This Cardiac Emergency Response Plan is adopted by Stroudsburg Area School District effective **(insert date).** This plan was reviewed and approved by medical and legal counsel for **(insert name of school/school district)** on **(insert date).**

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Sudden Cardiac Arrest (SCA) or a heart attack, but can have other causes. SCA occurs when the heart's electrical impulses malfunction, resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive or unconscious, *or*
- Not breathing normally (i.e., may have irregular breathing, gasping or gurgling or may not be breathing at all), *or*
- Seizure or convulsion-like activity.

Note: Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from commotio cordis.

The Cardiac Emergency Response Plan (CERP) of Stroudsburg Area School District shall be as follows:

1. **Developing a Cardiac Emergency Response Team**

   (a) The Cardiac Emergency Response Team shall be composed of individuals with current CPR/AED certification. It will include the school nurse, coaches, and other school staff. It should also include an administrator and office staff who can call 9-1-1 and direct EMS to the location of the SCA.

   (b) Members of the Cardiac Emergency Response Team will be identified in the "Cardiac Emergency Response Plan (CERP)" and will be updated yearly and as needed to remain current.

   (c) All members of the Cardiac Emergency Response Team shall receive and maintain nationally recognized training, including a certification card with an expiration date of no more than 2 years.

   (d) As many other staff members as reasonably practicable shall receive training.

2. **Activation of Cardiac Emergency Response Team during an identified cardiac emergency**

   (a) The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.

   (b) The Protocol for responding to a cardiac emergency is described in the CERP Template attachment.

3. **Automated external defibrillators (AEDs) – placement and maintenance**

   (a) Minimum recommended number of AEDs for Stroudsburg Area School District:

(1) *Inside school building* – The number of AEDs shall be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location within the school building, ideally within 2 minutes of being notified of a possible cardiac emergency.

(2) *Outside the school building* on school grounds / athletic fields – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the school (on school grounds), including any athletic field, ideally within 2 minutes of being notified of a possible cardiac emergency.

(3) *Back-up* AEDs – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use by the school's athletic teams or other groups traveling to off-site locations.

(b) Stroudsburg Area School District will regularly check and maintain each school-owned AED in accordance with the AED's operating manual and maintain a log of the maintenance activity. The school shall designate a person responsible for verifying equipment readiness and maintaining the maintenance log.

(c) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel antiseptic wipes and a CPR barrier mask.

(d) AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.

(e) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities, in accordance with this Plan. Each AED shall have one set of defibrillator electrodes connected to the device and one spare set. All AEDs should have clear AED signage so as to be easily identified. Locations of the AEDs are to be listed in the "CERP"

4. Communication of this Plan throughout the school campus

(a) The Cardiac Emergency Response Protocol shall be *posted* as follows:

(1) In each classroom, cafeteria, restroom, health room, faculty break room and in all school offices.

(2) Adjacent to each AED.

(3) Adjacent to each school telephone.

(4) In the gym, near the swimming pool, and in all other indoor locations where athletic activities take place.

(5) At other strategic school campus locations, including outdoor physical education and athletic areas.

(6) Attached to all portable AEDs.

(b) The Cardiac Emergency Response Protocol shall be *distributed* to:

(1) All staff and administrators at the start of each school year, with updates distributed as made.

(2) All Health Services staff including the school nurse, health room assistants and self-care assistants.

(3) All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.

(c) Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to administrative personnel.

(d) A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school. A signed acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using

the school shall agree upon a modified Cardiac Emergency Response Plan. The modified Plan shall take into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property.

5. <u>Training in Cardiopulmonary Resuscitation (CPR) and AED Use</u>

(a) Staff Training:

(1) In addition to the school nurse, a sufficient number of staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable Stroudsburg Area School District to carry out this Plan. (It is recommended that at a minimum, at least 10% of staff, 50% of coaches, and 50% of physical education staff should have current CPR/AED certification.) Training shall be renewed at least every two years. The school shall designate the person responsible for coordinating staff training and the medical contact for school-based AEDs, if available.

(2) Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally-recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).

(3) Training may be traditional classroom, online, or blended instruction but should include cognitive learning, hands-on practice, and testing.

(b) Cardiac Emergency Response Drills:

Cardiac Emergency Response Drills are an essential component of this Plan. **Stroudsburg Area School District** shall perform a minimum of 2 successful Cardiac Emergency Response Drills each school year with the participation of athletic trainers, athletic training students, team and consulting physicians, school nurses, coaches, campus safety officials, and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. Stroudsburg Area School District shall prepare and maintain a Cardiac Emergency Response Drill Report for each Drill. The District shall maintain these reports for a minimum of 5 years with other safety documents. The reports shall include an evaluation of the Drill and shall include recommendations for the modification of the CERP if needed.

6. <u>Local Emergency Medical Services (EMS) integration with the school/school district's plan</u>

(a) Stroudsburg Area School District shall provide a copy of this Plan to local emergency response and dispatch agencies, which may include local police and fire departments and local Emergency Medical Services (EMS).

(b) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses and other members of the school and/or community medical team.

(c) Stroudsburg Area School District shall work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response systems of the number and location of on-site AEDs.

7. **Annual review and evaluation of the Plan**

Stroudsburg Area School District shall conduct an annual internal review of the school/school district's Plan. The annual review should focus on ways to improve the school's response process, to include:

(a) A *post-event review* following an event. This includes review of existing school-based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. The school shall designate the person responsible for establishing the documentation process. Post-event documentation and action shall include the following:

(1) A contact list of individuals to be notified in case of a cardiac emergency.
(2) Determine procedures for releasing information regarding the cardiac emergency.
(3) The date, time, and location of the cardiac emergency, and the steps taken to respond.
(4) Identify the person(s) who responded to the emergency.
(5) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Do not collect personal identifiers unless the information is publicly available.
(6) An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to support the debriefing process and address any concerns regarding on-site medical management and coordination.
(7) Evaluate the debriefing process for responders and post-event support. This shall include identifying aftercare services and crisis counselors.

(b) Review documentation for all Cardiac Emergency Response Drills performed during the school year. Consider pre-established Drill report forms to be completed by all responders.

(c) A determination, at least annually, as to whether or not additions, changes, or modifications to the Plan are needed. Reasons for a change in the Plan may result from changes in established guidelines, an internal review following an actual cardiac emergency, or changes in school facilities, equipment, processes, technology, administration, or personnel.

AED Drill Checklist

Directions: *Utilize this drill checklist during your SCA response drills to ensure your team implements the basic elements of an AED drill.*

Date: _____ Time: _____ School:_____

Drill Location: _____

Cardiac Emergency Response Team Members in attendance

Team Coordinator _____

1. _____ 6. _____
2. _____ 7. _____
3. _____ 8. _____
4. _____ 9. _____
5. _____ 10. _____

RESPONSE ACTION	YES	NO	Time
Victim unresponsiveness was determined	YES	NO	
Office was called	YES	NO	
Office obtained necessary information for EMS call	Yes	NO	
Cardiac Emergency Response Team was called	YES	NO	
EMS/911 was called	YES	NO	
CPR was started immediately (within 1 minute)	YES	NO	
Cardiac Emergency Response Team arrived	YES	NO	
Proper body mechanics during CPR	YES	NO	
AED arrived at the scene within 2 minutes	YES	NO	
AED pads were placed immediately on the victim's bare chest	YES	NO	
Proper AED pad placement	Yes	NO	
AED advised a shock	YES	NO	
Someone went to meet/direct EMS	YES	NO	
Crowd control took place	YES	NO	
Drill was completed in our **goal time of 3 min**	YES	NO	
If drill was not completed in goal time of 3 min, please document completion time.	Time drill was completed in		

Post-Drill Review:

What did we do right?

What could we do better?

What was easy to remember to do?

What was hard to remember?

Discuss with staff how the time from delivery of the AED to delivery of first shock may be shortened.

Does the Team feel prepared to do respond in an actual cardiac emergency?

If the Team does not feel prepared, what do we need to practice or go over?

What remaining questions do you want to discuss?

Cardiac Emergency Response Plan

This attachment is adopted by _____ effective (DATE).

School Name:

Complete Address:

Nearest Cross Streets:

School Contact Phone Numbers -
During School hours (7am-4pm):
After school hours:

EMS: 911

AED Emergency	
Location of AED unit(s)	
Method to Announce Alert	**"Code AED – Mr./Ms. _____ room/location"**

Cardiac Emergency Response Team Members & Contact Information	**Extension** **Contact Info**

AED Response Plan
1. Teacher/Staff alerts the office of emergency at **extension _____**(if the student is not responsive, inform office staff to bring the AED). Move students to an adjacent classroom and stay with the victim. All building staff will enter into a medical lockdown mode with all students remaining in the classroom.
2. Main Office Announce Alert: "Code AED – Mr/Ms _____ room" (give exact location). All CERP team members should go immediately to that location.
3. _____ calls 9-1-1, providing the school address and patient condition. Specify which door for EMS to enter.
4. If CPR has not been initiated, then the closest CPR certified person begins CPR. When the nurse arrives, they will take over CPR and medical care.
5. Any CPR or AED team member will grab the AED, leaving the AED box door open so the alarm will signal others that the AED has been taken.
6. _____ will bring a walkie talkie to communicate with the office and will document events. _____ will be the backup.
7. _____ will meet EMS and escort them to the exact location of the victim. _____ will be the backup.
8. _____ will notify Administration Building at extension _____. _____ will be the backup.
9. _____ will call and inform parents/family and determine preferred hospital. _____ will be the backup.
10. _____will print the victim's demographic sheet for EMS. _____will bring the form to the emergency location for EMS.
11. Crowd control is maintained.
12. All building staff: Secure a safe scene by instructing students to clear the area. Assure students remain in the classroom until there is an "all clear" announcement. If teacher assistance is not required at the scene, continue teaching to maintain normalcy. Assure all students are accounted for. Instruct any students who may be temporarily away from the classroom to return promptly.

Non-Emergency Responsibilities:
The school nurse will notify the local Police/Fire Department of the presence and locations of AED unit(s) on site. Maintenance will be responsible for maintaining the AED checklist. School nurses will provide ongoing training and updates to members of the AED/CPR team.

BOARD POLICY

102 Academic Standards

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
102	v3.3	UNDER-REVIEW	First Reading

PRINTED
10/7/2026

PURPOSE

The Board recognizes the importance of developing, assessing and expanding academic standards to challenge students to achieve at their highest level possible. To this end, the district shall establish rigorous academic standards in accordance with, and may expand upon, those adopted by the State Board of Education.[1][2]

DEFINITION

Academic standards means what a student should know and be able to do at a specified grade level. For purposes of this policy, the term **academic standards** encompasses Pennsylvania Core Standards, **Pennsylvania Integrated Standards**, state academic standards and local academic standards.**[2]**[3]

AUTHORITY

The Board shall approve academic standards for district students to attain, in the following content areas: [2]

1. English Language Arts (reading, writing, speaking and listening) - **PA Core Standards**.
2. Mathematics **- PA Core Standards**.
3. Science, Environment, Ecology, Technology and Engineering (Grades K-5) **- PA Integrated Standards**.
4. Science, Environment and Ecology (Grades 6-12).
5. Technology and Engineering (Grades 6-12).
6. Social Studies (history, geography, civics and government, economics) - to include **PA Core Standards** reading in history and social studies, and writing for history and social studies.
7. Arts and Humanities.
8. Career Education and Work.
9. Health, Safety and Physical Education.
10. Family and Consumer Sciences.
11. **Personal Finance.**

Guidelines

The district's curriculum shall be designed to provide students with the planned instruction needed to attain established academic standards. **Such standards require the incorporation of education on social media literacy.**[2] **[4]** **[5]**

The district shall address social media literacy by providing instruction to students on the potential health and academic impacts, and safety and security concerns associated with social media use.[9]

The district shall assess individual student attainment of established academic standards and provide assistance for students having difficulty attaining academic standards.[2] **[6]** **[7]**

Students with disabilities may attain academic standards by completion of their Individualized Education Programs in accordance with law, regulations and Board policy.[2] **[8]**

Legal Footnotes

[1] **22 PA Code 4.11**
LEGAL REFERENCE

[2] **22 PA Code 4.12**
LEGAL REFERENCE

[3] **22 PA Code 4.3**
LEGAL REFERENCE

[4] **Pol. 105 — Curriculum**
POLICY REFERENCE

[5] **Pol. 107 — Adoption of Planned Instruction**
POLICY REFERENCE

[6] **Pol. 127 — Assessment System**
POLICY REFERENCE

[7] **Pol. 212 — Reporting Student Progress**
POLICY REFERENCE

[8] **Pol. 113 — Special Education**
POLICY REFERENCE

[9] **24 P.S. 1556**
LEGAL REFERENCE

BOARD POLICY

105 Curriculum

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
105	v3.4	UNDER-REVIEW	First Reading

PRINTED
10/7/2026

PURPOSE

The Board recognizes its responsibility for the development, assessment and improvement of the educational program of the schools. To this end, the curriculum shall be evaluated, developed and modified on a continuing basis and in accordance with a plan for curriculum improvement.[1]

DEFINTION

For purposes of this policy, curriculum shall be defined as a series of planned instruction aligned with established academic standards in each subject that is coordinated, articulated and implemented in a manner designed to result in the achievement of academic standards at the proficient level by all students.[2][3][4]

AUTHORITY

The Board shall be responsible for the curriculum of the district's schools. The curriculum shall be designed to provide students the opportunity to achieve the academic standards established by the Board. Attaining the academic standards requires students to demonstrate the acquisition and application of knowledge.[1][3][4]

In order to provide a quality educational program for district students, the Board shall adopt a curriculum plan that includes the requirements for courses to be taught; subjects to be taught in the English language; courses adapted to the age, development and needs of students; and strategies for assisting those students having difficulty attaining the academic standards.[1][3][5][6][7][8]

Special Instruction/Observances

The district's curriculum plan must also include provisions for special instruction and observances to comply with state and federal law including, but not limited to, Constitution Day and Citizenship Day, Arbor Day and the Bill of Rights Week.[20][21][22]

GUIDELINES

The district's curriculum shall provide the following:

1. Continuous learning through effective collaboration among the schools of this district.
2. Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program.[9]
3. Guidance and counseling services for all students to assist in career and academic planning.[23]

4. A continuum of educational programs and services for all students with disabilities, pursuant to law and regulation. [11]
5. Language Instruction Educational Program for English Learner students, pursuant to law, and regulation and Board policy.[12] [13]
6. Compensatory education programs for students, pursuant to law and regulation.
7. Equal educational opportunity for all students, pursuant to law and regulation. [14] [15]
8. Career awareness and vocational education, pursuant to law and regulation. [16]
9. Educational opportunities for identified gifted students, pursuant to law and regulation. [17]
10. Regular and continuous instruction in required safety procedures. [18]

DELEGATION OF RESPONSIBILITY

As the educational leader of the district, the Superintendent shall be responsible to the Board for the district's curriculum. The Superintendent shall establish procedures for curriculum development, evaluation and modification, which ensure the utilization of available resources, and effective participation of administrators, teaching staff members, students, community members, and Board members.[1]

A listing of all curriculum materials shall be made available for the information of parents/guardians, students, staff and Board members.[1] [19]

With prior Board approval, the Superintendent may conduct pilot programs as deemed necessary to the continuing improvement of the instructional program. The Superintendent shall report periodically to the Board on the status of each pilot program, along with its objectives, evaluative criteria, and costs.

The Board encourages, where it is feasible and in the best interest of district students, participation in state-initiated pilot programs of educational research.

The Board directs the Superintendent to pursue actively state and federal aid in support of research activities.

Legal Footnotes

[1] 22 PA Code 4.4
LEGAL REFERENCE

[2] 22 PA Code 4.3
LEGAL REFERENCE

[3] 22 PA Code 4.12
LEGAL REFERENCE

[4] Pol. 102 — Academic Standards
POLICY REFERENCE

[5] 24 P.S. 1511
LEGAL REFERENCE

[6] 24 P.S. 1512
LEGAL REFERENCE

[7] Pol. 107 — Adoption of Planned Instruction
POLICY REFERENCE

[8] Pol. 127 — Assessment System
POLICY REFERENCE

[9] Pol. 109 — Resource Materials
POLICY REFERENCE

[11] Pol. 113 — Special Education
POLICY REFERENCE

[12] 22 PA Code 4.26
LEGAL REFERENCE

[13] Pol. 138 — Language Instruction Educational Program for English Learners
POLICY REFERENCE

[14] **Pol. 103 — Discrimination/Title IX Sexual Harassment Affecting Students**
POLICY REFERENCE

[15] **Pol. 103.1 — Nondiscrimination — Qualified Students With Disabilities**
POLICY REFERENCE

[16] **Pol. 115 — Career and Technical Education**
POLICY REFERENCE

[17] **Pol. 114 — Gifted Education**
POLICY REFERENCE

[18] **Pol. 805 — Emergency Preparedness and Response**
POLICY REFERENCE

[19] **Pol. 105.1 — Review of Instructional Materials by Parents/Guardians and Students**
POLICY REFERENCE

[20] **24 P.S. 1541-1555**
LEGAL REFERENCE

[21] **36 U.S.C. 106**
LEGAL REFERENCE

[22] **P.L. 108-447 — P.L. 108-447**
LEGAL REFERENCE

[23] **Pol. 112 — Guidance Counseling**
POLICY REFERENCE

BOARD POLICY

246 School Wellness

POLICY NUMBER	VERSION	DOCUMENT STATUS	WORKFLOW
246	v3.6	UNDER-REVIEW	First Reading

PRINTED
10/8/2026

PURPOSE

The Stroudsburg AreaSchool District recognizes that student wellness and proper nutrition are related to students' physical well-being, growth, development and readiness to learn. The Board is committed to providing a school environment that promotes student wellness, proper nutrition, nutrition education and promotion, and regular physical activity as part of the total learning experience. In a healthy school environment, students will learn about and participate in positive dietary and lifestyle practices that can improve student achievement.

AUTHORITY

The Board adopts this policy based on the recommendations of the Wellness Committee and in accordance with federal and state laws and regulations.[2][3]

To ensure the health and well-being of all students, the Board establishes that the district shall provide to students:

1. A comprehensive nutrition program consistent with federal and state requirements.
2. Access at reasonable cost to foods and beverages that meet established nutrition guidelines.
3. Physical education courses and opportunities for developmentally appropriate physical activity during the school day.
4. Curriculum and programs for grades K-12 that are designed to educate students about proper nutrition and lifelong physical activity, in accordance with State Board of Education curriculum regulations and academic standards.

DELEGATION OF RESPONSIBILITY

The Superintendent or designee shall be responsible for the implementation and oversight of this policy to ensure each of the district's schools, programs and curriculum is compliant with this policy, related policies and established guidelines or administrative regulations.[2][3]

Each building principal or designee shall annually report to the Superintendent or designee regarding compliance in his/her school.[3]

Staff members responsible for programs related to school wellness shall report to the Superintendent or designee regarding the status of such programs.

The Superintendent or designee shall annually report to the Board on the district's compliance with law and policies related to school wellness. The report may include:

1. Assessment of school environment regarding school wellness issues.
2. Evaluation of food services program.
3. Review of all foods and beverages sold in schools for compliance with established nutrition guidelines.
4. Listing of activities and programs conducted to promote nutrition and physical activity.
5. Recommendations for policy and/or program revisions.
6. Suggestions for improvement in specific areas.
7. Feedback received from district staff, students, parents/guardians, community members and the Wellness Committee.

The Superintendent or designee and the established Wellness Committee shall conduct an assessment at least once every three (3) years on the contents and implementation of this policy as part of a continuous improvement process to strengthen the policy and ensure implementation. This triennial assessment shall be made available to the public in an accessible and easily understood manner and include:[2][3]

1. The extent to which each district school is in compliance with law and policies related to school wellness.
2. The extent to which this policy compares to model wellness policies.
3. A description of the progress made by the district in attaining the goals of this policy.

At least once every three (3) years, the district shall update or modify this policy as needed, based on the results of the most recent triennial assessment and/or as district and community needs and priorities change; wellness goals are met; new health science, information and technologies emerge; and new federal or state guidance or standards are issued.[3]

The district shall annually inform and update the public, including parents/guardians, students, and others in the community, about the contents, updates and implementation of this policy via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods. This annual notification shall include information on how to access the School Wellness policy; information about the most recent triennial assessment; information on how to participate in the development, implementation and periodic review and update of the School Wellness policy; and a means of contacting Wellness Committee leadership.[2][3]

GUIDELINES

Recordkeeping

The district shall retain records documenting compliance with the requirements of the School Wellness policy, which shall include:[3][4]

1. The written School Wellness policy.
2. Documentation demonstrating that the district has informed the public, on an annual basis, about the contents of the School Wellness policy and any updates to the policy.
3. Documentation of efforts to review and update the School Wellness policy, including who is involved in the review and methods used by the district to inform the public of their ability to participate in the review.
4. Documentation demonstrating the most recent assessment on the implementation of the School Wellness policy and notification of the assessment results to the public.

Wellness Committee

The district shall establish a Wellness Committee comprised of, but not necessarily limited to, at least one (1) of each of the following: School Board member, district administrator, district food service representative, student, parent/guardian, school health professional, physical education teacher and member of the public. It shall be the goal that committee membership will include representatives from each school building and reflect the diversity of the community.[2]

The Wellness Committee shall serve as an advisory committee regarding student health issues and shall be responsible for developing, implementing and periodically reviewing and updating a School Wellness policy that complies with law to recommend to the Board for adoption.

The Wellness Committee shall review and consider evidence-based strategies and techniques in establishing goals for nutrition education and promotion, physical activity and other school based activities that promote student wellness as part of the policy development and revision process.[3]

Nutrition Education

Nutrition education will be provided within the sequential, comprehensive health education program in accordance with curriculum regulations and the academic standards for Health, Safety and Physical Education, and Family and Consumer Sciences.[6][7][8]

Nutrition education in the district shall teach, model, encourage and support healthy eating by students. Promoting student health and nutrition enhances readiness for learning and increases student achievement.

Nutrition education shall provide all students with the knowledge and skills needed to lead healthy lives.

Nutrition education lessons and activities shall be age-appropriate.

Nutrition curriculum shall teach behavior-focused skills, which may include menu planning, reading nutrition labels and media awareness.

The staff responsible for providing nutrition education shall be properly trained and prepared and shall participate in appropriate professional development. The district shall develop standards for such training and professional development.[9]

Nutrition Promotion

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs.

District staff shall cooperate with agencies and community organizations to provide opportunities for appropriate student projects related to nutrition.

Consistent nutrition messages shall be disseminated and displayed throughout the district, schools, classrooms, cafeterias, homes, community and media.

District schools shall offer resources about health and nutrition to encourage parents/guardians to provide healthy meals for their children.

District schools shall promote nutrition by provided appropriate nutrition education in accordance with the Student Wellness Policy.

Physical Activity

District schools shall strive to provide opportunities for developmentally appropriate physical activity during the school day for all students.

Students shall participate in a variety of age-appropriate physical activities designed to achieve optimal health, wellness, fitness and performance benefits.

Age-appropriate physical activity opportunities, such as outdoor and indoor recess, before and after school programs, during lunch, clubs, intramurals and interscholastic athletics, shall be provided to meet the needs and interests of all students, in addition to planned physical education.

Before and/or after-school programs shall provide developmentally appropriate physical activity for participating children.

Students and their families shall be encouraged to utilize district-owned physical activity facilities, such as playgrounds and fields, outside school hours in accordance with established district rules.

Physical Education

A sequential physical education program consistent with curriculum regulations and Health, Safety and Physical Education academic standards shall be developed and implemented. All district students must participate in physical education.[7][8][10]

Instruction involving the collection of a student's height and weight measurements must be conducted in a manner that protects student confidentiality. The calculation of body mass index (BMI) is prohibited.[10]

Quality physical education instruction that promotes lifelong physical activity and provides instruction in the skills and knowledge necessary for lifelong participation shall be provided.

Physical education classes shall be the means through which all students learn, practice and are assessed on developmentally appropriate skills and knowledge necessary for lifelong, health-enhancing physical activity.

A comprehensive physical education course of study that focuses on providing students the skills, knowledge and confidence to participate in lifelong, health-enhancing physical activity shall be implemented.

A varied and comprehensive curriculum that promotes both team and individual activities and leads to students becoming and remaining physically active for a lifetime shall be provided in the physical education program.

Adequate amounts of planned instruction shall be provided in order for students to achieve the proficient level for the Health, Safety and Physical Education academic standards.

A local assessment system shall be implemented to track student progress on the Health, Safety and Physical Education academic standards.

Students shall be moderately to vigorously active as much time as possible during a physical education class. Documented medical conditions and disabilities shall be accommodated during class.

Safe and adequate equipment, facilities and resources shall be provided for physical education courses.

Physical education shall be taught by certified health and physical education teachers.

Appropriate professional development shall be provided for physical education staff.

Social Media

A social media literacy program consistent with curriculum regulations and academic standards shall be developed and implemented to address the following:[7][8][23]

1. **Mental, psychological and physical effects of social media and mobile device use.**
2. **Potential impacts of social media and mobile device use on academic growth and learning.**

3. **Safe use of social media, including how to recognize suspicious online behavior including, but not limited to:**
    a. **Cyberbullying.**
    b. **Predatory behavior.**
    c. **Potential human trafficking.**
4. **Personal security and privacy on mobile devices.**

Other School Based Activities

Safe drinking water shall be available and accessible to students, without restriction and at no cost to the student, at all meal periods and throughout the school day.[11][12][13][24]

Nutrition professionals who meet hiring criteria established by the district and in compliance with federal regulations shall administer the school meals program. Professional development and continuing education shall be provided for district nutrition staff, as required by federal regulations.[9][15][16][17]

District schools shall provide adequate space, as defined by the district, for eating and serving school meals.

Students shall be provided a clean and safe meal environment.

Students shall be provided adequate time to eat: ten (10) minutes sit down time for breakfast; twenty (20) minutes sit down time for lunch.

Meal periods shall be scheduled at appropriate hours, as required by federal regulations and as defined by the district.[11]

Students shall have access to hand washing or sanitizing before meals and snacks.

Nutrition content of school meals shall be available to students and parents/guardians.

To the extent possible, the district shall utilize available funding and outside programs to enhance student wellness.

Fundraising projects submitted for approval shall be supportive of healthy eating and student wellness.

Nutrition Guidelines for All Foods/Beverages at School

All foods and beverages available in district schools during the school day shall be offered to students with consideration for promoting student health and reducing obesity.

Foods and beverages provided through the National School Lunch or School Breakfast Programs shall comply with established federal nutrition standards.[11][12][15][16]

Foods and beverages offered or sold at school-sponsored events outside the school day, such as athletic events and dances, shall offer healthy alternatives in addition to more traditional fare.

Competitive Foods -

Competitive foods available for sale shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School). These standards shall apply in all locations and through all services where foods and beverages are sold to students, which may include, but are not limited to: a la carte options in cafeterias, vending machines, school stores, snack carts and fundraisers.[3][18][19]

For purposes of this policy, **school campus** means any area of property under the jurisdiction of the school that students may access during the school day.[3][18]

For purposes of this policy, **school day** means the period from midnight before school begins until thirty (30) minutes after the end of the official school day.[3][18]

The district may impose additional restrictions on competitive foods, provided that the restrictions are not inconsistent with federal requirements.[18]

Fundraiser Exemptions -

Fundraising activities held during the school day involving the sale of competitive foods shall be limited to foods that meet the Smart Snacks in School nutrition standards, unless an exemption is approved in accordance with applicable Board policy and administrative regulations.[20]

The district may allow a limited number of exempt fundraisers as permitted by the Pennsylvania Department of Education each school year: up to five (5) exempt fundraisers in elementary and middle school buildings, and up to ten (10) exempt fundraisers in high school buildings. **Exempt fundraisers** are fundraisers in which competitive foods are available for sale to students that do not meet the Smart Snacks in School nutrition standards.[18]

The district shall establish administrative regulations to implement fundraising activities in district schools, including procedures for requesting a fundraiser exemption.

Non-Sold Competitive Foods -

Non-sold competitive foods available to students, which may include but are not limited to foods and beverages offered as rewards and incentives, at classroom parties and celebrations, or as shared classroom snacks, shall meet or exceed the standards established by the district.

If the offered competitive foods do not meet or exceed the Smart Snacks in School nutrition standards, the following standards shall apply:

1. Rewards and Incentives:
    a. Foods and beverages shall not be used as a punishment, reward or incentive in district schools.

2. Classroom Parties and Celebrations:
    a. Classroom parties/celebrations with food/beverages shall be limited to no more than one (1) per month in each classroom.
    b. Parents/Guardians shall be informed through newsletters or other efficient communication methods that foods/beverages should only be brought in when requested for scheduled parties.
    c. Classroom parties shall offer a minimal amount of foods (maximum 2-3 items) containing added sugar as the primary ingredient (e.g., cupcakes, cookies) and will provide the following:
        i. Fresh fruits/vegetables; and
        ii. Water, 100 percent juice, 100 percent juice diluted with water, low-fat milk or nonfat milk.
    d. When possible, foods/beverages for parties and celebrations shall be provided by the food service department to help prevent food safety and allergy concerns.
    e. Food celebrations shall not occur until thirty (30) minutes after the end of the last lunch period.
3. Shared Classroom Snacks:
    a. Shared classroom snacks are not permitted in district schools.

The district shall provide a list of suggested nonfood ideas and healthy food and beverage alternatives to parents/guardians and staff, which may be posted via the district website, student handbooks, newsletters, posted notices and/or other efficient communication methods.

Marketing/Contracting -

Any foods and beverages marketed or promoted to students on the school campus during the school day shall meet or exceed the established federal nutrition standards (USDA Smart Snacks in School) and comply with established Board policy and administrative regulations.[3] [18]

Exclusive competitive food and/or beverage contracts shall be approved by the Board, in accordance with provisions of law. Existing contracts shall be reviewed and modified to the extent feasible to ensure compliance with established federal nutrition standards, including applicable marketing restrictions.[21]

Management of Food Allergies in District Schools

The district shall establish Board policy and administrative regulations to address food allergy management in district schools in order to:[22]

1. Reduce and/or eliminate the likelihood of severe or potentially life-threatening allergic reactions.
2. Ensure a rapid and effective response in case of a severe or potentially life-threatening allergic reaction.

3. Protect the rights of students by providing them, through necessary accommodations when required, the opportunity to participate fully in all school programs and activities.

Safe Routes to School

The district shall cooperate with local municipalities, public safety agency, police departments and community organizations to develop and maintain safe routes to school.

Legal Footnotes

[2] 42 U.S.C. 1758b
LEGAL REFERENCE

[3] 7 CFR 210.31
LEGAL REFERENCE

[4] 7 CFR 210.15
LEGAL REFERENCE

[6] 24 P.S. 1513
LEGAL REFERENCE

[7] Pol. 102 — Academic Standards
POLICY REFERENCE

[8] Pol. 105 — Curriculum
POLICY REFERENCE

[9] Pol. 808 — Food Services
POLICY REFERENCE

[10] 24 P.S. 1512.1
LEGAL REFERENCE

[11] 7 CFR 210.10
LEGAL REFERENCE

[12] 7 CFR 220.8
LEGAL REFERENCE

[13] 24 P.S. 701
LEGAL REFERENCE

[15] 42 U.S.C. 1751
LEGAL REFERENCE

[16] 42 U.S.C. 1773
LEGAL REFERENCE

[17] 7 CFR 210.30
LEGAL REFERENCE

[18] 7 CFR 210.11
LEGAL REFERENCE

[19] 7 CFR 220.12
LEGAL REFERENCE

[20] Pol. 229 — Student Fundraising
POLICY REFERENCE

[21] 24 P.S. 504.1
LEGAL REFERENCE

[22] Pol. 209.1 — Food Allergy Management
POLICY REFERENCE

[23] 24 P.S. 1556
LEGAL REFERENCE

[24] 24 P.S. 742.1
LEGAL REFERENCE

BOARD POLICY

331 Job Related Expenses

POLICY NUMBER	ADOPTED	VERSION	DOCUMENT STATUS
331	3/6/2019	v1.3	DRAFT

PRINTED
10/15/2026

Proposed addition Proposed deletion

Authority

The Board shall reimburse administrative, professional and support employees for the actual and necessary expenses, including meal and travel expenses, ~~they~~ incurred in the course of performing services for the district, in accordance with Board policy.[1]

Definition

Approved Business Purposes shall mean purposes that have been pre-approved by the Superintendent or designee as a reimbursable expense pursuant to this policy.

Delegation of Responsibility

The validity of payments for job -related expenses for all district employees shall be determined by the Superintendent or designee.

The Superintendent or designee shall develop administrative regulations for the approval and reimbursement of job-related ~~travel~~ expenses, including travel and meal expenses, which shall require employees to provide adequate documentation of all expenses.

Employees shall obtain prior written approval from the Superintendent or designee before incurring meal or travel costs for official district business.

Guidelines

Prior Approval

All requests for travel and meal reimbursement must be preapproved in writing by the Superintendent or designee before the employee incurs any expense. Any expenses incurred without prior written approval shall not be reimbursed.

The approval request shall detail the reasons for the expenditure and include an estimate of anticipated costs. All appropriate forms shall be properly completed and signed.

Travel Reimbursement

Use of a personal vehicle for approved business purposes is reimbursable at the rate approved by the Board for district travel reimbursements. Travel must be by the most direct and economical route.

The use of a personal vehicle shall be considered a legitimate job expense if travel is among the employee's assigned schools, but not between home and school, and is authorized in advance by the Superintendent or designee.

~~The use of a personal vehicle shall be considered a legitimate job expense if travel is among the employee's assigned schools, but not between home and school, and is authorized in advance by the Superintendent or designee.~~

Use of a personal vehicle requires the employee to maintain adequate~~that~~ liability insurance coverage~~be~~ provided by the employee.

For travel means other than personal vehicle, there shall be an advance purchase of transportation tickets or vouchers, which shall in most cases be performed by the employee, but may also in some cases be performed by the Business Office. Airfare, train, rental car, and/or bus tickets shall be at the most economical rate available and subject to preapproval by the Business Office. Original receipts must be provided.

All travel costs must be presented with an itemized, verified statement prior to reimbursement. [1][2]

Meal Reimbursement

Employees are eligible for meal reimbursement when traveling on approved district business, including day trips away from the district as well as overnight travel.

Meal reimbursement shall not exceed a flat daily maximum of $70.00 per day, inclusive of state sales tax and gratuities. Gratuities shall be limited to fifteen percent (15%) of the daily rate or the actual cost of the meal, whichever is the lesser amount. Employees may not exceed $70.00 on any given day.

Itemized original receipts must be attached to the completed reimbursement form for all meal expenses. Credit card slips that do not provide a detail of the expense will not be reimbursed. Reimbursements will not be processed with a copy, fax, scan, or email copy of a receipt.

Daily meals are for the employee only. Meal expenses for family members, colleagues, or other individuals shall not be reimbursed.

The Superintendent or designee is authorized to allow exceptions to the designated daily meal allowance based on the location of the conference or meeting and/or other special circumstances.

Non-Reimbursable Items

The following expenses shall not be reimbursed under any circumstances:

- Alcoholic beverages. Any receipt containing alcoholic beverages shall be immediately returned to the employee unreimbursed.
- Expenses for family members or friends.
- Personal entertainment including but not limited to: movies, side trips, and tours.
- Lost or stolen items.
- Workshop or conference materials not included under registration fees, such as workbooks, texts, or handbooks. Such purchases shall be at the employee's own expense.
- Personal telephone calls. Reimbursement for business-related calls made from a hotel phone may be considered with documentation of the nature and recipient of the call.

Lodging

Reimbursement for lodging shall be made only at the single accommodation rate. If a room is shared with another conference attendee, the double accommodation rate will apply. Receipts are required. Reimbursement shall not exceed rates consistent with those normally allowed in like circumstances in the district's nonfederally funded activities.

Submission of Reimbursement Claims

All requests and documentation for reimbursement, including itemized receipts and a brief description of the business purpose, must be submitted within sixty (60) days of the completion of the trip or conference. Reimbursement requests submitted after sixty (60) days may not be honored.

Each request for reimbursement shall detail the reasons for the expenditure. In all instances of travel and job-related expense reimbursement, full itemization of expenditures shall be required.

~~Actual and necessary expenses incurred when attending functions outside the district shall be reimbursed to an employee if approval has been obtained in advance from the immediate supervisor.~~[1]

Cancellation Fees

Employees must obtain all necessary approvals before making reservations that include a cancellation fee or a no-cancellation policy. The employee shall be responsible for any costs incurred related to cancellation in cases where the expense was not approved. Reimbursement for cancellation fees may be authorized on a case-by-case basis where cancellation was due to illness, personal emergency, or district-required cancellation.

Daily Meal Reimbursement Rate

Reimbursement Category	Maximum Amount
Daily Meal Maximum (per employee)	$70.00
Gratuity Limit (15% of daily rate or actual cost, whichever is less)	$10.50

Attendance at approved events outside the district shall be without loss of regular pay, unless otherwise stipulated prior to attendance.

Legal Footnotes

[1] **24 P.S. 517**
LEGAL REFERENCE

Stroudsburg High School | School Board Update

Student Cell Phone Policy: Approvals

July 15, 2026

Stroudsburg Area School Board approves the 2026-27 High School Student Handbook, including the cell phone policy (page 56)

PA Bill 1014

Approved by the Pennsylvania House and Senate; the school policy is in correlation with it

Reasons for the Policy

Academic focus

Fewer distractions during instruction

Social interaction

More face-to-face conversation in class, halls and lunch

Social media and bullying

Less social media use and less bullying

Student safety

A calmer, more orderly building

Goals as stated in the principal's welcome back letter

Notifications to Students and Parents

July

- 7/06 and 7/17: ParentSquare invites to the Parent Forum
- 7/20, 10 am: Parent Forum, auditorium
- 7/23: High School and MCTI administrators meet on the process
- 7/30: Welcome back letter to students

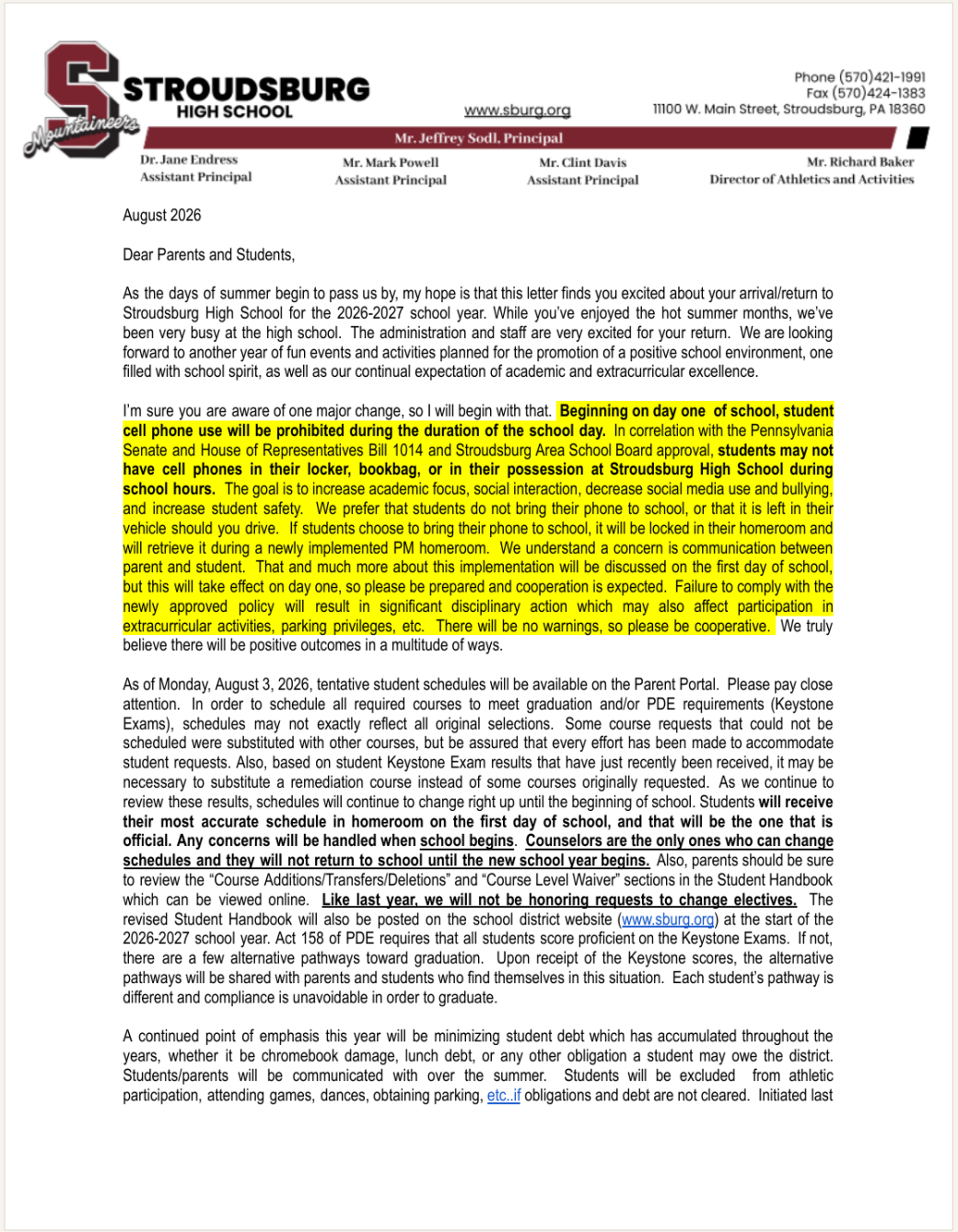
August

- 8/5: ParentSquare invite to the Parent Forum
- 8/6, 6 pm: Parent Forum, auditorium
- 8/12, 6 pm: New Student Orientation
- 8/30: ParentSquare final reminder
- 8/31: First day assemblies

Every message: Reminder to submit a waiver or students will be expected
lock their cell phone away in HR on day one!

2026-27 Welcome Back Letter

Principal Jeffrey Sodl's letter to parents and students. The highlighted section announces the policy, starting on day one, Monday, August 31, 2026. Students either need to have a waiver submitted or will need to comply with policy (hand cell phone in to be locked away in HR)



STROUDSBURG HIGH SCHOOL
www.sburg.org
Phone (570)421-1991
Fax (570)424-1383
1100 W. Main Street, Stroudsburg, PA 18360

Mr. Jeffrey Sodl, Principal

Dr. Jane Endress, Assistant Principal
Mr. Mark Powell, Assistant Principal
Mr. Clint Davis, Assistant Principal
Mr. Richard Baker, Director of Athletics and Activities

August 2026

Dear Parents and Students,

As the days of summer begin to pass us by, my hope is that this letter finds you excited about your arrival/return to Stroudsburg High School for the 2026-2027 school year. While you've enjoyed the hot summer months, we've been very busy at the high school. The administration and staff are very excited for your return. We are looking forward to another year of fun events and activities planned for the promotion of a positive school environment, one filled with school spirit, as well as our continual expectation of academic and extracurricular excellence.

I'm sure you are aware of one major change, so I will begin with that. **Beginning on day one of school, student cell phone use will be prohibited during the duration of the school day.** In correlation with the Pennsylvania Senate and House of Representatives Bill 1014 and Stroudsburg Area School Board approval, **students may not have cell phones in their locker, bookbag, or in their possession at Stroudsburg High School during school hours.** The goal is to increase academic focus, social interaction, decrease social media use and bullying, and increase student safety. We prefer that students do not bring their phone to school, or that it is left in their vehicle should you drive. If students choose to bring their phone to school, it will be locked in their homeroom and will retrieve it during a newly implemented PM homeroom. We understand a concern is communication between parent and student. That and much more about this implementation will be discussed on the first day of school, but this will take effect on day one, so please be prepared and cooperation is expected. Failure to comply with the newly approved policy will result in significant disciplinary action which may also affect participation in extracurricular activities, parking privileges, etc. There will be no warnings, so please be cooperative. We truly believe there will be positive outcomes in a multitude of ways.

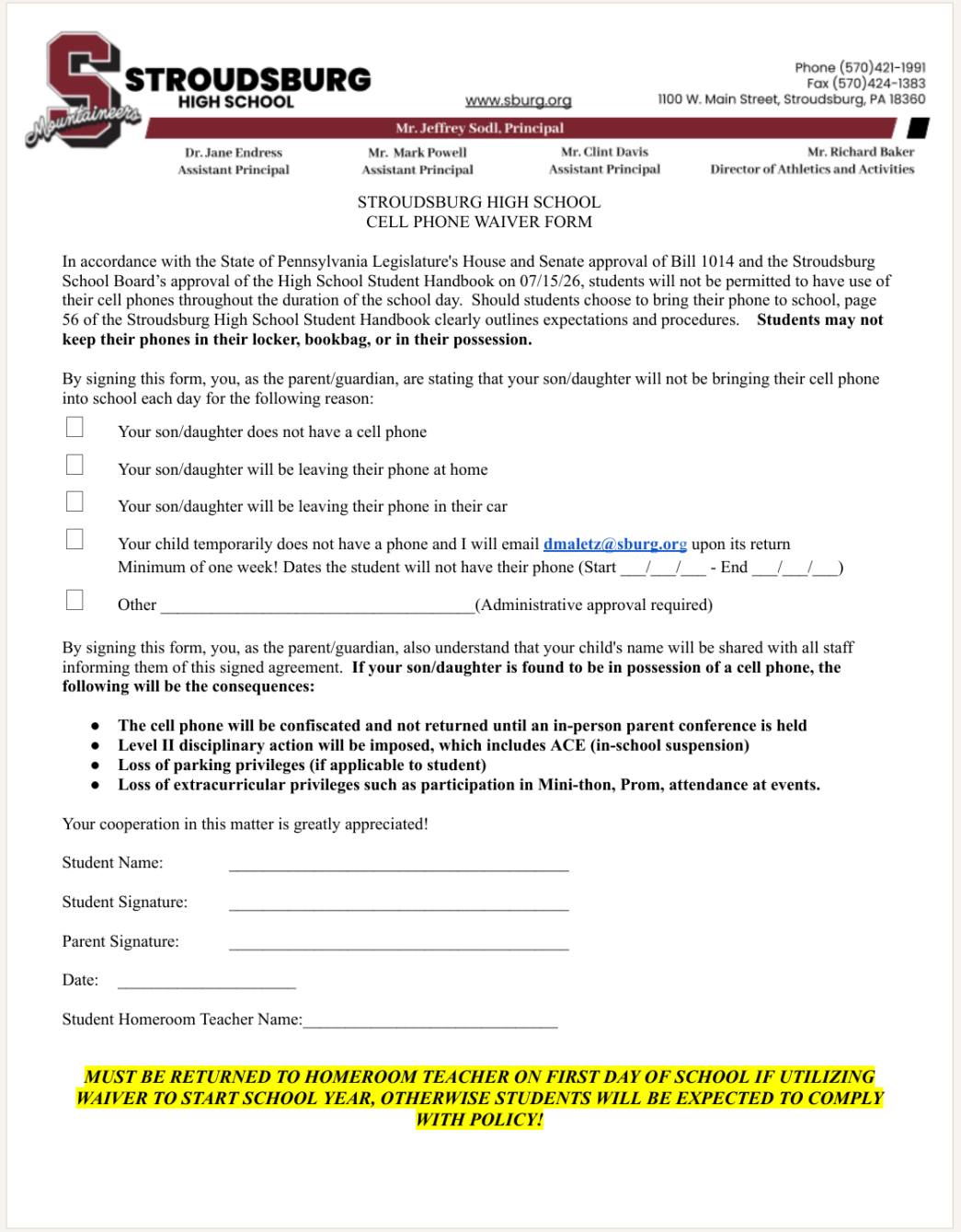
As of Monday, August 3, 2026, tentative student schedules will be available on the Parent Portal. Please pay close attention. In order to schedule all required courses to meet graduation and/or PDE requirements (Keystone Exams), schedules may not exactly reflect all original selections. Some course requests that could not be scheduled were substituted with other courses, but be assured that every effort has been made to accommodate student requests. Also, based on student Keystone Exam results that have just recently been received, it may be necessary to substitute a remediation course instead of some courses originally requested. As we continue to review these results, schedules will continue to change right up until the beginning of school. Students **will receive their most accurate schedule in homeroom on the first day of school, and that will be the one that is official. Any concerns will be handled when school begins**. **Counselors are the only ones who can change schedules and they will not return to school until the new school year begins.** Also, parents should be sure to review the "Course Additions/Transfers/Deletions" and "Course Level Waiver" sections in the Student Handbook which can be viewed online. **Like last year, we will not be honoring requests to change electives.** The revised Student Handbook will also be posted on the school district website (www.sburg.org) at the start of the 2026-2027 school year. Act 158 of PDE requires that all students score proficient on the Keystone Exams. If not, there are a few alternative pathways toward graduation. Upon receipt of the Keystone scores, the alternative pathways will be shared with parents and students who find themselves in this situation. Each student's pathway is different and compliance is unavoidable in order to graduate.

A continued point of emphasis this year will be minimizing student debt which has accumulated throughout the years, whether it be chromebook damage, lunch debt, or any other obligation a student may owe the district. Students/parents will be communicated with over the summer. Students will be excluded from athletic participation, attending games, dances, obtaining parking, etc..if obligations and debt are not cleared. Initiated last

Cell Phone Waiver Form

A parent signs that the student has no phone, leaves it at home or in the car, or is temporarily without one (one week minimum).

If a phone is found: it is held until an in-person parent conference, with Level III discipline including ACE, and loss of parking and extracurricular privileges. Due to the homeroom teacher on day one.



STROUDSBURG HIGH SCHOOL

www.sburg.org

Phone (570)421-1991
Fax (570)424-1383
1100 W. Main Street, Stroudsburg, PA 18360

Mr. Jeffrey Sodl, Principal

Dr. Jane Endress, Assistant Principal
Mr. Mark Powell, Assistant Principal
Mr. Clint Davis, Assistant Principal
Mr. Richard Baker, Director of Athletics and Activities

STROUDSBURG HIGH SCHOOL
CELL PHONE WAIVER FORM

In accordance with the State of Pennsylvania Legislature's House and Senate approval of Bill 1014 and the Stroudsburg School Board's approval of the High School Student Handbook on 07/15/26, students will not be permitted to have use of their cell phones throughout the duration of the school day. Should students choose to bring their phone to school, page 56 of the Stroudsburg High School Student Handbook clearly outlines expectations and procedures. **Students may not keep their phones in their locker, bookbag, or in their possession.**

By signing this form, you, as the parent/guardian, are stating that your son/daughter will not be bringing their cell phone into school each day for the following reason:

- ☐ Your son/daughter does not have a cell phone
- ☐ Your son/daughter will be leaving their phone at home
- ☐ Your son/daughter will be leaving their phone in their car
- ☐ Your child temporarily does not have a phone and I will email dmaletz@sburg.org upon its return Minimum of one week! Dates the student will not have their phone (Start ___/___/___ - End ___/___/___)
- ☐ Other _____(Administrative approval required)

By signing this form, you, as the parent/guardian, also understand that your child's name will be shared with all staff informing them of this signed agreement. **If your son/daughter is found to be in possession of a cell phone, the following will be the consequences:**

- **The cell phone will be confiscated and not returned until an in-person parent conference is held**
- **Level II disciplinary action will be imposed, which includes ACE (in-school suspension)**
- **Loss of parking privileges (if applicable to student)**
- **Loss of extracurricular privileges such as participation in Mini-thon, Prom, attendance at events.**

Your cooperation in this matter is greatly appreciated!

Student Name: _____

Student Signature: _____

Parent Signature: _____

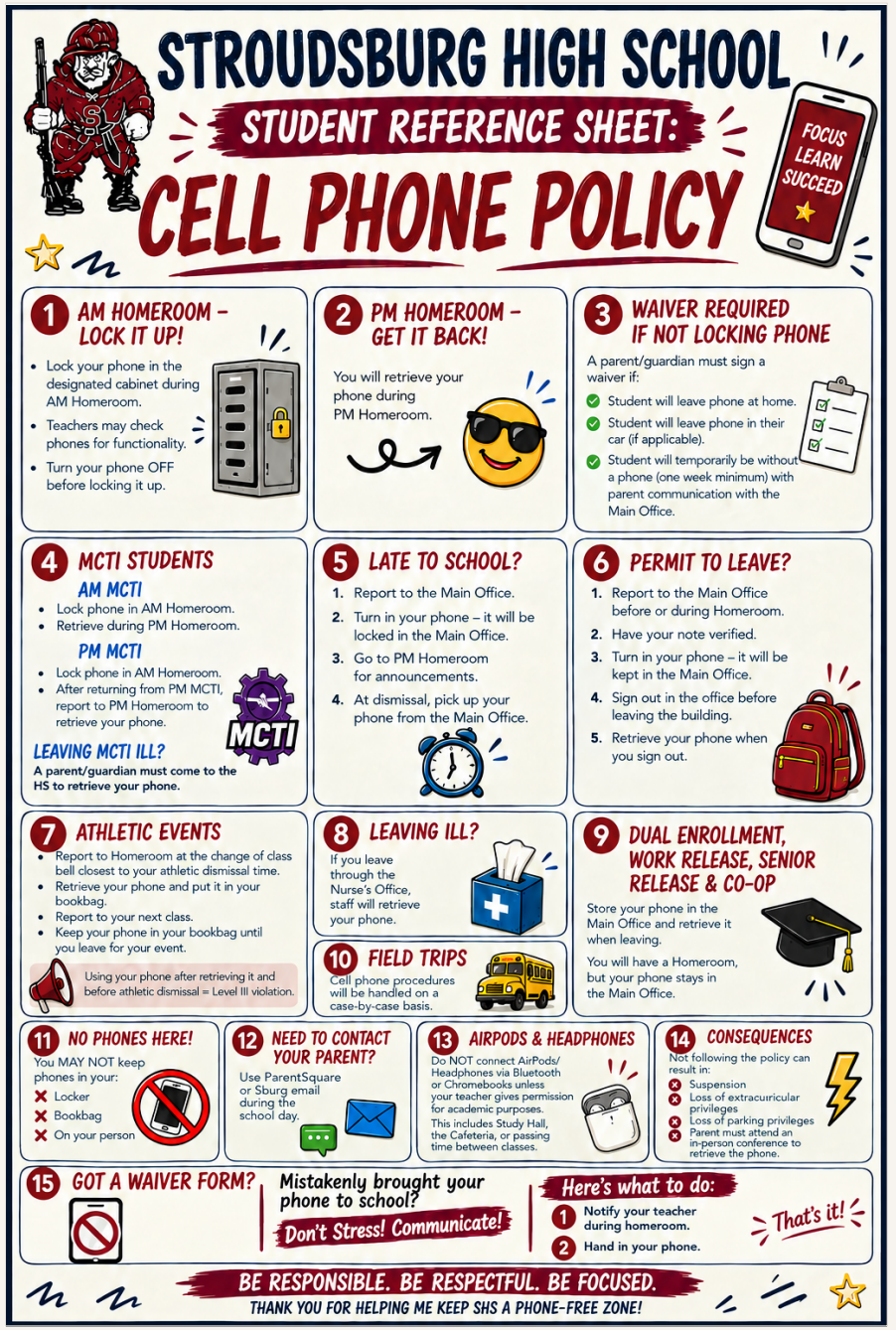
Date: _____

Student Homeroom Teacher Name:_____

MUST BE RETURNED TO HOMEROOM TEACHER ON FIRST DAY OF SCHOOL IF UTILIZING WAIVER TO START SCHOOL YEAR, OTHERWISE STUDENTS WILL BE EXPECTED TO COMPLY WITH POLICY!

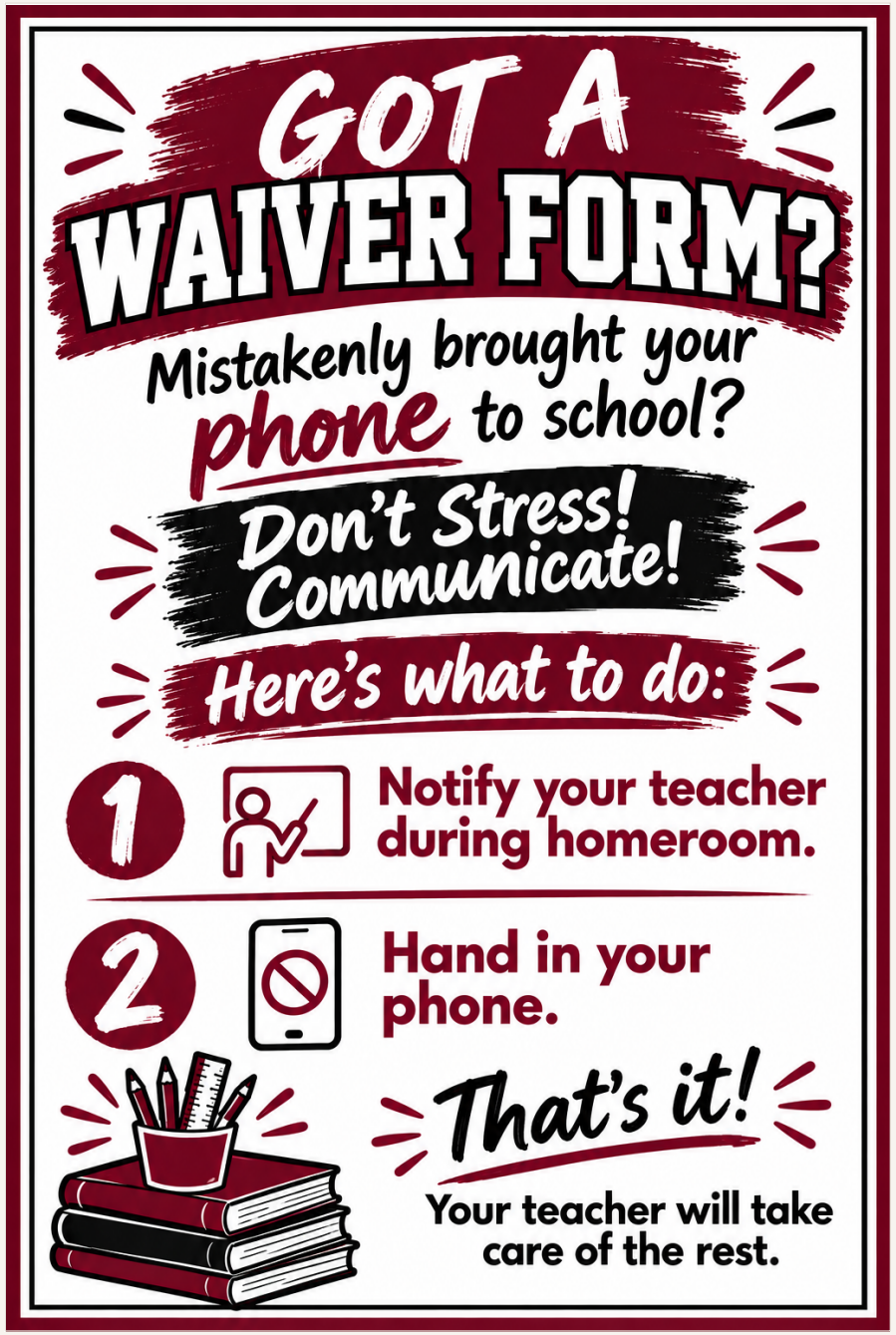
Student Reference Sheet

Fifteen quick answers for students: locking phones in AM homeroom, retrieving them in PM homeroom, waivers, MCTI, late arrival, permits to leave, athletics, signed waiver (but brought phone mistakenly) and consequences.



Waiver Poster

For a student who mistakenly brings a phone: tell the homeroom teacher and hand in the phone. The teacher handles the rest.



Discipline and Behavior Data

Measure	2025-26	2026-27	Change
Total referrals	1,439	670	-53%
Use of electronic device	114	16	-85%
Class disruption	47	8	-83%
Skipping class	66	17	-74%
Late to class	131	64	-51%
Halo vape detection incidents	1,655	555	-66%
Smartpasses out of class	15,416	10,681	-31%
Fighting	3	0	-100%

Cell policy violations this year: 21; 17 were MCTI students, and all violated the waiver.

Aug 25 to Oct 9, 2025 vs. Aug 31 to Oct 9, 2026 (preliminary)

2025-2026 School Year vs 2026-2027 Preliminary Cell Phone Comparison (September)

Infraction	8/25/25 -10/9/25	8/31/26 - 10/9/26	% reduction
Smartpasses out of class	15,416	10,681	⇩ 31%
Halo vape detection incidents	1,655	555	⇩66%
Possession of Vape Materials	12	6	⇩50%
Violation of Cell policy	N/A	21	17 of 21 are MCTI All violated waiver
Use of Electronic Device	114	16	⇩ 85%
Late to class	131	64	⇩51%
Skipping class	66	17	⇩ 74%
Class disruption	47	8	⇩ 83%
Leaving assigned area	16	5	⇩ 68%
Excessive Late to School	24	7	⇩ 70%
Verbal altercation	4	0	⇩ 100%
Insubordination	23	9	⇩ 60%
Abusive language	27	7	⇩ 74%
Fighting	3	0	⇩ 100%
Total September Referrals	1439	670	⇩ 53%

Staff Survey

83%	spend no time managing cell phone use	**86.2%**	say student attention increased
70.1%	say student participation increased	**93.1%**	say student-to-student interaction increased
84%	say time spent on distractions decreased	**47.1%**	say assignment completion increased
81.6%	say students appear more engaged in learning	**4.95 / 5**	average rating of overall policy effectiveness Scale of 1 to 5

Preliminary staff survey results

Student Survey

93%	knew expectations before school began	**99%**	felt confident of expectations after first-day assemblies
82%	leave phones in homeroom; 8% in the car and 10% at home (waiver)	**80%**	say it was easy to adjust (59%) or it didn't affect them (21%)
89.7%	say focus in class is the same (79%) or better (10.7%)	**90.1%**	participate the same (83%) or more (7.1%) in class
88%	are the same (66%)or more involved (22%) in class discussions	**91.6%**	feel as (79%) or more (12.6%) productive in class
88.8%	interact the same (61%) or more (27.8%) at lunch and in the halls	**92.2%**	have the same (66%) or more (26.2%) face-to-face conversations
65%	say their stress level is the same (54%) or less (11%)	**75.5%**	feel the same (54%) or less (21.5%) pressure to check notifications
90%	find it as easy (67%) or easier (23%) to focus in class, halls or school	**82%**	say their school experience is the same (60%) or better (22%)

What Teachers Are Saying

The students seem to be engaged in LIFE. The amount of conversations has increased.	It is really fantastic to see students talking to each other in the hallways again!
Students walk with purpose in the hallway, looking up, not down at their screens, when walking from class to class.	I am able to start instruction within 2-3 minutes of students arriving. No more asking people if they turned their phone in, no more distractions.
Not having to collect and hand back cell phones each period gives the teacher additional time for learning activities. **10 min per class = 30 hours of instruction gained per class/yr.**	Last year at the end of the period students would rush to get packed up and retrieve their phones, sit at their desk, and doom scroll until the bell rang. This year students take their time to finish work...
Students have come to life in the halls and in their classes. ... I have actually seen students reading books!!	Although students may say they are not happy about not having their phones, I have seen more positive attitudes and smiles than I have in a long time.
Drama has also significantly decreased because they are not talking about texts/social media.	From a mental health perspective, I'm seeing less distractions with drama due to checking social media and texting throughout the day.
I truly have seen such a positive change in our student body since the implementation of the cell phone ban.	I love this. It is so nice not to have to deal with taking class time to police phones.

Anonymous comments from the preliminary staff survey