Tuesday, August 4, 2026, 6:30 PM

Board Room in the NL Elementary Building
346 School Drive
Fredericksburg, PA 17026

1. MEETING OPENING

    1.1. Call the meeting to order.

2. PRESENTATIONS

3. PUBLIC COMMENT

Interested persons must complete a written Request to Address the Board form prior to the public input session. These individuals will be acknowledged by the Board President. When addressing the Board, please state your name prior to sharing your comments. A four-minute time period will be granted to those addressing the Board; however, the Board reserves the right to waive this policy.

4. ITEMS FOR DISCUSSION NOTIFICATION

    4.1. Public Notice

    The minutes shall note that public notice was given for the meeting in accordance with Act 84 of 1986. Notices and advisements of these meetings will carry the intent that limited business may be conducted on any scheduled meeting date.

5. ITEMS FOR DISCUSSION - CONSENT CALENDAR

    5.1. Approve minutes of the June 2, 2026, Board Meeting.

    June 2026 minutes.pdf - AUGUST 6

6. BUDGET & FINANCE

    6.1. Student Activity Account

    Approve the Student Activity Account Statement for the month of July 2026, statements will be provided prior to the regular meeting.

    6.2. Cash Disbursements

    Approve the payment of vouchers in the Statement of Cash Transactions in the General Fund, Construction Fund, and the Cafeteria Fund in the amount of $TBD for July 2026. (Disbursements for the month of July 2026 were reviewed by Board Treasurer.) State of Cash Transactions will be included for review prior to the regular meeting.

    6.3. Approve the payment of $50,820.00 to Bethel Township for roadwork improvements in lieu of sidewalk installation.

7. **INSTRUCTIONAL**

7.1. Approve the attached library book orders for the Elementary Library totaling $8,488.35.

Treasure Bay - Book Order (1) 10
Follett - Book Order 11
Capstone - Book Order 44
Playaway Quote 26-27 45

7.2. Approve the attached curriculum.

American Literature 11
German II
German III
Grade 1 English Language Arts
Grade 2 English Language Arts
Grade 5 English Language Arts
Grade 6 English Language Arts
Grade 7 English Language Arts
Grade 7 Spanish
Great Books and Best Sellers
Heroes and Villains
Honors English 9
Public Speaking and Debate
Spanish I
Spanish II
Technical English 12
Grade K English Language Arts
Creative Writing and Curriculum
English 11
German IV
Honors 11
Honors English 10
Honors English 12
Literature Survey 9
World Literature 10

American Literature 11 47
German II 72
German III 89
Grade 1 English Language Arts 107
Grade 2 English Language Arts 139
Grade 5 English Language Arts 148
Grade 6 English Language Arts 172
Grade 7 English Language Arts 198
Grade 7 Spanish 221
Great Books and Best Sellers 231
Heroes and Villains 242
Honors English 9 254
Public Speaking and Debate 275
Spanish I 289
Spanish II 305
Technical English 12 321
Grade K English Language Arts 342
Creative Writing Curriculum Draft 373

English 11 Curriculum 25-26 386
German IV - Copy of New Curriculum Working Document 2025-26 425
Honors 11 Curriculum 25-26 437
Honors English 10 476
Honors English 12 Curriculum 514
Literature Survey 9 Curriculum 560
World Literature 10 586

8. **FACILITIES**

8.1. Approve Rufus Brubaker Refrigeration, LLC, COSTARS vendor #182914 to replace the wood shop HVAC unit in the amount of $65,500.00.
Replacing RTU Aaon Unit for Woodshop HVAC Unit - August 623

8.2. Approve a five-year agreement with Turf Track & Court, LLC for field maintenance services at the District's synthetic turf fields.
Turf Track & Court 5 Year Synthetic Field Maintenance Service Contract 2026 625

8.3. Approve the attached five-year agreement with Turf Track & Court, LLC for G-Max testing.
Turf Track & Court 5 Year G-max testing 2026 629

8.4. Approve the Elementary RJ McCarville Assoc LTD Maintenance for the Signature 800 and 700 Series movable partitions.
Elementary RJ McCarville Assoc LTD Maint Agreement 3 years 2026-2029 631

8.5. Approve the change order to Construction Masters Services for undercutting the unsuitable soils and replacing with 3A soil and a Geogrid Back to stabilize the soil.
Classic Bid Form CO-001 Revised 633

8.6. Approve change order GC-125 for soil remediation of a small basin west of the baseball field.
Basin - Board 634

9. **AGREEMENTS**

9.1. Approve the Wellspan Sports Medicine and Medical Services Agreement with specified parameters as approved in June.
Wellspan Sports Medicine and Medical Services Agreement 2026 642

9.2. Approve the IU13 Special Education Legal Consortium.
IU13 Special Education Legal Consortium 2026 650

9.3. Approve the IU13 Technical Agreement for 2026-2027 school year.
BLANK 2026-27 Ed Tech Pool Counsel Agreement 651

9.4. Approve the Vista School Year Educational Services Contract.
Vista School Regular School Year Educational Services Contract 2026 652

9.5. Approve the Dual Enrollment Agreement between Messiah University and Northern Lebanon School District.
Dual Enrollment Agreement - Northern Lebanon School District and Messiah University (2) 712

9.6. Approve the LLIU13 Intergovernmental Agreement — Nonpublic School Services Consortium — Title 1 Shared Services.
LLIU13 Intergovernmental Agreement Title 1 Shared Services 714

9.7. Approve the Affiliation Agreement between Wilson College and NLSD.
Affiliation Agreement Wilson College and NLSD 720

9.8. Approve the Memorandum of Understanding between Compass Mark and NLSD.
MOU between Compass Mark and NLSD *724*

10. **HUMAN RELATIONS**

10.1. **Employment**
a. Justin Bruce - Elementary Principal - $117,775.00 (Effective July 16, 2026)
b. Hayden Daubert - Math - Secondary - $61,069.00
c. Meghan Gantz - Reading Specialist - Elementary - $86,195.00
d. Tabitha Minnich - General Education Aide - $14.44 per hour
e. Sarah Lopez - General Education Aide — 5.45 hours per day - $14.44 per hour

10.2. **Resignations**
a. Collin Stickler - Building Substitute — Retroactive to June 4, 2026
b. Lee Umberger - Elementary Principal - Retroactive to July 5, 2026
c. David Oram - Secondary Math - Retroactive to June 4, 2026
d. Annika Pillsbury - General Aide Elementary - Retroactive to July 10, 2026

10.3. **Long Term Substitutes**

10.4. **Tenure**
Approve Tenure to the following Professional Staff:
a.Toni Campisi-Dovi - 8/22/2026
b. Avery Iacavone - 8/22/2026
c. Taylor Nornhold - 8/22/2026
d. Alyssa Perkins-Bennett - 8/22/2026
e. Julia Resele - 8/22/2026
f. Catrin Stratton Brown - 8/22/2026
g. Roger Bailey - 8/22/2026

10.5. **2026-2027 Substitutes**
Substitutes - 2026-2027- August Board *728*

10.6. **2026-2027 Substitute rates**
Approve the substitute rates:
Daily Rate — $150.00 per day
Daily Rate for Specialized Placement — $160.00 per day
Building Substitute — $177.00 per day

10.7. **2026-2027 Coaches**
Coaches August 2026-2027 - Board *729*

10.8. **2026-2027 School Bus Drivers**
Bus Drivers August *732*

10.9. **Redesignations**
a. Jennie Seaton from Special Education Consultant to Supervisor of Special Education - $88,515.00
b. Amanda Albright from Special Education Consultant to Supervisor of Special Education - $88,515.00
c. Katelyn Scalese from Day to Day Substitute to Long-Term Substitute grade 6 for approximately 12 weeks beginning August 17, 2026 - prorated daily rate based on Bachelor step 14

10.10. **New Teacher Mentors (2 year program)**

a. George Aonghas Evanick - Andrew Good
b. Sara Dintiman - Kelita Gehres
c. Macy Curtis - Lori Zerbe
d. Hayden Daubert - Brian Campbell
e. TBD - Jen Thoman
f. Evan Cary - Olivia Soma
g. Hayley Krill - Megan Padovani
h. Abby Poltersdorf - Chelsey McCarrick
i. Kayla Lucioti - Katie Scheib
j. Dannon Garrett - Melissa Mays

10.11. **Superintendent Salary**

10.11.1. Motion to set the Superintendent's salary at $200,720.00 for the 2026-2027 school year retroactive to July 1, 2026.

10.12. **Salary Movement**
Approve Salary Movements
a. Julia Resele - Bachelor's +24
b. Carmen Jeppson - Master's
c. Catrin Stratton-Brown - Master's
d. Theresa Boyer - Master's +45
e. Jason Burt - Master's +45
f. Daniel Lingle - Master's +45
g. Travis Thome - Master's +60

11. **VOTING ITEMS**

12. **INFORMATION**

12.1. Memorandum of Understanding between Pennsylvania State Police and Northern Lebanon School District.
MOU between Pennsylvania State Police and NLSD 2026 *735*

12.2. 2026-2027 School Bus Stops
26_27 Trip Stops - Sheet1 *751*

12.3. Lebanon Valley College — Student teachers & observers
(August 31, 2026 - November 30, 2026)
*Joe Kelly - Mark Opreska
*Blake Weaver - Amy Allen

12.4. Millersville - Interning, Practicum (August 2026 - December 2026)
* Owen Jones

13. **ADJOURNMENT**

13.1. There being no further business to come before the Board, the meeting is adjourned.

Northern Lebanon School District Board Meeting (Tuesday, June 2, 2026)
Generated by Ann L Hartman on Wednesday, June 3, 2026

BOARD OF DIRECTORS	PRESENT	ABSENT
Mr. Barry Naum, President	X	
Rev. Troy Williams, Vice President	X	
Ms. Martha Blough	X	
Mr. Robbie England	X	
Rev. Robb Faller	X	
Mr. David Kline	X	
Mrs. Shen Kreiser	X	
Mr. Benjamin Moyer	X	
Mrs. Staci Murray	X	
BOARD STUDENT REPRESENTATIVE		
Nathan Swank		X
NON-VOTING MEMBERS		
Dr. Gary Messinger, Jr., Superintendent	X	
OTHERS		
Ms. Leanne Martin, Business Manager/Board Treasurer	X	
Mrs. Ann Hartman, Board Secretary	X	

Also in attendance were Dr. Bradly Reist, Dr. Kelly Bastek-Jones, Dr. Melissa McInerney, Lauren Bruce, Justin Bruce, Herling, Joshua Wagner, Kirk Cless, Tyler Moyer, Paige BAchman, Greg Fulkerson, Jacob Kelliher, Lori Kortright, Danielle Blauch, Bonnie Miller, Pat Fetzer. Molly Lum, Kristine Soulliard, Josh Soulliard, Wendy Kline, Rick Kline, Jeff Fauver, Jordan Zimmerman, Scott Attivo, Matt Laurence, Bill Booth, Coby Booth, Lee Umberger, Jennifer Zemba and Aleah Fauver.

Executive Session was held prior to the meeting and it was approved to remove item 9.10 Superintendent Salary from the agenda.

Director England motioned to approve the removal of 9.10 from the agenda. Director Williams seconded. All in favor. Motion passed.

ADOPTION OF AGENDA

Director Murray motioned to approve the revised Agenda. Director Kreiser seconded. All in favor. Motion passed.

PRESENTATIONS

Viking Valor Award

Viking Pillar Award

REPORT

Superintendent report included times for graduation ceremony and time for the board members to meet for graduation.

PUBLIC COMMENT

Public Comment was given by Jacob Kelliher, Paige Bachman, Jeff Fauver and Coby Booth

Interested persons were asked to complete a written Request to Address the Board from prior to the public input session.

ITEMS FOR BOARD ACTION:

It should be noted that public notice was given for this meeting in accordance with Act 84 of 1986.

APPROVAL OF MINUTES

Approve the minutes for May 12, 2026, Board Meeting. *Director Blough motioned to approve the minutes for May, 12, 2026. Director England seconded. All in favor. Motion passed.*

BUDGET & FINANCE

7.1 Student Activity Account
Approve the Student Activity Account Statement for the month of May 2026.

7.2 Cash Disbursements
Approve the payments of vouchers in the Statement of Cash Transactions in the General Fund, Construction Fund, and the Cafeteria Fund in the amount of $2,425,086.82 for May 2026.

Director Murray motioned to approve items 7.1 and 7.2. Director Kline seconded. All in favor. Motion passed.

7.3 Final Budget
Director Murray motioned to approve item 7.3. Director England seconded. Roll call vote taken 5 board members in favor, 4 board members not in favor. Motion passed.

7.4 Homestead/Farmstead
Adopt the attached resolution implementing the Homestead/Farmstead amount, subject to change based on State Funding and the Northern Lebanon School District School Board-approved 26-27 tax millage rate.

Director England motioned to approve items 7.4. Director Blough seconded. All in favor. Motion passed.

7.5 Fund Balance
Adopt the fund balance designations and amounts for the fiscal year ending June 30, 2026.

Director Moyer motioned to approve items 7.5. Director Blough seconded. All in favor. Motion passed.

7.6 Lunch Prices for the 2026-2027 School Year
Approve the following lunch prices for the 2026–2027 school year: Secondary - $2.80 and Elementary - $2.50.

Director Blough motioned to approve items 7.6. Director Murray seconded. All in favor. Motion passed.

7.7 School Dental Services
Appoint Jonestown Dental Associates as the school dentist for the 2026-2027 school year, at a fee of $2,500.00.

7.8 Saxton and Stump Terms of Agreement
Approve the terms of agreement with Saxton and Stump for the fiscal year 2026-2027.

7.9 Fuel Procurement Program
Approve the Bulk Fuels Procurement Program Participation Agreement being offered through the Lancaster-Lebanon IU-13, beginning on July 1, 2026, and ending June 30, 2027, and the Fuel Purchasing Agreement with World Fuel Services, Inc. The agreements are attached.

7.10 Sports Medicine Agreement
Approve the Sports Medicine Service Proposal with WellSpan Health for 2026-2031.

Director England motioned to approve items 7.7 through 7.10. Director Blough seconded. All in favor. Motion passed.

7.11 Yellow Breeches Contract for 2026-2027
Approve the attached agreement with Yellow Breeches Educational Center, Inc, ending on June 30, 2027.

7.12 New Story Schools Agreement
Approve the attached New Story Schools Educational Services Agreement for the period August 1, 2026 - July 31, 2027.

7.13 Lebanon County CTC Articles of Agreement
Approve the Lebanon County Career and Technology Center Articles of Agreement as presented in the attachment.

7.14 Occupational/Physical Therapy Services
Approve the attached Lancaster-Lebanon Intermediate Unit 13 Contracted Services Agreement for Occupational/Physical Therapy Services for School Year 2026-2027.

7.15 Job Training Services
Approve the attached Lancaster-Lebanon Intermediate Unit 13 Contracted Services Agreement for Job Training Services (District Operated Classes) for School Year 2026-2027.

7.16 Speech and Language Services
Approve the attached Lancaster-Lebanon Intermediate Unit 13 Contracted Services Agreement for Speech/Language Services for School Year 2026-2027.

Director Murray motioned to approve items 7.11 through 7.16. Director England seconded. All in favor. Motion passed.

7.17 Personal Care Assistant Services
Approve the attached Lancaster-Lebanon Intermediate Unit 13 Contracted Services Agreement for Personal Care Assistant Services for School Year 2026-2027.

7.18 Special Education Shared Services Consortium

Approve the attached Lancaster-Lebanon Intermediate Unit 13 Intergovernmental Agreement Special Education Shared Services Consortium for School Year 2026-2027.

7.19 Lebanon Special Education Shared Services Consortium
Approve the attached Lancaster-Lebanon Intermediate Unit 13 Intergovernmental Agreement Lebanon Special Education Shared Services Consortium for School Year 2026-2027

Director Blough motioned to approve items 7.17 through 7.19. Director Murray seconded. All in favor. Motion passed.

7.20 Student Agreement
Approve student agreement. This was discussed in Executive Session prior to the board meeting.

Director England motioned to approve items 7.20. Director Kline seconded. All in favor. Motion passed.

HUMAN RESOURCES

9.1 Athletic Coaches
Approve the list of coaches.

Director Kline motioned to approve items 9.1. Director Murray seconded. All in favor. Motion passed.

9.2 Resignation- Mathematics Teacher
Accept the resignation of Jenna May, secondary mathematics teacher, on June 30, 2026.

9.3 Resignation- Elementary Teacher
Accept the resignation of Maggie Sterner, elementary teacher, on June 30, 2026.

9.4 Redesignation- Classified Staff
Redesignate Jennifer Simaska from day-to-day substitute to paraprofessional for the start of the 2026-27 school year at the starting paraprofessional rate.

9.5 Long-term Substitute
Approve, Abby Poltersdorf Bach, step 14 as a long-term substitute for the 2026-2027 school year.

9.6 Speech-Language Pathologist
Approve Olivia Zook, Speech-Language Pathologist, Master's step 14 to start the 2026-27 school year.

Director England motioned to approve items 9.2 through 9.6. Director Blough seconded. All in favor. Motion passed.

9.7 Approve Teachers for Summer Credit Recovery
Approve the listed teachers to be used for credit recovery support this summer, as needed. They will be compensated at the CBA hourly rate.

9.8 Secondary Co-curricular Positions 2026-2027
Approve the attached secondary school co-curricular positions for the 2026-2027 school year. Payments will be made as identified in the CBA upon successful completion of the positional requirements/responsibilities.

9.9 Elementary Co-curricular Positions 2026-2027
Approve the attached elementary school co-curricular positions for the 2026-2027 school year. Payments will be made as identified in the CBA upon successful completion of the positional requirements/responsibilities.

Director Blough motioned to approve items 9.7 through 9.9. Director Murray seconded. All in favor. Motion passed.

INSTRUCTIONAL APPROVALS

10.1 Flexible Instruction
Approve up to 5 flexible instruction days per year according to PDE guidelines.

10.2 Approve Textbooks
Approve the AMSCO Advanced Placement Edition English Language and Composition (Brandon Abdon, Timothy Freitas, Lauren Peterson) and Reading the World / Perfection Learning textbooks.

Director Murray motioned to approve items 10.1 and 10.2. Director Kreiser seconded. All in favor. Motion passed.

10.3 Discontinuation of Half-Day Kindergarten
Approve the discontinuation of half-day kindergarten at Northern Lebanon Elementary School for the 2026-2027 school year.

Director Kline motioned to approve items10.3. Director Williams seconded. None in favor. Motion failed.

10.4 Class of 2027 Senior Class Trip
Approve the class of 2027's senior class trip on Friday, May 21, 2027, to Shady Maple, Six Flags Great Adventure (Jackson, NJ), Hornblower Cruises at Lincoln Harbor, Weehawken, NJ.

10.5 9th Grade Class Trip
Approve the 9th-grade class trip to Washington, D.C. on April 30, 2027.

10.6 Art Club Trip to New York City
Approve the Art Club trip to the Metropolitan Museum of Art in New York City on Friday, April 30, 2027.

10.7 Art Club Trip to Japan
Approve the Art Club trip request for a 10-day international study tour to Japan/Korea in June 2028.

10.8 Girls' Basketball Camp
Approve the Girls' Basketball Team to attend the Messiah Team Camp this summer, July 6-9, and will be staying overnight.

10.9 Football Camp
Approve the overnight football camp trip from July 10 through July 12, 2026.

Director England motioned to approve items 10.4 through 10.9. Director Murray seconded. All in favor. Motion passed.

POLICY

REPORTS
12.1 Lebanon County Career and Technology Center (CTC)

12.2 Legislative Liaison

12.3 PSBA Liaison

12.4 Intermediate Unit 13 (IU13)

12.5 Change Order Committee

INFORMATIONAL

13.1 Dates to Remember

June 3 - Early Dismissal; Commencement, 7:30 PM
June 4 - Early Dismissal; LAST STUDENT DAY

July 7 - School Board Meeting, 6:30 PM (if needed)

August 4 - Committee Meeting, 6:30 PM
August 11 - School Board Meeting, 6:30 PM

ADJOURNMENT

14.1 Adjournment
There being no further business to come before the Board, the meeting is adjourned.

Director England motioned to adjourn the meeting. Director Murray seconded. All in favor. Meeting adjourned at 7:40pm.

_____
Ann Hartman
Board Secretary

Cart / Quote – Treasure Bay Books

This printed cart can serve as an official quote from Treasure Bay Books. If used as a quote, it is valid for 90 days. Schools can email PO's to orders@treasurebaybooks.com or fax to (916) 771-0647. More info can be found on the Contact Us page.

treasurebaybooks.com | **Phone:** 800-476-6416
07/15/2026 | 10:27:14 PT

Product	ISBN or Set#	Price	QTY	Total
Complete Bilingual (English/Spanish) Hi-Lo Nonfiction Set (1 each of 12 titles)	HL-BL-12	$95.88	1	$95.88

Cart Totals

Subtotal	$95.88
Shipping	$9.59
Tax (estimated for the United States (US))	$0.00 (California Tax)
Total	**$105.47**

An Easier Way to Quote

Save time, skip the email, and streamline your ordering process!

- When you're ready to order, **log into Titlewave** and select **Saved Quotes** from the **Your Account** menu.
- Open your quote and click **Complete Your Order** — just have your PO number or payment card handy.
- You'll receive an **email confirmation** that your quote has been submitted and we've received your order.

Follett

Follett Content Solutions, LLC
1340 Ridgeview Drive
McHenry, IL 60050

Date: 07/15/2026
Quote Number: 11989100
Customer Number: 3706880
Prices Guaranteed Through: 09/12/2026

Send Payment to: Follett Content Solutions, LLC

PO Box 7410597
Chicago, IL 60674-0597

Phone: 888.511.5114
Email: orders@follettcontent.com

For: >3701845 N ELEM SCH (#3706880)

Bill to Address
346 School Drive
Fredericksburg, PA 17026

Ship to Address
346 School Drive
Fredericksburg, PA 17026

Created by: Lori Kortright
Email: lkortright@norleb.k12.pa.us

List Number: 310887609

Order Summary

338 Items	$7,234.09
16 Pre-orders:	$412.22

To help avoid delays, we'll ship what's immediately available and deliver the balance in a second shipment once pre-order titles become available.

Prices do not include cataloging or processing.

Subtotal:	**$7,234.09**
Shipping:	FREE

Free shipping and handling on books and audiovisual materials within the United States and its territories. Shipping and brokerage are free to Canada.

Total:	**$7,234.09**

List Name: SY 2026-27

The pricing in this quote is based on the information you provided and is guaranteed through 09/12/2026. Any changes to the quote, including but not limited to title selection, processing, shipping and handling fees, sales tax, or additional products and services, may result in adjusted costs.

For details on cataloging or processing options offered by Follett Content Solutions, LLC, call customer service at 888.511.5114.

Books

267 items

Item	!	Price	Qty.	Total
102 by Cordell, Matthew (#2623DJ5) **Hardcover** — Little, Brown and Company, 2026	—	**$18.99**	1	**$18.99**
The 250th anniversary of the United States of America encyclopedia (United States Encyclopedias) by Bennett, L (#2890JJ7) **Hardcover (library binding)** — Encyclopedias an imprint of Abdo Reference, 2026	—	**$37.00**	1	**$37.00**
Aaron Judge (Sports Superstars (Bellwether Media)) by Pettiford, Rebecca (#2861HD3) **Hardcover (library binding)** — Bellwether Media, 2024	—	**$22.51**	1	**$22.51**
The adventures of Super Diaper Baby : the first graphic novel (Adventures of Super Diaper Baby, Book 1) by Pilkey, Dav (#2354GHX) **Hardcover** — Graphix an imprint of Scholastic, 2025	—	**$14.99**	1	**$14.99**
African Animals (Early Animal Encyclopedias) by Bullard, Lisa (#2783CK3) **Hardcover (library binding)** — Early Encyclopedias, 2027 **Available for pre-order.** This item is scheduled for release on **August 1, 2026**.	—	**$35.00**	1	**$35.00**
Agents of S.U.I.T. Sew much trouble (InvestiGators: Agents of S. U. I. T., Book 4) by Green, John Patrick (#2372LH4) **Hardcover** — First Second, 2026	—	**$12.99**	1	**$12.99**

Item	!	Price	Qty.	Total
Alexander Ovechkin (Torque: Sports Superstars) by Adamson, Thomas K (#2793BJ3) **Hardcover (library binding)** — Torque, an imprint of Bellwether Media by Flutterbee, 2026	—	**$22.51**	1	**$22.51**
Alice alone by Shaw, Jessica (#2369TG3) **Hardcover** — Amicus Ink, 2025	—	**$18.99**	1	**$18.99**
Amulet. Book two,The stonekeeper's curse (Amulet, Book 2) by Kibuishi, Kazu (#05458G6) **FollettBound Glued** — Graphix, 2009	—	**$21.64**	1	**$21.64**
And then, boom! [large print] by Fipps, Lisa (#2681WF0) **Hardcover (library binding)** — Thorndike Press, a part of Gale, a Cengage Company, 2024	—	**$25.00**	1	**$25.00**
Animals Around the World (Enslow) Book Set [7-item set] (#A787430)				
Animals of Africa (Animals Around the World (Enslow)) by Humphrey, Natalie (#2148VJ6) **FollettBound Glued** — Enslow Publishing, 2026	—	**$22.13**	1	**$22.13**
Animals of Antarctica (Animals Around the World (Enslow)) by Humphrey, Natalie (#2148WJ3) **FollettBound Glued** — Enslow Publishing, 2026	—	**$22.13**	1	**$22.13**
Animals of Asia (Animals Around the World (Enslow)) by Humphrey, Natalie (#2148YJ8) **FollettBound Glued** — Enslow Publishing, 2026	—	**$22.13**	1	**$22.13**
Animals of Australia (Animals Around the World (Enslow)) by Humphrey, Natalie (#2148ZJ5) **FollettBound Glued** — Enslow Publishing, 2026	—	**$22.13**	1	**$22.13**
Animals of Europe (Animals Around the World (Enslow)) by Humphrey, Natalie (#2149AJX) **FollettBound Glued** — Enslow Publishing, 2026	—	**$22.13**	1	**$22.13**
Animals of North America (Animals Around the World (Enslow)) by Humphrey, Natalie (#2149BJ7) **FollettBound Glued** — Enslow Publishing, 2026	—	**$22.13**	1	**$22.13**
Animals of South America (Animals Around the World (Enslow)) by Humphrey, Natalie (#2149CJ4) **FollettBound Glued** — Enslow Publishing, 2026	—	**$22.13**	1	**$22.13**
Animals In Danger (Mitchell Lane) Book Set [6-item set] (#A738391)				

Item	!	Price	Qty.	Total
Asian elephants (Animals In Danger (Mitchell Lane)) by Cunningham, Kevin (#2872UF6) **Hardcover (library binding)** — Mitchell Lane Publishers, 2025	—	**$26.05**	1	**$26.05**
Black rhinos (Animals In Danger (Mitchell Lane)) by Cunningham, Kevin (#2872VF3) **Hardcover (library binding)** — Mitchell Lane Publishers, 2025	—	**$26.05**	1	**$26.05**
Florida panthers (Animals In Danger (Mitchell Lane)) by Cunningham, Kevin (#2872WF0) **Hardcover (library binding)** — Mitchell Lane Publishers, 2025	—	**$26.05**	1	**$26.05**
Mountain gorillas (Animals In Danger (Mitchell Lane)) by Cunningham, Kevin (#2872YF5) **Hardcover (library binding)** — Mitchell Lane Publishers, 2025	—	**$26.05**	1	**$26.05**
Sea otters (Animals In Danger (Mitchell Lane)) by Cunningham, Kevin (#2872ZF2) **Hardcover (library binding)** — Mitchell Lane Publishers, 2025	—	**$26.05**	1	**$26.05**
Whooping cranes (Animals In Danger (Mitchell Lane)) by Cunningham, Kevin (#2873AF7) **Hardcover (library binding)** — Mitchell Lane Publishers, 2025	—	**$26.05**	1	**$26.05**
Ankylosaurus (Epic: The World of Dinosaurs) by Sabelko, Rebecca (#1181WX1) **Hardcover (library binding)** — Bellwether Media, 2020	—	**$22.51**	1	**$22.51**
Arctic Animals (Early Animal Encyclopedias) by Borgert-Spaniol, Megan (#2783DK0) **Hardcover (library binding)** — Early Encyclopedias, 2027 **Available for pre-order.** This item is scheduled for release on **August 1, 2026**.	—	**$35.00**	1	**$35.00**
The armed forces encyclopedia (US Military Encyclopedias) by Gagne, Tammy (#2297BD7) **Hardcover (library binding)** — Encyclopedias, an imprint of Abdo Reference, 2024	—	**$37.00**	1	**$37.00**
Asian Animals (Early Animal Encyclopedias) by Borgert-Spaniol, Megan (#2783EK8) **Hardcover (library binding)** — Early Encyclopedias, 2027 **Available for pre-order.** This item is scheduled for release on **August 1, 2026**.	—	**$35.00**	1	**$35.00**
Australian Animals (Early Animal Encyclopedias) by Bell, Samantha S (#2783FK5) **Hardcover (library binding)** — Early Encyclopedias, 2027 **Available for pre-order.** This item is scheduled for release on **August 1, 2026**.	—	**$35.00**	1	**$35.00**

Item	!	Price	Qty.	Total
Awe! by Stiefel, Chana (#2175LJ0) **Hardcover** — Scholastic Press, 2026	—	**$19.99**	1	**$19.99**
Axolotl (Kodiak Books: Library of Awesome Animals) by Grodzicki, Jenna (#2946VE9) **Hardcover (library binding)** — Bearport Publishing, 2024	—	**$21.72**	1	**$21.72**
Baby-sitters little sister. 12,Karen's surprise (Baby-Sitters Little Sister, Book 12) by Grant, Shauna J (#2813YH5) **FollettBound Glued** — Graphix, an imprint of Scholastic, 2026	—	**$23.33**	1	**$23.33**
The bakery dragon by Kurtz, Devin Elle (#2463AHX) **FollettBound Sewn** — Alfred A. Knopf, 2024	—	**$23.70**	1	**$23.70**
The bakery dragon and the fairy cake by Kurtz, Devin Elle (#2603QH2) **Hardcover (library binding)** — Alfred A. Knopf, 2025	—	**$21.99**	1	**$21.99**
Bald eagles (Bigfoot Books: Wild About Animals) by Marie, Renata (#2935BD3) **Hardcover (library binding)** — Kaleidoscope Publishing, 2023	—	**$31.95**	1	**$31.95**
Bark twice for murder (Orca Currents) by Lekich, John (#2827THX) **FollettBound Glued** — Orca Book Publishers, 2025	—	**$19.07**	1	**$19.07**
Basket ball by Nelson, Kadir (#2594GH0) **Hardcover** — Little, Brown and Company, 2026	—	**$21.99**	1	**$21.99**
Bat and the business of ferrets (Bat, Book 4) by Arnold, Elana K (#2028MG0) **Hardcover** — Clarion Books, an imprint of HarperCollins Publishers, 2025	—	**$18.99**	1	**$18.99**
Bat and the case of the yips (Bat, Book 5) by Arnold, Elana K (#2360JJ8) **Hardcover** — Clarion Books, an imprint of HarperCollins Publishers, 2026	—	**$18.99**	1	**$18.99**
Bat and the end of everything (Bat, Book 3) by Arnold, Elana K (#1168QT9) **Hardcover** — Walden Pond Press, an imprint of HarperCollinsPublishers, 2019	—	**$18.99**	1	**$18.99**
Bat and the waiting game (Bat, Book 2) by Arnold, Elana K (#1368EW5) **FollettBound Glued** — Walden Pond Press, an imprint of HarperCollinsPublishers, c2018 p2019	—	**$19.09**	1	**$19.09**

Item	!	Price	Qty.	Total
Batpig Book Series [3-item series] (#A584149)				
Go pig or go home (Batpig, Book 3) by Harrell, Rob (#2581GA9) **Hardcover** — Dial Books for Young Readers, 2023	—	**$14.99**	1	**$14.99**
Too pig to fail (Batpig, Book 2) by Harrell, Rob (#1631CX1) **Hardcover** — Dial Books for Young Readers, 2022	—	**$14.99**	1	**$14.99**
When pigs fly (Batpig, Book 1) by Harrell, Rob (#1672GS8) **Hardcover** — Dial Books for Young Readers, 2021	—	**$14.99**	1	**$14.99**
Bearcub Books: U.S. Symbols Book Set [4-item set] (#A804378)				
The American flag (Bearcub Books: U.S. Symbols) by Hamlin, Owen (#2717HJ9) **Hardcover (library binding)** — Bearcub Books, an imprint of Bearport Publishing by FlutterBee, 2026	—	**$21.02**	1	**$21.02**
The bald eagle (Bearcub Books: U.S. Symbols) by Hamlin, Owen (#2717JJ3) **Hardcover (library binding)** — Bearcub Books, an imprint of Bearport Publishing by FlutterBee, 2026	—	**$21.02**	1	**$21.02**
The Liberty Bell (Bearcub Books: U.S. Symbols) by Hamlin, Owen (#2717KJ0) **Hardcover (library binding)** — Bearcub Books, an imprint of Bearport Publishing by FlutterBee, 2026	—	**$21.02**	1	**$21.02**
The Statue of Liberty (Bearcub Books: U.S. Symbols) by Hamlin, Owen (#2717LJ8) **Hardcover (library binding)** — Bearcub Books, an imprint of Bearport Publishing by FlutterBee, 2026	—	**$21.02**	1	**$21.02**
Becoming RBG : Ruth Bader Ginsburg's journey to justice by Levy, Debbie (#1546RV7) **Hardcover** — Simon & Schuster Books for Young Readers, 2019	—	**$19.99**	1	**$19.99**
Best Cat Breeds for Families Book Set [6-item set] (#A807571)				
Abyssinians : the busy cat (Best Cat Breeds for Families) by Orr, Tamra (#2934CJ3) **Hardcover (library binding)** — Little Mitchie, an imprint of Mitchell Lane, 2026	—	**$23.06**	1	**$23.06**
American shorthairs : the pilgrim cat/ (Best Cat Breeds for Families) by Orr, Tamra (#2934DJ0) **Hardcover (library binding)** — Little Mitchie, an imprint of Mitchell Lane, 2026	—	**$23.06**	1	**$23.06**

Item	!	Price	Qty.	Total
Birmans : the gentle cat (Best Cat Breeds for Families) by Orr, Tamra (#2934EJ8) **Hardcover (library binding)** — Little Mitchie, an imprint of Mitchell Lane, 2026	—	**$23.05**	1	**$23.05**
Burmese : the cuddly cat (Best Cat Breeds for Families) by Orr, Tamra (#2934FJ5) **Hardcover (library binding)** — Little Mitchie, an imprint of Mitchell Lane, 2026	—	**$23.05**	1	**$23.05**
Maine coons : the gentle cat (Best Cat Breeds for Families) by Orr, Tamra (#2934GJ2) **Hardcover (library binding)** — Little Mitchie, an imprint of Mitchell Lane, 2026	—	**$23.05**	1	**$23.05**
Ragdolls : the puppy cat (Best Cat Breeds for Families) by Orr, Tamra (#2934HJX) **Hardcover (library binding)** — Little Mitchie, an imprint of Mitchell Lane, 2026	—	**$23.05**	1	**$23.05**
The Big Book of Useless History Knowledge by Wolfersperger, Kay (#2784SJ8) **Hardcover** — Neon Squid, 2026 **Available for pre-order.** This item is scheduled for release on **July 28, 2026**.	—	**$24.99**	1	**$24.99**
Bigfoot Books: U. S. Armed Forces Book Set [6-item set] (#A807660)				
U.S. Air Force (Bigfoot Books: U. S. Armed Forces) by Ventura, Marne (#2949KJ9) **Hardcover (library binding)** — Kaleidoscope, 2024	—	**$31.95**	1	**$31.95**
U.S. Army (Bigfoot Books: U. S. Armed Forces) by Ventura, Marne (#2949LJ6) **Hardcover** — Kaleidoscope, 2024	—	**$31.95**	1	**$31.95**
U.S. Coast Guard (Bigfoot Books: U. S. Armed Forces) by Mason, Jenny (#2949NJ0) **Hardcover (library binding)** — Kaleidoscope, 2024	—	**$31.95**	1	**$31.95**
U.S. Marine Corps (Bigfoot Books: U. S. Armed Forces) by Ventura, Marne (#2949JJ1) **Hardcover (library binding)** — Kaleidoscope, 2024	—	**$31.95**	1	**$31.95**
U.S. Navy (Bigfoot Books: U. S. Armed Forces) by Ventura, Marne (#2949MJ3) **Hardcover** — Kaleidoscope, 2024	—	**$31.95**	1	**$31.95**
U.S. Space Force (Bigfoot Books: U. S. Armed Forces) by Mason, Jenny (#2949HJ7) **Hardcover (library binding)** — Kaleidoscope, 2024	—	**$31.95**	1	**$31.95**

Item	!	Price	Qty.	Total
Bigfoot goes to the chocolate factory (Twist Books: Bigfoot Adventures) by Usfoot, E. Norm (#2738HHX) **Hardcover (library binding)** — Kaleidoscope, 2026	—	**$32.95**	1	**$32.95**
Bigfoot goes to the White House (Twist Books: Bigfoot Adventures) by Usfoot, E. Norm (#2738JH4) **Hardcover (library binding)** — Kaleidoscope, 2026	—	**$32.95**	1	**$32.95**
Bing's cherries by Blackburne, Livia (#2844NJ4) **Hardcover** — Alfred A. Knopf, 2026	—	**$18.99**	1	**$18.99**
Birdy by Moss, N. West (#2621LJ0) **Hardcover** — Christy Ottaviano Books, Little, Brown and Company, 2026	—	**$17.99**	1	**$17.99**
Black Bear Hunting (Epic: On the Hunt) by Troup, Roxanne (#2662DK9) **Hardcover (library binding)** — Bellwether Media, 2027 **Available for pre-order.** This item is scheduled for release on **August 1, 2026**.	—	**$22.51**	1	**$22.51**
Black bear vs. mountain lion (Torque: Animal Battles) by Sommer, Nathan (#2299DG9) **Hardcover (library binding)** — Bellwether Media, 2025	—	**$22.51**	1	**$22.51**
Born to rock (Middle School, Book 11) by Patterson, James (#1173CS2) **Hardcover** — Jimmy Patterson, Little, Brown and Company, 2019	—	**$14.99**	2	**$29.98**
The boy who dared by Bartoletti, Susan Campbell (#1355TR9) **Paperback** — Scholastic Inc., 2019	—	**$8.99**	1	**$8.99**
Broken by Fang, X (#2625VH2) **Hardcover** — Tundra, 2025	—	**$18.99**	1	**$18.99**
Bryce Canyon National Park (Blastoff! Discovery: U.S. National Parks) by Green, Sara (#2794CJ7) **Hardcover (library binding)** — Bellwether Media, Inc., 2026	—	**$23.26**	1	**$23.26**
The bug bandits by Walsh, Jenni L (#2525FG3) **Hardcover** — Zonderkidz, 2025	—	**$18.99**	1	**$18.99**

Item	!	Price	Qty.	Total
Built to last by Le, Minh (#2261YE8) **Hardcover** — Alfred A. Knopf, 2024	—	**$18.99**	1	**$18.99**
The burning season by Rose, Caroline Starr (#2750UG6) **Hardcover** — Nancy Paulsen Books, 2025	—	**$17.99**	1	**$17.99**
Cantaloupe and HoneyDo bake a cake (Can Do Book) by Boldt, Mike (#2425HG3) **Hardcover** — Dial Books for Young Readers, 2025	—	**$19.99**	1	**$19.99**
Cantaloupe and HoneyDo ride a bike (Can Do Book) by Boldt, Mike (#2496HE1) **Hardcover** — Dial Books for Young Readers, 2024	—	**$19.99**	1	**$19.99**
Cantaloupe and HoneyDo take the bus (Can Do Book) by Boldt, Mike (#2071CJ5) **Hardcover** — Dial Books for Young Readers, 2026	—	**$19.99**	1	**$19.99**
Capybaras (Blastoff! Readers Level 2: Animals of The Rain Forest) by Koestler-Grack, Rachel A (#1203WS4) **Hardcover (library binding)** — Bellwether Media, 2019	—	**$22.51**	1	**$22.51**
Cat Kid comic club (Cat Kid Comic Club, Book 1) by Pilkey, Dav (#1901FC9) **Hardcover (library binding)** — Graphix, an imprint of Scholastic, 2020	—	**$24.99**	1	**$24.99**
Cat Kid comic club. Perspectives (Cat Kid Comic Club, Book 2) by Pilkey, Dav (#1957GS2) **Hardcover (library binding)** — Graphix, an imprint of Scholastic, 2021	—	**$25.99**	1	**$25.99**
Charlie and the chocolate factory by Dahl, Roald (#1433RB4) **Hardcover** — Puffin Books, c1964 p2016	—	**$18.99**	1	**$18.99**
Chocolate wishes (Magic Bunny, Book 1) by Bentley, Sue (#0656CM0) **FollettBound Sewn** — Grosset & Dunlap, an imprint of Penguin Group (USA) Inc., c2010 p2013	—	**$17.69**	1	**$17.69**
The Christmas sweater by Brett, Jan (#2551FH2) **Hardcover** — G.P. Putnam's Sons, 2025	—	**$19.99**	1	**$19.99**
Classroom chaos (Magic Kitten, Book 2) by Bentley, Sue (#27751X7) **FollettBound Glued** — Grosset & Dunlap, c2006 p2008	—	**$16.54**	1	**$16.54**

Item	!	Price	Qty.	Total
Clever crafts with duct tape (Clever Crafts with Everyday Things) by Luciow, Chelsey (#2920JE2) **Hardcover (library binding)** — Capstone Press, a Capstone imprint, 2025	—	**$25.54**	1	**$25.54**
Cloud capers (Magic Puppy, Book 3) by Bentley, Sue (#10141D9) **FollettBound Glued** — Grosset & Dunlap, c2008 p2009	—	**$16.54**	1	**$16.54**
Creepy Kid by Roehrig, Caleb (#2227CK3) **Hardcover** — HarperCollins, 2026 **Available for pre-order.** This item is scheduled for release on **August 25, 2026**.	—	**$18.67**	1	**$18.67**
Cristiano Ronaldo (Sports Superstars (Bellwether Media)) by Golkar, Golriz (#2861GD6) **Hardcover (library binding)** — Bellwether Media, 2024	—	**$22.51**	1	**$22.51**
Crocodiles need friends, too! by Toro, Tom (#2080CH8) **Hardcover** — Little, Brown and Company, 2025	—	**$18.99**	1	**$18.99**
The curse breaker (Isle of Ever, Book 2) by Calonita, Jen (#2746CJ2) **Hardcover** — Sourcebooks, Young Readers, c2025 p2026	—	**$16.99**	1	**$16.99**
The curse of the dead man's diamond by Morrell, Christyne (#2468GF9) **Hardcover (library binding)** — Delacorte Press, 2024	—	**$20.99**	1	**$20.99**
Cuyahoga Valley National Park (Blastoff! Discovery: U.S. National Parks) by Green, Sara (#2794DJ4) **Hardcover (library binding)** — Bellwether Media, Inc., 2026	—	**$23.26**	1	**$23.26**
Dancing days (Magic Bunny, Book 5) by Bentley, Sue (#0656GMX) **FollettBound Sewn** — Grosset & Dunlap, an imprint of the Penguin Group (USA) LLC, c2010 p2014	—	**$16.54**	1	**$16.54**
The day the books disappeared by Ho, Joanna (#2276FH1) **Hardcover** — Disney/Hyperion, 2025	—	**$18.99**	1	**$18.99**
Death Valley National Park (Blastoff! Discovery: U.S. National Parks) by Green, Sara (#2794EJ1) **Hardcover (library binding)** — Bellwether Media, Inc., 2026	—	**$23.26**	1	**$23.26**

Item	!	Price	Qty.	Total
Deer hunting (Epic: On the Hunt) by Troup, Roxanne (#2300CGX) **Hardcover (library binding)** — Bellwether Media, 2025	—	**$22.51**	1	**$22.51**
Dino Duel Book Set [6-item set] (#A785128)				
Allosaurus vs. stegosaurus : prehistoric showdown (Dino Duel) by Jackson, Tom (#2924VHX) **Hardcover (library binding)** — Lerner Publications, 2026	—	**$24.04**	1	**$24.04**
Giganotosaurus vs. argentinosaurus : prehistoric showdown (Dino Duel) by Jackson, Tom (#2929TH7) **Hardcover (library binding)** — Lerner Publications, 2026	—	**$24.04**	1	**$24.04**
Spinosaurus vs. suchomimus : prehistoric showdown (Dino Duel) by Jackson, Tom (#2924WH7) **Hardcover (library binding)** — Lerner Publications, 2026	—	**$24.04**	1	**$24.04**
T. Rex vs. ankylosaurus : prehistoric showdown (Dino Duel) by Jackson, Tom (#2929WH9) **Hardcover (library binding)** — Lerner Publications, c2026 p2025	—	**$24.04**	1	**$24.04**
Triceratops vs. edmontosaurus : prehistoric showdown (Dino Duel) by Jackson, Tom (#2929VH1) **Hardcover (library binding)** — Lerner Publications, c2026 p2025	—	**$24.04**	1	**$24.04**
Velociraptor vs. protoceratops : prehistoric showdown (Dino Duel) by Jackson, Tom (#2929UH4) **Hardcover (library binding)** — Lerner Publications, 2026	—	**$24.04**	1	**$24.04**
Dinosaur jokes (Stride: Joke Books) by Rosenberg, Pam (#2034KC3) **Hardcover (library binding)** — The Child's World, 2024	—	**$23.00**	1	**$23.00**
Dog Man. Big Jim believes (Dog Man, Book 14) by Pilkey, Dav (#2177CJ8) **Hardcover (library binding)** — Graphix, an imprint of Scholastic, 2025	—	**$24.99**	1	**$24.99**
Doll bones by Black, Holly (#0739QV9) **FollettBound Sewn** — Margaret K. McElderry Books, c2013 p2015	—	**$18.24**	1	**$18.24**
The doll in the garden : a ghost story by Hahn, Mary Downing (#39052V2) **FollettBound Glued** — Clarion Books, c1989 p2007	—	**$19.09**	1	**$19.09**
Dolphin vs. Mako shark (Torque: Animal Battles) by Sommer, Nathan (#2789KJ1)	—	**$22.51**	1	**$22.51**

Item	!	Price	Qty.	Total
Hardcover (library binding) — Torque, an imprint of Bellwether Media by Flutterbee, 2026				
Donald Trump (ABDO Kids Jumbo: United States Presidents Biographies) by Hansen, Grace (#2887ZG8) **Hardcover (library binding)** — Abdo Kids, 2025	—	**$24.00**	1	**$24.00**
Double trouble (Magic Kitten, Book 4) by Bentley, Sue (#00148R0) **FollettBound Glued** — Grosset & Dunlap, c2006 p2009	—	**$16.54**	1	**$16.54**
Eagle vs. falcon (Bigfoot Books: Animal Showdowns) by O'Brien, Cynthia (#2317WG5) **Hardcover (library binding)** — Kaleidoscope, 2025	—	**$31.95**	1	**$31.95**
Ear worm! by Knowles, Johanna (#1625PR7) **Hardcover** — Candlewick Press, 2022	—	**$17.99**	1	**$17.99**
Elk hunting (Epic: On the Hunt) by Troup, Roxanne (#2300EG4) **Hardcover (library binding)** — Bellwether Media, 2025	—	**$22.51**	1	**$22.51**
Epic Joke Books Book Set [6-item set] (#A790504)				
Epic animal jokes (Epic Joke Books) by King, Joe (#2739NHX) **Hardcover (library binding)** — Kaleidoscope, 2026	—	**$30.95**	1	**$30.95**
Epic food jokes (Epic Joke Books) by King, Joe (#2739SH6) **Hardcover (library binding)** — Kaleidoscope, 2026	—	**$30.95**	1	**$30.95**
Epic history jokes (Epic Joke Books) by King, Joe (#2739TH3) **Hardcover (library binding)** — Kaleidoscope, 2026	—	**$30.95**	1	**$30.95**
Epic monster jokes (Epic Joke Books) by King, Joe (#2739PH4) **Hardcover (library binding)** — Kaleidoscope, 2026	—	**$30.95**	1	**$30.95**
Epic pet jokes (Epic Joke Books) by King, Joe (#2739RH9) **Hardcover (library binding)** — Kaleidoscope, 2026	—	**$30.95**	1	**$30.95**
Epic space jokes (Epic Joke Books) by King, Joe (#2739QH1) **Hardcover (library binding)** — Kaleidoscope, 2026	—	**$30.95**	1	**$30.95**

Item	!	Price	Qty.	Total
Eureka by Chang, Victoria (#2368PH6) **Hardcover** — Farrar Straus Giroux, 2026	—	**$18.99**	1	**$18.99**
Everything baseball (Everything Sports) by Stathes, Corbu (#2876DEX) **Hardcover (library binding)** — SportsZone, an imprint of Abdo Publishing, 2025	—	**$26.00**	1	**$26.00**
Everything basketball (Everything Sports) by Hanlon, Luke (#2875YE6) **Hardcover (library binding)** — SportsZone, an imprint of Abdo Publishing, 2025	—	**$26.00**	1	**$26.00**
Everything football (Everything Sports) by Stathes, Corbu (#2876AE8) **Hardcover (library binding)** — SportsZone, an imprint of Abdo Publishing, 2025	—	**$26.00**	1	**$26.00**
Everything gymnastics (Everything Sports) by McDougall, Chros (#2876FE4) **Hardcover (library binding)** — SportsZone, an imprint of Abdo Publishing, 2025	—	**$26.00**	1	**$26.00**
Everything soccer (Everything Sports) by Clarke, David J (#2876BE5) **Hardcover (library binding)** — SportsZone, an imprint of Abdo Publishing, 2025	—	**$26.00**	1	**$26.00**
Everything softball (Everything Sports) by Shapiro, Sean (#2876EE7) **Hardcover (library binding)** — SportsZone, an imprint of Abdo Publishing, 2025	—	**$26.00**	1	**$26.00**
Finding bear by Gold, Hannah (#2420HD7) **Hardcover** — Harper, an imprint of HarperCollins Publishers, 2024	—	**$19.99**	1	**$19.99**
Fire engines (Bigfoot Jr.: Mega Machines) by Schuh, Mari C (#2934DD1) **Hardcover (library binding)** — Kaleidoscope, 2023	—	**$29.95**	1	**$29.95**
Fireworks by Burgess, Matthew (#2530YG5) **Hardcover** — Clarion Books, an imprint of HarperCollinsPublishers, 2025	—	**$19.99**	1	**$19.99**
The flower thief by Hemming, Alice (#2101VH3) **Hardcover** — Sourcebooks Jabberwocky, 2025	—	**$18.99**	1	**$18.99**
Fly Who Flew Book Set [2-item set] (#A798777)				
The fly who flew to space (Fly Who Flew) by Sanchez, Lauren (#2521VF6)	—	**$19.95**	1	**$19.95**

Item	!	Price	Qty.	Total
Hardcover — The Collective Book Studio, 2024				
The fly who flew under the sea (Fly Who Flew) by Sanchez, Lauren (#2587MJ4) **Hardcover** — The Collective Book Studio, 2026	—	**$19.95**	1	**$19.95**
A forest charm (Magic Puppy, Book 6) by Bentley, Sue (#05684Z2) **FollettBound Glued** — Grosset & Dunlap, c2008 p2010	—	**$16.54**	1	**$16.54**
Forever Ripley by Hoyle, McCall (#2478DJ5) **Hardcover** — Shadow Mountain Publishing, 2025	—	**$18.99**	1	**$18.99**
Forty the fortune teller by Daywalt, Drew (#2068TJ8) **Hardcover** — Philomel, 2026	—	**$18.99**	1	**$18.99**
Fourteen ways of looking at jellyfish by Weatherford, Carole Boston (#2405KK7) **Hardcover** — Candlewick Press, 2026	—	**$19.99**	1	**$19.99**
The future book by Barnett, Mac (#2846CJ7) **Hardcover** — Alfred A. Knopf, 2026	—	**$19.99**	1	**$19.99**
Genius Kid: Activities Book Set [4-item set] (#A782366)				
Dance (Genius Kid: Activities) by Phillips-Bartlett, Rebecca (#2867VH6) **FollettBound Sewn** — North Star Kids, 2026	—	**$19.35**	1	**$19.35**
Music (Genius Kid: Activities) by Holmes, Kirsty (#2867WH3) **FollettBound Sewn** — North Star Kids, 2026	—	**$19.35**	1	**$19.35**
Sports (Genius Kid: Activities) by Holmes, Kirsty (#2867ZH5) **FollettBound Sewn** — North Star Kids, 2026	—	**$19.35**	1	**$19.35**
Theater (Genius Kid: Activities) by Holmes, Kirsty (#2868AHX) **FollettBound Sewn** — North Star Kids, 2026	—	**$19.35**	1	**$19.35**
Genius Kid: Sports Book Set [4-item set] (#A799277)				
Baseball (Genius Kid: Sports) by Leatherland, Noah (#2615WJ0)	—	**$19.35**	1	**$19.35**

Item	!	Price	Qty.	Total
FollettBound Sewn — North Star Kids, 2026				
Basketball (Genius Kid: Sports) by Leatherland, Noah (#2615YJ5) **FollettBound Sewn** — North Star Kids, 2026	—	**$19.35**	1	**$19.35**
Football (Genius Kid: Sports) by Leatherland, Noah (#2615ZJ2) **FollettBound Sewn** — North Star Kids, 2026	—	**$19.35**	1	**$19.35**
Soccer (Genius Kid: Sports) by Leatherland, Noah (#2616AJ7) **FollettBound Sewn** — North Star Kids, 2026	—	**$19.35**	1	**$19.35**
Giant panda vs. red panda (Bigfoot Books: Animal Showdowns) by O'Brien, Cynthia (#2317YGX) **Hardcover (library binding)** — Kaleidoscope, 2025	—	**$31.95**	1	**$31.95**
Giant rays of hope : protecting manta rays to safeguard the sea by Newman, Patricia (#2733RF4) **Hardcover (library binding)** — Millbrook Press, 2025	—	**$26.04**	1	**$26.04**
The girl who figured it out by Dentler, Minda (#2777LG6) **FollettBound Sewn** — Sourcebooks eXplore, an imprint of Sourcebooks Kids, 2024	—	**$23.70**	1	**$23.70**
Goalkeeper by Bloor, Edward (#2508MH0) **Hardcover** — Clarion Books, an imprint of HarperCollinsPublishers, 2025	—	**$19.99**	1	**$19.99**
Goldfinches by Oliver, Mary (#2069RJX) **Hardcover** — Viking, 2026	—	**$18.99**	1	**$18.99**
Gordon : bark to the future! by Spires, Ashley (#1457GL2) **FollettBound Sewn** — Kids Can Press, 2018	—	**$18.24**	1	**$18.24**
Grace the cove dragon (Dragon Girls, Book 10) by Mara, Maddy (#2023JB6) **FollettBound Glued** — Scholastic Inc., 2023	—	**$15.69**	1	**$15.69**
The great escape by Marcero, Deborah (#2068JJ5) **Hardcover** — G.P. Putnam's Sons, 2026	—	**$19.99**	1	**$19.99**

Item	!	Price	Qty.	Total
Greenwitch (Dark is Rising Sequence, Book 3) by Cooper, Susan (#2312NE1) **FollettBound Glued** — Margaret K. McElderry Books, c2002 p2023	—	**$18.24**	1	**$18.24**
Grumpy Monkey Father's Day fuss (Grumpy Monkey) by Lang, Suzanne (#2846PJ1) **Hardcover** — Random House Studio, 2026	—	**$12.99**	1	**$12.99**
Hawai'i Volcanoes National Park (Blastoff! Discovery: U.S. National Parks) by Green, Sara (#2794FJ9) **Hardcover (library binding)** — Bellwether Media, Inc., 2026	—	**$23.26**	1	**$23.26**
Hawk vs. owl (Bigfoot Books: Animal Showdowns) by O'Brien, Cynthia (#2318AG1) **Hardcover (library binding)** — Kaleidoscope, 2025	—	**$31.95**	1	**$31.95**
Helicopters (Bigfoot Jr.: Mega Machines) by Schuh, Mari C (#2934HD0) **Hardcover (library binding)** — Kaleidoscope, 2023	—	**$29.95**	1	**$29.95**
Helping the ocean (Save Our Earth! Climate Action Explained (Bearport)) by Bergin, Raymond (#2285ZH6) **Hardcover (library binding)** — Bearport Publishing, 2026	—	**$23.12**	1	**$23.12**
Hold by Ribay, Randy (#2068AJX) **Hardcover** — Kokila, 2026	—	**$18.99**	1	**$18.99**
Hot dog! : the history of America's favorite sausage by Van Zandt, Christine (#2405QJ2) **Hardcover** — Odd Dot, c2025 p2026	—	**$19.99**	1	**$19.99**
House arrest by Holt, K. A (#1108RC4) **FollettBound Glued** — Chronicle Books, 2016	—	**$20.15**	1	**$20.15**
How to get your octopus to school by Scharnhorst, Becky (#2321WB1) **Hardcover** — Flamingo Books, 2023	—	**$18.99**	1	**$18.99**
How to hatch : a gosling's guide to breaking free by Ackerman, Sara Holly (#2847DJ0) **Hardcover** — Alfred A. Knopf, 2026	—	**$18.99**	1	**$18.99**
Humphrey's mixed-up magic trick (Humphrey's Tiny Tales, Book 5) by Birney, Betty G (#1383RC5) **FollettBound Sewn** — Puffin Books, 2016	—	**$16.54**	1	**$16.54**

Item	!	Price	Qty.	Total
Humphrey's really wheely racing day (Humphrey's Tiny Tales, Book 1) by Birney, Betty G (#1394EC2) **FollettBound Sewn** — Puffin Books, an imprint of Penguin Group (USA), 2014	—	**$16.54**	1	**$16.54**
Humphrey's school fair surprise (Humphrey's Tiny Tales, Book 4) by Birney, Betty G (#0525ZZ7) **FollettBound Sewn** — Puffin Books, 2016	—	**$16.54**	1	**$16.54**
The Hungry Forest by Rivera, Kaela (#2786KJ2) **Hardcover** — Bloomsbury Children's, 2026 **Available for pre-order.** This item is scheduled for release on **August 18, 2026**.	—	**$18.99**	1	**$18.99**
Hypergifted by Korman, Gordon (#2356QJ1) **Hardcover** — Harper, an imprint of HarperCollins Publishers, 2026	—	**$19.99**	1	**$19.99**
I Am Murphy and I Am Waiting by Yaccarino, Dan (#2171HK4) **Hardcover** — Henry Holt & Company, 2026 **Available for pre-order.** This item is scheduled for release on **August 25, 2026**.	—	**$18.99**	1	**$18.99**
I am Pusheen the cat by Belton, Claire (#0602DL7) **Paperback** — Simon & Schuster, 2013	—	**$15.99**	1	**$15.99**
I am the mountain by Weinberg, Steven (#2415SK0) **Hardcover** — Neal Porter Books/Holiday House, 2026	—	**$19.99**	1	**$19.99**
I Survived the Bombing of Pearl Harbor, 1941 (I Survived, Book 14) by Tarshis, Lauren (#2463DJ8) **FollettBound Glued** — Graphix, 2026	—	**$23.33**	1	**$23.33**
I survived the California wildfires, 2018 (I Survived, Book 13) by Ball, Georgia (#2815CH8) **Hardcover** — Graphix, an imprint of Scholastic, 2026	—	**$25.99**	1	**$25.99**
InvestiGators (InvestiGators, Book 1) by Green, John Patrick (#1403PX3) **Hardcover** — First Second, 2020	—	**$12.99**	1	**$12.99**
InvestiGators. Weather or not (InvestiGators, Book 9) by Green, John Patrick (#2379CJX) **Hardcover** — First Second, 2026	—	**$12.99**	1	**$12.99**

Item	!	Price	Qty.	Total
Is it spring? by Henkes, Kevin (#2358GJ1) **Hardcover** — Greenwillow Books, an imprint of HarperCollins Publishers, 2026	—	**$21.99**	1	**$21.99**
Jade the gem dragon (Magical Rescue Vets) by Lockhart, Melody (#1912CP5) **FollettBound Sewn** — Arcturus Publishing, 2021	—	**$15.69**	1	**$15.69**
Jayson Tatum (Torque: Sports Superstars) by Adamson, Thomas K (#2793AJ6) **Hardcover (library binding)** — Bellwether Media, Inc., 2026	—	**$22.51**	1	**$22.51**
Jerboa (Kodiak Books: Library of Awesome Animals) by Rose, Rachel (#2662VE0) **FollettBound Glued** — Bearport Publishing, 2025	—	**$18.15**	1	**$18.15**
Joe Biden : 46th president of the United States of America (ABDO Kids Jumbo: United States Presidents Biographies) by Hansen, Grace (#1947EM3) **Hardcover (library binding)** — Abdo Kids, 2021	—	**$24.00**	1	**$24.00**
Josh Allen (Sports Superstars (Bellwether Media)) by Pettiford, Rebecca (#2861JD8) **Hardcover (library binding)** — Bellwether Media, 2024	—	**$22.51**	1	**$22.51**
Just Like Home Book Series [4-item series] (#A790369) **Contains items available for pre-order.** Some items in this set are not yet available; we'll ship them to you upon release. **Incomplete set.** Some items in this set are missing or unavailable.				
Helping Hounds (Just Like Home, Book 3) by Downing, Erin Soderberg (#2531MK7) **FollettBound Glued** — Scholastic Press, 2026 **Available for pre-order.** This item is scheduled for release on **October 15, 2026**.	—	**$18.75**	1	**$18.75**
Kitten delivery (Just Like Home, Book 2) by Downing, Erin Soderberg (#2202CJ2) **FollettBound Glued** — Scholastic Inc., 2026	—	**$18.75**	1	**$18.75**
Love rolls in (Just Like Home, Book 1) by Downing, Erin Soderberg (#2202BJ5) **FollettBound Glued** — Scholastic Inc., 2026	—	**$18.75**	1	**$18.75**
Just one gift by Park, Linda Sue (#2361DJ0) **Hardcover** — Clarion Books, an imprint of HarperCollinsPublishers, 2026	—	**$18.99**	1	**$18.99**

Item	!	Price	Qty.	Total
Kevin Durant (Sports Superstars (Bellwether Media)) by Pettiford, Rebecca (#2861KD5) **Hardcover (library binding)** — Bellwether Media, 2024	—	**$22.51**	1	**$22.51**
The Last Ember (Aerimander Chronicles, Book 1) by Dodd, Lily Berlin (#2166PK9) **FollettBound Glued** — Square Fish, 2026 **Available for pre-order.** This item is scheduled for release on **October 29, 2026**.	—	**$20.35**	1	**$20.35**
Let's bake! : a Pusheen cookbook by Belton, Claire (#1687KD1) **Hardcover** — Gallery Books, 2020	—	**$22.00**	1	**$22.00**
Life in the U.S. Army (Daily Life in the U.S. Military) by Barrett, Mo (#2918YE7) **Hardcover (library binding)** — Pebble, a Capstone imprint, 2025	—	**$22.54**	1	**$22.54**
Life in the U.S. Marine Corps (Daily Life in the U.S. Military) by Bolte, Mari (#2918UE8) **Hardcover (library binding)** — Pebble, a Capstone imprint, 2025	—	**$22.54**	1	**$22.54**
Life in the U.S. National Guard (Daily Life in the U.S. Military) by Barrett, Mo (#2918ZE4) **Hardcover (library binding)** — Pebble, a Capstone imprint, 2025	—	**$22.54**	1	**$22.54**
Lightfall. Book one,The girl & the Galdurian (Lightfall, Book 1) by Probert, Tim (#1954VB3) **Hardcover** — HarperAlley, an imprint of HarperCollins Publishers, 2020	—	**$24.99**	1	**$24.99**
Lightfall. Book two,Shadow of the bird (Lightfall, Book 2) by Probert, Tim (#2761ED7) **Hardcover** — HarperAlley, an imprint of HarperCollins Publishers, 2022	—	**$22.99**	1	**$22.99**
The lions of Little Rock by Levine, Kristin (#0774ZF3) **FollettBound Glued** — Puffin Books, c2012 p2013	—	**$19.09**	1	**$19.09**
The lions' run by Pennypacker, Sara (#2203CJ9) **Hardcover** — Balzer + Bray, 2026	—	**$18.99**	1	**$18.99**
Llama Llama graduation day! (Llama Llama) by Morrow, J. T (#2068SJ0) **Hardcover** — Viking, 2026	—	**$18.99**	1	**$18.99**

Item	!	Price	Qty.	Total
Loops by Awan, Jashar (#2586PJX) **Hardcover** — Simon & Schuster Books for Young Readers, 2026	—	**$19.99**	1	**$19.99**
Love finds a way by Kousky, Vern (#2371GH1) **Hardcover** — Roaring Brook Press, 2025	—	**$18.99**	1	**$18.99**
Lucky scramble by Raymundo, Peter (#2931FC9) **Paperback** — Dial Books for Young Readers, 2024	—	**$13.99**	1	**$13.99**
Make Way for Fenway! Book Series [4-item series] (#A584580)				
Fenway and the bone thieves (Make Way for Fenway!, Book 1) by Coe, Victoria J (#1647WX0) **FollettBound Sewn** — G.P. Putnam's Sons, 2022	—	**$16.54**	1	**$16.54**
Fenway and the frisbee trick (Make Way for Fenway!, Book 2) by Coe, Victoria J (#1647YX5) **FollettBound Sewn** — G.P. Putnam's Sons, 2022	—	**$16.54**	1	**$16.54**
Fenway and the great escape (Make Way for Fenway!, Book 4) by Coe, Victoria J (#2626TC3) **FollettBound Glued** — G.P. Putnam's Sons, 2023	—	**$16.54**	1	**$16.54**
Fenway and the loudmouth bird (Make Way for Fenway!, Book 3) by Coe, Victoria J (#2619TA0) **FollettBound Sewn** — G.P. Putnam's Sons, 2023	—	**$16.54**	1	**$16.54**
The many lives of Pusheen the cat by Belton, Claire (#1685KN0) **Paperback** — Gallery Books, 2021	—	**$16.99**	1	**$16.99**
Mia Floppyear's snowy adventure (Magic Animal Friends, Book 3) by Meadows, Daisy (#1638TR0) **Paperback** — Orchard, 2017	—	**$8.99**	1	**$8.99**
The military vehicles encyclopedia (US Military Encyclopedias) by Ringstad, Arnold (#2297CD4) **Hardcover (library binding)** — Encyclopedias, an imprint of Abdo Reference, 2024	—	**$37.00**	1	**$37.00**
Minimizing waste (Save Our Earth! Climate Action Explained (Bearport)) by Bergin, Raymond (#2286AH0) **Hardcover (library binding)** — Bearport Publishing, 2026	—	**$23.12**	1	**$23.12**
Monster trucks (Bigfoot Jr.: Mega Machines) by Schuh, Mari C (#2934JD5)	—	**$29.95**	1	**$29.95**

Item	!	Price	Qty.	Total
Hardcover (library binding) — Kaleidoscope, 2023				
Moonlight mischief (Magic Kitten, Book 5) by Bentley, Sue (#00149R8) **FollettBound Glued** — Grosset & Dunlap, c2006 p2009	—	**$16.54**	1	**$16.54**
Mountain lion vs. coyote (Torque: Animal Battles) by Adamson, Thomas K (#1821ZN0) **Hardcover (library binding)** — Bellwether Media, 2021	—	**$22.51**	1	**$22.51**
Mr. Popper's penguins by Atwater, Richard (#03886A4) **Hardcover** — Little, Brown and Company, 1966	—	**$21.99**	1	**$21.99**
Muddy paws (Magic Puppy, Book 2) by Bentley, Sue (#00029RX) **FollettBound Glued** — Grosset & Dunlap, c2008 p2009	—	**$16.54**	1	**$16.54**
Mythspeaker by Roubique, Christopher (#2069AJ6) **Hardcover** — Viking, 2026	—	**$18.99**	1	**$18.99**
The name of this book is secret (Secret, Book 1) by Bosch, Pseudonymous (#11235Y3) **FollettBound Glued** — Little, Brown, c2007 p2008	—	**$18.15**	1	**$18.15**
National parks (DK Eyewitness) by Mills, Andrea (#2497RB6) **FollettBound Sewn** — DK/Penguin Random House, 2023	—	**$19.09**	1	**$19.09**
A new beginning (Magic Puppy, Book 1) by Bentley, Sue (#00028R2) **FollettBound Glued** — Grosset & Dunlap, 2009	—	**$15.69**	1	**$15.69**
A new friend (Magic Ponies, Book 1) by Bentley, Sue (#0768WF1) **FollettBound Sewn** — Grosset & Dunlap, 2013	—	**$18.54**	1	**$18.54**
Noodle and Jonathan Book Set [3-item set] (#A825065) **Contains items available for pre-order.** Some items in this set are not yet available; we'll ship them to you upon release.				
Milton Makes a Move (Noodle and Jonathan) by Graziano, Jonathan (#2702SKX) **Hardcover** — MARGARET K. MCELDERRY BOO, 2026 **Available for pre-order.** This item is scheduled for release on **August 4, 2026**.	—	**$19.99**	1	**$19.99**

Item	!	Price	Qty.	Total
Noodle and the No Bones Day (Noodle and Jonathan) by Graziano, Jonathan (#1914SXX) **Hardcover** — Margaret K. McElderry Books, 2022	—	**$19.99**	1	**$19.99**
Noodle conquers Comfy Mountain (Noodle and Jonathan) by Graziano, Jonathan (#2051BCX) **Hardcover** — Margaret K. McElderry Books, 2023	—	**$18.99**	1	**$18.99**
North American Animals (Early Animal Encyclopedias) by Bell, Samantha S (#2783GK2) **Hardcover (library binding)** — Early Encyclopedias, 2027 **Available for pre-order.** This item is scheduled for release on **August 1, 2026**.	—	**$35.00**	1	**$35.00**
Odder : an otter's story by Applegate, Katherine (#2952PF3) **Hardcover** — Feiwel & Friends, 2025	—	**$18.99**	1	**$18.99**
Okapi (Kodiak Books: Library of Awesome Animals) by Rose, Rachel (#2662WE8) **FollettBound Glued** — Bearport Publishing, 2025	—	**$18.15**	1	**$18.15**
Old school [large print] by Korman, Gordon (#2408EJ4) **Hardcover (library binding)** — Thorndike Press, a part of Gale, a Cengage Company, 2025	—	**$25.00**	1	**$25.00**
The one thing you'd save by Park, Linda Sue (#2723JAX) **FollettBound Glued** — Clarion Books, Houghton Mifflin Harcourt, c2021 p2023	—	**$19.09**	1	**$19.09**
Oona the unicorn (Magical Rescue Vets) by Lockhart, Melody (#1912DP2) **FollettBound Sewn** — Arcturus Publishing, 2021	—	**$15.69**	1	**$15.69**
Otto the ornament by Cummings, Troy (#2495YC2) **Hardcover** — Random House, 2023	—	**$12.99**	1	**$12.99**
Over sea, under stone (Dark is Rising Sequence, Book 1) by Cooper, Susan (#2312PE6) **FollettBound Glued** — Margaret K. McElderry Books, c1965 p2023	—	**$18.24**	1	**$18.24**
Ozzie (Puppy Place, Book 70) by Miles, Ellen (#2168HG0) **FollettBound Glued** — Scholastic Inc., 2025	—	**$16.03**	1	**$16.03**

Item	!	Price	Qty.	Total
Partypooper (Diary of a Wimpy Kid, Book 20) [large print] by Kinney, Jeff (#2409ZJ3) **Hardcover (library binding)** — Thorndike Press, a part of Gale, a Cengage Company, 2025	—	**$25.00**	1	**$25.00**
Pencil & Eraser Book Series [3-item series] (#A757922)				
Pencil & Eraser. 1,We have a dull-emma! (Pencil & Eraser, Book 1) by Alvarado, Jenny (#2604DF8) **Hardcover** — G.P. Putnam's Sons, 2024	—	**$12.99**	1	**$12.99**
Pencil & Eraser. 2,Lost and frown! (Pencil & Eraser, Book 2) by Alvarado, Jenny (#2742NG2) **Hardcover** — Putnam, G.P. Putnam's Sons, 2025	—	**$12.99**	1	**$12.99**
Pencil & Eraser. 3,New friends rule! (Pencil & Eraser, Book 3) by Alvarado, Jenny (#2065TJ9) **Hardcover** — G.P. Putnam's Sons, 2026	—	**$12.99**	1	**$12.99**
Pepper (Puppy Place, Book 71) by Miles, Ellen (#2455LH7) **FollettBound Glued** — Scholastic Inc., 2025	—	**$15.69**	1	**$15.69**
Pheasant hunting (Epic: On the Hunt) by Troup, Roxanne (#2300FG1) **Hardcover (library binding)** — Bellwether Media, 2025	—	**$22.51**	1	**$22.51**
Phil & Lil Book Book Set [2-item set] (#A67444X)				
Just try it! (Phil & Lil Book) by Rosenthal, Phil (#2273HD4) **Hardcover** — Simon & Schuster Books for Young Readers, 2024	—	**$18.99**	1	**$18.99**
Just try it! Someplace new! (Phil & Lil Book) by Rosenthal, Phil (#2527BJ1) **Hardcover** — Simon & Schuster Books for Young Readers, 2026	—	**$19.99**	1	**$19.99**
Phoebe the moonlight dragon (Dragon Girls, Book 8) by Mara, Maddy (#1824NX4) **FollettBound Glued** — Scholastic Inc., 2022	—	**$15.69**	1	**$15.69**
Pig the elf (Pig the Pug) by Blabey, Aaron (#1617ZR7) **FollettBound Sewn** — Scholastic Inc, c2016 p2021	—	**$17.39**	1	**$17.39**
Pikas (Blastoff! Readers Level 2: Animals of the Mountains) by Shaffer, Lindsay (#1184NX5) **Hardcover (library binding)** — Bellwether Media, 2020	—	**$22.51**	1	**$22.51**

Item	!	Price	Qty.	Total
Pizza and Taco. 10,Go viral! (Pizza and Taco, Book 10) by Shaskan, Stephen (#2842EJ6) **Hardcover (library binding)** — Random House, 2026	—	**$13.99**	1	**$13.99**
Pizza and Taco. 11,Scariest sleepover ever! (Pizza and Taco, Book 11) by Shaskan, Stephen (#2503UK1) **Hardcover** — Random House, 2026	—	**$10.99**	1	**$10.99**
Plants vs. zombies : lawnmageddon (Plants vs. Zombies (Dark Horse), Book 1) by Tobin, Paul (#0796SL5) **Hardcover** — Dark Horse Books, 2013	—	**$12.99**	1	**$12.99**
Plants vs. zombies : timepocalypse (Plants vs. Zombies (Dark Horse), Book 2) by Tobin, Paul (#0822MSX) **Hardcover (library binding)** — Dark Horse Books, a division of Dark Horse Comics, Inc., 2015	—	**$12.99**	1	**$12.99**
Plants vs. zombies : timepocalypse (Plants vs. Zombies (Dark Horse), Book 2) by Tobin, Paul (#0822MSX) **Hardcover (library binding)** — Dark Horse Books, a division of Dark Horse Comics, Inc., 2015	—	**$12.99**	1	**$12.99**
Plants vs. zombies. Zapped (Plants vs. Zombies (Dark Horse), Book 23) by Tobin, Paul (#2182KD0) **Hardcover** — Dark Horse Books, 2024	—	**$12.99**	1	**$12.99**
Porcupine vs. pangolin (Who Would Win?) by Pallotta, Jerry (#2456HH4) **FollettBound Sewn** — Scholastic Inc., 2025	—	**$14.28**	1	**$14.28**
Pug Goes to Hollywood (Branches: Diary of A Pug, Book 15) by May, Kyla (#2598WJ9) **FollettBound Sewn** — Scholastic Inc., 2026	—	**$17.84**	1	**$17.84**
Pusheen. I like you more than pizza. (#1341FZ1) **Hardcover** — RP Studio, 2020	—	**$12.00**	1	**$12.00**
Quokka (Kodiak Books: Library of Awesome Animals) by Grodzicki, Jenna (#2953NE7) **Hardcover (library binding)** — Bearport Publishing, 2024	—	**$21.72**	1	**$21.72**
Red fox vs. fisher (Torque: Animal Battles) by Sommer, Nathan (#2949BD4) **Hardcover (library binding)** — Bellwether Media, 2024	—	**$22.51**	1	**$22.51**
Restoring habitats (Save Our Earth! Climate Action Explained (Bearport)) by Bergin, Raymond (#2286CH5) **Hardcover (library binding)** — Bearport Publishing, 2026	—	**$23.12**	1	**$23.12**

Item	!	Price	Qty.	Total
Ride on Book Series [1-item series] (#A785969)				
Phoenix (Ride on, Book 1) by Bradley, Kimberly Brubaker (#2067KJ6) **Hardcover** — Dial Books for Young Readers, 2026	—	**$17.99**	1	**$17.99**
Rock and Roll by Thompson, Ruby Amy (#2850VJ2) **Hardcover** — Tiger Tales, 2026	—	**$18.99**	1	**$18.99**
Rowley Jefferson's awesome friendly spooky stories 2 (Diary of an Awesome Friendly Kid, Book 4) by Kinney, Jeff (#2541NKX) **FollettBound Glued** — Amulet Books, 2026	—	**$21.52**	1	**$21.52**
Rumpelstiltskin by Barnett, Mac (#2175CJ5) **Hardcover** — Orchard Books, an imprint of Scholastic Inc., 2026	—	**$19.99**	1	**$19.99**
Scariest Silliest Stories Book Series [3-item series] (#A782048) **Incomplete set.** Some items in this set are missing or unavailable.				
The scariest campfire story you've ever heard! (Scariest Silliest Stories, Book 2) by Keres, Ron (#2789BHX) **Hardcover** — Sourcebooks Wonderland, 2025	—	**$18.99**	1	**$18.99**
The scariest story you've ever heard! (Scariest Silliest Stories, Book 1) by Keres, Ron (#2526RH5) **Hardcover** — Sourcebooks Wonderland, 2025	—	**$18.99**	1	**$18.99**
Scholastic book of world records, 2026 by Bouza, Blythe (#2455RH0) **FollettBound Glued** — Scholastic Inc., 2025	—	**$23.33**	1	**$23.33**
Science of Fairy Tales Book Set [4-item set] (#A77116X)				
A huff-and-puff proof house and the science of The three little pigs (Science of Fairy Tales) by Koster, Gloria (#2250CH0) **Hardcover (library binding)** — Picture Window Books, a Capstone imprint, 2026	—	**$20.54**	1	**$20.54**

Item	!	Price	Qty.	Total
A just-right bed and the science of Goldilocks and the three bears (Science of Fairy Tales) by Clark-Robinson, Monica (#2249ZHX) **Hardcover (library binding)** — Picture Window Books, a Capstone imprint, 2026	—	**$20.54**	1	**$20.54**
Magical beans, a giant, and the science of Jack and the beanstalk (Science of Fairy Tales) by Clark-Robinson, Monica (#2250AH6) **Hardcover (library binding)** — Picture Window Books, a Capstone imprint, 2026	—	**$20.54**	1	**$20.54**
A tiny vegetable, many mattresses, and the science of The princess and the pea (Science of Fairy Tales) by Koster, Gloria (#2250BH3) **Hardcover (library binding)** — Picture Window Books, a Capstone imprint, 2026	—	**$20.54**	1	**$20.54**
Scorpion vs. tarantula (Bigfoot Books: Animal Showdowns) by O'Brien, Cynthia (#2318GG5) **Hardcover (library binding)** — Kaleidoscope, 2025	—	**$31.95**	1	**$31.95**
Sea otter sunrise (Magic Tree House, Book 40) by Osborne, Mary Pope (#2107SHX) **Hardcover (library binding)** — Random House, 2025	—	**$18.99**	1	**$18.99**
The second life of Snap by Kelly, Erin Entrada (#2871TJ5) **Hardcover** — Greenwillow Books, an imprint of HarperCollins Publishers, 2026	—	**$19.99**	1	**$19.99**
The seventh most important thing by Pearsall, Shelley (#1148WC2) **FollettBound Glued** — Yearling, an imprint of Random House Children's Books, a division of Penguin Random House LLC, c2015 p2016	—	**$18.24**	1	**$18.24**
Show-jumping dreams (Magic Ponies, Book 4) by Bentley, Sue (#0655WMX) **FollettBound Sewn** — Grosset & Dunlap, an imprint of Penguin Group (USA) Inc., 2013	—	**$18.54**	1	**$18.54**
The snow thief (Squirrel and Bird Book) by Hemming, Alice (#2705CE3) **Hardcover** — Sourcebooks Jabberwocky, 2024	—	**$18.99**	1	**$18.99**
South American Animals (Early Animal Encyclopedias) by Doty, Abby (#2783HKX) **Hardcover (library binding)** — Early Encyclopedias, 2027 **Available for pre-order.** This item is scheduled for release on **August 1, 2026**.	—	**$35.00**	1	**$35.00**
A special wish (Magic Ponies, Book 2) by Bentley, Sue (#0768YF6)	—	**$18.54**	1	**$18.54**

Item	!	Price	Qty.	Total
FollettBound Sewn — Grosset & Dunlap, c2009 p2013				
Spinosaurus (Epic: The World of Dinosaurs) by Sabelko, Rebecca (#1825SN5) **Hardcover (library binding)** — Bellwether Media, 2021	—	**$22.51**	1	**$22.51**
Squash & Pumpkin : #Squashgoals by McQueen, G. G (#2112AH2) **Hardcover** — Doubleday Books for Young Readers, 2025	—	**$18.99**	1	**$18.99**
Star dreams (Magic Kitten, Book 3) by Bentley, Sue (#24433X9) **FollettBound Glued** — Grosset & Dunlap, c2006 p2008	—	**$16.54**	1	**$16.54**
Star of the show (Magic Puppy, Book 4) by Bentley, Sue (#10142D6) **FollettBound Glued** — Grosset & Dunlap, c2008 p2009	—	**$16.54**	1	**$16.54**
Stella the starlight dragon (Dragon Girls, Book 9) by Mara, Maddy (#1825CX0) **FollettBound Glued** — Scholastic Inc., 2022	—	**$15.69**	1	**$15.69**
Styx and stones by Schmidt, Gary D (#2507EJ2) **Hardcover** — Clarion Books, Houghton Mifflin Harcourt, 2026	—	**$18.99**	1	**$18.99**
Sugar glider (Kodiak Books: Library of Awesome Animals) by Rose, Rachel (#2284KH0) **Hardcover (library binding)** — Bearport Publishing, 2026	—	**$21.72**	1	**$21.72**
Sun bear (Kodiak Books: Library of Awesome Animals) by Rose, Rachel (#2953RE6) **Hardcover (library binding)** — Bearport Publishing, 2024	—	**$21.72**	1	**$21.72**
Sunny figures it out (Sunny (Graphix), Book 6) by Holm, Jennifer L (#2401HKX) **FollettBound Glued** — Graphix, an imprint of Scholastic, 2025	—	**$22.37**	1	**$22.37**
Super Potato. #1,The epic origin of Super Potato (Super Potato, Book 1) by Laperla (#1531LN0) **Paperback** — Graphic Universe, 2018	—	**$9.99**	1	**$9.99**
Super Potato. #2.Super Potato's galactic breakout (Super Potato, Book 2) by Laperla (#1111JS8) **Paperback** — Graphic Universe, 2019	—	**$8.99**	1	**$8.99**

Item	!	Price	Qty.	Total
Super Potato. #3,Super Potato's mega time-travel adventure (Super Potato, Book 3) by Laperla (#1576RV3) **Paperback** — Graphic Universe, 2019	—	**$9.99**	1	**$9.99**
Tales of a seventh-grade lizard boy (Lizard Boy, Book 1) by Hill, Jonathan (#1622BY3) **FollettBound Glued** — Walker Books, 2022	—	**$23.33**	1	**$23.33**
This book is dangerous! (Narwhal and Jelly (Picture book)) by Clanton, Ben (#2104MH7) **Hardcover** — Tundra, 2025	—	**$19.99**	1	**$19.99**
The three Billy Goats Gruff by Barnett, Mac (#1764PX6) **Hardcover (library binding)** — Orchard Books, an imprint of Scholastic Inc., 2022	—	**$19.99**	1	**$19.99**
Top 10 Animal Extremes Book Set [6-item set] (#A749350)				
The 10 coolest animals (Top 10 Animal Extremes) by Rose, Rachel (#2314GGX) **Hardcover (library binding)** — Bearport Publishing, 2025	—	**$21.72**	1	**$21.72**
The 10 cutest animals (Top 10 Animal Extremes) by Rose, Rachel (#2314HG7) **Hardcover (library binding)** — Bearport Publishing, 2025	—	**$21.72**	1	**$21.72**
The 10 deadliest animals (Top 10 Animal Extremes) by Rose, Rachel (#2314JG1) **Hardcover (library binding)** — Bearport Publishing Company, 2025	—	**$21.72**	1	**$21.72**
The 10 grossest animals (Top 10 Animal Extremes) by Rose, Rachel (#2314KG9) **Hardcover (library binding)** — Bearport Publishing, 2025	—	**$21.72**	1	**$21.72**
The 10 smartest animals (Top 10 Animal Extremes) by Rose, Rachel (#2314LG6) **Hardcover (library binding)** — Bearport Publishing, 2025	—	**$21.72**	1	**$21.72**
The 10 strongest animals (Top 10 Animal Extremes) by Rose, Rachel (#2314MG3) **Hardcover (library binding)** — Bearport Publishing Company, 2025	—	**$21.72**	1	**$21.72**
Tornado brain by Patrick, Cat (#1910NM8) **FollettBound Glued** — Puffin Books, 2021	—	**$19.09**	1	**$19.09**
Tractors (Bigfoot Jr.: Mega Machines) by Schuh, Mari C (#2934LDX)	—	**$29.95**	1	**$29.95**

Item	!	Price	Qty.	Total
Hardcover (library binding) — Kaleidoscope, 2023				
Trains (Bigfoot Jr.: Mega Machines) by Schuh, Mari C (#2934MD7) **Hardcover (library binding)** — Kaleidoscope, 2023	—	**$29.95**	1	**$29.95**
Trixie (Puppy Place, Book 69) by Miles, Ellen (#2805UD0) **FollettBound Glued** — Scholastic Inc., 2024	—	**$16.03**	1	**$16.03**
The trouble with heroes by Messner, Kate (#2206GJ7) **Paperback** — Bloomsbury Children's Books, 2026	—	**$10.99**	1	**$10.99**
Troubling tonsils! (Jasper Rabbit Creepy Tales) by Reynolds, Aaron (#2262QH0) **Hardcover** — Simon & Schuster Books for Young Readers, 2025	—	**$13.99**	1	**$13.99**
Turkey hunting (Epic: On the Hunt) by Troup, Roxanne (#2300GG9) **Hardcover (library binding)** — Bellwether Media, 2025	—	**$22.51**	1	**$22.51**
Turkey's Fall Trouble (Turkey Trouble) by Silvano, Wendi (#2886NK7) **Hardcover** — Two Lions, 2026 **Available for pre-order.** This item is scheduled for release on **August 25, 2026**.	—	**$18.99**	1	**$18.99**
A twinkle of hooves (Magic Ponies, Book 3) by Bentley, Sue (#0655VM2) **FollettBound Sewn** — Grosset & Dunlap, an imprint of Penguin Group (USA) Inc., 2013	—	**$16.54**	1	**$16.54**
Twisted Fairy Tales Book Set [6-item set] (#A790660)				
Cinder-elephant (Twisted Fairy Tales) by Newman, Samantha (#2742RHX) **Hardcover (library binding)** — Kaleidoscope Publishing Inc., 2026	—	**$32.95**	1	**$32.95**
Little Rude Riding Hood (Twisted Fairy Tales) by Franklin, Jo (#2742PH5) **Hardcover (library binding)** — Kaleidoscope Publishing Inc., 2026	—	**$32.95**	1	**$32.95**
The Ninjabred Man (Twisted Fairy Tales) by Ross, Stewart (#2742QH2) **Hardcover (library binding)** — Kaleidoscope Publishing Inc., 2026	—	**$32.95**	1	**$32.95**

Item	!	Price	Qty.	Total
Octo-puss in boots (Twisted Fairy Tales) by Newman, Samantha (#2742SH7) **Hardcover (library binding)** — Kaleidoscope Publishing Inc., 2026	—	**$32.95**	1	**$32.95**
Snow White and the seven robots (Twisted Fairy Tales) by Ross, Stewart (#2742NH0) **Hardcover (library binding)** — Kaleidoscope Publishing Inc., 2026	—	**$32.95**	1	**$32.95**
The three little narwhals (Twisted Fairy Tales) by Ross, Stewart (#2742MH3) **Hardcover (library binding)** — Kaleidoscope Publishing Inc., 2026	—	**$32.95**	1	**$32.95**
Two-list Thanksgiving by Whan, Christine (#2038ZH9) **Hardcover** — Beaming Books, 2025 **Publisher temporarily out of stock.** This item is scheduled to be available on **July 30, 2026**.	—	**$19.99**	1	**$19.99**
Ultimate Pterosaur rumble (Who Would Win?) by Pallotta, Jerry (#2015VF3) **FollettBound Sewn** — Scholastic Inc., 2025	—	**$15.69**	1	**$15.69**
Undefeated : Jim Thorpe and the Carlisle Indian School Football team by Sheinkin, Steve (#1222WS9) **FollettBound Glued** — Square Fish, Roaring Brook Press, 2019	—	**$24.79**	1	**$24.79**
The unlikely tale of Chase & Finnegan by Warga, Jasmine (#2203DJ6) **Hardcover** — Balzer + Bray, 2026	—	**$18.99**	1	**$18.99**
Unsettled by Faruqi, Reem (#1805DZ3) **FollettBound Glued** — Harper, an imprint of HarperCollinsPublishers, c2021 p2022	—	**$19.09**	1	**$19.09**
Unsettling salad! (Jasper Rabbit Creepy Tales) by Reynolds, Aaron (#2460YJ1) **Hardcover** — Simon & Schuster Books for Young Readers, 2026	—	**$13.99**	1	**$13.99**
Vacation dreams (Magic Bunny, Book 3) by Bentley, Sue (#0656DM8) **FollettBound Sewn** — Grosset & Dunlap, an imprint of Penguin Group (USA) Inc., c2010 p2013	—	**$18.54**	1	**$18.54**
Video Game Encyclopedias Book Set [4-item set] (#A772816)				
The Fortnite encyclopedia (Video Game Encyclopedias) by Herman, Miles (#2325YH0) **Hardcover (library binding)** — Encyclopedias, an imprint of Abdo Reference, 2026	—	**$37.00**	1	**$37.00**

Item	!	Price	Qty.	Total
The Mario encyclopedia (Video Game Encyclopedias) by Ringstad, Arnold (#2326AH2) **Hardcover (library binding)** — Encyclopedias, an imprint of Abdo Reference, 2026	—	**$37.00**	1	**$37.00**
The Minecraft encyclopedia (Video Game Encyclopedias) by Madsen, Riley (#2325ZH8) **Hardcover (library binding)** — Encyclopedias, an imprint of Abdo Reference, 2026	—	**$37.00**	1	**$37.00**
The Pokemon encyclopedia (Video Game Encyclopedias) by Ringstad, Arnold (#2326BHX) **Hardcover (library binding)** — Encyclopedias, an imprint of Abdo Reference, 2026	—	**$37.00**	1	**$37.00**
A visit to Mount Rushmore (Fusion Books: American Tour) by Press, J. P (#2712GJX) **Hardcover (library binding)** — Fusion Books, an imprint of Bearport Publishing by FlutterBee, 2026	—	**$21.72**	1	**$21.72**
A visit to the Lincoln Memorial (Fusion Books: American Tour) by Pettiford, Rebecca (#2712EJ5) **Hardcover (library binding)** — Fusion Books, an imprint of Bearport Publishing by FlutterBee, 2026	—	**$21.72**	1	**$21.72**
A visit to the Martin Luther King Jr. Memorial (Fusion Books: American Tour) by Pettiford, Rebecca (#2712FJ2) **Hardcover (library binding)** — Fusion Books, an imprint of Bearport Publishing by FlutterBee, 2026	—	**$21.72**	1	**$21.72**
A visit to the Washington Monument (Fusion Books: American Tour) by Pettiford, Rebecca (#2712HJ7) **Hardcover (library binding)** — Fusion Books, an imprint of Bearport Publishing by FlutterBee, 2026	—	**$21.72**	1	**$21.72**
Waffles (Puppy Place, Book 68) by Miles, Ellen (#2872DC8) **FollettBound Sewn** — Scholastic Inc., 2024	—	**$16.03**	1	**$16.03**
Weird and wonderful dinosaur facts by Rooney, Anne (#2401BF5) **FollettBound Glued** — Arcturus, 2024	—	**$21.09**	1	**$21.09**
Weird but true! know-it-all. Weather & natural disasters (Weird But True!, Book 11) by DuMont, Brianna (#2614VH0) **Hardcover (library binding)** — National Geographic, 2025	—	**$24.99**	1	**$24.99**
Weird but true! Space : 300 out-of-this-world facts. (Weird But True!-Topics) (#2230AG7) **Hardcover (library binding)** — National Geographic, 2025	—	**$19.99**	1	**$19.99**
Welcome to Alola! (Scholastic Reader Level 2: Pokemon) by Barbo, Maria S (#1414KF1) **FollettBound Sewn** — Scholastic Inc., 2017	—	**$15.69**	1	**$15.69**

Item	!	Price	Qty.	Total
What happened then by Downing, Erin Soderberg (#2369ZH5) **Hardcover (library binding)** — Scholastic Press, 2025	—	**$18.99**	1	**$18.99**
What is Lunar New Year? (What Was...?) by Kirklin, Vivian Jun (#2217FJ1) **FollettBound Glued** — Penguin Workshop, 2025	—	**$17.39**	1	**$17.39**
Wildspeak by Francis, Sangma (#2747RJ8) **Hardcover** — Sourcebooks Jabberwocky, 2026	—	**$18.99**	1	**$18.99**
Will the Pigeon graduate? by Willems, Mo (#2519RG0) **Hardcover** — Union Square Kids, 2025	—	**$18.99**	1	**$18.99**
Winging it by Lloyd, Megan Wagner (#2456JH9) **FollettBound Glued** — Graphix, an imprint of Scholastic, 2025	—	**$24.19**	1	**$24.19**
Winter wonderland (Magic Ponies, Book 5) by Bentley, Sue (#0655YM4) **FollettBound Sewn** — Grosset & Dunlap, an imprint of Penguin Group (USA) Inc., 2013	—	**$18.54**	1	**$18.54**
A wrinkle in time : the graphic novel by Larson, Hope (#0638TVX) **FollettBound Glued** — Square Fish, Farrar Straus Giroux, c2012 p2015	—	**$25.68**	1	**$25.68**
Yarn is everything! (Jasper Rabbit Creepy Tales) by Reynolds, Aaron (#2693YK4) **Hardcover** — Simon & Schuster Books for Young Readers, 2026	—	**$13.99**	1	**$13.99**
You're finally here! by Watt, Melanie (#2591CB3) **FollettBound Sewn** — Little, Brown and Company, 2023	—	**$18.15**	1	**$18.15**
You're on your way! (You're Finally Here!) by Watt, Melanie (#2100MH1) **Hardcover** — Little, Brown and Company, 2025	—	**$15.99**	1	**$15.99**

338 Books: $7,234.09

Subtotal: $7,234.09

Shipping: FREE

Total: $7,234.09

Return Policy: Library book and/or content orders that have been subject to any customized processing – either prior to shipment or after receipt by the customer – are not eligible for return or cancellation. This excludes material processing errors solely attributable to Follett. Customized processing shall include, but is not limited to, stamping, label application, and barcoding, and is determined by Follett in its sole discretion. Textbook orders of any kind are not returnable.

ORDER SUBMISSIONS
Coughlan Companies
1710 Roe Crest Drive
Mankato, MN, 56003
ATTN: Corey Abrams
Email: abrams.corey@gmail.com
Phone: 267-909-4715

PUBLISHER: **COUGHLAN COMPANIES (DBA CAPSTONE)**

NOTES: **NO PROCESSING; NO MARC RECORDS**

PURCHASE ORDER NUMBER:
QUOTE NUMBER: ABR2607799
VENDOR INFORMATION (INCLUDING W-9): *https://www.abramsedtech.com/publishers*
Date Created: 07-15-2026; Pricing valid through 12-31-2026

Number of Hardcover Books: 6
Number of Interactive eBooks: 6
Number of Paperback Books: 0

PAYMENT REMITTANCE ADDRESS
Coughlan Companies DBA Capstone
PO Box 776866
Chicago, IL 60677-6866
ATTN: Accounts Receivable
Email: ar@capstonepub.com
Phone: 800-747-4992
https://www.abramsedtech.com

Bill To:
Northern Lebanon School District
345 School Drive
Fredericksburg, PA 17026
ATTN: Accounts Payable

Ship To:
Northern Lebanon Elementary School
346 School Drive
Fredericksburg, PA 17026
ATTN: Joan Kaczmarczyk
jkaczmarczyk@norleb.k12.pa.us

SUBTOTAL:	$359.91
SHIPPING:	FREE
DUOS DISC.:	**-$119.97**
TOTAL:	**$239.94**

QTY	PUB	SERIES	TITLE	ISBN	LIST PRICE	DISC. PRICE	TOTAL
1	Pebble	U.S. National Parks Field Guides (DUO)	Glacier National Park	9781666370201	$53.32	$39.99	$39.99
1	Pebble	U.S. National Parks Field Guides (DUO)	Grand Canyon National Park	9781666370218	$53.32	$39.99	$39.99
1	Pebble	U.S. National Parks Field Guides (DUO)	Great Smoky Mountains National Park	9781666370225	$53.32	$39.99	$39.99
1	Pebble	U.S. National Parks Field Guides (DUO)	Rocky Mountain National Park	9781666370232	$53.32	$39.99	$39.99
1	Pebble	U.S. National Parks Field Guides (DUO)	Yellowstone National Park	9781666370249	$53.32	$39.99	$39.99
1	Pebble	U.S. National Parks Field Guides (DUO)	Yosemite National Park	9781666370256	$53.32	$39.99	$39.99

playaway PRODUCTS

PROPOSAL

Created: 07/15/2026

31999 Aurora Road Solon, OH 44139
Customer Experience Team | cx@playaway.com | (877) 893-0808

Lori Kortright
NORTHERN LEBANON SD (PA)

346 School Drive
Fredricksburg, PA 17026

PO: N/A

Product	Item Name	ISBN	Price	Qty	Release Date
Wonderbook	And Then, Boom (Large Print)	9798822687530	68.99	1	Nov 1, 2024
Wonderbook	Because of a Shoe	9798331708429	64.99	1	Jun 1, 2026
Wonderbook	Here's Hank: Robot on the Loose	9798822695832	62.99	1	Jun 1, 2025
Wonderbook	Narwhal: Unicorn of the Arctic	9798822688513	60.99	1	Nov 1, 2024
Playaway	Sticks & Stones	9781509411153	50.99	1	Jun 1, 2016
Playaway	The Big Book of Useless History Knowledge	9781250490377	34.99	1	Jul 28, 2026
Wonderbook	The Grouchy Ladybug	9798331710767	64.99	1	Jun 1, 2026
Wonderbook	The One and Only Bob (Large Print)	9781667076836	66.99	1	Nov 1, 2021
Wonderbook	The Secret Life of a Sea Turtle	9798822696624	68.99	1	Jul 1, 2025
Wonderbook	This Is Not a Polar Bear	9798331708368	65.99	1	Jun 1, 2026
Playaway	Upside-Down Magic	9781467619745	50.99	1	Oct 1, 2015
Wonderbook	Woody's Words	9798331712174	67.99	1	Jul 1, 2026
Wonderbook	Young Zoologist: Humpback Whale	9798822669307	56.99	1	Mar 1, 2023
Wonderbook	Young Zoologist: Koala	9798822669314	56.99	1	Mar 1, 2023
Wonderbook	Young Zoologist: Pygmy Hippo	9798331705794	64.99	1	Sep 1, 2025
Accessory	USB Cord – For Wonderbook, Launchpad, & WhaZoodle	N/A	0.00	2	Dec 30, 2014

This proposal reflects pricing and title availability at this time. All final pricing is subject to change and will be determined when your order is placed.
Playaway Products' goal is to ship and invoice all available items within 5-7 business days. Extra time is required for orders that include cataloging and processing. Any back-ordered and/or future-release items will ship when available and be invoiced at that time.
This proposal is valid for 90 days.

Sub-Total: $908.85
Discount: $0.00
Shipping: $0.00
Total: $908.85

American Literature 11

Northern Lebanon School District
Draft
06-16-2026

Table of Contents

Overview

- Course Information 3
- Course Description 3
- Course Resources 3

Units

- Unit 1: Voices of American Dreams, Myths and Promise 4
- Unit 2: Voices in the Shadows of the American Mind 7
- Unit 3: Real Voices, Real America 10
- Unit 4: American Voices of Disillusion, Defiance and Discontent 14
- Unit 5: New Voices, New Forms, New America 19
- Unit 6: The Mosaic of American Voices: Identity and Culture 23

Course Information

Draft Date
06-16-2026

Grades
11

Subjects
English Language Arts

Course Description

Effective communication of standard English is the ultimate goal of this course. Students' personal lives and education are enhanced through the reading of classic and modern American literature. Students are taught effective written communication through the three primary modes of writing. Students in this course may plan on attending vocational school or entering the workforce upon graduation.

Course Resources

- Prentice Hall Literature (Units 1-6)
- Evergreen (Units 2-5)
- Vocabulary Power Plus Classic (Units 1-4)
- Teacher Selected Stories and Poems (Units 1-6)

Unit 1: Voices of American Dreams, Myths and Promise

Draft Date	Course	Duration	Grades	Subjects	Team
06-16-2026	American Literature 11	3.0 Week(s)	11	English Language Arts	Brittany Haines

Concepts

- *(C1)* Reading Informational Text
- *(C2)* Reading Literature
- *(C3)* Writing: Narrative
- *(C4)* Speaking and Listening

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to recognize how multiple ideas connect and grow in a text in order to understand the author's message more clearly
       CC.1.2.11-12.A
        a. identify the central ideas the author develops throughout the text
        b. determine the author's overall message or purpose
    2. to identify what a text states directly and what it suggests in order to better understand the author's message
       CC.1.2.11-12.B
        a. identify what the text states directly, including key facts, claims, and details
        b. explain what the text suggests but does not say directly
        c. interpret the central message or purpose of the text
    3. to describe how an author's point of view or purpose influences what is written and how it is written in order to better understand the author's message and choices
       CC.1.2.11-12D
        a. locate the author's point of view or purpose in a text
        b. interpret how the author's point of view or purpose influences specific choices in content or style
        c. evaluate how the author's point of view or purpose shapes the text's meaning, tone, and structure
    4. to interpret the meaning of unfamiliar or confusing words in order to better understand assignments and explain their ideas clearly
       CC.1.2.11-12.K
        a. point out unfamiliar or confusing words in a text
        b. illustrate how context clues, word parts, or reference tools helped them determine meaning

This unit was designed using Eduplanet21 - https://eduplanet21.com/

5. to comprehend literary nonfiction and informational texts in order to complete assignments independently and explain ideas clearly
   CC.1.2.11-12.L
   a. identify the topic, purpose, and main ideas of a nonfiction or informational text.
   b. summarize key details that support the central ideas

- *(LI2)*
  1. analyze the interaction of ideas, events, or individuals in a text (e.g., how a creation myth establishes societal laws)
     CC.1.3.11-12.C
     a. identify key ideas or individuals central to the text's meaning
     b. explain how the author introduces and develops these ideas, events, or individuals
     c. examine how individuals interact with each other and how those interactions reveal deeper meaning
     d. evaluate the significance of these interactions in shaping the author's message or purpose
  2. demonstrate knowledge of foundational works of American literature, comparing how texts from the same period treat similar themes.
     CC.1.3.11-12.H
     a. identify the shared theme or topic across two or more texts from the same era
     b. describe how each author develops the theme through characters, conflicts, or narrative
- *(LI3)*
  1. to maintain focus on one clear topic in writing in order to help the reader easily understand what the writing is about
     CC.1.4.11-12.B
     a. identify the central topic or controlling idea of their narrative
     b. recognize when details drift away from the main focus
  2. to apply grammar, capitalization, punctuation, and spelling in order to make their writing clear and easy for readers to understand.
     CC.1.4.11-12.F
     a. construct writing that demonstrates consistent, accurate, and purposeful use of grammar, punctuation, capitalization, and spelling
  3. to construct narratives using plot, characters, and details in order to communicate experiences clearly and effectively in writing
     CC.1.4.11-12.M
     a. identify the basic elements of a clear story introduction (situation, narrator, characters, point of view)
     b. define the problem, situation, or observation that the story will explore
     c. explain the significance of the situation or problem introduced
  4. to use dialogue and description in order to help the reader clearly picture what happens in a story
     CC.1.4.11-12.O
     a. point out examples of effective dialogue and descriptive language in mentor texts
     b. define key narrative techniques (dialogue, sensory details, pacing, reflection)
     c. incorporate dialogue to show character interactions and move events forward

5. to sequence events smoothly in order to build a clear narrative that leads to a meaningful outcome
   CC.1.4.11-12P
   a. identify clear key events for the narrative
   b. place the events in logical order
   c. describe how each event connects to the one before it
   d. use clear time markers to help the reader follow the sequence
6. to use standard English grammar and usage correctly in order to communicate ideas clearly and effectively in their writing
   CC.1.4.11-12.R
   a. identify correct grammar rules (agreement, pronoun use, modifiers) needed for academic writing
   b. edit sentences for clarity, correctness, and precision
7. to apply the use of technology to draft and revise writing in order to improve clarity and make changes based on feedback
   CC.1.4.11-12.U
   a. access digital tools to create and save a draft in a writing platform
   b. revise their writing based on teacher or peer feedback using digital tools

■ *(LI4)*

1. to participate in class discussions in order to share ideas clearly, listen to others, and better understand texts and topics
   CC.1.5.11-12.A
   a. share an idea that connects directly to the discussion topic
   b. explain briefly why the idea matters
   c. demonstrate basic listening behaviors (eye contact, not interrupting).
   d. paraphrase or summarize a peer's response to discussion
2. to present ideas clearly using examples and evidence in order to share information in an organized way that others can understand
   CC.1.5.11-12.D
   a. identify the main idea or claim they want to present
   b. explain how their examples and evidence support their main idea
   c. organize information logically
3. to use digital media in presentations in order to help the audience understand their ideas more clearly and stay engaged
   CC.1.5.11-12.F
   a. select digital media that clearly supports their main idea
   b. analyze how effectively their digital media enhances understanding and engagement

Unit 2: Voices in the Shadows of the American Mind

Draft Date	Course	Duration	Grades	Subjects	Team
06-16-2026	American Literature 11	8.0 Week(s)	11	English Language Arts	Brittany Haines

Concepts

- *(C1)* Reading Literature
- *(C2)* Reading Informational Text
- *(C3)* Writing: Informational/Expository

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to identify multiple themes in a story in order to understand the author's message and accurately summarize what happens in the text
       CC.1.3.11-12.A
        a. identify two or more themes in a text
        b. explain each theme's basic meaning and role
        c. write an objective summary that includes key events or ideas without personal opinions
    2. to use strong evidence from a story in order to explain what the text clearly says and support reasonable inferences about characters and themes
       CC.1.3.11-12.B
        a. recognize explicit information the text clearly states
        b. describe key details about characters, events, or themes
        c. select basic pieces of textual evidence that match a given idea
    3. to recognize how authors develop characters, events, and conflicts in order to understand how these choices shape the story's meaning
       CC.1.3.11-12.C
        a. describe how the author introduces characters, events, and conflicts.
        b. recall important details that show how these elements begin to develop.
    4. to explain how an author's point of view or purpose influences what happens in a story and how it is told in order to better understand the author's message
       CC.1.3.11-12.D
        a. explain how the author's point of view or purpose influences what happens in the story

This unit was designed using Eduplanet21 - https://eduplanet21.com/

b. point out clues that show the author's beliefs or goals

5. to recognize how stories are organized in order to understand how events and ideas fit together and help communicate the story's message
   CC.1.3.11-12.E
   a. identify major structural elements such as exposition, rising action, climax, falling action, and resolution
   b. paraphrase key events and ideas in the order they appear
   c. summarize how the sequence of events builds toward the message
6. to describe how an author's word choices affect meaning and tone in order to understand how a story creates a certain feeling for the reader
   CC.1.3.11-12.F
   a. describe how specific words or phrases contribute to meaning or tone
   b. explain how language choices work together to create a specific feeling or emotional impact
7. to explore important works from different literary periods in order to recognize shared themes and understand how authors from the same time period wrote about similar ideas
   CC.1.3.11-12.H
   a. identify major literary periods and foundational works from each
   b. determine shared themes from texts of the same period
   c. describe key characteristics of the ideas of the authors in each literary period
8. to determine the meaning of unfamiliar or confusing words in stories in order to understand what is happening in the text and explain ideas clearly
   CC.1.3.11-12.I
   a. locate unfamiliar or confusing words and phrases in the text
   b. recall common strategies for determining meaning (context clues, word parts, reference tools)
   c. connect word meaning to text understanding by showing how it clarifies events or ideas

■ *(LI2)*

1. to interpret how multiple central ideas develop and interact in a text in order to understand how authors create deeper meaning
   CC.1.2.11-12.A
   a. track how each central idea develops across the text
   b. connect the central ideas to show how they relate, overlap, or build on one another
2. to recognize how words and phrases shape meaning and tone in order to explain how authors create specific effects for the reader
   CC.1.2.11-12.F
   a. recognize important or impactful words and phrases in the text
   b. analyze how word choice affects tone in a paragraph or section
3. to identify key ideas in nonfiction texts independently in order to analyze ideas and participate in discussion
   CC.1.2.11-12.L
   a. recognize the central idea or main claim of the text

b. discuss how specific details, examples, or evidence support the author's central idea

- *(LI3)*
  1. to identify topic, task, and audience in writing in order to communicate ideas clearly and meet academic expectations
     CC.1.4.11-12.B
     a. identify the topic of the writing prompt
     b. recognize the task for writing
     c. describe the audience for the writing piece
     d. modify writing to better meet the needs of a specific academic audience
  2. to distinguish the most important facts, details, and examples in order to clearly explain a topic
     CC.1.4.11-12.C
     a. select the most relevant facts and details
     b. explain why each chosen piece of information is important to the topic
     c. distinguish how each fact supports the main idea or focus
  3. to organize ideas logically and use transitions in order to clearly explain information in academic writing
     CC.1.4.11-12.D
     a. identify **t**he main idea or claim they want to explain
     b. organize ideas in a logical order that matches the writing task
     c. explain how each idea connects to the main point
     d. use appropriate transitions to show relationships between ideas
  4. to apply correct capitalization, punctuation, and spelling in order to produce writing that is polished, and easy for readers to understand
     CC.1.4.11-12.F
     a. demonstrate correct punctuation and capitalization when writing complex sentences
     b. produce polished writing that uses correct spelling

Resources

The Legend of Sleepy Hollow and Other Stories

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 3: Real Voices, Real America

Draft Date	Course	Duration	Grades	Subjects	Team
06-16-2026	American Literature 11	7.0 Week(s)	11	English Language Arts	Brittany Haines

Concepts

- *(C1)* Reading Literature
- *(C2)* Reading Informational Text
- *(C3)* Writing: Persuasive/Argumentative

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. to interpret how multiple themes develop and interact in a literary text in order to analyze meaning and write clear, objective summaries
     CC.1.3.11-12A
     a. compare how two central ideas relate, overlap, or contrast
     b. trace how each theme develops across key moments
     c. compose an objective summary that reflects the text's main events and ideas
  2. to implement strong textual evidence in order to analyze explicit details and support inferences about an author's ideas and beliefs
     CC.1.3.11-12.B
     a. locate strong, relevant pieces of evidence that clearly support a stated idea
     b. explain how selected evidence supports an explicit detail or idea
     c. infer the author's beliefs using precise evidence from the text
     d. synthesize multiple pieces of evidence to show how explicit details and inferences work together to reveal the author's beliefs
  3. to evaluate how authors develop and connect story elements in order to analyze how those choices affect plot, theme, and reader understanding
     CC.1.3.11-12.C
     a. describe how each element appears or is introduced in the text.
     b. explain how specific story elements develop across the text.
     c. analyze how the author's choices in developing and connecting story elements affect plot progression
     d. interpret how these choices contribute to the development of the theme
     e. evaluate how the author's decisions shape the understanding for the reader

This unit was designed using Eduplanet21 - https://eduplanet21.com/

4. to determine how an author's point of view or purpose affects characters, events, and language in order to evaluate key choices and explain how they shape the story's message
   CC.1.3.11-12.D
   a. identify the author's point of view or stated purpose
   b. summarize how the author's purpose shapes the tone or language choices
   c. explain how the author's point of view influences the portrayal of characters or events
   d. evaluate the effectiveness of the author's choices in shaping the story's message
5. to trace how authors organize sentences, paragraphs, and sections of a story in order to analyze how structure helps develop meaning and guide the reader
   CC.1.3.11-12.E
   a. recognize how sentences, paragraphs, or sections are arranged in the text
   b. identify how the author's structural choices shape meaning, pacing, or emphasis
   c. construct an analysis that connects structural decisions that guide the reader to deeper meaning
6. To evaluate key works from major literary periods by comparing how authors from the same time period address similar ideas, themes, or issues in order to understand how historical context influences an author's choices
   CC.1.3.11-12H
   a. recognize common ideas, themes, or issues that appear across texts from the same era
   b. examine how each author's choices reflect the values or concerns of the literary period
7. to determine significance in grade-level literary fiction independently in order to explain what is happening in a story and complete reading tasks with confidence
   CC.1.3.11-12K
   a. locate key story elements (characters, setting, conflict, major events)
   b. distinguish between important and less important details when reading independently
   c. summarize the plot objectively, including major developments
   d. implement strategies to manage understanding to comprehend difficult text

■ *(LI2)*

1. to explain the relationship between central ideas in a text in order to understand the overall meaning of more challenging readings
   CC.1.2.11-12.A
   a. summarize the major ideas and how they contribute to the text's meaning
   b. distinguish between central and minor ideas
   c. connect the interaction of ideas to the text's overall meaning or message
2. to interpret effective textual evidence in order to make their interpretations clear and convincing
   CC.1.2.11-12.B
   a. Select evidence that directly supports a claim or interpretation
   b. Explain why the chosen evidence is relevant

c. Describe how the evidence connects to the central idea

3. to assess how an author's point of view or purpose shapes the content and style of a text in order to explain how meaning is created through authorial choice
   CC.1.2.11-12.D
   a. explain how the author's point of view influences what information is included or omitted.
   b. describe how stylistic choices (tone, diction, syntax) shape meaning.
   c. connect authorial choices to the development of central ideas or themes
4. to determine significance in how foundational U.S. documents use themes and rhetorical strategies in order to analyze how authors influence audiences and communicate powerful ideas
   CC.1.2.11-12.I
   a. analyze how rhetorical strategies influence the audience's beliefs or emotions
   b. assess the effectiveness of the author's rhetorical choices
   c. interpret how the author's perspective shapes the document's message
   d. connect themes and strategies to the historical context of the document
   e. evaluate how effectively the author's point of view and purpose contribute to the text's overall meaning
5. to interpret unfamiliar academic words on their own in order to explain ideas accurately and succeed with more demanding reading, writing, and real-world tasks
   CC.1.2.11-12.J
   a. use context clues and knowledge of work parts to determine the meaning of unfamiliar words
   b. explain how they determined the meaning of a new word
   c. select precise academic words when writing or speaking
   d. paraphrase ideas using newly learned vocabulary accurately

■ *(LI3)*

1. to organize ideas logically and use transitions in order to clearly explain information in academic writing
   CC.1.4.11-12.D
   a. organize ideas in a logical order that matches the purpose of the writing
   b. use appropriate transitions to show relationships between ideas
   c. summarize information clearly before expanding into analysis
2. to apply standard English conventions accurately in order to communicate ideas clearly and meet expectations for academic writing
   CC.1.4.11-12.F
   a. apply standard English conventions in their own writing
   b. edit sentences for grammar, punctuation, and usage accuracy
   c. evaluate how errors in grammar or punctuation affect clarity and tone
3. to formulate a clear claim and support it with reasons and evidence in order to explain their thinking and convince a reader
   CC.1.4.11-12G
   a. identify the main claim clearly

b. provide sufficient context to orient the reader
c. select relevant and credible evidence to support each reason
d. organize their argument logically
e. maintain a formal, objective tone suitable for persuasive writing
f. evaluate if the piece will successfully persuade the intended audience

4. to develop a focused claim in order to communicate ideas effectively
   CC.1.4.11-12H
   a. formulate a clear, focused claim that directly responds to the task
   b. explain how their claim connects to the topic and purpose
   c. distinguish between broad, vague claims and precise, focused ones
5. to use standard English grammar and usage correctly in order to produce writing that is polished, communicates ideas clearly, and strengthens credibility in their writing.
   CC.1.4.11-12L
   a. apply standard English grammar and usage in their own writing
   b. recognize common grammar errors
   c. edit sentences for clarity, correctness, and proper usage
   d. use appropriate sentence structures to communicate ideas clearly
   e. evaluate how grammar and usage choices affect clarity, tone, and credibility
6. to justify revisions and edit their writing independently in order to communicate ideas clearly and appropriately for a specific writing task
   CC.1.4.11-12.T
   a. revise their claim, reasons, and evidence to improve clarity and persuasiveness
   b. explain how revisions strengthen the argument for the intended audience
   c. organize ideas more logically to support a clear line of reasoning
   d. use transitions to connect claims, reasons, evidence, and counterclaims
7. to use technology to revise and publish writing in order to communicate ideas clearly and respond to feedback independently
   CC.1.4.11-12.U
   a. use digital tools to revise and edit writing for clarity and correctness.
   b. determine which revisions will most improve clarity and effectiveness.
   c. apply feedback from comments or suggestions to improve their writing.

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 4: American Voices of Disillusion, Defiance and Discontent

Draft Date	Course	Duration	Grades	Subjects	Team
06-16-2026	American Literature 11	7.0 Week(s)	11	English Language Arts	Brittany Haines

Concepts

- *(C1)* Reading Literature
- *(C2)* Reading Informational Text
- *(C3)* Writing: Informational/Expository
- *(C4)* Speaking and Listening

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to objectively summarize how themes develop across a fictional text in order to explain deeper meaning without adding personal opinion
       CC.1.3.11-12A
        a. describe each theme using clear, neutral, text-based language
        b. compare how different parts of the text contribute to theme development
        c. explain how the summary supports understanding of the themes
        d. construct an objective, coherent summary that integrates theme development and deeper meaning
        e. justify explanation of deeper meaning using strong evidence without adding personal opinion
    2. to use evidence from a literary text in order to explain explicit meaning and justify inferences about characters, themes, and messages
       CC.1.3.11-12.B
        a. locate strong, relevant pieces of evidence that clearly support what the text says directly
        b. select evidence that is both strong and relevant to a claim about a character, theme, or message
        c. explain how selected evidence supports explicit meaning in the text
    3. to evaluate how an author's choices in developing characters, events, and conflicts affect the story in order to explain meaning and evaluate key moments in the text
       CC.1.3.11-12.C
        a. recognize moments where the author makes a clear choice that affects the story (e.g., a shift in conflict, a character decision)
        b. explain how a character, event, or conflict develops across the text
        c. evaluate the significance of key moments in the text and how they contribute to the theme or message

d. generate new insights by connecting the author's choices to broader themes, genre conventions, or historical context

4. to examine how an author's point of view or purpose affects characters, events, and language in order to evaluate key choices and explain how they shape the story's message
   CC.1.3.11-12. D
   a. locate passages where the author's viewpoint or purpose is most clearly expressed
   b. compare how different characters or events are shaped by the author's perspective
   c. synthesize how the author's point of view or purpose interacts with characters, events, and language to shape the overall message
5. to determine how the structure of a story affects understanding in order to evaluate how the organization of events and ideas shapes the overall message
   CC.1.3.11-12.E
   a. recognize structural features such as shifts in time, perspective, or pacing
   b. distinguish between structural choices that clarify meaning and those that create suspense or complexity
   c. evaluate the effectiveness of the story's organization in shaping the overall message
6. to infer how different versions of the same play or story can be interpreted in order to understand how performance choices change meaning and audience experience
   CC.1.3.11-12.G
   a. compare how two versions portray characters, conflicts, or themes
   b. analyze how performance choices shape the audience's understanding of characters, themes, or conflicts
7. to use important academic and literary words in order to explain ideas clearly in reading, writing, and class discussions
   CC.1.3.11-12.J
   a. locate important academic and literary vocabulary in a text
   b. explain the meaning of academic and literary terms in their own words
   c. apply academic and literary vocabulary accurately in written analysis and class discussion
8. to assess an author's choices in literary fiction independently in order to support analysis, interpretation, and college-ready literary discussion
   CC.1.3.11-12.K
   a. distinguish between essential and non-essential details to maintain comprehension while reading independently
   b. justify explanations of the text using strong, relevant evidence in writing and discussion
   c. synthesize information across multiple chapters or sections to understand complex plot developments

■ *(LI2)*

1. to objectively summarize how central ideas develop and work together across a text in order to analyze an author's meaning at grade level
   CC.1.2.11-12.A
   a. analyze how central ideas interact, overlap, or build on each other
   b. interpret how the development and interaction of ideas reveal the author's meaning

c. construct a precise, objective summary that supports a deeper analysis

2. to differentiate effective textual evidence in order to make their interpretations clear and convincing
   CC.1.2.11-12.B
   a. distinguish between strong and weak evidence
   b. organize evidence logically within a paragraph
   c. explain why the chosen evidence is relevant and meaningful
   d. integrate quotations smoothly using appropriate transitions
   e. apply MLA-aligned citation practices to maintain academic credibility
3. to use context, word parts, and reference tools to clarify word meaning in order to understand challenging texts and complete academic writing tasks
   CC.1.2.11-12.K
   a. synthesize multiple strategies (context, roots, reference tools) to determine meaning independently
   b. construct clear, precise explanations using academic vocabulary
   c. evaluate how vocabulary complexity affects comprehension and meaning in challenging texts
4. to evaluate nonfiction texts independently in order to analyze ideas, participate in discussion, and complete college-prep reading tasks
   CC.1.2.11-12.L
   a. analyze how the structure of a nonfiction text shapes meaning
   b. interpret the author's claims, reasoning, and evidence
   c. construct a clear, well-supported analysis of a nonfiction text

■ *(LI3)*

1. to accurately explain ideas and concepts in order to clearly communicate understanding of texts and topics in academic writing
   CC.1.4.11-12.A
   a. analyze how ideas, concepts, or textual evidence contribute to understanding the topic
   b. evaluate the clarity and accuracy of their explanations
   c. justify interpretations with precise, well-chosen evidence
   d. revise writing to improve clarity
2. to organize complex ideas using transitions, structure, and conclusions in order to meet expectations for academic writing
   CC.1.4.11-12.D
   a. analyze how the order of ideas affects clarity, flow, and reader understanding
   b. evaluate the effectiveness of transitions in clarifying relationships between complex ideas
   c. revise writing for precision to strengthen coherence and maintain a professional tone
3. to demonstrate command of the conventions of standard English in order to strengthen clarity, precision, and credibility in their writing
   CC.1.4.11-12.R
   a. analyze how grammar, usage, and punctuation choices affect clarity and tone

b. evaluate their writing for consistency, accuracy, and academic voice
c. integrate conventions purposefully to strengthen clarity and effectiveness

4. to use textual evidence effectively in order to meet grade level expectations for literary analysis and research
   CC.1.4.11-12.S
   a. analyze how evidence deepens understanding of a text or topic
   b. evaluate the credibility, relevance, and significance of evidence
   c. integrate quotations and paraphrases smoothly into their writing using academic conventions
5. to revise and edit their writing independently in order to communicate ideas clearly and appropriately for a specific writing task
   CC.1.4.11-12.T
   a. revise sentences to improve clarity, concision, and accuracy
   b. refine word choice to enhance precision and eliminate redundancy
   c. evaluate whether their writing meets expectations for purpose, audience, and academic tone
6. to use digital tools to revise and update writing in order to strengthen analysis and respond effectively to feedback and new ideas
   CC.1.4.11-12.U
   a. analyze feedback to determine which revisions will most improve clarity, accuracy, or analytical depth
   b. integrate new evidence, ideas, or explanations into their writing using digital tools
   c. refine formatting and structure to improve readability and professionalism
7. to conduct sustained research in order to synthesize multiple sources and demonstrate clear understanding of a subject
   CC.1.4.11-12.V
   a. synthesize ideas from multiple sources to create a unified, original understanding of the topic
   b. evaluate the credibility, relevance, and usefulness of each source
   c. interpret complex information accurately to understand key ideas in the text
   d. explain the significance of information to make interpretations clear and convincing
8. to use advanced searches and evaluate sources strategically in order to integrate information effectively and ethically for a specific purpose and audience
   cc.1.4.11-12.W
   a. select sources that directly relate to the research purpose and audience
   b. evaluate how well a source supports the research purpose
   c. interpret complex or conflicting information across sources

■ *(LI4)*

1. to integrate information from multiple formats in order to explain ideas clearly, evaluate source reliability, and support informed conclusions
   CC.1.5.11-12.C
   a. integrate information from multiple formats such as charts, graphs, videos, speeches, and texts into a coherent explanation
   b. evaluate the credibility, accuracy, and relevance of each source

2. to present information and analysis with clear organization and evidence in order to communicate ideas persuasively and appropriately for academic audiences
   CC.1.5.11-12.D
   a. analyze how the structure of their presentation affects clarity and persuasiveness
   b. integrate evidence, examples, and explanations smoothly into the presentation
   c. adapt delivery style (pace, emphasis, visuals) to enhance understanding

Resources

The Great Gatsby

Unit 5: New Voices, New Forms, New America

Draft Date	Course	Duration	Grades	Subjects	Team
06-16-2026	American Literature 11	6.0 Week(s)	11	English Language Arts	Brittany Haines

Concepts

- *(C1)* Reading Literature
- *(C2)* Reading Informational Text
- *(C3)* Writing: Persuasive/Argumentative
- *(C4)* Speaking and Listening

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to synthesize understanding of multiple themes in order to construct a deeper interpretation of the text's message
       CC.1.3.11-12.A
        a. synthesize understanding of several themes to reveal the text's message
        b. construct an interpretation of the author's overall message that extends beyond the text by connecting to broader human, cultural, and societal implications
    2. to integrate strong textual evidence in order to analyze meaning and draw conclusions about an author's assumptions and beliefs in fiction
       CC.1.3.11-12.B
        a. analyze how textual evidence reveals deeper ideas about the author's assumptions, beliefs, or worldview
        b. interpret implied meaning, symbolism, or subtext using evidence
    3. to evaluate how authors shape stories through the development and interaction of literary elements in order to analyze how those choices influence meaning and impact
       CC.1.3.11-12.C
        a. critique the effectiveness of the author's choices and their potential impact
        b. generate new insights by connecting the author's craft to broader themes, genre conventions, or historical context
    4. to critique how an author's point of view or purpose shapes content and style in order to analyze how narrative and stylistic choices influence meaning and theme
       CC.1.3.11-12.D
        a. examine how point of view or purpose influences content and style to evaluate the author's effectiveness

This unit was designed using Eduplanet21 - https://eduplanet21.com/

b. synthesize how the author's point of view or purpose interacts with narrative and stylistic choices to shape deeper meaning and theme

5. to analyze how author's word choice influences meaning and tone in order to evaluate how language helps communicate the story's message and emotional impact
   CC.1.3.11-12.F
   a. analyze how the author's word choice shapes tone, mood, and meaning
   b. critique the effectiveness of the author's language, and how it creates potential emotional impact in communicating the story's message
6. to synthesize how multiple interpretations of plays reflect different understandings of the source text in order to analyze how meaning is constructed through performance
   CC.1.3.11-12.G
   a. synthesize insights from multiple interpretations to explain how meaning is constructed through performance
   b. construct an analysis that integrates performance choices, textual evidence, and thematic interpretation
7. to determine the accurate use academic and literary vocabulary in order to strengthen analysis of fiction and communicate ideas clearly in writing and discussion
   CC.1.3.11-12.J
   a. integrate academic and literary vocabulary accurately in analytical writing and discussion
   b. adapt vocabulary choices to suit purpose, audience, and task in extended writing

■ *(LI2)*

1. to recognize an author's stated ideas and implied beliefs in order to explain how meaning goes beyond the literal text
   CC.1.2.11-12.B
   a. analyze how the author's implied beliefs shape meaning beyond the literal text
   b. evaluate the strength and sufficiency of evidence used to support an inference
   c. justify why a particular inference is valid based on textual evidence
2. to evaluate and integrate information from multiple sources and formats in order to develop well-supported responses to complex questions and problems
   CC.1.2.11-12.G
   a. analyze the credibility, accuracy, and usefulness of each source
   b. evaluate which information best supports a response to the question or problem
   c. interpret charts, graphs, and visuals to extract meaning
   d. justify why certain sources or pieces of information are more reliable or relevant
   e. integrate information from multiple formats into a coherent explanation
3. to analyze author's reasons and assumptions in foundational texts in order to evaluate ideas that still affect society today
   CC.1.2.11-12.H
   a. synthesize reasoning from multiple foundational texts to evaluate enduring ideas
   b. critique the strengths and limitations of reasoning in foundational documents

c. generate insights about how historical assumptions still shape society today

4. to justify their choice of academic and subject-specific vocabulary in order to write clearer analyses and express ideas more precisely in discussions and assignments
   CC.1.2.11-12.J
   a. analyze how word choice shapes meaning, tone, and precision
   b. justify why a specific vocabulary choice strengthens analysis
   c. integrate advanced vocabulary naturally into writing and discussion

■ *(LI3)*

1. to analyze the effectiveness of language, tone, and stylistic techniques in order to communicate complex ideas clearly and effectively in formal writing
   CC.1.4.11-12.E
   a. analyze how stylistic choices shape meaning and reader understanding
   b. evaluate whether tone and diction are appropriate for purpose and audience
   c. integrate stylistic techniques to enhance clarity and sophistication
2. to develop arguments supported by evidence in order to analyze topics clearly and meet expectations for academic argument writing
   CC.1.4.11-12.G
   a. analyze **s**trength of evidence to determine what best supports the claim
   b. evaluate counterclaims and determine how to address them
   c. justify argument choices with clear reasoning and explanation
3. to craft a precise claim that fits the task and audience in order to guide the reader and support strong analysis
   CC.1.4.11-12.H
   a. analyze how well a claim fits the intended audience and academic expectations
   b. justify why their claim is the most effective for the task
   c. integrate the claim smoothly into the introduction to guide the reader
4. to recognize different sides of an argument in order to explain their position clearly and respond to opposing ideas respectfully
   CC.1.4.11-12.I
   a. synthesize multiple perspectives to deepen their argument
   b. construct a sustained argument that acknowledges, addresses, and responds to opposing claims
   c. generate thoughtful, evidence-based rebuttals that remain respectful
5. to analyze the organization of claims, counterclaims, and evidence in order to write clear, coherent academic arguments
   CC.1.4.11-12.J
   a. analyze how effectively their argument flows from claim to counterclaim to conclusion
   b. evaluate whether the organization strengthens or weakens the argument
   c. interpret the demands of the prompt to choose the best structure
   d. integrate counterclaims in a way that strengthens the overall argument

6. to determine the appropriateness of language and tone in order to explain complex ideas clearly and effectively in formal writing
   CC.1.4.11-12.K
   a. analyze how stylistic choices influence meaning and reader understanding.
   b. construct polished, formal writing that demonstrates consistent control of tone and language
   c. critique their own and others' writing for tone, clarity, and stylistic effectiveness
   d. evaluate how stylistic decisions strengthen the communication of complex ideas
7. to use standard English grammar and usage correctly in order to produce writing that is polished, credible, and communicates ideas clearly and professionally in their writing
   C.1.4.11-12.L
   a. synthesize grammar, usage, and stylistic techniques to produce polished writing
   b. construct formal writing that demonstrates consistent command of conventions
   c. critique their own and others' writing for correctness and professionalism
   d. evaluate how grammar and usage influence credibility and clarity
8. to revise and edit their writing independently in order to communicate ideas clearly and appropriately for a specific writing task
   CC.1.4.11-12.T
   a. analyze their writing to determine which revisions will most improve clarity, logic, and persuasiveness
   b. evaluate whether their argument meets the expectations of the task, purpose, and audience
   c. justify revision choices with reasoning tied to rhetorical effectiveness
   d. integrate stronger evidence, clearer explanations, and more effective counterclaims

■ *(LI4)*

1. to adapt speech for different audiences and purposes in order to communicate ideas clearly and persuasively in academic discussions
   CC.1.5.11-12E
   a. analyze how different audiences may interpret or respond to their ideas
   b. evaluate the effectiveness of their tone, language, and delivery for a specific purpose

Unit 6: The Mosaic of American Voices: Identity and Culture

Draft Date	Course	Duration	Grades	Subjects	Team
06-16-2026	American Literature 11	5.0 Week(s)	11	English Language Arts	Brittany Haines

Concepts

- *(C1)* Reading Literature
- *(C2)* Reading Informational Text
- *(C3)* Writing: Narrative
- *(C4)* Speaking and Listening

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. to construct a concise, unbiased summary that includes the major themes and their relationship
     CC.1.3.11-12.A
     a. write an objective summary that includes the major themes and their relationship
     b. synthesize the key points without making judgements or including personal opinions
  2. to analyze contextual meaning of unfamiliar and multiple-meaning words in order to interpret complex literary language and support analytical claims
     CC.1.3.11-12.I
     a. synthesize context clues, prior knowledge, and reference tools to determine meaning independently
     b. interpret figurative, connotative, or symbolic language to deepen understanding of the text
     c. Construct analytical claims that rely on accurate interpretation of complex or ambiguous language
- *(LI2)*
  1. to integrate strong, well-chosen textual evidence in order to develop sustained and credible literary analysis
     CC.1.2.11-12.B
     a. analyze how evidence deepens or complicates the claim
     b. evaluate whether evidence is strong, thorough, and well-chosen
     c. construct a coherent, text-anchored analysis that remains grounded in strong evidence
  2. to develop an understanding of the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of a nonfiction text in order to avoid confusion and mistakes when reading real-world texts that are

This unit was designed using Eduplanet21 - https://eduplanet21.com/

multi-layered
CC.1.2.11-12.C
    a. synthesize multiple ideas, events, or individuals to form a cohesive understanding of the text
    b. critique how effectively the author develops ideas or sequences events
    c. evaluate how the interaction of ideas or events shapes the reader's comprehension
3. to justify how an author's point of view or purpose affects ideas, tone, and style in order to make sense of more complex texts and evaluate an author's intentions
   CC.1.2.11-12.D
    a. analyze how the author's point of view shapes content, emphasis, and interpretation
    b. interpret how tone and stylistic choices reflect the author's intentions
    c. generate insights about how authorial perspective shapes reader understanding
    d. evaluate how point of view and purpose influence interpretation of complex texts
4. to analyze how the organizational structure of an argument or explanation affects clarity and engagement in order to evaluate whether the author's ideas are easy to understand and convincing
   CC.1.2.11-12.E
    a. analyze how the structure of an argument or explanation shapes clarity and persuasiveness
    b. critique the effectiveness of the author's organizational decisions
    c. Generate insights about how structure influences persuasiveness and reader understanding
5. to evaluate how word choice influences meaning and tone in order to better understand how an author's language affects the message
   CC.1.2.11-12.F
    a. synthesize patterns of diction, tone, and figurative language to evaluate the text as a whole
    b. evaluate how diction and tone shape the reader's understanding of complex ideas

■ *(LI3)*

1. to maintain a clear and consistent focus in order to meet the expectations of academic tasks and engage an intended audience
   CC.1.4.11-12.B
    a. synthesize narrative elements to maintain a unified focus.
    b. construct a sustained narrative that remains consistently focused from beginning to end
    c. evaluate how focus influences the narrative's effectiveness and audience engagement
2. to control narrative progression in order to create coherent stories that build purposefully toward a chosen outcome
   CC.1.4.11-12.P
    a. analyze how narrative progression influences clarity and engagement
    b. construct a sustained narrative that builds purposefully toward a meaningful outcome
    c. evaluate whether pacing supports the intended emotional or thematic impact

This unit was designed using Eduplanet21 - https://eduplanet21.com/

3. interpret how specific stylistic techniques improve clarity and flow in order to communicate ideas effectively in academic writing.
   CC.1.4.11-12.Q
   a. analyze how stylistic choices (syntax, diction, tone) affect clarity, flow, and effectiveness
   b. justify stylistic decisions based on purpose, audience, and task
4. to revise and edit their writing independently in order to communicate ideas clearly and appropriately for a specific writing task.
   CC.1.4.11-12.T
   a. evaluate whether their narrative meets the expectations of the task, purpose, and audience
   b. integrate sensory details, precise language, and narrative techniques to enhance reader engagement
   c. construct a final draft with clear pacing, vivid detail, and purposeful narrative structure
5. to sustain writing over time and for different purposes in order to analyze texts and communicate ideas effectively to an academic audience
   CC.1.4.11-12.X
   a. analyze how effectively their writing meets the demands of the task
   b. critique their own and others' writing for clarity, purpose, and audience impact
   c. justify how well their writing choices communicate ideas that support clarity, purpose, and academic voice

■ *(LI4)*

1. to analyze a speakers' perspectives, reasoning, and rhetorical strategies affect credibility in order to analyze how spoken arguments persuade audiences
   CC.1.5.11-12.B
   a. synthesize insights from multiple speeches to evaluate credibility and persuasion
   b. interpret how bias or assumptions affect the argument
   c. evaluate how rhetorical choices strengthen or weaken the speaker's credibility and persuasiveness
2. to use standard English in spoken communication in order to communicate confidently and appropriately in academic, workplace, and real-world situations
   CC.1.5.11-12.G
   a. analyze how their language choices influence audience understanding
   b. construct polished, professional spoken responses for academic and workplace contexts

Resources

Teacher Selected or School Library Approved Student Selected Modern Novel

German II

Northern Lebanon School District
Draft
06-25-2026

Table of Contents

Overview

- Course Information 3
- Course Resources 3

Units

- Unit 1: Welcome Back, City and Country 4
- Unit 2: Present Tense Verb Review 5
- Unit 3: Onkel Karl und die Erdmännchen or another comparable German reader to be determined by the needs, interests and capabilities of the group 6
- Unit 4: Separable Prefix Verbs 7
- Unit 5: Body Parts 8
- Unit 6: Imperatives 9
- Unit 7: Fritz Abenteuer in Amerika text 10
- Unit 8: Reflexive Verbs 12
- Unit 9: Comparatives and Superlatives 13
- Unit 10: Introduction to German Past Tenses 15
- Unit 11: Detektiv Wider Willen, Arme Anna, Lies Mit Mir or similar text 17

Course Information

Draft Date

06-25-2026

Subjects

World Languages

Course Resources

- Teacher-generated materials
- Assorted German textbooks and readers
- Deutsch Actuell
- *Lies mit Mir I*
- *Arme Anne*
- *Detektiv Wider Willen*
- *Onkel Karl und die Erdmännchen*
- On-line resources
- DW.com (Nicos Weg and learning opportunities, news articles)
- Easy German videos
- Lern German mit Anya video
- *Deutsch Plus* video series
- *Treffpunkt Berlin* video series

Unit 1: Welcome Back, City and Country

Draft Date	Course	Duration	Subjects	Team
06-25-2026	German II	13.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Review of nouns, pronunciation, definite and indefinite articles and conversation questions, greetings, and introductions
- *(C2)* Vocabulary related to places in cities, towns and rural areas

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to reengage with what they learned in German I
        a. recognize, comprehend and produce German I vocabulary and conversations in oral and written contexts through practice activities and informal assessments
        b. understand the main idea and some details in simple spoken and written texts about cities
- *(LI2)*
    1. to interpret spoken and written descriptions of cities and places in German in order to identify key locations, activities, and directions in authentic and semi-authentic texts and use city vocabulary accurately (places, transportation, landmarks) so that their meaning is clear when discussing urban and rural environments
        a. identify information from maps, signs, and transportation schedules written in German
        b. ask and answer simple questions about places in a city
        c. use city vocabulary in new but familiar situations, such as travel role-plays or problem-solving tasks

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 2: Present Tense Verb Review

Draft Date	Course	Duration	Subjects	Team
06-25-2026	German II	20.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Present Tense Verb Review
- *(C2)* Review the characteristics of regular, stem-vowel changing, irregular and modal verbs learned at level I
- *(C3)* Review the syntax of statements that begin with the subject, statements that begin with a prepositions phrase or time statement, and questions

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to reengage with what they learned in level one to identify the characteristics of regular verbs, stem-vowel changing verbs, irregular verbs and modal verbs in the present tense in order to recognize predictable patterns and conjugate them accurately
        a. explain how each verb type works using examples or simple reasoning
        b. use knowledge of verb characteristics to choose the correct verb form when speaking or writing in
- *(LI2)*
    1. to apply knowledge of regular, stem-vowel changing, irregular, and modal verbs when forming sentences in order to communicate actions and ideas accurately in familiar situations
        a. conjugate the verb correctly for the subject pronoun in familiar contexts.
        b. use the correct verb form in a complete sentence.
        c. rearrange words in the correct order to form sentences and questions even though it is different from English sentence structure
        d. translate sentences and questions from German to English and English to German correctly understanding when a word-for-word translation will not be correct
- *(LI3)*
    1. to use verb patterns to support accurate sentence creation instead of memorization in order to explain why a verb form is correct
        a. select the correct verb type for the meaning you want to express.
        b. write original sentences which demonstrate correct verb form and syntax,

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 3: Onkel Karl und die Erdmännchen or another comparable German reader to be determined by the needs, interests and capabilities of the group

Draft Date	Course	Duration	Subjects	Team
06-25-2026	German II	11.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Notice and apply recurring vocabulary, structures, and sentence patterns to support comprehension and accuracy
- *(C2)* Develop strategies to comprehend texts using context clues, cognates, visuals, and prior knowledge in addition to word-for-word translation
- *(C3)* translation strategies
- *(C4)* New vocabulary

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to notice and apply their knowledge of previously learned vocabulary and sentence structures
        a. read German text and answer questions about what they are reading both in English and in German
- *(LI2)*
    1. how their approach to reading a text in the target language will differ from their level of literacy in their native language
        a. make observations about the difference between reading a text in German and reading in English
        b. reread to improve comprehension
- *(LI3)*
    1. to develop comprehension strategies
        a. translate parts of the text into English
        b. explain the difference between a word for word translation and a comprehensible translation
- *(LI4)*
    1. to learn and utilize new vocabulary particular to the story being read
        a. identify new words in the story
        b. add these terms to their working vocabulary and use them when talking and writing about what they are reading

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 4: Separable Prefix Verbs

Draft Date	Course	Duration	Subjects	Team
06-25-2026	German II	10.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Separable prefix verbs definitions
- *(C2)* Identifying separable prefixes and base verbs
- *(C3)* Recognizing verb placement in present tense sentences and explaining why the prefix moves
- *(C4)* Comparing separable vs. inseparable verbs

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to comprehend the meaning of verbs with separable prefixes
        a. match the infinitive form of the new verbs to their English equivalents.
        b. match common separable-prefix verbs with their English meanings in familiar situations.
        c. explain how a separable prefix changes the meaning of a verb.
- *(LI2)*
    1. to identify the base verb and the separable prefix
        a. identify the separable prefix and the main verb in a German sentence
        b. use clues in the sentence to figure out the meaning of a separable-prefix verb
- *(LI3)*
    1. to recognize the correct placement of the verb in present tense sentences and questions with and without modal verbs
        a. understand the meaning of a verb even when the prefix is at the end of the sentence
        b. show understanding by answering questions or responding correctly to sentences that include separable-prefix verbs
- *(LI4)*
    1. to recognize inseparable prefixes and distinguish the use of those verbs from those with separable prefixes
        a. tell the difference between separable and non-separable prefix verbs when reading or listening

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 5: Body Parts

Draft Date	Course	Duration	Subjects	Team
06-25-2026	German II	13.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Identifying and labeling body parts using correct articles and plurals
- *(C2)* Using body parts in sentences and short paragraphs
- *(C3)* Describing symptoms or injuries
- *(C4)* Differences between German-speaking cultures and the U.S.

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. to identify and label parts of the body
     a. name common parts of the body in German when shown a picture or diagram
     b. label a picture or diagram with German vocabulary
     c. match German body-part words with their English meanings
- *(LI2)*
  1. to comprehend and use vocabulary for parts of the body in familiar contexts
     a. identify body-part vocabulary when listening to or reading a simple German sentence
- *(LI3)*
  1. to interpret spoken and written German that includes references to parts of the body
     a. understand simple statements or questions about injuries, pain, or physical conditions
     b. respond appropriately to classroom prompts or short scenarios that include parts of the body
     c. explaining what hurts and why
  2. to describe people and basic physical conditions using body-part vocabulary
     a. describe a person or character using basic body-part vocabulary
- *(LI4)*
  1. to understand that people in German speaking countries may have different cultural norms regarding health and personal space
     a. name ways in which people in German-speaking cultures may express and regard health, personal space, and the body differently than in the U.S.

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 6: Imperatives

Draft Date	Course	Duration	Subjects	Team
06-25-2026	German II	10.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Situations in which to use the command form
- *(C2)* Identifying *du, ihr,* and *Sie* command forms to compare levels of formality
- *(C3)* Recognizing verb forms, word order, and punctuation

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. when to use the command form: to give directions, offer advice, make requests, or issue warnings
        a. distinguish between a command, a question and a statement
        b. determine when the command form is appropriate to use.
- *(LI2)*
    1. to identify which command form to use as determined by the person being addressed
        a. match a command to the correct you being addressed
        b. use familiar verbs to write commands in the three different you forms as determined by the relationship to the person being addressed
- *(LI3)*
    1. the verb form and syntax of each command form and that the correct punctuation of a command in German is an exclamation point
        a. write commands with the correct formation of the verb and in the correct word order for each of the three you forms
        b. correctly punctuate each command with an exclamation point

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 7: Fritz Abenteuer in Amerika text

Draft Date	Course	Duration	Subjects	Team
06-25-2026	German II	27.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Recurring vocabulary, structures and sentence patterns
- *(C2)* New vocabulary
- *(C3)* The approach to reading comprehension in a new language is different than in your first language
- *(C4)* Travel and directions
- *(C5)* Question words and forming questions

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to recognize and interpret familiar vocabulary and structures while reading in German
        a. translate portions of the text based on prior learning
        b. Interpret the meaning of the text without needing to translate
        c. answer questions about the text to demonstrate comprehension
- *(LI2)*
    1. new vocabulary
        a. identify words that are new to them
        b. define the new vocabulary to inform their interpretation of the text
        c. learn and use the new vocabulary to speak and write in German.
- *(LI3)*
    1. Strategies for reading in their non native language that may differ from reading in their first language
        a. accept that they may not be able to understand what they have read the first time they read it
        b. reread as often as needed to understand what they are reading
        c. identifying and define new vocabulary as they read to increase understanding
- *(LI4)*
    1. how to describe a trip taken by car, train, bus and air
       how to describe the location of a city in a country by using the points of the compass
        a. answer questions about travel by car, by train, bus and plane
        b. describe their own travel experiences

This unit was designed using Eduplanet21 - https://eduplanet21.com/

c. tell where a city lies by indicating its position in the country using terms like *in the northwestern part of*

- *(LI5)*
  1. to both understand and form questions using question words
     a. answer questions *what, who, when, why, where* and *how* in German
     b. match the German question words to their English equivalents
     c. turn a statement into a question
     d. ask and write questions using question words

Unit 8: Reflexive Verbs

Draft Date	Course	Duration	Subjects	Team
06-25-2026	German II	13.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Identifying reflexive verbs and pronouns
- *(C2)* Matching subject pronouns with reflexive pronouns
- *(C3)* Using reflexive verbs in sentences

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to define and use reflexive verbs and the corresponding reflexive pronoun
        a. explain the difference between a reflexive verb and a verb that is not reflexive
        b. match the reflexive verbs they are learning to their English meaning
        c. explain the differences between reflexive and non-reflexive meanings of the same verb
- *(LI2)*
    1. that the reflexive pronoun can be in the accusative or dative case, must match the subject of the sentence, and be placed after the conjugated verb
        a. match the subject pronouns to their corresponding reflexive pronouns
        b. put sentences with reflexives verbs in the correct order
        c. fill in blanks of sentences requiring reflexive verbs and pronouns
- *(LI3)*
    1. to understand and produce sentences containing reflexive verbs
        a. match sentences to their English meaning
        b. translate sentences from German to English
        c. translate sentences from English to German
        d. ask and answer questions containing reflexive verbs
        e. make commands using reflexive verbs

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 9: Comparatives and Superlatives

Draft Date	Course	Duration	Subjects	Team
06-25-2026	German II	11.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* German adjectives
- *(C2)* How adjectives change when comparing 2 or more things
- *(C3)* Using comparisons to express opinions and preferences
- *(C4)* Using *als* and *so...wie* with comparatives and *am* with superlatives
- *(C5)* Forming superlatives
- *(C6)* Recognizing and using high frequency irregular comparatives and superlatives

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to use German adjectives to describe nouns
        a. match German adjectives to their English equivalents
        b. describe something by using an adjective appropriately in a German sentence
- *(LI2)*
    1. to form comparative adjectives to compare two people, places, or things
        a. change an adjective into its comparative form
        b. form comparative adjectives to compare two people, places or things
        c. choose the correct adjective when making a comparison
- *(LI3)*
    1. to explain preferences, opinions, and judgments in German
        a. explain why we compare things when sharing opinions
        b. give a simple opinion using a comparison
        c. identify comparisons in spoken or written German
        d. state a preference using a comparative or superlative
        e. give at least one reason for an opinion
        f. ask and answer questions about preferences

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- *(LI4)*
    1. how to use *als* and *wie* to show inequality and equality
        a. use *als* to compare things that are different
        b. use *so ... wie* to compare things that are the same
- *(LI5)*
    1. express the highest or lowest degree of something using superlatives
        a. form superlatives using *am + -sten*
        b. describe something as the best, biggest, or most interesting
- *(LI6)*
    1. how common adjectives change in irregular ways when comparing
        a. recognize irregular forms like *besser* and *am besten*
        b. use irregular comparisons correctly in speaking and writing
        c. choose the correct form without translating word-for-word

Unit 10: Introduction to German Past Tenses

Draft Date	Course	Duration	Subjects	Team
06-25-2026	German II	13.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* A big picture overview of the Conversational Past Tense (das Perfekt) and the Narrative past tense, when each is used and how important the past tense is to communication.
- *(C2)* Weak Verbs follow a distinct pattern in the Perfekt.
- *(C3)* Strong Verbs are irregular, but both weak and strong verbs are comprised of a helping verb, conjugated to agree with the subject and a past participle which is placed at the end of the sentence or clause.
- *(C4)* Intransitive Verbs are verbs which use *sein* instead of *haben* as the helping verb in the Perfekt.

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. how German speakers communicate about completed events in the past
        a. identify when a message refers to something that already happened
        b. use time expressions (e.g., *gestern, letzte Woche, früher*) to support understanding of past meaning.
        c. explain why talking about past events is important for sharing experiences
- *(LI2)*
    1. that German has multiple past tense forms that are used for different purposes
        a. recognize that German uses more than one tense to talk about the past
        b. distinguish between past tense forms commonly used in spoken German versus written German
        c. describe in general terms when the Perfekt or Präteritum is likely to appear
- *(LI3)*
    1. to form the Perfekt tense with the understanding that the past participle carries the main meaning of past actions and that it is commonly used in spoken German
        a. identify the two-part structure of the Perfekt tense
        b. recognize the helping verbs *haben* and *sein* in past tense sentences
        c. identify the past participle at the end of a sentence.
        d. interpret the meaning of simple Perfekt sentences in context

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- *(LI4)*
    1. to use *sein* as the correct helping verb for certain verbs
        a. recognize verbs that commonly use *sein* in the past
        b. explain that movement or change often affects auxiliary choice
        c. select the correct helping verb in familiar, practiced sentences

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 11: Detektiv Wider Willen, Arme Anna, Lies Mit Mir or similar text

Draft Date	Course	Duration	Subjects	Team
06-25-2026	German II	19.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Recurring vocabulary, structures and sentence patterns
- *(C2)* New vocabulary
- *(C3)* The approach to reading comprehension in a new language is different than in your first language

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to recognize and interpret familiar vocabulary and structures while reading in German
        a. translate portions of the text based on prior learning
        b. interpret the meaning of the text without needing to translate
        c. answer questions about the text to demonstrate comprehension
- *(LI2)*
    1. to identify, acquire and use new vocabulary
        a. identify words that are new to them
        b. define the new vocabulary to inform their interpretation of the text
        c. learn and use the new vocabulary to speak and write in German
- *(LI3)*
    1. strategies for reading in their non native language that may differ from reading in their first language
        a. accept that they may not be able to understand what they have read the first time they read it
        b. reread as often as needed to understand what they are reading
        c. identifying and define new vocabulary as they read to increase understanding

This unit was designed using Eduplanet21 - https://eduplanet21.com/

German III

Northern Lebanon School District
Draft
06-26-2026

Table of Contents

Overview

- Course Information 3

Units

- Unit 1: Past and Present Tense Overview 4
- Unit 2: Weak Verbs - Das Perfekt and Präteritum 6
- Unit 3: Strong Verbs - Das Perfekt and Präteritum 8
- Unit 4: Coordinating and Subordinating Conjunctions and Clauses 9
- Unit 5: German Cases Overview 11
- Unit 6: Der and Ein Charts 12
- Unit 7: Dative Case 14
- Unit 8: Adjective Endings 15
- Unit 9: Past Perfect Tense and Present Subjunctive 2 17

Course Information

Draft Date

06-26-2026

Subjects

World Languages

Unit 1: Past and Present Tense Overview

Draft Date	Course	Duration	Subjects	Team
06-26-2026	German III	15.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* When to use present, present perfect, simple, and future tense.
- *(C2)* Present tense regular and irregular verbs review
- *(C3)* Present perfect (das Perfekt/Conversational past tense) and Simple Past (Präteritum /Narrative Past Tense) weak verbs patterns
- *(C4)* Intransitive Verbs

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. when to use the present tense, the future tense, the present perfect (conversational past tense) and the simple past (narrative past tense
        a. identify whether an action is happening now, will happen in the future, happened in conversation, or happened in a written narrative
        b. choose the appropriate tense based on the context of a sentence or text
        c. use the present tense to communicate about current actions, routines, and facts
        d. use the future tense to communicate plans, intentions, and future events
        e. understand the time frame of a message by recognizing the verb tense being used
- *(LI2)*
    1. to apply their prior learning of regular and irregular verbs in the present tense to their new understanding of additional tenses they will be learning in German III
        a. read and write sentences in the present tense.
        b. define previously learned verbs
        c. apply prior learning to new vocabulary
- *(LI3)*
    1. how to form and identify the Simple Past (Präteritum /Narrative Past Tense) and the Present Perfect (das Perfekt/Conversational past tense) of weak and strong verbs
        a. match sentences to the translation in the correct tense
        b. define the two kinds of past tense by the German and English terms
        c. explain the difference between weak and strong verbs

This unit was designed using Eduplanet21 - https://eduplanet21.com/

d. use online resources to identify new verbs as weak or strong

- *(LI4)*
  1. how certain verbs use the helping verb *sein* instead of *haben* to form the Present Perfect
     a. explain how intransitive verbs behave differently from other verbs in the perfect tense
     b. match intransitive verbs to their meanings
     c. name several intransitive verbs by memory
     d. correctly place intransitive verbs with the correct helping verb into sentences written in the present perfect
     e. use online resources to identify new verbs as transitive or intransitive

Resources

Deutsch Aktuell Book 3 Chapter 2

Unit 2: Weak Verbs - Das Perfekt and Präteritum

Draft Date	Course	Duration	Subjects	Team
06-26-2026	German III	12.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Weak verbs in the Simple Past tense
- *(C2)* Weak verbs in the Present Perfect

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. to recognize patterns in the formation of weak verbs in the simple past tense
     a. recognize weak verbs in the simple past
     b. apply the formation pattern (*-te* stem + endings) to familiar and new verbs
     c. distinguish simple past from present tense
  2. when the simple past tense is used in German communication and texts
     a. Use simple past weak verbs in sentences and short narratives
     b. to use weak verbs to describe completed actions in the past
  3. how verb endings communicate subject-verb agreement in the simple past tense
     a. conjugate weak verbs in the simple past
     b. identify the subject of a sentence based on the conjugation of the verb
  4. how the simple past tense contributes to understanding stories and narratives
     a. use the simple past tense to understand and create narrative texts with frequently used weak verbs
     b. interpret simple past verbs in reading
- *(LI2)*
  1. to recognize patterns in the formation of weak verbs in the present perfect
     a. Identify both the helping verb and the past participle in a sentence.
     b. recognize weak verbs in the Present Perfect.
     c. apply the formation pattern of the helping verb and the past participle to familiar and new verb
     d. compare simple past and present perfect usage.
  2. how the present perfect is used in everyday German communication
     a. correctly conjugate the helping verb to agree with the subject and place the past participle at the end of the sentence
     b. use weak verbs in the present perfect to describe past events in conversation and in written dialogues

This unit was designed using Eduplanet21 - https://eduplanet21.com/

c. translate passages containing weak verbs

Resources

Deutsch Aktuell Book 3 Chapter 2 das Perfekt

Unit 3: Strong Verbs - Das Perfekt and Präteritum

Draft Date	Course	Duration	Subjects	Team
06-26-2026	German III	36.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Strong verbs in the Simple Past and Present Perfect Tenses

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. there is no distinct pattern for strong verbs in the past tense
     a. explain that there is no prescribed pattern to create the simple past tense and the present perfect forms of strong verbs.
     b. produce the 3rd person singular of the present tense, simple past and present perfect by rote when given the infinitive a strong verb
     c. use the simple past tense to understand and create narrative texts with frequently used strong verbs
     d. use the present perfect of strong verbs to describe past events in conversation and in written dialogues
     e. translate passages containing strong verbs
  2. to develop fluency through reading
     a. read and interpret German fairy tales and answer comprehension question using the past
     b. Speak using the present perfect tense to talk about events in a reading passage written in the simple past
     c. converse about past, present, and future events using the correct tense
     d. write about past events using the simple past
     e. answer questions and retell parts of stories

Resources

Brementown Musicians

The Pied Piper of Hamelin

Unit 4: Coordinating and Subordinating Conjunctions and Clauses

Draft Date	Course	Duration	Subjects	Team
06-26-2026	German III	14.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Coordinating Conjunctions
- *(C2)* Subordinating Conjunctions
- *(C3)* Charlemagne
- *(C4)* The German Rail System

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to identify and define coordinating conjunctions so that they can write compound sentences with coordinating clauses
        a. define coordinating conjunctions
        b. translate sentences containing coordinating conjunctions
        c. combine 2 short sentences with a coordinating conjunction to create a compound sentence
        d. use coordinating conjunctions to write compound, complex sentences
- *(LI2)*
    1. to identify and define subordinating conjunctions
        a. define subordinating conjunctions
        b. translate sentences containing conjunctions
    2. how subordinating conjunctions change the word order of dependent clauses
        a. explain how subordinating conjunctions change the order of the clause
        b. combine 2 short sentences with a subordinating conjunction to create a compound sentence
        c. use coordinating conjunctions to write compound, complex sentences
- *(LI3)*
    1. who Charlemagne was
        a. read a passage in German about Charlemagne
        b. answer comprehension questions about the passage
        c. write compound sentences about Charlemagne

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- *(LI4)*
    1. how the German rail system can be used for travel in Europe
        a. describe how to ask how to get to the train station in German cities
        b. read a rail schedule
        c. plan a trip

Resources

Deutsch Aktuell Book 2 Ch 11 and Book 3 Ch 1

Unit 5: German Cases Overview

Draft Date	Course	Duration	Subjects	Team
06-26-2026	German III	25.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* German Cases
- *(C2)* Nominative and Accusative Case

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. the characteristics of each of the 4 German cases
     a. match each case to characteristics of the case
     b. define the 4 cases
  2. to name and define accusative prepositions
     a. list accusative prepositions from memory
     b. define accusative prepositions from memory
  3. to name and define dative prepositions
     a. list dative prepositions from memory
     b. match dative prepositions to their definitions
  4. to recognize two-way prepositions and understand under what circumstances they take either the accusative or dative case
     a. match 2-way prepositions to their English equivalents
     b. explain how to tell if the preposition will indicate dative or accusative
  5. to define genitive prepositions
     a. define genitive prepositions
- *(LI2)*
  1. to identify the difference between nouns in the nominative case and nouns in the accusative case
     a. identify the subject and direct object identify in a sentence written in English
     b. identify the subject and accusative object in a German sentence
     c. explain how the modifiers of masculine nouns change in the accusative case
     d. explain the difference between a direct object and a predicate nominative

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 6: Der and Ein Charts

Draft Date	Course	Duration	Subjects	Team
06-26-2026	German III	12.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1) Der* words
- *(C2) der* chart
- *(C3) Ein* charts
- *(C4)* Verbs used as nouns

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. which modifiers qualify as 'der' words
        a. identify modifiers as *der* words
        b. define *der* words with their English equivalents
- *(LI2)*
    1. how *der* words follow the case pattern of the der chart
        a. find the correct location on the *der* chart when given the gender and case of the noun
        b. modify the ending of the *der* word based on the chart
        c. recite the pattern of the der chart for each of the cases
        d. fill in a blank chart with the correct definite article forms of each case and gender
- *(LI3)*
    1. which modifiers follow the ein chart
        a. name the modifiers which follow the ein chart.
        b. find the correct location on the *ein* chart when given the gender and case of the noun
        c. modify the ending of the *ein* word based on the chart
- *(LI4)*
    1. how nominalized verbs are used to express activities, actions, and concepts in spoken and written German
        a. understand nominalized verbs when reading and listening
        b. identify the activity or concept being described by a nominalized verb
        c. match nominalized verbs to their English equivalents

This unit was designed using Eduplanet21 - https://eduplanet21.com/

d. demonstrate comprehension of nominalized verbs in authentic and instructional texts

Unit 7: Dative Case

Draft Date	Course	Duration	Subjects	Team
06-26-2026	German III	18.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Identifying when to use the dative case
- *(C2)* Dative case endings following dative and two-way prepositions
- *(C3)* Dative Verbs

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to determine when German requires the dative case and use it to communicate clearly and accurately
        a. find the word or phrase that should be in the dative case
        b. identify clues that signal the dative case
        c. understand messages that contain dative-case structures
        d. create sentences that correctly use the dative case
- *(LI2)*
    1. how the dative case helps communicate relationships between people, objects, and actions in German
        a. tell the difference between accusative and dative situations
        b. select the correct dative article or pronoun
- *(LI3)*
    1. to understand which verbs indicate the use of the dative case and use them in meaningful communication
        a. identify common verbs that require the dative case
        b. recognize the person or thing receiving the action of a dative verb
        c. understand the meaning of sentences that contain dative verbs
        d. select the correct dative article or pronoun when using dative verbs
        e. explain why a dative form is required with certain verbs
        f. use common dative verbs correctly in spoken conversation
        g. use common dative verbs correctly in written sentences and paragraphs

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 8: Adjective Endings

Draft Date	Course	Duration	Subjects	Team
06-26-2026	German III	24.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Preceding adjectives after *der* words in each case
- *(C2)* Preceding adjectives after *ein* words in each case
- *(C3)* Unpreceded adjectives

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. how adjectives change after *der*-words so they can describe people, places, and things accurately in German
     a. identify adjectives that come before nouns after *der*-words
     b. recognize how adjective endings change based on gender, number, and case
     c. choose the correct adjective ending after a *der*-word
     d. explain why a particular adjective ending is used by using the chart as a support as needed
     e. understand descriptions that contain adjectives after *der*-words when reading or listening
     f. use adjectives with correct endings after *der*-words in speaking and writing
- *(LI2)*
  1. how adjectives change after *ein*-words so they can describe people, places, and things accurately in German
     a. identify adjectives that come before nouns after *ein*-words
     b. recognize how adjective endings change based on gender, number, and case
     c. choose the correct adjective ending after a *der*-word
     d. explain why a particular adjective ending is used by using the chart as a support as needed
     e. understand descriptions that contain adjectives after
     f. *ein*-words when reading or listening
     g. use adjectives with correct endings after *ein*-words in speaking and writing
- *(LI3)*
  1. how adjectives change before nouns that are unpreceded by a *der* or *ein* word so they can describe people, places, and things accurately in German
     a. identify adjectives that come before nouns without a preceding modifier
     b. recognize how adjective endings change based on gender, number, and case

This unit was designed using Eduplanet21 - https://eduplanet21.com/

c. choose the correct adjective ending
d. explain why a particular adjective ending is used by using the chart as a support as needed
e. use adjectives with correct endings after *ein*-words in speaking and writing

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 9: Past Perfect Tense and Present Subjunctive 2

Draft Date	Course	Duration	Subjects	Team
06-26-2026	German III	14.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Past perfect formation and use
- *(C2)* Subjunctive formation and use

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. how the past perfect tense (*Plusquamperfekt*) is formed and used to show that one action happened before another action in the past
        a. identify the helping verbs (*hatte* and *war*) used to form the past perfect tense
        b. recognize the past participle in a past perfect sentence
        c. explain how the past perfect tense is formed
        d. distinguish between the simple past, present perfect, and past perfect tenses
        e. determine when the past perfect tense is needed to show the sequence of past events
    2. how to use the past perfect tense to talk, read or write about an earlier past event
        a. understand the meaning of past perfect sentences when reading or listening
        b. use the past perfect tense to describe events that occurred before another past event
        c. create spoken and written sentences using the past perfect tense accurately
- *(LI2)*
    1. how the subjunctive mood (*Konjunktiv II*) is formed and used to express hypothetical situations, wishes, polite requests, and unreal conditions
        a. recognize when a sentence describes a hypothetical or unreal situation
        b. identify verbs written in *Konjunktiv II*
        c. form common *Konjunktiv II* verb forms
        d. use *würde* + infinitive to express hypothetical ideas.
        e. understand wishes, polite requests, and imagined situations when reading or listening
        f. ask polite questions using *Konjunktiv II*
        g. describe what I would do in a hypothetical situation

This unit was designed using Eduplanet21 - https://eduplanet21.com/

h. write and speak about wishes, possibilities, and unreal conditions using *Konjunktiv II*

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Grade 1 English Language Arts

Northern Lebanon School District
Draft
06-29-2026

Table of Contents

Overview

- Course Information 3
- Course Resources 3

Units

- Unit 1: Early Reading Foundations, Print Concepts & Oral Language Development 4
- Unit 2: Narrative Thinking, Story Elements & Early Writing Foundations 9
- Unit 3: Compare/Contrast, Vocabulary Growth & Early Opinion Writing 14
- Unit 4: Story Elements, Sequencing Narrative Events & Early Narrative Writing 18
- Unit 5: Foundational Fluency, Extended Reading & Mixed-Genre Integration 23
- Unit 6: Informational Text Foundations, Main Idea & Early Research Skills 28

Course Information

Draft Date
06-29-2026

Grades
1

Subjects
English Language Arts

Course Resources

- Superkids Reading Program (Zaner-Bloser)
- ReadWorks – https://www.readworks.org
- CommonLit Kids – https://www.commonlit.org
- National Geographic Kids – https://kids.nationalgeographic.com
- Storyline Online – https://www.storylineonline.net
- Epic! (free for teachers) – https://www.getepic.com
- PBS Kids – https://pbskids.org
- Pennsylvania Core Standards and Assessment Anchors (2023)

Unit 1: Early Reading Foundations, Print Concepts & Oral Language Development

Draft Date	Course	Duration	Grades	Subjects	Team
06-29-2026	Grade 1 English Language Arts	27.0 Day(s)	1	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Strong decoding and fluency create a foundation for comprehension
- *(BI2)* Print concepts help young readers track meaning
- *(BI3)* Oral language development supports reading and writing
- *(BI4)* Early sentence writing builds literacy confidence

Concepts

- *(C1)* **Phonological & Phonemic Awareness** CC.1.1.1.C
- *(C2)* **Print Concepts** CC.1.1.1.B
- *(C3)* **Phonics and Decoding** CC.1.1.1.D
- *(C4)* **Word Recognition & Fluency** CC.1.1.1.D, CC.1.1.1.E
- *(C5)* **Oral Language and Vocabulary** CC.1.3.1.I, CC.1.3.1.F, CC.1.3.1.J, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.G
- *(C6)* **Reading Comprehension Early Foundations** CC.1.2.1.A, CC.1.3.1.A
- *(C7)* **Writing Foundations (Sentence Writing)** CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.F, CC.1.4.1.X

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. Identify spoken sounds and manipulate phonemes
        a. Isolate beginning, middle, and ending sounds
        b. Blend phonemes to make words
        c. Segment spoken words into sounds
- *(LI2)*
    1. Track print and understand how books and lines/words work
        a. Point to the first and last word in a sentence
        b. Track print left to right / top to bottom
        c. Identify capital letters and ending punctuation

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- *(LI3)*
    1. Decode and encode simple VC and CVC words using letter-sound knowledge, decode and encode digraphs: -ch, tch, sh
        a. Blend consonant-vowel-consonant patterns
        b. Read short-vowel CVC words
- *(LI4)*
    1. Read grade level high-frequency sight words and grade appropriate irregularly spelled words
        a. Read emerging high-frequency words
- *(LI5)*
    1. Use context and visuals to understand new words
        a. Explain the meaning of picture-supported words
        b. Use new words in oral sentences
- *(LI6)*
    1. Listen to stories and answer questions using oral language and visuals
        a. Retell a story using beginning/middle/end
        b. Answer who/what/where questions
        c. Describe characters or events using picture cues
- *(LI7)*
    1. Produce an informative/explanatory complete simple sentence with correct conventions.
        a. Rehearse a sentence orally before writing
        b. Capitalize the first word
        c. Use correct spacing between words
        d. End a sentence with punctuation

Writing Focus

- Drawing + dictation → shared sentence → independently generated sentence
- Oral rehearsal before writing
- Simple sentences with capitals and periods
- Beginning conventions instruction
- Nouns and Verbs (naming part and action part of sentences)

Structured Literacy Connections

- Daily phoneme-grapheme mapping
- Heart words + decodable texts
- Repeated reading for fluency

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- Explicit phonics: short vowels, consonants, CVC patterns
- Oral language routines
- Sentence construction with modeling

Learning Activities

Learning Activity

Phonological & Phonemic Awareness

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Oral blending and segmenting
- Elkonin sound boxes
- Daily Heggerty routine

Print Concepts

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Short vowel routines
- Phoneme-grapheme mapping
- Decodable text practice

Phonics and Decoding

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Short vowel routines
- Phoneme-grapheme mapping
- Decodable text practice

Word Recognition & Fluency

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Heart Word Magic (Really Great Reading)
- Decompose heart word parts
- Echo reading
- Repeated reading

Oral Language and Vocabulary

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Introduce new vocabulary including: definition, picture, sentence, make personal connection

Reading Comprehension Early Foundations

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Picture walk predictions
- Story element anchor charts

Writing Foundations (Sentence Writing)

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Build-a-sentence pocket chart
- Editing with student-friendly checklist

Resources

Recommended Read-Aloud Anchor Texts

- Brown Bear, Brown Bear, What Do You See? — repetitive language for oral language
- Caps for Sale — retell, sequencing

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- The Snowy Day — character and setting introduction
- A Chair for My Mother — vocabulary + real-world connections

Free Digital Resources

- ReadWorks (listening comprehension) — https://www.readworks.org
- UFLI Foundation Games — https://ufli.education.ufl.edu
- Heggerty Sample Phonemic Awareness Lessons — https://heggerty.org
- CommonLit Read-Aloud Friendly Texts — https://www.commonlit.org
- A-Z Readers
- Teachers Pay Teachers
- Tara West

Unit 2: Narrative Thinking, Story Elements & Early Writing Foundations

Draft Date	Course	Duration	Grades	Subjects	Team
06-29-2026	Grade 1 English Language Arts	27.0 Day(s)	1	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Stories have characters, settings, and events that work together
- *(BI2)* Characters respond to problems and challenges
- *(BI3)* Good writers use sequence words and details to tell stories
- *(BI4)* Complete sentences help readers understand ideas

Concepts

- *(C1)* **Phonological & Phonemic Awareness** CC.1.1.1.C
- *(C2)* **Phonics and Decoding** CC.1.1.1.D
- *(C3)* **Word Recognition & Fluency** CC.1.1.1.D, CC.1.1.1.E
- *(C4)* **Oral Language and Vocabulary** CC.1.3.1.I, CC.1.3.1.F, CC.1.3.1.J, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.G
- *(C5)* **Reading Literature Comprehension** CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.K
- *(C6)* **Writing Foundations (Sentence Writing), Narrative Writing** CC.1.4.1.E, CC.1.4.1.F, CC.1.4.1.M, CC.1.4.1.N, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.4.1.X

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
        a. Isolate beginning, middle, and ending sounds
        b. Blend phonemes to make words
        c. Segment spoken words into sounds
        d. Orally produce single syllable words including consonant blends and digraphs
- *(LI2)*
    1. Decode and encode words with -le, -ng
    2. Decode and encode words with suffixes such as -er, -ed, -ing
        a. Must accurately blend individual letter sounds into words and pseudowords while correctly distinguishing consonant ending digraphs and suffixes

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- *(LI3)*
    1. Read grade level high-frequency sight words and grade appropriate irregularly spelled words
        a. Read emerging high-frequency words
        b. Read aloud smoothly and with expression
- *(LI4)*
    1. Use context clues to determine meanings of unknown words and sort words by shades of meaning
        a. Use picture clues, sentence clues, and familiar word parts to determine meaning
        b. Choose stronger words to describe characters or actions
        c. Explain the difference between two similar words
- *(LI5)*
    1. Identify story elements and describe how characters respond to challenges
        a. Identify characters and describe them using details
        b. Describe the setting using text or illustrations
        c. Tell the major events in order using first/next/then/last
        d. Explain the character's reaction using evidence from the story
- *(LI6)*
    1. Write complete simple sentences and recount a familiar event with details
        a. Write complete sentences with capitals and ending punctuation
        b. Use sequence words correctly in a retell or narrative sentence
        c. Use nouns and verbs appropriately in context
        d. Write 3-4 linked sentences about a familiar event

Writing Focus

- Write 3-4 linked sentences about a familiar event
- Use sequence words (first, next, then, last)
- Include a character, setting, and simple problem or feeling
- Add a closing sentence

Structured Literacy Connections

- Decodable text connected to story element vocabulary
- Oral language practice (retells, partner talk)
- Explicit teaching: nouns, verbs, complete sentences
- Repeated reading for fluency and comprehension

Learning Activities

Learning Activity

Phonological & Phonemic Awareness

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Heggerty
- UFLI

Phonics and Decoding

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Phoneme-grapheme mapping
- Decodable text practice

Word Recognition & Fluency

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Heart Word Magic (Really Great Reading)
- Decompose heart word parts
- Echo reading
- Repeated reading

Oral Language and Vocabulary

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Multiple-meaning words
- Vocabulary journals

- Sound/vocabulary wall
- Use vocabulary daily and throughout different contexts

Reading Literature Comprehension

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Story element anchor charts
- Character/setting identification
- Problem-solution matching
- Retell using sequence cards

Writing Foundations (Sentence Writing), Narrative Writing

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Capital letters, word spacing, and punctuation
- "What makes a complete sentence?"
- Fix-the-sentence daily
- Warm-ups
- Sequence words in writing
- Noun/verb mini sorts
- Build-a-sentence strips
- Daily handwriting practice

Resources

Read-Alouds & Shared Reading (Free & Trade Books)

- A Bad Case of Stripes — character feelings, reactions
- No David! — simple events, character traits
- The Three Little Pigs — problem/solution & sequence
- Knuffle Bunny — strong emotional responses

Free Digital Resources

- Storyline Online — https://www.storylineonline.net
- Unite for Literacy — https://www.uniteforliteracy.com
- Epic! (Free for teachers) — https://www.getepic.com
- ReadWorks (listening comprehension) — https://www.readworks.org
- UFLI Foundation Games — https://ufli.education.ufl.edu
- Heggerty Sample Phonemic Awareness Lessons — https://heggerty.org
- CommonLit Read-Aloud Friendly Texts — https://www.commonlit.org
- A-Z Readers
- Teachers Pay Teachers
- Tara West

Unit 3: Compare/Contrast, Vocabulary Growth & Early Opinion Writing

Draft Date	Course	Duration	Grades	Subjects	Team
06-29-2026	Grade 1 English Language Arts	27.0 Day(s)	1	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Readers notice similarities and differences across texts, characters, and topics
- *(BI2)* Vocabulary grows through word study, context clues, and exploring word meaning
- *(BI3)* Writers state a simple opinion and provide a reason
- *(BI4)* Early opinion writing builds from speaking → drawing → writing

Concepts

- *(C1)* **Phonological & Phonemic Awareness** CC.1.1.1.C
- *(C2)* **Phonics and Decoding** CC.1.1.1.D
- *(C3)* **Word Recognition & Fluency** CC.1.1.1.D, CC.1.1.1.E
- *(C4)* **Oral Language and Vocabulary** CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.J, CC.1.2.1.K, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.G
- *(C5)* **Reading Information Comprehension** CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.I, CC.1.2.1.L
- *(C6)* **Writing Foundations (Sentence Writing) Opinion, Conventions** CC.1.4.1.E, CC.1.4.1.F, CC.1.4.1.G, CC.1.4.1.H, CC.1.4.1.I, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.X

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
     a. Isolate beginning, middle, and ending sounds
     b. Blend phonemes to make words
     c. Segment spoken words into sounds
     d. Orally produce single syllable words including consonant blends and digraphs
- *(LI2)*
  1. Decode and encode words with long vowel patterns such as CV, CVCe, CVVC
     a. Must accurately blend individual letter sounds into words and pseudowords while correctly distinguishing long and short vowel patterns

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- *(LI3)*
    1. Read grade level high-frequency sight words and grade appropriate irregularly spelled words
        a. Read emerging high-frequency words
        b. Read aloud smoothly and with expression
- *(LI4)*
    1. Participate in discussions about fact and opinion
        a. Generate an opinion
        b. Use a variety of sensory and feeling words to describe their opinion
- *(LI5)*
    1. Compare and contrast
        a. Identify two things that are alike
        b. Identify two things that are different
        c. Use pictures or sentences to show a comparison
- *(LI6)*
    1. Write simple opinion sentences about a topic and use grade-level conventions with modeling from the teacher
        a. Write a topic sentence
        b. State opinion and support with one to two reasons
        c. Use capitals and periods correctly
        d. Use content vocabulary in writing

Writing Focus

- Opinion statements about books, characters, or classroom topics
- Introduce linking words (because, also)
- Illustration + sentence writing
- Oral rehearsal before writing

Structured Literacy Connections

- Explicit instruction in vowel teams and long vowel spellings
- Oral language play around comparing and contrasting
- Sentence-combining and expansion practice

Learning Activities

Learning Activity

Phonological & Phonemic Awareness

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Heggerty
- UFLI

Phonics and Decoding

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Phoneme-grapheme mapping
- Decodable text practice

Word Recognition & Fluency

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Heart Word Magic (Really Great Reading)
- Decompose heart word parts
- Echo reading
- Repeated reading

Oral Language and Vocabulary

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Generate opinion through picture cards or picture books
- Would you rather game

Reading Information Comprehension

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Venn diagram routines compare two characters' feelings
- compare two nonfiction animals
- sentence stems: "Both...", "But..."

Writing Foundations (Sentence Writing) Opinion, Conventions

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Fact vs. opinion sorting
- Fix-the-sentence routines
- Writing a topic sentence

Resources

Narrative & Informational Texts

- Duck! Rabbit! — compare perspectives
- Two Dogs — compare characters
- National Geographic Kids: Animal Pairs

Free Digital Resources

- ReadWorks Compare & Contrast Passages — https://www.readworks.org
- PBS Kids Reading Games — vocabulary & compare concepts — https://pbskids.org
- Epic! (Free teacher access) — leveled paired texts — https://www.getepic.com
- Storyline Online — https://www.storylineonline.net
- Unite for Literacy — https://www.uniteforliteracy.com
- UFLI Foundation Games — https://ufli.education.ufl.edu
- Heggerty Sample Phonemic Awareness Lessons — https://heggerty.org
- CommonLit Read-Aloud Friendly Texts — https://www.commonlit.org
- A-Z Readers
- Teachers Pay Teachers
- Tara West

Unit 4: Story Elements, Sequencing Narrative Events & Early Narrative Writing

Draft Date	Course	Duration	Grades	Subjects	Team
06-29-2026	Grade 1 English Language Arts	27.0 Day(s)	1	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Stories follow a structure with characters, settings, and events
- *(BI2)* Readers track characters' actions and feelings to understand the story
- *(BI3)* Writers can create simple narratives by sequencing events
- *(BI4)* Oral storytelling and sentence-building prepare students for written narratives

Concepts

- *(C1)* **Phonological & Phonemic Awareness** CC.1.1.1.C
- *(C2)* **Phonics and Decoding** CC.1.1.1.D
- *(C3)* **Word Recognition & Fluency** CC.1.1.1.D, CC.1.1.1.E
- *(C4)* **Oral Language and Vocabulary** CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.F, CC.1.3.1.J, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.G
- *(C5)* **Reading Literature Comprehension** CC.1.3.1.A, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.K
- *(C6)* **Narrative Writing & Conventions** CC.1.4.1.E, CC.1.4.1.F, CC.1.4.1.M, CC.1.4.1.N, CC.1.4.1.O, CC.1.4.1.P, CC.1.4.1.Q, CC.1.4.1.R, CC.1.4.1.X

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
     a. Isolate beginning, middle, and ending sounds
     b. Blend phonemes to make words
     c. Segment spoken words into sounds
     d. Orally produce single syllable words including consonant blends and digraphs
     e. Distinguish long from short vowel sounds in spoken single syllable words
- *(LI2)*
  1. decode and encode words with -y as long i and long e
     a. Must accurately blend individual letter sounds into words and pseudowords while correctly distinguishing the different sounds of -y at the end of words and contraction words.
  2. decode and encode words with contractions including not, is, are, will

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- *(LI3)*
    1. Read grade level high-frequency sight words and grade appropriate irregularly spelled words
        a. Read emerging high-frequency words
        b. Read aloud smoothly and with expression
- *(LI4)*
    1. Identify words and phrases in stories that indicate sequence of events.
        a. Students use sequence words when retelling or answering questions about a text
    2. Ask and answer questions about key details in a text
- *(LI5)*
    1. Identify story elements and describe how characters respond to challenges
        a. Identify characters and setting using text or pictures
        b. Describe major events in order
        c. Explain how characters feel or respond to events
    2. Sequence story events in order and create simple narratives using beginning-middle-end
        a. Complete an oral or written retell
        b. Arrange events from a story in correct order
        c. Write or dictate sentences to show beginning-middle-end
        d. Include at least one detail about what happened
- *(LI6)*
    1. Write a paragraph recounting three or more appropriately sequenced events, using temporal words to signal event order and provide some sense of closure.
        a. Describe major events in order
        b. Write complete sentences to show beginning-middle-end
        c. Include introductory phrases and closing sentences.
    2. Establish who the narrative will be about.
        a. Invent characters and setting
        b. Explain how characters feel or respond to events
    3. Includes thoughts and feelings to describe experiences and events.

Writing Focus

- Create a short story with a clear beginning, middle, and end
- Write about a character and an event or problem
- Expand sentences by adding details
- Use sequencing words: first, next, then, finally

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Structured Literacy Connections

- Explicit teaching of words with ‘Y’ as long i and long e, and contraction words including not, is, are, will in decodable writing tasks
- Oral narrative rehearsal to build language comprehension
- Sentence-level instruction: combining, expanding, rearranging
- Story grammar routines embedded in read-aloud discussions

Learning Activities

Learning Activity

Phonological & Phonemic Awareness

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Heggerty
- UFLI

Phonics and Decoding

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Phoneme-grapheme mapping
- Decodable text practice

Word Recognition & Fluency

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Heart Word Magic (Really Great Reading)
- Decompose heart word parts
- Echo reading
- Repeated reading

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Oral Language and Vocabulary

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Story maps: identify characters/settings, sequencing of events
- Directly teach vocabulary with examples and non examples
- Read literary texts with a detailed sequence of events (The Very Hungry Caterpillar, If You Give a Mouse a Cookie, etc.)

Reading Literature Comprehension

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Story element anchor charts
- Retell with beginning-middle-end cards
- Acting out characters' responses
- Story element graphic organizers
- "First, Next, Then, Last" frames Cut-and-sort sequencing tasks Story mapping
- Shared writing

Narrative Writing & Conventions

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Capital letters
- Word spacing
- Punctuation
- "What makes a complete sentence?"
- Fix-the-sentence daily warm-ups
- Sequence words in writing
- Build a story activity with well-known fiction literature

Resources

Read-Alouds & Shared Reading (Narrative)

- A Sick Day for Amos McGee (Stead)
- Knuffle Bunny (Willems) — character response and problem/solution
- The Snowy Day (Keats) — sequencing & setting
- Owl Moon — rich language and sensory details

Free Digital Resources

- ReadWorks Compare & Contrast Passages — https://www.readworks.org
- PBS Kids Reading Games — vocabulary & compare concepts — https://pbskids.org
- Epic! (Free teacher access) — leveled paired texts — https://www.getepic.com
- Storyline Online — https://www.storylineonline.net
- Unite for Literacy — https://www.uniteforliteracy.com
- UFLI Foundation Games — https://ufli.education.ufl.edu
- Heggerty Sample Phonemic Awareness Lessons — https://heggerty.org
- CommonLit Read-Aloud Friendly Texts — https://www.commonlit.org
- A-Z Readers
- Teachers Pay Teachers

Unit 5: Foundational Fluency, Extended Reading & Mixed-Genre Integration

Draft Date	Course	Duration	Grades	Subjects	Team
06-29-2026	Grade 1 English Language Arts	27.0 Day(s)	1	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Fluency supports comprehension and confidence
- *(BI2)* Readers integrate skills learned across the year to understand texts deeply
- *(BI3)* Writers can produce short pieces using learned skills across narrative, informational, and opinion formats

Concepts

- *(C1)* **Phonological & Phonemic Awareness** CC.1.1.1.C
- *(C2)* **Phonics and Decoding** CC.1.1.1.D
- *(C3)* **Word Recognition & Fluency** CC.1.1.1.D, CC.1.1.1.E
- *(C4)* **Oral Language and Vocabulary** CC.1.2.1.B, CC.1.2.1.F, CC.1.2.1.E, CC.1.2.1.J, CC.1.2.1.K, CC.1.3.1.F, CC.1.3.1.I, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.G
- *(C5)* **Reading Comprehension, Mixed Genre Integration** CC.1.2.1.A, CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.J, CC.1.2.1.L, CC.1.3.1.A, CC.1.3.1.B, CC.1.3.1.C, CC.1.3.1.D, CC.1.3.1.E, CC.1.3.1.G, CC.1.3.1.H, CC.1.3.1.K
- *(C6)* **Opinion Writing & Conventions** CC.1.4.1.E, CC.1.4.1.F, CC.1.4.1.D, CC.1.4.1.G, CC.1.4.1.H, CC.1.4.1.I, CC.1.4.1.J, CC.1.4.1.K, CC.1.4.1.L, CC.1.4.1.X

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
     a. Isolate beginning, middle, and ending sounds
     b. Blend phonemes to make words
     c. Segment spoken words into sounds
     d. Orally produce single syllable words including consonant blends and digraphs
     e. Distinguish long from short vowel sounds in spoken single syllable words
     f. Add or substitute individual sounds (phonemes) in one syllable words to make new words
- *(LI2)*
  1. decode and encode words with vowel digraphs -all, and -aw-
  2. decode and encode words with r controlled vowels

This unit was designed using Eduplanet21 - https://eduplanet21.com/

3. decode and encode words with soft c and g
    a. Must accurately blend individual letter sounds into words and pseudowords while correctly distinguishing the different sounds of vowel digraphs, r controlled vowels, and soft c and g words.

- *(LI3)*
    1. Read grade level high-frequency sight words and grade appropriate irregularly spelled words
        a. Read emerging high-frequency words
        b. Read aloud smoothly and with expression
- *(LI4)*
    1. Use text features to gain information and use context clues to determine meaning of new vocabulary
        a. Use headings and captions to learn new information
        b. Match text features to their purpose
        c. Students use sequence words when retelling or answering questions about a text
    2. Identify words and phrases in stories that indicate sequence of events.
        a. Explain new words using picture or sentence clues
    3. Ask and answer questions about key details in a text
- *(LI5)*
    1. Apply comprehension strategies across fictional and informational texts
        a. Retell using key details
        b. Identify similarities/differences
        c. Use pictures, diagrams, or captions to support understanding
        d. Invent characters and setting
        e. Describe major events in order
        f. Explain how characters feel or respond to events
        g. Identify two things that are alike
        h. Identify two things that are different
        i. Use pictures or sentences to show a comparison
- *(LI6)*
    1. Generate an opinion with two or more supporting reasons and provide some sense of closure
        a. Write an opinion with two or more supporting reasons
        b. Write complete sentences
        c. Use graphic organizer to logically organize and group information and supporting reasons
        d. Generate relevant reasons that support that opinion
        e. Include an ending sentence
        f. Use vivid and precise language

Writing Focus

- Opinion paragraph writing
- Use checklists for independence
- Apply conventions independently in final drafts

Structured Literacy Connections

- Cumulative phonics review (CVC → CVCE → digraphs → vowel teams → long vowel sounds of y)
- Fluency routines strengthening automatic word recognition
- Oral language rehearsal in every writing task

Learning Activities

Learning Activity

Phonological & Phonemic Awareness

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Heggerty
- UFLI

Phonics and Decoding

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Phoneme-grapheme mapping
- Decodable text practice

Word Recognition & Fluency

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Heart Word Magic (Really Great Reading)

- Decompose heart word parts
- Echo reading
- Repeated reading

Oral Language and Vocabulary

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Labeling pictures
- Identifying captions and their purpose
- real-world photographs to introduce terms
- Text feature scavenger hunt
- Multiple-meaning words
- Vocabulary journals
- Using stronger verbs/adjectives in writing
- Story maps: identify characters/settings, sequencing of events
- Directly teach vocabulary with examples and non examples
- Read literary texts with a detailed sequence of events (The Very Hungry Caterpillar, If You Give a Mouse a Cookie, etc.)

Reading Comprehension, Mixed Genre Integration

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Venn diagram routines compare two characters' feelings
- compare two nonfiction animals
- sentence stems: "Both...", "But..."
- Story element anchor charts
- Retell with beginning-middle-end cards
- Acting out characters' responses
- Story element graphic organizers

- "First, Next, Then, Last" frames Cut-and-sort sequencing tasks Story mapping
- Shared writing

Opinion Writing & Conventions

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Fact vs. opinion sorting
- Fix-the-sentence routines Writing a topic sentence
- Writing a closing sentence

Resources

Mixed-Genre Sets

- Frog and Toad stories (rich characters + simple plot)
- National Geographic Kids: Weather or Animals series
- Short poems for fluency and rhythm (Read Aloud Rhymes for the Very Young)

Free Digital Resources

- ReadWorks mixed-genre sets
- Epic! fluency texts + decodable readers
- PBS Kids informational clips for comprehension discussion
- PBS Kids Reading Games — vocabulary & compare concepts — https://pbskids.org
- Epic! (Free teacher access) — leveled paired texts — https://www.getepic.com
- Storyline Online — https://www.storylineonline.net
- Unite for Literacy — https://www.uniteforliteracy.com
- UFLI Foundation Games — https://ufli.education.ufl.edu
- Heggerty Sample Phonemic Awareness Lessons — https://heggerty.org
- CommonLit Read-Aloud Friendly Texts — https://www.commonlit.org
- A-Z Readers
- Teachers Pay Teachers

Unit 6: Informational Text Foundations, Main Idea & Early Research Skills

Draft Date	Course	Duration	Grades	Subjects	Team
06-29-2026	Grade 1 English Language Arts	27.0 Day(s)	1	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Informational texts teach us about real topics
- *(BI2)* Readers look for key details that support the main idea
- *(BI3)* Text features help readers understand new information
- *(BI4)* Writing about research topics builds core knowledge and academic vocabulary
- *(BI5)* Skill-based reteaching helps all students master Grade 1 expectations

Concepts

- *(C1)* **Phonological & Phonemic Awareness** CC.1.1.1.C
- *(C2)* **Phonics and Decoding** CC.1.1.1.D
- *(C3)* **Word Recognition & Fluency** CC.1.1.1.D, CC.1.1.1.E
- *(C4)* **Oral Language and Vocabulary** CC.1.2.1.E, CC.1.2.1.F, CC.1.2.1.J, CC.1.2.1.K, CC.1.5.1.A, CC.1.5.1.B, CC.1.5.1.C, CC.1.5.1.D, CC.1.5.1.E, CC.1.5.1.G
- *(C5)* **Reading Informational Comprehension** CC.1.2.1.A CC.1.2.1.B, CC.1.2.1.C, CC.1.2.1.E, CC.1.2.1.G, CC.1.2.1.H, CC.1.2.1.I, CC.1.2.1.L
- *(C6)* **Information & Research Text & Conventions** CC.1.4.1.A, CC.1.4.1.B, CC.1.4.1.C, CC.1.4.1.D, CC.1.4.1.E, CC.1.4.1.F, CC.1.4.1.T, CC.1.4.1.V, CC.1.4.1.W, CC.1.4.1.X, CC.1.5.1.F

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
     a. Isolate beginning, middle, and ending sounds
     b. Blend phonemes to make words
     c. Segment spoken words into sounds
     d. Orally produce single syllable words including consonant blends and digraphs
     e. Distinguish long from short vowel sounds in spoken single syllable words
     f. Add or substitute individual sounds (phonemes) in one syllable words to make new words
- *(LI2)*
  1. decode and encode words with diphthongs oi, oy, ou, ow

This unit was designed using Eduplanet21 - https://eduplanet21.com/

2. decode and encode words with oo in words such as book and room
3. decode and encode words with irregularly spelled words
    a. Must accurately blend individual letter sounds into words and pseudowords while correctly distinguishing the different sounds of diphthongs, vowel digraphs, and irregularly spelled words.

■ *(LI3)*

1. Read grade level high-frequency sight words and grade appropriate irregularly spelled words
    a. Read emerging high-frequency words
    b. Read aloud smoothly and with expression

■ *(LI4)*

1. Use text features to gain information and use context clues to determine meaning of new vocabulary.
    a. Use headings and captions to learn new information
    b. Explain new words using picture or sentence clues
    c. Match text features to their purpose

■ *(LI5)*

1. Determine main idea
    a. Identify the topic using title or pictures
2. Identify text features
    a. Ask/answer who, what, where questions
    b. Choose details that match the topic
    c. Restate the main idea using learned facts

■ *(LI6)*

1. Write an informational paragraph about a topic and use grade level conventions.
    a. Write a topic sentence
    b. List or write facts in complete sentences
    c. Use capitals and periods correctly
    d. Use content vocabulary in writing
2. Modeling how to research relevant facts using books, internet, library

Writing Focus

- Write 6-8 facts about a real topic
- Use a topic sentence and simple supporting details
- Use scientific and academic vocabulary introduced in the unit
- Practice shared research (whole-class books, simple note-taking)

Structured Literacy Connections

- Explicit vocabulary instruction (Tier 2 & content words)
- Decoding of multisyllabic informational vocabulary
- Text feature recognition to strengthen meaning-making
- Cumulative phonics review (CVC → CVCE → digraphs → vowel teams → long vowel sounds of y→ r controlled vowels → soft c and g → variant vowel/vowel digraphs)

Learning Activities

Learning Activity

Phonological & Phonemic Awareness

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Heggerty
- UFLI

Phonics and Decoding

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Phoneme-grapheme mapping
- Decodable text practice

Word Recognition & Fluency

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Heart Word Magic (Really Great Reading)
- Decompose heart word parts
- Echo reading
- Repeated reading

Oral Language and Vocabulary

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Labeling pictures
- Identifying captions and their purpose
- Read and understand diagrams Real-world photographs to introduce terms
- Text feature scavenger hunt

Reading Informational Comprehension

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Topic vs. detail sorts
- Asking questions during reading
- Using pictures to predict topic Main idea visuals (example: table, umbrella)
- Oral summary practice

Information & Research Text & Conventions

Learning Activity
Suggested Mini-Lessons & Focus Skills

- How to write opening and closure sentences
- How to write a heading
- Writing topic and facts
- Labeling pictures
- Fact vs. opinion sorting Fix-the-sentence routines

Resources

Read-Alouds & Shared Reading (Informational)

- National Geographic Kids Readers: Penguins, Ponies, Frogs
- Weather (various nonfiction picture books)
- From Seed to Plant (Gail Gibbons)
- Animal Babies (DK Readers — visuals + captions)

Free Digital Resources

- Epic! (Free for teachers) — high-quality nonfiction leveled texts — https://www.getepic.com
- Unite for Literacy — free digital picture books with nonfiction topics — https://www.uniteforliteracy.com
- PBS Kids Video & Vocabulary — topic-based learning — https://pbskids.org

Grade 2 English Language Arts

Northern Lebanon School District
Draft
05-14-2026

Table of Contents

Overview

- Course Information 3
- Course Resources 3

Units

- Unit 1: Foundations of Word Recognition & Early Comprehension 4
- Unit 2: Narrative Thinking, Story Elements & Sentence Construction 5
- Unit 3: Informational Text Foundations & Text Features 6
- Unit 4: Compare & Contrast, Cross-Text Vocabulary & Early Opinion Writing 7
- Unit 5: Developing Analytical Thinking, Text Evidence Skills & Opinion Writing 8
- Unit 6: Mastery Cycle: Fluency, Deep Comprehension & Multi-Skill Writing 9

Course Information

Draft Date
05-14-2026

Grades
2

Subjects
English Language Arts

Course Resources

- Superkids Reading Program (Zaner-Bloser)
- ReadWorks – readworks.org
- CommonLit Kids – commonlit.org
- National Geographic Kids – kids.nationalgeographic.com
- Storyline Online – storylineonline.net
- Epic! (free for teachers) – getepic.com
- PBS Kids – pbskids.orgPennsylvania Core Standards and Assessment Anchors (2023)

Unit 1: Foundations of Word Recognition & Early Comprehension

Draft Date	Course	Duration	Grades	Subjects	Team
05-14-2026	Grade 2 English Language Arts	27.0 Day(s)	2	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Strong decoding and fluency create a foundation for comprehension
- *(BI2)* Understanding word meanings supports understanding of text
- *(BI3)* Key details help readers understand important information
- *(BI4)* Writing clear sentences builds toward future structured writing tasks

Concepts

- *(C1)* **Phonics/Decoding** CC.1.1.2.D/E
- *(C2)* **Word Recognition & Fluency** CC.1.1.2.D/E
- *(C3)* **Listening Comprehension & Oral Language** 1.5.2.A, 1.5. 2.D (ELS)
- *(C4)* **Vocabulary** 1.3.2.I, 1.3.2.J
- *(C5)* **Comprehension** 1.2.2.A, 1.3.2.A, 1.3 2.C, 1.3.2.K
- *(C6)* **Writing & Conventions** 1.4. 2.M-R, 1.5.2.G, 1.4.2.T, 1.4.2.U, 1.4.2.X
- *(C7)* **Grammar** 1.5.2.G, 1.4.2.R

Unit 2: Narrative Thinking, Story Elements & Sentence Construction

Draft Date	Course	Duration	Grades	Subjects	Team
05-14-2026	Grade 2 English Language Arts	27.0 Day(s)	2	English Language Arts	Brittany Haines

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 3: Informational Text Foundations & Text Features

Draft Date	Course	Duration	Grades	Subjects	Team
05-14-2026	Grade 2 English Language Arts	27.0 Day(s)	2	English Language Arts	Brittany Haines

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 4: Compare & Contrast, Cross-Text Vocabulary & Early Opinion Writing

Draft Date	Course	Duration	Grades	Subjects	Team
05-14-2026	Grade 2 English Language Arts	27.0 Day(s)	2	English Language Arts	Brittany Haines

Unit 5: Developing Analytical Thinking, Text Evidence Skills & Opinion Writing

Draft Date	Course	Duration	Grades	Subjects	Team
05-14-2026	Grade 2 English Language Arts	27.0 Day(s)	2	English Language Arts	Brittany Haines

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 6: Mastery Cycle: Fluency, Deep Comprehension & Multi-Skill Writing

Draft Date	Course	Duration	Grades	Subjects	Team
05-14-2026	Grade 2 English Language Arts	30.0 Day(s)	2	English Language Arts	Brittany Haines

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Grade 5 English Language Arts

Northern Lebanon School District
Draft
07-21-2026

Table of Contents

Overview

- Course Information 3

Units

- Unit 1: Narrative & Expository Foundations & Early TDA Writing 4
- Unit 2: Informative Structures & Fairy Tales & TDA Writing 9
- Unit 3: Theme, Character, & Nature Patterns & TDA Writing 14
- Unit 4: Point of View & Multi-Text Integration & TDA Writing 18
- Unit 5: Mastery Clinics & Global Connection 22

Course Information

Draft Date
07-21-2026

Grades
5

Subjects
English Language Arts

Unit 1: Narrative & Expository Foundations & Early TDA Writing

Draft Date	Course	Duration	Grades	Subjects	Team
07-21-2026	Grade 5 English Language Arts	33.0 Day(s)	5	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Readers deepen comprehension by analyzing key ideas and text structures
- *(BI2)* Vocabulary knowledge strengthens meaning-making and supports complex texts
- *(BI3)* Grammar foundations build clarity in reading, writing, and discussion

Concepts

- *(C1)* **Key Ideas & Details (A-K / B-K)** E05.A-K.1.1.1, E05.A-K.1.1.2, E05.A-K.1.1.3, E05.B-K.1.1.1, E05.B-K.1.1.2, E05.B-K.1.1.3
- *(C2)* **Craft & Structure — Vocabulary (A-V, B-V)** E05.A-V.4.1.1, E05.A-V.4.1.2, E05.B-V.4.1.1, E05.B-V.4.1.2
- *(C3)* **Craft & Structure — Text Evidence (A-C)** E05.A-C.2.1.1
- *(C4)* **Integration of Knowledge (A-I / B-I)** E05.A-K.1.1.1, E05.B-K.1.1.1, E05.B-C.3.1.3
- *(C5)* **Writing Connections (W.5.2, W.5.9)** E05.E.1.1.2
- *(C6)* **Conventions (D) Embedded in Unit 1** E05.D.1.1.2, E05.D.1.1.3, E05.D.1.1.6, E05.D.1.2.1, E05.D.1.2.4

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. Determine main ideas, relevant details, and summary structure in literary & informational texts
     a. Identify key ideas
     b. Explain relationships among ideas
     c. Summarize without opinions
- *(LI2)*
  1. Use context, affixes, and word relationships to infer meaning; explain nuance
     a. Use context clues
     b. Explain multiple-meaning words
     c. Identify shades of meaning
- *(LI3)*
  1. Support ideas with explicit and implicit text evidence
     a. Cite direct evidence

This unit was designed using Eduplanet21 - https://eduplanet21.com/

b. Distinguish inference vs evidence

- *(LI4)*
  1. Explain relationships between ideas; analyze visuals and text
     a. Explain how ideas connect
     b. Interpret charts/graphs/illustrations
- *(LI5)*
  1. Develop short analytical responses using sentence frames
     a. Write a 3–5 sentence TDA-style paragraph
- *(LI6)*
  1. Develop foundational grammar and sentence accuracy
     a. Form and use perfect verb tenses
     b. Apply correct agreement
     c. Capitalize titles and proper nouns-Commas in a series

Writing Focus

- Introduce objective summaries
- Evidence-based paragraphs with claim → evidence → explanation
- Begin sentence expansion using conjunctions and clauses
- Grammar integrated with short writing tasks
- Multi-paragraph TDA responses with claim, evidence, and reasoning
- Revision for clarity, precision, and academic tone
- Grade 5 conventions

Structured Literacy Connections

- Morphology: Greek/Latin roots for academic vocabulary (tele-, micro-, aqua-, -ology, -phobia)
- Syntax: Expanding sentences into compound/complex forms; sentence combining
- Fluency: Repeated reading & phrase scaffolding with grade-level texts
- Semantics: Choosing precise academic vocabulary; connotation vs. denotation

Learning Activities

Learning Activity

Key Ideas & Details

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Main idea extraction; distinguishing relevant vs irrelevant details; paragraph-level summarizing

Craft & Structure - Vocabulary

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Prefixes/suffixes; idioms; connotation/denotation; multiple-meaning vocabulary

Craft & Structure - Text Evidence

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Quoting accurately; inference stems; evidence tracking sheets

Integration of Knowledge

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Graphic interpretation; connecting details; multi-representation comparison

Writing Connections

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Intro to claim/evidence sentences; paragraph cohesion

Conventions

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Noun formation; subject-verb agreement review; spelling patterns; capitalization rules

Resources

Wonders Anchor Texts

Week	Title	Type	Notes
Unit 1 Week 1	Short Text: A Fresh Idea Main Selection: One Hen	Realistic Fiction	Sequence, Character, Setting, Plot
Unit 1 Week 2	Short Text: Whitewater Adventure Main Selection: Second Day First Impressions	Realistic Fiction	Character, Setting, Plot, Problem and Solution
Unit 1 Week 3	Short Text: A Life in the Woods Main Selection: Camping with the President	Narrative Nonfiction	Text Structure, Cause and Effect
Unit 1 Week 4	Short Text: Fantasy Becomes Fact Main Selection: The Boy Who Invented TV	Biography	Text Structure, Sequence
Unit 1 Week 5	Short Text: Are Electronic Devices Good For Us? Main Selection: The Future of Transportation	Persuasive Article	Author's Point of View

This unit was designed using Eduplanet21 - https://eduplanet21.com/

TDA Practice Week 6

Click here for TDA PRACTICE

Free Supplemental Texts

- Newsela: "Finding Key Ideas in Texts" — https://newsela.com
- CommonLit: "Eleven" (fiction, inference & theme) — https://www.commonlit.org
- ReadWorks: "Main Idea Practice Set (Grade 5)" — https://www.readworks.org

Unit 2: Informative Structures & Fairy Tales & TDA Writing

Draft Date	Course	Duration	Grades	Subjects	Team
07-21-2026	Grade 5 English Language Arts	33.0 Day(s)	5	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Nonfiction authors structure texts to communicate ideas logically
- *(BI2)* Author's purpose shapes word choice, tone, and structure
- *(BI3)* Early analytical writing prepares students for full TDAs

Concepts

- *(C1)* **Text Structure (B-C)** E05.B-C.2.1.1, E05.B-C.2.1.2
- *(C2)* **Author's Purpose & Craft (A-C / B-C)** E05.A-C.2.1.1, E05.B-C.2.1.1
- *(C3)* **Vocabulary in Informational Texts (B-V)** E05.B-V.4.1.1, E05.B-V.4.1.2
- *(C4)* **Integration of Knowledge Across Sources (B-I)** E05.B-K.1.1.1
- *(C5)* **Writing Connections (W.5.2, W.5.4, W.5.9)** E05.E.1.1.1, E05.E.1.1.2, E05.E.1.1.3, E05.E.1.1.4, E05.E.1.1.5, E05.E.1.1.6
- *(C6)* **Conventions (D)** E05.D.1.1.5, E05.D.1.1.8, E05.D.1.2.4, E05.E.1.1.7

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. Analyze text structures: compare/contrast, cause/effect, problem/solution
        a. Identify structure using signal words
        b. Explain why an author chose this structure
- *(LI2)*
    1. Explain how word choice and structure contribute to purpose
        a. Identify author's purpose
        b. Analyze tone and precise word choice
- *(LI3)*
    1. Determine meaning of domain-specific vocabulary using context & featuresUnderstanding figurative language
        a. Define terms using text features
        b. Explain relationships between words

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- *(LI4)*
    1. Compare information from multiple nonfiction sources
        a. Explain how two texts develop the same topic
- *(LI5)*
    1. Build early TDA responses with structured paragraphs
        a. Use claim + evidence + reasoning frame
- *(LI6)*
    1. Strengthen sentence variety and precision
        a. Write clear compound/complex sentences

Writing Focus

- Write central idea summaries
- Analyze claims vs. evidence
- Build early TDA responses with claim/evidence/reasoning
- Use transitions and conjunctions for clarity
- Multi-paragraph TDA responses with claim, evidence, and reasoning
- Revision for clarity, precision, and academic tone
- Grade 5 conventions

Structured Literacy Connections

- Morphology: Greek roots related to science & social studies (geo-, bio-, tele-, -tion, -ment)
- Syntax: Using transitions to express relationships (because, although, since, therefore)
- Fluency: Timed informational paragraph rereads for accuracy and phrasing

Learning Activities

Learning Activity

Text Structure

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Structure sorts; signal word anchor charts; paragraph deconstruction

Author's Purpose & Craft

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Tone sorting; precise verbs & adjectives; text annotation for purpose

Vocabulary in Informational Texts

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Glossary/diagram work; morphology (geo-, photo-, tele-); feature hunts

Integration of Knowledge Across Sources

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Paired texts; Venn diagrams; notes into short summaries

Writing Connections

Learning Activity
Suggested Mini-Lessons & Focus Skills

- TDA stems ("This shows that..."); evidence selection; paragraph cohesion

Conventions

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Transition words; subordinating conjunctions; tense consistency

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Resources

Core Texts & Resources - Wonders

Week	Title	Type	Notes
Unit 2 Week 1	Short Text: Creating a Nation Main Selection: Who Wrote the Constitution?	Expository Text	Text features, Problem and Solution
Unit 2 Week 2	Short Text: A Modern Cinderella Main Selection: Where the Mountains Meets the Moon	Fairy Tale	Characters, Setting, Compare and Contrast Events
Unit 2 Week 3	Short Text: Growing in Place: E. Lucy Braun Main Selection: The Boy Who Drew Birds	Biography	Text Structure, Sequence
Unit 2 Week 4	Short Text: The Magical Lost Brocade Main Selection: Blancaflor	Folktale	Theme
Unit 2 Week 5	Short Text: “A Simple Plan” and “Rescue” Main Selection: “Stage Fright” and “Catching Quiet”	Narrative Poem	Theme

This unit was designed using Eduplanet21 - https://eduplanet21.com/

TDA Practice Week 6	Click here for TDA PRACTICE

Free Supplemental Texts

- Newsela: "Text Structures: How Authors Organize Information" — https://newsela.com
- CommonLit: "Saving the Everglades" — https://www.commonlit.org
- ReadWorks: "Compare and Contrast Nonfiction Set (Grade 5)" — https://www.readworks.org

Unit 3: Theme, Character, & Nature Patterns & TDA Writing

Draft Date	Course	Duration	Grades	Subjects	Team
07-21-2026	Grade 5 English Language Arts	33.0 Day(s)	5	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Authors develop theme through characters' actions, motivations, and conflicts
- *(BI2)* Narrative structure and craft techniques influence the reader's experience
- *(BI3)* Effective narrative writing requires strong sequencing, dialogue, and description

Concepts

- *(C1)* **Key Ideas & Details (A-K)** E05.A-K.1.1.1, E05.A-K.1.1.2, E05.A-K.1.1.3
- *(C2)* **Craft & Structure (A-C)** E05.A-C.2.1.1, E05.A-V.4.1.2
- *(C3)* **Integration of Knowledge (A-I)** E05.A-C.1.1.1
- *(C4)* **Writing Connections — Narrative Craft (W.5.3)** E05.D.2.1.1, E05.D.2.1.2, E05.D.2.1.3, E05.D.2.1.4
- *(C5)* **Conventions (D)** E05.D.1.1.1, E05.D.1.1.4, E05.D.1.1.6, E05.D.1.2.1

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. Analyze characters, settings, & events to determine theme
        a. Identify theme
        b. Cite details showing theme
        c. Describe character changes
- *(LI2)*
    1. Analyze figurative language, tone, and structure
        a. Explain effects of figurative language
        b. Analyze how tone impacts meaning
- *(LI3)*
    1. Compare elements across literary texts
        a. Explain common themes
        b. Compare characters across stories

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- *(LI4)*
    1. Write narratives with effective sequencing, description, & dialogue
        a. Draft a narrative using sensory details
- *(LI5)*
    1. Use grammar to improve narrative clarity
        a. Use precise conjunctions
        b. Vary sentences

Writing Focus

- Narrative scene writing with sensory details and dialogue
- Theme analysis with textual evidence
- Character analysis explaining motivation and change
- Multi-paragraph TDA responses with claim, evidence, and reasoning
- Revision for clarity, precision, and academic tone
- Full application of Grade 5 conventions

Structured Literacy Connections

- Morphology: Latin roots (port, struct, tract, spect) in literary vocabulary
- Syntax: Complex sentences for cause/effect of character decisions; dialogue punctuation
- Fluency: Expressive oral reading with attention to punctuation and character voice

Learning Activities

Learning Activity

Key Ideas & Details

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Character arcs; theme statements vs. topics; evidence maps

Craft & Structure

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Simile/metaphor study; tone sorting; descriptive language

Integration of Knowledge

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Paired literature comparison charts; theme integration

Writing Connections - Narrative Craft

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Narrative leads; show vs tell; dialogue punctuation

Conventions

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Dialogue editing; combining sentences; transitional words

Resources

Core Texts & Resources - Wonders

Week	Title	Type	Notes
Unit 3 Week 1	Short Text: A Reluctant Traveler Main Selection: They Don't Mean It	Realistic Fiction	Theme

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 3 Week 2	Short Text: Survivaland Main Selection: Weslandia	Fantasy	Theme
Unit 3 Week 3	Short Text: Patterns of Change Main Selection: The Story of Snow	Expository Text	Main Ideas and Key Details
Unit 3 Week 4	Short Text: Gulf Spill Superheroes Main Selection: Winter's Tail	Expository Text	Main Ideas and Key Details
Unit 3 Week 5	Short Text: What Was the Purpose of the Inca's Strange Strings? Main Selection: Machu Picchu: Ancient City	Persuasive Article	Author's Point of View
TDA Practice Week 6		Click here for TDA PRACTICE	

Free Supplemental Texts

- CommonLit: "The Scholarship Jacket" — theme & character
- Newsela: "What Is Theme?" — instructional text
- ReadWorks: Paired theme passages (Grade 5 set)

Unit 4: Point of View & Multi-Text Integration & TDA Writing

Draft Date	Course	Duration	Grades	Subjects	Team
07-21-2026	Grade 5 English Language Arts	33.0 Day(s)	5	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Comparing texts deepens comprehension of ideas, arguments, and perspectives
- *(BI2)* Text structure and author's purpose influence how ideas are communicated
- *(BI3)* Compare/contrast writing requires evidence, organization, and academic language

Concepts

- *(C1)* **Text Structure (B-C)** E05.B-C.2.1.1, E05.B-C.2.1.2
- *(C2)* **Integration of Knowledge (B-I)** E05.B-C.3.1.1, E05.B-C.3.1.2
- *(C3)* **Vocabulary (B-V)** E05.B-V.4.1.1, E05.B-V.4.1.2
- *(C4)* **Writing: Compare/Contrast Essay (W.5.2, W.5.9)** E05.E.1.1.1, E05.E.1.1.2, E05.E.1.1.3, E05.E.1.1.4, E05.E.1.1.5, E05.E.1.1.6
- *(C5)* **Conventions (D)** E05.D.1.1.5 — Correlative conjunctions ("either/or," "neither/nor"), E05.D.1.1.3 — Verb tense consistency

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. Identify & analyze structures across texts
     a. Explain how structure shapes meaning
     b. Identify signal words for structure
- *(LI2)*
  1. Compare ideas across paired texts
     a. Identify similarities/differences
     b. Cite evidence from both texts
- *(LI3)*
  1. Use academic vocabulary to describe relationships and structures
     a. Use compare/contrast vocabulary accurately
- *(LI4)*
  1. Write multi-paragraph compare/contrast responses
     a. Use compare/contrast vocabulary accurately

- *(LI5)*
    1. Strengthen clarity and coherence in analytical writing
        a. Maintain tense consistency
        b. Use correlative conjunctions correctly

Writing Focus

- Compare/contrast essays with evidence from multiple texts
- Synthesis statements integrating ideas
- Academic transitions and logical organization
- Multi-paragraph TDA responses with claim, evidence, and reasoning
- Revision for clarity, precision, and academic tone
- Full application of Grade 5 conventions

Structured Literacy Connections

- Morphology: Greek roots (geo, photo, therm, tele) and related content words
- Syntax: Sentence frames for compare/contrast; combining ideas within complex sentences
- Fluency: Paired-text reading to compare tone, emphasis, and pacing

Learning Activities

Learning Activity

Text Structure

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Structure comparison charts; purpose analysis

Integration of Knowledge

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Paired texts; evidence alignment tools; cross-text maps

Vocabulary

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Academic language bank ("however," "similarly," "on the other hand")

Writing: Compare/Contrast Essay

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Essay structure; transitions; evidence elaboration

Conventions

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Transition precision; correlative conjunction drills

Resources

Core Texts & Resources - Wonders

Week	Title	Type	Notes
Unit 4 Week 1	Short Text: How Mighty Kate Stopped the Train? Main Selection: Davy Crockett Saves the World	Tell Tale	Point of View
Unit 4 Week 2	Short Text: Where's Brownie? Main Selection: A Window Into History: The Mystery of the Cellar Window	Mystery Play	Point of View

Unit 4 Week 3	Short Text: Frederick Douglass: Freedom's Voice Main Selection: Rosa	Biography	Author's Point of View
Unit 4 Week 4	Short Text: Power from Nature Main Selection: One Well	Expository Text	Author's Point of View
Unit 4 Week 5	Short Text: "How Do I Hold the Summer?", "Catching a Fly", and "When I Dance" Main Selection: Words Free as Confetti	Free Verse Poem	Theme
TDA Practice Week 5		Click here for TDA PRACTICE	

Free Supplemental Texts

- Newsela: Paired argument texts — https://newsela.com
- CommonLit: "Kids and Technology" — https://www.commonlit.org
- ReadWorks: Compare & Contrast Set (Grade 5)

Unit 5: Mastery Clinics & Global Connection

Draft Date	Course	Duration	Grades	Subjects	Team
07-21-2026	Grade 5 English Language Arts	33.0 Day(s)	5	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Mastery is achieved through targeted, data-driven practice
- *(BI2)* Students can analyze their own progress and choose strategies to improve
- *(BI3)* Flexible reteach restores skills needed for grade-level success

Concepts

- *(C1)* **Key Ideas, Craft & Structure** All ECs repeated for mastery
- *(C2)* **Integration of Knowledge** All ECs practiced in TDA contexts
- *(C3)* **Writing: Full TDA Essay (W.5.2, W.5.4, W.5.9)** E05.E.1.1.1, E05.E.1.1.2, E05.E.1.1.3, E05.E.1.1.4, E05.E.1.1.5, E05.E.1.1.6
- *(C4)* **FULL Conventions Coverage (D)** ALL Grade 5 ECs: E05.D.1.1.1, E05.D.1.1.2, E05.D.1.1.3, E05.D.1.1.4, E05.D.1.1.5, E05.D.1.1.6, E05.D.1.2.1, E05.D.1.2.2, E05.D.1.2.3, E05.D.1.2.4, E05.D.1.2.5
- *(C5)* **Assessment Preparation**

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. Integrate ideas across multiple texts
        a. Identify central ideas
        b. Cite precise evidence
        c. Analyze author's craft
- *(LI2)*
    1. Integrate ideas across multiple texts
        a. Compare themes & arguments
        b. Explain relationships between ideas
- *(LI3)*
    1. Compose multi-paragraph essays with clarity & reasoning
        a. Write a claim
        b. Support with evidence + reasoning

This unit was designed using Eduplanet21 - https://eduplanet21.com/

c. Conclude effectively

- *(LI4)*
  1. Apply conventions accurately in analytical writing
     a. Use advanced sentence structures
     b. Apply all Grade 5 punctuation rules
     c. Edit for clarity & correctness
- *(LI5)*
  1. Apply skills to unfamiliar grade-level texts
     a. Complete cold reads
     b. Reflect on progress

Writing Focus

- Targeted writing clinics based on student needs
- Revision and editing with personalized feedback
- Independent mastery demonstrations

Structured Literacy Connections

- Targeted decoding & morphology refreshers in small groups
- Sentence-level work drawn from student errors
- Fluency practice with texts at instructional levels

Learning Activities

Learning Activity

Key Ideas, Craft & Structure

Learning Activity

Mini-Lessons / Skills

- Evidence precision; inference refinement; craft analysis

Integration of Knowledge

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Learning Activity
Mini-Lessons / Skills

- Multi-text TDA warmups; cross-text mapping

Writing: Full TDA Essay

Learning Activity
Mini-Lessons / Skills

- CER paragraphs; elaboration strategies; editing for clarity

Full Conventions Coverage

Learning Activity
Mini-Lessons / Skills

- Tense control; sentence combining; comma boot camp; dialogue editing

Assessment Preparation

Learning Activity
Mini-Lessons / Skills

- Cold reads; reflection logs; practice assessments

Resources

Core Texts & Resources

Teacher-selected texts aligned to student needs based on assessment data

- CommonLit Skills Units (Inference, Evidence, Theme, Structure)
- Newsela Text Sets by Lexile band for differentiation
- ReadWorks Differentiated Passages

Grade 6 English Language Arts

Northern Lebanon School District
Draft
07-23-2026

Table of Contents

Overview

- Course Information 3

Units

- Unit 1: Childhood 4
- Unit 2: Animal Allies 9
- Unit 3: Modern Technology 14
- Unit 4: Imagination 20
- Unit 5: Exploration 24

Course Information

Draft Date
07-23-2026

Grades
6

Subjects
English Language Arts

Unit 1: Childhood

Draft Date	Course	Duration	Grades	Subjects	Team
07-23-2026	Grade 6 English Language Arts	40.0 Day(s)	6	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Strong comprehension begins with understanding main ideas, details, and text structures
- *(BI2)* Vocabulary knowledge is essential for deep comprehension
- *(BI3)* Readers analyze how multiple texts address a topic using different structures, viewpoints - Literature
- *(BI4)* Sentence fluency and conventions support both reading and writing clarity

Concepts

- *(C1)* **Informational** E06.B-K.1.1.1, E06.B-K.1.1.2, EO6.B-K.1.1.3
- *(C2)* **Vocabulary (A-V/B-V)** E06.B-V.4.1.1, E06.B-V.4.1.2
- *(C3)* **Conventions** E06.D.1.1.6
- *(C4)* **Craft & Structure Integration & Purpose** E06.A-C.2.1.1
- *(C5)* **A-C (Author's Craft, Viewpoint)** E06.A-C.2.1.1, E06.A-C.2.1.2
- *(C6)* **Literature Texts** E06.A-K.1.1.2, E06.A-K.1.1.1, E06.A-C.2.1.1
- *(C7)* **Integration of Knowledge and Ideas** E06.B-C.3.1.1, E06.B-C.3.1.2
- *(C8)* **Conventions (D)** E06.D.1.1.1, E06.D.1.2.1, E06.D.1.1.2, E06.D.1.1.3, E06.D.1.1.4, E06.D.1.2.2
- *(C9)* **Conventions** E06.D.2.1.1, E06.D.2.1.2, E06.D.2.1.3, E06.D.2.1.4, E06.D.2.1.5
- *(C10)* **Fluency**

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. Determine the genre of a book by using evidence to support their analysis.
        a. Define and identify the fiction and nonfiction genres.
- *(LI2)*
    1. Determine meaning of academic and domain-specific words.
        a. Use context to define terms.
        b. Use text features to clarify meaning.

- *(LI3)*
    1. Produce complete sentences, recognize and correct fragments and run-on sentences.
        a. Identify and correct sentences, fragments, and ROS.
- *(LI4)*
    1. Explain how details support an author's purpose in a text; Explain how the author develops the point of view.
        a. Identify author's purpose.
        b. Explain how evidence supports purpose.
        c. Explain point of view of the narrator or speaker.
- *(LI5)*
    1. Analyze author's purpose, tone, and viewpoint.
        a. Identify tone.
        b. Explain how word choice shapes viewpoint.
- *(LI6)*
    1. Identify main ideas, summarize, and explain how details support meaning in literature & informational texts.
        a. Identify main ideas.
        b. Summarize sections of text.
    2. Determine theme(s) and share how it is conveyed through particular details.
        a. Explain how specific details develop the main idea.
- *(LI7)*
    1. Integrate information from multiple sources.
        a. Use details from multiple texts to support ideas.
    2. Write arguments with claim, evidence, and reasoning.
        a. Form a claim.
        b. Select evidence.
        c. Explain reasoning clearly.
- *(LI8)*
    1. Develop grammar and sentence fluency needed for comprehension & writing.
        a. Write clear simple, compound, complex sentences.
        b. Use correct punctuation and capitalization.
- *(LI9)*
    1. Use knowledge of language and its conventions.
        a. Vary sentence patterns for meaning and maintain style and tone.
        b. Choose words and phrases to convey ideas and for effect.
- *(LI10)*
    1. Read grade-level text with accuracy, phrasing, and expression.
        a. Read aloud with phrasing and attention to punctuation.

Writing Focus

- Sentences, fragments, and Run-ons
- Summarizing sections of text with evidence
- Writing Process Introduction
- Short constructed responses using detail →Narrative Writing -> Journaling/Class Read Aloud Narrative

Structured Literacy Connections

- Morphology: Greek/Latin roots for academic vocabulary - Suffix- ness
- Fluency: i-Ready Passages
- Semantics: Context clues; shades of meaning; vocabulary development

Learning Activities

Learning Activity

Days 1-5
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Genre Study/ Genre Jackets/ Flocabulary Memoirs/Non Fiction

Days 6-10
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Figurative Language Overview/Content Clues

Days 11-15
Learning Activity
Suggested Mini-Lessons & Focus Skills

- ROS,Sentences and Fragments

Days 16-25

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Author's Purpose Anchor Chart; Evidence Sort

Days 16-25
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Tone Gradients; Author's Purpose Anchor Chart

Days 26-35
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Finding key details; summary frames; main idea graphic organizers/ Mentor Text; Mr. Peabody's Apples-Theme Text Comparison

Days 36-40
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Synthesizing notes; multi-text graphic organizers

Days 16-25 D.1.1.1 & D.1.1.2 (Integrated daily)
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Types of Pronouns
- Sentence combining; run-on correction; comma usage; capitalization routines

Ongoing - Conventions

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Weekly Journal Entries; Mini Lessons; Writing Calendar; Memory with a Twist;Six Traits of Writing; The Writing Process

Ongoing - Fluency

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Phrasing practice; repeated reading; marking pauses

Resources

Core Texts & Resources - My Perspectives

Selections used to support Unit 1 skills:

- "Brown Girl Dreaming (excerpt)" — Jacqueline Woodson (Word choice, figurative language, context clues)
- “Malala The Powerful”- Scholastic Magazine Article (Central Ideas, Supporting Details, Citing Textual Evidence)
- “from Bad Boy (excerpt)” - Walter Dean Myers (Theme)
- "I Was a Skinny Tomboy Kid" — Alma Luz Villanueva (Tone, vocabulary nuance)
- "The War Orphan” (Michaela Deprince) - (Structure, Text Organization, Biographical Traits)

Unit 2: Animal Allies

Draft Date	Course	Duration	Grades	Subjects	Team
07-23-2026	Grade 6 English Language Arts	40.0 Day(s)	6	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Authors develop characters, conflicts, and themes through actions, dialogue, and internal thoughts
- *(BI2)* Effective readers analyze how scenes build on each other to shape meaning
- *(BI3)* Understanding figurative language, sensory detail, and tone deepens comprehension
- *(BI4)* Strong narrative writing requires intentional craft choices, including pacing and descriptive detail

Concepts

- *(C1)* **Text-Dependent Analysis** E06.E.1.1.1, E06.E.1.1.2, E06.E.1.1.3, E06.E.1.1.4, E06.E.1.1.5, E06.E.1.1.6
- *(C2)* **Integration of Knowledge and Ideas** B-C.3.1.1, B-C.3.1.2
- *(C3)* **A-K (Literature)** E06.A-K.1.1.1, E06.A-K.1.1.2, E06.A-K.1.1.3
- *(C4)* **Vocabulary (A-V/B-V)** E06.A-V.4.1.1, E06.A-V.4.1.2
- *(C5)* **A-C (Craft & Structure)** E06.A-C.2.1.3
- *(C6)* **Text-Dependent Analysis** E06.E.1.1.1, E06.E.1.1.2, E06.E.1.1.3, E06.E.1.1.4, E06.E.1.1.5, E06.E.1.1.6
- *(C7)* **Conventions (D)** E06.D.1.1.1, E06.D.1.2.1, E06.D.1.1.2, E06.D.1.1.3, E06.D.1.1.4, E06.D.1.1.5, E06.D.1.1.6, E06.D.1.1.7, E06.D.1.1.8, E06.D.1.2.2, E06.D.1.2.3
- *(C8)* **Conventions** E06.D.2.1.1, E06.D.2.1.2, E06.D.2.1.3, E06.D.2.1.4, E06.D.2.1.5
- *(C9)* **Fluency**

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. Draw evidence from literary or informational texts to support analysis, reflection, and/or research.
     a. Create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- *(LI2)*
  1. Demonstrate understanding of connections within, between, and/or among informational texts.
     a. Determine author's point of view/ purpose and explain how it is conveyed.
     b. Analyze how a sentence, paragraph, chapter, section, or text feature fits into the overall structure and contributes to development of ideas.

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- *(LI3)*
    1. Use evidence from the text to support my thinking about what the author says directly and what I can infer from the text.
        a. I can find relevant evidence in the text.
        b. I can use quotations or paraphrased evidence to support my answers.
        c. I can make logical inferences based on textual evidence.
    2. Identify a theme or central idea, explain how details develop it, and write an objective summary of the text.
        a. I can identify the theme or central idea.
        b. I can explain which details help develop the theme.
        c. I can summarize the text without including my opinions.
    3. Explain how the plot develops and describe how characters respond to events and change throughout the story.
        a. I can identify important plot events.
        b. I can explain how events lead to the resolution.
        c. I can describe how a character changes or responds to challenges.
- *(LI4)*
    1. Use context clues and word parts to determine the meaning of unfamiliar words and phrases in texts.
        a. Use context to define terms.
        b. Use text features to clarify meaning.
- *(LI5)*
    1. Analyze figurative language, sensory detail, tone, and structure.
        a. Identify similes, metaphors, imagery.
        b. Explain how word choice shapes tone.
    2. Determine an author's purpose in a text.
- *(LI6)*
    1. Draw evidence from literary or informational texts to support analysis, reflection, and/or research.
        a. Create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- *(LI7)*
    1. Develop grammar and sentence fluency needed for comprehension & writing.
        a. Write clear simple, compound, complex sentences.
        b. Use correct punctuation and capitalization.
- *(LI8)*
    1. Use knowledge of language and its conventions.
        a. Vary sentence patterns for meaning and maintain style and tone.
        b. Choose words and phrases to convey ideas and for effect.
- *(LI9)*
    1. Read grade-level text with accuracy, phrasing, and expression.
        a. Read aloud with phrasing and attention to punctuation.

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Writing Focus

- Six Traits of Writing- Unit 2? -Unit 1 Focus- Writing Process Introduction - Playdough?
- Pronouns- Subjective, Objective, Possessive, Reflexive/Intensive (Intro here and other eligible content for pronouns later?
- Pronouns- Revising for Pronoun Case
- Punctuation- Commas, parentheses, and dashes
- Capitalization
- TDA Writing

Structured Literacy Connections

- Morphology: Greek/Latin affixes (suffix- able, root- dom,)
- Fluency: i-Ready Passages
- Vocabulary: Domain-specific vocabulary; academic language, denotation, connotation, multiple meaning words

Learning Activities

Learning Activity

Days 41-45
Learning Activity
Suggested Mini-Lessons & Focus Skills

- TDA BOOTCAMP (PDE TDA Lessons)

Days 46-50
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Using Primary texts listed below

Days 51-65 (See TDA below for days 66-70)

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Citing evidence; plot parts; conflict; theme; Venn diagrams; cross-text evidence charts; Mentor texts

Days 71-75
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Poetry Comparison;

Days 71-75
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Figurative meaning, sort; tone word lists; rewrite for tone

Days 66-70, Days 76-80
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Clever Maggie
- Paranka's Dumplings

Days 71-75 D.1.1.5 & D.1.1.8 (Integrated daily)
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Verbs
- Sentence combining; run-on correction; comma usage; capitalization routines

Ongoing - Conventions

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Weekly Journal Entries; Mini Lessons; Writing Calendar

Ongoing - Fluency
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Phrasing practice; repeated reading; marking pauses

Resources

Core Texts & Resources - My Perspectives

Selected based on alignment to informational structures & analysis:

- “Father Frost” - (Elements of Fiction)
- "From My Life with the Chimpanzees” Jane Goodall
- "Black Cowboy Wild Horses" (Historical Fiction) —(Elements of Fiction, Plot)
- “Hachiko” - (Setting, Historical Fiction, Conflict, Tone, Emotional Interpretation)
- “Raymond’s Run” - (Characterization)
- “A Blessing and A Predator” (Poetry, Figurative Language, Text Comparison)

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 3: Modern Technology

Draft Date	Course	Duration	Grades	Subjects	Team
07-23-2026	Grade 6 English Language Arts	32.0 Day(s)	6	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Informational texts use structure to convey meaning
- *(BI2)* Readers analyze how multiple texts address a topic using different structures, viewpoints, and evidence - Informational
- *(BI3)* Writers use evidence and explanation to build clarity
- *(BI4)* Understanding text features and organization strengthens comprehension

Concepts

- *(C1)* **A-K (Theme & Character)** E06.A-K.1.1.1, E06.A-K.1.1.2, E06.A-K.1.1.3
- *(C2)* **Informational** E06.B-K.1.1.1, E06.B-K.1.1.2, EO6.B-K.1.1.
- *(C3)* **Informational Text** B-C.2.1.1, B-C.2.1.2, B-C.2.1.3
- *(C4)* **Analyze Arguments and Evidence** E06. B-C.3.1.1
- *(C5)* **Compare Authors' Perspectives** E06. B-C.3.1.2
- *(C6)* **Text-Dependent Analysis** E06.E.1.1.1, E06.E.1.1.2, E06.E.1.1.3, E06.E.1.1.4, E06.E.1.1.5, E06.E.1.1.6
- *(C7)* **A-C (Craft & Structure)** E06.A-C.2.1.3
- *(C8)* **Vocabulary (A-V/B-V)** E06.B-V.4.1.1, E06.B-V.4.1.2
- *(C9)* **Conventions (D)** E06.D.1.1.5, E06.D.1.1.7, E06.D.1.1.8
- *(C10)* **Conventions (D)** E06.D.1.1.1, E06.D.1.2.1, E06.D.1.1.2, E06.D.1.1.3, E06.D.1.1.4, E06.D.1.1.6, E06.D.1.2.2, E06.D.1.2.3
- *(C11)* **Conventions** E06.D.2.1.1, E06.D.2.1.2, E06.D.2.1.3, E06.D.2.1.4, E06.D.2.1.5
- *(C12)* **Fluency**

Learning Intentions & Success Criteria

Students are learning . . .
Students can . . .

- *(LI1)*
    1. Analyze how characters respond to conflict and how theme emerges across scenes.
        a. Identify theme.
        b. Trace character actions and motivations.
        c. Explain how events develop theme.

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- *(LI2)*
    1. Locate and explain supporting text evidence.
        a. Cite evidence to analyze the text and draw generalizations from the text.
- *(LI3)*
    1. Determine author’s point of view.
        a. Identify the author's main reason for writing.
- *(LI4)*
    1. Identify an author's claims in an informational text.
        a. Identify the author's claim.
    2. Determine whether a claim is supported by relevant reasons and evidence.Distinguish between fact, opinion, and bias.
        a. Find evidence that supports the claim.
        b. Explain whether the evidence is strong and relevant.
    3. Evaluate the strength of an author's argument using evidence from the text.
        a. Distinguish between facts, opinions, and biased statements.
- *(LI5)*
    1. Compare how two authors present the same event or topic. Identify similarities and differences in authors' perspectives and presentations.
        a. Identify similarities between two authors' presentations of an event.
        b. Identify differences between two authors' presentations of an event.
    2. Analyze how text type, purpose, and point of view influence an author's presentation.
        a. Explain how the authors' purposes or perspectives affect the information they include.
    3. Use evidence from multiple texts to support comparisons.
        a. Support my comparisons with evidence from both texts.
- *(LI6)*
    1. Draw evidence from literary or informational texts to support analysis, reflection, and/or research.
        a. Create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- *(LI7)*
    1. Analyze figurative language, sensory detail, tone, and structure.
        a. Identify similes, metaphors, imagery.
    2. Determine an author's purpose in a text.
        a. Explain how word choice shapes tone.
- *(LI8)*
    1. Determine meaning of academic and domain-specific words.
        a. Use context to define terms.
        b. Use text features to clarify meaning.

- *(LI9)*
    1. Demonstrate command of the conventions of the standard English grammar and usage.
        a. Recognize and correct inappropriate shifts in verb tense.
        b. Correctly use frequently confused words.
        c. Ensure subject-verb and pronoun-antecedent agreement.
- *(LI10)*
    1. Develop grammar and sentence fluency needed for comprehension & writing.
        a. Write clear simple, compound, complex sentences.
        b. Use correct punctuation and capitalization.
- *(LI11)*
    1. Use knowledge of language and its conventions.
        a. Vary sentence patterns for meaning and maintain style and tone.
        b. Choose words and phrases to convey ideas and for effect.
- *(LI12)*
    1. Read grade-level text with accuracy, phrasing, and expression.
        a. Read aloud with phrasing and attention to punctuation.

Writing Focus

- TDA Writing
- Argument
- Action verbs and linking verbs

Structured Literacy Connections

- Morphology: Latin affixes - root- path, suffix- metry,)
- Syntax: Complex sentences; dialogue punctuation
- Fluency: i-Ready Passages
- Vocabulary: Compound words, base words, context clues

Learning Activities

Learning Activity
Days 81-85

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Character charts; theme statements; conflict analysis

Ongoing - Informational

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Using Primary texts listed below

Days 86-95

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Text Features - Text Feature Sword Drills
- Text Structures
- Author's Purpose

Days 96-105

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Blogs; Blog Comparisons

Days 106-109

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Lynne Cox

Days 110-112

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Using Primary texts listed below

Ongoing - Vocabulary

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Text feature scavenger hunt; glossary practice; morphology for science words

Integrated Daily - Conventions (D)

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Verb Tenses
- Frequently confused words
- Subject-verb pronoun-antacedant agreements

Integrated Daily - Conventions (D)

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Sentence combining; run-on correction; comma usage; capitalization routines

Ongoing - Conventions

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Weekly Journal Entries; Mini Lessons; Writing Calendar

Ongoing - Fluency

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Phrasing practice; repeated reading; marking pauses

Resources

Core Texts & Resources - My Perspectives

Selected to match theme, character development, figurative language, and narrative craft:

Primary Texts:

- “Feathered Friend"- (Science Fiction, theme,)
- "Teens and Technology Share a Future”- Blog - Compare Texts
- “The Black Hole of Technology" - Blog- Compare Texts
- “The Fun They Had”- (Science Fiction,)

Unit 4: Imagination

Draft Date	Course	Duration	Grades	Subjects	Team
07-23-2026	Grade 6 English Language Arts	30.0 Day(s)	6	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Drama has unique structures—stage directions, scenes, dialogue—that shape meaning
- *(BI2)* Readers interpret character motivation, conflicts, and implied meaning through performance cues
- *(BI3)* Narrative interpretation requires synthesizing structure, tone, dialogue, and conflict
- *(BI4)* Writers study drama to understand voice, dialogue, and pacing in their own narrative writing

Concepts

- *(C1)* **A-C** E06. A-C.3.1.
- *(C2)* **A-K (Theme & Character)** E06.A-K.1.1.3
- *(C3)* **A-C (Craft & Structure)** E06.A-C.2.1.2
- *(C4)* **Text-Dependent Analysis** E06.E.1.1.1, E06.E.1.1.2, E06.E.1.1.3, E06.E.1.1.4, E06.E.1.1.5, E06.E.1.1.6
- *(C5)* **Conventions (D)** E06.D.1.1.1, E06.D.1.2.1, E06.D.1.1.2, E06.D.1.1.3, E06.D.1.1.4, E06.D.1.1.6, E06.D.1.2.2
- *(C6)* **Conventions** E06.D.2.1.1, E06.D.2.1.2, E06.D.2.1.3, E06.D.2.1.4, E06.D.2.1.5
- *(C7)* **Fluency**

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. Understand stage directions, scenes, and dialogue as structural elements.
        a. Identify and interpret stage directions.
        b. Explain how scenes build meaning.
- *(LI2)*
    1. Analyze how characters respond to conflict and how theme emerges across scenes.
        a. Identify theme.
        b. Trace character actions and motivations.
        c. Explain how events develop theme.

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- *(LI3)*
    1. Analyze figurative language, sensory detail, tone, and structure.
        a. Identify similes, metaphors, imagery.
        b. Explain how word choice shapes tone.
    2. Determine an author's purpose in a text.
- *(LI4)*
    1. Draw evidence from literary or informational texts to support analysis, reflection, and/or research.
        a. Create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- *(LI5)*
    1. Develop grammar and sentence fluency needed for comprehension & writing.
        a. Write clear simple, compound, complex sentences.
        b. Use correct punctuation and capitalization.
- *(LI6)*
    1. Use knowledge of language and its conventions.
        a. Vary sentence patterns for meaning and maintain style and tone.
        b. Choose words and phrases to convey ideas and for effect.
- *(LI7)*
    1. Read grade-level text with accuracy, phrasing, and expression.
        a. Read aloud with phrasing and attention to punctuation.

Writing Focus

- Script writing with stage directions
- Dialogue punctuation mastery
- Performance-based interpretation

Structured Literacy Connections

- Morphology: Vocabulary for dramatic interpretation
- Syntax: Dialogue structures and punctuation
- Fluency: Expressive oral reading with character voices/ i-Ready Passages
- Vocabulary: Tone and emotional nuance in dialogue

Learning Activities

Learning Activity
Days 113-127

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Stage direction decoding; dialogue timing
- Character analysis; theme statements; conflict analysis
- Using Primary texts listed below

Days 128-142

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Sea Turtle Patrol; The Portal; PSSA Samplers

Integrated Daily

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Sentence combining; run-on correction; comma usage; capitalization routines

Ongoing - Conventions

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Weekly Journal Entries; Mini Lessons; Writing Calendar

Ongoing - Fluency

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Phrasing practice; repeated reading; marking pauses

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Resources

Core Texts & Resources - My Perspectives

Texts selected to match drama analysis, conflict, imagination, and narrative interpretation:

Primary Dramatic Text:

- "The Phantom Tollbooth, Act I and Act II" (drama) — Structure of drama, theme, character motivation
- "The Phantom Tollbooth Movie" - Comparison of drama and movie adaptation
- "Alice's Adventures in Wonderland" - Excerpt

Unit 5: Exploration

Draft Date	Course	Duration	Grades	Subjects	Team
07-23-2026	Grade 6 English Language Arts	23.0 Day(s)	6	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Research allows us to ask questions, evaluate evidence, and build knowledge.
- *(BI2)* Stories and informational texts provide windows into different places and perspectives.

Concepts

- *(C1)* **Vocabulary (A-V/B-V)** E06.B-V.4.1.1 E06.B-V.4.1.2 E06.A-V.4.1.1 E06.A-V.4.1.2
- *(C2)* **A-C (Craft & Structure)** E06.A-C.2.1.3
- *(C3)* **A-K (Theme & Character)** E06.A-K.1.1.1, E06.A-K.1.1.2
- *(C4)* **Informational** E06.B-K.1.1.1, E06.B-K.1.1.2
- *(C5)* **Text-Dependent Analysis** E06.E.1.1.1, E06.E.1.1.2, E06.E.1.1.3, E06.E.1.1.4, E06.E.1.1.5, E06.E.1.1.6
- *(C6)* **Conventions (D)** E06.D.1.1.1, E06.D.1.2.1, E06.D.1.1.2, E06.D.1.1.3, E06.D.1.1.4, E06.D.1.1.6, E06.D.1.2.2
- *(C7)* **Conventions** E06.D.2.1.1, E06.D.2.1.2, E06.D.2.1.3, E06.D.2.1.4, E06.D.2.1.5
- *(C8)* **Fluency**

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. Use context clues, Greek/Latin roots, and word relationships to determine meaning.
     a. Determine meaning using context.
     b. Analyze nuance across related words.
- *(LI2)*
  1. Analyze figurative language, sensory detail, tone, and structure.
     a. Identify similes, metaphors, imagery.
     b. Explain how word choice shapes tone.
  2. Determine an author's purpose in a text.
- *(LI3)*
  1. Analyze how characters respond to conflict and how theme emerges across scenes.
     a. Identify theme.

This unit was designed using Eduplanet21 - https://eduplanet21.com/

b. Trace character actions and motivations.
c. Explain how events develop theme.

- *(LI4)*
  1. Compare and evaluate ideas across two or more texts.
     a. Identify similarities/differences across texts.
     b. Explain central idea development.
- *(LI5)*
  1. Draw evidence from literary or informational texts to support analysis, reflection, and/or research.
     a. Create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- *(LI6)*
  1. Develop grammar and sentence fluency needed for comprehension & writing.
     a. Write clear simple, compound, complex sentences.
     b. Use correct punctuation and capitalization.
- *(LI7)*
  1. Use knowledge of language and its conventions.
     a. Vary sentence patterns for meaning and maintain style and tone.
     b. Choose words and phrases to convey ideas and for effect.
- *(LI8)*
  1. Read grade-level text with accuracy, phrasing, and expression.
     a. Read aloud with phrasing and attention to punctuation.

Writing Focus

- Organizing and writing research findings in a presentation format
- Revising for clarity and precision
- Apply grade level and content specific vocabulary

Learning Activities

Learning Activity

Days 143-165

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Reading for exposure; Research project and presentation

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Integrated Daily

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Sentence combining; run-on correction; comma usage; capitalization routines

Ongoing - Conventions

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Weekly Journal Entries; Mini Lessons; Writing Calendar

Ongoing - Fluency

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Phrasing practice; repeated reading; marking pauses

Resources

Core Texts & Resources - My Perspectives

Selected to align with world exploration research:

Primary Texts:

- "Mission Twinpossible" - News Article
- "To the Top of Everest" - Blog
- Tales from the Odyssey

Grade 7 English Language Arts

Northern Lebanon School District
Draft
07-24-2026

Table of Contents

Overview

- Course Information 3
- Course Description 3
- Course Resources 3

Units

- Unit 1: Introduction 4
- Unit 2: Ties that Bind 6
- Unit 3: Childhood Scrapbook 10
- Unit 4: Finding Courage 14
- Unit 5: This is America 17
- Unit 6: Our Choices define Us 20
- Unit 7: Word Skills 22

Course Information

Draft Date
07-24-2026

Grades
7

Subjects
English Language Arts

Course Description

Based on the core concepts developed from the PA standards and eligible content, this course will develop reading, writing, speaking, and listening skills in a variety of genres and modes. It will utilize various teaching methods and sources to help students to continue to develop into independent lifelong learners and communicators.

Course Resources

- Prentice Hall Literature Grade Seven
- Prentice Hall Writing and Grammar Grade Seven
- Wordly Wise 3000 Fourth Ed. Book 7
- Teacher Generated Resources
- commonlit.org

Unit 1: Introduction

Draft Date	Course	Duration	Grades	Subjects	Team
07-24-2026	Grade 7 English Language Arts	2.0 Week(s)	7	English Language Arts	Brittany Haines

Concepts

- *(C1)* Literature
    1. Genre
    2. Figurative Language
    3. Academic Terms
- *(C2)* Conventions
    1. Complete Sentences
    2. Commonly Confused Words

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. recognize the different genres in order to adjust their purpose for reading and apply different skills
        a. define fiction, nonfiction, and poetry
        b. define subgenres or forms within fiction, nonfiction, and poetry
        c. categorize texts by genre using content or feature clues
        d. explain how a specific subgenre or form of a text supports its purpose
    2. interpret figurative language in order to understand and convey deeper meanings with words
        a. define common types of figurative language (simile, metaphor, personification, onomatopoeia, alliteration, hyperbole, idiom, allusion)
        b. identify the common types of figurative language
        c. cite examples of figurative language
        d. explain what a piece of figurative language means and its purpose
        e. create their own examples of figurative language
    3. understand academic terms in order to can carry out learning tasks in secondary school
        a. define common academic terms (analyze, assess, cite, evaluate, identify, inference, etc.) using the meaning that is relevant to learning
        b. identify key academic terms in instructions, questions, and tasks
        c. connect academic terms to the thinking or learning skills required

This unit was designed using Eduplanet21 - https://eduplanet21.com/

d. group academic terms that have similar meanings and thinking or learning skills.
e. recognize applicable resources or strategies that correspond to an academic term
f. use academic terms confidently when explaining their thinking verbally or in writing

- *(LI2)*
  1. write in complete sentences in order to communicate coherently
     a. define subject and predicate
     b. identify the subject and predicate in a sentence
     c. distinguish between simple and complete subjects and predicates
     d. correct sentences that are missing a subject or predicate
     e. define sentence fragment and run-on sentence
     f. identify sentence fragments and run-ons
     g. correct sentence fragments and run-ons
     h. form a complete sentence with appropriate capitalization, spelling, and end punctuation
  2. choose their words correctly in order to communicate coherently
     a. distinguish between the meanings of commonly confused words
     b. use the correct form of a commonly confused word in their writing

Unit 2: Ties that Bind

Draft Date	Course	Duration	Grades	Subjects	Team
07-24-2026	Grade 7 English Language Arts	8.0 Week(s)	7	English Language Arts	Brittany Haines

Concepts

- *(C1)* Literature
    1. Plot
    2. Theme
    3. Poetic Structure
    4. Author's Purpose
- *(C2)* Informational
    1. Central Idea
    2. Point of View
    3. Structure
- *(C3)* Writing
    1. Summarization
    2. Paragraph Structure
    3. Thesis Statements
- *(C4)* Conventions
    1. Formal Style
    2. Parts of Speech
    3. Commas

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. plot story events in order to understand the structure of storytelling
        a. list the elements of plot
        b. define the elements of plot
        c. apply key story events to the plot diagram
        d. cite lines from the text that develop a specific element of the plot
        e. explain how specific story events further the action of the plot
        f. analyze how plot elements help develop the theme or central idea of the text

This unit was designed using Eduplanet21 - https://eduplanet21.com/

2. determine theme in order to take away a life message from a text
    a. define theme
    b. distinguish between a theme topic and a theme sentence
    c. identify theme topics that are relevant to a text
    d. craft a theme statement that is universal but relevant to the text
    e. cite examples of lines in a story that help develop a theme
3. analyze different poetic forms in order to understand how poetry conveys meaning
    a. define common forms of poetry (free verse, haiku, sonnet, narrative, etc.)
    b. define common poetic structures (lines, stanzas, rhyme scheme, rhythm)
    c. list the structural elements of a specific form of poetry
    d. identify common forms of poetry
    e. identify the structures within a poem
    f. compare and contrast the form, structure, and themes across multiple poems
    g. analyze how the form of a poem supports its meaning and/or theme
    h. evaluate why an author chose a specific poetic form and how it affects the reader and other elements in the poem
4. interpret the purpose of an author's decisions in order to recognize the meaning behind their writing process
    a. define author's purpose
    b. list common purposes for literary writing (entertain, express, describe, persuade)
    c. list common purposes for specific literary writing choices (create emotions, create a mental picture, emphasize, reveal character, influence time/pacing, etc.)
    d. identify an author's reason for writing or for making a specific literary writing choice
    e. cite text evidence that supports an inference regarding an author's purpose
    f. explain how an author's purpose for writing or for a specific writing choice impacts the reader's experience

■ *(LI2)*

1. determine the central idea of a text in order to take away the most important point of a text
    a. define central idea
    b. identify the central idea of a paragraph and at least two central ideas for the whole text
    c. identify key supporting details in a paragraph and the whole text
    d. cite the text evidence that best supports the statement or development of a central idea
    e. explain how the key details develop a central idea
2. analyze the author's point of view in order to track how it impacts the text and audience
    a. define the author's point of view in informational texts
    b. determine what the author's point of view is in a text
    c. cite text evidence that supports an author's point of view
    d. analyze how the author's point of view affects the central idea and claims of a text

3. analyze the structure of a text in order to follow an author's ideas or argument effectively
    a. define cause and effect, compare and contrast, problem and solution, chronological, and descriptive text structures
    b. identify text structures
    c. describe the purpose of different text structures or sections of a structure
    d. identify different text features (such as headings, graphics, bullet points, maps, italics, etc.)
    e. describe the purpose of different text features
    f. explain the purpose of the text structure or a specific feature within a text

■ *(LI3)*

1. to summarize a paragraph or text in order to break down their understanding of long texts
    a. list the parts of a fiction (Somebody, Wanted, But, So, Then) or informational (Type, Author, Action, Main idea, Important details, Organization) summary
    b. identify information that is important and unimportant in a summary
    c. distinguish the strongest summary when given options
    d. explain why one summary is stronger than others
    e. write in a concise and objective way using their own words
    f. craft a summary that includes all important parts based on the type of text
2. to organize an analytical paragraph in order to communicate their thoughts in a structured way
    a. break down the parts of an analytical writing prompt
    b. list the parts of an analytical paragraph in order (topic sentence, details, evidence, analysis, summary sentence - TDEAS)
    c. identify the parts of an analytical paragraph.
    d. list sentence starters that help begin each part of a paragraph's structure
    e. explain the purpose of each part of an analytical paragraph for creating a strong response
    f. write a topic sentence that focuses on a single point and is the controlling idea for the paragraph
    g. craft a focused paragraph response to a prompt that includes each part of a strong analytical structure with sentence starters
3. to write single and multi-point thesis statements in order to state their argument clearly
    a. define what a thesis is
    b. distinguish between a thesis and a topic sentence
    c. explain where a thesis goes in an essay and why it belongs there
    d. determine parts of a prompt that should be included in a thesis
    e. formulate a single, concise point to include in a thesis
    f. formulate multiple, concise points to include in a thesis
    g. create a thesis that responds to the prompt and includes one or more points in order to appropriately answer the question

■ *(LI4)*

1. write in a formal style in order to sound professional and confident when communicating
    a. define formal style
    b. identify examples and nonexamples of a formal writing style

c. distinguish between appropriate and inappropriate times to use informal writing
d. explain why a formal style is important for certain kinds of writing
e. revise informal writing to be more formal
f. write in a formal style

2. apply the parts of speech to sentences in order to write and revise correct, detailed, and meaningful sentences
    a. define common parts of speech (noun, verb, adjective, adverb, pronoun, preposition, conjunction, interjection)
    b. identify parts of speech within a sentence
    c. define antecedent
    d. recognize pronoun antecedent
    e. define pronoun number (singular/plural) and person (1st/2nd/3rd)
    f. recognize shifts in pronoun number or person
    g. correct shifts in pronoun number or person
    h. recognize vague pronouns
    i. correct vague pronouns
    j. define coordinate and cumulative adjective
    k. distinguish between coordinate and cumulative adjectives
3. apply comma rules in order to communicate accurately
    a. state the basic purpose of a comma
    b. list the rules for punctuating coordinate adjectives
    c. identify errors in punctuating coordinate adjectives
    d. correct errors in punctuating coordinate adjectives
    e. list the rules for punctuating a basic list with commas
    f. identify errors in punctuating a basic list with commas
    g. correct errors in punctuating a basic list with commas

Resources

“City Spies” by James Ponti

Unit 3: Childhood Scrapbook

Draft Date	Course	Duration	Grades	Subjects	Team
07-24-2026	Grade 7 English Language Arts	7.0 Week(s)	7	English Language Arts	Brittany Haines

Concepts

- *(C1)* Literature
    1. Character
    2. Point of View
    3. Mood
    4. Setting
- *(C2)* Informational
    1. Author's Purpose
    2. Argument
    3. Tone
- *(C3)* Writing
    1. Essay Structure
    2. Evidence
    3. Analysis
- *(C4)* Conventions
    1. Parts of Speech
    2. Phrases and Clauses

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. analyze characters in order to examine the relationship between characters and their stories
        a. identify the traits of main characters
        b. identify the motivation of a character
        c. infer about a character's traits, thoughts, motivations, or actions based on incidents or dialogue
        d. cite text evidence to support inferences about a character's thoughts, motivations, or actions
        e. analyze how a character and their motivation affects other story elements
    2. track the development of point of view in order to contrast the points of view of different characters
        a. define first-person, third-person limited, or third-person omniscient

This unit was designed using Eduplanet21 - https://eduplanet21.com/

b. identify first-person, third-person limited, or third-person omniscient
c. distinguish between story point of view and character point of view
d. describe the point of view of individual characters
e. cite evidence that supports the point of view of a specific character
f. analyze the development of a character's point of view throughout the story

3. analyze the mood of a text in order to connect with the emotions of a story
   a. define mood
   b. list mood words
   c. identify the mood of the text
   d. describe the mood of the text
   e. cite text evidence that creates mood within a text
   f. analyze how the mood affects other story elements
4. analyze the setting of a text in order to visualize a location and understand its impact
   a. define setting
   b. identify the setting of a text
   c. describe the setting of a text in their own words
   d. cite text evidence that reveals the setting
   e. analyze how the setting affects other story elements
   f. contrast the effects of different settings within a story

■ *(LI2)*

1. interpret the purpose of an author's decisions in order to recognize the meaning behind the writing process
   a. list common purposes for informational writing (inform, persuade, explain, argue)
   b. list common purposes for specific informational writing choices (appeal to or build emotion/logic/credibility, call to action, emphasize, build tone or message/argument, illustrate, etc.)
   c. identify an author's reason for writing or for making a specific writing choice
   d. cite text evidence that supports an inference regarding an author's purpose
   e. explain why an author's purpose for writing or for a specific writing choice impacts the reader's experience
   f. connect how different choices an author makes work together to achieve the same purpose
   g. analyze how the author's purpose for writing or for specific choices affects their central idea, claims, and/or argument
2. break down an author's argument in order to evaluate how effective it is
   a. define argument for informational text
   b. define claim for informational texts
   c. identify the author's overall argument within a text
   d. identify specific claims within a text
   e. cite text evidence that supports the author's argument and claims
   f. analyze how the author develops their argument throughout the text

3. identify tone in literary texts in order to understand how it impacts the text
    a. define tone
    b. list tone words
    c. identify author's tone in informational text
    d. cite text evidence that supports a conclusion regarding the author's tone in an informational text
    e. analyze how word choice affects the tone in an informational text

- *(LI3)*
    1. structure a multi-paragraph analytical essay in order to write in a cohesive way
        a. describe the role of an introduction, body paragraph, and conclusion
        b. describe the parts of an introduction and conclusion
        c. sort related ideas into ordered body paragraphs
        d. write an introduction that includes all relevant parts and is organized
        e. write a conclusion that summarizes all relevant points in order based on their analysis
        f. revise the structure of an essay so that it includes all necessary parts in a logical order and achieves their purpose
    2. cite text evidence in order to have strong, supported arguments
        a. define text evidence
        b. locate where supporting evidence belongs in a paragraph
        c. sort between strong, vague, and unrelated evidence
        d. list sentence starters that blend evidence into original writing
        e. quote specific details or claims accurately while using sentence starters
    3. develop analytical responses in order to break down their understanding and defend their ideas
        a. define analysis
        b. list basic and complex sentence starters that support the development of analysis
        c. distinguish between summarization and analysis
        d. analyze how a specific piece of evidence supports a claim in at least two sentences while using sentence starters
- *(LI4)*
    1. apply the parts of speech to sentences in order to write and revise correct, detailed, and meaningful sentences
        a. locate pronoun-antecedent disagreement
        b. correct pronoun-antecedent disagreement
        c. write extended responses containing correct pronoun usage
        d. match a subject to a verb
        e. locate subject-verb disagreement
        f. correct subject-verb disagreement
        g. write sentences with subject-verb agreement
        h. list verb tenses
        i. locate shifts in tenses

j. correct inappropriate shifts in tenses
k. write paragraphs in a consistent tense

2. use phrases and clauses in order to write longer, more detailed sentences
   a. define phrase
   b. identify phrases
   c. define independent and dependent clauses
   d. identify clauses
   e. place a phrase or clause in a sentence
   f. write sentences containing phrases and clauses

Unit 4: Finding Courage

Draft Date	Course	Duration	Grades	Subjects	Team
07-24-2026	Grade 7 English Language Arts	7.0 Week(s)	7	English Language Arts	Brittany Haines

Concepts

- *(C1)* Literature
    1. Theme
    2. Conflict
    3. Author's Purpose
    4. Historical Comparison
- *(C2)* Informational
    1. Central Idea
    2. Point of View
    3. Interactions
- *(C3)* Writing
    1. Transitions
    2. Evidence
    3. Analysis
- *(C4)* Conventions
    1. Sentence Structures
    2. Sentences Patterns

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. determine theme in order to take away a life message from a text
        a. explain how different story elements affect the theme
        b. analyze how a theme is developed over the course of a text
        c. compare and contrast how a theme is developed differently across different texts
    2. assess the conflict of a story in order to see its influence on the plot and characters
        a. define the different types of conflict (person vs person, self, society, nature, technology, supernatural)
        b. identify the conflict in a text
        c. describe in their own words the conflict in a text

This unit was designed using Eduplanet21 - https://eduplanet21.com/

d. cite examples of the conflict within the text
e. analyze how the conflict affects other story elements

3. interpret the purpose of an author's decisions in order to recognize the meaning behind their writing process
    a. explain how a different purpose for writing or for a specific choice would change the story
    b. connect how different choices an author makes work together to achieve the same purpose
    c. analyze how the author's purpose for writing or for specific choices affects story elements or meaning
4. compare and contrast fictional and historical accounts in order to understand how authors of fiction adapt history to create meaning
    a. identify key details in both a fictional text and a historical account
    b. describe what is accurate and what is changed in the fictional version compared to the historical account
    c. cite text evidence from both texts to support inferences and conclusions
    d. explain why an author might change or adapt historical facts in a fictional story
    e. analyze how the authors' perspectives, purposes, or choices create similarities and differences that affect the texts

■ *(LI2)*

1. determine the central idea of a text in order to take away the most important point of a text
    a. analyze how two central ideas within a text and their development impacts each other
    b. analyze how the central idea affects other informational text elements
    c. compare and contrast how a similar central idea was developed over two or more texts
2. analyze the author's point of view in order to track how it impacts the text and audience
    a. compare and contrast the points of view of authors writing texts on the same topic
    b. analyze how the differing points of view of two authors impacts their individual texts
    c. define bias
    d. recognize bias based on an author's point of view
    e. analyze how an author's bias impacts the quality and strength of their claims
3. analyze the interactions of individuals, events, and ideas in order to understand how these elements influence each other
    a. identify key individuals, events, and ideas in a text
    b. describe the causes and effects of events, ideas, or an individual's actions
    c. infer or generalize about the impact or influence of a specific individual, event, or idea
    d. cite text evidence to support an inference, generalization, or relationship
    e. explain the relationship between two elements in a text

■ *(LI3)*

1. include transitions in their writing in order to smoothly connect ideas
    a. define transition
    b. list the basic types of transitions (sequence, evidence, explanation, addition, conclusion)
    c. list simple and complex transitions for each type
    d. select the best transition word or phrase for their purpose

e. revise paragraphs to make ideas flow more logically with stronger transitions
f. craft a multi-paragraph essay containing strong and relevant transition phrases that achieve their purpose

2. cite text evidence in order to have strong, supported arguments
   a. Integrate quotes smoothly into their writing
   b. revise weak evidence and replace it with stronger, more convincing textual support
   c. justify why one piece of evidence is stronger than others
3. develop analytical responses in order to break down their understanding and defend their ideas
   a. revise analysis to break down their reasoning more specifically
   b. identify specific words or writing techniques within a quote that support their claim
   c. incorporate interpretations or impacts of an author's purpose behind specific writing decisions into analysis

■ *(LI4)*

1. use different sentence structures in order to show relationships between ideas with detail
   a. list the number of independent and/or dependent clauses within a specific sentence structure
   b. identify different sentence types (simple, compound, complex, compound-complex)
   c. define coordinate and subordinate conjunction
   d. identify coordinate and subordinate conjunctions
   e. list the coordinate conjunctions that can be used in a compound sentence (FANBOYS)
   f. list possible subordinate conjunctions and relative pronouns that can be used in a complex sentence
   g. explain the comma rules for combining clauses within different sentence structures.
   h. use conjunctions and commas correctly within different sentence structures
   i. revise errors within different sentence structures
   j. choose the correct sentence structure to combine clauses.
2. vary sentence patterns in order to write in an engaging, effective, and meaningful way
   a. explain the impact of different variations in sentences (long v. short, simple v. compound or compound-complex, etc.)
   b. vary sentence beginnings and lengths
   c. use a variety of sentence types and structures within their writing
   d. revise repetitive sentence patterns to improve flow and readability
   e. adjust sentence patterns to match their purpose

Unit 5: This is America

Draft Date	Course	Duration	Grades	Subjects	Team
07-24-2026	Grade 7 English Language Arts	6.0 Week(s)	7	English Language Arts	Brittany Haines

Concepts

- *(C1)* Literature
    1. Tone
    2. Point of View
    3. Character
- *(C2)* Informational
    1. Compare/Contrast
    2. Structure
- *(C3)* Writing
    1. Language
    2. Tone
- *(C4)* Conventions
    1. Nonrestrictive/Parenthetical Elements
    2. Revision

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. identify tone in literary texts in order to understand how it impacts the text
        a. identify an author's tone in a literary text
        b. cite text evidence that supports a conclusion regarding the author's tone in a literary text
        c. analyze how word choice and figurative language affects the tone in a literary text
        d. analyze how the author uses story elements to create tone
    2. track the development of point of view in order to contrast the points of view of different characters
        a. analyze how the story point of view or character point of view impacts other story elements
        b. compare and contrast the points of view of multiple characters within a story
        c. analyze how the author contrasts the points of view of different characters
        d. evaluate why the points of view of two or more characters differ

This unit was designed using Eduplanet21 - https://eduplanet21.com/

3. analyze characters in order to examine the relationship between characters and their stories
    a. analyze how a character changes over the course of the story
    b. compare similar characters from different texts and how they are developed by their individual stories
    c. Justify how a character's traits or actions help develop a theme of the text

- *(LI2)*
    1. compare and contrast different texts on the same topic in order to understand how different choices can impact a text and its meaning
        a. outline the claims and evidence of two texts
        b. compare and contrast how two authors present their information
        c. cite evidence of similarities or differences in claims, evidence, or explanations
        d. describe how differences affect the reader's understanding of the topic
        e. analyze why each author chose specific evidence or interpretations based on purpose, point of view, or audience
        f. evaluate why a specific author's presentation is more effective or convincing
    2. analyze the structure of a text in order to follow an author's ideas or argument effectively
        a. analyze how the text structure or features develops a central idea
        b. compare text structures and features across multiple texts on the same topic
        c. evaluate how well the text structures and features supported the author's purpose and central idea
- *(LI3)*
    1. to include precise language in their writing in order to communicate their meaning effectively
        a. identify important terms from a prompt to include in an analytical essay
        b. recognize which learned skills apply to a specific prompt
        c. recognize general versus specific word choices in a text
        d. revise language to be strong and specific
        e. write an essay containing specific language that supports their purpose
    2. to vary their writing tone in order to achieve their purpose for writing
        a. state their purpose for writing
        b. identify a tone that best supports their purpose
        c. explain why their tone supports their purpose
        d. vary their writing choices to create a specific tone that achieves their purpose
- *(LI4)*
    1. apply punctuation rules to nonrestrictive/parenthetical elements in order to set off additional information in a sentence
        a. distinguish what information is necessary and unnecessary within a sentence in order for it to make sense
        b. define nonrestrictive/parenthetical element
        c. identify nonrestrictive/parenthetical elements
        d. identify commas, dashes, and parentheses
        e. explain the different purposes of commas, dashes, and parentheses within a sentence

f. revise sentences containing nonrestrictive/parenthetical elements
g. punctuate nonrestrictive/parenthetical elements with commas, dashes, and parentheses

2. revise writing in order to communicate with precision
    a. identify weaknesses in a paragraph including wordiness and redundancy
    b. eliminate sentences that cause wordiness or redundancy
    c. improve word choice to increase precision in meaning
    d. add to or rearrange sentences to improve meaning or add detail

Unit 6: Our Choices define Us

Draft Date	Course	Duration	Grades	Subjects	Team
07-24-2026	Grade 7 English Language Arts	5.0 Week(s)	7	English Language Arts	Brittany Haines

Concepts

- *(C1)* Literature
    1. Conflict
    2. Drama Structure
- *(C2)* Informational
    1. Argument
    2. Interactions
- *(C3)* Writing
    1. Narrative Development
- *(C4)* Conventions
    1. Modifiers

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. assess the conflict of a story in order to see its influence on the plot and characters
        a. analyze how different types of conflict within a story interact with each other
        b. compare and contrast how different characters respond to the conflict and its resolution
        c. compare and contrast how similar conflicts are developed in different texts
    2. analyze scripts so they can understand how the elements of a drama are used to convey meaning
        a. define common elements of drama (act, scene, dialogue, stage directions, monologue, soliloquy)
        b. identify key elements of a drama
        c. explain the purpose of common elements of drama
        d. explain how the structure of acts contributes to the development of the plot
        e. analyze how drama elements help develop other parts of the story
        f. evaluate why an author used a specific drama element
- *(LI2)*
    1. break down an author's argument in order to evaluate how effective it is
        a. assess if there is enough supporting evidence and where more or less is needed

This unit was designed using Eduplanet21 - https://eduplanet21.com/

b. analyze how removing or changing evidence strengthens or weakens an argument
c. evaluate why an author's claims and conclusions are well supported and explained

2. analyze the interactions of individuals, events, and ideas in order to understand how these elements influence each other
   a. analyze how complex chains of influence are developed throughout a text
   b. explain how changing one element (individual, event, or idea) would affect another
   c. evaluate which factor (individual, event, or idea) had the greatest impact on a specific conclusion or outcome
   d. compare and contrast interactions across similar texts or situations to identify patterns or differences

- *(LI3)*
  1. to develop narratives in order to express themselves and their creativity
     a. list the elements of a narrative (plot/ conflict, characters, dialogue, point of view, setting, theme)
     b. create a plot with a beginning, middle, and end
     c. craft a character with at least two traits that are developed over the course of a narrative
     d. write dialogue between two or more characters that furthers the development of the plot or characters
     e. Vary language, punctuation, and usage for effect.
- *(LI4)*
  1. apply modifier rules in order to write understandable, more detailed sentences
     a. define modifier
     b. identify modifiers
     c. explain modifier errors and how they impact sentences
     d. correct modifier errors
     e. write sentences containing modifiers

Unit 7: Word Skills

Draft Date	Course	Duration	Grades	Subjects	Team
07-24-2026	Grade 7 English Language Arts	2.0 Semester(s)	7	English Language Arts	Brittany Haines

Concepts

- *(C1)* Literature & Informational
    1. Vocabulary Acquisition
    2. Context Clues
    3. Roots & Affixes
    4. Analogies
    5. Connotation & Denotation

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. increase their grade-level vocabulary in order to communicate effectively
        a. define vocabulary words
        b. list synonyms and antonyms of vocabulary words
        c. use vocabulary words in context
    2. define grade-level words based on context clues in order to understand unknown words
        a. describe common context clues (inference, definition, example, antonyms, synonyms.)
        b. identify context clues that support the meaning of an unknown word
        c. define words using context clues
    3. recognize common grade-appropriate root words and affixes in order to understand unknown words
        a. identify common Greek and Latin root words and affixes
        b. define common Greek and Latin root words and affixes
        c. break apart a word into its root words and affixes
        d. use root words and affixes to create a definition for a word
        e. explain how a root word or affix is relevant to the meaning of a word
    4. break down grade-appropriate word analogies in order to understand the relationship between words
        a. define what a word analogy is
        b. describe the types of word analogy relationships
        c. match an analogy to its relationship

This unit was designed using Eduplanet21 - https://eduplanet21.com/

d. determine a missing word that belongs in an analogy
e. explain the relationship between two words in an analogy

5. distinguish between the connotation and denotation of grade-level words in order to communicate their meaning with precision
   a. define connotation and denotation
   b. identify positive, neutral, and negative connotations of words
   c. recognize when two words have similar denotations but different connotations
   d. distinguish between a word's denotation and connotation
   e. revise a sentence by replacing a word with one that has a stronger or more accurate connotation
   f. explain how a word's connotation affects the meaning of a sentence
   g. analyze how an author uses connotative language to create tone or mood

Grade 7 Spanish

Northern Lebanon School District
Draft
04-03-2026

Table of Contents

Overview

- Course Information 3
- Course Description 3
- Course Resources 3

Units

- Unit 1: Introduction/The alphabet (Introducción/ El alfabeto) 4
- Unit 2: Greetings and Farewells (Saludos y Despedidas) 5
- Unit 3: Numbers 0-100 (Los números 0-100) 6
- Unit 4: The Calendar (El Calendario) 7
- Unit 5: Weather and Seasons (El Tiempo y Las Estaciones) 8
- Unit 6: The Classroom (La Clase) 9
- Unit 7: Colors (Los Colores) 10

Course Information

Draft Date
04-03-2026

Grades
7

Subjects
World Languages

Course Description

This introductory course is designed to inspire in students the confidence and the willingness to use whatever elements of language they have at their disposal. Students will focus on acquiring basic phrases and vocabulary words. This course is also intended to aid students in developing an awareness and appreciation for other cultures and to emphasize the importance of second language acquisition.

Course Resources

- Teacher-generated materials

Unit 1: Introduction/The alphabet (Introducción/ El alfabeto)

Draft Date	Course	Duration	Grades	Subjects	Team
04-03-2026	Grade 7 Spanish	6.0 Day(s)	7	World Languages	Brittany Haines

Concepts

- *(C1)* Vocabulary

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. to recognize the Spanish speaking countries and research cultural information related to a specific Spanish speaking country
     a. list the Spanish speaking countries by name as a class
     b. conduct the research needed to complete the Spanish name tag project
  2. to recognize (listen and read) the letters of the Spanish alphabet
     a. listen to the sound of each letter of the Spanish alphabet and identify the correct written letter
     b. read the sound of each letter of the Spanish alphabet and connect it with the correct letter in Spanish
  3. to produce (say and write) the letters of the Spanish alphabet
     a. orally repeat and produce the letters of the alphabet in Spanish
     b. write the letters of the alphabet they hear in Spanish
  4. to recognize (listen and read) the classroom commands and classroom phrases in Spanish
     a. listen to the classroom commands and phrases in Spanish and identify the correct written words
     b. read the classroom commands and phrases in Spanish and connect them with the English equivalent
  5. to produce (say and write) classroom commands and classroom phrases in Spanish
     a. label images with the correct classroom phrase or command in Spanish
     b. respond to classroom commands, ask for needed supplies and permission to go to different locations within the school building in Spanish
  6. to recognize (say and write) reasons to learn a second language
     a. brainstorm and list ideas as to why it is important to take a second language
     b. watch videos on the topic and list the reasons to take a world language in their notes
     c. write an 5-10 sentence essay in their own words discussing why it is important to take a second language

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 2: Greetings and Farewells (Saludos y Despedidas)

Draft Date	Course	Duration	Grades	Subjects	Team
04-03-2026	Grade 7 Spanish	6.0 Day(s)	7	World Languages	Brittany Haines

Concepts

- *(C1)* Vocabulary
- *(C2)* Grammar

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. to recognize (listen and read) the vocabulary associated with greetings, farewells and introductory conversations in Spanish
     a. listen to the greetings, farewells, and introductory words in Spanish and identify the correct written words
     b. read the greetings, farewells, and introductory words in Spanish and connect them with the English equivalent
  2. to produce (say and write) the vocabulary associated with greeting, farewells, and introductory conversations in Spanish
     a. orally repeat and produce the greetings, farewells, and introductory words in Spanish
     b. write the greetings, farewells, and introductory words that they hear in Spanish
     c. fill in missing words from introductory dialogues in Spanish
     d. answer the following questions in Spanish (orally and in writing): ¿Cómo te llamas (se llama usted)? ¿Cómo estás (está usted)?
- *(LI2)*
  1. to recognize the difference between the use of formal and informal you(form) in introductory conversations
     a. recognize the difference between a formal and an informal conversation in Spanish by comparing different dialogues and discussing the difference in the vocab and grammar used in each

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 3: Numbers 0-100 (Los números 0-100)

Draft Date	Course	Duration	Grades	Subjects	Team
04-03-2026	Grade 7 Spanish	5.0 Day(s)	7	World Languages	Brittany Haines

Concepts

- *(C1)* Vocabulary

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. to recognize (listen and read) the numbers 0-100 in Spanish
     a. listen to numbers in Spanish and identify the correct digit
     b. read number words in Spanish and connect them with the English equivalent
     c. label images and numeric digits with the Spanish word equivalent
  2. to produce (say and write) the numbers 0-100 in Spanish
     a. count from 0-100 in Spanish
     b. label images and numeric digits with the
  3. to recognize (listen and read) the math symbols in Spanish
     a. listen to math problems in Spanish and identify the math symbols in each
     b. read math problems in Spanish and connect the math symbols in Spanish with their English equivalents
  4. to produce (say and write) the math symbols in Spanish
     a. say the math symbols needed when translating math problems in Spanish
     b. write the math symbols needed when translating the math problems in Spanish

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 4: The Calendar (El Calendario)

Draft Date	Course	Duration	Grades	Subjects	Team
04-03-2026	Grade 7 Spanish	6.0 Day(s)	7	World Languages	Brittany Haines

Concepts

- *(C1)* Vocabulary

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. to recognize (listen and read) the days of the week, the months of the year, and the date in Spanish
     a. listen to the days of the week, the months of the year, and the date in Spanish and identify the correct written word
     b. read the days of the week, months of the year, and the date in Spanish and connect them with their English equivalent
  2. to produce (say and write) the days of the week, the months of the year, and the date in Spanish to recognize (listen and read) the math symbols in Spanish
     a. orally repeat and produce the days of the week, months of the year, and date in Spanish in isolation or when answering the following questions: What day is it today? What day is it tomorrow? What day was it yesterday? What month are we in?, and What is the date today?
     b. answer the following questions in writing: What day is it today? What day is it tomorrow? What day was it yesterday? What month are we in?, and What is the date today?
     c. write both the long form and the short form of the date in Spanish

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 5: Weather and Seasons (El Tiempo y Las Estaciones)

Draft Date	Course	Duration	Grades	Subjects	Team
04-03-2026	Grade 7 Spanish	6.0 Day(s)	7	World Languages	Brittany Haines

Concepts

- *(C1)* Vocabulary

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. to recognize (listen and read) the weather expressions and seasons in Spanish
     a. listen to the weather expressions and seasons in Spanish and identify the correct written word
     b. read the names of the weather expressions and seasons in Spanish and connect them with the English equivalent
  2. to produce (say and write) the weather expressions and seasons in Spanish
     a. orally repeat and produce the names of the weather expressions and seasons in Spanish
     b. write weather expressions and seasons that they hear in Spanish
     c. label images of different weather and seasons in Spanish
     d. answer the following questions in Spanish (orally and in writing): ¿Qué tiempo hace? and ¿En qué estación estamos?

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 6: The Classroom (La Clase)

Draft Date	Course	Duration	Grades	Subjects	Team
04-03-2026	Grade 7 Spanish	6.0 Day(s)	7	World Languages	Brittany Haines

Concepts

- *(C1)* Vocaluary
- *(C2)* Grammar

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. to recognize (listen and read) Spanish words used for classroom objects and people found within the classroom
     a. listen to the classroom expressions in Spanish and identify the correct written word
     b. read the names of the classroom expressions in Spanish and connect them with the English equivalent
  2. to produce (say and write) the Spanish words used for classroom objects and people found within the classroom
     a. orally repeat and produce the names of the classroom expressions in Spanish
     b. write classroom expressions that they hear in Spanish
     c. label images of different classroom expressions in Spanish
     d. answer the following question in Spanish (orally and in writing): ¿Qué es esto?
- *(LI2)*
  1. to identify and understand the difference between a singular and plural Spanish noun (what they are and when to use each)
     a. point out singular and plural Spanish nouns on the vocabulary list from the unit
     b. discuss as a class what a Spanish noun is and when to use a singular Spanish noun versus one that is plural
  2. to identify and understand the difference between a Spanish noun that is masculine, feminine or gender neutral
     a. point out masculine, feminine, and gender neutral Spanish nouns on the vocabulary list from the unit
     b. discuss as a class the difference between a Spanish noun that is masculine, feminine, and gender neutral
  3. to identify the 4 Spanish definite articles and understand how to make them agree with the Spanish nouns in gender and number
     a. point out the 4 Spanish definite articles that are used with the Spanish nouns on the vocabulary list from the unit.
     b. discuss as a class how to make the Spanish definite articles agree with the Spanish nouns in gender and number
     c. make the Spanish definite articles agree with the Spanish nouns in gender and number by filling out the missing parts and pieces of a chart with both singular and plural nouns in Spanish (in writing)

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 7: Colors (Los Colores)

Draft Date	Course	Duration	Grades	Subjects	Team
04-03-2026	Grade 7 Spanish	5.0 Day(s)	7	World Languages	Brittany Haines

Concepts

- *(C1)* Vocabulary
- *(C2)* Grammar

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to recognize (listen and read) the colors in Spanish
        a. listen to the colors in Spanish and identify the correct written word
        b. read the colors in Spanish and connect them with the English equivalent
    2. to produce (say and write) the colors in Spanish
        a. orally repeat and produce colors in Spanish
        b. write the colors they hear in Spanish
        c. label images with the correct color in Spanish
        d. answer the following questions in Spanish (orally and in writing): ¿De qué color es? and ¿De qué color son?
- *(LI2)*
    1. to make adjectives agree with the nouns they describe
        a. modify the ending of the adjective to make it agree (in gender and number) with the noun it is describing

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Great Books and Best Sellers

Northern Lebanon School District
Draft
07-21-2026

Table of Contents

Overview

- Course Information 3
- Course Description 3
- Course Resources 3

Units

- Unit 1: Starting the Conversation 4
- Unit 2: Books That Keep Us Turning Pages 6
- Unit 3: Books That Make Us Think 9

Course Information

Draft Date
07-21-2026

Grades
10 , 11 , 12

Subjects
English Language Arts

Course Description

What makes a book a Best Seller? Why do some stories capture the attention of so many? In “Great Books and Best Sellers,” you’ll read and discuss popular, thought-provoking novels that have appeared on bestsellers lists and sparked conversation throughout the United States, and even sometimes globally. This course takes a book club style approach, where student voice and choice drive the discussion. You’ll dive into compelling characters, major themes, and real-world connections, all while developing your own opinions and insights. If you love getting lost in a good book and sharing your thoughts with others, come join in the conversation! (This course is open to students in grades 10-12.)

Course Resources

Teacher selected short stories, novel excerpts, and films

Unit 1: Starting the Conversation

Draft Date	Course	Duration	Grades	Subjects	Team
07-21-2026	Great Books and Best Sellers	3.0 Week(s)	10 , 11 , 12	English Language Arts	Brittany Haines

Concepts

- *(C1)* Reading Informational Text
- *(C2)* Reading Literature
- *(C3)* Speaking and Listening

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to identify the central idea of a nonfiction text in order to understand the author's main message and how it develops (CC.1.2.11-12.A, CC.1.2-11-12.B)
        a. identify important ideas or claims the author makes
        b. locate details that support the author's central idea
        c. summarize a nonfiction text without adding personal opinion
    2. to evaluate how an author uses reasoning and evidence in order to reasonably justify the strength and clarity (or lack thereof) of the argument being made (CC.1.2.11-12.B, CC.1.2.11-12.E)
        a. identify examples, facts, or reasoning the author uses to support the claim
        b. explain whether the evidence clearly supports the author's point
    3. to connect ideas from nonfiction texts to broader themes in order to understand how authors contribute to ongoing conversations about literature and human experience (CC.1.2.11-12.G)
        a. describe why the author's ideas matter beyond the article
        b. compare the article's ideas with their own experience or prior knowledge
        c. explain how the article adds to a larger conversation about reading or literature
- *(LI2)*
    1. to identify key elements in a fictional text (e.g. character motivations, conflicts, patterns, and turning point) in order to recognize how important details contribute to the overall meaning of a story (CC.1.3.11-12.C)
        a. identify important events, descriptions, or lines that stand out in the text
        b. locate places in the text where a character's wants or needs are revealed
        c. describe the central conflict and how it affects the story
        d. classify repeated ideas, images, or phrases that may signal a theme

e. explain why a specific moment or detail matters for understanding the story

2. to determine and track the development of a theme in a fictional text in order to understand the deeper messages and ideas that stories communicate (CC.1.3.11-12.A)
    a. identify broad topics the story explores (e.g., friendship, power, identity)
    b. distinguish between a topic (what the story is about) and a theme (what the story says about the topic)
    c. determine a theme by examining key moments and character choices
    d. summarize the theme without adding personal opinion
3. to analyze how authors use literary techniques (e.g. point of view, structure, characterization, and figurative language) in order to understand how writers intentionally shape a reader's experience and interpretation (CC.1.3.11-12.C)
    a. identify the narrative point of view
    b. describe how the point of view influences what the reader knows or feels
    c. explain how a structural choice affects the story's meaning or tension
    d. describe how the author reveals a character through actions, dialogue, or description
4. to support their interpretations of fiction with strong, relevant textual evidence in order to communicate ideas clearly and justify their thinking (CC.1.3.11-12.B)
    a. locate lines or passages that relate directly to their idea
    b. refer to specific parts of the text during conversation to support their ideas

■ *(LI3)*

1. to participate effectively in collaborative discussions in order to communicate their ideas clearly and contribute to a respectful, productive exchange of thinking (CC.1.5.11-12.A)
    a. follow agreed-upon norms for speaking and listening
    b. listen without interrupting
    c. provide visual cues that show that they are attending to others' ideas
    d. ask simple questions to clarify a peer's point
    e. paraphrase a peer's idea to show understanding
    f. add on to a peer's idea using a sentence starter or evidence
    g. reference a specific part of the text to support their point

Unit 2: Books That Keep Us Turning Pages

Draft Date	Course	Duration	Grades	Subjects	Team
07-21-2026	Great Books and Best Sellers	8.0 Week(s)	10 , 11 , 12	English Language Arts	Brittany Haines

Concepts

- *(C1)* Reading Literature
- *(C2)* Writing
- *(C3)* Speaking and Listening

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. to analyze how complex themes develop across longer works of fiction in order to understand how literature explores enduring questions about human experience (CC.1.2.11-12.A, 1.3.11-12.C, 1.3.11-12.E)
     a. trace key scenes that contribute to the development of a theme
     b. categorize recurring ideas, conflicts, or symbols that relate to a theme
     c. explain how two themes in the novel interact or complicate each other
     d. interpret what the author may be suggesting about a thematic idea
     e. explain how the novel's structure (chapters, pacing, shifts) supports the development of a theme
  2. to analyze the elements that make a novel engaging in order to understand how authors craft stories that sustain readers' interest (CC.1.3.11-12.C)
     a. identify features that make the text engaging (e.g., tension, humor, mystery, emotional stakes)
     b. describe how the author uses pacing to build or release tension
     c. explain how the author creates interest at the beginning of chapters or major sections
     d. analyze how character traits, flaws, or relationships contribute to reader engagement
     e. evaluate how plot events keep the story moving forward
     f. identify moments designed to create emotional impact
     g. describe how moments of emotional impact affect the reading experience
  3. to examine an author's writing style and voice in order to understand how stylistic choices shape tone, mood, and the reader's overall experience (CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F)
     a. identify stylistic features such as sentence patterns, diction, imagery or rhythm
     b. analyze the connotations of specific words or phrases, considering how they contribute to the tone of the passage
     c. describe shifts in tone and their influence on the mood

This unit was designed using Eduplanet21 - https://eduplanet21.com/

   d. analyze how descriptive language shapes the reader's understanding of a scene or character
   e. compare the author's style in different parts of the novel to identify patterns or changes
   f. explain how the author's style contributes to the novel's themes or emotional effect
   g. identify features that contribute to the author's unique voice (e.g., humor, direct address, introspection)
4. to analyze how the structure of a novel shapes meaning in order to understand how authors organize stories to highlight themes, build tension, or reveal character (CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E)
   a. identify structural patterns such as parallel plots, alternating perspectives, or nonlinear timelines
   b. describe shifts in structure and why they might occur
   c. explain why the author might have chosen a particular structure
   d. analyze how chapter breaks, transitions, or cliffhangers shape the reading experience
   e. connect structural choices to the development of a theme
   f. evaluate how well the structure supports the story's meaning or engagement

■ *(LI2)*

1. to write analytical responses about complex themes in order to clarify their own interpretations and communicate how a novel explores enduring human questions (CC.1.4.11-12.A, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F)
   a. craft a clear, focused thesis statement about theme
   b. develop their ideas in a logical sequence that supports their claim
   c. integrate quotations smoothly into their writing
   d. explain how their evidence supports their thematic claim
   e. use precise language to support their interpretation
   f. revise sentences to improve clarity and coherence
2. to write reflective responses about their reading experience in order to monitor their engagement, track evolving interpretations, and develop metacognitive awareness as readers (CC.1.4.11-12.M, CC.1.4.11-12.N)
   a. describe their reading experience using specific examples from the text
   b. explain their reactions to characters, themes, or events
   c. reflect on what aspects of the text kept them engaged or disengaged
   d. connect their reading experiences to changes in their thinking
   e. set a goal for how they want to approach future readings
3. to write responses that engage with peers' interpretations in order to participate in a collaborative, book club style conversation through writing (CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.U)
   a. summarize a peer's ideas accurately before responding
   b. respond to a peer's idea using clear reasoning
   c. incorporate textual evidence when responding to a peer's interpretation
   d. pose a question that invites deeper discussion
   e. extend a peer's idea by adding a new insight or example
   f. maintain a respectful, academic tone when responding in writing

■ *(LI3)*

1. to respond thoughtfully to the ideas of others in order to engage in meaningful, text-centered conversation (CC.1.5.11-12.A, CC.1.5.11-12.E, CC.1.5.11-12.G)
    a. identify the main claim or interpretation a peer is making
    b. connect a peer's idea to a specific moment in the novel
    c. pose a question that helps deepen or clarify a peer's interpretation
    d. offer a different interpretation supported by textual reasoning
    e. summarize how several peers' ideas relate to one another
    f. extend the discussion by adding a new idea, example, or perspective
2. to engage in discussions that explore complex themes and author's craft in order to collaboratively interpret how a novel creates meaning and sustains reader engagement (CC.1.5.11-12.A, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.G)
    a. reference specific scenes that contribute to a theme when responding to peers
    b. explain how an author's stylistic or structural choices affects meaning or engagement
    c. connect a peer's idea to a moment from a different chapter or section
    d. discuss how a character's motivations or contradictions contribute to a theme
    e. analyze in conversation what makes a moment, chapter, or character engaging
    f. use accurate literary terms (e.g., motif, pacing, diction, tone) to clarify their ideas

Unit 3: Books That Make Us Think

Draft Date	Course	Duration	Grades	Subjects	Team
07-21-2026	Great Books and Best Sellers	8.0 Week(s)	10 , 11 , 12	English Language Arts	Brittany Haines

Concepts

- *(C1)* Reading Literature
- *(C2)* Writing
- *(C3)* Speaking & Listening

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to compare how characters develop across two novels in order to understand how authors use characterization to shape meaning, theme, and reader engagement (CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.E)
        a. compare/contrast how major characters in each novel grow, change, or remain static
        b. analyze how differing motivations shape each character's arc
        c. evaluate which character is more complex
        d. examine how relationships in each novel influence character development
        e. assess how each character ultimately contributes to the development of a major theme
        f. justify their reasoning using evidence from the text
    2. to compare how two novels use plot structure and pacing in order to evaluate how authors craft engaging narratives that sustain reader interest (CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.E)
        a. analyze how the structure of each novel differs (e.g., chronology, perspective shifts, parallel plots)
        b. evaluate how each author uses pacing to build tension or maintain engagement
        c. compare how plot events in each text create momentum or slow the novel down
        d. assess which engagement techniques are most effective
        e. judge how effectively each novel's structure supports its themes and emotional impact
    3. to evaluate how two authors' stylistic choices shape tone, mood, and meaning in order to understand how voice and craft influence the reading experience (CC.1.3.11-12.D, CC.1.3.11-12.F)
        a. compare the stylistic "fingerprints" of each author (e.g., diction, imagery, syntax)
        b. analyze how tone differs between the two novels and what creates those differences
        c. evaluate how each author's style shapes the emotional or intellectual response
        d. interpret why each author uses particular stylistic techniques

    e. synthesize insights about style to explain how each author constructs meaning
4. to integrate insights from two novels in order to construct original interpretations about literature, storytelling, and the human experience (CC.1.3.11-12.H, CC.1.3.11-12.K)
    a. evaluate the literary significance of each text in relation to the other
    b. generate original insights that go beyond surface-level interpretations
    c. critique how each author's choices shape meaning,

■ *(LI2)*

1. to write comparative analyses in order to evaluate how two novels develop themes, characters, and narrative structures through different authorial choices (CC.1.4.11-12.A, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F)
    a. develop a thesis that makes a meaningful comparison between the two novels
    b. integrate evidence from both texts in a balanced, purposeful way
    c. synthesize ideas from both novels to form a deeper, unified interpretation
    d. maintain clear, coherent organization when moving between the two texts
2. to create original pieces of writing in order to explore themes, characters, or stylistic elements from the novels through imaginative, creative expression (CC.1.4.11-12.M, CC.1.4.11-12.N, CC.1.4.11-12.O)
    a. adopt stylistic elements from one or both authors (e.g., tone, diction, pacing) in their own writing
    b. transform a theme from the novels into an original creative piece (e.g., scene, monologue, vignette)
    c. develop a narrative perspective that reflects or reimagines a character's voice
    d. revise their creative writing to strengthen imagery, tone, or emotional effect
    e. reflect on how their creative choices connect to the novels' themes or styles
3. to write reflective pieces in order to synthesize insights about their reading, growth, and understanding of literature across the entire course (CC.1.4.11-12.M, CC.1.4.11-12.N)
    a. evaluate how their reading and writing skills have grown across the three units
    b. synthesize what the novels collectively reveal about a major human question or theme
    c. analyze how and why their engagement differed across the two novels
    d. connect insights from the course to their own thinking, values, or experiences
    e. set goals for how they want to approach complex texts in future courses or contexts

■ *(LI3)*

1. to engage in comparative discussions in order to articulate and evaluate similarities and differences between two novels through collaborative dialogue (CC.1.5.11-12.A)
    a. compare ideas from both novels clearly and confidently during discussion
    b. cite evidence from both texts verbally to support their comparisons
    c. respond to a peer's comparison through agreement, refinement, or challenge
    d. synthesize multiple comments into a cohesive comparative insight
    e. pose questions that prompt peers to evaluate authorial choices across texts

2. to build collaborative interpretations in order to deepen understanding of themes, characters, and author's craft through shared inquiry (CC.1.5.11-12.A, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.G)
    a. clarify a peer's interpretative claim by restating it accurately before responding
    b. extend a peer's reasoning by adding nuance, complexity, or an additional example
    c. challenge an interpretation respectfully using evidence and reasoning
    d. integrate several viewpoints to build a more layered interpretation
    e. guide the group toward a shared understanding by summarizing and redirecting when needed

Heroes and Villains

Northern Lebanon School District
Draft
07-21-2026

Table of Contents

Overview

- Course Information 3
- Course Description 3
- Course Resources 3

Units

- Unit 1: Archetypes & the Hero/Villain Spectrum 4
- Unit 2: The Traditional Hero 7
- Unit 3: The Making of a Villain 9
- Unit 4: The Antihero & Moral Ambiguity 11

Course Information

Draft Date
07-21-2026

Grades
10 , 11 , 12

Subjects
English Language Arts

Course Description

What makes someone a hero? What turns someone into a villain? And what about the characters who fall somewhere in between? In “Heroes and Villains,” you’ll dive into epic battles, twisted minds, and unforgettable journeys as we explore characters who save the day (and those who try to destroy it!). From thrilling texts to powerful films, we’ll look at heroes, villains, and those who fall somewhere in the complicated space between the two. You’ll meet bold leaders, clever tricksters, dark villains, and flawed antiheroes who challenge everything you thought you knew about good and evil. If you love stories with action, mystery, tough choices, and deep questions about what it means to be human, then this is the class for you! (This course is open to students in grades 10-12.)

Course Resources

Teacher selected short stories, novel excerpts, and films

Unit 1: Archetypes & the Hero/Villain Spectrum

Draft Date	Course	Duration	Grades	Subjects	Team
07-21-2026	Heroes and Villains	5.0 Week(s)	10 , 11 , 12	English Language Arts	Brittany Haines

Concepts

- *(C1)* Reading Literature
- *(C2)* Writing
- *(C3)* Film Analysis
- *(C4)* Speaking and Listening

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. to analyze archetypes in literature and film in order to explain how they shape a character's role, purpose, and impact on the story (CC.1.3.11-12.A, CC.1.3.11-12.C)
     a. identify archetypes by naming the role a character plays (hero, mentor, shadow, trickster, shapeshifter, etc.)
     b. cite evidence from the text or film that shows how the character fits the identified archetype
     c. explain the function of the archetype in the story (e.g., guiding the hero, creating conflict, testing values)
     d. analyze how the archetype develops across the plot and contributes to the theme
  2. to analyze how authors structure a hero's or villain's journey in order to explain how key events shape a character's development and motivations (CC.1.3.11-12.B, CC.1.3.11-12.E)
     a. map key stages of a hero's or villain's journey using evidence from the text
     b. explain how events (e.g. tests, temptations, turning points) shape motivation
     c. analyze author choices that build tension or reveal character complexity
     d. compare journey structures across two different texts or characters
  3. to evaluate characters on a spectrum from hero to villain in order to explain how perspective, context, and author choices influence how the reader judges them (CC.1.3.11-12.B, CC.1.3.11-12.D, CC1.3.11-12.H)
     a. evaluate a character's moral position using evidence from the text
     b. explain how perspective (e.g., narrator bias, cultural values) changes interpretation
     c. analyze conflicting viewpoints about whether a character is heroic, villainous, or morally gray
     d. justify their interpretation with strong, relevant evidence

- *(LI2)*
    1. to write clear, well-supported literary analysis in order to explain how archetypes and character roles contribute to meaning in a text (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.D, CC.1.4.11-12.E)
        a. write a precise claim about a character's archetype or moral position
        b. select strong evidence that supports their claim
        c. explain how and why the evidence proves their interpretation
        d. organize their analysis logically with clear reasoning and transitions
        e. use academic tone appropriate for writing
    2. to compare how different authors develop heroes, villains, and archetypes in order to evaluate similarities, differences, and thematic implications (CC1.4.11-12.H)
        a. identify meaningful points of comparison (e.g., motivation, journey, archetype, moral complexity)
        b. explain similarities and differences using evidence from both texts
        c. evaluate both authors' choices and how they shape theme
        d. create a visual comparative analysis with well-supported reasoning and examples
- *(LI3)*
    1. to analyze film techniques in order to explain how directors develop characters, archetypes, and themes (CC.1.3.11-12.C, CC.1.3.11-12.G, CC.1.3.11-12.J)
        a. identify film techniques such as lighting, camera angles, sound, and editing
        b. explain how a technique shapes meaning (e.g., low lighting to signal villainy)
        c. analyze how directors develop archetypes through visual and audio choices
        d. compare film and written texts to evaluate how each medium develops character
    2. to identify visual archetypes in order to explain how directors communicate character roles without words (CC.1.3.11-12.C, CC.1.3.11-12.G)
        a. identify visual cues that signal hero, villain, mentor, trickster, or shadow
        b. explain how costume, color, and framing contribute to archetype construction
        c. analyze how visual archetypes evolve across key scenes
        d. support their interpretation with specific film evidence (e.g., shots, moments, choices)
    3. to compare how film and literature develop heroes and villains in order to evaluate the strengths and limitations (CC.1.3.11-12.A, CC.1.4.11-12.H, CC.1.4.11-12.K)
        a. identify similarities and differences in how each medium develops character
        b. explain how directors adapt archetypes from written sources
        c. evaluate the effectiveness of each medium in portraying heroism or villainy
        d. write a comparative analysis with a clear claim and evidence from both mediums
    4. to write analytical responses about film in order to explain how cinematic choices shape character and theme (CC.1.3.11-12.C, CC.1.3.11-12.J, CC.1.4.11-12.A, CC.1.4.11-12 E)
        a. use film vocabulary accurately (e.g., shot types, lighting, sound, mise-en-scène)

b. write a precise claim about a director's choices
c. select relevant film evidence (e.g., specific shots, scenes, or techniques)
d. explain how their evidence supports their claim using clear reasoning

- *(LI4)*
  1. to participate in collaborative discussions in order to build on others' ideas and express their own ideas clearly and respectfully (CC.1.5.11-12.A, CC.1.5.11-12.E)
     a. prepare ideas using notes and evidence
     b. listen actively to their classmates using nonverbal clues, verbal affirmations, and reflective responding
     c. pose clarifying questions that deepen the conversation
     d. synthesize multiple viewpoints into a new insight

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 2: The Traditional Hero

Draft Date	Course	Duration	Grades	Subjects	Team
07-21-2026	Heroes and Villains	4.0 Week(s)	10 , 11 , 12	English Language Arts	Brittany Haines

Concepts

- *(C1)* Reading Literature
- *(C2)* Writing

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. to examine the qualities of a traditional hero in order to explain how authors use heroism to express cultural values (CC.1.3.11-12.A, CC.1.3.11-12.F, CC.1.3.11-12.H)
     a. identify heroic traits using details from the text
     b. describe how culture shapes heroism in the story's world
     c. analyze how word choice influences the reader's view of the hero
     d. evaluate whether a character fits a given archetype using evidence in the text
  2. to analyze how authors structure a hero's journey in order to explain how key events shape the hero's development (CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C)
     a. sequence major events in the hero's journey
     b. explain how significant events change the hero or reveal new traits
     c. analyze how structure builds tension or highlights the hero's growth
     d. connect structure to theme by explaining what the journey reveals about humanity
     e. support their analysis with evidence from the text or film
  3. to evaluate a hero's decisions in order to explain how leadership and morality shape the character's role in the story (CC.1.3.11-12.A, CC.1.3-11-12.B, CC.1.3.11-12.K)
     a. summarize the hero's major decisions in the text or film
     b. interpret the hero's motivations using textual clues or film evidence
     c. compare perspectives to decide if the hero acted ethically
     d. judge the effectiveness of the hero's leadership using evidence
     e. defend their interpretation with clear reasoning

This unit was designed using Eduplanet21 - https://eduplanet21.com/

4. to compare how different authors develop traditional heroes in order to evaluate similarities, differences, and thematic implications (CC.1.3.11-12.D, CC.1.4.11-12.H)
    a. identify similarities in traits, motivations, or journey across texts
    b. contrast how authors develop heroes through structure, conflict, or tone
    c. explain how each hero expresses thematic ideas or the author's point of view in different ways
    d. synthesize ideas to draw conclusions about heroism across texts
5. to analyze how authors use language and tone in order to explain how stylistic choices shape the reader's understanding of the hero (CC.1.3.11-12.F, CC.1.3.11-12.I)
    a. identify key words and phrases that shape tone
    b. use word connotations to evaluate the author's tone towards a specific character, event, or concept
    c. determine the meaning of unknown words based on the connotations of the surrounding context

■ *(LI2)*

1. to write clear, well-developed argumentative analysis in order to explain how traditional heroes reveal deeper ideas about humanity (CC.1.4.11-12.H, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L)
    a. formulate a precise thesis that explains the hero's significance
    b. develop ideas with relevant evidence and commentary
    c. integrate varied transitions to create flow
    d. use precise academic vocabulary related to heroism and literary analysis
    e. revise their writing for clarity, tone, and coherence
    f. conclude effectively by explaining the broader meaning of the hero's journey

Unit 3: The Making of a Villain

Draft Date	Course	Duration	Grades	Subjects	Team
07-21-2026	Heroes and Villains	5.0 Week(s)	10 , 11 , 12	English Language Arts	Brittany Haines

Concepts

- *(C1)* Reading Literature
- *(C2)* Writing
- *(C3)* Speaking and Literature

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to analyze how authors develop a villain's motivations in order to explain how personal history, conflict, and choice shape the character (CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.F)
        a. identify key events that shape the villain's backstory
        b. explain how motivations develop through conflict or trauma
        c. analyze how word choice influences how the villain is portrayed
        d. infer unstated motivations using textual clues
        e. evaluate whether the villain is sympathetic based on evidence
    2. to examine how authors use structure, conflict, and point of view to shape a villain's role in the story in order to understand how different creators build villainy across texts and media (CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.G, CC.1.3.11-12.H)
        a. describe how point of view influences how the villain is perceived
        b. explain how conflict drives the villain's choices
        c. analyze how visual techniques (e.g., lighting, framing, sound) shape the villain differently than written description
        d. explain how historical context influences villain construction in texts and/or film
        e. evaluate which medium (text or film) is more effective at portraying the villain's complexity and why
    3. to compare how different authors and directors develop villains in order to evaluate what makes a villain compelling, frightening, or complex (CC.1.3.11-12.G, 1.3.11-12.H)
        a. identify parallel villain-defining moments in a written text and a film from the same time period (e.g., the moment the villain reveals their motive)
        b. compare how each creator establishes the villain's motivation by examining narration in the text and visual/audio cues in the film
        c. analyze how each medium reveals the villain's turning point (e.g. betrayal, loss, humiliation)

This unit was designed using Eduplanet21 - https://eduplanet21.com/

d. explain how the choices used to reveal the villain's turning point affect audience sympathy
e. evaluate how historical context influences villain portrayal (e.g., Cold War fears, technological anxieties, social tensions)

- *(LI2)*
  1. to write argumentative analysis in order to make a claim about whether a villain is justified, sympathetic, or morally corrupt (CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.J, CC.1.4.11-12.J)
     a. craft a defensible claim about the villain's morality or justification
     b. select relevant evidence from the text or film
     c. explain how evidence supports their claim with clear reasoning and unemotional language
     d. address counterarguments fairly and effectively
     e. revise their writing for clarity, tone, and logic
  2. to write narrative scenes from a villain's point of view in order to explore how voice, motivation, and conflict shape the character (CC.1.4.11-12.M, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.R)
     a. create a consistent narrative voice that reflects the villain's worldview
     b. develop internal conflict that reveals motivation
     c. use pacing and sequencing to build tension
     d. incorporate precise language that reflects tone and mood
     e. revise narrative choices to strengthen characterization
- *(LI3)*
  1. to formally debate their ideas in order to communicate their interpretations clearly using evidence and effective speaking skills (CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D)
     a. state their clearly constructed claim about the villain's morality, justification, or complexity confidently at the start of the debate
     b. organize their ideas logically for an audience
     c. defend their position using specific textual or film evidence that support their argument
     d. rebut opposing arguments by identifying weaknesses, gaps, or misinterpretations in their opponent's reasoning
     e. use academic speaking skills such as pacing, tone, eye contact, and precise vocabulary to communicate their analysis effectively
     f. use visual or textual support when appropriate
     g. evaluate their own presentation for strengths and areas to improve

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 4: The Antihero & Moral Ambiguity

Draft Date	Course	Duration	Grades	Subjects	Team
07-21-2026	Heroes and Villains	4.0 Week(s)	10 , 11 , 12	English Language Arts	Brittany Haines

Concepts

- *(C1)* Reading Literature
- *(C2)* Writing
- *(C3)* Speaking and Listening

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. to analyze the traits of an antihero in order to explain how flawed or morally ambiguous characters challenge traditional ideas of heroism (CC.1.3.11-12.A, CC.1.3.11-12.F)
     a. identify antihero traits using details from the text or film
     b. explain how flaws shape the character and influence their decisions
     c. analyze how tone and word choice affect how the reader perceives the antihero
     d. evaluate how the antihero challenges traditional heroism using evidence
  2. to examine how authors develop moral ambiguity in order to evaluate how an antihero's choices shape theme and reader interpretation (CC.1.3.11-12.D)
     a. summarize key moral dilemmas the antihero faces
     b. interpret the character's reasoning using textual clues
     c. analyze conflicting viewpoints about the whether the antihero's actions are justified
     d. judge the ethical impact of the antihero's choices on other characters
     e. defend their interpretations with strong evidence
  3. to compare how different authors and directors portray antiheroes in order to understand how medium, context, and craft shape moral complexity (CC.1.3.11-12.G, CC.1.3.11-12.H)
     a. identify parallel moments in a written text and a film that reveal antihero traits
     b. compare how each medium develops ambiguity through narration, visuals, and pacing
     c. explain how context shapes portrayal of flawed characters
     d. evaluate which medium better conveys complexity

- *(LI2)*
    1. to write argumentative analysis in order to make a claim about whether an antihero should be admired, criticized, or understood (CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.K)
        a. formulate a defensible claim about the antihero's moral standing
        b. select precise evidence from the text or film
        c. explain how evidence supports their claim with clear reasoning
        d. address counterarguments fairly and effectively
        e. revise their argument for clarity, tone, and logic
    2. to write narrative scenes from an antihero's point of view in order to explore how voice, conflict, and motivation shape moral ambiguity (CC.1.4.11-12.M, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.R)
        a. create a consistent narrative voice that reflects the antihero's worldview
        b. develop internal conflict that reveals moral tension
        c. use pacing and sequencing to build ambiguity
        d. incorporate precise language that reflects tone and mood
- *(LI3)*
    1. to participate in collaborative discussions in order to build deeper interpretations of antiheroes and their choices (CC.1.5.11-12.A, CC.1.5.11-12.C)
        a. initiate a discussion thread by introducing a fresh insight or question about the antihero's motivations or moral ambiguity
        b. integrate evidence spontaneously by referencing a specific line, moment, or scene without relying on prepared notes
        c. build on a peer's interpretation by extending, complicating, or reframing their idea using new reasoning
        d. shift interpretative stance when new evidence or perspectives emerge
        e. use academic discourse moves (e.g. "I'd like to challenge that idea" or "Another way to view this choice is") to deepen the conversation
        f. monitor group dynamics by inviting quieter peers into the conversation or redirecting the group when discussion drifts
        g. synthesize the group's ideas at the end of the discussion to articulate a collective interpretation of the antihero's moral complexity

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Honors English 9

Northern Lebanon School District
Draft
06-17-2026

Table of Contents

Overview

- Course Information 3
- Course Description 3
- Course Resources 3

Units

- Unit 1: Elements of Literature 4
- Unit 2: Survival 9
- Unit 3: Prejudice 13
- Unit 4: Love & Hate 17

Course Information

Draft Date
06-17-2026

Grades
9

Subjects
English Language Arts

Course Description

Intensive study of literature-based English instruction will be the basis for this class. Students will be required to complete several written compositions comparing and contrasting authors, styles, and pieces of literature. Students will be required to read novels independently throughout the school year. The class is designed for those students planning to pursue the advanced pathway leading to Honors English 10, College in the High School, or Advanced Placement courses. ***NCAA Approved Course***

Course Resources

Quill.org (Units 1, 2, 3, 4)

Unit 1: Elements of Literature

Draft Date	Course	Duration	Grades	Subjects	Team
06-17-2026	Honors English 9	8.0 Week(s)	9	English Language Arts	Brittany Haines

Concepts

- *(C1)* Fiction - Reading for Meaning
- *(C2)* Fiction - Analyzing and Interpreting Literature
- *(C3)* Nonfiction - Reading for Meaning
- *(C4)* Nonfiction - Analyzing and Interpreting Literature
- *(C5)* Writing - Informative/Explanatory

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to describe authors' choices such as character actions, plot events, and word choice to achieve their purpose in order to recognize how meaning is intentionally created in literature.
        a. determine the author's intended purpose without prompts.
        b. explain how the author reinforces purpose by the ending.
        c. explain how literary elements such as character, plot, and setting support an idea.
        d. describe a theme or central idea.
        e. explain how details shape the theme.
        f. write a concise, objective summary.
        g. make inferences based on explicit and implied information.
        h. cite strong textual evidence to support conclusions.
        i. explain how character interactions advance the plot.
        j. explain how characterization supports purpose.
        k. describe how pacing affects meaning.
    2. to use context clues to determine the meaning of unfamiliar words in literature in order to understand what is happening in a text without stopping to look up every word.
        a. apply accurate synonyms or antonyms.
        b. identify affixes and base words.
        c. identify connotations of key words.
        d. use multiple context clues to clarify meaning.

This unit was designed using Eduplanet21 - https://eduplanet21.com/

e. use context clues or word parts to clarify unknown words.
f. identify domain-specific and academic vocabulary.
g. use new words accurately in discussion or writing.

3. to use active reading strategies (annotating, questioning, predicting) in order to understand what is happening in a text as they read.
    a. determine the main idea across multiple connected paragraphs.
    b. identify key ideas and events across a section.
    c. write a concise objective summary.
    d. infer conclusions from explicit and implied information.

■ *(LI2)*

1. to make reasonable interpretations of a literary text in order to explain what the text means using evidence from the story.
    a. infer character traits from actions and dialogue.
    b. explain how setting details support an inference.
    c. select multiple pieces of evidence to support a generalization.
    d. explain how each piece of evidence supports the claim.
2. to examine features of different literary forms in order to recognize how texts are structured and categorized.
    a. distinguish between literary forms using structural and stylistic features.
    b. explain how form influences character, plot, or theme.
3. to compare literary forms using elements such as structure, narration, and language in order to notice similarities and differences that affect meaning.
    a. compare how two literary forms present similar ideas or themes.
4. to explain key literary elements such as character, setting, plot, and theme in order to understand how stories are constructed.
    a. explain how character interactions advance conflict.
    b. explain how characters reveal theme.
    c. explain how characterization supports theme.
    d. explain how setting influences conflict.
    e. explain how plot structure builds tension.
    f. explain how conflict develops.
    g. explain how tone shapes mood.
    h. explain how narration shapes understanding.
5. to compare literary elements within and across texts in order to notice similarities and differences that shape meaning.
    a. compare themes across texts.
    b. compare settings across texts.
    c. compare plot structure across texts.
    d. compare tone shifts across the text.
    e. compare points of view across texts.

This unit was designed using Eduplanet21 - https://eduplanet21.com/

6. to identify universal ideas in literary fiction in order to understand how stories connect to shared human experiences.
    a. identify a universal theme expressed in the text.
    b. connect the theme to experiences beyond the text.
7. to explain common literary devices and patterns in literary fiction in order to recognize how authors add meaning and interest to a story.
    a. identify imagery in a literary text.
    b. explain how similes or metaphors clarify meaning.
    c. explain how foreshadowing prepares the reader for later events.
    d. explain how irony affects reader understanding.
    e. explain how diction contributes to tone.
    f. explain how tone shapes mood.
    g. identify flashbacks and their purpose.

■ *(LI3)*

1. to determine an author's purpose in a nonfiction text in order to understand why the author presents information in a particular way.
    a. determine the author's intended purpose in an article or essay.
    b. select multiple examples that support the author's purpose.
    c. describe how nonfiction techniques communicate an idea.
    d. explain how structure supports the author's purpose.
    e. explain how diction shapes tone.
2. to use context clues to determine the meaning of unfamiliar words in nonfiction texts in order to understand key ideas without stopping their reading.
    a. apply appropriate synonyms to clarify academic vocabulary.
    b. distinguish between synonyms with similar denotations.
    c. explain how prefixes and suffixes modify meaning.
    d. determine meanings of multiple-meaning words.
    e. explain how context clarifies ambiguity.
    f. explain how connotation shapes tone.
3. to use active reading strategies such as annotating, questioning, and rereading in order to understand key ideas as they read nonfiction texts.
    a. annotate the text to highlight key ideas, claims, and important details.
    b. identify the author's purpose by asking targeted questions.
    c. Reread to identify the main idea of a complex section.

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- *(LI4)*
    1. to develop reasonable interpretations of nonfiction texts in order to explain what the text means using evidence rather than personal opinion.
        a. infer meaning from explicit statements and implied ideas.
        b. explain how multiple details support an inference.
        c. select multiple pieces of evidence that support a generalization.
        d. describe how each piece of evidence strengthens the claim.
    2. to recognize different nonfiction literary forms in order to explain how information is organized and presented.
        a. explain how nonfiction form shapes understanding.
        b. compare characteristics of fiction and literary nonfiction.
        c. compare how two texts present the same subject.
        d. explain similarities in purpose across texts.
    3. to explain key literary elements in nonfiction texts (such as central idea, structure, point of view, and tone) in order to understand how information is presented and developed.
        a. explain how the subject's actions reveal motivation.
        b. explain how relationships shape the subject's role.
        c. explain how setting contributes to meaning.
        d. explain how diction creates tone.
        e. explain how tone shapes mood.
        f. explain how narration shapes meaning.
    4. to explain common organizational structures in literary nonfiction (such as chronology, cause and effect, and problem–solution) in order to follow the author's ideas while reading.
        a. explain how text structure supports understanding.
        b. explain how headings signal topic shifts.
    5. to determine essential information in literary nonfiction texts in order to explain the main ideas and key events without becoming distracted by minor details.
        a. distinguish facts from opinions in complex sentences.
        b. explain how wording signals opinion.
        c. explain how facts and opinions work together.
        d. explain why certain details are nonessential.
        e. explain how reasons and evidence support the claim.
        f. analyze how the author develops a claim.
        g. evaluate the strength of the author's defense.
- *(LI5)*
    1. to write informative paragraphs that clearly explain a topic in order to help readers understand important information accurately.
        a. develop a focused controlling point.

b. select evidence that strengthens explanation.
c. apply an organizational pattern.
d. use precise diction.
e. Edit grammar usage (e.g. capitalization, punctuation, subject/verb agreement, commonly confused words).

2. to revise their writing to make ideas clearer in order to help readers understand their explanations more easily.
   a. revise sentences to vary structure.
   b. remove off-focus information.
   c. refine diction for tone.
   d. correct usage errors.
   e. Combine sentences strategically for clarity.
3. to apply basic grammar, capitalization, and punctuation rules in order to make their informative writing clear and easy to read.
   a. correct multi-syllabic spelling errors.
   b. apply capitalization rules consistently.
   c. apply comma rules in compound and complex sentences.
   d. apply agreement rules accurately.
   e. revise sentences for completeness.

Resources

CommonLit.org
CommonLit.org

Unit 2: Survival

Draft Date	Course	Duration	Grades	Subjects	Team
06-17-2026	Honors English 9	12.0 Week(s)	9	English Language Arts	Brittany Haines

Concepts

- *(C1)* Fiction - Reading for Meaning
- *(C2)* Fiction – Analyzing and Interpreting Literature
- *(C3)* Nonfiction - Reading for Meaning
- *(C4)* Nonfiction - Analyzing and Interpreting Literature
- *(C5)* Writing - Informative/Explanatory

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to explain an author's purpose in a literary text in order to understand why the author tells the story in a particular way.
        a. explain the author's intended purpose without prompts.
        b. explain how the purpose connects to theme.
        c. explain how techniques such as symbolism or imagery reinforce purpose.
        d. explain how assumptions influence meaning.
    2. to support claims about an author's purpose with textual evidence in order to clearly explain their thinking in discussions and short written responses.
        a. select multiple examples that support the author's purpose.
        b. analyze how literary elements (character, plot, setting) support an idea.
        c. analyze theme development across the text.
        d. cite strong textual evidence to support conclusions.
        e. evaluate the strength of evidence.
        f. explain how characters develop over time.
        g. explain how character decisions affect the theme.
    3. to use context clues to determine the meaning of unfamiliar words in literature in order to explain what is happening in a text without stopping to look up every word.
        a. explain how affixes change meaning.
        b. explain how surrounding sentences contribute meaning.
        c. explain how connotation affects tone or mood.

This unit was designed using Eduplanet21 - https://eduplanet21.com/

4. to explain word meanings using digital reference tools in order to use words accurately in discussion and writing.
    a. identify a word's meaning by using digital reference tools.
    b. explain how word choice affects sentence meaning.
    c. explain how vocabulary shapes meaning.
    d. compare multiple reference sources to confirm the most accurate meaning.
5. to utilize active reading strategies (annotating, questioning, predicting) in order to understand what is happening in a text as they read.
    a. annotate the text by highlighting key ideas, events, and important details.
    b. ask "why" and "how" questions to uncover deeper meaning.
    c. infer what might happen next based on textual clues.
    d. explain what evidence in the text supports their inferences.
6. to identify key ideas and important details while reading in order to build a clear understanding of the text before analyzing it.
    a. trace the development of the theme across the text.
    b. write an objective summary that reflects theme development.
    c. refine the summary for clarity and precision.
    d. select three to four relevant supporting details.
    e. explain how the details support the theme and main idea.

■ *(LI2)*

1. to explain interpretations with specific details and quotations in order to show that their ideas are grounded in the text and not personal opinion.
    a. explain how each piece of evidence supports the claim.
    b. analyze which evidence is strongest.
2. to explain how literary elements work together in order to communicate a story's message.
    a. explain how a character changes over the text.
    b. analyze character motivations.
    c. explain how setting contributes to meaning.
    d. analyze how plot structure builds tension.
    e. explain how theme connects to universal ideas.
    f. explain how diction creates tone.
    g. analyze how tone shapes mood.
    h. explain how point of view supports theme.
3. to explain how characters, conflicts, and events reveal universal themes in order to recognize why a story matters beyond its setting or time period.
    a. explain how character actions reveal a universal idea.
    b. explain how conflict contributes to the story's universal significance.
    c. explain how theme connects to universal ideas.

    d. support an interpretation with multiple pieces of textual evidence.
4. to explain the effect of a literary device or repeated pattern in order to understand how it contributes to character, mood, or theme.
    a. analyze how tone shapes mood.
    b. explain how repeated images or ideas create a pattern.
    c. explain symbolism in a text.
    d. explain how one literary device affects understanding.
    e. support explanation of a device with textual evidence.

- *(LI3)*
    1. to confirm word meanings using digital reference tools in order to check understanding and use vocabulary accurately in speaking and writing.
        a. use an appropriate digital tool to confirm the meaning of a word.
        b. check pronunciation using digital tools.
        c. explain how word substitution affects sentence meaning.
        d. analyze context clues across multiple sentences.
        e. compare words with similar denotations and different connotations.
    2. to explain main ideas and important details during reading in order to build accurate understanding before discussion.
        a. explain how the main idea becomes clearer across the section.
        b. evaluate a summary for completeness.
        c. refine a summary for clarity and focus.
        d. explain how ideas interact across paragraphs.
- *(LI4)*
    1. to evaluate their thinking when interpreting nonfiction in order to participate effectively in discussions and short written responses.
        a. evaluate whether an inference is reasonable.
        b. select multiple pieces of evidence that support a generalization.
        c. evaluate whether the evidence is sufficient.
    2. to explain how sections, headings, and transitions organize information in order to understand how ideas are connected within a text.
        a. explain how format highlights important information.
        b. explain how sections develop ideas.
        c. explain how layout supports comprehension.
        d. explain how visuals clarify written information.
    3. to explain how information is essential in literary nonfiction texts in order to understand the main ideas and key events without becoming distracted by minor details.
        a. explain which details are essential to understanding.
        b. explain how nonessential information affects focus.

This unit was designed using Eduplanet21 - https://eduplanet21.com/

■ *(LI5)*

1. to organize ideas logically in informative writing in order to communicate information in a clear and easy-to-follow way.
    a. analyze alignment with task.
    b. evaluate audience appropriateness.
    c. analyze organizational effectiveness.
    d. evaluate structure choice.
    e. analyze stylistic consistency (e.g. tone, point of view, formatting).
    f. evaluate tone control.
2. to use facts, definitions, and examples in explanatory writing in order to support ideas with accurate information.
    a. analyze the relevance of details.
    b. evaluate depth of explanation.
    c. evaluate writing accuracy.
3. to revise their writing by improving sentence structure, word choice, and transitions in order to create clear, concise, and coherent paragraphs.
    a. evaluate structural balance.
    b. analyze word precision.
    c. evaluate diction effectiveness.
    d. Eliminate redundancy
    e. analyze paragraph focus.
    f. select precise transitions.
    g. analyze flow improvement.
    h. analyze cohesion.
    i. revise unclear sentences independently.
    j. analyze clarity across a paragraph.
4. to use correct spelling and sentence boundaries in order to help readers understand their ideas without confusion.
    a. apply capitalization rules.
    b. insert punctuation correctly in simple, compound, and complex sentences.
    c. apply correct quotation mark usage.
    d. apply correct pronoun usage.
    e. revise fragments into complete sentences.

Resources

The Hunger Games (Suzanne Collins)

Anthem (Ayn Rand)

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 3: Prejudice

Draft Date	Course	Duration	Grades	Subjects	Team
06-17-2026	Honors English 9	12.0 Week(s)	9	English Language Arts	Brittany Haines

Concepts

- *(C1)* Fiction - Reading for Meaning
- *(C2)* Fiction - Analyzing and Interpreting Literature
- *(C3)* Nonfiction - Reading for Meaning
- *(C4)* Nonfiction - Analyzing and Interpreting Literature
- *(C5)* Writing - Informative/Explanatory

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to analyze an author's purpose in a literary text in order to explain why the author tells the story in a particular way.
        a. analyze how the purpose develops across the text.
        b. explain how different examples work together.
        c. analyze how authorial choices affect reader interpretation.
        d. analyze how a theme emerges and is refined.
        e. analyze how assumptions influence meaning.
        f. explain how the author structures events.
    2. to evaluate context clues to determine the meaning of unfamiliar words in literature in order to understand what is happening in a text without stopping to look up every word.
        a. evaluate which synonym best matches the author's meaning.
        b. evaluate which context clues are strongest.
        c. evaluate accuracy of determined meanings.
    3. to confirm word meanings using digital reference tools in order to check their understanding and use words accurately in discussion and writing.
        a. use a digital tool to find a definition that fits the way the author uses the word in the story.
        b. compare word choices with different connotations.
        c. analyze how vocabulary shapes meaning.
        d. analyze how vocabulary choices affect interpretation.

This unit was designed using Eduplanet21 - https://eduplanet21.com/

4. to explain key ideas and important details while reading in order to build a clear understanding of the text before analyzing it.
    a. explain how the main idea becomes clearer over the text.
    b. explain how a theme emerges early in the text.
    c. evaluate the connection between evidence and inference.
    d. evaluate the strength of the evidence.

■ *(LI2)*

1. to support interpretations with specific details and quotations in order to show that their ideas are grounded in the text and not personal opinion.
    a. refine a claim based on evidence.
    b. evaluate sufficiency of the evidence.
2. to evaluate their thinking clearly when interpreting literature in order to participate effectively in discussions and short written responses.
    a. evaluate whether an inference is reasonable.
3. to analyze key literary elements such as character, setting, plot, and theme in order to understand how stories are constructed.
    a. analyze how a character's actions affect the story.
    b. analyze how setting shapes character behavior.
    c. analyze how the theme develops across events.
    d. explain how point of view limits information.
4. to explain universal ideas in literary fiction in order to understand how stories connect to shared human experiences.
    a. explain a universal idea present in a literary text.
    b. explain how an event in the story connects to real life.
    c. explain an interpretation with multiple pieces of textual evidence.

■ *(LI3)*

1. to explain how authors use evidence, examples, and explanations to achieve their purpose in order to recognize how information is shaped to influence the reader.
    a. explain how the purpose is introduced in the opening.
    b. analyze how the purpose becomes clearer by the end.
    c. explain how each example from the text contributes to the message.
    d. explain how key words guide interpretation.
2. to use context clues to determine the meaning of unfamiliar words in nonfiction texts in order to understand key ideas without stopping their reading.
    a. evaluate which synonym best fits context.
    b. evaluate which context clue is strongest.
    c. explain connotations of key academic words.
3. to analyze main ideas and important details during reading in order to build accurate understanding before analysis or discussion.
    a. analyze how events shape later information.

This unit was designed using Eduplanet21 - https://eduplanet21.com/

b. analyze how relationships contribute to understanding.
c. differentiate between strong and weak supporting details.
d. revise a summary to improve precision.

- *(LI4)*
  1. to explain their thinking clearly when analyzing nonfiction in order to participate effectively in discussions and short written responses.
     a. analyze details that lead to an inference.
     b. analyze how evidence strengthens inference.
  2. to explain how nonfiction forms influence meaning and clarity in order to understand how an author's structure, purpose, and use of literary techniques shape the reader's interpretation.
     a. explain how layout or format affects clarity.
     b. explain how form supports the author's purpose.
     c. explain how literary nonfiction uses narrative techniques.
     d. explain how one text deepens understanding of the other.
  3. to analyze how literary elements work together in nonfiction in order to describe how authors communicate ideas clearly and effectively.
     a. analyze how the subject's actions reveal motivation.
     b. analyze how setting influences subject behavior.
     c. analyze how conflict develops across events.
     d. explain how the author structures events for impact.
     e. analyze how events support other elements.
     f. analyze how the theme develops across the text.
     g. explain how the subject reveals the theme.
     h. compare theme development across texts.
     i. analyze how point of view limits information.
  4. to explain how sections, headings, and transitions organize information in order to understand how ideas are connected within texts and graphics.
     a. explain the purpose of a graphic or chart.
     b. explain how graphics reinforce key ideas.
     c. evaluate effectiveness of text organization.
     d. explain how graphics expand text meaning.
     e. explain consistency between text and graphics.
  5. to distinguish between essential and nonessential details while reading in order to focus on information that directly supports the author's message.
     a. analyze how fact and opinion differ in reliability.
     b. analyze how facts support the author's point.

This unit was designed using Eduplanet21 - https://eduplanet21.com/

c. analyze how opinions reveal perspective.
d. analyze examples of explicit bias.
e. analyze examples of implicit bias.
f. explain how propaganda techniques influence readers.
g. analyze the effectiveness of biased language.
h. evaluate which propaganda techniques are most persuasive.
i. explain why bias succeeds or fails.

- *(LI5)*
  1. to write objective summaries of texts in order to capture an author's main ideas without adding personal opinions.
     a. determine which information is essential vs. unnecessary.
     b. apply neutral, academic wording.
     c. write a clear, focused, and organized summary.
  2. to vary sentence structure during revision in order to make informative writing smoother and more engaging to read.
     a. analyze structural emphasis.
     b. sustain structure variety across paragraphs.
     c. analyze concision impact.
     d. refine sentences for efficiency.
  3. to revise for meaning instead of just correcting errors in order to communicate ideas accurately and effectively.
     a. evaluate unity.
     b. Defend deletion decisions.
     c. evaluate cohesion.
     d. sustain clarity across a draft.
  4. to revise writing to fix convention errors in order to communicate information accurately and professionally.
     a. analyze repeated spelling errors.
     b. analyze how capitalization affects clarity.
     c. analyze how punctuation affects meaning.
     d. sustain sentence control across a paragraph.
     e. analyze sentence completeness.

Resources

To Kill a Mockingbird (Harper Lee)

Unit 4: Love & Hate

Draft Date	Course	Duration	Grades	Subjects	Team
06-17-2026	Honors English 9	6.0 Week(s)	9	English Language Arts	Brittany Haines

Concepts

- *(C1)* Fiction - Reading for Meaning
- *(C2)* Fiction - Analyzing and Interpreting Literature
- *(C3)* Nonfiction - Reading for Meaning
- *(C4)* Nonfiction - Analyzing and Interpreting Literature
- *(C5)* Writing - Argumentative

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to explain authors' choices such as character actions, plot events, and word choice to achieve their purpose in order to analyze how meaning is intentionally created in literature.
        a. explain what the author wants the reader to think, feel, or understand.
        b. explain how specific events, character actions, or lines support the author's purpose.
        c. analyze the effect of manipulating time.
        d. analyze how the theme develops from beginning to end with guidance.
        e. analyze how a character's actions affect the plot.
        f. analyze how a character helps develop the theme.
    2. to support claims about an author's purpose with textual evidence in order to clearly explain their thinking in discussions and short written responses.
        a. cite evidence smoothly in writing.
        b. analyze which example is most effective and why.
        c. analyze how the author reinforces purpose by the ending.
        d. evaluate how the author uses one technique to reinforce purpose.
    3. to analyze word parts (prefixes, roots, suffixes) to figure out word meaning in order to break down complex vocabulary independently.
        a. analyze subtle differences between similar words.
        b. apply word-part knowledge to unfamiliar vocabulary.
        c. explain how affix meaning supports interpretation.

This unit was designed using Eduplanet21 - https://eduplanet21.com/

4. to monitor their understanding and use strategies in order to stay engaged and make sense of confusing parts of a text.
    a. recognize when something in the text is confusing or unclear.
    b. use strategies (e.g. rereading, annotating, or looking up words) to clarify confusion.
    c. use strategies (e.g. highlighting, questioning, chunking) to stay actively involved with the text.
    d. Reflect on which strategies work best for them as readers.

■ *(LI2)*

1. to explain their thinking clearly when interpreting literature in order to participate effectively in discussions and short written responses.
    a. analyze how multiple details work together to suggest meaning.
    b. analyze implied themes using textual evidence.
2. to analyze how form influences a reader's understanding of a text in order to build a foundation for literary analysis.
    a. analyze how form influences character, plot, or theme.
    b. evaluate which form more effectively communicates an idea.
3. to analyze how literary elements work together in order to describe how a story develops and communicates its message.
    a. analyze how a character's actions affect the story.
    b. analyze how the setting supports understanding of the story.
    c. analyze how structure supports the theme.
    d. analyze how tone and mood supports meaning.
4. to use textual evidence to analyze the universal significance of a story in order to support their interpretations with proof from the text.
    a. analyze how conflict contributes to the story's universal significance.
    b. analyze how a character experience reflects a shared human concern.
    c. analyze how a theme connects to a common human experience.
5. to explain common literary devices and patterns in literary fiction in order to recognize how authors add meaning and interest to a story.
    a. explain how stanza breaks shape meaning.
    b. explain how the rhyme scheme affects tone.
    c. explain how alliteration affects emphasis.
    d. explain how repetition creates a pattern.
    e. explain how sound devices support the theme.
    f. explain how stage directions shape interpretation.
    g. explain how dialogue advances conflict.
    h. explain how dialect shapes voice.
    i. explain how a monologue reveals motivation.
    j. explain how a soliloquy reveals internal conflict.
    k. analyze how irony affects reader understanding.

This unit was designed using Eduplanet21 - https://eduplanet21.com/

6. to support observations about literary devices with textual evidence in order to clearly explain their thinking in discussion and writing.
    a. analyze how one literary device affects understanding.
    b. support analysis of a device with textual evidence.

■ *(LI3)*

1. to support claims about an author's purpose with textual evidence in order to analyze their thinking in discussions and short written responses.
    a. analyze which example most strongly supports purpose.
    b. analyze how evidence strengthens credibility.
    c. analyze how repeated language emphasizes ideas.
2. to use word parts such as prefixes, roots, and suffixes to clarify word meaning in order to figure out unfamiliar academic and content-specific vocabulary.
    a. determine word meaning using multiple word parts.
    b. explain how affixes signal academic meaning.
    c. analyze how affix knowledge supports comprehension.
    d. evaluate why an author chose a specific word.
3. to monitor their comprehension and use fix-up strategies in order to clarify confusing information while reading.
    a. use strategies (e.g. rereading, annotating) to clear up confusion.
    b. demonstrate how understanding improved after using a fix-up strategy.

■ *(LI4)*

1. to support interpretations with specific facts, examples, and quotations in order to show that their ideas are grounded in the text.
    a. analyze how the author's language suggests beliefs or assumptions.
    b. cite evidence using a quotation or paraphrase.
    c. analyze which evidence is strongest.
2. to analyze how a nonfiction form supports an author's purpose in order to build a foundation for analyzing informational texts.
    a. analyze how structure emphasizes certain ideas.
    b. analyze how factual evidence distinguishes nonfiction.
    c. analyze differences in emphasis across texts.
    d. evaluate why an author chose literary nonfiction form.
3. to analyze literary elements within and across nonfiction texts in order to recognize similarities and differences that shape meaning.
    a. analyze how differences in structure, tone, or mood change understanding.
    b. analyze how each author's choices influence clarity, emphasis, or interpretation.
    c. analyze how point of view affects understanding.
4. to analyze how text structure helps convey meaning in order to summarize and discuss literary nonfiction accurately.
    a. analyze how format highlights important information.

This unit was designed using Eduplanet21 - https://eduplanet21.com/

b. analyze how transitions signal order.
c. evaluate how structure supports clarity.

5. to analyze why certain details are essential to understanding a text in order to summarize and discuss literary nonfiction accurately.
    a. analyze why an author includes both facts and opinions.
    b. distinguish key ideas from examples or anecdotes.
    c. analyze why certain information is essential.

■ *(LI5)*

1. to write a clear position on an issue and support it with reasons and evidence in order to create an understandable, believable, and logical argument.
    a. develop a focused position.
    b. identify the intended audience.
    c. write a focused controlling point.
    d. explain how the position fits the task.
    e. list reasons supporting the claim.
    f. select evidence for each reason.
    g. explain how evidence supports the claim.
    h. organize ideas logically.
    i. use paragraph structure correctly.
    j. vary sentence beginnings.
2. to organize an argument logically and use persuasive techniques in order to strengthen their position without relying on opinion alone.
    a. select strong evidence.
    b. analyze the relevance of support.
    c. address counterclaims effectively.
    d. defend rebuttals.
    e. use logical organization.
    f. revise organization for clarity.
    g. maintain appropriate, persuasive tone.
    h. use academic diction.
3. to revise writing in order to provide clearer, more engaging style, stronger word choice, and smoother flow by improving sentence variety.
    a. use simple, compound, and complex sentences in writing.
    b. combine sentences to avoid repetition.
    c. remove unnecessary words from sentences.
    d. select words that clearly express ideas.
    e. revise a paragraph to make it more concise.

This unit was designed using Eduplanet21 - https://eduplanet21.com/

f. revise a paragraph so ideas flow smoothly.
g. revise paragraphs to keep only relevant information.
h. evaluate whether a detail adds value to an argument.
i. insert transitions to connect ideas logically.
j. revise sentences to include appropriate transitions.

4. to use correct spelling, apply capitalization rules, punctuate sentences accurately, and use proper grammar and word choice in order to produce writing that is clear, polished, and easy for readers to understand.
    a. correct spelling errors using a dictionary or spell-check.
    b. check spelling of commonly confused words.
    c. verify spelling after revising sentences.
    d. apply capitalization rules for proper nouns and titles.
    e. apply quotation marks for dialogue or cited text.
    f. check punctuation for clarity and correctness.
    g. combine fragments into complete sentences.
    h. correct run-on sentences using punctuation or conjunctions.
    i. verify that each sentence expresses a complete thought.

Resources

Romeo & Juliet (William Shakespeare)

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Public Speaking and Debate

Northern Lebanon School District
Draft
05-06-2026

Table of Contents

Overview

- Course Information 3
- Course Description 3
- Course Resources 3

Units

- Public Speaking 4
- Speech Preparation, Organization, and Presentation 7
- Types of Speeches 9
- Debate 11

Course Information

Draft Date
05-06-2026

Grades
10 , 11 , 12

Subjects
English Language Arts

Course Description

Speech and Debate is an introductory course that covers a variety of styles of public speaking and formal debate. Students will become familiar with these styles through instruction, research, and practice. NCAA Approved Course

Course Resources

- *The Art of Public Speaking*, 13th Edition Stephen E. Lucas
- National Speech and Debate Association

Public Speaking

Draft Date	Course	Duration	Grades	Subjects	Team
05-06-2026	Public Speaking and Debate	7.0 Week(s)	10 , 11 , 12	English Language Arts	Melissa McInerney

Concepts

- *(C1)* Introduction to Public Speaking
- *(C2)* Processes of Communication
- *(C3)* Audience Analysis
- *(C4)* Ethics and Public Speaking

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to understand the purpose of public speaking in order to communicate ideas clearly and effectively to an audience
        a. adjust delivery to make their message easier to understand
        b. analyze how their delivery affects audience understanding and engagement
        c. refine delivery based on feedback
        d. apply improvements across multiple speaking tasks
        e. analyze how the purpose shapes the speaker's choices (organization, examples, tone)
        f. use organization (beginning, middle, end) to make ideas easier to follow
        g. choose examples, explanations, or evidence that strengthen their message
        h. adapt their message across multiple contexts (classroom, workplace scenario, community setting) while maintaining clarity
- *(LI2)*
    1. to understand the communication process in order to manage public speaking confidence
        a. explain the similarities and differences between conversation and public speaking
        b. identify methods to deal with nervousness, such as visualization and preparation
        c. demonstrate critical listening skills when evaluating a speaker
- *(LI3)*
    1. to adapt speeches based on audience awareness in order to create the message's tone and examples appropriate for different listeners
        a. describe what the audience likely knows or cares about
        b. analyze the audience's needs, expectations, or values
        c. compare multiple audiences and determine how their message must shift for each

This unit was designed using Eduplanet21 - https://eduplanet21.com/

d. choose a tone that matches the audience (professional, friendly, serious)
e. explain how tone influences how the audience receives their message
f. adapt tone across different speaking situations
g. evaluate which tone is most effective
h. choose examples that the audience can understand or relate to
i. analyze which examples will be most persuasive or meaningful for a specific audience
j. modify examples for different audiences
k. justify why each version works best
l. describe one thing that worked or didn't work for the audience (anecdotes, examples, stories, etc.)
m. explain how audience reactions show whether the message was effective
n. use feedback and self-reflection to revise the message for future audiences

2. to adapt their message, tone, and examples in order to speak effectively to different audiences
    a. identify the intended audience for a speech
    b. describe what the audience values, needs, or expects
    c. analyze how tone, word choice, and examples influence audience response
    d. adapt tone, examples, and message style to fit different audiences
    e. justify their choices
3. to develop effective verbal and nonverbal delivery skills in order to engage and maintain audience attention
    a. identify basic delivery skills (eye contact, volume, posture, gestures)
    b. demonstrate delivery skills that support clarity and engagement
    c. analyze how delivery choices affect audience engagement
    d. refine delivery techniques based on feedback and repeated practice

■ *(LI4)*

1. to thoroughly develop a topic using relevant evidence and explanation in order to clearly communicate analysis to an academic audience
    a. strategize evidence selection based on topic, task, and audience for debate
    b. analyze complex ideas using layered explanation and synthesis to contest the ideas
    c. integrate quotations, definitions, and examples seamlessly into a debate contest
    d. evaluate when multimedia strengthens comprehension and when it does not for debating purposes
    e. defend development choices as intentional and effective in a debate

Resources

Resource

The Art of Public Speaking, 13th Edition Stephen E. Lucas

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Speech Preparation, Organization, and Presentation

Draft Date	Course	Duration	Grades	Subjects	Team
05-06-2026	Public Speaking and Debate	2.0 Week(s)	10 , 11 , 12	English Language Arts	Melissa McInerney

Concepts

- *(C1)* Topics and Purpose
- *(C2)* Gathering Materials
- *(C3)* Revision

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. to thoroughly develop a topic using relevant evidence and explanation in order to clearly communicate analysis to an academic audience
     a. strategize evidence selection based on topic, task, and audience
     b. analyze complex ideas using layered explanation and synthesis
     c. integrate quotations, definitions, and examples seamlessly
     d. evaluate when multimedia strengthens comprehension and when it does not
     e. defend development choices as intentional and effective
  2. to clearly identify topic, task, and audience in writing in order to communicate ideas clearly and meet academic expectations
     a. strategize focus based on topic, task, and audience
     b. articulate a precise controlling idea
     c. synthesize ideas so all elements reinforce focus
     d. evaluate how effectively the writing addresses audience expectations
     e. defend focus choices as intentional and effective
  3. to organize and deliver a clear, effective speech in order to communicate ideas confidently
     a. identify the parts of a well-organized speech (introduction, body, conclusion)
     b. organize ideas into a logical structure that supports the speech's purpose
     c. deliver a speech using clear pacing, transitions, and emphasis to support understanding
     d. refine the speech's organization and delivery based on feedback and self-evaluation
     e. adjust delivery to make their message easier to understand
     f. analyze how their delivery affects audience understanding and engagement
     g. refine delivery based on feedback and apply improvements across multiple speaking tasks

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- *(LI2)*
    1. to integrate information from multiple formats and perspectives in order to evaluate accuracy, identify discrepancies, and support informed academic conclusions
        a. critically analyze information across multiple media formats
        b. evaluate the credibility, accuracy, and bias of each source
        c. reconcile conflicting data or interpretations
        d. synthesize information into a coherent, well-supported decision
        e. defend conclusions with nuanced, multi-source reasoning
    2. to use credible evidence, examples, and reasoning in order to support their ideas during speeches
        a. evaluate the credibility and relevance of evidence used in a speech
        b. integrate credible evidence into a speech
        c. justify why it strengthens the message
- *(LI3)*
    1. to refine writing through revision in order to sharpen analysis and communicate ideas effectively to an academic audience
        a. strategize revision priorities based on purpose and audience
        b. revise content, structure, and language to enhance meaning
        c. edit with precision, focusing on high-impact improvements
        d. experiment with alternative approaches to strengthen effectiveness
        e. defend revision choices as intentional and aligned with audience needs

Resources

Resource

National Speech and Debate Association

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Types of Speeches

Draft Date	Course	Duration	Grades	Subjects	Team
05-06-2026	Public Speaking and Debate	4.0 Week(s)	10 , 11 , 12	English Language Arts	Melissa McInerney

Concepts

- *(C1)* Speaking to Inform
- *(C2)* Speaking to Persuade

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to effectively structure and deliver speeches about objects, processes, events, or concepts in order to clearly explain ideas so others can understand and learn from them
        a. strategize evidence selection based on purpose and audience
        b. synthesize evidence from multiple texts when appropriate
        c. evaluate the strengths and limitations of evidence
        d. analyze how evidence supports nuanced interpretation or research
        e. defend evidence choices as effective and credible
- *(LI2)*
    1. to analyze how the speakers' perspectives, reasoning, and rhetorical strategies affect credibility in order to analyze how spoken arguments persuade audiences
        a. analyze how perspective, reasoning, and rhetoric work together
        b. evaluate the strength and limitations of the speaker's evidence
        c. synthesize how rhetorical choices shape credibility across the speech
        d. critique the argument's effectiveness for its intended audience
        e. defend conclusions with nuanced, well-supported analysis
    2. to strategically design argument structure in order to communicate complex reasoning clearly and persuasively to a specific audience
        a. employ sophisticated transitions and varied syntax intentionally
        b. synthesize sections to create a cohesive, persuasive whole
        c. evaluate how organizational choices shape audience understanding
        d. defend the structure as rhetorically effective and purposeful

This unit was designed using Eduplanet21 - https://eduplanet21.com/

3. to strategically develop and evaluate claims and counterclaims in order to produce nuanced, credible arguments that anticipate audience values and biases
    a. strategize the presentation of claims and counterclaims
    b. synthesize evidence to support complex reasoning
    c. evaluate strengths, limitations, and implications of each position
    d. anticipate and address audience values, concerns, and biases
    e. defend the argument as balanced, nuanced, and rhetorically effective
4. to construct sophisticated, evidence-based arguments in order to analyze complex topics and communicate nuanced, defensible claims
    a. articulate a nuanced, complex claim
    b. synthesize evidence to support layered reasoning
    c. analyze counterpoints or limitations within the argument
    d. evaluate the argument's effectiveness and depth
    e. defend the claim as logical, well supported, and persuasive
5. to present information and analysis with clear organization and evidence in order to communicate ideas persuasively and appropriately for academic audiences
    a. articulate a clear and nuanced perspective
    b. synthesize information and evidence to support claims
    c. organize ideas strategically for emphasis and impact
    d. adapt style and delivery intentionally for audience and purpose
    e. evaluate strengths and limitations of the presentation
    f. defend presentation choices using rhetorical reasoning

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Debate

Draft Date	Course	Duration	Grades	Subjects	Team
05-06-2026	Public Speaking and Debate	6.0 Week(s)	10 , 11 , 12	English Language Arts	Melissa McInerney

Concepts

- *(C1)* Evidence
- *(C2)* Writing
- *(C3)* Speaking and Listening

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. to strategically search, evaluate, and integrate sources in order to produce well-supported, ethical, and coherent research writing
     a. strategize advanced searches to locate the most relevant sources
     b. evaluate sources critically for credibility, bias, and usefulness
     c. integrate information seamlessly to support complex ideas
     d. monitor source use to avoid overreliance or patchwriting
     e. defend citation and integration choices as ethical and effective
  2. to evaluate the strength and credibility of evidence in order to support or challenge an argument effectively
     a. identify whether a piece of evidence used in debate is fact, opinion, or unreliable
     b. describe why a piece of evidence strengthens or weakens a debate argument
     c. evaluate the credibility of sources by examining bias, accuracy, and purpose, especially when choosing evidence for a round
     d. synthesize evidence from multiple sources to build a stronger case or challenge the opponent's case
  3. to construct sophisticated, evidence-based arguments in order to analyze complex topics and communicate nuanced, defensible claims
     a. articulate a nuanced, complex claim to defend in a debate
     b. synthesize evidence to support layered reasoning in a debate environment
     c. analyze counterpoints or limitations within the argument to prepare for debate
     d. evaluate the argument's effectiveness and depth to argue its points or merits
     e. defend the claim as logical, well-supported, and persuasive in a debate setting
  4. to thoroughly develop a topic using relevant evidence and explanation in order to clearly communicate analysis to an academic audience
     a. strategize evidence selection based on topic, task, and audience for debate.

This unit was designed using Eduplanet21 - https://eduplanet21.com/

b. analyze complex ideas using layered explanation and synthesis to contest the ideas.
c. integrate quotations, definitions, and examples seamlessly into a debate contest.
d. evaluate when multimedia strengthens comprehension and when it does not for debating purposes.
e. defend development choices as intentional and effective in a debate

5. to analyze arguments presented by peers or sources in order to determine their validity and effectiveness
    a. identify the claim and supporting evidence in another speaker's debate argument
    b. explain whether the opponent's evidence actually supports their claim
    c. evaluate the strengths and weaknesses of the opponent's reasoning and evidence
    d. compare multiple arguments in the round and determine which is most valid, using evidence
    e. justify their judgment

- *(LI2)*
    1. to clearly identify topic, task, and audience in writing in order to communicate ideas clearly and meet academic expectations
        a. strategize focus based on topic, task, and audience in order to debate
        b. articulate a precise controlling idea in a debate
        c. synthesize ideas so all elements reinforce focus in order to persuade in a debate
        d. evaluate how effectively the writing addresses audience expectations for debate
        e. defend focus choices as intentional and effective in order to oppose a differing view or position
    2. to construct a clear, logical argument in order to persuade an audience
        a. explain how reasons and evidence support a debate claim
        b. analyze the strength of an argument by evaluating reasoning and evidence for a strong debate round
        c. construct a persuasive debate argument using logical reasoning, credible evidence, and strategic framing
    3. to strategically develop and evaluate claims and counterclaims in order to produce nuanced, credible arguments that anticipate audience values and biases
        a. strategize the presentation of claims and counterclaims
        b. synthesize evidence to support complex reasoning
        c. evaluate strengths, limitations, and implications of each position
        d. anticipate and address audience values, concerns, and biases
        e. defend the argument as balanced, nuanced, and rhetorically effective
    4. to strategically design argument structure in order to communicate complex reasoning clearly and persuasively to a specific audience
        a. strategize the sequencing of claims, counterclaims, and evidence
        b. employ sophisticated transitions and varied syntax intentionally
        c. synthesize sections to create a cohesive, persuasive whole
        d. evaluate how organizational choices shape audience understanding
        e. defend the structure as rhetorically effective and purposeful

This unit was designed using Eduplanet21 - https://eduplanet21.com/

5. to practice organizing and delivering structured debates in order to communicate ideas clearly and confidently
    a. identify the required parts of a structured debate speech (claim, reasoning, evidence, rebuttal, closing)
    b. organize ideas into a clear, logical structure that fits the debate format
    c. deliver a debate speech with effective pacing, clarity, emphasis, and confidence
    d. refine their debate performance using feedback, self-evaluation, and reflection after each round
6. to use digital tools to revise and update writing in order to strengthen analysis and respond effectively to feedback and new ideas
    a. strategize how to use feedback to revise effectively
    b. integrate new arguments or evidence to deepen analysis, finding evidence, examples, and data to include in arguments
    c. refine writing for clarity, nuance, and impact through spell-check, comment features, and grammar checkers
    d. manage revisions efficiently using digital tools
    e. defend revision choices as purposeful and audience-centered
7. to reflect on their debate performance in order to improve clarity, reasoning, and delivery
    a. identify one strength and one area for improvement based on their debate performance
    b. describe what they would change or improve in their next debate round
    c. analyze feedback from peers or the teacher to identify patterns in their debating
    d. create a plan to improve specific debate skills over time (delivery, evidence use, rebuttals, organization, etc.)

■ *(LI3)*

1. to collaborate with teammates in order to prepare coordinated debate strategies and shared arguments
    a. contribute ideas, evidence, and strategic suggestions during team planning.
    b. coordinate arguments with teammates to avoid repetition and build a unified case.
    c. develop a team strategy that integrates multiple viewpoints and assigns roles effectively
2. to lead and contribute to sophisticated academic discussions in order to refine interpretations, challenge ideas respectfully, and communicate persuasively
    a. lead or facilitate discussion with purposeful questions
    b. synthesize multiple perspectives raised during discussion
    c. challenge ideas respectfully and thoughtfully
    d. persuade others using precise language and strong evidence
    e. reflect on discussion effectiveness and personal contribution
3. to develop skills for responding to opposing viewpoints in order to engage respectfully and strategically in debate
    a. explain the opposing team's argument clearly and fairly before responding
    b. formulate a rebuttal that targets weaknesses in the opponent's reasoning or evidence
    c. construct a respectful, evidence-based counterargument that responds to multiple opposing points in a debate round
4. to adapt their speaking style, tone, and examples in order to persuade different audiences
    a. identify the intended audience (judge, classmates, or general listeners) for the debate
    b. describe what the audience values or needs to hear to be persuaded
    c. analyze how tone, word choice, and examples influence the audience's reaction during a debate

This unit was designed using Eduplanet21 - https://eduplanet21.com/

d. adapt tone, examples, and delivery to fit the audience
e. justify why those choices strengthen their case

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Spanish I

Northern Lebanon School District
Draft
04-30-2026

Table of Contents

Overview

- Course Information 3
- Course Description 3
- Course Resources 3

Units

- Preliminary Unit: Review of Introductory Spanish (Repaso) 4
- Unit 1: A friend (Un amigo o una amiga) 5
- Unit 2: Students and courses (Alumnos y cursos) 7
- Unit 3: Shopping for school (Las compras para la escuela) 9
- Unit 4: At school (En la escuela) 11
- Unit 5: At the café (En el café) 13
- Unit 6: Family and home (La familia y la casa) 15

Course Information

Draft Date
04-30-2026

Subjects
World Languages

Course Description

This course introduces students to the Spanish language, developing basic communicative skills in listening, speaking, reading, and writing. Additionally, students will engage in cultural explorations of Spain, Latin American countries and Spanish-speakers in the US. Through an ongoing exploration of the history, geography, current events, and cultures of Hispanic communities, students will begin to develop their understanding of and appreciation for cultural diversity in a global society.

Course Resources

- Textbook: Buen Viaje Level 1, Glencoe McGraw Hill
- Audio and video samples: Buen Viaje Level 1, Glencoe McGraw Hill
- Teacher-generated materials

Preliminary Unit: Review of Introductory Spanish (Repaso)

Draft Date	Course	Duration	Subjects	Team
04-30-2026	Spanish I	6.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Greetings/goodbyes
- *(C2)* Classroom phrases
- *(C3)* Alphabet/pronunciation
- *(C4)* Days, months, seasons, date

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. To initiate, engage in, and conclude an introductory conversation
     a. Create, write and read a basic introductory dialogue
     b. Recognize and respond to introductory questions in oral and written contexts
- *(LI2)*
  1. To request basic classroom needs
     a. Use a variety of memorized oral questions and phrases to make requests for supplies or to leave the classroom to go to the office, nurse, bathroom, etc. in Spanish.
  2. To respond to the teacher's instructions
     a. Follow simple teacher directions in Spanish
- *(LI3)*
  1. To correctly recognize and pronounce sounds made by the letters of the Spanish alphabet
     a. Spell words using the Spanish alphabet
     b. Correctly pronounce letters and words in Spanish
- *(LI4)*
  1. To identify and express the days, months, and seasons in Spanish
     a. Put days, months, and seasons in the correct order
  2. To write or tell the date in Spanish
     a. Tell and write the date using the format of day-month-year, using long (Es el...) and short form (numeric)

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 1: A friend (Un amigo o una amiga)

Draft Date	Course	Duration	Subjects	Team
04-30-2026	Spanish I	25.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Vocabulary
- *(C2)* Grammar
- *(C3)* Culture

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. To use descriptive words, nationalities, and question words
        a. Identify and pronounce current vocabulary related to descriptive words, nationalities and question words
        b. Listen to and respond to utterances by producing current vocabulary related to descriptive phrases, nationalities and question words orally and in writing
        c. Read texts using current vocabulary and answer written comprehension questions related to descriptive words, nationalities and question words
        d. Write descriptive statements and answers to questions focusing on descriptive words, nationalities and question words
- *(LI2)*
    1. To conjugate the verb ser in singular forms of present tense
        a. Combine singular conjugations of ser with the appropriate subject pronouns
    2. To use singular gender-appropriate definite and indefinite articles to precede nouns
        a. Label nouns with singular gender- appropriate definite and indefinite articles
    3. To identify and use singular subject pronouns
        a. Speak and write using first, second, and third person singular subject pronouns to accompany conjugations of the verb ser
    4. To identify and use gender-appropriate singular adjectives with the nouns they describe
        a. Discuss what a singular adjective is, provide a few examples from the unit 1 vocabulary list, discuss where they go in a sentence and how to make them agree with the nouns they describe
        b. Correctly place the gender appropriate singular adjectives with the correct singular nouns in a sentence that is either written or produced verbally

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- *(LI3)*
    1. To read and comprehend cultural texts
        a. Describe main characters of the novel Don Quixote
        b. Identify prominent historic liberators of Latin America
        c. Explain the significance of prominent historic liberators of Latin America
    2. To identify Spanish-speaking country names and locations
        a. Locate the Spanish-speaking countries on a map

Unit 2: Students and courses (Alumnos y cursos)

Draft Date	Course	Duration	Subjects	Team
04-30-2026	Spanish I	25.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Vocabulary
- *(C2)* Grammar
- *(C3)* Culture

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. To identify and use vocabulary associated with describing people, things, courses, and question words
        a. Identify and pronounce current vocabulary associated with describing people, things, courses, and question words
        b. Listen to and respond to utterances by producing current vocabulary associated with describing people, things, courses, and question words, orally and in writing
        c. Read texts and answer written comprehension questions using current vocabulary associated with describing people, things, courses, and question words
        d. write answers to questions and descriptive statements
- *(LI2)*
    1. To identify and understand the difference between a definite and indefinite plural article
        a. Point out the two plural definite articles and the two plural indefinite articles that are used with the plural nouns from the unit 2 vocabulary list
        b. Discuss the differences in meaning between the plural definite articles and the plural indefinite articles (as a class)
    2. To use the correct gender appropriate plural article with each plural noun from the unit
        a. Point out the masculine plural articles and the feminine plural articles that are used with the nouns from the unit 2 vocabulary list
        b. Correctly place the gender appropriate plural articles with the correct plural nouns in a sentence that is either written or produced verbally
    3. To identify plural adjectives in Spanish and know where to place them in a sentence
        a. Discuss what a plural adjective is, provide a few examples from the unit 2 vocabulary list, and indicate where they are located when looking at a few example sentences (as a class)

This unit was designed using Eduplanet21 - https://eduplanet21.com/

b. Correctly place the gender appropriate plural adjectives with the correct plural nouns in a sentence that is either written or produced verbally

4. To conjugate ser in the plural forms of the present tense
    a. Combine plural conjugations of ser with the appropriate subject pronouns
5. To tell time
    a. Correctly use es, son, y, menos, and the
    b. Correctly place de la mañana, de la tarde, and de la noche at the end of each time given to indicate whether it is in the morning, afternoon, evening, or at night
6. To answer and ask questions
    a. Identify question words, punctuation and basic interrogative sentence structures
    b. Create written or verbal questions using the correct question words, interrogative sentence structures, and punctuation
    c. Answer written or verbal questions using the correct sentence structure

■ *(LI3)*

1. Read and comprehend cultural texts, El español en Estados Unidos (Spanish in the United States)
    a. Identify the number, geographic locations and the ancestry of Spanish speakers in the United States
    b. Explain the concept of bilingualism

Unit 3: Shopping for school (Las compras para la escuela)

Draft Date	Course	Duration	Subjects	Team
04-30-2026	Spanish I	25.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Vocabulary
- *(C2)* Grammar
- *(C3)* Culture

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. To identify and use vocabulary associated with shopping for school supplies and clothing including colors and sizes and question words
        a. Identify and pronounce current vocabulary associated with shopping for school supplies and clothing including colors and sizes and question words
        b. Listen to and respond to utterances by producing oral or written responses using vocabulary associated with shopping for school supplies and clothing
        c. Read texts that incorporate vocabulary associated with shopping for school supplies and clothing, and answer written comprehension questions
        d. Write answers to questions and descriptive statements that incorporate vocabulary associated with shopping for school supplies and clothing
- *(LI2)*
    1. To conjugate singular present tense -AR verbs
        a. Create conjugations of singular present tense -AR verbs with the appropriate subject pronouns
        b. Listen to and respond to utterances by producing conjugations of singular present tense-AR verbs orally and in writing
    2. To address people formally and informally
        a. Identify and use the second person singular form of address (tú or usted) appropriate to the situation by creating and responding to written and oral questions.
        b. Listen to and respond orally and/or in writing to utterances that incorporate the second person singular form of address (tú or usted)
    3. To use the correct placement and gender of singular nouns, adjectives and articles
        a. Identify the gender of singular nouns orally and in writing

This unit was designed using Eduplanet21 - https://eduplanet21.com/

b. Identify and use singular definite and indefinite articles orally and in writing
c. Identify and use gender-appropriate singular adjectives orally and in writing
d. Create descriptive phrases considering gender-appropriate singular nouns, articles and adjectives and correct word placement orally and in writing

- *(LI3)*
  1. Read and comprehend cultural texts, Un alumnos madrileño
     a. Read an article in Spanish that describes the similarities and differences between students' clothing choices at schools in the United States and in Spanish-speaking countries
     b. Answer comprehension questions orally and in writing in Spanish that describes the similarities and differences between students''clothing choices at schools in the United States and in Spanish-speaking countries
     c. Explain orally and in writing in Spanish and/or English the similarities and differences between students' clothing choices at schools in the United States and in Spanish-speaking countries
  2. Read and comprehend cultural texts, La ropa indígena
     a. Explain the differences in dress of indigenous groups in Latin America

Unit 4: At school (En la escuela)

Draft Date	Course	Duration	Subjects	Team
04-30-2026	Spanish I	25.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Vocabulary
- *(C2)* Grammar
- *(C3)* Culture

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. To identify and use vocabulary associated with getting to school participating in classroom activities and clubs activities, including: greetings and talking about how one feels, describing where one is and where one goes, numbers in the thousands and millions and question words
        a. Identify and pronounce current vocabulary related to activities that take place at school
        b. Listen to and respond to utterances related to activities that take place at school by producing current vocabulary orally and in writing
        c. Read texts using the school-related vocabulary and answer written comprehension questions
        d. Write answers to questions related to school
- *(LI2)*
    1. To conjugate present tense -AR verbs, with a particular focus on the plural forms
        a. Create conjugations, with a particular focus on the plural conjugations, of the present tense -AR verbs with the appropriate subject pronouns
        b. Listen to and respond to utterances by producing conjugations, with a particular focus on the plural conjugations, of present tense -AR verbs orally and in writing
    2. To conjugate the irregular verbs IR, DAR, ESTAR in the present tense to describe how people feel, and where you and others are and go
        a. Create the present tense conjugations of the irregular verbs IR, DAR, ESTAR with the appropriate subject pronouns
        b. Listen to and respond to utterances by recognizing and creating the present tense conjugations of the irregular IR, DAR, ESTAR in the present tense orally and in writing

c. Read statements and questions that use the irregular present tense verb conjugations of IR, DAR, ESTAR, and respond to those statements and questions by recognizing those verb forms and creating appropriate and accurate present tense verb conjugations of those verbs within statements both orally and in writing

3. To identify appropriate usage and formation of contractions AL and DEL
    a. Combine both orally and in writing the prepositions “a” and “de” with the article “el” when needed, especially in situations to show possession, and with the verb “ir”

■ *(LI3)*

1. To discuss some differences and similarities between schooling in the United States and in Spanish-speaking countries, especially the daily schedule, public versus private schools and coed versus single-sex schools
    a. Read an article in Spanish that describes the similarities and differences between students’ schedules,
    b. Answer comprehension questions orally and in writing in Spanish that describes the similarities and differences between students”clothing choices at schools in the United States and in Spanish-speaking countries
    c. Explain orally and in writing in Spanish and/or English the similarities and differences between students’ clothing choices at schools in the United States and in Spanish-speaking countries

Unit 5: At the café (En el café)

Draft Date	Course	Duration	Subjects	Team
04-30-2026	Spanish I	25.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Vocabulary
- *(C2)* Grammar
- *(C3)* Culture

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. To identify and use vocabulary associated with foods and beverages, eating in a cafe, shopping for food, meals and math functions
        a. Identify and pronounce current vocabulary related to being in a cafe
        b. Listen to and respond to utterances related to being in a cafe by producing current vocabulary orally and in writing
        c. Read texts using the cafe vocabulary and answer written comprehension questions
        d. Read texts using the cafe vocabulary and answer written comprehension questions
        e. Write answers to questions about eating in a cafe
- *(LI2)*
    1. To conjugate present tense -ER and -IR verbs
        a. Identify and produce orally and in writing the present tense conjugations of the -ER and -IR verbs with the appropriate subject pronouns
        b. Listen to and respond to utterances by producing present tense conjugations of -ER and -IR verbs orally and in writing
- *(LI3)*
    1. To discuss some differences and similarities between eating habits in the United States and Spanish Speaking-speaking countries, especially eating at a cafe mealtimes, and shopping in grocery stores and open-air markets
        a. Read an article in Spanish that describes the importance of eating and socializing in cafes in Spanish-speaking countries
        b. Answer comprehension question orally and in writing about cafes in Spanish-speaking countries
        c. Explain orally and/or in writing in Spanish and/or English about the importance of eating and socializing in cafes in Spanish-speaking countries
    2. To discuss some differences and similarities between eating habits in the United States and Spanish Speaking-speaking countries, especially
        a. Read an article in Spanish that describes the similarities and differences between mealtimes in the United States and

This unit was designed using Eduplanet21 - https://eduplanet21.com/

b. Answer comprehension questions orally and in writing about the similarities and differences between mealtimes in the United States and Spanish-speaking countries
c. Explain orally and/or in writing in Spanish and/or in English about the similarities and differences between mealtimes in the United States and Spanish-speaking countries

3. To discuss the different products found in grocery stores and open-air markets in Spanish-speaking countries
   a. Read an article in Spanish that describes the different products found in supermarkets and open-air markets when shopping in Spanish-speaking countries
   b. Answer comprehension questions orally and in writing in Spanish about the different products found in supermarkets and open-air markets when shopping in Spanish-speaking countries
   c. Explain orally and/or in writing in Spanish and/or English about the different products found in supermarkets and open-air markets when shopping in Spanish-speaking countries

Unit 6: Family and home (La familia y la casa)

Draft Date	Course	Duration	Subjects	Team
04-30-2026	Spanish I	25.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Vocabulary
- *(C2)* Grammar
- *(C3)* Culture

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. To identify and use vocabulary associated with family relationships, rooms in a house or apartment and stating one's age
     a. Identify and pronounce current vocabulary related to the family and the house
     b. Listen to and respond to utterances related to the family and the house by producing current vocabulary orally and in writing
     c. Read texts using the family and house vocabulary and answer written comprehension questions
     d. Write answers to questions about the family and the house
- *(LI2)*
  1. To conjugate the irregular verb TENER in the present tense
     a. Create the present tense conjugations of the irregular verb TENER with the appropriate subject pronouns
     b. Listen to and respond to utterances by recognizing and creating the present tense conjugations of the irregular verb TENER orally and in writing
     c. Read statements and questions that use the irregular present tense verb conjugations of TENER and respond to those statements and questions by recognizing those verb forms and creating appropriate and accurate present tense verb conjugations of TENER within statements both orally and in writing
  2. To conjugate and use the phrases "tener que" and "ir a"
     a. Identify the meanings of the phrases "tener que" and "ir a"
     b. Conjugate the phrases correctly by maintaining the second verb in the infinitive form (tener que + infinitive and ir a + infinitive) with the appropriate subject pronouns
  3. To form and use possessive adjectives
     a. Identify the possessive adjectives in Spanish
     b. Make possessive adjectives that agree in number and gender with the nouns they modify
     c. Correctly place the possessive adjectives in a sentence in relation to subject, verb and words of negation

This unit was designed using Eduplanet21 - https://eduplanet21.com/

■ *(LI3)*

1. To identify and discuss similarities and differences in family structures in Spanish-speaking countries and the United States
    a. Read an article in Spanish that describes the importance of the extended family structure in Spanish-speaking countries
    b. Answer comprehension questions orally and in writing about families in Spanish-speaking countries
    c. Explain orally and/or in writing in Spanish and/or English about the importance of the extended family in Spanish-speaking countries
2. To discuss the Quinceañera celebration
    a. Read an article in Spanish that describes the importance of the Quinceñeara celebration in Spanish-speaking countries
    b. Answer comprehension questions orally and in writing about the Quinceañera celebration
    c. Explain orally and/or in writing in Spanish and/or English about the importance of the Quinceañera celebration
3. To recognize the painting “Las Meninas” by Diego de Velazquez
    a. Read an article in Spanish that describes the importance of the painting “Las Meninas” by Diego de Velazquez
    b. Answer comprehension questions orally and in writing about the painting “Las Meninas” by Diego de Velazquez
    c. Explain orally and/or in writing in Spanish and/or English about the importance of the painting “Las Meninas” by Diego de Velazquez

Spanish II

Northern Lebanon School District
Draft
05-01-2026

Table of Contents

Overview

- Course Information 3
- Course Description 3
- Course Resources 3

Units

- Preliminary Unit: Review of Spanish I (Repaso) 4
- Unit 7: Team Sports (Deportes de Equipo) 5
- Unit 8: Health and Doctor Visits (La salud y el médico) 7
- Unit 9: Summer and Winter (El verano y el invierno) 9
- Unit 10: Cultural Events (Diversiones culturales) 11
- Unit 11: Traveling by Airplane (Un viaje en avión) 13
- Unit 12: A tour (Una Gira) 15

Course Information

Draft Date
05-01-2026

Subjects
World Languages

Course Description

This course introduces students to the Spanish language, developing basic communicative skills in listening, speaking, reading, and writing. Additionally, students will engage in cultural explorations of Spain, Latin American countries and Spanish-speakers in the US. Through an ongoing exploration of the history, geography, current events, and cultures of Hispanic communities, students will continue to develop their understanding of and appreciation for cultural diversity in a global society.

Course Resources

- Textbook: Buen Viaje Level 1, Glencoe McGraw Hill
- Audio and video samples: Buen Viaje Level 1, Glencoe McGraw Hill
- Teacher-generated materials

Preliminary Unit: Review of Spanish I (Repaso)

Draft Date	Course	Duration	Subjects	Team
05-01-2026	Spanish II	6.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Spanish I Vocabulary
- *(C2)* Spanish I Grammar

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. To reengage with Spanish I thematic vocabulary
     a. Recognize, comprehend and produce Spanish I thematic vocabulary in oral and written contexts through practice activities and informal assessments
- *(LI2)*
  1. To reengage with grammar concepts learned in Spanish I
     a. Conjugate regular and irregular present tense verbs
     b. Create phrases noun, article and adjective agreement
     c. Tell the current time and indicate the time of an event

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 7: Team Sports (Deportes de Equipo)

Draft Date	Course	Duration	Subjects	Team
05-01-2026	Spanish II	25.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Vocabulary
- *(C2)* Grammar
- *(C3)* Culture

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. To describe team sports and other physical activities
        a. Identify and pronounce current vocabulary related to team sports and physical activities
        b. Listen to and respond to utterances orally and in writing by producing vocabulary associated with team sports and physical activities
        c. Read texts and answer written comprehension questions using vocabulary associated with team sports and physical activities
        d. Write answers to descriptive statements and questions using vocabulary associated with team sports and physical activities
- *(LI2)*
    1. To conjugate stem changing verbs in the present tense including verbs with e to ie, o to ue and u to ue stem changes
        a. Create conjugations of e to ie, o to ue and u to ue stem changing verbs in the present tense according to the subject pronoun within statements using thematic vocabulary
        b. Listen to and respond to utterances by producing conjugations of present tense stem changing verbs orally and in writing
    2. To conjugate the present tense verbs interesar, aburrir and gustar using the object pronouns me and te
        a. Create third person conjugations of the present tense verbs interesar, aburrir and gustar
        b. Accurately identify and place the object pronoun me or te in relation to the conjugated verbs interesar, aburrir and gustar
        c. Listen to and respond to utterances by producing third person conjugations of the present tense verbs interesar, aburrir and gustar with the object pronouns me and te, orally and in writing
- *(LI3)*
    1. To read and comprehend cultural texts
        a. Identify and explain the importance of soccer in Spanish-speaking countries including the difference between professional leagues and the national teams, and attributes of the World Cup
        b. Identify and explain the differences in the popularity of soccer and baseball in Spanish-speaking countries

This unit was designed using Eduplanet21 - https://eduplanet21.com/

c. Identify and explain basic information about the Basque game of jai alai

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 8: Health and Doctor Visits (La salud y el médico)

Draft Date	Course	Duration	Subjects	Team
05-01-2026	Spanish II	25.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Vocabulary
- *(C2)* Grammar
- *(C3)* Culture

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. To identify and use vocabulary associated with describing and diagnosing emotional and physical health conditions as it pertains to a visit to the doctor's office and pharmacy
        a. identify and pronounce current vocabulary related to health conditions and doctor visits
        b. listen to and respond to utterances orally and in writing by producing vocabulary associated with health conditions and doctor visits
        c. read texts and answer written comprehension questions using vocabulary associated with health conditions and doctor visits
        d. write descriptive statements and answers to questions using vocabulary associated with health conditions and doctor visits
        e. create, write and perform a dialogue using vocabulary associated with health conditions and doctor visits
- *(LI2)*
    1. To conjugate and identify appropriate context when using the verbs SER and ESTAR
        a. Create conjugations of the verbs SER and ESTAR according to the subject of the sentence within statement orally and in writing
        b. Can differentiate between situations that require SER and ESTAR orally and in writing
        c. Listen to and respond to utterances by producing conjugations of SER and ESTAR within appropriate contexts orally and in writing
    2. To recognize and use the object pronouns me, te, nos
        a. Identify the object pronouns me, te and nos
        b. Correctly place the object pronouns me, te and nos in relation to verbs within sentences

This unit was designed using Eduplanet21 - https://eduplanet21.com/

■ *(LI3)*

1. To read and comprehend cultural texts, La farmacia (The Pharmacy)
    a. Read an article in Spanish that describes the similarities and differences between pharmacies in the United States and Spanish-speaking countries
    b. Answer comprehension questions orally and in writing in Spanish that describes the similarities and differences between pharmacies in the United States and Spanish-speaking countries
    c. Explain orally and in writing in Spanish and/or English the similarities and differences between pharmacies in the United States and Spanish-speaking countries
2. To read and comprehend cultural texts, Una biografía - El doctor Antonio Gassett
    a. Read an article in Spanish that describes the life and scientific contributions of Cuban American, Dr. Antonio Gassett
    b. Answer comprehension questions orally and in writing in Spanish about the life and scientific contributions of Cuban American, Dr. Antonio Gassett
    c. Explain orally and in writing in Spanish and/or English about the life and scientific contributions of Cuban American, Dr. Antonio Gassett
    d. Listen to and respond orally and in writing to questions about the life and scientific contributions of Cuban American, Dr. Antonio Gassett

Unit 9: Summer and Winter (El verano y el invierno)

Draft Date	Course	Duration	Subjects	Team
05-01-2026	Spanish II	25.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Vocabulary
- *(C2)* Grammar
- *(C3)* Culture

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. To identify and use vocabulary associated with winter and summer weather, activities and sports; adverbs that indicate the past
        a. Identify and pronounce vocabulary related to winter and summer weather, winter and summer activities, and adverbs that indicate the past
        b. Listen to and respond to utterances orally and in writing by producing vocabulary associated with winter and summer weather, winter and summer activities, and adverbs that indicate the past
        c. Read texts and answer written comprehension questions using vocabulary associated with winter and summer weather, winter and summer activities, and adverbs that indicate the past
        d. Write descriptive statements and answers to questions using vocabulary associated with winter and summer weather, winter and summer activities, and adverbs that indicate the past
- *(LI2)*
    1. To identify and use -AR verbs in the preterite (simple past) tense
        a. Identify words that indicate the preterite (simple past) tense
        b. Identify and create conjugations of -AR verbs in the preterite (simple past) tense according to the subject and use the conjugations in sentences where appropriate
        c. Listen to and respond to utterances by identifying and/or producing conjugations of -AR verbs in the preterite (simple past) tense both orally and in writing
    2. To identify and use the third person direct object pronouns lo, la, los and las
        a. Identify which third person direct object pronoun (lo, la, los and las) is required to replace a noun based on number and gender
        b. Create sentences with accurate placement of the third person direct object pronouns lo, la, los and las in relation to verbs and words of negation within the sentences

This unit was designed using Eduplanet21 - https://eduplanet21.com/

c. Listen to and respond orally and/or in writing to utterances that incorporate the direct object pronouns lo, la, los and las

3. To identify and use IR and SER in the preterite (simple past) tense
    a. Identify words that indicate the preterite (simple past) tense
    b. Identify and create conjugations of SER and IR in the preterite (simple past) tense according to the subject and use the conjugations in sentences where appropriate
    c. Listen to and respond to utterances by identifying and/or producing conjugations of SER and IR in the preterite (simple past) tense both orally and in writing

■ *(LI3)*

1. To read and comprehend cultural texts, Paraísos del mundo hispano (Paradises of the Spanish-speaking world)
    a. Read an article in Spanish that describes beaches in Spanish-speaking countries
    b. Answer comprehension questions orally and in writing in Spanish that describes beaches in Spanish-speaking countries
2. To read and comprehend cultural texts, Estaciones inversas (Inverted seasons)
    a. Read an article in Spanish that explains the inverted seasons in the northern and southern hemispheres
    b. Answer comprehension questions orally and in writing in Spanish about the inverted seasons in the northern and southern hemispheres
    c. Explain orally and in writing in Spanish and/or English about the inverted seasons in the northern and southern hemispheres
3. To read and comprehend cultural texts, El “snowboarding” (Snowboarding)
    a. Read an article in Spanish that describes “snowboarding”
    b. Answer comprehension questions orally and in writing in Spanish about “snowboarding”

Unit 10: Cultural Events (Diversiones culturales)

Draft Date	Course	Duration	Subjects	Team
05-01-2026	Spanish II	25.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Vocabulary
- *(C2)* Grammar
- *(C3)* Culture

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. To identify and use vocabulary to discuss movies, museums, theater and other cultural events; adverbs that indicate the past tense
        a. Identify and pronounce vocabulary related to cultural events and adverbs that indicate the past
        b. Listen to and respond to utterances orally and in writing by producing vocabulary associated with cultural events and adverbs that indicate the past
        c. Read texts and answer written comprehension questions using vocabulary associated with cultural events and adverbs that indicate the past
        d. Write descriptive statements and answers to questions using vocabulary associated with cultural events and adverbs that indicate the past
- *(LI2)*
    1. To identify and use -ER and -IR verbs in the preterite (simple past) tense
        a. Identify words that indicate the preterite (simple past) tense
        b. Identify and create conjugations of -ER and -IR verbs in the preterite (simple past) tense according to the subject and use the conjugations in sentences where appropriate
        c. Listen to and respond to utterances by identifying and/or producing conjugations of -ER and -IR verbs in the preterite (simple past) tense both orally and in writing
    2. To identify and use the indirect object pronouns le and les
        a. Identify which third person indirect object pronoun (singular form, le, or plural form, les) is required to replace an indirect object in a sentence
        b. Create sentences with accurate placement of the third person indirect object pronouns le and les in relation to verbs and words of negation within the sentences.

This unit was designed using Eduplanet21 - https://eduplanet21.com/

c. Identify situations in which a sentence requires an indirect object in addition to the indirect object pronoun to clarify or show emphasis
d. Listen to and respond orally and/or in writing to utterances that incorporate the indirect object pronouns le and les.

■ *(LI3)*

1. To read and comprehend cultural texts, Dating (in the United States and in Spanish-speaking countries)
    a. Read an article in Spanish that describes the similarities and differences between dating in the United States and Spanish-speaking countries
    b. Answer comprehension questions orally and in writing in Spanish that describe the similarities and differences between dating in the United States and in Spanish-speaking countries
    c. Explain orally and/or in writing in Spanish and/or in English the similarities and differences between dating in the United States and in Spanish-speaking countries
2. To read and comprehend cultural texts, La Zarzuela (Spanish Operettas)
    a. Read an article in Spanish that describes rcharacteristics of La Zarzuela, or Spanish Operettas
    b. Answer comprehension questions orally and in writing in Spanish that identify aspects of La Zarzuela, or Spanish Operettas
3. To read and comprehend cultural texts, Mexican dance troupes
    a. Read an article in Spanish that describes two Mexican dance troupes
    b. Explain orally and in writing in Spanish and/or English the similarities and differences between the two Mexican dance troupes

Unit 11: Traveling by Airplane (Un viaje en avión)

Draft Date	Course	Duration	Subjects	Team
05-01-2026	Spanish II	25.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Vocabulary
- *(C2)* Grammar
- *(C3)* Culture

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. To identify and use vocabulary associated with international travel including the processes of flight check-in, security checks, departure and arrival, customs and passport control
        a. Identify and pronounce vocabulary related to international air travel
        b. Listen to and respond to utterances orally and in writing by producing vocabulary associated with international air travel
        c. Read texts and answer written comprehension questions using vocabulary associated with international air travel
        d. Write descriptive statements and answers to questions using vocabulary associated with international air travel
        e. Create, write and perform a dialogue demonstrating the process of flight check-in
- *(LI2)*
    1. To conjugate irregular verbs hacer, poner, traer and salir in the present tense
        a. Create the present tense conjugations of the irregular verbs hacer, poner, traer and salir with the appropriate subject pronouns
        b. Listen to and respond to utterances by recognizing and creating the present tense conjugations of the irregular verbs hacer, poner, traer and salir orally and in writing
        c. Read statements and questions that use the irregular present tense verb conjugations of hacer, poner, traer and salir and respond to them both orally and in writing
    2. To form the present progressive tense and use it in the appropriate contexts
        a. Create the present progressive forms orally and in writing
        b. Use verbs in the present progressive in appropriate context within sentences
    3. To conjugate saber and conocer and differentiate their usage
        a. Create the present tense conjugations of the verbs saber and conocer
        b. Use the verbs saber and conocer in the appropriate contexts both orally and in writing

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- *(LI3)*
    1. To read and comprehend cultural texts, The Importance of Air Travel in South America
        a. Read an article in Spanish that describes the importance of air travel in South America
        b. Answer comprehension question orally and in writing about air travel in South America
        c. Explain orally and/or in writing in Spanish and/or English about the importance of air travel in South America
    2. To read and comprehend cultural texts, Distance and Flight Times (New York to Madrid, Caracas to Buenos Aires) - optional reading, as time permits
        a. Read an article in Spanish that describes the similarities in distance and flight times between a flight from New York to Madrid and a flight from Caracas to Buenos Aires
        b. Answer comprehension questions orally and in writing about geographic terms and the similarities in the flights
    3. To read and comprehend cultural texts, The Nazca Lines
        a. Read an article in Spanish that describes the Nazca Lines
        b. Answer comprehension questions orally and in writing in Spanish about the Nazca Lines
    4. To understand immigration from a variety of perspectives
        a. Explain the impact of events, and the perspectives of a variety characters presented in a movie

Unit 12: A tour (Una Gira)

Draft Date	Course	Duration	Subjects	Team
05-01-2026	Spanish II	25.0 Day(s)	World Languages	Brittany Haines

Concepts

- *(C1)* Vocabulary
- *(C2)* Grammar
- *(C3)* Culture

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. To identify and use vocabulary associated with personal grooming habits and daily routine
        a. Identify and pronounce vocabulary related to personal grooming habits and daily routine
        b. Listen to and respond to utterances orally and in writing by producing vocabulary associated with personal grooming habits and daily routine
        c. Read texts and answer written comprehension questions using vocabulary associated with personal grooming habits and daily routine
        d. Write descriptive statements and answers to questions using vocabulary associated with personal grooming habits and daily routine
- *(LI2)*
    1. To conjugate regular and stem changing reflexive verbs in the present tense
        a. Identify contexts which require reflexive verbs
        b. Create the present tense verb conjugations of the regular and stem changing forms of reflexive verbs with the appropriate subject or subject pronouns and reflexive pronouns
        c. Listen to and respond to utterances by recognizing and creating the present tense conjugations of the regular and stem changing reflexive verbs
        d. Use regular and stem changing verbs in statements, questions and responses orally and in writing
- *(LI3)*
    1. To read and comprehend cultural texts, Touring in the North of Spain
        a. Read an article in Spanish that describes a typical day when traveling across the North of Spain on the Camino de Santiago
        b. Answer comprehension questions orally and in writing about traveling across the North of Spain on the Camino de Santiago

This unit was designed using Eduplanet21 - https://eduplanet21.com/

2. To read and comprehend cultural texts, Camino de Santiago
    a. Read an article in Spanish that provides background on pilgrimages along the Camino de Santiago
    b. Answer comprehension questions orally and in writing about the background on pilgrimages along the Camino de Santiago

Technical English 12

Northern Lebanon School District
Draft
07-24-2026

Table of Contents

Overview

- Course Information 3
- Course Description 3
- Course Resources 3

Units

- Unit 1: Literary Elements 4
- Unit 2: Nonfiction 8
- Unit 3: Fiction Novel Study 13
- Unit 4: Hero’s Journey 16
- Unit 5: Career Preparation and Exploration 19

Course Information

Draft Date
07-24-2026

Grades
12

Subjects
English Language Arts

Course Description

This course will allow students the opportunity to focus the content of readings and writings to their individual work-related and/or post-secondary goals and careers. The course also exposes students to crucial interpersonal skills such as providing and receiving feedback, working in groups, and synergizing. Students will have the opportunity to explore various areas of interest catered to their individual wants and needs. The course prepares students for the professional world through career exploration and development, job-related letters, and interview skills. This course will present reading, writing, speaking, and listening opportunities designed to benefit those who desire to enter the workforce, the military, or a vocational education.

Course Resources

Teacher generated curriculum-based resources

Unit 1: Literary Elements

Draft Date	Course	Duration	Grades	Subjects	Team
07-24-2026	Technical English 12	6.0 Week(s)	12	English Language Arts	Brittany Haines

Concepts

- *(C1)* Reading Literature
- *(C2)* Opinion and Argumentative Writing
- *(C3)* Narrative Writing
- *(C4)* Short Writing
- *(C5)* Speaking and Listening

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to explain themes across a text in order to explain deeper meaning and summarize fiction clearly and objectively
        a. identify multiple themes and messages in a literary text
        b. explain how each theme shifts and develops from beginning to end
    2. to use evidence from a literary text in order to explain explicit meaning and justify inferences about characters, themes, and messages
        a. identify multiple pieces of evidence that support an analytical claim about explicit meaning, character inferences, and themes
        b. differentiate between weak and strong evidence
    3. to explain how an author's choices in developing characters, events, and conflicts affect the story in order to explain meaning and evaluate key moments in the text
        a. identify the seven types of conflict in literature
        b. analyze how conflict develops across the story
        c. analyze how conflict influences character decisions
        d. evaluate the importance of specific conflict(s) to the story
    4. to verify how an author's point of view or purpose affects characters, events, and language in order to evaluate key choices and explain how they shape the story's message
        a. identify the author's point of view or purpose in a complex text
        b. explain how characters, events, or tone affect an author's point of view or purpose

This unit was designed using Eduplanet21 - https://eduplanet21.com/

5. to determine how the structure of a story affects understanding in order to evaluate how the organization of events and ideas shapes the overall message
    a. identify important structure sections or parts in a story
    b. explain how paragraphs or scenes develop key ideas
6. to assess word choice and how it influences meaning and tone in order to evaluate how language helps communicate the story's message and emotional impact
    a. select important words or phrases in a text that are related to the context of a story
    b. evaluate the connotations and denotations of important words or phrases
7. to read major works from various literary periods in order to understand how authors respond to shared topics and ideas within a historical context
    a. identify the literary period and its key characteristics
    b. analyze how the period's characteristics appear in a text
8. to clarify the meaning of challenging words in literary texts in order to understand deeper meaning and complete reading and writing tasks independently
    a. recognize unfamiliar or challenging literary words
    b. infer meaning using context clues and word parts
    c. confirm meaning using reference materials or digital tools
    d. apply the word accurately in writing or speaking about the text
    e. evaluate whether the meaning makes sense within the story's context
9. to independently read and understand literary fiction in order to succeed with complex stories and communicate ideas clearly
    a. identify main ideas, characters, and conflicts in complex fiction
    b. analyze how main ideas and conflicts influence characters' motivations and actions

■ *(LI2)*

1. to write clear and accurate argumentative texts in order to communicate information effectively in school, work, and everyday situations
    a. select a topic that can be clearly explained
    b. summarize a text and how it creates an argument for or against the given topic
2. to maintain focus in writing in order to communicate ideas clearly and appropriately in school, work, and everyday situations
    a. identify a writing topic, a purpose, and an audience
    b. draft an opinion piece that consistently addresses a topic, purpose, and audience
3. to choose and explain important information in order to communicate ideas clearly and effectively in school, work, and everyday situations
    a. identify an audience given a specific writing task
    b. recognize information that is relevant to supporting an opinion or an argument
    c. explain how previously identified information is considered to be important to an argument

This unit was designed using Eduplanet21 - https://eduplanet21.com/

4. to use precise language and a formal tone in order to communicate ideas clearly and professionally in school and real-world writing
    a. identify formal, domain-specific language and vocabulary within an example text
    b. define unfamiliar language and vocabulary
    c. construct example sentences correctly using precise, formal language

■ *(LI3)*

1. to develop narratives strategically in order to communicate experiences clearly and thoughtfully for academic and real-world audiences
    a. research and/or recall events of a real or imaginary experience
    b. plot events of an experience in chronological order with brief descriptions
2. to identify core elements of storytelling in order to communicate experiences clearly and effectively
    a. define dialogue, description, plot, and pacing
    b. review texts for examples of the literary elements and details that support them
3. to control narrative progression in order to create coherent stories that build purposefully toward a chosen outcome
    a. outline events in a clear and logical sequence
    b. organize the sequence of events into coherent paragraphs or sections that show clear relationships between moments

■ *(LI4)*

1. to use evidence from texts in order to explain ideas clearly in school, work, and real-world writing
    a. identify a specific topic that can be used for research and analysis
    b. choose reliable texts that contain evidence clearly supporting the topic
    c. select appropriate evidence connected directly to the topic
2. to revise and edit writing independently in order to communicate ideas clearly and appropriately for different situations
    a. examine an example piece of writing that displays proper grammar and communication
    b. proof a peer-written piece of writing to make it grammatically and communicatively clearer
3. to use technology to revise and publish writing in order to communicate ideas clearly and respond to feedback independently
    a. browse online editing and publishing tools
    b. evaluate a variety of online tools on how well they are used in aiding the writing process
    c. sort the tools for which would be the most useful in writing and updating information
    d. justify the usefulness of discovered writing and editing tools
4. to research information in order to answer questions clearly and solve problems using evidence
    a. select a research question that can be answered clearly
    b. locate reliable resources about a specific subject
    c. gather resources used for solving questions in a MLA citation list
5. to select credible sources in order to support ideas clearly and responsibly
    a. choose credible sources relevant to the topic
    b. evaluate whether information is useful for the task

6. to write brief excerpts for different purposes in order to communicate effectively in postsecondary and workplace settings
    a. complete short writing tasks with clear ideas that follow the given expectations
    b. add explanations and examples to support ideas

■ *(LI5)*

1. to use information from different media responsibly in order to evaluate credibility, recognize conflicting information, and make informed real-world decisions
    a. identify important information from multiple media sources
    b. explain how each source contributes to understanding the topic
2. to present information clearly and confidently in order to communicate ideas effectively in academic, workplace, and real-world situations
    a. organize ideas so the audience can follow easily
    b. use evidence or examples to support ideas
3. to use digital media thoughtfully in presentations in order to communicate information clearly and effectively in academic and real-world situations
    a. choose digital media that helps explain ideas clearly
    b. use media to support explanations or examples

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 2: Nonfiction

Draft Date	Course	Duration	Grades	Subjects	Team
07-24-2026	Technical English 12	12.0 Week(s)	12	English Language Arts	Brittany Haines

Concepts

- *(C1)* Reading Informational Texts
- *(C2)* Opinion and Argumentative Writing
- *(C3)* Narrative Writing
- *(C4)* Sustained Writing
- *(C5)* Speaking and Listening

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to analyze the relationship between central ideas in a text in order to determine the overall meaning of more challenging readings
        a. identify central ideas in a longer or more challenging text
        b. summarize how each idea develops across the text
        c. explain how the ideas connect, overlap, or build on one another
        d. analyze how these relationships shape the text's overall meaning
    2. to objectively summarize more complex texts in order to better understand challenging readings and explain them clearly to others
        a. recognize the most important ideas in a challenging text
        b. summarize how those ideas develop from beginning to end
        c. differentiate between essential information and personal reactions
        d. analyze how an objective summary clarifies the overall meaning of the text
    3. to select and explain effective textual evidence in order to make their interpretations clear and convincing
        a. identify relevant parts of the text that relate to the question or topic
        b. highlight key words or concepts that can be used as evidence to support interpretation
        c. explain how the chosen evidence supports what the text says explicitly
        d. construct a clear argument supported by strong and thorough textual evidence
    4. to recognize an author's stated ideas and implied beliefs in order to explain how meaning goes beyond the literal text
        a. summarize what the text states directly
        b. explain the difference between explicit and implied meaning
        c. infer what the author might believe based on the text

This unit was designed using Eduplanet21 - https://eduplanet21.com/

5. to utilize the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the nonfiction text in order to avoid confusion and mistakes when reading real-world texts that are multi-layered (ex. Manuals and instructions, workplace policies, procedural texts, etc.)
    a. track how ideas, events, or individuals develop throughout the text
    b. explain relationships among ideas or events using clear reasoning
    c. analyze how changes or interactions shape the author's message
6. to evaluate how an author's point of view or purpose affects ideas, tone, and style in order to make sense of more complex texts and an author's intentions
    a. identify the author's point of view or purpose in a complex text
    b. explain how ideas, tone, or style reflect that point of view or purpose
    c. evaluate whether the author's choices effectively communicate meaning
7. to identify whether the author's ideas are convincing and easy to follow in order to understand information based on the structure of an argument or explanation and how it affects clarity and engagement
    a. identify how a complex text is organized
    b. summarize how ideas are developed across sections
8. to demonstrate how word choice influences meaning and tone in order to better understand how an author's language affects the message.
    a. recognize words or phrases that signal the author's point of view or important ideas
    b. explain how those words affect the meaning of the argument or explanation
    c. infer what the author wants the reader to understand or feel based on language choices
9. to locate information from different types of sources in order to solve problems and explain ideas clearly in academic and real-life situations
    a. identify the problem or question being explored
    b. describe various types of sources (ex. primary, secondary, scholarly, trade)
    c. discover different sources that are relevant to a given topic or problem
10. to evaluate how authors use reasons and assumptions in order to evaluate ideas that still affect modern society
    a. determine the author's main argument and purpose
    b. analyze the reasons and assumptions that support the argument
11. to assess themes, purposes, and rhetorical features in influential world texts in order to evaluate ideas that continue to affect modern society
    a. determine the document's central themes and purpose
    b. identify key rhetorical features (e.g. diction, tone, ethos, pathos, logos)
    c. analyze how rhetorical features support key ideas
12. to define unfamiliar academic words on their own in order to explain ideas accurately and succeed with more demanding reading, writing, and real-world tasks
    a. recognize unfamiliar academic words that are important to a task

This unit was designed using Eduplanet21 - https://eduplanet21.com/

b. infer meaning using context clues or word parts
c. verify meaning using reference tools when needed

13. to use context, word parts, and reference tools to clarify word meaning in order to understand challenging texts and complete real-world reading and writing tasks
    a. identify unfamiliar or confusing words in complex nonfiction texts
    b. infer meaning using context clues and word parts
    c. confirm meaning using digital tools when needed
    d. apply the word accurately in writing or speaking
14. to independently read and understand nonfiction texts in order to succeed with real-world reading tasks such as workplace texts, instructions, and informational materials
    a. identify the purpose and main ideas of complex nonfiction texts
    b. use context clues and text features (ex. headings, visuals) to support understanding
    c. explain what the text is saying without relying on teacher guidance

■ *(LI2)*

1. to write clear and accurate opinion and argumentative texts in order to communicate information effectively in school, work, and everyday situations
    a. explain ideas in a way that is easy for the reader to understand
    b. organize information so it is clear and logical
    c. use examples to support understanding.
    d. revise writing to improve clarity and accuracy
2. to identify and maintain focus in writing in order to communicate ideas clearly and appropriately in school, work, and everyday situations
    a. complete a graphic organizer to identify focus and organize ideas
    b. write an argumentative or opinion piece on a selected topic
    c. evaluate whether the writing clearly communicates its main idea to the intended audience
3. to organize and conclude arguments effectively in order to communicate ideas clearly in school, work, and real-world contexts
    a. arrange information in a progressive and supportive way
    b. address counterclaims without disrupting clarity
    c. write a logically organized piece that continually supports its information and contains a conclusion that supports the overall argument
    d. evaluate whether the organization makes the argument easy to follow
    e. construct a final product that clearly communicates the ideas and information from the graphic organizer
4. to use precise language and a formal tone in order to communicate ideas clearly and professionally in school and real-world writing
    a. outline a piece of writing that uses appropriate tone and language
    b. write a complete response on a given topic using precise, formal language

This unit was designed using Eduplanet21 - https://eduplanet21.com/

5. to utilize correct grammar and mechanics independently in order to communicate clearly and professionally in school, work, and everyday writing
    a. proof-read a constructive passage for proper grammar, capitalization, punctuation, and spelling (the proper rules and conventions of writing)
    b. compose a piece of writing using the proper rules and conventions of writing
    c. edit writing independently using appropriate digital tools
6. to argue a position using evidence and explanation in order to communicate opinions clearly and effectively in academic and real-world contexts
    a. establish a clear position on the topic
    b. identify evidence that supports the opinions and judgements
    c. explain reasoning in clear, direct language.
    d. revise writing to improve clarity and persuasiveness
    e. evaluate whether the argument effectively communicates the position
7. to clearly state a focused claim in order to communicate ideas effectively in school, work, and everyday writing
    a. select a clear topic for writing from a provided list of prompts
    b. draft a stance on a given topic supported with arguments and evidence from a text
8. to respond to opposing viewpoints in order to communicate positions clearly in academic, workplace, and real-world contexts
    a. sort evidence that individually supports both sides of a given issue
    b. identify strengths and/or weaknesses in each argument
    c. evaluate what makes the arguments strong or weak using specific details and evidence
    d. explain what changes could be made to the information to make it more convincing to an audience

■ *(LI3)*

1. to orient readers strategically in order to establish context, point of view, and significance in narratives
    a. identify a specific problem, situation, or observation to write about
    b. establish necessary background details, facts, and individuals to discuss
    c. maintain a consistent point of view
    d. use details to help the reader understand the context
    e. evaluate whether the opening is clear and engaging when introducing it to an audience
2. to control narrative progression in order to create coherent stories that build purposefully toward a chosen outcome
    a. add transitions to progressively connect events
    b. write a conclusion that successfully wraps up the experience
3. to recognize purposeful stylistic choices in order to manage complex ideas and communicate clearly
    a. identify the stylistic aspects of writing in an example text (ex. parallel structure, phrases, precise language, figurative language)
    b. write using the identified stylistic elements in short, focused sentences

- *(LI4)*
    1. to use evidence from texts in order to explain ideas clearly in school, work, and real-world writing
        a. incorporate the textual evidence and its support of a topic into a piece of writing
        b. determine if the evidence makes the ideas clearer
    2. to sustain writing over time and for different purposes in order to communicate effectively in postsecondary and workplace settings
        a. revise writing to improve clarity
        b. complete extended writing with support and a focus on a specific purpose
        c. use feedback to revise and improve drafts while maintaining focus
- *(LI5)*
    1. to express ideas clearly and respond to others in discussions in order to participate confidently in academic, workplace, and real-world conversations
        a. initiate discussions with a clearly established viewpoint on a given topic
        b. respond in discussions with clear, relevant ideas
    2. to examine authors' writing decisions in order to evaluate credibility and make informed decisions in real-world situations through a speaker's word choice, emphasis, and tone
        a. identify the speaker's main argument and supporting points
        b. analyze how tone, emphasis, or word choice affect trustworthiness

Resources

The 7 Habits of Highly Effective Teens by Sean Covey

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 3: Fiction Novel Study

Draft Date	Course	Duration	Grades	Subjects	Team
07-24-2026	Technical English 12	8.0 Week(s)	12	English Language Arts	Brittany Haines

Concepts

- *(C1)* Reading Literature
- *(C2)* Opinion and Argumentative Writing
- *(C3)* Narrative Writing
- *(C4)* Speaking and Listening

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to analyze themes across a text in order to explain the deeper meaning of a text and summarize fiction clearly and objectively
        a. analyze how themes overlap or reinforce one another
        b. summarize the text objectively, focusing on major events and outcomes
        c. support how the summary clearly reflects the text's meaning
    2. to utilize evidence from a literary text in order to explain explicit meaning and justify inferences about characters, themes, and messages
        a. synthesize evidence to support explicit meaning and inference
        b. analyze how evidence reveals the author's underlying assumptions or beliefs about the topic
    3. to evaluate an author's choices in developing characters, events, and conflicts in order to understand key moments in the text
        a. identify important character traits or changes
        b. explain how the author develops these traits
        c. analyze how character choices influence conflict or theme
        d. explain how different events connect
        e. evaluate whether the conflict helps communicate meaning
    4. to explain how an author's point of view or purpose affects characters, events, and language in order to evaluate the story's message
        a. explain how the author uses style choices (e.g., diction, syntax, tone) to convey their point of view
        b. analyze how style choices influence the reader's understanding
        c. evaluate whether the author's choices effectively communicate the message

This unit was designed using Eduplanet21 - https://eduplanet21.com/

5. to evaluate the influence of word choice on meaning and tone in order to describe how language helps communicate the story's message and emotional impact
    a. explain how specific words affect meaning and tone
    b. analyze how word choice contributes to mood or emotional impact
    c. evaluate whether the language helps communicate the story's message
6. to critique how different performances or recordings interpret the same text in order to evaluate how choices in tone, delivery, and staging affect understanding
    a. describe how two versions of the same text differ in tone, delivery, or staging
    b. explain how those choices affect understanding of characters or events
    c. analyze how interpretation shapes the message of the scene or poem
    d. evaluate which version best helps the audience understand the text and why
7. to describe major works from literary periods in order to understand how authors respond to shared topics and ideas within a historical context
    a. explain how a theme appears in each of two texts from the same period
    b. analyze how authors approach the theme differently
    c. evaluate how the texts help readers understand ideas from that time period
8. to assess the use of important academic and literary words in order to understand complex stories and communicate ideas accurately in real-world and academic situations
    a. evaluate whether word choice clearly communicates ideas
    b. revise word choice to improve clarity and precision
9. to independently read and understand literary fiction in order to succeed with complex stories and communicate ideas clearly in real-world and academic contexts
    a. explain events and character decisions independently
    b. use context clues to clarify meaning while reading

- *(LI2)*
    1. to communicate effectively using correct grammar and mechanics independently in order to communicate clearly and professionally
        a. compose an argumentative piece of writing using the proper rules and conventions of writing
        b. proof-read an argumentative piece for proper grammar, capitalization, punctuation, and spelling (the proper rules and conventions of writing)
        c. edit writing independently using appropriate digital tools
        d. revise sentences to improve clarity and professionalism
        e. evaluate whether writing meets real-world communication standards while effectively supporting the initial argument
- *(LI3)*
    1. to use descriptive language in order to communicate experiences clearly and effectively
        a. create an example text using descriptive language (ex. metaphors, similes, concrete language) to clearly convey events

b. revise sentences to improve structure and flow

- *(LI4)*
  1. to express ideas clearly and respond to others in discussions in order to participate confidently in academic, workplace, and real-world conversations
     a. listen actively during classroom or peer discussions
     b. respond appropriately to others in a discussion
     c. explain ideas using clear reasoning and examples
  2. to evaluate how a speaker's word choice, emphasis, and tone affect credibility in order to evaluate spoken arguments and make informed decisions
     a. explain whether the evidence supports the speaker's claims
     b. evaluate the argument's credibility for a real-world audience
     c. reflect on how the argument influences their thinking

Resources

Animal Farm by George Orwell

Unit 4: Hero's Journey

Draft Date	Course	Duration	Grades	Subjects	Team
07-24-2026	Technical English 12	4.0 Week(s)	12	English Language Arts	Brittany Haines

Concepts

- *(C1)* Reading Literature
- *(C2)* Opinion and Argumentative Writing
- *(C3)* Narrative Writing
- *(C4)* Short Writing
- *(C5)* Speaking and Listening

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to apply evidence from a literary text in order to explain explicit meaning and justify inferences about characters, themes, and messages
        a. justify conclusions using thorough textual support
        b. refine the overall argument to ensure evidence and reasoning communicate a clear interpretation
    2. to examine how the structure of a story affects understanding in order to evaluate how organization of events and ideas shapes the overall message
        a. analyze how the structure affects understanding or interest
        b. evaluate whether the organization of a text effectively communicates the message
    3. to independently understand literary fiction in order to succeed with complex stories and communicate ideas in real-world and academic contexts
        a. apply comprehension skills (ex. interpret, summarize, paraphrase) to unfamiliar fiction texts
        b. justify comprehension and evaluation using evidence from the text
- *(LI2)*
    1. to choose and explain important information in order to communicate ideas clearly and effectively in school, work, and everyday situations
        a. choose details that clearly explain the topic
        b. explain information concisely and effectively
        c. organize information so it is easy for the reader to follow
        d. use graphics or media to support understanding when appropriate

This unit was designed using Eduplanet21 - https://eduplanet21.com/

2. to clearly communicate a focused claim in order to effectively share ideas in school, work, and everyday writing
    a. utilize language relevant to the intended audience
    b. adjust tone and structure to maintain a clear purpose and audience

■ *(LI3)*

1. to develop narratives strategically in order to communicate experiences clearly for academic and real-world audiences
    a. organize events logically so the story makes sense
    b. describe actions and events clearly
    c. evaluate whether the narrative communicates the main event in a clear, detailed way
2. to use descriptive language and pacing in order to communicate experiences clearly and effectively
    a. choose precise words to incorporate into writing and improve clarity
    b. evaluate whether the narrative clearly communicates the experience
3. to control narrative progression in order to create coherent stories that build purposefully toward a chosen outcome
    a. evaluate whether the narrative communicates the story clearly and in a progression that makes logical sense

■ *(LI4)*

1. to revise and edit writing independently in order to communicate ideas clearly and appropriately
    a. identify potential gaps or confusion in the storytelling that require improvement
    b. modify a piece of writing with the best way(s) to close these gaps
    c. evaluate whether revisions improve how the message is received
2. to revise and publish writing with use of technology in order to communicate ideas clearly and respond to feedback independently
    a. utilize online tools while participating in the writing process to add or revise information
    b. evaluate whether revisions improve how the message is communicated
3. to research and organize information in order to answer questions clearly and solve problems using evidence
    a. arrange relevant information in a way that supports previous pieces of evidence and the overall subject
    b. explain findings clearly using evidence
4. to use credible sources in order to support ideas clearly and responsibly
    a. integrate information clearly without copying/plagiarizing
    b. use clear attribution phrases to show the source of integrated information

■ *(LI5)*

1. to use information from different media responsibly in order to evaluate credibility, recognize conflicting information, and make informed real-world decisions
    a. analyze whether sources provide accurate and trustworthy information
    b. recognize conflicting information among sources
2. to apply standard English in spoken communication in order to communicate confidently and appropriately in academic, workplace, and real-world situations
    a. apply standard English conventions (ex. word tense, adjective order, parallel structure) in presentations and discussions
    b. use appropriate intonation and volume to ensure ideas are appropriately conveyed

Resources

Shrek directed by Andrew Adamson and Vicky Jenson

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Unit 5: Career Preparation and Exploration

Draft Date	Course	Duration	Grades	Subjects	Team
07-24-2026	Technical English 12	4.0 Week(s)	12	English Language Arts	Brittany Haines

Concepts

- *(C1)* Reading Informational Texts
- *(C2)* Opinion and Argumentative Writing
- *(C3)* Sustained Writing
- *(C4)* Speaking and Listening

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. to analyze an author's stated ideas and implied beliefs in order to explain how meaning goes beyond the literal text
        a. analyze how both explicit statements and implied ideas clarify the text's overall meaning
    2. to analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the nonfiction text in order to avoid confusion and mistakes when reading real-world texts that are multi-layered (ex. Manuals and instructions, workplace policies, procedural texts, etc.)
        a. analyze the methods the author uses to develop a complex set of ideas or sequence of events in a text
        b. support analysis with specific, relevant textual evidence
        c. demonstrate understanding by explaining the text's meaning as a whole
    3. to explain how the structure of an argument or explanation affects clarity and engagement in order to evaluate whether the author's ideas are easy to understand and convincing
        a. explain how structure affects understanding or interest
        b. evaluate whether the organization makes the author's ideas convincing
    4. to evaluate and combine information from different types of sources in order to solve problems and explain ideas clearly in academic and real-life situations
        a. extract important information from different types of sources
        b. organize information from multiple formats in notes or graphic organizers
        c. explain how the sources work together to clarify the issue
        d. evaluate whether the information is helpful for solving the problem

This unit was designed using Eduplanet21 - https://eduplanet21.com/

5. to figure out and use unfamiliar academic words on their own in order to explain ideas accurately and succeed with more demanding reading, writing, and real-world tasks
    a. apply vocabulary accurately in writing or speaking
    b. evaluate whether word choice clearly communicates the intended idea
6. to use context to clarify word meaning in order to understand challenging texts and complete real-world reading and writing tasks
    a. evaluate whether the chosen meaning makes sense in the context
7. to independently read and understand nonfiction texts in order to succeed with real-world reading tasks such as workplace texts, instructions, and informational materials
    a. interpret meanings of real-world texts (ex. articles, workplace documents)
    b. defend comprehension and evaluation using evidence from the text

■ *(LI2)*

1. to choose and explain important information in order to communicate ideas clearly and effectively in school, work, and everyday situations
    a. write a clear opinion/stance on a topic
    b. select relevant resources relating to the initial opinion/stance
    c. evaluate whether the selected sources clearly communicate and connect to the main idea
2. to apply correct grammar and mechanics independently in order to communicate clearly and professionally in school, work, and everyday writing
    a. Reconstruct sentences to improve professionalism
    b. evaluate whether writing properly conveys required real-world communication needs
3. to clearly state a focused claim in order to communicate ideas effectively in school, work, and everyday writing
    a. construct a piece of writing with focus on the claim throughout the writing
    b. evaluate whether the claim is clear and effective
4. to use precise language and a professional tone in order to communicate ideas clearly in school, work, and everyday writing
    a. apply a professional tone appropriate to purpose and audience
    b. edit word choice to improve clarity and professionalism
    c. evaluate whether the writing sounds clear and appropriate and what makes it so

■ *(LI3)*

1. to research and organize information in order to answer questions clearly and solve problems using evidence
    a. identify the core subject being focused on
    b. locate reliable resources about a specific subject
    c. evaluate whether the research solves the problem or answers the question
2. to select and use credible sources in order to support ideas clearly and responsibly
    a. use citation tools to credit sources accurately
    b. evaluate whether source use improves clarity and trustworthiness

3. to sustain writing over time and for different purposes in order to communicate effectively in postsecondary and workplace settings
    a. write for real-world purposes and audiences
    b. demonstrate improvement through revision
    c. produce writing that is clear, organized, and appropriate

■ *(LI4)*

1. to express ideas clearly and respond to others in discussions in order to participate confidently in academic, workplace, and real-world conversations
    a. adjust communication based on feedback or questions
    b. evaluate whether ideas were communicated clearly
2. to use information from different media responsibly in order to evaluate credibility, recognize conflicting information, and make informed real-world decisions
    a. describe what makes a resource credible and factual
    b. choose multiple sources that are credible and relevant to the given topic
    c. evaluate which information is most helpful for making a real-world decision
3. to present information clearly and confidently in order to communicate ideas effectively in academic, workplace, and real-world situations
    a. adjust communication based on audience feedback
    b. evaluate whether ideas were communicated effectively
4. to adjust their speech for different situations in order to communicate effectively in workplace, academic, and everyday conversations
    a. recognize differences between academic, workplace, and casual contexts
    b. adjust speech for clarity, tone, and professionalism
    c. respond appropriately to questions or reactions
    d. evaluate whether speech was effective for the situation.
    e. apply feedback to improve future communication
5. to use digital media thoughtfully in presentations in order to communicate information clearly and effectively in academic and real-world situations
    a. adjust media use to fit the audience
    b. evaluate whether the media improved understanding
    c. apply feedback to improve future presentations
6. to use standard English in spoken communication in order to communicate confidently and appropriately in academic, workplace, and real-world situations
    a. speak clearly and confidently
    b. recognize errors that affect understanding
    c. self-correct when prompted or after feedback
    d. evaluate whether speech communicates ideas clearly

Grade K English Language Arts

Northern Lebanon School District
Draft
05-11-2026

Table of Contents

Overview

- Course Information 3
- Course Resources 3

Units

- Unit 1: Kindergarten Bootcamp: Letters, Sounds & Early Language 4
- Unit 2: Phonemic Awareness, Decoding & Storytelling Foundations 8
- Unit 3: Building Early Comprehension & Expanding Writing 12
- Unit 4: Story Elements, Sentence Building & Beginning Narrative Writing 17
- Unit 5: Informational Text Features, Vocabulary Development & Beginning Opinion Writing 22
- Unit 6: Synthesizing Learning, Building Independence & Preparing for Grade 1 27

Course Information

Draft Date
05-11-2026

Grades
K

Subjects
English Language Arts

Course Resources

- Superkids Reading Program (Zaner-Bloser)
- Starfall ABCs – starfall.com/h/abcs/
- ReadWorks – readworks.org
- Epic! (free for teachers) – getepic.com
- PBS Kids – pbskids.org
- Florida Center for Reading Research (FCRR) – fcrr.org
- Storyline Online – storylineonline.net
- Pennsylvania Core Standards (2023)

Unit 1: Kindergarten Bootcamp: Letters, Sounds & Early Language

Draft Date	Course	Duration	Grades	Subjects	Team
05-11-2026	Grade K English Language Arts	25.0 Day(s)	K	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Print concepts help young learners understand how books and reading work
- *(BI2)* Letter names and sounds are the foundation for decoding
- *(BI3)* Phonological and phonemic awareness develop through play and explicit instruction
- *(BI4)* Early writing begins with drawing, labeling, and letter formation

Concepts

- *(C1)* **Print Concepts** CC.1.1.K.A, CC.1.1.K.B, 1.3.K.D
- *(C2)* **Phonological & Phonemic Awareness** CC.1.1.K.C
- *(C3)* **Phonics and Decoding** CC.1.1.K.C
- *(C4)* **Oral Language & Vocabulary** CC.1.5.K.A, CC.1.5.K.C, CC.1.5.K.D, CC.1.5.K.E
- *(C5)* **Early Writing Foundations** CC.1.4.K.A, CC.1.4.K.C, 1.4.K.D
- *(C6)* **Reading Participation** 1.2.K.L, 1.3.K.K

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. Understand how books and print work (front/back, left/right, top/bottom, letters vs words)
        a. Point to words in text
        b. Track print left-to-right
        c. Identify letters vs words
        d. Follow print in shared reading
        e. Identify author/ illustrator roles
- *(LI2)*
    1. Isolate and identify beginning, middle, and ending sounds; blend and segment spoken sounds
        a. Blend 2–3 sounds into a word
        b. Segment a word into sounds
        c. Isolate first and last sounds

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- *(LI3)*
    1. Recognize and name uppercase and lowercase letters and produce the primary sound for each consonant and vowel, letter formation
        a. Identify uppercase and lowercase letters
        b. Produce letter sounds
        c. Match letters to sounds
        d. Produce consonant and short vowel sounds
- *(LI4)*
    1. Express thoughts and ideas clearly through speaking and listening
        a. Answer and ask questions
        b. Describe pictures using full sentences
        c. Follow and give simple directions
- *(LI5)*
    1. Generate ideas through drawing, dictation, and writing; form letters correctly
        a. Draw to express ideas
        b. Dictate letters
        c. Write letters with correct formation and spacing
- *(LI6)*
    1. Students are learning to actively participate in shared reading experiences, listen to stories, respond to questions about the text, and talk about characters, events, and ideas in a story.
        a. Listen to a story and follow along during read-alouds
        b. Answer simple questions about the story
        c. Turn and talk to a partner about the story

Writing Focus

- Drawing → labeling → simple words
- Handwriting instruction (Superkids order)
- Oral sentence rehearsal before writing

Structured Literacy Connections

- Sound wall routines
- Explicit letter-sound instruction
- Continuous phonemic awareness instruction
- Decodable practice was introduced late in Unit 1

Learning Activities

Learning Activity

Days 1-5
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Book handling routines; modeling 1:1 print tracking; finding letters & words in morning message

Days 10-25
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Syllable clapping; onset-rime blending; oral blending games; tapping out sounds

Days 1-15 (spiraled)
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Letter-sound routines; alphabet charts; sound walls; Superkids letter sets; multisensory letter formation

Integrated Daily
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Turn-and-talk routines; naming/describing activities; vocabulary from read-alouds

Days 15-25
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Handwriting (Superkids patterns); labeling drawings; stretching words; shared writing

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Integrated Daily

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Teach and model appropriate active listening skills, provide opportunities for group reading, and read daily

Resources

Core Texts & Resources

- Brown Bear Brown Bear (pattern & print concepts)
- Chicka Chicka Boom Boom (letter names)
- The Alphabet Tree
- Llama Llama series (vocabulary & oral language)

Free Digital Resources

- Starfall ABCs — https://www.starfall.com/h/abcs/
- PBS Kids Reading Games — https://pbskids.org
- Florida Center for Reading Research K routines — https://fcrr.org

Unit 2: Phonemic Awareness, Decoding & Storytelling Foundations

Draft Date	Course	Duration	Grades	Subjects	Team
05-11-2026	Grade K English Language Arts	28.0 Day(s)	K	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Phonemic awareness is the foundation of decoding
- *(BI2)* Blending and segmenting sounds helps students unlock words in print
- *(BI3)* Early stories have a structure that readers can follow and retell
- *(BI4)* Writing develops from oral language and sound-symbol knowledge

Concepts

- *(C1)* **Phonological & Phonemic Awareness** CC.1.1.K.C
- *(C2)* **Phonics and Decoding (CVC & VC Words)** CC.1.1.K.C, CC.1.1.K.D
- *(C3)* **High-Frequency Words** CC.1.1.K.D
- *(C4)* **Oral Language & Vocabulary** CC.1.5.K.A, CC.1.5.K.C, CC.1.5.K.E, CC.1.5.K.G
- *(C5)* **Reading Literature** CC.1.3.K.A, CC.1.3.K.C, 1.3.K.H, 1.2.K.H
- *(C6)* **Early Writing: Labeling, Words, Simple Sentences** CC.1.4.K.A, CC.1.4.K.C, 1.4.K.E, 1.4.K.X, 1.4.K.F

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. Blend, segment, and manipulate phonemes in spoken words
        a. Blend 2–4 phonemes to form a word
        b. Segment a CVC word into individual sounds
        c. Isolate beginning, ending, and medial vowel sounds
- *(LI2)*
    1. Match sounds to letters and blend to read words
        a. Decode CVC words (cat, sun, bed)
        b. Read short vowel words accurately
        c. Use initial consonants to confirm meaning

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- *(LI3)*
    1. Recognize irregular and high-frequency words
        a. Read grade-level high-frequency words automatically
- *(LI4)*
    1. Express thoughts and ideas clearly through speaking and listening
        a. Answer and ask questions
        b. Describe pictures using full/complex sentences
        c. Sentences include pronouns, prepositions, and use past/present tense
        d. Follow and give simple directions
- *(LI5)*
    1. Recognize characters, settings, and major events in stories
        a. Describe characters and settings
        b. Retell events in correct order using pictures or oral language
        c. Compare and contrast characters
        d. Answers prompts using specific details from the text
- *(LI6)*
    1. Express ideas through drawing, labeling, and simple sentences
        a. Label pictures with beginning sounds
        b. Stretch words to write phonetically
        c. Form simple sentences with capitals and periods
        d. Choose a main idea to focus writing/drawing on
        e. Include details in pictures and writing

Writing Focus

- Students write labels, lists, and simple sentences
- Transition from drawing → labeling → sentence writing
- Shared writing models forming sentences with correct capitalization/punctuation

Structured Literacy Connections

- Daily PA routines (blending, segmenting, phoneme manipulation)
- Explicit decoding (CVC, VC)
- Decodable texts aligned to taught patterns
- Sound wall used daily
- Phoneme-grapheme mapping

Learning Activities

Learning Activity

Days 1-10
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Oral blending & segmenting; onset-rime work; phoneme deletion/substitution; tapping sounds

Days 3-20
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Sound-by-sound blending; continuous blending; decoding routines; using picture cues appropriately

Integrated Daily
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Heart word practice; word mapping; multisensory building of high-frequency words

Integrated Daily
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Turn-and-talk routines; naming/describing activities; vocabulary from read-alouds

Days 10-28
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Picture walks; sequencing cards; T-Charts and/or Venn Diagrams

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Days 15-28

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Labeling objects, stretching sounds in words, sentence dictation, and shared writing

Resources

Core Texts & Resources

- A House for Hermit Crab — sequencing, describing characters
- If You Give a Mouse a Cookie — cause/effect + story pattern
- The Gingerbread Man (any version) — repeated refrains for retell
- Bear Snores On — strong character and setting cues

Free Digital Resources

- FCRR K activities — https://fcrr.org
- Starfall CVC Readers — https://www.starfall.com
- ReadWorks (Kindergarten picture-supported texts) — https://www.readworks.org

Unit 3: Building Early Comprehension & Expanding Writing

Draft Date	Course	Duration	Grades	Subjects	Team
05-11-2026	Grade K English Language Arts	28.0 Day(s)	K	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Comprehension begins with understanding key details and connecting ideas across a text
- *(BI2)* Vocabulary growth supports meaning-making and reading independence
- *(BI3)* Writing develops as students use letters, sounds, and early spelling to communicate ideas
- *(BI4)* Illustrations are essential for making meaning in emergent readers

Concepts

- *(C1)* **Phonological & Phonemic Awareness** CC.1.1.K.E
- *(C2)* **Phonics and Decoding (CVC & VC Words)** CC.1.1.K.C, CC.1.1.K.D
- *(C3)* **High-Frequency Words** CC.1.1.K.D, CC.1.1.K.E
- *(C4)* **Oral Language & Vocabulary** CC.1.5.K.A, CC.1.5.K.C, CC.1.2.K.K, CC.1.3.K.I, CC.1.3.K.J, CC.1.5.K.E, CC.1.5.K.G
- *(C5)* **Reading Informational Text** CC.1.2.K.A, CC.1.3.K.A, CC.1.2.K.G, CC.1.3.K.G, CC.1.2.K.I, CC.1.2.K.H
- *(C6)* **Early Explanatory Writing (Labels, Captions, Facts)** CC.1.4.K.B, CC.1.4.K.C
- *(C7)* **Conventions (Kindergarten Level)** CC.1.4.K.L, CC.1.4.K.M, CC.1.4.K.F, CC.1.4.K.R

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. Blend, segment, and manipulate phonemes in spoken words
     a. Identify and use high-frequency words· Decode and encode unknown words in a text
- *(LI2)*
  1. Match sounds to letters and blend to read words
     a. Count, pronounce, blend, and segment syllables in spoken words
     b. Isolate and pronounce initial, medial vowel, and final sound (phonemes) in the three phoneme (CVC)
     c. Demonstrate basic knowledge of one-to-one letter-sound correspondence
- *(LI3)*
  1. Recognize irregular and high-frequency words
     a. Read grade-level high-frequency words automatically

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- *(LI4)*
    1. Express thoughts and ideas clearly through speaking and listening
        a. Answer and ask questions
        b. Describe pictures using full sentences
        c. Follow and give simple directions
    2. Determine meanings of unknown words using pictures and context
        a. Use picture clues to define unfamiliar words
        b. Sort words by meaning (big/small, happy/sad)
        c. Match new vocabulary to images
        d. Participate in discussions about unfamiliar words
        e. Sentences include pronouns, prepositions, and use past/present tense
- *(LI5)*
    1. Identify key details that help explain what a text is mostly about
        a. Describe important details from a story or informational text
        b. Match a detail to the correct part of a story
        c. Choose which details are important vs. interesting
    2. Use illustrations to support comprehension
        a. Describe what is happening in pictures
        b. Connect illustrations to the events in a story
        c. Explain what a picture shows about a topic
        d. Compare and contrast texts
- *(LI6)*
    1. Write to share information using pictures, labels, and simple sentences
        a. Write labels for key parts of a picture
        b. Add simple captions using phonetic spelling
        c. Share one fact about a topic using a sentence
        d. Focus on a given topic and use details to support the topic
- *(LI7)*
    1. Apply foundational writing conventions
        a. Use capital letters at the beginning
        b. Use ending punctuation (period)
        c. Spell words using letter sounds heard
        d. Use illustration to convey meaning about an experience or event

Writing Focus

- Transition from labeling → caption writing → simple factual sentences

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- Students generate informational pieces centered on familiar topics (animals, toys, weather)
- Shared writing supports structure before independent practice

Structured Literacy Connections

- Daily vocabulary instruction using real photos
- Oral language routines to develop descriptive skills
- Decodable texts continue for reading practice
- Phoneme-grapheme mapping connected to writing labels, captions, and facts

Learning Activities

Learning Activity

Days 1-10
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Oral blending & segmenting; onset-rime work; phoneme deletion/substitution; tapping sounds

Days 3-20
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Sound-by-sound blending; continuous blending; decoding routines; using picture cues appropriately

Integrated Daily
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Heart word practice; word mapping; multisensory building of high-frequency words

Integrated Daily

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Turn-and-talk routines; naming/describing activities; vocabulary from read-alouds

Days 1-10
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Identifying important picture clues; asking "Who? What? Where?", using detail sorting cards
- Picture to text matching; “What do you see? What do you think?” routines; describing action in illustrations

Days 15-28
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Fact vs. non-fact sorting; caption writing; label-the-room hunts; shared writing about animals

Integrated Daily
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Capital letter routines; punctuation hunts; stretching and tapping out words

Resources

Core Texts & Resources

- Snowy Day — strong detail-based comprehension
- What Do You Do With a Tail Like This? — informational details + vocabulary
- National Geographic Kids: Puppies, Pandas, Weather (easy nonfiction)
- From Head to Toe — action-based vocabulary and describing details

Free Digital Resources

- ReadWorks Picture-Supported Texts (Kindergarten) — https://www.readworks.org

- Epic! Free Parent/Teacher Trial for Nonfiction Read-Alouds — https://www.getepic.com
- FCRR K vocabulary activities — https://fcrr.org

Unit 4: Story Elements, Sentence Building & Beginning Narrative Writing

Draft Date	Course	Duration	Grades	Subjects	Team
05-11-2026	Grade K English Language Arts	28.0 Day(s)	K	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Stories follow a structure made of characters, settings, and events
- *(BI2)* Understanding story structure strengthens comprehension
- *(BI3)* Young writers express ideas by sequencing events with pictures and words
- *(BI4)* Complete sentences grow from oral language practice and modeled writing

Concepts

- *(C1)* **Phonological & Phonemic Awareness** CC.1.1.K.E
- *(C2)* **Phonics and Decoding (CVC & VC Words)** CC.1.1.K.C, CC.1.1.K.D
- *(C3)* **High-Frequency Words** CC.1.1.K.D, CC.1.1.K.E
- *(C4)* **Oral Language & Vocabulary** CC.1.5.K.A, CC.1.5.K.C, CC.1.5.K.E, CC.1.5.K.G
- *(C5)* **Reading Literature** CC.1.3.K.B, CC.1.3.K.C, CC.1.3.K.A, CC.1.3.K.E, CC.1.2.K.C, CC.1.2.K.H
- *(C6)* **Early Writing** CC.1.4.K.L, CC.1.4.K.M
- *(C7)* **Conventions (Kindergarten Level)** CC.1.4.K.L, CC.1.4.K.M, CC.1.4.K.R

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
    1. Blend, segment, and manipulate phonemes in spoken words
        a. Identify and use high-frequency words
        b. Decode and encode unknown words in a text
- *(LI2)*
    1. Match sounds to letters and blend to read words
        a. Count, pronounce, blend, and segment syllables in spoken words
        b. Isolate and pronounce initial, medial vowel, and final sound (phonemes) in the three phoneme (CVC)
        c. Demonstrate basic knowledge of one-to-one letter-sound correspondence

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- *(LI3)*
    1. Recognize irregular and high-frequency words
        a. Read grade-level high-frequency words automatically
- *(LI4)*
    1. Express thoughts and ideas clearly through speaking and listening
        a. Answer and ask questions
        b. Describe pictures using full sentences
        c. Follow and give simple directions
    2. Determine meanings of unknown words using pictures and context
        a. Use picture clues to define unfamiliar words
        b. Sort words by meaning (big/small, happy/sad)
        c. Match new vocabulary to images
        d. Sentences include pronouns, prepositions, and use past/present tense
- *(LI5)*
    1. Identify characters, settings, and major events in stories; describe how characters respond to events
        a. Name characters and settings
        b. Describe major events with picture and text clues
        c. Explain simple character feelings or actions
        d. Sequence 3–4 events using pictures
    2. Retell familiar stories in correct order; explain beginning, middle, and end
        a. Retell events orally with sentence starters
        b. Connect pictures to story moments
        c. Engages with a variety of texts: fables, fairytales, nursery rhymes, picture books, webpages, menus, and maps.
- *(LI6)*
    1. Produce complete sentences with capitals and punctuation; expand sentences with descriptive words
        a. Write a complete sentence with correct capitalization and period
        b. Add adjectives or location words to expand a sentence
        c. Use phonetic spelling while writing
        d. Use illustration to convey meaning
- *(LI7)*
    1. Apply foundational writing conventions
        a. Use capital letters at the beginning
        b. Use ending punctuation (period)
        c. Spell words using letter sounds heard

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Writing Focus

- Students write their first narrative sentences
- Emphasis on beginning-middle-end oral retells
- Students expand drawings with labels + sentences
- Shared writing used daily to model narrative structure

Structured Literacy Connections

- Oral language rehearsal before writing
- Picture-supported sentence building
- Explicit instruction in sentence mechanics (capital, period, spacing)
- Phoneme-grapheme mapping for invented spelling
- Daily decodable reading tied to Superkids patterns

Learning Activities

Learning Activity

Days 1-10

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Oral blending & segmenting; onset-rime work; phoneme deletion/substitution; tapping sounds

Days 3-20

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Sound-by-sound blending; continuous blending; decoding routines; using picture cues appropriately

Integrated Daily

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Heart word practice; word mapping; multisensory building of high-frequency words

Integrated Daily
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Turn-and-talk routines; naming/describing activities; vocabulary from read-alouds

Days 1-10
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Story element charts; retell with puppets; acting out story events; sequencing pictures
- First/Next/Then/Last routines; B-M-E mats; sequencing strips; shared oral retells
- The teacher uses a variety of texts when reading/teaching students (i.e., fairy tales, nursery rhymes, picture books, poetry, menus, maps).

Days 15-23
Learning Activity
Suggested Mini-Lessons & Focus Skills

- “Say it, tap it, write it” routine; sentence combining; fix-the-sentence warm-ups; adjective mini-lessons

Integrated Daily
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Capital letter routines; punctuation hunts; stretching and tapping out words

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Resources

Core Texts & Resources

- The Three Billy Goats Gruff — characters, problem/solution
- Where the Wild Things Are — character feelings and responses
- The Very Hungry Caterpillar — sequencing with clear visuals
- A Camping Spree with Mr. Magee — strong B-M-E structure

Free Digital Resources

- Storyline Online — https://www.storylineonline.net
- PBS Kids Storytime Videos — https://pbskids.org
- FCRR K narrative comprehension tasks — https://fcrr.org

Unit 5: Informational Text Features, Vocabulary Development & Beginning Opinion Writing

Draft Date	Course	Duration	Grades	Subjects	Team
05-11-2026	Grade K English Language Arts	28.0 Day(s)	K	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Informational texts teach readers about real topics using features like headings, labels, and diagrams
- *(BI2)* Vocabulary in nonfiction texts is essential for understanding content
- *(BI3)* Opinion writing begins with expressing a preference and giving a simple reason
- *(BI4)* Speaking and listening build the foundation for clear writing

Concepts

- *(C1)* **Phonological & Phonemic Awareness** CC.1.1.K.E
- *(C2)* **Phonics and Decoding (CVC & VC Words)** CC.1.1.K.C, CC.1.1.K.D
- *(C3)* **High-Frequency Words** CC.1.1.K.D, CC.1.1.K.E
- *(C4)* **Oral Language & Vocabulary** CC.1.5.K.A, CC.1.5.K.C, CC.1.2.K.J, CC.1.3.K.F, CC.1.5.K.E, CC.1.5.K.G
- *(C5)* **Reading Informational Text** CC.1.2.K.B, CC.1.2.K.E, CC.1.2.K.F, CC.1.2.K.A, CC.1.2.K.H
- *(C6)* **Beginning Opinion Writing** CC.1.4.K.G, CC.1.4.K.H, CC.1.4.K.I
- *(C7)* **Conventions (Kindergarten Level)** CC.1.4.K.L, CC.1.4.K.M, CC.1.4.K.R

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. Blend, segment, and manipulate phonemes in spoken words
     a. Identify and use high-frequency words
     b. Decode and encode unknown words in a text
- *(LI2)*
  1. Match sounds to letters and blend to read words
     a. Count, pronounce, blend, and segment syllables in spoken words
     b. Isolate and pronounce initial, medial vowel, and final sound (phonemes) in the three phoneme (CVC)
     c. Demonstrate basic knowledge of one-to-one letter-sound correspondence

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- *(LI3)*
    1. Recognize irregular and high-frequency words
        a. Read grade-level high-frequency words automatically
- *(LI4)*
    1. Express thoughts and ideas clearly through speaking and listening
        a. Answer and ask questions; allow for wait time
        b. Describe pictures using full sentences
    2. Determine meanings of unknown words using pictures and context
        a. Follow and give simple directions
    3. Use picture clues and context to determine word meanings; learn and use domain-specific words
        a. Use picture clues to define unfamiliar words-Sort words by meaning (big/small, happy/sad)
        b. Match new vocabulary to images
        c. Match new vocabulary to pictures
        d. Explain a new word using a simple definition
        e. Sort vocabulary by category (animals, weather, tools)
        f. Sentences include pronouns, prepositions, and use past/present tense
- *(LI5)*
    1. Identify basic features of informational text, such as labels, photos, and diagrams; use text features to learn new information
        a. Point out labels, diagrams, and photos
        b. Explain what a picture shows about a topic
        c. Use a label or diagram to answer a question
    2. Recognize what an informational text is mostly about
        a. Identify the topic of a nonfiction text
        b. Name important details from pictures or read-aloud
        c. Recognizes when a word is unknown and participates in class discussions/ asks questions about the unknown word(s).
        d. Identify story structure
- *(LI6)*
    1. Express an opinion with a reason; use drawing, dictation, and simple sentences to share a preference
        a. State an opinion ("I like __")
        b. Give one reason for the opinion
        c. Draw and label pictures to support the opinion
- *(LI7)*
    1. Apply early writing conventions, including capitals, punctuation, and phonetic spelling
        a. Begin sentences with capitals, as well as the pronoun I
        b. End sentences with periods
        c. Write using sounds heard in words• Create an illustration to convey the meaning of an experience or event.

Writing Focus

- Students practice expressing a preference with a reason
- Use of labeled pictures and one-sentence opinions
- Modeled writing and shared writing remain essential

Structured Literacy Connections

- Daily phonics routines with connected decodable text
- Emphasis on vocabulary through real photographs and nonfiction images
- Oral language as a bridge to opinion writing
- Phonological awareness linked to spelling during writing tasks

Learning Activities

Learning Activity

Days 1-10

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Oral blending & segmenting; onset-rime work; phoneme deletion/substitution; tapping sounds

Days 3-20

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Sound-by-sound blending; continuous blending; decoding routines; using picture cues appropriately

Integrated Daily

Learning Activity

Suggested Mini-Lessons & Focus Skills

- Heart word practice; word mapping; multisensory building of high-frequency words

Integrated Daily

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Learning Activity
Suggested Mini-Lessons & Focus Skills

- Turn-and-talk routines; naming/describing activities; vocabulary from read-alouds

Days 1-10
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Label hunts; diagram reading; nonfiction picture walk; "What does this picture teach us?" routine
- Topic word charts; picture-detail sorting; modeling "This text is mostly about..."

Days 18-28
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Opinion starters ("I like... because..."); model opinion charts; picture-based preference writing; turn-and-talk rehearsals

Integrated Daily
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Editing warm-ups; capital letter chants; punctuation hunts; stretch & spell routines

Resources

Core Texts & Resources

- National Geographic Kids: Weather, Reptiles, Ocean Animals (early nonfiction with clear features)
- This Is My Hair (simple opinion modeling opportunities)
- Feathers for Lunch — labeling and picture clues
- I Want a Pet — excellent for expressing preference and supporting reasons

Free Digital Resources

- ReadWorks Kindergarten Nonfiction Sets — https://www.readworks.org

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- Epic! Informational Read-Alouds — https://www.getepic.com
- FCRR Vocabulary & Informational Activities for K — https://fcrr.org

Unit 6: Synthesizing Learning, Building Independence & Preparing for Grade 1

Draft Date	Course	Duration	Grades	Subjects	Team
05-11-2026	Grade K English Language Arts	28.0 Day(s)	K	English Language Arts	Brittany Haines

Big Ideas

- *(BI1)* Readers apply learned skills independently across many types of texts
- *(BI2)* Writers communicate ideas clearly using pictures, words, and simple sentences
- *(BI3)* Students reflect on their learning and build stamina for Grade 1 expectations
- *(BI4)* Foundational skills must be secure for continued reading growth

Concepts

- *(C1)* **Phonological & Phonemic Awareness** CC.1.1.K.E
- *(C2)* **Phonics and Decoding (CVC & VC Words)** CC.1.1.K.C, CC.1.1.K.D
- *(C3)* **High-Frequency Words** CC.1.1.K.D
- *(C4)* **Oral Language & Vocabulary** CC.1.5.K.A, CC.1.5.K.C, CC.1.2.K.J, CC.1.3.K.F, CC.1.5.K.B, CC.1.5.K.E, CC.1.5.K.G
- *(C5)* **Integrated Comprehension Skills** CC.1.2.K.A, CC.1.3.K.A, CC.1.4.K.P
- *(C6)* **Fluency & Print Concepts** CC.1.1.K.A, CC.1.1.K.B, CC.1.1.K.E
- *(C7)* **Independent Writing** CC.1.4.K.M, CC.1.4.K.N, CC.1.4.K.J, CC.1.4.K.O, CC.1.4.K.T, CC.1.4.K.X, CC.1.4.K.U, CC.1.4.K.V, CC.1.4.K.W

Learning Intentions & Success Criteria

Students are learning . . .

Students can . . .

- *(LI1)*
  1. Blend, segment, and manipulate phonemes in spoken words
     a. Identify and use high-frequency words
     b. Decode and encode unknown words in a text
- *(LI2)*
  1. Match sounds to letters and blend to read words
     a. Count, pronounce, blend, and segment syllables in spoken words
     b. Isolate and pronounce initial, medial vowel, and final sound (phonemes) in the three phoneme (CVC)
     c. Demonstrate basic knowledge of one-to-one letter-sound correspondence

- *(LI3)*
    1. Recognize irregular and high-frequency words
        a. Read grade-level high-frequency words automatically
- *(LI4)*
    1. Express thoughts and ideas clearly through speaking and listening
        a. Answer and ask questions, allow for wait time
        b. Describe pictures using full sentences
    2. Determine meanings of unknown words using pictures and context
        a. Follow and give simple directions
    3. Use picture clues and context to determine word meanings; learn and use domain-specific words
        a. Use picture clues to define unfamiliar words
        b. Sort words by meaning (big/small, happy/sad)
        c. Match new vocabulary to images
    4. Share ideas clearly and reflect on learning
        a. Match new vocabulary to pictures
        b. Explain a new word using a simple definition
        c. Sort vocabulary by category (animals, weather, tools)
        d. Speak in complete sentences
        e. Listen and respond to classmates
        f. Describe what was learned this year· Sentences include pronouns, prepositions, and use past/present tense
- *(LI5)*
    1. Apply comprehension strategies independently across texts
        a. Identify what a text is mostly about
        b. Retell a story or text using pictures and key details in sequential order. Include a reaction to what happened.
        c. Answer questions using picture or text evidence
- *(LI6)*
    1. Read familiar text smoothly and accurately; track print left to right
        a. Recognize common sight words
        b. Read familiar texts with confidence
        c. Uses grade-level book handling skills
- *(LI7)*
    1. Write independently using pictures and sentences
        a. Draw, label, and write a sentence independently
    2. Uses a variety of digital tools to publish writing
        a. Write using phonetic spelling
        b. Stay on topic when writing

This unit was designed using Eduplanet21 - https://eduplanet21.com/

c. Conference with the adult and make necessary changes to the writing
d. Finds new information on a given topic through various sources with teacher support
e. Publish writing digitally

Writing Focus

- Independent journal writing
- Personal narratives and opinion writing revisited
- Focus on staying on topic, sentence completeness, and clarity
- Students share their writing orally to strengthen their language

Structured Literacy Connections

- Continued daily phonics review using Superkids scope
- Sight word fluency practice
- Decodable and familiar texts for confidence-building
- Sentence-level encoding routines tied to writing

Learning Activities

Learning Activity

Days 1-10
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Oral blending & segmenting; onset-rime work; phoneme deletion/substitution; tapping sounds

Days 3-20
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Sound-by-sound blending; continuous blending; decoding routines; using picture cues appropriately

Integrated Daily

This unit was designed using Eduplanet21 - https://eduplanet21.com/

Learning Activity
Suggested Mini-Lessons & Focus Skills

Heart word practice; word mapping; multisensory building of high-frequency words

Integrated Daily
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Turn-and-talk routines; naming/describing activities; vocabulary from read-alouds

Days 1-10
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Independent picture walks; retell practice; "show me in the picture" responses; think-aloud modeling

Days 1-15
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Sight word games; repeated reading; choral reading; tracking print with a pointer

Days 10-25
Learning Activity
Suggested Mini-Lessons & Focus Skills

- Independent writing stamina building; journal writing; sentence expansion; editing checklists

Resources

Core Texts & Resources

- We Are in a Book! — rereading for fluency and expression

This unit was designed using Eduplanet21 - https://eduplanet21.com/

- The Important Book — synthesis of ideas
- All Are Welcome — reflection and discussion
- I Am Ready for First Grade! — transition-focused narrative

Free Digital Resources

- ReadWorks Kindergarten Review Sets — https://www.readworks.org
- Epic! Independent Reading Collections — https://www.getepic.com
- Starfall Decodable Review — https://www.starfall.com

NORTHERN LEBANON SCHOOL DISTRICT

Course Title: Creative Writing

Creation/Revision Date: 7/16/26



SUBMITTAL FOR BOARD APPROVAL

COURSE OF STUDY: Creative Writing

SUBMITTED BY: Sylvannah Gulley

DATE: 7/16/26

COMMENTS:

APPROVED BY: _____ DATE 7/16/2026
(Classroom Teacher)

APPROVED BY: Mrs. Kelita Gaines DATE: 7/16/26
(Grade Level Lead/Instructional Leader/Department Chair)

APPROVED BY: Tiffany Hogg DATE: 7/16/2026
(Curriculum Coordinator)

APPROVED BY: Dr. Peter Elliott DATE: 07/18/26
(Principal/Director of Secondary/Elementary Services)

APPROVED BY: _____ DATE: _____
(Assistant to the Superintendent/Superintendent)

ELA

I. **Course Description:** Students will learn various techniques and approaches in understanding the fundamentals of creative writing in poetry, fiction, and nonfiction. Students will also be exposed to writing in a variety of genres and tones, and they will utilize literary devices as they pertain to the different types of writing. Along with a minor focus on grammar and spelling rules, students will understand and utilize a vocabulary to enhance style and use proper grammar in all phases of work. In addition, students will be required to participate in writing workshops for collaborative opportunities to nurture their own individual and collaborative skills.

II. **Standards Used:** Grades 11-12 PA SAS Standards

III. **Scope and Sequence**

Units/Chapters	Concepts	Pacing	Assessment
Unit 1: Poetry	• Writing Poetry • Reading Poetry • Speaking and Listening	4 weeks	• "Watch" exercise • Writer's block writing • Word sounds poem and identification • Imagery poem • Spacing comparison • Leaping exercise • Song writing • Slam poem
Unit 2: Fiction Writing	• Narrative Writing • Short Writing	4 weeks	• Mood and tone exercise • Genre writing • Mixing genres exercise • Show/movie dialogue exercise • Run on sentence editing • Weird dialogue rules exercise • Italics exercise • Verb tense exercise

Unit 3: Character Creation	• Narrative Writing • Sustained Writing	6 weeks	• Character profile packet • Relationships free write • Character story • Archetypes identification • POV practice • One-shot
Unit 4: Nonfiction Writing	• Expository and Narrative Nonfiction • Sustained Writing	2 weeks	• Independent presentation • Essay or memoir final paper

IV. Resources:

Resource	**Unit Utilized**
Teacher generated curriculum-based resources	• Introduction to Creative Writing • Unit 1: Poetry • Unit 2: Fiction Writing • Unit 3: Character Creation • Unit 4: Nonfiction

Unit 1: Poetry		
Concepts	Learning Intentions	Success Criteria
• Writing poetry	Students are learning… 1. to express complex ideas with clarity, purpose, and stylistic control in order to allow readers to easily understand, interpret, and engage with the readers 2. to strengthen their poetry by using precise, concrete details in order to help readers clearly understand and connect with the ideas being presented 3. to use clear, precise language and maintain an intentional tone in order to clearly and accurately communicate and resonate with readers	1. Students can… a. use a variety of sound devices (alliteration, assonance, consonance, end rhyme, slant rhyme) when writing poetry b. identify the central idea or theme that will be communicated through slam poetry c. draft lines with relevant details, imagery, or examples that support the intended message d. construct full stanzas with lines related to the central theme of the slam poem 2. Students can… a. select a specific topic or message to focus writing on b. describe the difference between concrete and abstract imagery c. create a poem with at least three examples of concrete imagery d. evaluate the imagery created in a peer's poem 3. Students can… a. choose a specific tone to write in that fits the intended message or idea of a poem b. choose specific words (e.g. nouns, verbs, adjectives, etc.) instead of vague or generic words c. explain why a word or tone choice helps readers understand ideas d. write a piece that focuses on a single tone using intentional vocabulary e. revise the language so it is clear, aligned to our tone, and easy for all readers to understand f. compose a blackout poem using previously selected words

	4. to focus on a clear, purposeful theme or message in order to distinctly show the central idea of the piece	4. Students can… a. develop the central theme or message with relevant and concrete details and examples b. refine the language to keep the central message clear, strong, and easy for readers to follow
	5. to craft well-developed narrative poems by shaping plot, characters, and meaningful details in order to communicate experiences clearly and effectively to readers	5. Students can… a. identify narrative elements including plot, character elements, conflict, etc. b. describe how characters and/or narrators respond to events, challenges, or conflicts in the poem c. draft a poem that includes character motivation in a short plot
	6. to create purposeful stylistic choices in narrative poetry in order to manage complex ideas and communicate them with clarity and impact	6. Students can… a. highlight multiple stylistic devices used in an example text including metaphors, irony, alliteration, near rhyme, etc. b. write haikus that incorporate at least one stylistic device c. create a poem at least 15 lines long that incorporates multiple stylistic devices
● Reading Poetry	Students are learning…	
	1. To evaluate the stylistic elements of poetry in order to use sound, structure, and vivid language to make their writing more meaningful and expressive	1. Students can… a. identify key sound devices (e.g., alliteration, assonance, consonance, rhyme, and near rhyme) in a poem b. describe the way the poet uses sound devices to make their writing more interesting for the reader c. identify at least three concrete sensory details in a stanza d. explain the effect of imagery in a poem e. describe how an author uses the leaping technique in a poem f. explain how leaping in a poem enhances the original topic g. compare writing lyrics to writing standard poetry h. highlight expressive and unique words in a piece of writing

	2. to explain the structure of poetry in order to understand how the form of the poem contributes to the meaning 3. to evaluate how an author's point of view or purpose shapes the content and style of the text in order to understand how perspective, voice, and purpose influence the way a reader understands and feels about a work	2. Students can… a. define words relating to poetry structure (e.g., enjambment, stanza, breaks, and spacing) b. identify effective use of spacing and structure in a poem c. explain how the structure influences the pace and flow of a poem d. identify parts of a song (e.g., verse, chorus, outro) in an example piece 3. Students can… a. identify the speaker's central theme or message of a slam poem in one sentence b. explain how the poet's use of voice, tone, and individualized style supports their purpose c. evaluate the effectiveness of the speaker in influencing the audience's understanding of the poem
● Speaking and Listening	Students are learning… 1. to evaluate a speaker's word choice, emphasis, and tone in order to understand how these choices affect an audience's interpretation of their poetry 2. to utilize unique voice, tone, and expression in order to effectively communicate their message via slam poetry	1. Students can… a. identify examples of specific word choice, emphasis, and tone in a poetry performance b. describe how performance choices influence an audience's understanding of a poem's message c. evaluate the effectiveness of a speaker's performative decisions in communicating a poem's intended message 2. Students can… a. list possible messages or topics that are appropriate for a slam poem b. identify ways to uniquely display their individual voice, tone, and expression in a slam poem performance c. draft a slam poem with specified performance moments

		d. revise slam poem to have unique and effective communication through voice, tone, and expression e. present their slam poem with confidence and consistency appropriate for their topic

Unit 2: Fiction Writing		
Concepts	Learning Intentions	Success Criteria
● Narrative Writing	Students are learning… 1. to craft well-developed narratives by shaping plot, characters, and meaningful details in order to communicate experiences clearly and effectively to readers 2. to engage and orient readers at the start of a narrative in order to clearly establish the situation, introducing key characters, and grounding the point of view 3. to use purposeful dialogue and vivid description in order to help readers clearly visualize the events, emotions, and interactions unfolding within a story	1. Students can… a. explain why a character acts in a certain way (character motivation) and how it affects the plot b. write scenes using specific imagery, symbolism, and setting to show readers what is happening in the story 2. Students can… a. describe the starting details of a story including the narrator, point of view, plot, and setting b. write an opening paragraph that shows a situation using clear and consistent action, detail, and dialogue 3. Students can… a. list the five rules of dialogue with examples b. explain why certain descriptive choices such as word choice, imagery, and figurative language create a specific moment in the plot c. write dialogue that sounds natural, fits the characterization of the speaker, and shows appropriate tone d. incorporate description with dialogue through actions, gestures, and body language

	4. to use standard English grammar and usage correctly so that ideas are communicated clearly and effectively	4. Students can… a. proofread example sentences with correct grammar, punctuation, capitalization, and spelling b. draft sentences that use correct grammar, punctuation, capitalization, and spelling c. revise sentences using independent or peer feedback to improve the overall readability of a piece
● Short Writing	Students are learning… 1. to select relevant, well-supported evidence from texts in order to ground ideas clearly and accurately when analyzing or discussing narrative craft 2. to strengthen narrative writing through purposeful revision of grammar, language, and detail in order to make ideas clearer and more engaging for readers	1. Students can… a. explain how quoted details relate to a literary craft such as characterization, pacing, and point of view. b. construct a paragraph that contains a claim, evidence, and analysis of a narrative story 2. Students can… a. identify common grammar or usage rules in an example passage b. explain how certain diction and punctuation change alters tone and clarity c. write a passage that incorporates proper usage of English grammar with concrete details. d. revise a passage to replace vague words with specific nouns and verbs and to reduce redundancy

Unit 3: Character Creation		
Concepts	Learning Intentions	Success Criteria
● Narrative Writing	Students are learning… 1. to craft well-developed narratives by shaping plot, characters, and	1. Students can… a. examine how point of view shapes what readers understand about the story

	meaningful details in order to communicate experiences clearly and effectively to readers	b. plan out important aspects of the story (narrator, characters, plot, etc.) on a story map c. integrate narrative techniques such as dialogue, reflection, pacing, and sensory detail in ways that feel intentional and enhance readers' understanding d. evaluate the effectiveness of the plot, characters, and narrative techniques towards clear communication
	2. to engage and orient readers at the start of a narrative in order to clearly establish the situation, introducing key characters, and grounding the point of view	2. Students can… a. analyze potentially unclear or confusing details including unestablished setting, vague dialogue, and an undefined narrator b. explain why certain details or sentences are revised and how the changes create a clearer opening for the audience
	3. to use purposeful dialogue and vivid description in order to help readers clearly visualize the events, emotions, and interactions unfolding within a story	3. Students can… a. analyze how authors reveal characters' personalities, emotions, motivations, and relationships b. plan specific details that relate to a character's actions, emotions, and experiences c. draft a story that has unique dialogue and descriptors to a specific character's story d. utilize the five rules of dialogue correctly in a story
	4. to sequence events smoothly and intentionally in order to allow narratives to unfold clearly and build toward a meaningful, resonant outcome	4. Students can… a. order a concise timeline of a story's major events using a plot map b. write one-sentence notes explaining the relevance each event has to the overall story c. draft a story where events are in a clear, logical order using a premade plot map and story notes d. revise a story's transitions, pacing, and turning points so that they consistently build towards a meaningful and intentional outcome

● Sustained Writing	Students are learning… 1. to write fictional texts over an extended period of time for a specific task and audience in order to communicate ideas clearly and effectively	1. Students can… a. generate ideas about a character's background, personality, and motivations through regular writing b. utilize a plot map to plan out a character's growth in a sustained writing piece c. draft excerpts that show aspects of a character through actions, thoughts, and dialogue d. combine written excerpts and plot points into a multi-paged story that focuses on a specific character and their development e. revise pieces using self-reflection and peer feedback to clarify author's purpose and communication

Unit 4: Nonfiction Writing		
Concepts	Learning Intentions	Success Criteria
● Expository and Narrative Nonfiction	Students are learning… 1. to express complex ideas with clarity, purpose, and stylistic control in order to allow readers to easily understand, interpret, and engage with the text 2. to develop and sustain a clear, centralized idea in order for readers to easily follow and understand the purpose of the piece 3. to strengthen writing by using precise, concrete details in order to help readers clearly understand	1. Students can… a. analyze how nonfiction writers communicate complex ideas through specific organization and language b. identify a clear purpose and audience in a piece of writing c. organize information and experiences in a logical way using a graphic organizer d. convey complex ideas or themes clearly by making deliberate stylistic choices (e.g., figurative language, symbolism, pacing) 2. Students can… a. organize ideas logically using a planning worksheet b. write with a clear, descriptive idea throughout the entire piece c. revise writing for clarity after completing a peer review and editing 3. Students can… a. choose relevant facts, quotations, descriptions, or examples that directly support the central idea

	and connect with the ideas being presented 4. to structure writing with clear, purposeful organization in order to smoothly progress ideas from beginning to end for readers to follow 5. to use clear, precise language and maintain an intentional tone in order to clearly and accurately communicate and resonate with readers 6. to apply correct grammar, punctuation, capitalization, and spelling in order to ensure the writing is polished, clear, and easy for readers to understand	b. compose a writing piece that integrates extended definitions, specific examples, and well-chosen quotations 4. Students can… a. outline a basic story structure with a clear beginning, middle, and end b. create an organized draft that is constructed of events that mark a clear beginning, middle, and end c. add specific and concrete details and events in order to enhance the story d. revise to remove or relocate ideas, events, or sentences that interrupt the flow and clarity 5. Students can… a. select specific words and phrases that can accurately and effectively communicate their thoughts b. establish a tone that aligns with the purpose and topic c. revise a draft to remove ambiguous language and phrasing based off of peer feedback 6. Students can… a. proofread example sentences with correct grammar, punctuation, capitalization, and spelling b. draft sentences that use correct grammar, punctuation, capitalization, and spelling c. revise sentences independently or by using peer feedback to improve the overall readability of a piece
● Sustained Writing	Students are learning… 1. to use digital tools to draft, revise, and refine writing in order to strengthen ideas and respond thoughtfully to feedback throughout the creative process	1. Students can… a. locate various digital and online tools or features that can be used for drafting and revising b. explain how a specific tool or feature can be used before, during, and after the writing process c. use newly identified tools or features to edit self-written and peer-written pieces

		d. analyze the usefulness and impact of a tool or feature on the production, revision, or publication of a piece
	2. to research a focused question effectively, gather relevant information and explain the finding clearly in order to strengthen the depth, accuracy, and credibility	2. Students can… a. formulate a focused question and answer on a specific topic or experience b. write multiple paragraphs on a topic using previously identified reliable resources c. assemble an annotated bibliography of sources with brief annotations describing relevancy and reliability of the used materials
	3. to strategically search for, evaluate, and integrate sources in order to produce research writing that is well-supported, ethical, and coherent	3. Students can… a. identify useful resources of various types such as news articles, primary documents, and interviews b. assess resources in multiple sentences using explicit criteria such as authority, accuracy, currency, and purpose c. produce a report on a topic using previously identified reliable resources

NORTHERN LEBANON SCHOOL DISTRICT

Course Title: English 11

Creation/Revision Date: June 28, 2026



SUBMITTAL FOR BOARD APPROVAL

COURSE OF STUDY: English 11

SUBMITTED BY: Mrs. Kristy Bugg and Mr. Jared Horst

DATE: _____

COMMENTS:

APPROVED BY: Kristy D. Bugg DATE 7/3/26
(Classroom Teacher)

APPROVED BY: Mrs. Kelita Gaines DATE: 7/1/26
(Grade Level Lead/Instructional Leader/Department Chair)

APPROVED BY: Tiffany Hogg DATE: 07/07/2026
(Curriculum Coordinator)

APPROVED BY: Dr. Peter Ehret DATE: 07/07/26
(Principal/Director of Secondary/Elementary Services)

APPROVED BY: _____ DATE: _____
(Assistant to the Superintendent/Superintendent)

English 11

Using this document for lesson planning - i.e. “Teachers should be able to utilize the success criteria column to develop a lesson plan designed to ensure that students have the ability to do the task
Tie in to assessment

I. **Course Description:**
Effective communication of standard English is the ultimate goal of this course. Students’ personal lives and education are enhanced through the reading of classic and modern American literature. Students are taught effective written communication through the three primary modes of writing. Students in this course may plan on attending vocational school or entering the workforce upon graduation.

II. **Standards used - The standards used for this curriculum come from PDE’s published English standards, which can be found here. Because this is a tested subject, a more detailed breakdown of the skills students need to master can be found on PDE’s assessment Anchor and Eligible Content document. This document was the main resource for the development of this curriculum.**

III. **Scope and Sequence**

Units/Chapters	**Concepts**	**Pacing**	**assessment**
Unit 1 American Beginnings	• Fiction • Non-Fiction • Writing • Speaking and listening	7 weeks	• Unit 1 Concepts Quiz • Vocabulary Quizzes • Research and Presentation Project • Unit Tests
Unit 2 A Growing Nation	• Fiction • Non-Fiction • Writing • Speaking and listening	7 weeks	• Unit 2 Concepts Quiz • Vocabulary Quizzes • Narrative Writing • Unit Tests
Unit 3 Expanding Horizons	• Fiction • Non-Fiction • Writing • Speaking and listening	7 weeks	• Unit 3 Concepts Quiz • Vocabulary Quizzes • Persuasive Writing • Unit Tests

Unit 4 Disillusion, Defiance, and Discontent	• Fiction • Non-Fiction • Writing • Speaking and listening	7 weeks	• Unit 4 Concepts Quiz • Vocabulary Quizzes • Argumentative Writing • Unit Tests
Unit 5 Prosperity, Protest, New Voices, Forward Motion	• Fiction • Non-Fiction • Writing • Speaking and listening	7 weeks	• Unit 5 Concepts Quiz • Vocabulary Quizzes • Descriptive Writing • Unit Tests

IV. Resources

Resource	**Unit Utilized**
Prentice Hall American Experience	Unit 1-5
Teacher-Generated Resources	Unit 1-5
Night	Unit 4
Possibilities	Unit 1-5
Write to Work	Unit 5

Unit 1 American Beginnings		
Concepts (assessment Anchor)	Learning Intentions (Descriptor)	Success Criteria (Eligible Content)
● Fiction	Students are learning 1. to identify the themes in a story, explain how those themes reveal the author's message, and summarize the text accurately and objectively CC.1.3.11-12.A 2. to identify key story elements and explain how the author's choices shape the plot, theme, and reader understanding CC.1.3.11-12.C 3. to recognize that an author's point of view or purpose influences what happens in a story and how it is told in order to better understand the author's message and explain why the story is written the way it is CC.1.3.11-12.D 4. to recognize how authors organize sentences, paragraphs, and sections of a story in order to	1. Students can: a. identify one or two major themes in the text b. explain the theme in their own words to show they understand it c. pinpoint a character, event, or conflict that shows the theme d. summarize the story by organizing the key events in order 2. Students can a. identify a key trait or change in a character b. describe how the author shows this trait (actions, dialogue) c. identify the main conflict d. explain how the conflict develops e. distinguish important details of the setting. f. recognize where the author develops a character, conflict or event 3. Students can a. identify the author's point of view or purpose b. describe the author's purpose and explain it in their own words c. identify quotes or details that relate to the author's point of view or purpose 4. Students can: a. identify sentences that introduce, explain, or transition ideas

	analyze how structure helps develop meaning and guide the reader CC.1.3.11-12.E	b. describe the structure of the text c. explain what each part of the text structure is doing in relation to the reader's understanding d. clarify how a sentence or paragraph supports the main idea
	5. to pinpoint words and phrases that shape meaning and tone in order to understand how language choices influence how readers understand characters, events, and themes CC.1.3.11-12.F	5. Students can a. identify words or phrases that signal tone in the text b. recognize where the author uses descriptive or emotional language c. analyze how the author's language choices deepen the meaning of a scene or event
	6. to recognize important works from different literary periods in order to recognize shared themes and understand how authors from the same time period wrote about similar ideas CC.1.3.11-12.H	6. Students can: a. identify a literary period and a foundational text from that period b. recognize a common theme or topic in the text that was relevant to the literary period c. identify important authors, themes, and characteristics of major literary periods
	7. to figure out the meaning of unfamiliar or confusing words in stories in order to understand what is happening in the text and explain ideas clearly CC.1.3.11-12.I	7. Students can: a. identify unfamiliar or confusing words while reading a story b. use context clues to make a reasonable guess about meaning c. check meaning using digital tools d. explain the word's meaning in their own words e. apply the word correctly when discussing or writing about the story
● Non-Fiction	1. to recognize main ideas in a text using repeated ideas or key detail	1. Students can: a. recognize two central ideas in a text using repeated ideas or key details

	in order to understand the author's message more clearly CC.1.2.11-12.A	b. locate key sentences or sections that develop each idea c. identify key events or details needed for a summary
	2. to identify what a text states directly and what it suggests in order to better understand the author's message CC.1.2.11-12.B	2. Students can: a. recognize the author's main point when it is stated directly b. summarize what the text says in their own words c. infer ideas the author suggests but does not say directly d. explain the difference between explicit and implied meaning
	3. to identify how an author's point of view or purpose shapes the content and style of a text in order to explain how meaning is created through authorial choices CC.1.2.11-12.D	3. Students can: a. identify the author's point of view or purpose b. recognize important choices the writer makes in what they say or how they say it c. recognize details that reveal the author's perspective or beliefs d. distinguish lines or details that show the author's point of view or purpose
	4. to combine information from articles, charts, and visuals in order to answer questions and make informed decisions using real-world information CC.1.2.11-12.G	4. Students can: a. locate important facts and details in articles, charts, and visuals b. identify the topic or question being addressed c. determine how different sources give similar or different information

	5. to recognize themes, purposes, and persuasive features of important historical texts in order to understand how ideas have shaped people's beliefs and actions CC.1.2.11-12.I	5. Students can: a. identify the topic and main theme of a historical document b. recognize the author's purpose (to persuade, inform, or inspire) c. list rhetorical features in a historical document d. locate lines that show what the author is trying to accomplish
	6. to figure out the meaning of unfamiliar or confusing words in order to better understand assignments and explain their ideas clearly CC.1.2.11-12.K	6. Students can: a. recognize clues in the sentence or paragraph that helps explain the word b. use a dictionary, glossary, or digital tool to clarify the meaning of the word c. define the word in their own words d. apply the word correctly in a sentence about the text or a real-world situation
	7. to read and understand literary nonfiction and informational texts in order to complete assignments independently and explain ideas clearly CC.1.2.11-12.L	7. Students can: a. identify the topic, purpose, and type of text they are reading. b. reread for clarity as necessary c. identify the main idea and important details. d. select details that support their understanding.
● Writing - Research	1. to maintain focus in writing in order to communicate ideas clearly and appropriately in school, work, and everyday situations CC.1.4.11-12.B 2. to choose and explain important information in order to communicate ideas clearly and	1. Students can: a. state the main idea for the writing early in the piece b. write while staying focused on the topic throughout the paragraph or response . 2. Students can: a. recognize key facts or details related to the topic

	effectively in school, work, and everyday situations CC.1.4.11-12.C	b. explain why each chosen piece of information is important to the topic c. explain details in simple, clear language d. include an image, chart, or media when it helps explain an idea
	3. to organize writing clearly in order to help readers easily follow ideas from beginning to end CC.1.4.11-12.D	3. Students can: a. identify the topic of the writing prompt. b. organize evidence so each detail supports their explanation of the author's choices c. explain how the author's choices influence the reader's understanding d. summarize the text by organizing events logically and removing unnecessary details
	4. to apply correct capitalization, punctuation, and spelling in order to produce writing that is polished, and easy for readers to understand CC.1.4.11-12.F	4. Students can: a. demonstrate correct punctuation and capitalization when writing explanatory sentences b. produce polished writing that uses correct spelling
● Speaking and listening	1. to participate in class discussions in order to share ideas clearly, listen to others, and better understand texts and topics CC.1.5.11-12.A	1. Students can: a. participate in discussions by sharing at least one relevant idea b. demonstrate basic listening behaviors (eye contact, not interrupting) c. respond to a peer by agreeing, disagreeing, or adding a simple comment
	2. to present ideas clearly using examples and evidence in order to share information in an organized way that others can understand	2. Students can: a. identify the main idea or claim they want to present

	CC.1.5.11-12.D 3. to adjust their speech for different situations in order to communicate effectively in workplace, academic, and everyday conversations CC.1.5.11-12.E 4. to use digital media thoughtfully in presentations in order to communicate information clearly and effectively in academic and real-world situations CC.1.5.11-12.F	b. explain how their examples and evidence support their main idea c. organize information logically 3. Students can: a. describe what type of language the situation calls for (formal, casual, workplace, etc.) b. select appropriate words, tone, and phrasing for a given scenario (presentation, job interview, group discussion, casual conversation) c. explain why a particular speech choice fits a specific audience or purpose 4. Students can: a. point out where the media helps explain a key idea b. identify the information the media adds to clarify and strengthen points c. list different types of digital media (images, charts, videos, audio) d. recognize media that captures attention (images, charts, short clips)

Unit 2: A Growing Nation		
Concepts	Learning Intentions	Success Criteria
● Fiction	Students are learning… 1. to use strong evidence from a story in order to explain what the text clearly says and support reasonable inferences about characters and themes CC.1.3.11-12.B	1. Students can: a. select a piece of evidence that supports an idea about a character, event, or theme b. infer what a character might be thinking, feeling, or planning based on evidence c. describe how that character, event, or conflict reveals the theme

		d. explain what the text's theme says in their own words
	2. to recognize how authors develop and connect story elements in order to analyze how those choices affect plot, theme, and reader understanding CC.1.3.11-12.C	2. Students can: a. explain how a character affects what happens in the story b. describe how the theme appears through characters, events, or conflicts c. explain how character conflicts and events relate to each other d. explain how a specific author choice affects what happens in the story
	3. to recognize how an author's point of view or purpose influences what happens in a story and how it is told in order to better understand the author's message and explain why the story is written the way it is CC.1.3.11-12.D	3. Students can: a. recognize content or style choices (events included, tone, word choice) b. explain how the narrator's viewpoint influences how events or characters are described c. describe how the author's purpose affects what details are included or left out d. explain how a specific author choice (like point of view, pacing, or structure) affects what happens in the story
	4. to understand how authors organize sentences, paragraphs, and sections of a story in order to analyze how structure helps develop meaning and guide the reader CC.1.3.11-12.E	4. Students can: a. recognize how paragraphs or scenes move the story forward b. explain how one part of the text connects to another part c. explain how the author uses structure to guide the reader's understanding
	5. to recognize how words and phrases shape meaning and tone in order to analyze how language choices influence how readers	5. Students can: a. describe how specific words or phrases help readers to understand a character's traits and motivations

	understand characters, events, and themes CC.1.3.11-12.F 6. to recognize important works from different literary periods in order to recognize shared themes and understand how authors from the same time period wrote about similar ideas CC.1.3.11-12.H 7. to figure out the meaning of unfamiliar or confusing words in stories in order to understand what is happening in the text and explain ideas clearly CC.1.3.11-12.I	b. identify words or phrases that imply information about an event or situation c. describe the tone of a passage 6. Students can: a. identify a second text from the same period b. describe what makes a literary period unique (values, style, historical context) c. explain how the time period influences what authors write about 7. Students can: a. infer the meaning of an unfamiliar word by using the sentence or paragraph around it b. explain how they figured out the meaning using context clues
● Non-Fiction	1. to recognize how two main ideas connect and grow in a text in order to understand the author's message more clearly CC.1.2.11-12.A 2. to choose and cite strong textual evidence in order to clearly support their ideas about a text CC.1.2.11-12.B	1. Students can: a. explain how the two main ideas are connected using specific textual evidence b. describe each central idea in their own words c. explain how each main idea grows or changes as the text continues d. describe what the author seems to be saying through these ideas 2. Students can: a. quote evidence accurately b. select evidence that directly connects to the point that is being made c. explain how the evidence supports the claim

	3. to recognize how an author's point of view or purpose shapes the content and style of a text in order to explain how meaning is created through authorial choices CC.1.2.11-12.D 4. to recognize how words and phrases shape meaning and tone in order to explain how authors create specific effects for the reader CC.1.2.11-12.F 5. to recognize how the themes, purposes, and persuasive features of important historical texts influence an author's work in order to understand how ideas have shaped people's beliefs and actions CC.1.2.11-12.I 6. to figure out and use unfamiliar academic words on their own in order to explain ideas accurately and succeed with more demanding reading, writing, and real-world tasks	3. Students can: a. explain how one choice connects to the author's purpose b. evaluate whether that choice helps the reader understand the message c. explain how the author's point of view influences what information is included or emphasized 4. Students can: a. identify words or phrases that show the author's opinion, attitude, or key ideas b. describe how these words influence the meaning of a sentence, paragraph, or section c. locate words or phrases that strongly affect the meaning or tone of a passage a. explain how a word or phrase helps the reader understand an idea, event, or concept through tone 5. Students can a. explain how the author's purpose influences what ideas are being emphasized through the theme b. describe how rhetorical features (tone, appeals, structure, repetition) help persuade the audience c. explain how the historical moment influences the author's ideas 6. Students can a. recognize unfamiliar or confusing words while reading b. use context clues (surrounding words or sentences) to guess meaning c. explain the meaning of the word in their own words

	CC.1.2.11-12.K	d. apply the word correctly in a sentence or discussion
● Writing - Narrative	1. to maintain focus on one clear topic in writing in order to help the reader easily understand what the writing is about CC.1.4.11-12.B 2. to apply grammar, capitalization, punctuation, and spelling in order to make their writing clear and easy for readers to understand CC.1.4.11-12.F 3. to write clear and accurate narrative texts in order to communicate information effectively in school, work, and everyday situations CC.1.4.11-12.M 4. to tell a story clearly in order to help the reader understand the situation and become interested in what happens CC.1.4.11-12.N	1. Students can: a. identify the central topic or controlling idea of their narrative b. check that ideas are easy to follow and accurate c. recognize when details drift away from the main focus 2. Students can: a. apply correct punctuation,spelling, and capitalization when writing sentences and short paragraphs b. edit sentences to fix grammar, punctuation, and spelling errors c. choose the correct spelling or punctuation when given options 3. Students can: a. identify a clear event or experience to narrate b. introduce the situation or problem clearly c. establish a clear narrator or point of view d. explain events using simple, clear details e. describe why the situation matters f. evaluate whether the story is easy to follow 4. Students can: a. describe what is happening in a way that makes sense to the reader b. explain why characters act or feel a certain way c. place events in a logical order so the reader can follow the story

		d. revise sentences or parts of the story to make them clearer e. choose details that help the reader understand the situation and stay interested
	5. to understand narrative techniques develop experiences and characters in order to make stories more engaging and meaningful for readers CC.1.4.11-12.O	5. Students can a. use dialogue or description to show what is happening b. add sensory details (what can be seen, heard, or felt) c. describe characters or settings clearly d. adjust writing length and detail based on the task of narrative writing e. evaluate whether the reader can picture the scene
	6. to improve their writing through revision in order to make their ideas clearer and easier for the reader to understand CC.1.4.11-12.R	6. Students can: a. identify parts of their writing that are unclear, disorganized, or incomplete b. organize my revised ideas so they flow logically from one point to the next b. use teacher feedback to make simple revisions c. revise writing to improve clarity and organization
	7. to use digital tools to produce and revise writing in order to strengthen ideas and respond thoughtfully to feedback CC.1.4.11-12.U	7. Students can: a. identify the digital tools needed to draft, revise, and update writing (Docs, templates, comment tools) b. recognize features like comments, suggestions, track changes, and formatting options c. apply feedback from comments or suggestions to strengthen ideas d. edit writing using spell-check, grammar tools, and formatting features

● Speaking and listening	1. to participate in class discussions in order to share ideas clearly, listen to others, and better understand texts and topics CC.1.5.11-12.A	1. Students can a. summarize the key points of the text b. explain thinking using examples or evidence from the text c. restate someone's idea to show understanding d. connect ideas to what others have said e. clarify if unsure f. explore ideas more deeply through questions
	2. to adjust their speech for different situations in order to communicate effectively in workplace, academic, and everyday conversations CC.1.5.11-12.E	2. Students can a. use tone, volume, and posture that match the situation (calm, confident, friendly, professional) b. apply vocabulary that fits the situation (academic terms, workplace language, everyday conversations) c. explain steps or ideas in a way others can follow
	3. to show how to use standard English when speaking in order to communicate ideas clearly and be understood in class discussions and presentations CC.1.5.11-12.G	3. Students can a. apply standard English grammar when speaking in class or during presentations b. choose words that fit the audience and purpose c. use pacing, volume, and pronunciation that help others follow their ideas d. describe what was done well and what needs improvement

Unit 3: Expanding Horizons		
Concepts	Learning Intentions	Success Criteria
• Fiction	Students are learning… 1. to examine how multiple themes grow and connect throughout a text in order to explain the deeper meaning and write accurate, objective summaries CC.1.3.11-12A	1. Students can a. identify the themes by naming the major ideas the author develops b. explain how two or more themes are connected in a simple way c. analyze how the themes develop or change as the story continues d. distinguish the important details from unimportant ones when preparing a summary e. summarize the text using only the central ideas and key events.
	2. to use strong evidence from a story in order to explain what the text clearly says and support reasonable inferences about characters and themes CC.1.3.11-12.B	2. Students can: a. explain what the evidence shows directly b. choose evidence that clearly supports their explanation or inference c. explain how the evidence connects to their point d. explain what the author might believe based on what is shown in the text
	3. to recognize how authors develop and connect story elements in order to analyze how those choices affect plot, theme, and reader understanding CC.1.3.11-12.C	3. Students can: a. describe what the theme suggests about the story's message b. explain how the author builds a character or conflict through actions, dialogue, or details c. distinguish how the author's choices (like pacing, flashbacks, or point of view) shape the story d. examine how one element (like a character decision) affects another (like the plot or theme)

	4. to recognize how an author's point of view or purpose influences what happens in a story and how it is told in order to better understand the author's message and explain why the story is written the way it is CC.1.3.11-12.D 5. to recognize how authors organize sentences, paragraphs, and sections of a story in order to analyze how structure helps develop meaning and guide the reader CC.1.3.11-12.E 6. to comprehend how words and phrases shape meaning and tone in order to analyze how language choices influence how readers understand characters, events, and themes CC.1.3.11-12F	e. analyze how the author guides the reader's emotions and interpretations 4. Students can: a. analyze how the author's point of view or purpose strategically shapes the plot, themes, and reader interpretation b. evaluate how effectively the story's structure communicates the author's message c. justify their interpretation of the author's purpose using well-organized evidence and reasoning d. construct a clear explanation of why the story is written the way it is and how that shapes meaning 5. Students can: a. recognize how sentences, paragraphs, or sections are arranged in the text b. explain how one section connects to what comes before or after c. summarize how the organization of the structure guides the reader and affects understanding 6. Students can a. identify the tone created by the language (e.g., serious, hopeful, tense) b. explain how specific words help create that tone c. describe how the evidence supports points about meaning or tone d. analyze how the author's language influences the theme or message of the story 7. Students can

	7. to evaluate important works from different literary periods in order to recognize shared themes and understand how authors from the same time period wrote about similar ideas CC.1.3.11-12.H 8. to determine significance in grade-level literary fiction independently in order to explain what is happening in a story and complete reading tasks with confidence CC.1.3.11-12.K	a. identify how both texts address the same theme or topic b. describe how two authors approach the same theme or topic c. explain each theme in their own words to show understanding d. analyze how historical events, cultural beliefs, or social issues shape the themes in each text 8. Students can a. locate key story elements independently (characters, setting, conflict, major events) b. distinguish between important and less important details when reading independently c. summarize the plot objectively d. implement strategies (such as identifying key details, confusing parts, and patterns) to manage understanding to comprehend difficult text
● Non-Fiction	1. to recognize how two main ideas connect and grow in a text in order to understand the author's message more clearly CC.1.2.11-12.A 2. to choose and cite strong textual evidence in order to clearly support their ideas about a text CC.1.2.11-12.B	1. Students can: a. describe how the connection between the ideas helps reveal the author's message b. explain connections between the two main ideas using clear examples c. distinguish what events, details, or examples help shape each idea 2. Students can: a. select evidence that directly supports a claim or interpretation b. describe how the evidence connects to the central idea c. explain why some evidence is stronger or more relevant than other options

		d. use proper citation format when quoting or paraphrasing
	3. to identify what a text states directly and what it suggests in order to better understand the author's message CC.1.2.11-12.D	3. Students can a. identify explicit information by pointing to what the text states directly b. explain implied meaning using evidence and reasoning from the text c. interpret the author's message using both direct statements and implied ideas
	4. to determine significance in how foundational U.S. documents use themes and rhetorical strategies in order to analyze how authors influence audiences and communicate powerful ideas CC.1.2.11-12.I	4. Students can: a. identify the themes and rhetorical strategies in a foundational U.S. document b. explain how rhetorical strategies work to influence or persuade the audience c. describe how an idea, event, or individual changes over time d. assess how the document reflects the beliefs, conflicts, or values of its time
	5. to show how words and phrases shape meaning and tone in order to explain how authors create specific effects for the reader CC.1.2.11-12.J	5. Students can: a. use context clues and knowledge of work parts to determine the meaning of unfamiliar words b. explain how the author's language helps the reader understand the main point or argument c. analyze how certain words or phrases influence the emotional feeling or tone of the text
● Writing-Persuasive	1. to use precise language and a formal tone in order to communicate ideas clearly and	1. Students can: a. use simple figurative language when it helps explain an idea.

	professionally in school and real-world writing CC.1.4.11-12.A	b. evaluate whether word choice helps the reader understand the topic
	2. to organize an argument clearly in order to help the reader follow their claim, reasons, and evidence from beginning to end CC.1.4.11-12.D	2. Students can a. organize writing so the claim comes before reasons and evidence b. use simple transitions (for example, because, another reason) c. check that the reader can easily follow the ideas
	3. to apply correct capitalization, punctuation, and spelling in order to produce writing that is polished, credible, and easy for readers to understand CC.1.4.11-12.F	3. Students can: a. check that spelling is accurate, especially for commonly confused or disciplined-specific words b. identify and correct errors in grammar, usage, and mechanics during revision c. choose punctuation that accurately reflects meaning, relationships between ideas, and sentence flow
	4. to recognize how sentence structure and word choice affect writing in order to make ideas clearer and more interesting for the reader CC.1.4.11-12.K	4. Students can a. use a basic comparison (simile or analogy) to explain an idea b. replace vague words with more precise language c. evaluate whether sentence structure improves clarity
	5. to use standard English grammar and usage correctly in order to communicate ideas clearly and effectively in their writing CC.1.4.11-12.L	5. Students can: a. identify errors in grammar, usage, and mechanics during editing b. revise sentences to improve clarity and correctness

	6. to choose evidence from texts in order to support their ideas clearly and accurately CC.1.4.11-12.S	c. evaluate whether conventions support clarity, accuracy, and professionalism in the final piece of writing 6. Students can a. connect evidence to the main idea b. evaluate whether the evidence supports the claim clearly
● Speaking and listening	1. to participate in class discussions in order to share ideas clearly, listen to others, and better understand texts and topics CC.1.5.11-12.A	1. Students can a. support ideas with strong reasons b. justify their point of view c. interpret how others' ideas connect to or challenge their own thinking d. extend the discussion by adding new evidence, examples, or questions e. Probe for deeper meaning by asking questions that make others think
	2. to identify how a speaker's point of view, evidence, and tone influence credibility in order to decide whether an argument is trustworthy and makes sense CC.1.5.11-12.B	2. Students can a. evaluate the argument as convincing or unconvincing using one clear reason b. determine whether the speaker's reasoning makes sense c. interpret how the speaker's tone, emphasis, and word choice affect how trustworthy the argument sounds
	3. to combine information from videos, images, and short texts in order to understand an issue, recognize reliable information, and make simple, informed decisions CC.1.5.11-12.C	3. Students can a. identify information from different formats (video, image, chart, short text) b. compare information from two sources c. identify when two sources give different information d. determine how each source adds to understanding of the issue

	4. to adjust their speech for different situations in order to communicate effectively in workplace, academic, and everyday conversations CC.1.5.11-12.D 5. to use digital media thoughtfully in presentations in order to communicate information clearly and effectively in academic and real-world situations CC.1.5.11-12.E 6. to present information clearly and confidently in order to communicate ideas effectively in academic, workplace, and real-world situations CC.1.5.11-12.F	e. assess the strengths and weaknesses of each source 4. Students can a. use appropriate volume, tone, and pacing for the setting b. adjust word choice to be respectful and clear c. evaluate how delivery affects others d. analyze the speaker's tone and message e. respond in a way that fits the situation 5. Students can a. evaluate whether the media helped the audience understand the idea b. determine whether the media strengthens the point c. decide whether the media needs to be changed or improved d. assess whether the media comes from a trustworthy source e. support claims with both spoken explanation and digital evidence 6. Students can a. support points with strong evidence b. evaluate whether tone or style help their audience understand the message c. Integrate evidence smoothly d. support perspective with reasons

Concepts	Students are learning…	
● Fiction	1. to objectively summarize how themes develop across a fictional text in order to explain deeper meaning without adding personal opinion CC.1.3.11-12A	1. Students can: a. identify how multiple story elements work together to develop themes b. compare how one theme affects another c. construct an objective summary that integrates theme development and deeper meaning d. explain how the summary supports understanding of the themes
	2. to use strong evidence from a story in order to explain what the text clearly says and support reasonable inferences about characters and themes CC.1.3.11-12.B	2. Students can: a. locate strong, relevant pieces of evidence that clearly support what the text says directly b. select evidence that is both strong and relevant to a claim about a character, theme, or message c. explain how the evidence reveals something about a character or theme d. evaluate whether their inference is strong by comparing it to other possible interpretations or real-world behavior patterns
	3. to evaluate an author's choices in developing story elements in order to understand the effect the choices have on plot, theme, and reader understanding CC.1.3.11-12.C	3. Students can: a. identify moments where the author makes a clear choice that affects the story (e.g., a shift in conflict, a character decision) b. explain how different sections build on each other to develop plot, character, or theme c. examine how structural choices (like flashbacks, pacing, or chapter breaks) affect the reader's experience d. evaluate the significance of key moments in the text and how they contribute to the theme or message

		e. generate new insights by connecting the author's choices to broader themes or historical context
	4. to identify how an author's point of view or purpose influences what happens in a story and how it is told in order to better understand the author's message and explain why the story is written the way it is CC.1.3.11-12. D	4. Students can: a. locate passages where the author's viewpoint or purpose is most clearly expressed b. compare how different characters or events are shaped by the author's perspective c. analyze how the author's point of view or purpose interacts with characters, events, and language to shape the overall message
	5. to recognize how words and phrases shape meaning and tone in order to analyze how language choices influence how readers understand characters, events, and themes CC.1.3.11-12.F	5. Students can: a. explain how an author's word choice helps make the story's message clear b. differentiate between neutral, positive, and negative language choices and describe how each shapes meaning c. evaluate how effectively the author's choices support their purpose d. interpret how the author's choices shape the reader's experience
	6. to infer how different versions of the same play or story can be interpreted in order to understand how performance choices change meaning and audience experience CC.1.3.11-12.G	6. Students can: a. compare how two versions portray characters, conflicts, or themes b. analyze how performance choices shape the audience's understanding of characters, themes, or conflicts
	7. to figure out the meaning of unfamiliar or confusing words in stories in order to understand what	7. Students can: a. identify common prefixes, roots, and suffixes

	is happening in the text and explain ideas clearly CC.1.3.11-12.J	b. break down a word into parts c. explain how each part of a word helps in understanding the meaning of the word d. apply their knowledge of word parts to interpret new or complex vocabulary e. communicate the meaning of the word to write or speak clearly about the text
	8. to independently read and understand literary fiction in order to succeed with complex stories and communicate ideas clearly in real-world and academic contexts CC.1.3.11-12.K	8. Students can: a. analyze how key details, conflicts, or character actions contribute to understanding a complex story b. explain how specific events or character decisions shape the meaning of the text c. differentiate between essential and non-essential information when reading independently d. connect ideas in the text to real-world situations or workplace communication needs
● Non-Fiction	1. to recognize how two main ideas connect and grow in a text in order to understand the author's message more clearly CC.1.2.11-12.A	1. Students can a. analyze how the ideas support, contrast, or influence each other b. interpret the author's message c. justify their thinking with evidence
	2. to choose and cite strong textual evidence in order to clearly support their ideas about a text CC.1.2.11-12.B	2. Students can: a. distinguish between strong and weak evidence b. explain why the chosen evidence is relevant and meaningful c. integrate evidence smoothly into writing so it clearly supports the point d. apply MLA-aligned citation practices to maintain academic credibility
	3. to identify the interaction and development of a complex set of	3. Students can:

	ideas, sequence of events, or specific individuals over the course of the nonfiction text in order to avoid confusion and mistakes when reading real-world texts that are multi-layered (ex. Manuals and instructions, workplace policies, procedural texts, etc) CC.1.2.11-12.C	a. analyze what details, examples, or events shape development b. compare how the interactions create cause-and-effect relationships or build the author's argument c. assess how the sequence of events or ideas helps the reader follow the author's thinking
	4. to recognize that an author's point of view or purpose shapes the content and style of a text in order to explain how meaning is created through authorial choices CC.1.2.11-12.D	4. Students can: a. explain how the author's purpose affects tone, word choice, or structure b. describe how specific choices (tone, examples, structure, emphasis) help create meaning
	5. to recognize how an author organizes ideas in an explanation or argument in order to understand the author's points more clearly and follow the text without confusion CC.1.2.11-12.E	5. Students can a. use academic vocabulary to explain how the author organizes ideas b. analyze how the order of ideas, examples, or evidence strengthens the author's point c. interpret how the structure makes the author's point clearer, more convincing, or more engaging d. support conclusions using strong evidence
	6. to recognize how words and phrases shape meaning and tone in order to explain how authors create specific effects for the reader CC.1.2.11-12.F	6. Students can a. support ideas with evidence concerning tone b. interpret the author's choice of tone c. evaluate how effectively the author's tone supports the author's message
	7. to combine information from articles, charts, and visuals in order to answer questions and make	7. Students can a. explain which sources are most relevant to the question or the problem

	informed decisions using real-world information CC.1.2.11-12.G	b. support conclusions with specific evidence from articles, visuals, and data
	8. to identify how reasoning and argumentation work in seminal texts in order to explain how authors use ideas and logic to influence audiences CC.1.2.11-12.H	8. Students can a. explain how the author connects ideas to build a logical argument b. interpret how the historical moment shapes the author's reasoning c. justify how the author's reasoning supports the overall argument d. interpret how the text reflects the beliefs, conflicts, or values of its time
	9. to identify the themes, purposes, and persuasive features of important historical texts in order to understand how ideas have shaped people's beliefs and actions CC.1.2.11-12.H	9. Students can a. support ideas about the historical text with evidence b. interpret the author's reasoning from the document c. evaluate how the document shaped people's actions or beliefs d. connect its themes to modern issues
	10. to read and understand literary nonfiction and informational texts in order to complete assignments independently and explain ideas clearly CC.1.2.11-12.L	10. Students can a. analyze how examples, evidence, or explanations deepen the author's message b. evaluate how the structure helps with understanding the text c. connect text to real-world reading tasks d. interpret the author's message accurately
● Writing -Argumentative	1. to organize an argument clearly in order to help the reader follow their	1. Students can:

	claim, reasons, and evidence from beginning to end CC.1.4.11-12.G	a. identify the main claim and an opposing claim b. explain each position in clear, simple language c. provide at least one relevant example or piece of evidence for each d. explain how evidence supports a claim e. group related reasons and evidence together f. write a conclusion that restates the claim clearly
	2. to research and organize information in order to answer questions clearly and solve problems using evidence CC.1.4.11-12.V	2. Students can: a. identify a clear research question b. locate information from more than one source c. select information that relates directly to the question d. explain what the sources show in their own words e. evaluate whether the research answers the question clearly
	3. to select and use credible sources in order to support ideas clearly and responsibly in school and workplace writing CC.1.4.11-12.W	3. Students can a. gather sources that are relevant b. use credible sources that support ideas clearly and responsibly c. integrate sources smoothly into writing d. apply evidence to produce a well-supported piece of writing
	4. to write regularly for different purposes in order to clearly communicate ideas in school and real-world situations CC.1.4.11-12.X	4. Students can: a. write for different purposes (explaining, reflecting, responding) b. show improvement between drafts c. complete longer writing tasks over several days

		d. produce writing that is clear and appropriate for the audience
● Speaking and listening	1. to participate in class discussions in order to share ideas clearly, listen to others, and better understand texts and topics CC.1.5.11-12.A	1. Students can a. evaluate different viewpoints b. support the group by staying on topic c. evaluate how well they participated
	2. to combine information from videos, images, and short texts in order to understand an issue, recognize reliable information, and make simple, informed decisions CC.1.5.11-12.C	2. Students can a. support decisions with specific evidence from videos, images, and text b. recognize whether a source seems reliable or questionable c. explain how the combined information helps make a simple decision d. evaluate whether decisions made are reasonable based on the sources
	3. to present information clearly and confidently in order to communicate ideas effectively in academic, workplace, and real-world situations CC.1.5.11-12.D	3. Students can a. explain ideas clearly using appropriate volume and pacing b. demonstrate understanding by staying on topic c. justify why evidence selected strengthens the presentation d. evaluate whether their perspective is clear
	4. to adjust their speech for different situations in order to communicate effectively in workplace, academic, and everyday conversations CC.1.5.11-12.E	4. Students can a. respond appropriately to feedback or cues from listeners b. explain why a speaking choice fits the situation
	5. to use digital media thoughtfully in presentations in order to	5. Students can:

	communicate information clearly and effectively in academic and real-world situations CC.1.5.11-12.F	a. assess if the media used supports the reasoning b. justify choice of media c. refine use of vocabulary to make ideas clearer d. defend credibility of the media when questioned e. evaluate how the audience responds to the media
	6. to use standard English when speaking in order to communicate ideas clearly and be understood in class discussions and presentations CC.1.5.11-12.G	6. Students can a. refine use of vocabulary to make ideas clearer b. assess speaking skills c. adjust based on feedback

Unit 5: Prosperity, Protest, New Voices, Forward Motion		
Concepts	Learning Intentions	Success Criteria
● Fiction	Students are learning… 1. to realize that the author's point of view or purpose influences what happens in a story and how it is told in order to better understand the author's message and explain why the story is written the way it is CC.1.3.11-12.D	1. Students can: a. analyze author point of view by explaining how the author's beliefs, experiences, or goals shape events and character choices b. evaluate how purpose influences storytelling by determining why certain details are emphasized, minimized, or omitted c. compare different perspectives d. explain how a shift in point of view would change the meaning or tone e. transfer understanding of perspective to real-life communication tasks, such as writing objective summaries, interpreting conflicting accounts, or recognizing bias in workplace documents

	2. to recognize how authors organize sentences, paragraphs, and sections of a story in order to analyze how structure helps develop meaning and guide the reader Standard CC.1.3.11-12.E	2. Students can: a. analyze whether the organization helps make the story clear b. evaluate how the structure of the whole text creates meaning c. connect this to how structure matters in real-world communications (briefings, reports, instructions) d. reflect whether the structure is effective e. justify their reasoning with evidence from the text
	3. to recognize that words and phrases shape meaning and tone in order to analyze how language choices influence how readers understand characters, events, and themes CC.1.3.11-12.F	3. Students can a. analyze language choices by explaining how specific words or phrases shape meaning, tone, or mood b. evaluate the impact of tone by determining how the author's language influences how readers view characters, events, or themes c. justify their interpretation with evidence showing how language guides the reader's understanding d. explain how language shapes perspective by identifying how certain words create bias, sympathy, tension, or emphasis
	4. to recognize important works from different literary periods in order to recognize shared themes and understand how authors from the same time period wrote about similar ideas CC.1.3.11-12.H	4. Students can a. analyze shared themes by explaining how two or more works from the same literary period address similar ideas, issues, or conflicts b. evaluate authors' choices by determining how historical context, cultural values, or social issues shaped the themes they wrote about

	5. to figure out the meaning of unfamiliar or confusing words in stories in order to understand what is happening in the text and explain ideas clearly CC.1.3.11-12.I 6. to independently figure out and use important academic and literary words in order to understand complex stories and communicate ideas accurately in real-world and academic situations CC.1.3.11-12.J 7. to independently read and understand literary fiction in order to succeed with complex stories and communicate ideas clearly in real-world and academic contexts CC.1.3.11-12.K	c. Compare how authors develop similar ideas through character actions, conflicts, or plot structures d. explain how the literary period influences meaning by connecting writing style, tone, or theme development to the time period 5. Students can a. analyze which context clues are most helpful b. justify interpretation of the context clues c. evaluate how vocabulary shapes the reader's understanding, justifying with explanations with examples 6. Students can a. evaluate the accuracy of word meaning by checking whether their interpretation fits the sentence, paragraph, and overall text b. justify vocabulary choices with evidence from the text when explaining how they determined a word's meaning c. Synthesize vocabulary knowledge by connecting new academic or literary words to previously learned terms to deepen comprehension 7. Students can a. identify when text is understood and when rereading is necessary b. apply reading strategies without being prompted such as preview the text, activate prior knowledge, set a purpose for reading, vocabulary previews etc c. evaluate their reading habits and adjust to stay engaged

		d. assess the effectiveness of communication by determining how well the author conveys ideas and how those strategies can be used in workplace writing.
● Non-Fiction	1. to analyze how two or more central ideas develop and interact across a text and determine how those relationships shape the author's message, in order to create a clear, objective summary that accurately explains the text without personal opinions, so they can apply these same skills in real-world situations CC.1.2.11-12.A	1. Students can: a. analyze central ideas by explaining how each idea develops across the text and what evidence supports it b. examine interactions between two or more central ideas c. explain how the central ideas influence each other d. distinguish between essential and non-essential details e. construct an objective summary that clearly explains the central ideas and their relationships without personal opinions f. connect this to real-world issues or situations
	2. to choose and cite strong textual evidence in order to clearly support their ideas about a text CC.1.2.11-12.B	2. Students can a. analyze whether the chosen evidence is strong enough to support understanding b. justify why the evidence proves the point c. evaluate how the evidence supports both explicit meaning and reasonable inferences about the author's beliefs d. evaluate how explicit and implicit evidence work together to reveal the author's assumptions and beliefs
	3. to understand and write about the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the nonfiction text in order to avoid confusion and mistakes when reading real-world texts that are multi-layered (ex.	3. Students can a. analyze complex ideas by explaining how key concepts develop and connect across the text b. assess sequences of events by determining how one event leads to or influences another

	Manuals and instructions, workplace policies, procedural texts, etc) CC.1.2.11-12.C	c. examine interactions between individuals, ideas, or events and explain how those interactions shape the author's message d. evaluate whether the structure makes the text clear or confusing e. produce clear explanations with evidence from multiple sections of the text that would help someone avoid confusion when reading real-world multistep texts
	4. to understand that an author's point of view or purpose shapes the content and style of a text in order to explain how meaning is created through authorial choices CC.1.2.11-12.D	4. Students can a. analyze author point of view by explaining how the author's beliefs, experiences, or goals influence what information is included or left out b. assess how purpose shapes content by determining why the author presents ideas in a particular way c. examine stylistic choices (tone, word choice, structure) d. explain how the stylistic choices contribute to meaning e. construct clear explanations that show how content and style work together to shape meaning f. weigh the effectiveness of communication by determining how well the author's choices convey ideas and how similar strategies can improve workplace writing
	5. to recognize how an author organizes ideas in an explanation or argument in order to understand the author's points more clearly and follow the text without confusion CC.1.2.11-12.E	5. Students can a. evaluate how effective the structure is b. connect how the structure supports the author's purpose to real-world texts like manuals. policies, or procedures c. justify reasoning with examples from the text

	6. to combine information from articles, charts, and visuals in order to answer questions and make informed decisions using real-world information CC.1.2.11-12.G	d. evaluate whether their explanation shows how structure shapes meaning 6. Students can a. explain how the combined information helps answer the question or solves the problem
	7. to analyze how foundational works from major literary periods develop and connect shared themes or topics, and to explain how authors from the same era respond to similar issues through their writing CC.1.2.11-12.H .	7. Students can a. synthesize information from multiple works to explain how authors respond to shared cultural or historical problems b. construct clear comparisons that show how authors from the same era treat similar themes or topics c. transfer comparison skill**s** to tasks like summarizing trends, identifying common themes in data, or explaining how multiple factors contribute to a workplace issue d. evaluate the effectiveness of thematic development by determining how well each author communicates their ideas and what strategies make their message clearer or more powerful
	8. to figure out and use unfamiliar academic words on their own in order to explain ideas accurately and succeed with more demanding reading, writing, and real-world tasks CC.1.3.11-12.J	8. Students can a. create a short explanation, message, or workplace-style note that uses the word accurately and clearly b. demonstrate independence by determining and using the meaning of unfamiliar words without teacher support
	9. to read and understand literary nonfiction and informational texts in order to complete assignments	9. Students can

	independently and explain ideas clearly CC.1.3.11-12.K	a. Produce clear, organized responses to the text b. evaluate whether explanations show full understanding of the text
● Writing-Informational/Expository	1. to accurately explain ideas and concepts in order to clearly communicate understanding of texts and topics in academic writing, and apply these same clear-communication skills writing in the workplace and real-world situations CC.1.4.11-12.A	1. Students can: a. analyze key ideas by breaking down complex concepts b. explain them in clear, accurate language c. convey information precisely using correct vocabulary, logical sequencing, and clear sentence structure d. determine relevant details that directly support the main idea or concept e. revise explanations to improve clarity, accuracy, and organization in writing
	2. to use standard English grammar and usage correctly in order to communicate ideas clearly and effectively in their writing CC.1.4.11-12.L	2. Students can: a. choose punctuation that accurately reflects meaning and supports the flow of ideas b. apply capitalization, punctuation, and spelling rules consistently throughout a piece of writing c. spell commonly confused, academic, and discipline-specific words correctly
	3. to improve their writing through revision in order to make their ideas clearer and easier for the reader to understand CC.1.4.11-12.T	3. Students can; a. identifying sentences, ideas, or sections that may confuse a reader b. assess their writing for consistency, accuracy c. refine ideas by adjusting wording, organization, or detail to improve meaning d. respond to feedback from peers or teachers to strengthen clarity and organization e. evaluate whether revisions make the writing easier to understand 4. Students can:

	4. to use digital tools to revise and update writing in order to strengthen analysis and respond effectively to feedback and new ideas CC.1.4.11-12.U	a. analyze digital feedback by identifying comments, suggestions, or flagged issues that affect clarity or analysis b. revise writing using digital tools such as track changes, comments, grammar tools, and collaborative editing features c. integrate new ideas by adding, refining, or reorganizing content based on feedback
● Speaking and listening	1. to participate in class discussions in order to share ideas clearly, listen to others, and better understand texts and topics CC.1.5.11-12.A	1. Students can a. synthesize ideas to help the group reach a deeper understanding b. interpret when the conversation needs refocusing c. reflect on how to improve in future discussions
	2. to identify a speaker's point of view, evidence, and tone influence credibility in order to decide whether an argument is trustworthy and makes sense CC.1.5.11-12.B	2. Students can a. analyze how the speaker's point of view, evidence, and tone work together to strengthen or weaken credibility b. produce a clear organized evaluation of a speaker's point of view, evidence, and tone
	3. to combine information from videos, images, and short texts in order to understand an issue, recognize reliable information, and make simple, informed decisions CC.1.5.11-12.C	3. Students can a. evaluate information from multiple sources to make a clear informed judgement about an issue b. justify why a source is trustworthy c. reflect on how the information was used
	4. to present information clearly and confidently in order to communicate ideas effectively in academic, workplace, and real-world situations	4. Students can a. refine perspective to make the message stronger b. evaluate the strengths and weaknesses of their presentation

	CC.1.5.11-12.D	c. reflect how to improve evidence for future situations
	5. to adjust their speech for different situations in order to communicate effectively in workplace, academic, and everyday conversations CC.1.5.11-12.E	5. Students can a. evaluate whether the message was understood b. adapt approach if the message was not understood c. evaluate how well the speech was adapted. d. reflect on how to better adapt for future situations
	6. to use digital media thoughtfully in presentations in order to communicate information clearly and effectively in academic and real-world situations CC.1.5.11-12.F	6. Students can a. evaluate whether media choices improved the presentation b. reflect on how to use digital tools more effectively in the future
	7. to use standard English when speaking in order to communicate ideas clearly and be understood in class discussions and presentations CC.1.5.11-12.G	7. Students can a. evaluate whether word choice helps the audience understand the presentation b. assess how well an audience understands the speaker c. adjust the delivery if needed d. evaluate overall communication skills e. reflect on how to improve for future discussions and presentations

NORTHERN LEBANON SCHOOL DISTRICT

Course Title: German IV

Creation/Revision Date: 2/21/26



SUBMITTAL FOR BOARD APPROVAL

COURSE OF STUDY: German IV

SUBMITTED BY: Rebecca Scalese

DATE: _____

COMMENTS:

APPROVED BY: Rebecca Scalese DATE 6/3/26
(Classroom Teacher)

APPROVED BY: Natalie Snyder DATE: 6/3/26
(Grade Level Lead/Instructional Leader/Department Chair)

APPROVED BY: Tiffany Hogg DATE: 07/13/2026
(Curriculum Coordinator)

APPROVED BY: Dr. Peter Ehret DATE: 07/13/26
(Principal/Director of Secondary/Elementary Services)

APPROVED BY: _____ DATE: _____
(Assistant to the Superintendent/Superintendent)

World Languages - German IV

I. **Course Description:** In the fourth year course, previously learned skills in the target language are used and further developed. Students develop new capabilities in the use of more advanced grammatical structures such as: passive and conditional voice. Vocabulary is expanded and oral expression is encouraged. Students are working toward higher levels of literacy and fluency. The students must take tests, do written activities, and participate in oral activities. More independence is encouraged as students work to develop goals to continue and further their language learning after graduation.

II. **Standards Used:**

III. **Scope and Sequence**

Units/Chapters	**Concepts**	**Pacing**	**Assessment**
Unit 1 Review	Verb tenses Noun cases Word order	30 days	Match sentences to the translation in the correct tense. Converse about past and future events using present perfect Write about past events using the simple past Speak using the present perfect tense to talk about events in a reading passage written in the simple past. Unit 1 Quizzes and Tests
Unit 2 What has become of them? *(Was ist aus ihnen geworden)* Deutsch Aktuell (DA) 3 K6	past subjunctive (*Konjuktiv 2*) Modals in the narrative past tense	25 days	Unit 2 Quizzes and Tests

	infinitive clauses with *um…zu* *Der Erlkönig* by Göethe		
Unit 3 Generations *(Generationen)* DA 3 K7	Passive voice (present tense) Wo-compounds	25 days	Unit 3 Quizzes and Tests
Unit 4 Healthy Life *(Gesundes Leben)* DA 3 K8	Passive voice (narrative past) *was* and *wo* as relative pronouns Genitive case Uses of werden	20 days	Unit 4 Quizzes and Tests
Unit 5 The European Neighbors (*Die Nachbarn in Europa)* Book 3 K9	The EU Passive voice with *Es* Using *-ung* to form nouns from verbs	20 days	Unit 5 Quizzes and Tests
Increasing Fluency and Literacy	On-going throughout all other units with reading, writing and conversation	25 days	Formative Assessment Final Exam
Life-Long Learning Goals and Options	On-going throughout all other units with independent projects, reading, writing and conversation	25 days	Student Self-Assessment Portfolio

IV. Resources:

Resource	**Unit Utilized**
Teacher-generated materials	all
Assorted German textbooks and readers: *Deutsch Aktuell Book 3* *German Grammar in Review*	all

Lies mit Mir II *Das Nibelungenlied*	
On-line resources: DW.com (Nicos Weg and other learning opportunities, news articles) *Easy German* videos *Learn German mit Anya* videos *Deutsch Plus* video series *Extra auf Deutsch* video series	all

Unit 1: Review		
Concepts	Learning Intentions	Success Criteria
• Verb tenses, noun cases, word order	Students are learning to… 1. use previously learned structures to exchange information, ideas, and opinions 2. that correct grammar and syntax make their communication more comprehensible.	Students can: a. tell about past, present and future events in conversation b. demonstrate comprehension of short texts written in the past tense c. write original sentences using various tenses and using correct noun cases with adjective endings Students can: a. use correct syntax when speaking and writing

Unit 2: B3 K6 What has become of them? (*Was ist aus ihnen geworden?*)		
Concepts	Learning Intentions	Success Criteria
• double infinitives	Students are learning… 1. how double infinitive constructions are formed and used so they can communicate complex ideas about past actions with modal verbs accurately in German	Students can: a. identify a double infinitive construction in a sentence b. recognize when a double infinitive is required with modal verbs in the perfect tense c. explain how a double infinitive construction is formed d. identify the helping verb and the two infinitives in a sentence e. understand the meaning of sentences that contain double infinitives

Unit 2: B3 K6 What has become of them? (*Was ist aus ihnen geworden?*)		
		f. distinguish between a regular perfect-tense construction and a double infinitive construction
● past subjunctive	2. how the past subjunctive (*Konjunktiv II der Vergangenheit*) is formed and used to express hypothetical, unreal, or regretted situations in the past	Students can: a. identify examples of the past subjunctive in spoken and written German b. recognize situations that require the past subjunctive c. explain how the past subjunctive differs from the indicative past tenses d. form the past subjunctive using *hätte* or *wäre* and a past participle e. determine whether a statement describes a real or unreal past event f. understand the meaning of sentences that express regrets, missed opportunities, or unreal past conditions g. use the past subjunctive to discuss hypothetical situations in the past. h. communicate regrets, wishes, and unreal past events accurately in speaking and writing
● Modals in the narrative past tense	3. how to use modal verbs in the narrative past tense (*Präteritum*) so they can communicate past abilities, obligations, desires, permissions, and possibilities in German	Students can: a. identify modal verbs in the narrative past tense. b. recognize the meaning of modal verbs when used in past-tense contexts c. form the narrative past tense of common modal verbs (*konnte, musste, wollte, durfte, sollte,* and *mochte*) d. distinguish between present-tense and narrative past-tense forms of modal verbs e. understand sentences and stories that use modal verbs in the narrative past tense f. explain how a modal verb changes the meaning of a sentence g. use modal verbs in the narrative past tense to describe past situations and events

Unit 2: B3 K6 What has become of them? (*Was ist aus ihnen geworden?*)		
		h. communicate past abilities, obligations, desires, permissions, and possibilities in speaking and writing
● infinitive clauses with *um…zu*	4. how to form infinitive clauses with *um ... zu* to express purpose so they can explain why actions are taken in German	Students can: a. identify an *um ... zu* infinitive clause in a sentence. b. recognize that *um ... zu* expresses purpose or intention c. explain the relationship between the main clause and the infinitive clause d. distinguish between statements of purpose and other types of subordinate clauses e. combine two related ideas using *um ... zu* f. understand the meaning of sentences that contain *um ... zu* constructions g. use *um ... zu* clauses correctly in speaking and writing to explain goals and intentions
● *Der Erlkönig*	5. how Johann Wolfgang von Goethe's *Der Erlkönig* uses language, structure, and literary devices to create meaning and convey themes about fear, perception, and human experience	Students can: a. identify the main characters and events in *Der Erlkönig* b. summarize the plot of the poem c. distinguish between the perspectives of the narrator, father, son, and Erlkönig d. recognize literary devices such as imagery, repetition, symbolism, and personification e. explain how Goethe creates tension and suspense throughout the poem f. interpret multiple possible meanings of the Erlkönig figure g. analyze how language choices contribute to the mood and themes of the poem h. support interpretations with evidence from the text. i. discuss and write about the poem in German and/or English, using appropriate literary vocabulary

Unit 3: B3 K7 Generations (Generationen)		
Concepts	Learning Intentions	Success Criteria
● Passive voice	Students are learning… 1. how the present-tense passive voice is formed and used to focus on actions rather than the person performing the action	Students can: a. identify sentences written in the present passive voice b. recognize the forms of *werden* used in the present passive c. distinguish between active and passive voice. d. explain how the passive voice changes the focus of a sentence e. form present passive sentences using *werden* and a past participle f. understand the meaning of passive constructions in spoken and written German g. determine when the passive voice is more appropriate than the active voice h. use the present passive voice to describe processes, actions, and events in speaking and writing
● *wo*-compounds	2. how to form *wo*-compounds (*worauf, womit, wofür, worüber,* etc.) to refer to things and ideas so they can communicate more naturally and avoid repetition in German	Students can: a. recognize how *wo*-compounds replace references to things or concepts b. identify the preposition that contributes meaning to a *wo*-compound c. explain how *wo*-compounds help connect ideas within a conversation or text d. distinguish between references to people and references to things e. interpret the meaning of *wo*-compounds in authentic texts and conversations f. use *wo*-compounds to ask questions and provide information g. communicate ideas more precisely by using *wo*-compounds appropriately

Unit 4: B3 K8 Healthy Life (Gesundes Leben)		
Concepts	Learning Intentions	Success Criteria
● Passive voice (narrative past)	Students are learning… 1. how to form and use the passive voice in the past tense so they can describe actions and events that happened in the past while emphasizing the action rather than the person performing it	Students can: a. recognize situations in which the action is more important than the actor b. identify the components of a past passive construction c. explain how the passive voice affects the focus and meaning of a sentence d. compare active and passive descriptions of past events e. interpret passive constructions in authentic texts and historical accounts f. determine when the passive voice is appropriate for describing past events and processes g. use past passive constructions to communicate information clearly and accurately h. create spoken and written descriptions of past events using the passive voice
● *was* and *wo* as relative pronouns	2. how to use the relative pronouns *was* and *wo* to connect ideas and provide additional information in German	Students can: a. identify *was* and *wo* when they are used as relative pronouns b. recognize the types of words and expressions that can be referred to by *was* and *wo* c. distinguish between *was* and *wo* as relative pronouns and their use as question words d. explain how relative clauses add information to a sentence e. understand sentences and texts that contain relative clauses with *was* and *wo* f. choose whether *was* or *wo* is needed based on the meaning of the sentence g. combine ideas using relative clauses with *was* and *wo* h. use relative clauses with *was* and *wo* accurately in speaking and writing Students can:

Unit 4: B3 K8 Healthy Life (Gesundes Leben)		
● Genitive case	3. how to read and write poetry using the genitive case	a. interpret and translate poetic text containing the genitive case b. write original poems using the genitive case
● Uses of werden	4. how to use *werden* to communicate future events, emphasize actions through the passive voice, and describe changes over time	Students can: a. recognize the role *werden* plays in a sentence. b. identify clues that indicate which function of *werden* is being used c. compare the different meanings of *werden* in authentic texts and conversations d. explain how *werden* contributes to the meaning of future, passive, and change-of-state constructions. e. interpret messages accurately by identifying the function of *werden* f. select the appropriate use of *werden* to communicate intended meaning g. use *werden* appropriately in speaking and writing across a variety of contexts

Unit 5: B3 K9 The European Neighbors (Die Nachbarn in Europa)		
Concepts	Learning Intentions	Success Criteria
● The European Union	Students are learning… 1. about the European Union (EU), its member countries, and its role in the lives of German speakers and other Europeans	Students can: a. identify the purpose of the European Union b. locate EU member countries on a map of Europe c. recognize that Germany is a member of the European Union d. describe some benefits and responsibilities of EU membership e. explain how the EU influences travel, trade, and cooperation among member countries f. interpret basic information about the EU in German texts and media g. compare aspects of the EU with organizations or systems in their own country

Unit 5: B3 K9 The European Neighbors (Die Nachbarn in Europa)		
		h. communicate information about the EU in spoken and written German
● The Passive Voice with *Es*	2. how to use *es* in the passive voice to talk about actions when it is not important who is doing them	Students can: a. recognize *es* in a passive sentence b. explain the role of *es* as a placeholder subject c. understand sentences that use the impersonal passive voice d. tell when the action is more important than the person doing it e. describe general activities and events using *es* and the passive voice f. write and say sentences using impersonal passive constructions
● *Substantiv* - Using *-ung* to form nouns from verbs	3. how the suffix *-ung* is used to create nouns from verbs so they can recognize and use related vocabulary more effectively	Students can: a. identify nouns that end in *-ung* b. recognize the verb from which an *-ung* noun is derived c. explain how adding *-ung* changes a verb into a noun d. determine the meaning of unfamiliar *-ung* nouns by connecting them to known verbs e. recognize that *-ung* nouns are feminine (*die*) f. understand *-ung* nouns when reading and listening g. use common *-ung* nouns appropriately in speaking and writing h. expand vocabulary by making connections between verbs and related nouns

NORTHERN LEBANON SCHOOL DISTRICT

Course Title: Honors 11

Creation/Revision Date: June 8, 2026



SUBMITTAL FOR BOARD APPROVAL

COURSE OF STUDY: Honors 11

SUBMITTED BY: Kristy Bugg

DATE: _____

COMMENTS:

APPROVED BY:	Kristy Bugg	DATE:	6/17/26
	(Classroom Teacher)		
APPROVED BY:	Mrs. Kelita Gross	DATE:	6/16/26
	(Grade Level Lead/Instructional Leader/Department Chair)		
APPROVED BY:	Tiffany Hogg	DATE:	6/23/2026
	(Curriculum Coordinator)		
APPROVED BY:	Dr. Peter Ehret	DATE:	06/25/26
	(Principal/Director of Secondary/Elementary Services)		
APPROVED BY:		DATE:	
	(Assistant to the Superintendent/Superintendent)		

American Literature 11

Verbs - distinguish between, explain, identify, …
Using this document for lesson planning - i.e. "Teachers should be able to utilize the success criteria column to develop a lesson plan designed to ensure that students have the ability to do the task
Tie in to assessment

I. **Course Description:**
Effective communication of standard English is the ultimate goal of this course. Students' personal lives and education are enhanced through the reading of classic and modern American literature. Students are taught effective written communication through the three primary modes of writing. Students in this course may plan on attending vocational school or entering the workforce upon graduation.

II. **Standards Used - The standards used for this curriculum come from PDE's published English standards, which can be found here. Because this is a tested subject, a more detailed breakdown of the skills students need to master can be found on PDE's Assessment Anchor and Eligible Content document. This document was the main resource for the development of this curriculum.**

III. **Scope and Sequence**

Units/Chapters	**Concepts**	**Pacing**	**Assessment**
Unit 1 **Voices of American Dreams, Myths, and Promise**	• Reading Informational Texts • Reading Literature • Narrative Writing • Speaking and Listening	3 weeks	• Narrative Writing • Origin Myths Research Presentation • Quizzes • Tests
Unit 2 **Voices in the Shadows of the American Mind**	• Reading Informational Texts • Reading Literature • Informative/Expository	8 weeks	• Author Research Essay/Romanticism • Responses to Literature • Quizzes • Tests

	Writing		
Unit 3 **Real Voices, Real America**	• Reading Informational Texts • Reading Literature • Persuasive/ Argumentative Writing • Speaking and Listening	7 weeks	• Persuasive/Argumentative Writing • Responses to Literature • Quizzes • Tests
Unit 4 **American Voices of Disillusion, Defiance, and Discontent**	• Reading Informational Texts • Reading Literature • Informative/Expository Writing	7 weeks	• Informative/Expository Essay • Roaring20s Project • Responses to Literature • Quizzes • Tests
Unit 5 **New Voices, New Forms, New America**	• Reading Informational Texts • Reading Literature • Persuasive/ Argumentative Writing • Speaking and Listening	6 weeks	• Persuasive/ Argumentative Writing • Responses to Literature • Quizzes • Tests
Unit 6 **The Mosaic of American Voices: Identity and Culture**	• Reading Informational Texts • Reading Literature • Narrative Writing	5 weeks	• Narrative Writing • Responses to Literature • Quizzes • Tests

IV. Resources

Resource	**Unit Utilized**
Prentice Hall Literature The American Experience	Units 1-6

Evergreen A Guide To Writing With Reading	Units 2-5
Vocabulary Power Plus Classic	Units 1-4
Teacher Selected Stories and Poems	Units 1-6
The Scarlet Letter, The Legend of Sleepy Hollow and Other Stories,	Unit 2
The Old Man and The Sea, As I Lay Dying	Unit 4
Teacher Selected or School Library Approved Student Selected Modern Novel	Unit 6

Unit 1: **Voices of American Dreams, Myths, and Promise**		
Concepts (Assessment Anchor)	Learning Intentions (Descriptor)	Success Criteria (Eligible Content)
• Reading Informational Text	Students are learning… 1. to recognize how multiple ideas connect and grow in a text in order to understand the author's message more clearly CC.1.2.11-12.A 2. to identify what a text states directly and what it suggests in order to better understand the author's message CC.1.2.11-12.B 3. to describe how an author's point of view or purpose influences what is written and how it is written in order to better understand the author's message and choices CC.1.2.11-12D 4. to interpret the meaning of unfamiliar or confusing words in order to better understand nonfiction texts and explain their ideas clearly	1. Students can a. break down each central idea b. explain how each central idea changes, strengthens, or complicates across the text using precise textual evidence c. determine the author's overall message or purpose 2. Students can: a. identify what the text states directly, including key facts, claims, and details b. explain how explicit statements and implied ideas work together to shape the author's message 3. Students can: a. analyze how the author's point of view, beliefs, values, or assumptions shape the text b. interpret how the author's point of view or purpose affects what details are emphasized, minimized, or omitted c. synthesize how the author's point of view and purpose work together to shape meaning across the entire text 4. Students can: a. analyze how surrounding sentences, tone, and structure help reveal the meaning of unfamiliar or confusing words.

	CC.1.2.11-12.K 5. to comprehend literary nonfiction and informational texts in order to complete assignments independently and explain ideas clearly CC.1.2.11-12.L	b. evaluate which strategies are most effective for interpreting unfamiliar words in different types of texts c. justify why these strategies constitute the most effective methods for determining the meaning of unfamiliar words d. integrate understanding of complex vocabulary into literary analysis to strengthen clarity and sophistication 5. Students can: a. analyze how key ideas emerge, develop, and interact across a nonfiction text b. interpret the most important information in a passage c. explain how the key idea reinforces the author's message d. integrate understanding of key ideas into academic discussions by referencing the text accurately in order to contribute original insights
● Reading Literature	Students are learning… 1. to analyze the interaction of ideas, events, or individuals in a text (e.g., how a creation myth establishes societal laws) in order to evaluate how the interplay of key elements within a text reflects broader historical, cultural, or thematic patterns CC.1.3.11-12.C 2. to demonstrate knowledge of foundational works of American literature, in order to compare how texts from the same period	1. Students can: a. analyze how multiple interactions across the text create patterns that reveal deeper themes or cultural beliefs and drive the text's development b. evaluate how the interaction of ideas, events, or individuals shapes the text's meaning, structure, or cultural significance c. integrate historical, cultural, or genre context (e.g., creation myths, origin stories, foundational narratives) to deepen analysis of interactions 2. Students can: a. synthesize thematic patterns across multiple foundational texts to explain how authors collectively reflect or challenge the values of their time period.

	treat similar themes CC.1.3.11-12.H	b. evaluate how effectively each author communicates the shared theme and how their choices influence readers' understanding
● Writing: Narrative	Students are learning… 1. to maintain focus on one clear topic in writing in order to help the reader easily understand what the writing is about CC.1.4.11-12.B 2. to apply grammar, capitalization, punctuation, and spelling in order to make their writing clear and easy for readers to understand CC.1.4.11-12.F 3. to construct narratives using plot, characters, and details in order to communicate experiences clearly and effectively in writing CC.1.4.11-12.M 4. to use dialogue and description in order to help the reader clearly picture what happens in a story CC.1.4.11-12.O	1. Students can: a. analyze the main idea or controlling idea of the narrative b. evaluate whether each detail, example, or piece of evidence clearly connects to their central topic 2. Students can: a. construct writing that demonstrates consistent, accurate, and purposeful use of grammar, punctuation, capitalization, and spelling 3. Students can: a. synthesize plot, character, and thematic elements to create a unified, meaningful narrative b. evaluate which details best develop characters, advance the plot, or clarify the experience. c. justify choice of stylistic techniques (imagery, symbolism, pacing) to communicate the experience effectively 4. Students can: a. analyze how specific descriptive details shape the reader's understanding of characters, setting, and events b. evaluate whether dialogue reveals character, advances the plot, or clarifies the situation

		c. construct sensory-rich descriptions that help the reader visualize the moment clearly
	5. to sequence events smoothly in order to build a clear narrative that leads to a meaningful outcome CC.1.4.11-12P	5. Students can: a. analyze how the order of events affects clarity, pacing, and reader understanding b. construct a sequence of events that unfolds logically and supports the narrative's purpose c. formulate clear cause-and-effect relationships that connect events meaningfully d. revise the narrative to improve pacing, eliminate confusion, and strengthen flow
	6. to use standard English grammar and usage correctly in order to communicate ideas clearly and effectively in their writing CC.1.4.11-12.R	6. Students can: a. analyze how grammar, syntax, and usage choices affect clarity and precision b. evaluate whether writing follows standard English conventions consistently and accurately for academic writing c. revise writing to correct basic grammar errors (fragments, run-ons, comma splices), usage, and syntax errors that interfere with meaning
	7. to apply the use of technology to draft and revise writing in order to improve clarity and make changes based on feedback CC.1.4.11-12.U	7. Students can: a. evaluate draft using digital tools to identify unclear ideas, weak evidence, or structural issues b. assess feedback from peers, teachers, or clarity and improvement tools to determine what revisions will improve clarity
● Speaking and Listening	Students are learning… 1. to participate in class discussions in order to share ideas clearly, listen to others, and better understand texts and topics CC.1.5.11-12.A	1. Students can: a. share an idea that connects directly to the discussion topic b. explain clearly why the idea matters c. analyze complex ideas from peers

	2. to present ideas clearly using examples and evidence in order to share information in an organized way that others can understand CC.1.5.11-12.D	d. evaluate peer claims by weighing textual evidence and reasoning before responding e. critique flawed reasoning or unsupported claims respectfully and academically 2. Students can: a. analyze complex ideas to determine which are the most important to present b. evaluate which examples and textual evidence best support the message c. organize information in a clear, logically sequenced explanation that helps the audience to follow the idea being presented d. critique own and others' presentations for clarity, organization, and strength of evidence
	3. to use digital media in presentations in order to help the audience understand their ideas more clearly and stay engaged CC.1.5.11-12.F	3. Students can: a. analyze which digital media (images, charts, audio, video, graphics) best clarifies ideas b. evaluate how effectively the digital media strengthens understanding or distracts from the message c. critique media choices for clarity, accuracy, and audience engagement

Unit 2: **Voices in the Shadows of the American Mind**		
Concepts	Learning Intentions	Success Criteria
● Reading Literature	Students are learning… 1. to analyze how multiple themes develop in a story in order to understand the author's message	Students can… 1. Students can: a. compare and contrast how multiple themes interact, reinforce, or complicate one another

	and accurately summarize what happens in the text CC.1.3.11-12.A	b. interpret how the author uses themes to communicate a deeper message or commentary c. justify interpretation of the themes and message with well-chosen textual evidence d. construct an accurate, objective summary that includes key events or ideas without personal opinions
	2. to use strong evidence from a story in order to explain what the text clearly says and support reasonable inferences about characters and themes CC.1.3.11-12.B	2. Students can: a. analyze how specific details, quotations, and narrative choices reveal explicit meaning in the text b. interpret characters' motivations, conflicts, and development using strong, relevant evidence. c. explain how the evidence supports the interpretation d. justify inferences about characters, themes, or author choices using clear, well-chosen textual evidence
	3. to recognize how authors develop characters, events, and conflicts in order to understand how these choices shape the story's meaning CC.1.3.11-12.C	3. Students can: a. analyze how an author develops characters through actions, dialogue, motivations, and interactions b. interpret how key events shape characters, escalate conflict, or reveal deeper themes. c. differentiate between various author choices (pacing, structure, point of view) d. explain how each contributes to meaning
	4. to explain how an author's point of view or purpose influences what happens in a story and how it is told in order to better understand the author's message CC.1.3.11-12.D	4. Students can: a. synthesize how the author's point of view, purpose, and narrative decisions work together to shape the story's deeper meaning

		b. evaluate how effectively the author's point of view or purpose influences the events, conflicts, and themes of the story c. construct a sustained explanation of how the author's perspective shapes the reader's understanding of characters, events, and themes
	5. to recognize how stories are organized in order to understand how events and ideas fit together and help communicate the story's message CC.1.3.11-12.E	5. Students can: a. analyze how the story's structure (chronology, pacing, sequencing, flashbacks, parallel plots) shapes the reader's understanding b. explain how the organization of events influences the development of characters, conflicts, or themes c. evaluate how effectively the author's organizational choices enhance or complicate the story's meaning
	6. to describe how an author's word choices affect meaning and tone in order to understand how a story creates a certain feeling for the reader CC.1.3.11-12.F	6. Students can: a. synthesize patterns in the author's word choices to explain how tone and meaning evolve across the text b. evaluate how effectively the author's diction creates a specific emotional atmosphere or reader experience
	7. to explore important works from different literary periods in order to recognize shared themes and understand how authors from the same time period wrote about similar ideas CC.1.3.11-12.H	7. Students can: a. analyze how each text develops a shared theme through characters, conflicts, events, or stylistic choices b. compare how authors from the same period treat similar ideas in different ways c. distinguish the defining features of each literary period d. connect the defining features to thematic choices

		e. assess the significance of shared themes f. explain what the shared themes reveal about the period
	8. to determine the meaning of unfamiliar or confusing words in stories in order to understand what is happening in the text and explain ideas clearly CC.1.3.11-12.I	8. Students can: a. infer the meaning of unfamiliar words using context clues, tone, and narrative cues b. interpret the connotative meaning of words c. explain how those connotations shape understanding d. apply knowledge of roots, prefixes, and suffixes to determine meaning e. differentiate between possible meanings of a word and select the one that best fits the text f. justify the word meaning using evidence from the text g. formulate interpretations of characters, events, or themes based on accurate understanding of key vocabulary
● Reading Informational Text	Students are learning… 1. to interpret how multiple central ideas develop and interact in a text in order to understand how authors create deeper meaning CC.1.2.11-12.A	1. Students can: a. analyze how each central idea emerges, evolves, or shifts across the text using precise textual evidence b. interpret how two or more central ideas influence, complicate, or build upon one another c. justify an interpretation of the author's deeper meaning using well-chosen, relevant evidence
	2. to recognize how words and phrases shape meaning and tone in order to explain how authors create specific effects for the reader CC.1.2.11-12.F	2. Students can: a. synthesize how repeated words, motifs, or stylistic patterns work together to create a cumulative effect on meaning and tone b. evaluate how effectively the author's diction, figurative language, and phrasing

		create specific effects such as tension, irony, humor, or urgency
	3. to identify key ideas in nonfiction texts independently in order to analyze ideas and participate in discussion CC.1.2.11-12.L	3. Students can: a. synthesize key ideas from different sections of a text to form a comprehensive understanding of the author's message b. evaluate which ideas are most significant to the author's purpose c. explain why the key ideas matter d. integrate understanding of key ideas into class discussions by referencing the text accurately and contributing original insights
● Writing: Informational/Expository	Students are learning… 1. to identify topic, task, and audience in writing in order to communicate ideas clearly and meet academic expectations CC.1.4.11-12.B	1. Students can: a. analyze the topic, task, and audience to understand what the writing must accomplish b. evaluate whether the ideas, tone, and structure match the expectations of the assignment c. formulate vocabulary, tone, and examples that are appropriate for an academic audience d. revise writing to better meet the needs of a specific academic audience
	2. to distinguish the most important facts, details, and examples in order to clearly explain a topic CC.1.4.11-12.C	2. Students can: a. analyze a text or topic to determine which facts, details, and examples are most important b. evaluate whether each detail meaningfully contributes to explaining the topic c. distinguish how each fact supports the main idea or focus
	3. to organize ideas logically and use transitions in order to clearly	3. Students can:

	explain information in academic writing CC.1.4.11-12.D	a. differentiate which organizational structure (cause-effect, compare-contrast, sequence, claim-evidence) best fits the task b. evaluate if ideas are organized in a logical order that matches the writing task c. justify why the chosen structure and transitions best support the purpose and audience d. construct paragraphs that develop one idea clearly and connect smoothly to the next e. apply appropriate transitions to show relationships between ideas
	4. to apply correct capitalization, punctuation, and spelling in order to produce writing that is polished, and easy for readers to understand CC.1.4.11-12.F	4. Students can: a. demonstrate correct punctuation and capitalization when writing complex sentences b. analyze writing to identify errors in capitalization, punctuation, and spelling that affect clarity c. formulate a plan for editing to polish writing to improve accuracy and readability

Unit 3: **Real Voices, Real America**		
Concepts	Learning Intentions	Success Criteria
● Reading Literature	Students are learning… 1. to interpret how multiple themes develop and interact in a literary text in order to analyze meaning and write clear, objective summaries CC.1.3.11-12A	1. Students can: a. synthesize how multiple themes emerge and interact across the text to shape deeper meaning b. evaluate which themes are most significant and why they matter to the author's purpose c. formulate insights about how the themes reflect cultural, historical, or philosophical ideas

		d. integrate understanding of theme interactions into clear, accurate, objective summaries
	2. to implement strong textual evidence in order to analyze explicit details and support inferences about an author's ideas and beliefs CC.1.3.11-12.B	2. Students can: a. analyze explicit details to determine what the author directly states b. select strong, precise evidence that directly supports the claims c. explain how selected evidence supports an explicit detail or idea d. infer reasonable conclusions about the author's beliefs using precise evidence from the text e. synthesize multiple pieces of evidence to show how explicit details and inferences work together to reveal the author's beliefs
	3. to evaluate how authors develop and connect story elements in order to analyze how those choices affect plot, theme, and reader understanding CC.1.3.11-12.C	3. Students can: a. analyze how each element appears or is introduced in the text. b. evaluate how the author's decisions effectively develop the plot and communicate themes c. assess how the author's structural and stylistic decisions influence the reader's understanding or emotional response
	4. to determine how an author's point of view or purpose affects characters, events, and language in order to evaluate key choices and explain how they shape the story's message CC.1.3.11-12.D	4. Students can: a. evaluate how the author's point of view, purpose, and narrative decisions work together to shape the story's message b. interpret how the author's purpose shapes the tone or language choices c. compare how different points of view or purposes would change the reader's understanding of events d. explain how the author's point of view influences the portrayal of characters or events

		e. assess the effectiveness of the author's choices in shaping the story's message
	5. to trace how authors organize sentences, paragraphs, and sections of a story in order to analyze how structure helps develop meaning and guide the reader CC.1.3.11-12.E	5. Students can: a. analyze how the author organizes sentences, paragraphs, and sections to shape the flow of ideas b. trace how structural patterns (chronology, pacing, transitions) guide the reader through the text c. interpret why the author chose a particular structure and how it affects meaning. d. compare how different organizational techniques (flashbacks, parallel plots, shifts in perspective) influence understanding e. identify how the author's structural choices shape meaning, pacing, or emphasis .
	6. To evaluate key works from major literary periods by comparing how authors from the same time period address similar ideas, themes, or issues in order to understand how historical context influences an author's choices CC.1.3.11-12H	6. Students can: a. analyze how each author develops key themes or ideas within the same literary period b. interpret how authors respond to similar cultural, political, or philosophical issues of their time c. compare how authors from the same period treat shared themes or concerns differently d. trace how historical events or movements influence the themes and ideas in each text e. differentiate the defining characteristics of the literary period f. explain how those characteristics shape author choices
	7. to independently read and understand literary fiction in order to succeed with complex stories and communicate ideas clearly in academic contexts	7. Students can: a. evaluate challenging passages to determine what is explicitly stated and what is implied

	CC.1.3.11-12K	b. interpret the central ideas, conflicts, and themes in a complex story c. apply strategies such as annotation, questioning, and summarizing to support independent comprehension d. infer deeper meanings about characters, motivations, and themes using textual evidence e. explain understanding of the text clearly in academic discussions and writing
● Reading Informational Text	Students are learning… 1. to explain the relationship between central ideas in a text in order to understand the overall meaning of more challenging readings CC.1.2.11-12.A 2. to interpret effective textual evidence in order to make their interpretations clear and convincing CC.1.2.11-12.B 3. to assess how an author's point of view or purpose shapes the content and style of a text in order to explain how meaning is created through authorial choice CC.1.2.11-12.D	1. Students can: a. explain how central ideas connect, influence one another, or build complexity in the text b. compare which ideas are most essential to understanding the text's overall meaning and why c. synthesize how multiple central ideas work together to create complex meaning in the text 2. Students can: a. explain how each piece of evidence directly supports the claim or interpretation b. differentiate between strong, specific evidence and vague or insufficient evidence c. construct an interpretation that is clear, nuanced, and persuasive because it is grounded in strong evidence and logical reasoning 3. Students can: a. explain how the author's point of view influences what information is included or omitted b. evaluate how effectively the author's choices (tone, structure, evidence, language) create meaning and influence the reader

		c. synthesize how the author's point of view and purpose work together to shape both the content and style of the text
	4. to determine significance in how foundational U.S. documents use themes and rhetorical strategies in order to analyze how authors influence audiences and communicate powerful ideas CC.1.2.11-12.I	4. Students can: a. analyze how major themes (freedom, equality, justice, governance, rights) are developed and reinforced throughout the document b. interpret how rhetorical strategies influence the audience's beliefs or emotions c. evaluate how effectively the author uses rhetoric to influence audiences, both historically and in contemporary contexts
	5. to interpret unfamiliar academic words on their own in order to explain ideas accurately and succeed with more demanding reading and writing in academic tasks CC.1.2.11-12.J	5. Students can: a. synthesize multiple strategies (context clues, morphology, syntax, reference tools) to determine the meaning of challenging academic vocabulary across complex texts. b. evaluate which strategies are most effective for interpreting unfamiliar academic words in different genres and justify why c. construct clear, accurate explanations of ideas in writing by using academic vocabulary correctly and confidently
● Writing: Persuasive/ Argumentative	Students are learning about… 1. to structure ideas in a coherent, logical progression and employ purposeful transitions in order to convey information with clarity and precision in academic writing CC.1.4.11-12.D	1. Students can: a. analyze which organizational structure (sequence, cause-effect, compare-contrast, claim-evidence) best fits the task b. formulate transitions that show relationships between ideas c. evaluate whether ideas are arranged in a logical, easy-to-follow progression

	2. to apply standard English conventions accurately in order to communicate ideas clearly and meet expectations for academic writing CC.1.4.11-12.F	2. Students can: a. evaluate whether the writing consistently follows standard English conventions b. construct sentences that demonstrate accurate grammar, punctuation, and mechanics c. edit sentences for grammatical accuracy and syntactic precision in order to enhance the clarity and credibility of the argument d. revise punctuation choices in order to eliminate ambiguity and strengthen sentence meaning
	3. to formulate a clear claim and support it with reasons and evidence in order to explain their thinking and convince a reader CC.1.4.11-12G	3. Students can: a. analyze the writing task to determine what kind of claim is required b. assess whether the claim is arguable, specific, and appropriate for the task c. establish a precise, defensible claim that expresses the position or interpretation n d. organize their argument logically e. maintain a formal, objective tone suitable for persuasive writing f. determine if the piece will successfully persuade the intended audience
	4. to develop a focused claim in order to communicate ideas effectively CC.1.4.11-12H	4. Students can: a. synthesize ideas to formulate a clear, focused claim that directly responds to the task b. differentiate between broad, unfocused claims and precise, defensible ones c. explain how the claim is understandable, arguable, and appropriate for the task

	5. to use standard English grammar and usage correctly in order to produce writing that is polished, communicates ideas clearly, and strengthens credibility in their writing CC.1.4.11-12L	5. Students can: a. evaluate whether their writing consistently follows standard English grammar and usage rules b. construct sentences that demonstrate correct grammar, usage, and sentence structure c. edit writing to improve accuracy and polish d. evaluate how grammar and usage choices affect clarity, tone, and strengthen credibility
	6. to justify revisions and edit their writing independently in order to communicate ideas clearly and appropriately for a specific writing task CC.1.4.11-12.T	6. Students can: a. analyze their claim, reasons, and evidence for clarity and persuasiveness b. apply revisions that strengthen organization, clarity, and precision c. explain how revisions strengthen the argument for the intended audience
	7. to use technology to revise and publish writing in order to communicate ideas clearly and respond to feedback independently CC.1.4.11-12.U	7. Students can: a. analyze feedback from digital tools (comments, suggestions, revision history) to determine what needs improvement b. determine which revisions will most improve clarity and effectiveness c. revise writing using technology to improve clarity, coherence, and accuracy d. critique their own revisions by comparing earlier drafts to improved versions using digital tools

Unit 4: **American Voices of Disillusion, Defiance, and Discontent**		
Concepts	Learning Intentions	Success Criteria
● Reading Literature	Students are learning… 1. to objectively summarize how themes develop across a fictional text in order to explain deeper	1. Students can: a. analyze how themes emerge, grow, and shift across the text

	meaning without adding personal opinion CC.1.3.11-12A	b. interpret the author's ideas and messages using clear, relevant textual evidence c. select strong, precise, relevant evidence that directly supports a claim d. explain how specific textual details support the development of themes e. construct an objective, coherent summary that integrates theme development and deeper meaning f. justify explanation of deeper meaning using strong evidence without adding personal opinion
	2. to use evidence from a literary text in order to explain explicit meaning and justify inferences about characters, themes, and messages CC.1.3.11-12.B	2. Students can: a. evaluate what the text states directly about characters, events, and ideas b. select evidence that is both strong and relevant to a claim about a character, theme, or message c. explain how selected evidence supports explicit meaning in the text
	3. to evaluate how an author's choices in developing characters, events, and conflicts affect the story in order to explain meaning and evaluate key moments in the text CC.1.3.11-12.C	3. Students can: a. analyze how the author develops characters through actions, dialogue, and internal conflict b. compare how characters, events, and conflicts influence one another. c. trace how one event or decision leads to another and shapes the plot. d. evaluate the significance of key moments in the text and how they contribute to the theme or message e. generate new insights about how the author's choices contribute to theme and deeper meaning
	4. to examine how an author's point of view or purpose affects characters, events, and language in	4. Students can:

	order to evaluate key choices and explain how they shape the story's message CC.1.3.11-12. D	a. analyze how the author's point of view influences the portrayal of characters, events, and conflicts b. interpret the author's purpose c. explain how the author's purpose shapes narrative decisions. d. explain how the author's language choices (tone, diction, imagery) reflect their point of view or purpose e. synthesize how the author's point of view or purpose interacts with characters, events, and language to shape the overall message
	5. to infer how different versions of the same play or story can be interpreted in order to understand how performance choices change meaning and audience experience CC.1.3.11-12.G	5. Students can: a. synthesize insights from multiple versions to explain how performance choices shape the story's deeper meaning b. evaluate how effectively each version communicates themes, character motivations, or conflicts c. assess how different interpretations change the audience's understanding of the story d. construct a sustained, well-organized analysis comparing how versions differ and what those differences reveal e. integrate evidence from both the written text and the performed versions to deepen their analysis
	6. to accurately use academic and literary vocabulary in order to strengthen analysis of fiction and communicate ideas clearly in writing and discussion CC.1.3.11-12.J	6. Students can: a. apply academic and literary terms accurately when analyzing characters, themes, conflicts, and structure b. evaluate how using precise vocabulary strengthens the clarity and depth of analysis c. interpret the meaning of literary terms (e.g., motif, tone, symbolism)

	7. to assess an author's choices in literary fiction independently in order to support analysis, interpretation, and college-ready literary discussion CC.1.3.11-12.K	d. communicate ideas clearly in writing and discussion by using vocabulary precisely and appropriately 7. Students can: a. analyze how the author's decisions about character, conflict, structure, and language shape the story b. interpret what the author's choices reveal about themes, messages, or character motivations c. explain how specific authorial choices influence the reader's understanding of the story d. justify explanations of the text using strong, relevant evidence in writing and discussion
● Reading Informational Text	Students are learning… 1. to objectively summarize how central ideas develop and work together across a text in order to analyze an author's meaning at grade level CC.1.2.11-12.A 2. to differentiate effective textual evidence in order to make their interpretations clear and convincing CC.1.2.11-12.B	1. Students can: a. analyze how each central idea emerges, grows, or shifts across the text using precise textual evidence b. interpret how the development and interaction of ideas reveal the author's meaning c. construct a precise, objective summary that supports a deeper analysis d. integrate historical, cultural, or literary context to deepen their analysis of how central ideas contribute to meaning 2. Students can: a. differentiate between strong, precise, relevant evidence and evidence that is vague, general, or insufficient b. interpret what the evidence reveals about the author's ideas, tone, or message c. design a written explanation demonstrating how the chosen evidence builds a coherent and convincing interpretation

	3. to use context, word parts, and reference tools to clarify word meaning in order to understand challenging texts and complete academic writing tasks CC.1.2.11-12.K	3. Students can: a. synthesize multiple strategies (context, roots, reference tools) to determine meaning independently in challenging texts b. evaluate how vocabulary complexity affects comprehension and meaning in challenging texts c. integrate understanding of complex vocabulary into literary analysis to strengthen clarity and accuracy
	4. to evaluate nonfiction texts independently in order to analyze ideas, participate in discussion, and complete college-prep reading tasks CC.1.2.11-12.L	4. Students can: a. analyze how key ideas emerge, develop, and interact across a nonfiction text b. interpret the author's claims, reasoning, and evidence c. explain how ideas connect, build on one another, or create contrast within the text d. justify their analysis using strong evidence and logical reasoning in discussion
● Writing: Informational/Expository	Students are learning… 1. to accurately explain ideas and concepts in order to clearly communicate understanding of texts and topics in academic writing CC.1.4.11-12.A	1. Students can: a. analyze how ideas, concepts, or textual evidence contribute to understanding the topic b. evaluate the clarity and accuracy of their explanations c. justify interpretations with precise, well-chosen evidence d. revise writing to improve clarity
	2. to organize complex ideas using transitions, structure, and conclusions in order to meet expectations for academic writing CC.1.4.11-12.D	2. Students can: a. analyze which organizational structure best supports complex ideas b. justify how the order of ideas affects clarity, flow, and reader understanding c. evaluate the effectiveness of transitions in clarifying relationships between complex ideas

		d. revise writing for precision to strengthen coherence and maintain a professional tone
	3. to demonstrate command of the conventions of standard English in order to strengthen clarity, precision, and credibility in their writing CC.1.4.11-12.R	3. Students can: a. analyze how grammar, usage, and punctuation choices affect clarity and tone b. evaluate their writing for consistency, accuracy, and academic voice c. integrate conventions purposefully to strengthen clarity and effectiveness d. design a personalized, repeatable editing routine that ensures accuracy and polish in future writing
	4. to use textual evidence effectively in order to meet grade level expectations for literary analysis and research CC.1.4.11-12.S	4. Students can: a. analyze how evidence deepens understanding of a text or topic b. evaluate the credibility, relevance, and significance of evidence c. integrate most relevant quotations and paraphrases smoothly into their writing using academic conventions d. explain how and why each piece of evidence supports the claim or analysis
	5. to revise and edit their writing independently in order to communicate ideas clearly and appropriately for a specific writing task CC.1.4.11-12.T	5. Students can: a. evaluate the draft to identify unclear ideas, weak evidence, or structural issues that interfere with the task b. assess whether their writing meets expectations for purpose, audience, and academic tone c. revise writing to improve flow, transitions, and logical progression d. refine word choice to enhance precision and eliminate redundancy

	6. to use digital tools to revise and update writing in order to strengthen analysis and respond effectively to feedback and new ideas CC.1.4.11-12.U	6. Students can: a. analyze feedback to determine which revisions will most improve clarity, accuracy, or analytical depth b. evaluate whether the writing communicates ideas clearly by using digital tools to check organization, precision, and correctness c. integrate new evidence, ideas, or explanations into their writing using digital tools d. refine formatting and structure to improve readability and professionalism e. construct improved drafts using digital tools to refine ideas, structure, and language
	7. to conduct sustained research in order to synthesize multiple sources and demonstrate clear understanding of a subject CC.1.4.11-12.V	7. Students can: a. synthesize ideas from multiple sources to create a unified, original understanding of the topic b. generate new insights or interpretations by combining ideas from different sources c. evaluate the credibility, relevance, and usefulness of each source d. interpret complex information accurately to understand key ideas in the text e. explain the significance of information to make interpretations clear and convincing f. evaluate how effectively their research demonstrates a deep, accurate understanding of the subject
	8. to use advanced searches and evaluate sources strategically in order to integrate information effectively and ethically for a specific purpose and audience CC.1.4.11-12.W	8. Students can: a. analyze advanced search results to determine which sources are credible, relevant, and appropriate for the research purpose and audience

		b. evaluate sources for accuracy, bias, authority, and usefulness. c. interpret complex or conflicting information across sources d. assess how well a source supports the research purpose e. select the strongest and most relevant sources
● Speaking and Listening	Students are learning… 1. to integrate information from multiple formats in order to explain ideas clearly, evaluate source reliability, and support informed conclusions CC.1.5.11-12.C 2. to present information and analysis with clear organization and evidence in order to communicate ideas persuasively and appropriately for academic audiences CC.1.5.11-12.D	1. Students can: a. synthesize information from multiple formats such as charts, graphs, videos, speeches, to develop a deeper interpretation b. evaluate the credibility, accuracy, and relevance of each source c. design explanations that weave together textual, visual, and quantitative evidence to strengthen clarity and impact d. formulate clear connections between sources to show how they support or challenge each other 2. Students can: a. analyze how the structure of their presentation affects clarity and persuasiveness b. integrate evidence, examples, and explanations smoothly into the presentation c. adapt delivery style (pace, emphasis, visuals) to enhance understanding

Unit 5: **New Voices, New Forms, New America**		
Concepts	Learning Intentions	Success Criteria
● Reading Literature	Students are learning…	1. Students can:

	1. to synthesize understanding of multiple themes in order to construct a deeper interpretation of the text's message CC.1.3.11-12.A	a. synthesize understanding of several themes to reveal the text's message b. construct an interpretation of the author's overall message that extends beyond the text by connecting to broader human, cultural, and societal implications c. integrate understanding of theme interactions into literary analysis d. select precise, relevant evidence that directly supports interpretation
	2. to integrate strong textual evidence in order to analyze meaning and draw conclusions about an author's assumptions and beliefs in fiction CC.1.3.11-12.B	2. Students can: a. analyze how textual evidence reveals deeper ideas about the author's assumptions, beliefs, or worldview b. interpret implied meaning, symbolism, or subtext using evidence c. infer the author's assumptions or beliefs using patterns in the text
	3. to evaluate how authors shape stories through the development and interaction of literary elements in order to analyze how those choices influence meaning and impact CC.1.3.11-12.C	3. Students can: a. evaluate how effectively the author's choices create impact, develop themes, or shape the reader's experience b. formulate nuanced insights about how the author's craft shapes meaning and emotional impact c. integrate cultural or genre context to deepen the analysis of the author's decisions
	4. to critique how an author's point of view or purpose shapes content and style in order to analyze how narrative and stylistic choices influence meaning and theme CC.1.3.11-12.D	4. Students can: a. synthesize how the author's point of view, purpose, and stylistic decisions work together to shape deeper meaning and theme b. evaluate how effectively the author's point of view and stylistic choices communicate themes or influence the reader

	5. to analyze how author's word choice influences meaning and tone in order to evaluate how language helps communicate the story's message and emotional impact CC.1.3.11-12.F 6. to synthesize how multiple interpretations of plays reflect different understandings of the source text in order to analyze how meaning is constructed through performance CC.1.3.11-12.G 7. to determine the accurate use academic and literary vocabulary in order to strengthen analysis of fiction and communicate ideas clearly in writing and discussion CC.1.3.11-12.J	5. Students can: a. analyze how specific words, phrases, and stylistic choices shape meaning and tone b. evaluate how effectively the author's word choice communicates the story's message and emotional impact c. generate insights about how language reflects the author's worldview or thematic purpose 6. Students can: a. synthesize insights from multiple interpretations to explain how meaning is constructed through performance b. assess how the artistic choices reflect cultural, historical, or directorial perspectives c. construct an analysis that integrates performance choices, textual evidence, and thematic interpretation 7. Students can: a. integrate academic and literary vocabulary accurately in analytical writing and discussion that demonstrates deep understanding b. assess whether the vocabulary use is precise, accurate, and appropriate for academic contexts c. construct polished, academic writing that uses vocabulary purposefully to strengthen claims and reasoning
● Reading Informational Text	Students are learning… 1. to recognize an author's stated ideas and implied beliefs in order to explain how meaning goes beyond the literal text CC.1.2.11-12.B	1. Students can: a. synthesize the author's explicit statements b. interpret the author's implied beliefs by examining tone, patterns, contradictions, and subtle cues

	2. to evaluate and integrate information from multiple sources and formats in order to develop well-supported responses to complex questions and problems CC.1.2.11-12.G 3. to analyze author's reasons and assumptions in foundational texts in order to evaluate ideas that still affect society today CC.1.2.11-12.H 4. to justify the choice of academic and subject-specific vocabulary in order to write clearer analyses and express ideas more precisely in discussions and assignments CC.1.2.11-12.J	c. explain how the author's implied beliefs add complexity or nuance to the stated ideas 2. Students can: a. analyze the credibility, accuracy, and usefulness of each source b. evaluate which information best supports a response to the question or problem c. integrate information from charts, graphs, and visuals to extract meaning and deepen analysis d. justify why certain sources or pieces of information are more reliable or relevant to address a complex question or problem 3. Students can: a. explain why the author's reasons and assumptions were significant within the historical moment in which the text was written b. synthesize reasoning from multiple foundational texts to evaluate enduring ideas c. critique the strengths and limitations of reasoning in foundational documents d. generate insights about how historical assumptions still shape society today 4. Students can: a. analyze how word choice shapes meaning, tone, and precision b. evaluate how effectively vocabulary choices communicate complex ideas c. revise when language is unclear, inaccurate, or overly simplistic d. integrate advanced vocabulary naturally into writing and discussion to strengthen interpretations and arguments

● Writing: Persuasive/Argumentative	Students are learning… 1. to analyze the effectiveness of language, tone, and stylistic techniques in order to communicate complex ideas clearly and effectively in formal writing CC.1.4.11-12.E	1. Students can: a. analyze how stylistic choices such as diction, syntax, parallel structure, repetition, figurative language, and rhetorical devices shape meaning and reader understanding b. generate stylistic approaches (parallel structure, strategic repetition, varied syntax) to enhance precision and impact. c. evaluate whether tone and diction are appropriate for purpose and audience d. construct revisions that improve clarity, precision, and formality
	2. to develop arguments supported by evidence in order to analyze topics clearly and meet expectations for academic argument writing CC.1.4.11-12.G	2. Students can: a. analyze the prompt to determine the type of argument and evidence required b. assess **s**trength of evidence to determine what best supports the claim c. evaluate counterclaims d. determine how to address the counterclaims e. design an argument that unfolds logically, building toward a compelling and well-supported conclusion f. justify argument choices with clear reasoning and explanation
	3. to craft a precise claim that fits the task and audience in order to guide the reader and support strong analysis CC.1.4.11-12.H	3. Students can: a. synthesize multiple ideas or perspectives to craft a sophisticated, precise claim b. generate several possible claims c. select the one that best fits the task and audience d. analyze how well a claim fits the intended audience and academic expectations e. justify why the claim is the most effective for the task

		f. integrate the claim smoothly into the introduction to guide the reader
	4. to recognize different sides of an argument in order to explain their position clearly and respond to opposing ideas respectfully CC.1.4.11-12.I	4. Students can: a. synthesize multiple perspectives to deepen their argument b. evaluate the strengths and limitations of opposing viewpoints c. construct a sustained argument that acknowledges, addresses, and responds to opposing claims d. generate thoughtful, evidence-based rebuttals that remain respectful
	5. to analyze the organization of claims, counterclaims, and evidence in order to write clear, coherent academic arguments CC.1.4.11-12.J	5. Students can: a. analyze how effectively their argument flows from claim to counterclaim to conclusion b. evaluate whether the organization strengthens or weakens the argument c. justify why the chosen organization best supports the purpose, audience, and argument d. integrate counterclaims in a way that strengthens the overall argument e. assess how effectively the argument maintains clarity and logical progression throughout the entire piece
	6. to determine the appropriateness of language and tone in order to explain complex ideas clearly and effectively in formal writing CC.1.4.11-12.K	6. Students can: a. analyze how stylistic choices influence meaning and reader understanding b. construct polished, formal writing that demonstrates consistent control of tone and language c. critique their own and others' writing for tone, clarity, and stylistic effectiveness

		d. evaluate how stylistic decisions strengthen the communication of complex ideas
	7. to use standard English grammar and usage correctly in order to produce writing that is polished, credible, and communicates ideas clearly and professionally in their writing C.1.4.11-12.L	7. Students can: a. synthesize grammar, usage, and stylistic techniques to produce polished writing b. construct formal writing that demonstrates consistent command of conventions c. critique their own and others' writing for correctness and professionalism d. evaluate how grammar and usage influence credibility and clarity e. reflect on how strengthening their command of standard English enhances the clarity, precision, and professionalism of their writing
	8. to revise and edit their writing independently in order to communicate ideas clearly and appropriately for a specific writing task CC.1.4.11-12.T	8. Students can: a. analyze their writing to determine which revisions will most improve clarity, logic, and persuasiveness b. evaluate whether their argument meets the expectations of the task, purpose, and audience c. justify revision choices with reasoning tied to rhetorical effectiveness d. integrate stronger evidence, clearer explanations, and more effective counterclaims e. design a personalized, repeatable editing routine that ensures accuracy and professionalism in future writing
● Speaking and Listening	Students are learning… 1. to adapt speech for different audiences and purposes in order to communicate ideas clearly and	2. Students can: a. analyze the expectations, background knowledge, and purpose of the audience to shape the message

	persuasively in academic discussions CC.1.5.11-12E	b. evaluate which tone, vocabulary, and level of formality best fit the discussion context c. formulate reasoning that uses strong evidence and appeals appropriate for academic discussions

Unit 6: **The Mosaic of American Voices: Identity and Culture**		
Concepts	Learning Intentions	Success Criteria
● Reading Literature	Students are learning… 1. to construct a concise, unbiased summary that includes the major themes and their relationship in order to demonstrate a clear understanding of how those themes develop, interact, and shape the deeper meaning of the text CC.1.3.11-12.A 2. to analyze contextual meaning of unfamiliar and multiple-meaning words in order to interpret complex literary language and support analytical claims CC.1.3.11-12.I	1. Students can: a. analyze how each major theme emerges and develops across the text b. synthesize the key points without making judgements or including personal opinions c. evaluate which themes are most significant and why they matter to the author's purpose d. assess how themes reflect cultural, historical, or philosophical ideas 2. Students can: a. synthesize context clues, prior knowledge, and reference tools to determine meaning independently b. evaluate how effectively the author's word choices communicate complex ideas c. interpret figurative, connotative, or symbolic language to deepen understanding of the text d. Construct analytical claims that rely on accurate interpretation of complex or ambiguous language

● Reading Informational Text	Students are learning 1. to integrate strong, well-chosen textual evidence in order to develop sustained and credible literary analysis CC.1.2.11-12.B	1. Students can: a. synthesize evidence from multiple parts of the text to build a sustained, multi-layered analysis b. evaluate how the author's choices (structure, diction, symbolism, contrast) shape the meaning of the evidence c. construct a clear, convincing text analysis that integrates strong evidence throughout
	2. to develop an understanding of the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of a nonfiction text in order to avoid confusion and mistakes when reading real-world texts that are multi-layered CC.1.2.11-12.C	2. Students can: a. synthesize multiple ideas, events, or individuals to form a cohesive understanding of the text b. critique how effectively the author develops ideas or sequences events c. evaluate how the interaction of ideas or events shapes the reader's comprehension d. integrate historical, cultural, or disciplinary context to deepen understanding of complex nonfiction
	3. to justify how an author's point of view or purpose affects ideas, tone, and style in order to make sense of more complex texts and evaluate an author's intentions CC.1.2.11-12.D	3. Students can: a. analyze how the author's point of view or purpose shapes content, emphasis, and interpretation b. differentiate between stylistic choices (diction, syntax, structure) that reflect the author's intentions and those that simply convey information c. justify how point of view and purpose affects ideas, tone, and style using strong, relevant textual evidence
	4. to analyze how the organizational structure of an argument or explanation affects clarity and	4. Students can:

	engagement in order to evaluate whether the author's ideas are easy to understand and convincing CC.1.2.11-12.E 5. to evaluate how word choice influences meaning and tone in order to better understand how an author's language affects the message CC.1.2.11-12.F	a. analyze how the structure of an argument or explanation shapes clarity and persuasiveness b. explain how the order of ideas enhances or disrupts clarity, identifying where the structure helps the reader follow the argument and where it creates confusion. c. critique the effectiveness of the author's organizational decisions and how it shapes the reader's understanding, expectations, or emotional response 5. Students can: a. synthesize patterns of diction, tone, and figurative language to evaluate the text as a whole b. evaluate how diction and tone shape the reader's understanding of complex ideas c. integrate historical, cultural, or literary context to deepen an evaluation of why the author chose particular words or stylistic techniques
● Writing: Narrative	Students are learning… 1. to maintain a clear and consistent focus in order to meet the expectations of academic tasks and engage an intended audience CC.1.4.11-12.B 2. to control narrative progression in order to create coherent stories that	1. Students can: a. synthesize narrative elements to maintain a unified focus b. construct a sustained narrative that remains consistently focused from beginning to end c. evaluate how focus influences the narrative's effectiveness and audience engagement d. reflect on how stylistic choices improve clarity, flow, and the overall effectiveness of writing 2. Students can:

	build purposefully toward a chosen outcome CC.1.4.11-12.P	a. analyze how narrative progression influences clarity and engagement b. construct a sustained narrative that builds purposefully toward a meaningful outcome c. evaluate whether pacing supports the intended emotional or thematic impact d. reflect on how the ability to maintain focus improves the clarity and impact of writing
	3. interpret how specific stylistic techniques improve clarity and flow in order to communicate ideas effectively in academic writing CC.1.4.11-12.Q	3. Students can: a. analyze how stylistic choices (syntax, diction, tone) affect clarity, flow, and effectiveness b. justify stylistic decisions based on purpose, audience, and task c. evaluate how effectively the writing flows from idea to idea
	4. to revise and edit their writing independently in order to communicate ideas clearly and appropriately for a specific writing task CC.1.4.11-12.T	4. Students can: a. evaluate whether their narrative meets the expectations of the task, purpose, and audience b. integrate sensory details, precise language, and narrative techniques to enhance reader engagement c. construct a draft with clear pacing, vivid detail, and purposeful narrative structure d. generate revisions that improve organization and stylistic effectiveness e. justify why certain revisions were necessary to meet the expectations of the writing task
	5. to sustain writing over time and for different purposes in order to analyze texts and communicate ideas effectively to an academic audience CC.1.4.11-12.X	5. Students can: a. analyze how effectively their writing meets the demands of the task b. critique their own and others' writing for clarity, purpose, and audience impact

		c. justify how well their writing choices communicate ideas that support clarity, purpose, and academic voice d. evaluate how effectively the writing maintains coherence and focus across an extended piece
● Speaking and Listening	Students are learning… 1. to analyze a speakers' perspectives, reasoning, and rhetorical strategies affect credibility in order to analyze how spoken arguments persuade audiences CC.1.5.11-12.B 2. to use standard English in spoken communication in order to communicate confidently and appropriately in academic and real-world situations CC.1.5.11-12.G	1. Students can: a. synthesize insights from multiple speeches to evaluate credibility and persuasion b. evaluate how rhetorical choices strengthen or weaken the speaker's credibility and persuasiveness c. interpret how bias or assumptions affect the argument d. differentiate between logical, emotional, and ethical appeals e. explain the effects of the appeals f. reflect on how rhetorical choices shape audience reactions and the argument's overall impact 2. Students can: a. analyze how word choice, tone, and grammar affect clarity and professionalism. b. construct clear, polished, professional spoken responses for academic contexts c. critique own or others' spoken language for correctness, clarity, and appropriateness d. adapt level of formality to match academic or real-world expectations

NORTHERN LEBANON SCHOOL DISTRICT

Course Title: Honors English 10

Creation/Revision Date:



SUBMITTAL FOR BOARD APPROVAL

COURSE OF STUDY: Honors English 10

SUBMITTED BY: Amy Voshell

DATE: _____

COMMENTS:

APPROVED BY: Mrs. Amy Voshell DATE 6/4/26
(Classroom Teacher)

APPROVED BY: Mrs. Kelita Gahres DATE: 6/4/26
(Grade Level Lead/Instructional Leader/Department Chair)

APPROVED BY: Tiffany Hogg DATE: 06/08/2026
(Curriculum Coordinator)

APPROVED BY: Dr. Peter Ehret DATE: 06/10/26
(Principal/Director of Secondary/Elementary Services)

APPROVED BY: _____ DATE: _____
(Assistant to the Superintendent/Superintendent)

ELA

I. **Course Description: This course is an intensive study of world literature. Students will focus on advanced literary concepts and will be asked to integrate those skills into formal academic writing. Students enrolled in this course will be required to read and analyze pieces of literature independently as well as collaboratively. Active class participation in literary discussions will be expected. This course is designed for students planning to pursue the advanced pathway of Honors English 11, College in the High School, or Advanced Placement courses in grades eleven and twelve.**

II. **Standards Used: Keystone Exams: Literature, Assessment Anchors and Eligible Content / Keystone Exams: English Composition, Assessment Anchors and Eligible Content**

III. **Scope and Sequence**

Units/Chapters	**Concepts**	**Pacing**	**Assessment**
Unit 1: Foundations for Literary Studies	● Reading for Meaning—Fiction ○ author's purpose ○ cite text evidence to support author's purpose ○ main idea and supporting details ○ summarize main idea (whole text and paragraph) ○ text organization ○ reading strategies: annotating, outlining, note-taking ● Analyzing and Interpreting–Fiction ○ make inferences and draw conclusions ○ cite evidence from the text to support claims ○ fiction versus nonfiction ○ characteristics of	6 weeks	Application Quizzes (cold reads with Keystone-type multiple choice and constructed response questions)

	literature (genres) ○ figurative versus literal language ○ tone and mood ○ poetry (comprehension, line structure and stanza structure) ● Reading for Meaning–Nonfiction ○ author's purpose ○ cite text evidence to support author's purpose ○ main idea and supporting details ○ summarize main idea (whole text and paragraph) ● Analyzing and Interpreting Literature–Nonfiction ○ make inferences and draw conclusions ○ cite evidence to support claims ○ text organization (directions, headings, graphics, charts) ● Text Types and Purposes–Informative/Explanatory ● Revision–Informative Explanatory ● Editing for Conventions–Informative/Explanatory ● Text Types and Purposes–Argumentative		

	● Revision–Argumentative ● Editing for Conventions–Argumentative		
Unit 2: Building Blocks of Global Storytelling	● Reading for Meaning—Fiction ○ author's purpose ○ cite text evidence to support author's purpose ○ main idea and supporting details ○ summarize main idea (whole text and paragraph) ○ make inferences and draw conclusions ● Analyzing and Interpreting Literature–Fiction ○ plot ○ foreshadowing ○ conflict ○ setting ○ theme ○ motifs ○ symbolism ○ irony ● Reading for Meaning–Nonfiction ○ author's purpose ○ cite text evidence to support author's purpose ○ main idea and supporting details ○ summarize main idea (whole text and paragraph) ○ make inferences	8 weeks	Application Quizzes (cold reads with Keystone-type multiple choice and constructed response questions)

	and draw conclusions ● Analyzing and Interpreting Literature–Nonfiction ○ make inferences and draw conclusions ○ cite evidence to support claims ● Text Types and Purposes–Informative/Explanatory ● Revision–Informative Explanatory ● Editing for Conventions–Informative/Explanatory ● Text Types and Purposes–Argumentative ● Revision–Argumentative ● Editing for Conventions–Argumentative		
Unit 3: The Literary Landscape of the Novel	● Reading for Meaning—Fiction ○ author's purpose ○ cite text evidence to support author's purpose ○ main idea and supporting details ○ summarize main idea (whole text and paragraph) ● Analyzing and Interpreting Literature–Fiction ○ characterization ○ point of view ○ theme ○ flashback	8 weeks	Application Quizzes (cold reads with Keystone-type multiple choice and constructed response questions)

	● Reading for Meaning–Nonfiction ○ author's purpose ○ cite text evidence to support author's purpose ○ main idea and supporting details ○ summarize main idea (whole text and paragraph) ● Analyzing and Interpreting Literature–Nonfiction ○ make inferences and draw conclusions ○ cite evidence to support claims ● Text Types and Purposes–Informative/Explanatory ● Revision–Informative Explanatory ● Editing for Conventions–Informative/Explanatory ● Text Types and Purposes–Argumentative ● Revision–Argumentative ● Editing for Conventions–Argumentative		
Unit 4: The Art of Rhetoric	● Reading for Meaning—Fiction ○ author's purpose ○ cite text evidence to support author's purpose ○ main idea and	3 Weeks	Application Quizzes (cold reads with Keystone-type multiple choice and constructed response questions)

	supporting details ○ summarize main idea (whole text and paragraph) ● Analyzing and Interpreting Literature–Fiction ○ make inferences and draw conclusions ○ cite evidence from the text to support claims ● Reading for Meaning–Nonfiction ○ author's purpose ○ cite text evidence to support author's purpose ○ main idea and supporting details ○ summarize main idea (whole text and paragraph) ● Analyzing and Interpreting Literature–Nonfiction ○ make inferences and draw conclusions ○ cite evidence to support claims ○ rhetorical appeals ○ rhetorical devices ○ bias ○ propaganda ● Text Types and Purposes–Informative/Explanatory ● Revision–Informative Explanatory		

	● Editing for Conventions–Informative/Explanatory ● Text Types and Purposes–Argumentative ● Revision–Argumentative ● Editing for Conventions–Argumentative		
Unit 5: The Architecture of Poetry	● Reading for Meaning—Fiction ○ author's purpose ○ cite text evidence to support author's purpose ○ main idea and supporting details ○ summarize main idea (whole text and paragraph) ● Analyzing and Interpreting Literature–Fiction ○ make inferences and draw conclusions ○ cite evidence from the text to support claims ○ rhythm, meter ○ sound devices, rhyme ○ types of poetry ○ tone and mood ● Reading for Meaning–Nonfiction ● Analyzing and Interpreting Literature–Nonfiction ● Text Types and Purposes–Informati	3 Weeks	Application Quizzes (cold reads with Keystone-type multiple choice and constructed response questions)

	ve/Explanatory ● Revision–Informative Explanatory ● Editing for Conventions–Informative/Explanatory ● Text Types and Purposes–Argumentative ● Revision–Argumentative ● Editing for Conventions–Argumentative		
Unit 6: Drama	● Reading for Meaning—Fiction ● Analyzing and Interpreting Literature–Fiction ○ figurative language ○ stage directions, monologue, dialogue, soliloquy, aside, dramatic script ○ rhetorical devices ○ irony ● Reading for Meaning–Nonfiction ● Analyzing and Interpreting Literature–Nonfiction ● Text Types and Purposes–Informative/Explanatory ● Revision–Informative Explanatory ● Editing for Conventions–Informative/Explanatory ● Text Types and Purposes–Argumentative	8 Weeks	Application Quizzes (cold reads with Keystone-type multiple choice and constructed response questions)

	● Revision–Argumentative ● Editing for Conventions–Argumentative		
Unit 7: Vocabulary for Post-Secondary Success	● Reading for Meaning–Fiction ● Reading for Meaning–Nonfiction ○ Prefixes/Root Words/Affixes ○ Context Clues	Ongoing throughout the school year	Practice Exercises Review Exercises Application Quizzes

IV. Resources:

Resource	**Unit Utilized**
Reading the World (Anthology)	Unit 1: Foundations for Literary Studies Unit 2: Building Blocks of Global Storytelling Unit 4: The Art of Rhetoric Unit 5: The Architecture of Poetry
Fahrenheit 451 by Ray Bradbury *Things Fall Apart* by Chinua Achebe	Unit 3: The Literary Landscape of the Novel
The Tragedy of Julius Caesar by William Shakespeare	Unit 6: Drama
Various teacher-selected texts	All Units

Unit 1: Foundations for Literary Studies		
Concepts (Assessment Anchor)	Learning Intentions (Descriptor)	Success Criteria (Eligible Content)
Reading for Meaning–Fiction	Students are learning… 1. to analyze an author's purpose in a text in order to evaluate why writers make specific choices and how those choices shape meaning for the reader L.F.1.1.1 / L.F.1.1.2 / L.F.1.1.3	1. Students can… a. analyze the author's general purpose (to inform, entertain, persuade, describe, or express an idea) b. analyze the textual evidence (such as word choice, tone, topic, or structure) that reveals the author's purpose c. articulate the author's purpose with precision, showing how it is developed across the text
	2. to use strategies such as annotating, questioning, summarizing, and monitoring comprehension while reading in order to better understand complex texts and stay actively engaged throughout the reading process L.F..1.3.1 / L.F.1.3.2	2. Students can… a. distinguish the central idea of a passage or chapter b. explain the significance of the central idea c. analyze the key details that develop d. reinforce the central idea using key details e. evaluate the relevance of details, determining which are essential, nuanced, or extraneous

Analyzing and Interpreting Literature–Fiction	Students are learning… 1. to use evidence-based reading strategies to interpret characters, themes, and conflicts in order to deepen their analytical thinking and construct well-supported interpretations grounded in nuanced textual evidence L.F.2.1.1 / L.F.2.1.2	1. Students can… a. draw nuanced inferences about characters, events, or ideas by synthesizing multiple textual clues b. justify their inferences with clear reasoning and well-chosen textual evidence c. analyze subtle details that imply deeper meanings or unstated information within the text
	2. to analyze and differentiate among literary forms—such as short stories, poems, and drama—in order to evaluate how authors use structural and genre-specific features to shape and communicate complex ideas L.F.2.2.1 / L.F.2.2.2 / L.F. 2.2.3 / L.F.2.2.4	2. Students can… a. distinguish among literary forms by examining their defining structural and stylistic features b. analyze the characteristics that differentiate fiction from literary nonfiction c. explain how the differences between fiction and nonfiction influence meaning d. evaluate meaningful connections between two texts such as thematic development, structural choices, or genre conventions e. explain the significance of the connections between two texts
	3. to analyze and interpret literary elements—such as character, setting, conflict, and theme—in order to evaluate how authors craft and coordinate these elements to shape meaning and influence readers' interpretations L.F.2.3.1 / L.F.2.3.2 / L.F.2.3.3 / L.F.2.3.4 / L.F.2.3.5 / L.F.2.3.6	3. Students can… a. analyze key literary elements such as character, setting, conflict, plot, and theme b. explain how literary elements function within the text c. interpret how a specific literary element is developed and how it contributes to the text's overall meaning d. evaluate how literary elements operate across two texts, noting significant similarities and differences in authorial choices e. synthesize connections between texts such as shared themes, structural patterns, or character archetypes f. explain the interpretive significance of connections between texts

	4. Students are learning to analyze universal themes and ideas in literary fiction in order to evaluate how stories reveal shared human experiences across different cultures and time periods L.F.2.4.1	4. Students can… a. analyze the central theme or message in a work of literary fiction b. explain the human experiences or ideas presented in a text (e.g., love, loss, courage, identity) c. trace how a theme or idea develops across multiple parts of a text
	5. Students are learning to analyze literary devices—such as imagery, symbolism, and irony—in order to evaluate how authors use these techniques to create meaning in a story L.F.2.5.1 / L.F.2.5.2 / L.F.2.5.3	5. Students can… a. distinguish common literary devices (imagery, symbolism, irony, foreshadowing, motif) b. determine where a literary device appears in a text c. analyze simple patterns in a text, such as repeated images or ideas d. evaluate the author's use of sound devices or figurative language when they appear
Reading for Meaning: Nonfiction	Students are learning… 1. to analyze an author's purpose and the specific choices the author makes to achieve that purpose in order to evaluate how those choices shape the meaning of the text L.N.1.1.1 / L.N.1.1.2 / L.N.1.1.3 / L.N.1.1.4	1. Students can… a. determine the author's purpose in a text b. explain basic techniques the author uses, such as tone, word choice, or point of view c. analyze common literary devices (imagery, symbolism, irony) when they appear in a text d. evaluate where the author tries to influence the reader
	2. to use active reading strategies in order to understand key ideas, claims, and evidence more clearly while they read L.N.1.3.1 / L.N.1.3.2 / L.N.1.3.3.	2. Students can… a. determine the author's purpose in a text b. analyze basic techniques the author uses, such as tone, word choice, or point of view c. evaluate common literary devices (imagery, symbolism, irony) when they appear in a text d. assess where the author tries to influence the reader

Analyzing and Interpreting Literature: Nonfiction	Students are learning… 1. to evaluate patterns, clues, and textual evidence in literature in order to interpret how those elements help them understand complex stories and characters L.N.2.1.1 / L.N.2.1.2	1. Students can… a. infer the implied meaning of a text b. analyze literary devices using clear textual clues c. select relevant pieces of textual evidence that support an interpretation d. explain how specific details from the text support a generalization or conclusion
	2. to evaluate similarities and differences between literary forms in order to determine how genre influences the way ideas are presented L.N.2.2.1 / L.N.2.2.2 / L.N.2.2.3	2. Students can… a. evaluate common literary forms (e.g., poem, short story, drama) and their basic characteristics b. analyze structural features (line breaks, stage directions, narration) that distinguish one form from another c. explain the purpose of a literary form (to tell a story, express emotion, present an argument)
	3. to interpret key literary elements—such as character, setting, conflict, and theme—in order to evaluate how authors build meaning in a text L.N.2.3.1 / L.N.2.3.2. / L.N.2.3.3 / L.N.2.3.4 / L.N.2.3.5 / L.N.2.3.6	3. Students can… a. analyze what each element means in a text using simple evidence b. paraphrase the author's use of a literary element in their own words c. interpret how one literary element contributes to the overall meaning of the text d. evaluate examples of bias in a text e. explain how examples of bias influence the reader's understanding
	4. to analyze common text structures in literary nonfiction in order to evaluate how authors organize ideas so they can comprehend complex information L.N.2.4.1 / L.N.2.4.2 / L.N.2.4.3 / L.N.2.4.4 / L.N.2.4.5	4. Students can… a. determine the text's overall structure (chronological, cause/effect, problem/solution, compare/contrast, description) b. explain the purpose of structural features (headings, subheadings, graphics) c. analyze structural features to find information quickly

	5. to analyze essential and nonessential information and basic bias in literary nonfiction in order to evaluate an author's message L.N.2.5.1 / L.N.2.5.2 / L.N.2.5.3 / L.N.2.5.4 / L.N.2.5.5 / L.N.2.5.6	5. Students can… a. determine the topic, central idea, and key supporting details in a literary nonfiction text b. differentiate essential information from nonessential or repetitive details c. analyze when an author includes opinion, judgment, or slanted language d. locate words or phrases that signal bias or reveal the author's point of view e. identify common propaganda techniques f. explain the purpose of common propaganda techniques g. evaluate basic rhetorical devices (appeals, rhetorical questions, repetition, etc.) h. explain how an author's word choice or tone reveals a particular viewpoint
Text Types and Purposes–Informative/Explanatory	Students are learning… 1. organize essential information in a clear structure in order to communicate ideas accurately and confidently in academic writing C.IE.1.1.1 / C.IE.1.1.2 / C.IE.1.1.3 / C.IE.1.1.4 / C.IE.1.1.5	1. Students can… a. determine the topic and purpose of an informative piece b. organize ideas using a clear beginning, middle, and end c. apply basic transitions to connect ideas d. maintain an objective tone without inserting personal opinions
Text Types and Purposes–Argumentative	Students are learning… 1. to construct argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods in order to communicate clear, evidence-based interpretations of literature C.A.1.1.1 / C.A.1.1.2 / C.A.1.1.3 / C.A.1.1.4 / C.A.1.1.5	1. Students can… a. transform a prompt into a thesis b. construct a clear thesis that takes a position about a text c. develop claims that connect directly to their thesis d. select relevant evidence that supports each claim

● Revision–Informative/Explanatory ● Revision-Argumentative	Students are learning.. 1. to assess areas in their writing that need improvement in order to evaluate how revision strengthens clarity and meaning ● C.IE.2.1.1 / C.IE.2.1.2 / C.IE.2.1.3 / C.IE.2.1.4 / C.IE.2.1.5 / C.IE.2.1.6 / C.IE.2.1.7 ● C.A.2.1.1 / C.A.2.1.2 / C.A.2.1.3 / C.A.2.1.4 / C.A.2.1.5 / C.A.2.1.6 / C.A.2.1.7	1. Students can… a. evaluate unclear, repetitive, or awkward sections in their writing b. explain why a sentence or phrase needs revision c. revise basic elements that improve clarity or correctness d. apply teacher or peer feedback to revise specific parts of their writing
● Editing for Conventions–Informative/Explanatory ● C.A.3 Editing for Conventions–Argumentative	Students are learning… 1. to apply basic conventions of standard written English in order to evaluate how correct grammar and mechanics support clear communication ● C.IE.3.1.1 / C.IE.3.1.2 / C.IE.3.1.3 / C.IE.3.1.4 / C.IE.3.1.5 ● C.A.3.1.1 / C.A.3.1.2 / C.A.3.1.3 / C.A.3.1.4 / C.A.3.1.5	1. Students can… a. apply basic grammar, punctuation, and mechanics (e.g., recognizing sentence fragments, locating missing commas, identifying incorrect verb tense, or spotting capitalization errors) b. distinguish complete versus incomplete sentences c. independently correct simple errors that interfere with clarity d. apply teacher or peer feedback to improve conventions

Unit 2: Building Blocks of Global Storytelling		
Concepts (Assessment Anchor)	Learning Intentions (Descriptor)	Success Criteria (Eligible Content)
Reading for Meaning–Fiction	Students are learning… 1. Students are learning to apply strategies such as annotating, questioning, summarizing, and monitoring comprehension while reading in order to deepen their understanding of complex texts and sustain active engagement throughout the reading process L.F..1.3.1 / L.F.1.3.2	1. Students can… a. identify the central idea of a passage or chapter b. clarify the significance of the central idea c. examine the key details that shape and extend the central idea d. differentiate the relevance of details, determining which are essential, nuanced, or extraneous

Analyzing and Interpreting Literature–Fiction	Students are learning… 1. to apply evidence-based reading strategies to interpret characters, themes, and conflicts in order to strengthen their analytical thinking and craft well-supported interpretations grounded in nuanced textual evidence L.F.2.1.1 / L.F.2.1.2 2. to investigate and differentiate among literary forms—such as short stories, poems, and drama—in order to determine how authors use structural and genre-specific features to shape and communicate complex ideas L.F.2.2.1 / L.F.2.2.2 / L.F. 2.2.3 / L.F.2.2.4 3. to investigate and interpret literary elements—such as character, setting, conflict, and theme—in order to determine how authors coordinate these elements to shape meaning and influence readers' interpretations L.F.2.3.1 / L.F.2.3.2 / L.F.2.3.3 / L.F.2.3.4 / L.F.2.3.5 / L.F.2.3.6	1. Students can… a. infer nuanced insights about characters, events, or ideas by connecting multiple textual clues b. substantiate their inferences with clear reasoning and well-chosen textual evidence c. investigate subtle details that imply deeper meanings or unstated information within the text 2. Students can… a. identify distinctions among literary forms by examining their defining structural and stylistic features b. investigate the characteristics that differentiate fiction from literary nonfiction c. clarify how those differences influence meaning d. contrast meaningful connections between two texts such as thematic development, structural choices, or genre conventions e. interpret the significance of these connections 3. Students can… a. explore key literary elements such as character, setting, conflict, plot, and theme b. clarify how these elements function within the text c. interpret how a specific literary element is developed d. analyze how a specific literary element contributes to the text's overall meaning e. contrast how literary elements operate across two texts, noting significant similarities and differences in authorial choices f. connect themes, structural patterns, or character archetypes across texts g. explain the interpretive significance of these connections

	4.to explore universal themes and ideas in literary fiction in order to determine how stories reveal shared human experiences across different cultures and time periods L.F.2.4.1	4. Students can… a. identify the central theme or message in a work of literary fiction b. clarify the significance of the central theme b. describe the human experiences or ideas presented in a text (e.g., love, loss, courage, identity) c. track how a theme or idea unfolds across multiple parts of a text
	5. to examine literary devices—such as imagery, symbolism, and irony—in order to determine how authors use these techniques to shape meaning in a story L.F.2.5.1 / L.F.2.5.2 / L.F.2.5.3	5. Students can… a. identify common literary devices (imagery, symbolism, irony, foreshadowing, motif) b. examine the basic functions of common literary devices c. clarify the purpose of a literary device d. observe simple patterns in a text, such as repeated images or ideas e. explain how patterns contribute to meaning f. assess the author's use of sound devices or figurative language g. interpret the effect of sound devices and figurative language
Reading for Meaning–Nonfiction	Students are learning… 1. to examine an author's purpose and the specific choices the author makes to achieve that purpose in order to determine how those choices shape the meaning of the text L.N.1.1.1 / L.N.1.1.2 / L.N.1.1.3 / L.N.1.1.4	1. Students can… a. clarify how the author's purpose guides meaning b. describe basic techniques the author uses, such as tone, word choice, or point of view c. investigate common literary devices (imagery, symbolism, irony) when they appear in a text. d. interpret the effect of the author's choices
	2. to apply active reading strategies in order to deepen their understanding of key ideas, claims, and evidence and remain purposefully engaged throughout the reading process L.N.1.3.1 / L.N.1.3.2 / L.N.1.3.3.	2. Students can… a. identify key ideas and claims in a text b. clarify how key ideas relate to the author's overall message b. examine the evidence the author provides and judge its relevance, credibility, and sufficiency

		c. monitor their comprehension by adjusting strategies (annotating, questioning, summarizing) when meaning becomes unclear d. differentiate between essential and non-essential information
Analyzing and Interpreting Literature–Nonfiction	Students are learning… 1. to investigate patterns, clues, and textual evidence in literature in order to determine how those elements help them understand complex stories and characters L.N.2.1.1 / L.N.2.1.2	1. Students can… a. derive implied meanings by connecting patterns, clues, and textual details b. examine how literary devices function within a passage by linking them to specific textual clues c. prioritize textual evidence that most effectively supports an interpretation d. articulate how specific details contribute to a broader conclusion or generalization
	2. to compare similarities and differences between literary forms in order to determine how genre influences the way ideas are presented L.N.2.2.1 / L.N.2.2.2 / L.N.2.2.3	2. Students can… a. identify common literary forms (e.g., poem, short story, drama) b. describe the defining characteristics of common literary forms c. examine structural features (line breaks, stage directions, narration) that differentiate one form from another d. clarify the purpose of a literary form (to tell a story, express emotion, present an argument) e. interpret how the purpose of literary form shapes meaning
	3. to examine key literary elements—such as character, setting, conflict, and theme—in order to determine how authors build meaning in a text L.N.2.3.1 / L.N.2.3.2. / L.N.2.3.3 / L.N.2.3.4 / L.N.2.3.5 / L.N.2.3.6	3. Students can… a. explore what each literary element reveals in a text b. clarify the function of a literary element using relevant evidence c. restate the author's use of a literary element in their own words with increased accuracy and nuance d. investigate how a single literary element contributes to the text's overall meaning e. identify examples of bias in a text

	4. to investigate common text structures in literary nonfiction in order to determine how authors organize ideas so they can comprehend complex information L.N.2.4.1 / L.N.2.4.2 / L.N.2.4.3 / L.N.2.4.4 / L.N.2.4.5	f. describe how bias shapes the reader's perception. g. interpret how specific details influence the reader's understanding of characters, events, or ideas 4. Students can… a. clarify how the text's structure shapes meaning b. examine the purpose of structural features (headings, subheadings, graphics) c. interpret how structural features guide understanding d. locate information efficiently by analyzing how structural features organize ideas
Text Types and Purposes–Informative/Explanatory	Students are learning… 1. to integrate and organize essential information in a clear structure in order to communicate ideas accurately and confidently in academic writing C.IE.1.1.1 / C.IE.1.1.2 / C.IE.1.1.3 / C.IE.1.1.4 / C.IE.1.1.5	1. Students can… a. clarify the writer's focus b. arrange ideas using a clear beginning, middle, and end that strengthen the overall structure c. apply transitions that guide readers smoothly from one idea to the next d. sustain an objective tone e. maintain clear academic precision
Text Types and Purposes–Argumentative	Students are learning… 1. to refine argumentative pieces that present a clearly stated position made convincing through strategic methods in order to communicate clear, evidence-based interpretations of literature C.A.1.1.1 / C.A.1.1.2 / C.A.1.1.3 / C.A.1.1.4 / C.A.1.1.5	1. Students can… a. reframe a prompt into a precise, arguable thesis b. formulate a clear thesis that takes a defensible position about a text c. establish claims that align directly with their thesis d. strengthen their overall argument using effective claims e. select textual evidence that most effectively supports each claim f. prioritize the textual evidence to strengthen their argument
• Revision–Informative/Explanatory • Revision–Argumentative	Students are learning.. 1.to examine areas in their writing that need improvement in order to determine how revision strengthens clarity and meaning	1. Students can… a. locate unclear, repetitive, or awkward sections in their writing b. clarify what needs improvement

	● C.IE.2.1.1 / C.IE.2.1.2 / C.IE.2.1.3 / C.IE.2.1.4 / C.IE.2.1.5 / C.IE.2.1.6 / C.IE.2.1.7 ● C.A.2.1.1 / C.A.2.1.2 / C.A.2.1.3 / C.A.2.1.4 / C.A.2.1.5 / C.A.2.1.6 / C.A.2.1.7	c. analyze why a sentence or phrase needs revision by connecting it to clarity, meaning, or purpose d. refine elements of their writing to improve clarity, correctness, and coherence
● Editing for Conventions–Informative/Explanatory ● Editing for Conventions–Informative/Explanatory	Students are learning… 1. to strengthen their use of standard written English in order to determine how correct grammar and mechanics support clear communication ● C.IE.3.1.1 / C.IE.3.1.2 / C.IE.3.1.3 / C.IE.3.1.4 / C.IE.3.1.5 ● C.A.3.1.1 / C.A.3.1.2 / C.A.3.1.3 / C.A.3.1.4 / C.A.3.1.5	1. Students can… a. recognize common grammar, punctuation, and mechanics issues (e.g., fragments, missing commas, incorrect verb tense, capitalization errors) b. adjust grammar, punctuation, and mechanics issues for clarity c. differentiate between complete and incomplete sentences with increasing accuracy d. revise errors that interfere with clarity by applying appropriate grammar and mechanics rules e. implement teacher or peer feedback to improve conventions throughout their writing

Unit 3: The Literary Landscape of the Novel		
Concepts	Learning Intentions	Success Criteria
Reading for Meaning–Fiction	Students are learning: 1. to analyze an author's purpose in a text in order to evaluate why writers make specific choices and how those choices shape meaning for the reader L.F.1.1.1 / L.F.1.1.2 / L.F.1.1.3 2. to apply strategies such as annotating, questioning, summarizing, and monitoring comprehension while reading in order to evaluate complex texts and stay actively engaged throughout the reading process L.F.1.3.1 / L.F. 1.3.2	1. Students can… a. select relevant details, examples, events from the text that support the author's purpose b. analyze how those details connect to the author's message c. distinguish between details that are essential to the author's purpose and those that are not 2. Students can… a. summarize the key events of a fictional text without adding personal opinions b. determine the most important characters, events, and conflicts in their summary

		c. apply strategies to summarize a section, chapter, or entire text clearly and concisely.
Analyzing and Interpreting Literature–Fiction	Students are learning… 1. to evaluate evidence-based reading strategies to interpret characters, themes, and conflicts in order to become more confident readers who can support their ideas with relevant details from the text L.F.2.1.1 / L.F.2.1.2	1. Students can… a. draw logical conclusions about characters, themes, or conflicts based on multiple pieces of evidence b. analyze how specific details contribute to their understanding of the text c. evaluate how their conclusion is supported by patterns or repeated ideas in the text
	2. to evaluate strategies to analyze literary elements across texts in order to determine how authors make purposeful choices that shape the story L.F.2.3.1 / L.F.2.3.2 / L.F.2.3.3 / L.F.2.3.4 / L.F.2.3.5 / L.F.2.3.6	2. Students can… a. analyze how multiple literary elements work together to shape meaning in a text b. evaluate how two texts develop similar themes or ideas through different literary choices c. interpret how an author's use of literary devices (symbolism, irony, foreshadowing) deepens the meaning of the text d. analyze how point of view or narrator choice influences the reader's understanding
	3. to interpret the deeper meaning of literary fiction using reading strategies in order to evaluate why certain stories and themes remain relevant to people today L.F.2.4.1	3. Students can… a. analyze how the author uses literary elements (characterization, setting, symbolism, conflict) to develop a universal theme b. interpret what the theme suggests about human nature or society c. evaluate how the theme grows or changes across the text
	4. to analyze patterns in literary fiction, such as repeated ideas or images in order to evaluate how authors develop themes and guide the reader's understanding L.F.2.5.1 / L.F.2.5.2 / L.F.2.5.3	4. Students can… a. explain how a literary device contributes to the meaning of a passage b. analyze how repeated images, ideas, or events form a pattern in the text c. explain how figurative language or sound devices help create tone or mood

		d. evaluate how a literary device or pattern connects to a theme or character development
Reading for Meaning–Nonfiction	Students are learning… 1. to interpret how an author uses literary elements and techniques to communicate a purpose in order to evaluate the message the author wants to convey to readers L.N.1.1.1 / L.N.1.1.2 / L.N.1.1.3 / L.N.1.1.4 2. to evaluate main ideas, supporting details, and organizational patterns in nonfiction in order to interpret the author's purpose during the reading process L.N.1.3.1 / L.N.1.3.2 / L.N.1.3.3.	1. Students can… a. analyze how the author develops and supports their purpose throughout the text b. analyze how literary devices work together to shape meaning and support the author's purpose c. interpret how the author's choices influence the reader's interpretation d. justify their interpretation of the author's purpose using relevant evidence from the text 2. Students can… a. analyze how ideas or events in a nonfiction text influence one another b. explain how the author develops the main idea across multiple paragraphs or sections c. synthesize key ideas and relevant details to summarize a full nonfiction text d. evaluate how one idea, event, or claim shapes or changes another within the text
Analyzing and Interpreting Literature–Nonfiction	Students are learning… 1. to evaluate evidence-based strategies to interpret literary texts in order to determine what a text suggests beyond its surface details L.N.2.1.1 / L.N.2.1.2 2. to evaluate how literary elements work together to shape meaning in order to interpret the author's message and	1. Students can… a. develop an interpretation of a text by connecting multiple pieces of evidence b. analyze how an author's choices (e.g., dialogue, description, structure) shape implied meanings c. evaluate an interpretation using well-chosen textual evidence d. explain why the textual evidence is significant d. distinguish between strong and weak evidence when defending a conclusion 2. Students can… a. interpret how multiple literary elements interact in a text.

	purpose L.N.2.3.1 / L.N.2.3.2 / L.N.2.3.3 / L.N.2.3.4 / L.N.2.3.5 / L.N.2.3.6	b. explain how the author's choices influence their understanding of characters or events c. interpret the theme using evidence from several literary elements d. explain how the interaction of elements shapes the author's message e. analyze how bias shapes the author's presentation of characters, events, or ideas f. evaluate how propaganda techniques influence the reader's emotions or beliefs g. evaluate how rhetorical devices contribute to the author's purpose or message h. explain how the author's viewpoint affects the development of literary elements such as conflict or theme
	3. to analyze how structural patterns contribute to the development of claims or themes in order to evaluate the author's message with greater accuracy and depth L.N.2.4.1 / L.N.2.4.2 / L.N.2.4.3 / L.N.2.4.4. / L.N.2.4.5	3. Students can… a. analyze how the text structure creates a logical flow and deepens the central idea b. connect structural choices to the development of theme or argument c. evaluate how the author's organizational pattern (e.g., cause–effect, compare–contrast, problem–solution) strengthens or weakens the message d. interpret how shifts in structure (such as pacing, paragraph breaks, or sequencing) influence the reader's understanding e. analyze how repeated structural patterns highlight key ideas or reinforce the author's purpose f. justify how specific structural choices contribute to the accuracy, clarity, or persuasiveness of the text
	4. to analyze essential and nonessential information and basic bias in literary nonfiction in order to evaluate an author's message L.N.2.5.1 / L.N.2.5.2 / L.N.2.5.3 / L.N.2.5.4 / L.N.2.5.5 / L.N.2.5.6	4.Students can… a. analyze why certain information is essential to the author's message and why other information is less important

		b. interpret how biased language or selective detail influences how a reader understands the text c. evaluate how the author's choices shape their perception of the topic or issue
Text Types and Purposes–Informative/Explanatory	Students are learning… 1. to synthesize texts objectively in order to evaluate comprehension and convey essential ideas without personal bias C.IE.1.1.1 / C.IE.1.1.2 / C.IE.1.1.3 / C.IE.1.1.4 / C.IE.1.1.5	1. Students can… a. identify central ideas and key supporting details in a text b. compose an objective summary without personal commentary c. synthesize information without losing essential meaning d. paraphrase using their own words while preserving the author's intent
Text Types and Purposes–Argumentative	Students are learning… 1. to construct argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods in order to evaluate clear, evidence-based interpretations of literature C.A.1.1.1 / C.A.1.1.2 / C.A.1.1.3 / C.A.1.1.4 / C.A.1.1.5	1. Students can… a. construct a clear thesis that takes a position about a text b. evaluate the significance of their evidence c. connect each claim back to their thesis d. analyze how literary elements support their argument e. apply transitions to show logical relationships between ideas
● Revision–Informative/Explanatory ● Revision–Argumentative	Students are learning… 1. to manipulate sentences for variety in structure and length in order to evaluate how to make their writing more engaging and easier for readers to follow ● C.IE.2.1.1 / C.IE.2.1.2 / C.IE.2.1.3 / C.IE.2.1.4 / C.IE.2.1.5 / C.IE.2.1.6 / C.IE.2.1.7 ● C.A.2.1.1 / C.A.2.1.2 / C.A.2.1.3 / C.A.2.1.4 / C.A.2.1.5 / C.A.2.1.6 / C.A.2.1.7	1. Students can… a. identify repetitive or monotonous sentence patterns b. manipulate sentences to vary length and structure c. restructure sentences by combining or breaking them apart to improve flow d. apply transitions or introductory phrases to create variety

• Editing for Conventions–Informative/Explanatory • Editing for Conventions–Argumentative	Students are learning… 1.to apply correct sentence structure and punctuation in order to avoid confusion for the audience • C.IE.3.1.1 / C.IE.3.1.2 / C.IE.3.1.3 / C.IE.3.1.4 / C.IE.3.1.5 • C.A.3.1.1 / C.A.3.1.2 / C.A.3.1.3 / C.A.3.1.4 / C.A.3.1.5	1. Students can… a. identify run-ons, fragments, and comma splices b. apply revisions to ensure sentences are complete and correctly structured c. implement punctuation rules to avoid confusion or misreading

Unit 4: The Art of Rhetoric		
Concepts	Learning Intentions	Success Criteria
Reading for Meaning–Fiction	Students are learning… 1. to analyze an author's purpose in a text in order to understand why writers make specific choices and how those choices shape meaning for the reader L.F.1.1.1 / L.F.1.1.2 / L.F.1.1.3 2. to use strategies such as annotating, questioning, summarizing, and monitoring comprehension while reading in order to better understand complex texts and stay actively engaged throughout the reading process L.F.1.3.1 / L.F.1.3.2	1. Students can… a. analyze how the author effectively uses literary techniques to communicate an idea b. make a supported judgment about whether the author's choices successfully convey their intended purpose 2. Students can… a. explain how the main idea develops across a text or chapter b. analyze how supporting details are most essential for an accurate summary c. justify the choices for their supporting details d. evaluate which details are most essential for an accurate summary e. justify their choices of supporting details
Analyzing and Interpreting Literature –Fiction	Students are learning… 1. to use evidence-based reading strategies to interpret characters, themes, and conflicts in order to become more confident readers who can support their ideas with relevant details from the text L.F.2.1.1 / L.F.2.1.2	. 1. Students can… a. make generalizations about the text b. support their generalizations with clear evidence b. evaluate whether their evidence fully supports their conclusion c. revise their inference or conclusion when new evidence appears in the text
Reading for Meaning–Nonfiction	Students are learning…	1. Students can…

	1. to analyze how an author uses literary elements and techniques to communicate a purpose in order to better understand the message the author wants to convey to readers L.N.1.1.1. / L.N.1.1.2 / L.N.1.1.3 / L.N.1.1.4	a. analyze how the author develops and supports their purpose throughout the text b. analyze how literary devices work together to shape meaning and support the author's purpose c. analyze how the author's choices influence the reader's interpretation d. justify their interpretation of the author's craft choices on the overall meaning and effectiveness of the text
	2. to evaluate main ideas, supporting details, and organizational patterns in nonfiction in order to accurately interpret the author's purpose during the reading process L.N.1.3.1 / L.N.1.3.2 / L.N.1.3.3.	2. Students can… a. evaluate which details are most relevant for understanding the main idea of a complex nonfiction text b. synthesize ideas across multiple sections to explain how the author builds and connects concepts c. analyze how changes in one idea or event would affect the overall meaning or structure of the text
	3. to interpret how literary elements work together to shape meaning in order to analyze the author's message and purpose L.N.2.3.1 / L.N.2.3.2 / L.N.2.3.3 / L.N.2.3.4 / L.N.2.3.5 / L.N.2.3.6	3. Students can… a. compare how two texts develop similar literary elements b. explain similarities and differences in how authors use elements to convey meaning c. compare how characters, conflicts, or themes are shaped by different settings or cultures d. explain how comparing texts deepen their understanding of each one e. analyze how bias shapes the author's presentation of characters, events, or ideas f. analyze how propaganda techniques influence the reader's emotions or beliefs g. analyze how rhetorical devices contribute to the author's purpose or message h. explain how the author's viewpoint affects the development of literary elements such as conflict or theme

Analyzing and Interpreting Literature–Nonfiction	Students are learning… 1. to form and support interpretations of literature in order to participate in meaningful discussions and write clearer, more thoughtful responses about the meaning of a text L.N.2.1.1 / L.N.2.1.2	1. Students can… a. construct a well-reasoned interpretation that synthesizes patterns, ideas, or themes across a text b. evaluate how different interpretations could be supported by different types of evidence c. justify an interpretation by integrating multiple pieces of textual evidence d. explain how multiple pieces of textual evidence work together to support a deeper understanding of the text d. reflect on how context (historical, cultural, or authorial) may influence interpretation and evidence selection
	2. to compare literary elements across different texts in order to recognize patterns and deepen their understanding of world literature L.N.2.3.1 / L.N.2.3.2 / L.N.2.3.3 / L.N 2.3.4 / L.N.2.3.5 / L.N.2.3.6	2. Students can… a. compare how two texts develop similar literary elements b. explain similarities and differences in how authors use elements to convey meaning d. compare how characters, conflicts, or themes are shaped by different settings or cultures e. explain how comparing texts deepens their understanding of each one
	3. to analyze how the structure of an argument affects its clarity and persuasiveness in order to evaluate the effectiveness of an author's reasoning L.N.2.4.1 / L.N.2.4.2 / L.N.2.4.3 / L.N.2.4.4 / L.N.2.4.5	3. Students can… a. analyze how the development of an idea influences the reader's understanding of the author's purpose b. analyze how an author uses rhetorical strategies to strengthen or weaken relationships between ideas c. evaluate how the introduction of a counterargument or concession changes the direction or strength of the argument
	4. to analyze how authors use essential information, selective omission, bias, and propaganda techniques in literary nonfiction in order to evaluate how	4. Students can… a. analyze how essential information supports the author's purpose or how nonessential information. influences the reader's perception of the topic

	these choices influence readers' beliefs and shape the effectiveness of an argument L.N.2.5.1 / L.N.2.5.2 / L.N.2.5.3 / L.N.2.5.4 / L.N.2.5.5 / L.N.2.5.6	b. explain how implicit bias shapes the author's presentation of ideas c. explain how rhetorical strategies affect different audiences in different ways d. support their explanation with precise textual evidence
Text Types and Purposes–Informative/Explanatory	Students are learning… 1. to incorporate textual evidence smoothly into informative writing in order to support explanations with credible, well-chosen information C.IE.1.1.1 / C.IE.1.1.2 / C.IE.1.1.3 / C.IE.1.1.4 / C.IE.1.1.5	1. Students can… a. select evidence that directly supports their explanation b. introduce evidence smoothly using signal phrases. c. explain how the evidence supports the idea being discussed d. cite sources accurately using the required format
Text Types and Purposes–Argumentative	Students are learning… 1. to write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods in order to communicate clear, evidence-based interpretations of literature C.A.1.1.1 / C.A.1.1.2 / C.A.1.1.3 / C.A.1.1.4 / C.A.1.1.5	1. Students can… a. analyze how an author's choices support their argument b. acknowledge a counterclaim and respond with evidence c. integrate quotations smoothly d. revise commentary to deepen their explanation
● Revision–Informative/Explanatory ● Revision–Argumentative	Students are learning… 1. to revise unclear or confusing sections of writing in order to ensure their ideas are communicated accurately and logically ● C.IE.2.1.1 / C.IE.2.1.2 / C.IE.2.1.3 / C.IE.2.1.4 / C.IE.2.1.5 / C.IE.2.1.6 / C.IE.2.1.7 ● C.A.2.1.1 / C.A.2.1.2 / C.A.2.1.3 / C.A.2.1.4 / C.A.2.1.5 / C.A.2.1.6 / C.A.2.1.7	1. Students can… a. identify sentences or ideas that may confuse the reader b. revise unclear sections to make meaning more direct and logical c. add or adjust details to improve accuracy d. reorganize sentences or paragraphs to improve understanding
● Editing for Conventions–Informative/Explanatory	Students are learning… 1. edit for accurate spelling, capitalization, and formatting in order	1. Students can… a. correct spelling errors and apply capitalization rules

● Editing for Conventions–Argumentative	to produce writing that meets academic expectations ● C.IE.3.1.1 / C.IE.3.1.2 / C.IE.3.1.3 / C.IE.3.1.4 / C.IE.3.1.5 ● C.A.3.1.1 / C.A.3.1.2 / C.A.3.1.3 / C.A.3.1.4 / C.A.3.1.5	b. format writing according to academic expectations c. edit for mechanics to improve readability and professionalism

Unit 5: The Architecture of Poetry		
Concepts	Learning Intentions	Success Criteria
Reading for Meaning–Fiction	Students are learning… 1. to analyze and apply poetic terminology in order to evaluate meaning, tone, and effect in poems L.F.1.1.1 / L.F.1.1.2 / L.F.1.1.3 2. to evaluate how poetic elements shape the poet's main idea and supporting details in a poem in order to interpret how poets develop their central message L.F.1.3.1 / L.F.1.3.2	1. Students can.. a. analyze how multiple poetic devices work together to shape meaning or theme b. evaluate how a poet's diction shapes tone c. justify their interpretation with textual evidence c. interpret layered or symbolic language d. explain how layered or symbolic language deepens the poem's message e. compare how two poets use language differently to convey similar or contrasting ideas 2. Students can… a. identify the speaker b. interpret how the speaker's perspective shapes the poem's message c. analyze how multiple poetic elements work together to develop meaning d. evaluate the poet's use of figurative language e. explain how figurative language deepens or complicates meaning
Analyzing and Interpreting Literature–Fiction	Students are learning… 1.to evaluate inferences and conclusions about a poem's meaning, speaker, tone, and theme, and to support those interpretations with precise textual evidence in order to produce deeper, evidence‑based understandings of	1. Students can… a. infer the poem's central message based on key details and repeated images b. evaluate a generalization about the poem's message c. support a generalization with multiple pieces of evidence

	poetry and how poets communicate complex ideas indirectly L.F.2.1.1 / L.F.2.1.2 2. to evaluate how poetic devices shape meaning, tone, and theme in a poem as compared to other literary forms in order to interpret how poets use craft to communicate layered ideas, evoke emotion, and guide the reader's interpretation L.F.2.2.1 / L.F.2.2.2 / L.F.2.2.3 / L.F.2.2.4 3. to evaluate how poets use literary elements—such as imagery, symbolism, structure, tone, and speaker—in order to develop meaning and theme across poems L.F.2.3.1 / L.F.2.3.2 / L.F.2.3.3 / L.F.2.3.4 / L.F.2.3.5 / L.F.2.3.6	2. Students can… a. interpret how poetry compares and contrasts to other literary forms (short stories, novels, drama). b. evaluate the way poets use literary devices in contrast to other types of texts 3. Students can… a. identify key elements of the poem, including the speaker, setting, conflict, structure, and important literary devices b. interpret what these elements mean or show in the poem (e.g., what a symbol represents, how the setting affects mood) c. explain how one element, such as point of view, structure, or a device, shapes meaning or tone d. analyze how multiple elements (speaker, structure, devices, conflict, setting) interact to develop the poem's tone, mood, or theme e. interpret how the poet's choices, such as point of view, figurative language, or structural shifts, work together to shape the reader's understanding f. evaluate how effectively the poet's use of literary elements, devices, structure, point of view, setting, and conflict contributes to the poem's overall meaning or emotional impact g. justify their interpretation using precise, relevant textual evidence that shows how these elements interact
Reading for Meaning–Nonfiction	Students are learning… 1. to evaluate a poet's purpose by analyzing the poet's choices—such as speaker, structure, figurative language,	1.Students can…

	tone, and imagery—in order to interpret how they work together to convey a message, emotion, or theme L.N.1.1.1 / L.N.1.1.2 / L.N.1.1.3 / L.N.1.1.4	a. analyze how multiple poetic elements (structure, figurative language, sound devices, point of view, imagery) work together to reveal the poet's purpose b. interpret how the poet's purpose shapes the poem's tone, mood, or theme c. justify their interpretation of the poet's purpose using precise, relevant textual evidence
Analyzing and Interpreting Literature–Nonfiction	Students are learning… 1. to evaluate how various literary forms develop literary elements in order to interpret how authors make purposeful choices across genres L.N.2.2.1 / L.N.2.2.2 / L.N.2.2.3 2. to evaluate how an author's use of literary elements influences the reader's understanding in order to produce stronger, evidence-based interpretations L.N.2.3.1 / L.N.2.3.2 / L.N.2.3.3 / L.N.2.3.4 / L.N.2.3.5 / L.N.2.3.6 3.to evaluate how literary elements and poetic structure shape meaning and theme in poetry in order to develop deeper, more precise interpretations of how a poem communicates its central ideas L.N.2.5.1 / L.N.2.5.2 / L.N.2.5.3	1. Students can… a. analyze how specific elements of a literary form shape the meaning in a poem b. evaluate how effectively the author's chosen form communicates the theme or central idea c. justify comparisons and evaluations with relevant textual evidence from each form d. assess how cultural or historical context may influence an author's choice of literary form 2. Students can… a. analyze how an author's choices shape character development, conflict, or theme b. analyze how one literary element influences another (e.g., how conflict drives the theme) c. evaluate how the structure of the text affects the development of literary elements d. justify their analysis with relevant, accurate textual evidence 3. Students can… a. analyze how multiple literary devices work together to develop themes or deepen meaning b. interpret how structural choices (stanza structure, line structure, rhyme) shape emphasis or pacing c. evaluate how sound devices influence tone or rhythm
Text Types and Purposes–Informative/Explanatory	Students are learning… 1. to refine informative writing for clarity, precision, and logical flow in order to	1. Students can…

	produce writing that is easy for readers to follow and understand C.IE.1.1.1 / C.IE.1.1.2 / C.IE.1.1.3 / C.IE.1.1.4 / C.IE.1.1.5	a. revise writing to eliminate vague or repetitive language b. strengthen transitions to improve flow between ideas c. reorganize sentences or paragraphs to improve clarity d. refine for grammar, punctuation, and academic tone
Text Types and Purposes–Argumentative	Students are learning… 1. to construct argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods in order to generate clear, evidence-based interpretations of literature C.A.1.1.1 / C.A.1.1.2 / C.A.1.1.3 / C.A.1.1.4 / C.A.1.1.5	1. Students can… a. structure their essay so each paragraph builds logically b. construct introductions that establish context and a thesis c. compose conclusions that reinforce their argument d. evaluate the structure of their argument e. revise their argument for clarity and flow
● Revision–Informative/Explanatory ● Revision–Argumentative	Students are learning… 1. to refine transitions, sentence connections, and paragraph organization in order to develop writing that flows smoothly from idea to idea ● C.IE.2.1.1 / C.IE.2.1.2 / C.IE.2.1.3 / C.IE.2.1.4 / C.IE.2.1.5 / C.IE.2.1.6 / C.IE.2.1.7 ● C.A.2.1.1 / C.A.2.1.2 / C.A.2.1.3 / C.A.2.1.4 / C.A.2.1.5 / C.A.2.1.6 / C.A.2.1.7	1. Students can… a. strengthen transitions between sentences and paragraphs b. ensure each sentence connects logically to the next c. reorder ideas to improve the overall flow of the piece d. refine for smooth, consistent pacing throughout the writing
● Editing for Conventions–Informative/Explanatory ● Editing for Conventions–Argumentative	Students are learning… 1. to apply conventions consistently within longer pieces of writing in order to compose clarity and professionalism ● C.IE.3.1.1 / C.IE.3.1.2 / C.IE.3.1.3 / C.IE.3.1.4 / C.IE.3.1.5 ● C.A.3.1.1 / C.A.3.1.2 / C.A.3.1.3 / C.A.3.1.4 / C.A.3.1.5	1. Students can… a. apply grammar and mechanics accurately across multi-paragraph writing b. maintain consistent tense, point of view, and pronoun use c. edit for clarity and correctness within longer pieces d. identify patterns of errors independently e. correct errors in conventions independently

Unit 6: Drama		
Concepts	Learning Intentions	Success Criteria

Analyzing and Interpreting Literature–Fiction	Students are learning… 1. to apply advanced reading strategies to analyze how diverse literary forms develop characters, themes, and conflicts in order to evaluate the purposeful choices authors make across genres L.F.2.2.1 / L.F.2.2.2. / L.F.2.2.3 / L.F.2.2.4	1. Students can… a. evaluate how effectively an author uses a particular literary form to communicate meaning b. justify how the characteristics of fiction or literary nonfiction contribute to the author's purpose c. analyze complex connections across multiple texts, explaining how form, structure, and technique shape those connections
	2. to apply strategies to compare and evaluate literary elements across texts in order to determine how authors make purposeful choices that shape the story L.F.2.3.1 / L.F.2.3.2 / L.F.2.3.3 / L.F.2.3.4 / L.F.2.3.5 / L.F.2.3.6	2. Students can… a. evaluate how effectively an author uses literary elements to communicate meaning b. assess the strengths and weaknesses of how two texts develop similar themes or ideas c. justify their interpretation of a text using clear, relevant evidence from the literary elements d. analyze how an author's structural choices influence the overall impact of the text
	3. to analyze how literary elements, such as character, conflict, and theme, connect to universal ideas in order to understand how authors communicate messages that apply to real-world situations L.F.2.4.1	3. Students can… a. evaluate how effectively the author communicates a universal theme through literary elements and structure b. justify their interpretation of the theme using clear, relevant evidence from the text c. analyze why the theme remains meaningful across cultures, time periods, or audiences
	4. to interpret how authors use literary devices and patterns in order to evaluate the message the author communicates L.F.2.5.1 / L.F.2.5.2 / L.F.2.5.3	4. Students can… a. evaluate how effectively the author uses literary devices to communicate meaning b. evaluate the significance of a recurring pattern c. explain why a recurring pattern matters to the text's theme d. interpret a device or pattern using clear textual evidence

		e. assess how the author's craft choices shape the overall impact of the text.
Analyzing and Interpreting Literature–Nonfiction	Students are learning… 1. to analyze how various literary forms develop literary elements in order to evaluate how authors make purposeful choices across genres L.N.2.2.1 / L.N.2.2.2 / L.N.2.2.3 2. to analyze how an author's use of literary elements influences the reader's understanding in order to build stronger, evidence-based interpretations L.N.2.3.1 / L.N.2.3.2 / L.N.2.3.3 / L.N.2.3.4 / L.N.2.3.5 / L.N.2.3.6	1. Students can… a. analyze how specific literary elements shape meaning in drama b. evaluate how effectively the author's choice of drama communicates the theme or central idea c. support comparisons and evaluations with relevant textual evidence from each form d. consider how cultural or historical context may influence an author's choice of literary form 2. Students can… a. analyze how an author's choices of literary elements shape character development, conflict, or theme in drama b. analyze how the use of the dramatic form affects the development of literary elements c. support their analysis with relevant, accurate textual evidence d. analyze the effectiveness of the author's use of rhetorical devices in shaping meaning or influencing the reader e. analyze how bias strengthens or weakens the credibility of the text f. analyze whether the author's use of propaganda techniques is appropriate, manipulative, or misleading g. justify their evaluation of the author's rhetorical choices using relevant textual evidence
Text Types and Purposes–Informative/Explanatory	Students are learning… 1. to compose polished, well-structured informative pieces in order to communicate insights effectively in academic and real-world contexts C.IE.1.1.1 / C.IE.1.1.2 / C.IE.1.1.3 / C.IE.1.1.4 / C.IE.1.1.5	1. Students can… a. compose a complete informative piece with a purposeful thesis and sophisticated organizational structure b. integrate evidence, explanations, and transitions with coherence and rhetorical precision c. demonstrate refined control of academic tone and precise, discipline-appropriate language

		d. revise their writing to produce a polished, publication-ready draft suitable for academic audiences
Text Types and Purposes–Argumentative	Students are learning… 1. to construct argumentative pieces that present a precise, defensible position made convincing through strategic methods in order to communicate clear, evidence-based interpretations of literature C.A.1.1.1 / C.A.1.1.2 / C.A.1.1.3 / C.A.1.1.4 / C.A.1.1.5	1. Students can… a. evaluate the effectiveness of their argument b. revise their argument for clarity and depth c. refine their thesis to present a more precise, defensible interpretation d. strengthen commentary to demonstrate deeper insight e. construct a polished final draft by editing for style, tone, and conventions
● Revision–Informative/Explanatory ● Revision–Argumentative	Students are learning… 1. to implement multiple revision strategies independently in order to produce clear, effective, and stylistically sophisticated drafts ● C.IE.2.1.1 / C.IE.2.1.2 / C.IE.2.1.3 / C.IE.2.1.4 / C.IE.2.1.5 / C.IE. 2.1.6 / C.IE.2.1.7 ● C.A.2.1.1 / C.A.2.1.2 / CA.2.1.3 / C.A.2.1.4 / C.A.2.1.5 / C.A. 2.1.6 / C.A.2.1.7	1. Students can… a. implement multiple revision strategies independently, including adding or removing details for clarity, reorganizing sentences or paragraphs for improved flow, refining diction and syntax, and strengthening transitions or coherence between ideas b. demonstrate clear, precise, and varied sentence structures c. maintain consistent tone, style, and meaning throughout the piece d. produce a polished, coherent final draft that reflects advanced revision and editing
● Editing for Conventions–Informative/Explanatory ● Editing for Conventions–Argumentative	Students are learning… 1. to demonstrate independent command of grammar, usage, punctuation, and mechanics in order to produce polished final drafts suitable for academic audiences ● C.IE.3.1.1. / C.IE.3.1.2 / C.IE.3.1.3 / C.IE.3.1.4 / C.IE.3.1.5 ● C.A.3.1.1. / C.A.3.1.2 / C.A.3.1.3 / C.A.3.1.4 / C.A.3.1.5	1. Students can… a. demonstrate consistent, independent control of conventions throughout the entire piece b. produce writing that is clear, correct, and academically appropriate c. submit a final draft with minimal or no convention errors

Unit 7: Vocabulary for Post-Secondary Success

Concepts	Learning Intentions	Success Criteria
● Reading for Meaning: Fiction ● Reading for Meaning: Nonfiction	Students are learning… 1. to determine the meaning of unfamiliar vocabulary by applying context clues, word parts, and reference tools in order to build confidence with complex literary texts ● L.F.1.2.1 / L.F.1.2.2. / L.F.1.2.3 ● L.N.1.2.1 / L.F.1.2.2 / L.N.1.2.3 / L.N.1.2.4	1. Students can… a. determine the meaning of unfamiliar words by strategically applying context clues b. discern the appropriate meaning of multiple-meaning words based on sentence-level and situational cues c. explain how adding an affix alters the meaning of a root word within a specific textual context d. analyze how a word functions in a sentence (part of speech, role, nuance) to identify its most accurate meaning e. apply newly learned vocabulary in original sentences to demonstrate understanding of meaning, nuance, and connotation f. differentiate between denotative and connotative meanings g. evaluate how connotation shapes tone or interpretation h. select the most precise word or phrase to enhance clarity, tone, or emphasis in their own writing

NORTHERN LEBANON SCHOOL DISTRICT

Course Title: Honors English 12

Creation/Revision Date: 3-1-2026



SUBMITTAL FOR BOARD APPROVAL

COURSE OF STUDY: Honors English 12

SUBMITTED BY: Amy Voshell

DATE: 6-26-2026

COMMENTS:

APPROVED BY: Mrs. Amy Voshell DATE 06-26-2026
(Classroom Teacher)

APPROVED BY: Mrs. Kelita Gahres DATE: 7/2/26
(Grade Level Lead/Instructional Leader/Department Chair)

APPROVED BY: Tiffany Hogg DATE: 07/02/2026
(Curriculum Coordinator)

APPROVED BY: Dr. Peter Ehret DATE: 07/02/26
(Principal/Director of Secondary/Elementary Services)

APPROVED BY: DATE:
(Assistant to the Superintendent/Superintendent)

ELA

I. **Course Description: This course is an intensive study of British literature. Students will focus on advanced literary concepts and will be asked to integrate those skills into formal academic writing. Students enrolled in this course will be required to read and analyze pieces of literature independently as well as collaboratively. Active class participation in literary discussions will be expected. The class is a comprehensive program offered to students who plan to pursue formal education after graduation.**

II. **Standards Used: Pennsylvania Academic Standards for English Language Arts**

III. **Scope and Sequence**

Units/Chapters	**Concepts**	**Pacing**	**Assessment**
Unit 1: Early British Literature: Tales of Heroes, Monsters, and Pilgrims (Anglo-Saxon/Medieval)	• Reading Informational Text • Reading Literature • Writing • Speaking and Listening	8 weeks	• Anglo-Saxon Poetry Comparison • Critical Perspectives: Mythological/Archetypal Reading • Arthurian Text Literary Analysis • Film Analysis • Student-led discussion
Unit 2: Renaissance Literature: Ambition and Invention	• Reading Literature • Writing • Speaking and Listening	8 weeks	• Literary Analysis • Film Analysis • Marlowe/Raleigh Poetry Comparison • Carpe Diem Poetry Analysis • Reformation Poetry Analysis • Student-led discussion
Unit 3: Reason, Rebellion, and Satire (Neoclassical)	• Reading Informational Text • Reading Literature • Writing • Speaking and Listening	4 weeks	• Your Modest Proposal Essay (satire) • “A Nocturnal Reverie” Video (Visual) Analysis

			(or other comparable creative project) • Poetry/Text Analysis • Student-led discussion
Unit 4: Nature, Wanderlust, and the Individual (Romantic)	• Reading Literature • Writing • Speaking and Listening	8 weeks	• Poetry as a Reflection of the Challenges of Society • Feminist Criticism Applied to *Pride and Prejudice* • Film Analysis • Analysis of Related Readings to *Frankenstein* • Romantic Poetry Group Analysis Project • Student-led discussion
Unit 5: Industry, Mortality, and Mystery (Victorian)	• Reading Literature • Writing • Speaking and Listening	4 weeks	• Social Satire Analysis: *The Importance of Being Earnest* • Victorian Poetry Mural Project (or other comparable creative project) • Arthorian Poetry Analysis: *The Lady of Shalott* • Student-led discussion
Unit 6: Darkness, Disillusionment, and New Voice (Modern and Post-Modern)	• Reading Literature • Writing • Speaking and Listening	4 weeks	• Text Analysis • Novel Comparison • Student-led discussion

IV. Resources:

Resource	**Unit Utilized**

Prentice Hall Literature: The British Tradition	• Unit 1: Early British Literature: Tales of Heroes, Monsters, and Pilgrims (Anglo-Saxon/Medieval) • Unit 2: Renaissance Literature: Ambition and Invention • Unit 3: Reason, Rebellion, and Satire (Neoclassical) • Unit 4: Nature, Wanderlust, and the Individual (Romantic) • Unit 5: Industry, Mortality, and Mystery (Victorian) • Unit 6: Darkness, Disillusionment, and New Voices (Modern/Post-modern)
The Canterbury Tales	• Unit 1: Early British Literature: Tales of Heroes, Monsters, and Pilgrims (Anglo-Power/Medieval)
Sir Gawain and the Green Knight	• Unit 1: Early British Literature: Tales of Heroes, Monsters, and Pilgrims (Anglo-Power/Medieval)
Folger Shakespeare Library (online): *Macbeth* *As You Like It*	• Unit 2: Renaissance Literature: Ambition and Invention
Pride and Prejudice	• Unit 4: Nature, Wanderlust, and the Individual (Romantic)
Frankenstein	• Unit 4: Nature, Wanderlust, and the Individual (Romantic)
Pygmalion	• Unit 5: Industry, Mortality, and Mystery (Victorian)
The Importance of Being Earnest	• Unit 5: Industry, Mortality, and Mystery (Victorian)
1984	• Unit 6: Darkness, Disillusionment, and New Voices (Modern/Post-modern)
Brave New World	• Unit 6: Darkness, Disillusionment, and New Voices (Modern/Post-modern)
JSTOR	• Unit 1: Early British Literature: Tales of Heroes, Monsters, and Pilgrims (Anglo-Saxon/Medieval) • Unit 2: Renaissance Literature: Ambition and Invention • Unit 3: Reason, Rebellion, and Satire (Neoclassical)

	• Unit 4: Nature, Wanderlust, and the Individual (Romantic) • Unit 5: Industry, Mortality, and Mystery (Victorian) • Unit 6: Darkness, Disillusionment, and New Voices (Modern/Post-modern)
Poetry Foundation (website)	• Unit 1: Early British Literature: Tales of Heroes, Monsters, and Pilgrims (Anglo-Saxon/Medieval) • Unit 2: Renaissance Literature: Ambition and Invention • Unit 3: Reason, Rebellion, and Satire (Neoclassical) • Unit 4: Nature, Wanderlust, and the Individual (Romantic) • Unit 5: Industry, Mortality, and Mystery (Victorian) • Unit 6: Darkness, Disillusionment, and New Voices (Modern/Post-modern)

Unit 1: Early British Literature: Tales of Heroes, Monsters, and Pilgrims (Anglo-Saxon/Medieval)		
Concepts	Learning Intentions	Success Criteria
Reading Informational Text	Students are learning… 1. to analyze how multiple central ideas develop and interact across a text in order to understand how authors construct complex meanings CC.1.2.11-12.A	1. Students can… a. trace how two or more central ideas evolve across key sections of the text b. explain how two or more central ideas influence one another c. analyze how the interaction of these ideas shapes the text's overall message or thematic impact d. craft an objective summary that highlights the central idea and their relationships without inserting personal opinion
	2. to analyze explicit ideas and logical inferences in order to understand how authors communicate meaning both directly and indirectly CC.1.2.11-12.B	2. Students can… a. select strong, relevant evidence that clearly supports what the text states explicitly and what can be logically inferred b. analyze how the chosen evidence supports their interpretation of the author's ideas, claims, or narrative choices c. distinguish between explicit statements and reasonable inferences d. demonstrate how explicit statements and reasonable inferences contribute to their analysis
	3. to analyze how a complex set of ideas, events, or individuals develop and interact over the course of a text in order to understand how authors build meaning through relationships and change CC.1.2.11-12.C	3. Students can… a. discuss how key ideas, events, or individuals change across the text b. identify the moments that shape the changes in key ideas, events, or individuals c. analyze how the interactions among ideas, events, or individuals influence the text's direction, conflict, or themes

		d. summarize the text objectively by highlighting the most important developments and interactions without adding personal opinion
	4. to analyze how an author's point of view or purpose shapes the content and style of a text in order to understand how authorial choices influence meaning CC.1.2.11-12.D	4. Students can… a. explain how the author's point of view influences what information is included, emphasized, or omitted b. analyze how specific stylistic choices–such as tone, diction, structure, or rhetorical devices–reflect the author's perspective or goals
	5. to analyze how an author's structural choices shape the clarity, logic, and engagement of an exposition or argument in order to understand how structure influences meaning and effectiveness CC.1.2.11-12.E	5. Students can… a. analyze how the organizational structure the author uses–such as cause-effect, problem-solution, chronological, or claim-evidence–supports the author's ideas
	6. to analyze the reasoning, premises, and arguments in seminal texts in order to understand how influential authors construct logical and persuasive arguments CC.1.2.11-12.H	6. Students can… a. explain the key premises or assumptions of the author's central argument b. analyze how the author uses reasoning, evidence, and rhetorical strategies to support the argument. c. explain how the structure of the argument contributes to its clarity and persuasiveness
	7. to analyze the themes, purposes, and rhetorical features of foundational British documents in order to understand how influential texts shape political, cultural, and literary conversations across time CC.1.2.11-12.I	7. Students can… a. explain how the author's central purpose is developed through key rhetorical features such as tone, diction, structure, or appeals b. analyze how themes in a document reflect or respond to the historical or cultural context in which it was written c. explain how the document's rhetorical strategies contribute to its influence or persuasive power

Reading Literature	Students are learning… 1. to analyze how multiple themes develop and interact across a text in order to understand how authors construct layered meanings that shape the reader's interpretation CC.1.3.11-12.A	1. Students can… a. analyze how two or more themes evolve across key moments in the text b. analyze how the interaction between themes influences the text's message or worldview c. analyze central themes within an objective summary without adding personal opinion
	2. to interpret explicit ideas and implied meanings by selecting and integrating strong textual evidence in order to understand how authors communicate meaning CC.1.3.11-12.B	2. Students can… a. select evidence that supports explicit ideas b. integrate evidence that supports explicit ideas c. connect explicit and implicit evidence to explain layered meaning
	3. to investigate how an author develops and connects story or dramatic elements in order to understand how those choices shape meaning and guide the audience's experience CC.1.3.11-12.C	3. Students can… a. investigate how the author develops key elements such as character, setting, conflict, or structure b. analyze how the author links different elements to influence plot or theme c. explore the effects of specific craft decisions such as pacing or perspective
	4. to examine how an author's point of view or purpose shapes the content and style of a text in order to understand how authorial choices influence meaning CC.1.3.11-12.D	4. Students can… a. examine how point of view influences what information is included, emphasized, or omitted b. analyze how purpose affects stylistic choices such as tone or diction c. explore how point of view and purpose work together to guide interpretation
	5. to interpret how an author's word and phrase choices shape meaning and tone in order to understand how language influences the reader's interpretation CC.1.3.11-12.F	5. Students can… a. interpret how specific words and phrases contribute to meaning b. analyze how diction and connotation shape tone

		c. investigate how patterns of language create emphasis or nuance
	6. to compare and interpret multiple versions of a text in order to understand how different creators emphasize, transform, or reimagine the source material CC.1.3.11-12.G	6. Students can… a. compare how different interpretations represent key elements of the source text b. analyze how each version highlights or reshapes themes, characters, or tone
	7. to explore foundational works from major British literary periods in order to understand how genre, historical context, and cultural values shape recurring themes and topics CC.1.3.11-12.H	7. Students can… a. identify key characteristics of foundational works from major British periods b. compare how texts from the same period address similar themes or topics c. examine how genre conventions influence the treatment of themes
Writing	Students are learning… 1. to construct arguments that support defensible claims in order to analyze substantive topics with clarity, coherence, and relevant evidence CC.1.4.11-12.G	1. Students can… a. construct a defensible claim that responds directly to a substantive topic or text b. support their claim with relevant evidence and reasoning that clearly connects ideas
	2. to establish a precise, knowledgeable claim in order to create argumentative writing that aligns clearly with the topic, task, and audience. CC.1.4.11-12.H	2. Students can… a. establish a precise, knowledgeable claim that responds directly to the topic and task. b. align their claim with the expectations of the audience and purpose.
	3. to distinguish and develop claims and counterclaims in order to construct arguments that address multiple perspectives with clarity and fairness CC.1.4.11-12.I	3. Students can… a. distinguish their claim from alternate or opposing claims so the differences in perspective are clear b. develop both their claim and counterclaims using relevant evidence and logical reasoning

	4. to create an organization that logically sequences claims, counterclaims, reasons, and evidence in order to produce arguments that are coherent and easy for an academic audience to follow CC.1.4.11-12.J	4. Students can… a. create a logical sequence that clearly organizes their claim, counterclaims, reasons, and evidence b. link major sections of their argument using purposeful transitions and varied syntax to clarify relationships among ideas c. provide a conclusion that follows from their argument d. provide a conclusion that reinforces the reasoning presented
	5. to establish and maintain a formal style and objective tone in order to produce argumentative writing that aligns with academic expectations and disciplinary norms CC.1.4.11-12.K	5. Students can… a. establish a formal style and objective tone that match the expectations of academic argumentative writing b. maintain consistency in tone and style throughout their argument to strengthen clarity and professionalism c. attend to disciplinary norms by using language and conventions appropriate for analytical, evidence-based writing
	6. to apply conventions of standard English in order to produce argumentative writing that is clear, accurate, and appropriate for academic audiences CC.1.4.11-12.L	6. Students can… a. apply grammar, usage, punctuation, capitalization, and spelling correctly to support clarity in their argument b. apply conventions consistently throughout their writing to maintain accuracy and professionalism c. apply revisions that correct errors and strengthen the readability of their argument
	7. to select and apply relevant textual evidence in order to support analysis, reflection, and research aligned to grade-level reading standards CC.1.4.11-12.S	7. Students can… a. select relevant evidence from literary and informational texts that directly supports their analysis or reflection b. explain how their chosen evidence strengthens their interpretation

	8. to develop and strengthen their writing by planning, revising, editing, rewriting, or trying a new approach, in order to focus on addressing what is most significant for a specific purpose and audience CC.1.4.11-12.T	8. Students can… a. develop their writing by selecting and organizing ideas that best support their purpose and audience b. revise their writing by refining ideas, evidence, and organization to improve clarity and effectiveness c. edit their writing by correcting grammar, usage, punctuation, and style to enhance precision and readability
	9. to gather, assess, and integrate information from authoritative sources in order to support their writing effectively and ethically CC.1.4.11-12.W	9. Students can… a. gather relevant information from multiple authoritative print and digital sources using effective search strategies b. assess the strengths and limitations of each source based on task, purpose, and audience
Speaking and Listening	Students are learning… 1. to contribute relevant ideas and respond to peers in structured discussions in order to build confidence and foundational habits for academic dialogue CC.1.5.11-12.A	1. Students can… a. contribute meaningfully to a discussion by preparing key points and evidence in advance b. respond to a peer by paraphrasing or adding a related idea c. ask clarifying or follow-up questions that help the group stay focused
	2. identify the speaker's principle claim, evidence, and rhetorical choices in order to understand the basic structure of the argument.CC.1.5.11-12.B	2. Students can… a. identify the speaker's principle claim and supporting evidence b. describe the speaker's stance and tone using accurate, text-based observations c. identify specific rhetorical choices (word choice, emphasis, examples) the speaker uses
	3. to organize information clearly in order to communicate a focused perspective to an audience CC.1.5.11-12.D	3. Students can… a. select relevant evidence that supports their claim b. use clear language and pacing appropriate for a formal presentation

	4. to adjust their language and delivery in order to communicate clearly in different academic situations CC.1.5.11-12.E	4. Students can… a. adjust their tone and word choice to match the formality of the situation b. modify their pacing, volume, and clarity based on the audience and setting c. follow the expectations of the task (discussion, presentation, interview, etc.)
	5. to use grade-appropriate grammar, vocabulary, and sentence structure in order to speak clearly and correctly in academic settings CC.1.5.11-12.G	5. Students can… a. use clear, grammatically correct sentences when speaking in discussion or presentations b. choose vocabulary that is appropriate for academic or formal contexts c. self-correct basic errors in grammar, usage, or pronunciation when prompted

Unit 2: Renaissance Literature: Ambition and Invention		
Concepts	Learning Intentions	Success Criteria
Reading Literature	Students are learning… 1. to investigate how multiple themes unfold and intersect across a text in order to understand how authors construct layered meanings that shape the reader's interpretation CC.1.3.11-12.A	1. Students can… a. investigate how two or more themes shift across key moments in the text b. interpret how the interplay among themes shapes the text's message or worldview c. differentiate central themes within an objective summary while maintaining an unbiased stance
	2. to interpret explicit ideas and implied meanings by selecting and integrating strong textual evidence in order to understand how authors communicate meaning CC.1.3.11-12.B	2. Students can… a. interpret evidence that supports explicit ideas b. synthesize evidence that supports explicit ideas c. link explicit and implicit evidence to explain layered meaning
	3. to evaluate how an author develops and connects story or dramatic elements in order to understand how those choices shape meaning and guide the audience's experience CC.1.3.11-12.C	3. Students can… a. evaluate how the author develops key elements such as character, setting, conflict, or structure b. trace how the author connects different elements to influence plot or theme c. probe the effects of specific craft decisions such as pacing or perspective
	4. to assess how an author's point of view or purpose shapes the content and style of a text in order to understand how authorial choices influence meaning CC.1.3.11-12.D	4. Students can… a. assess how point of view influences what information is included, emphasized, or omitted. b. determine how purpose affects stylistic choices such as tone or diction c. consider how point of view and purpose work together to guide interpretation
	5. to discern how an author's word and phrase choices shape meaning and tone in order to understand how	5. Students can… a. discern how specific words and phrases contribute to meaning

	language influences the reader's interpretation CC.1.3.11-12.F 6. to compare how multiple versions of a text emphasize, transform, or reimagine the source material in order to understand how different creators shape meaning CC.1.3.11-12.G 7. to explore foundational works from major British literary periods in order to understand how genre, historical context, and cultural values shape recurring themes and topics CC.1.3.11-12.H	b. investigate how diction and connotation shape tone c. interpret how patterns of language create emphasis or nuance 6. Students can… a. distinguish how each version highlights or reshapes themes, characters, or tone b. investigate how artistic or directorial decisions align with or diverge from the original 7. Students can… a. explore key characteristics of foundational works from major British periods b. differentiate how texts from the same period address similar themes or topics c. investigate how genre conventions influence the treatment of themes
Writing	Students are learning… 1. to construct arguments that support defensible claims in order to analyze substantive topics with clarity, coherence, and relevant evidence CC.1.4.11-12.G 2. to establish a precise, knowledgeable claim in order to create argumentative writing that aligns clearly with the topic, task, and audience CC.1.4.11-12.H 3. to differentiate and develop claims and counterclaims in order to construct arguments that address multiple perspectives with clarity and fairness CC.1.4.11-12.I	1. Students can… a. develop their defensible claim with relevant evidence and reasoning that clearly responds to a substantive topic or text b. analyze the topic by explaining how their evidence strengthens the logic and coherence of their argument 2. Students can… a. adapt their established claim to meet the expectations of the audience and purpose c. refine the focus of their argument so the reader understands the direction and scope of their analysis 3. Students can… a. address the strengths and limitations of alternate or opposing positions in a way that acknowledges the audience's likely knowledge and concerns

	4.to organize claims, counterclaims, reasons, and evidence in a logical sequence in order to produce arguments that are coherent and easy for an academic audience to follow CC.1.4.11-12.J	4. Students can… a. organize their claim, counterclaims, reasons, and evidence into a logical sequence that supports clarity and coherence b. connect major sections of their argument using purposeful transitions and varied syntax to clarify relationships among ideas c. formulate a conclusion that follows logically from their argument d. reinforce the reasoning in their conclusion to strengthen the overall argument
	5. to apply a formal style and objective tone in order to produce argumentative writing that aligns with academic expectations and disciplinary norms CC.1.4.11-12.K	5. Students can… a. apply a formal style and objective tone that meet the expectations of academic argumentative writing b. sustain consistency in tone and style throughout their argument to strengthen clarity and professionalism c. observe disciplinary norms by using language and conventions appropriate for analytical, evidence-based writing
	6. to implement conventions of standard English in order to produce argumentative writing that is clear, accurate, and appropriate for academic audiences CC.1.4.11-12.L	6. Students can… a. implement grammar, usage, punctuation, capitalization, and spelling correctly to support clarity in their argument b. maintain consistent use of conventions throughout their writing to ensure accuracy and professionalism. c. revise their work to correct errors and strengthen the readability of their argument.
	7. to curate relevant textual evidence in order to support analysis, reflection, and research aligned to grade-level reading standards CC.1.4.11-12.S	7. Students can… a. integrate evidence smoothly into their writing using appropriate citations and context b. explain the relationship between the evidence and their analytical or reflective purpose

	8. to refine their writing by planning, revising, editing, rewriting, or trying a new approach in order to address what is most significant for a specific purpose and audience CC.1.4.11-12.T	8. Students can… a. refine their writing by selecting and organizing ideas that best support their purpose and audience b. revise their writing by improving ideas, evidence, and organization to enhance clarity and effectiveness c. edit their writing by correcting grammar, usage, punctuation, and style to strengthen precision and readability
	9. to source information from authoritative texts in order to support their writing effectively and ethically CC.1.4.11-12.W	9. Students can… a. integrate sources selectively into their writing to maintain flow, avoid plagiarism, and follow a standard citation format
Speaking and Listening	Students are learning… 1. to participate in structured discussions by sharing relevant ideas and responding to peers in order to build confidence and foundational habits for academic dialogue CC.1.5.11-12.A	1. Students can… a. participate meaningfully in a discussion by preparing key points and evidence in advance b. paraphrase a peer's idea or add a related point to show understanding and maintain the flow of discussion c. ask clarifying or follow-up questions that challenge the group to expand their ideas
	2. to locate the speaker's principal claim, evidence, and rhetorical choices in order to understand the basic structure of the argument CC.1.5.11-12.B	2. Students can… a. locate the speaker's principal claim and supporting evidence b. outline the speaker's stance and tone using accurate, text-based observations c. spot specific rhetorical choices (word choice, emphasis, examples) the speaker uses
	3. to present information clearly in order to communicate a focused perspective to an audience CC.1.5.11-12.D	3. Students can… a. present their information in a logical sequence so their audience may follow their main point

	4.to adapt their language and delivery in order to communicate clearly in different academic situations CC.1.5.11-12.E	4. Students can… a. adapt their tone and word choice to match the formality of the situation b. adjust their pacing, volume, and clarity based on the audience and setting c. meet the expectations of the task (discussion, presentation, interview, etc.)
	5.to apply grade-appropriate grammar, vocabulary, and sentence structure in order to speak clearly and correctly in academic settings CC.1.5.11-12.G	5. Students can… a. apply clear, grammatically correct sentences when speaking in discussions or presentations b. select vocabulary that is appropriate for academic or formal contexts c. make adjustments in grammar, usage, or pronunciation after peer or teacher review

Unit 3: Reason, Rebellion, and Satire (Neoclassical Literature)		
Concepts	Learning Intentions	Success Criteria

Reading Informational Text	Students are learning… 1. to evaluate and synthesize the relationships among central ideas across a text in order to make defensible, original claims about the text's deeper meaning and its implications CC.1.2.11-12A	1. Students can… a. evaluate the significance of the relationships among central ideas b. justify why certain ideas carry more interpretive weight c. synthesize multiple central ideas to develop an original, text-supported interpretation that extends beyond surface-level analysis d. produce an objective summary that integrates their understanding of how the central ideas collectively shape the text's broader purpose or commentary
	2. to evaluate and synthesize textual evidence to draw conclusions about an author's implicit and explicit assumptions and beliefs in order to develop nuanced, defensible interpretations of the text CC.1.2.11-12.B	2. Students can… a. evaluate how the author's assumptions and beliefs–both stated and unstated–shape the text's ideas, tone, and perspective b. synthesize multiple pieces of evidence to support a complex conclusion about the author's worldview or underlying argument c. justify their interpretation by explaining why the evidence they selected most effectively reveals the author's assumptions and their impact on meaning
	3. to evaluate and synthesize the significance of how complex ideas, events, or individuals interact and develop in order to draw defensible conclusions about the text's deeper purpose, structure, or commentary CC.1.2.11-12.C	3. Students can… a. evaluate which interactions among ideas, events, or individuals are most significant b. justify why the interactions among ideas, events, or individuals matter to the text's meaning c. synthesize patterns of developments across the text to draw an original, text-supported conclusion about the author's purpose or message d. explain how the interplay of ideas, events, or individuals contributes to the text's broader implications or commentary on society, human behavior, or historical context

	4. to evaluate how an author's point of view or purpose shapes the content and style of a text in order to draw nuanced, defensible conclusions about the text's deeper meaning and impact CC.1.2.11-12.D	4. Students can… a. evaluate the effectiveness of the author's stylistic and structural choices in advancing their point of view or purpose b. synthesize evidence from across the text to explain how the author's perspective shapes the text's deeper implications, commentary, or argument c. justify a complex interpretation of how the author's point of view or purpose influences the text's overall meaning, tone, or message
	5. to evaluate the effectiveness of an author's structural choices in shaping a clear, convincing, and engaging exposition or argument in order to draw defensible conclusions about how structure impacts the text's overall power and purpose CC.1.2.11-12.E	5. Students can… a. evaluate how well the structure advances the author's purpose b. justify whether the organization makes the argument more or less convincing c. assess the effectiveness of how the author sequences ideas, integrates evidence, and uses transitions to engage the reader and strengthen the argument d. synthesize their analysis to explain how the structure contributes to (or undermines) the text's overall impact, coherence, and persuasiveness
	6. to evaluate the strength, validity, and impact of the reasoning, premises, and argument in seminal texts in order to draw nuanced, defensible conclusions about their effectiveness and enduring significance CC.1.2.11-12.H	6. Students can… a. evaluate the soundness of the author's reasoning b. assess whether the author's premises are valid, flawed, or limited b. synthesize evidence from the text to judge the overall effectiveness and influence of the argument c. justify a complex conclusion about how and why the text's argument remains significant–or problematic–in contemporary contexts
	7. to evaluate how foundational British documents use themes, purposes, and rhetorical features in order to draw nuanced conclusions	7. Students can… a. evaluate the effectiveness of the document's rhetorical strategies

	about their significance and their relationship to British literary traditions CC.1.2.11-12.I	b. justify how the rhetorical strategies advance the author's purpose or argument b. synthesize ideas across the document and relevant British texts to explain how foundational ideas influence or challenge literary, political, or philosophical thought c. develop a defensible interpretation of the document's lasting significance and its relationship to broader cultural or literary movements
Reading Literature	Students are learning… 1. to evaluate and synthesize the relationships among multiple themes in order to develop defensible interpretations about the text's commentary on human experience CC.1.3.11-12.A	1. Students can… a. differentiate the roles each theme plays in shaping the text's meaning b. judge how effectively the themes interact to reinforce or complicate the author's message c. distinguish which thematic relationships belong in an objective summary
	2. to evaluate and synthesize textual evidence in order to draw nuanced conclusions about an author's implicit and explicit assumptions and beliefs CC.1.3.11-12.B	2. Students can… a. differentiate between explicit statements and implicit cues that reveal the author's assumptions or beliefs b. evaluate which pieces of evidence most effectively support conclusions about the author's perspective c. analyze how explicit and implicit evidence combine to shape tone or perspective
	3. to appraise the effectiveness of the author's choices in developing and interrelating story or dramatic elements in order to generate original insights about how craft decisions shape the text's overall impact CC.1.3.11-12.C	3. Students can… a. analyze how the author develops key story or dramatic elements to shape meaning b. evaluate how relationships among elements contribute to coherence or complexity c. hypothesize how alternative authorial choices might shift meaning or effect
	4. to evaluate how an author's point of view or purpose shapes the	4. Students can…

	content and style of a text in order to develop nuanced, defensible interpretations about the text's deeper meaning and impact CC.1.3.11-12.D	a. analyze how the author's point of view influences what is emphasized, minimized, or omitted b. evaluate how the author's purpose shapes stylistic and structural choices c. interpret how point of view, purpose, content, and style work together to shape meaning
	5. to deconstruct how an author's language choices shape meaning and tone in order to develop sophisticated interpretations of how style contributes to the text's overall impact CC.1.3.11-12.F	5. Students can… a. analyze how the author's diction and phrasing contribute to meaning b. evaluate how shifts in language or tone influence the reader's understanding c. predict how alternative word choices might alter meaning or tone
	6. to evaluate how foundational works from the same literary period engage with shared themes or topics in order to develop original, defensible insights about the period's artistic, philosophical, or cultural identity CC.1.3.11-12.H	6. Students can… a. analyze how different authors interpret or challenge similar themes within the same literary period b. evaluate how genre, style, and perspective shape each text's treatment of shared topics c. interpret what these thematic similarities or differences suggest about the period's artistic or cultural concerns

Writing	Students are learning… 1. to synthesize complex ideas and evidence in order to craft arguments that demonstrate depth, nuance, and authoritative control of analysis CC.1.4.11-12.G	1. Students can… a. synthesize multiple, complex ideas to develop a nuanced claim that advances a sophisticated argument b. prioritize evidence to strengthen both the analytical depth and persuasiveness of their argument c. revise their argument to ensure it demonstrates depth, precision, and a clear analytical purpose
	2. to refine and sustain a precise, authoritative claim in order to craft an argument that demonstrates depth, sophistication, and intentional alignment with topic, task, and audience CC.1.4.11-12.H	2. Students can… a. refine their claim so it is nuanced, defensible, and grounded in substantive understanding of the topic b. sustain a sharp, distinct focus so every idea reinforces the claim and purpose
	3. to evaluate and synthesize claims and counterclaims in order to craft arguments that demonstrate nuance, fairness, and strategic awareness of audience values and potential biases CC.1.4.1.11-12.I	3. Students can… a. evaluate the strengths and limitations of their claim and counterclaims to deepen the sophistication of their argument b. integrate multiple perspectives by using evidence and reasoning that anticipate the audience's values, assumptions, and potential biases c. refine their argument so the treatment of claims and counterclaims is thorough, balanced, and rhetorically strategic
	4. to refine and synthesize organizational structures in order to craft arguments whose cohesion, transitions, and conclusions enhance clarity, sophistication, and rhetorical impact CC.1.4.11-12.J	4. Students can… a. analyze the sequence of claims, counterclaims, reasons, and evidence so the structure strengthens the depth and persuasiveness of their argument b. integrate transitions and syntax that strategically guide the reader through complex relationships among ideas

		c. craft a conclusion that elevates the argument by reinforcing its significance, implications, or broader insight
	5. to refine and adapt style and tone intentionally in order to enhance the sophistication, credibility, and disciplinary alignment of their argumentative writing CC.1.4.11-12.K	5. Students can… a. refine their style and tone to enhance the authority, precision, and sophistication of their argument b. modify their style and tone strategically to align with disciplinary norms and audience expectations c. adjust their writing to ensure their style and tone remain formal, objective, and rhetorically effective across the entire argument
	6. to demonstrate command of advanced language conventions in order to craft argumentative writing that is polished, precise, and rhetorically effective CC.1.4.11-12.L	6. Students can… a. apply advanced conventions intentionally to enhance clarity, emphasis, and meaning in their argument b. maintain control of conventions when refining complex sentences, integrating evidence, or adjusting tone and style c. edit their writing precisely to eliminate errors and strengthen the sophistication of their argument
	7. to evaluate textual evidence in order to determine its relevance, credibility, and usefulness for supporting sophisticated analysis and reflection CC.1.4.11-12.S	7. Students can… a. evaluate the strength and relevance of potential evidence for a specific analytical or reflective purpose b. differentiate among multiple pieces of evidence to determine which best advances their interpretation c. justify their evidence choices by explaining why selected evidence is more effective than alternatives
	8. to develop and strengthen their writing by rethinking and reworking their approach in order to produce a more effective piece tailored to a specific rhetorical situation CC.1.4.11-12.T	8. Students can… a. adjust their writing based on their evaluations of what is most significant for their purpose and audience

	9. to use technology to produce and publish writing in order to respond to feedback and improve clarity and effectiveness CC.1.4.11-12.U 10. to gather, assess, and integrate information strategically in order to construct sophisticated, original writing that demonstrates nuanced understanding of sources and ethical research practices CC.1.4.11-12.W	b. revise their writing by restructuring ideas, claims, or evidence to improve depth, sophistication, and impact c. refine their writing using feedback to enhance overall effectiveness 9. Students can… a. produce writing using digital tools that allow for clear organization, formatting, and citation. b. publish writing in a digital space that is appropriate for the task, purpose, and audience. c. revise their writing by incorporating feedback to improve clarity, accuracy, and coherence. 10. Students can… a. evaluate sources critically by comparing credibility, relevance, and perspective to determine their value for a complex task b. synthesize information from diverse sources to build an original, coherent line of reasoning or insight c. manipulate the integration of evidence (placement, paraphrase vs. quotation, multimodal elements) to enhance rhetorical effectiveness while maintaining academic integrity

Speaking and Listening	Students are learning… 1. to analyze and extend peers' ideas during discussion in order to deepen collective understanding of complex texts and issues.CC.1.5.11-12.A	1. Students can… a. analyze how multiple peers' ideas connect or differ b. challenge or refine an idea using textual evidence or logical reasoning c. adapt their contributions based on the direction of the discussion
	2. to analyze how a speaker's reasoning, evidence, and rhetorical strategies influence the credibility and effectiveness of the argument CC.1.15.11-12. B	2. Students can… a. evaluate whether the speaker's reasoning is logical b. evaluate whether the speaker's evidence is relevant and sufficient c. analyze how the speaker's tone, word choice, and points of emphasis shape audience perception d. explain how the connections among the speaker's ideas strengthen or weaken the argument
	3. to analyze and integrate information from multiple sources in different formats in order to understand an issue or solve a problem CC.1.5.11-12.C	3. Students can… a. explain how information from different sources (visual, quantitative, oral, written) contributes to their understanding of the issue b. compare sources to identify agreements, contradictions, or gaps in the data c. evaluate the credibility and accuracy of each source using clear, relevant criteria
	4. to develop and refine their perspective through purposeful organization, evidence, and stylistic choices in order to strengthen the effectiveness of their presentation CC.1.5.11-12.D	4. Students can… a. develop their evidence and reasoning support to strengthen their claim b. adjust their organization, tone, and style, to suit the purpose and audience c. use transitions and rhetorical devices that enhance clarity and impact
	5. to analyze the demands of a communication situation in order to	5. Students can…

	make purposeful choices about tone, style, and structure CC.1.5.11-12.E	a. analyze why certain stylistic or delivery choices are appropriate for a specific audience or purpose b. adapt their message by reorganizing ideas or adjusting examples to better fit the context c. shift their tone or approach when the situation changes (e.g., informal to formal, peer audience to adult audience)
	6. to select and integrate digital media purposefully in order to clarify and strengthen their presentation's key ideas CC.1.5.11-12.F	6. Students can.. a. select digital media (charts, images, clips, graphics) that directly support or clarify their evidence and reasoning b. explain how each media element enhances the audience's understanding of their message c. integrate media smoothly so it complements–rather than distracts from–their spoken presentation
	7. to apply conventions of standard English intentionally in order to enhance clarity, precision, and credibility in their spoken communication CC.1.5.11-12.G	7. Students can… a. adjust their grammar, syntax, and vocabulary to improve the clarity and precision of their message b. maintain consistent command of standard English even during spontaneous or extended speaking c. explain how their language choices strengthen the professionalism or credibility of their communication

Unit 4: Nature, Wanderlust, and the Individual (Romantic)		
Concepts	Learning Intentions	Success Criteria

Reading Literature	Students are learning… 1. to evaluate and synthesize the relationships among multiple themes in order to develop original, defensible interpretations about the text's broader commentary on human experience CC.1.3.11-12.A	1. Students can… a. integrate multiple themes to construct a cohesive interpretation of the text b. formulate an original claim that emerges from the interplay of themes c. design an objective summary that reflects the synthesized thematic relationships
	2.to evaluate and synthesize textual evidence in order to develop complex, defensible conclusions about an author's implicit and explicit assumptions and beliefs CC.1.3.11-12.B	2. Students can… a. synthesize evidence from multiple sections of the text to develop complex conclusions about the author's beliefs b. prioritize the most revealing evidence when forming interpretations about the author's assumptions
	3. to appraise the effectiveness of the author's choices in developing and interrelating story or dramatic elements in order to generate original insights about how craft decisions shape the text's overall impact CC.1.3.11-12.C	3. Students can… a. examine the effectiveness of the author's point of view in shaping the text's deeper meaning b. assess how the author's purpose influences stylistic and structural decisions across the text c. synthesize how point of view, purpose, content, and style interact to create the text's overall impact
	4. to evaluate how an author's point of view or purpose shapes the content and style of a text in order to develop nuanced, defensible interpretations about the text's deeper meaning and impact CC.1.3.11-12.D	4. Students can… a. appraise the effectiveness of the author's craft decisions in developing and interrelating story or dramatic elements b. synthesize how multiple elements interact to create thematic or structural complexity c. predict how modifying specific craft choices would alter the text's impact
	5. to deconstruct how an author's language choices shape meaning and tone in order to develop	5. Students can… a. deconstruct the author's diction and phrasing to reveal how language shapes meaning and tone

	sophisticated interpretations of how style contributes to the text's overall impact CC.1.3.11-12.F	b. assess how deliberate shifts in language or tone contribute to the text's stylistic complexity. c. hypothesize how modifying specific language choices would reshape meaning or tone
	6. to reconcile how and why different interpretations diverge from or align with the source text in order to develop original, defensible claims about the effectiveness and impact of each version CC.1.3.11-12.G	6. Students can… a. evaluate the effectiveness of each interpretation's artistic or structural choices in representing the source text b. analyze how medium-specific techniques (visual, auditory, performative) transform or emphasize elements of the text c. interpret the purpose behind changes, omissions, or additions across versions
Writing	Students are learning… 1. to synthesize complex ideas and evidence in order to craft arguments that demonstrate depth, nuance, and authoritative control of analysis CC.1.4.11-12.G	1. Students can… a. construct a nuanced claim by weaving together multiple, complex ideas into a cohesive argument b. integrate evidence and reasoning strategically to deepen the analysis c. justify how their reasoning advances the sophistication and clarity of their argument. d. refine their argument to ensure it demonstrates authoritative control of analysis
	2. to formulate and maintain a precise, authoritative claim in order to craft an argument that demonstrates depth, sophistication, and intentional alignment with topic, task, and audience CC.1.4.11-12.H	2. Students can… a. formulate a precise, authoritative claim that aligns intentionally with topic, task, and audience b. maintain a deliberate focus so each section of the argument advances the claim c. adjust their reasoning and structure to reinforce the clarity and purpose of the claim
	3. to evaluate and synthesize claims and counterclaims in order to craft arguments that demonstrate nuance, fairness, and strategic awareness of	3. Students can… a. synthesize the relationships among claims and counterclaims to strengthen the depth and nuance of their argument

	audience values and potential biases CC.1.4.1.11-12.I	b. assess how audience values shape the effectiveness of their reasoning and evidence c. reconcile competing perspectives to produce a fair, strategically balanced argument
	4. to refine and synthesize organizational structures in order to craft arguments whose cohesion, transitions, and conclusions enhance clarity, sophistication, and rhetorical impact CC.1.4.11-12.J	4. Students can… a. restructure their argument to enhance the logical progression and rhetorical impact of claims, counterclaims, reasons, and evidence b. manipulate transitions and syntax to emphasize relationships, shift rhetorical momentum, or deepen analytical clarity c. design a conclusion that synthesizes the argument's key insights
	5. to refine and adapt style and tone intentionally in order to enhance the sophistication, credibility, and disciplinary alignment of their argumentative writing CC.1.4.11-12.K	5. Students can… a. evaluate how stylistic and tonal choices influence the clarity, credibility, and sophistication of their argument b. adapt stylistic and tonal choices to meet the expectations of the discipline, audience, and rhetorical purpose c. sustain a deliberate stylistic voice that reinforces the argument's purpose and rhetorical impact
	6. to demonstrate command of advanced language conventions in order to craft argumentative writing that is polished, precise, and rhetorically effective CC.1.4.11-12.L	6. Students can… a. manipulate conventions strategically to enhance emphasis, rhythm, and rhetorical impact in their argument b. adapt complex sentence structures to maintain clarity while integrating evidence and nuanced reasoning c. polish their writing so that conventions reinforce the argument's sophistication, tone, and academic credibility
	7. to synthesize textual evidence in order to construct deeper, more	

	nuanced interpretations that reflect complex relationships within and across texts CC.1.4.11-12.S	7. Students can… a. synthesize multiple pieces of evidence to reveal deeper patterns, tensions, or insights b. analyze how evidence interacts across texts to shape meaning or theme c. integrate synthesized evidence into writing to strengthen the sophistication of their interpretation
	8. to develop and strengthen their writing by rethinking and reworking their approach in order to produce a more effective piece tailored to a specific rhetorical situation CC.1.4.11-12.T	8. Students can… a. analyze the rhetorical situation to determine how their writing must shift to better meet audience expectations and purpose b. restructure their argument strategically to strengthen coherence, sophistication, and rhetorical impact c. integrate feedback selectively to enhance clarity, precision, and effectiveness
	9. to gather, assess, and integrate information strategically in order to construct sophisticated, original writing that demonstrates nuanced understanding of sources and ethical research practices CC.1.4.11-12.W	9. Students can… a. discriminate among sources by assessing how each one's purpose, methodology, and perspective shape its usefulness for their argument b. construct a line of reasoning that weaves together multiple sources to advance a nuanced, defensible claim c. strategically embed evidence to strengthen rhetorical impact while maintaining clarity, coherence, and ethical research practices

Speaking and Listening	Students are learning. 1. facilitate, lead, and sustain collaborative discussions in order to generate new insights, evaluate perspectives and move the group toward deep conclusions CC.1.5.11-12.A	1. Students can… a. steer the conversation toward deeper analysis by synthesizing emerging ideas b. refine the discussion's direction to ensure the group remains focused on meaningful, text-based inquiry c. coordinate contributions so that diverse perspectives build toward a coherent, shared understanding
	2. to evaluate a speaker's argument by assessing the validity of their premises, the coherence of their reasoning, and the impact of their rhetorical strategies in order to determine the overall credibility and persuasiveness of the message CC.1.5.11-12.B	2. Students can… a. analyze how the speaker's reasoning structure shapes the argument's coherence and persuasiveness b. discriminate between strong and weak rhetorical moves by examining how tone, emphasis, and language choices influence credibility c. synthesize multiple elements of the argument — premises, evidence, reasoning, and rhetoric — to evaluate its overall effectiveness
	3. to craft and deliver a presentation that integrates purposeful structure, compelling evidence, and intentional style in order to communicate a nuanced, authoritative perspective tailored to audience and task CC.1.5.11-12.D	3. Students can… a. design a purposeful presentation structure that strategically guides the audience through complex ideas and insights b. select and position evidence to maximize clarity, credibility, and rhetorical impact c. adapt their delivery choices—pacing, emphasis, tone, and gesture—to strengthen the authority and sophistication of their perspective
	4. to strategically tailor their speech to complex, real-world contexts in order to communicate with precision, credibility, and impact CC.1.5.11-12.E	4. Students can… a. analyze the demands of the communication situation to determine how their tone, structure, and delivery must shift for maximum impact

		b. modify their rhetorical approach strategically in response to audience reactions, contextual cues, or emerging challenges c. sustain a purposeful communicative stance that reinforces credibility and aligns with the expectations of the task
	5. to strategically employ advanced language conventions in order to communicate with authority, nuance, and sophistication across varied speaking contexts CC.1.5.11-12.G	5. Students can… a. analyze the linguistic demands of a speaking situation to determine how their vocabulary, syntax, and tone must shift for maximum clarity and authority b. modify their language choices strategically to strengthen precision, nuance, and rhetorical impact c. sustain a polished, authoritative voice across extended or spontaneous speaking tasks

Unit 5: Industry, Mortality, and Mystery (Victorian)		
Concepts	Learning Intentions	Success Criteria

Reading Literature	Students are learning… 1. to evaluate and synthesize the relationships among multiple themes in order to develop original, defensible interpretations about the text's broader commentary on human experience CC.1.3.11-12.A 2. to evaluate and synthesize textual evidence in order to draw nuanced conclusions about an author's implicit and explicit assumptions and beliefs CC.1.3.11-12.B 3. to appraise the effectiveness of the author's choices in developing and interrelating story or dramatic elements in order to generate original insights about how craft decisions shape the text's overall impact CC.1.3.11-12.C 4. to evaluate how an author's point of view or purpose shapes the content and style of a text in order to develop nuanced, defensible interpretations about the text's deeper meaning and impact CC.1.3.11-12.D 5. to deconstruct how an author's language choices shape meaning and tone in order to develop sophisticated interpretations of how style contributes to the text's overall impact CC.1.3.11-12.F	1. Students can… a. critique how the author develops and intertwines themes to shape the text's commentary b. construct a nuanced interpretation that emerges from evaluating and combining thematic patterns 2. Students can… a. integrate explicit and implicit evidence to justify nuanced conclusions about the author's assumptions or beliefs b. construct a defensible interpretation that emerges from evaluating patterns across the text 3. Students can… a. construct an interpretation that emerges from evaluating how elements reinforce or complicate one another b. justify how an alternative structural or craft choice would reshape meaning or effect 4. Students can… a. critique how the author's point of view shapes the text's message, tone, and complexity 5. Students can… a. critique the effectiveness of the author's diction and phrasing in shaping meaning and tone. b. synthesize how patterns in language contribute to the text's overall style and impact c. determine how specific language choices should be prioritized when interpreting meaning or tone

	6. to reconcile how and why different interpretations diverge from or align with the source text in order to develop original, defensible claims about the effectiveness and impact of each version CC.1.3.11-12.G	6. Students can… a. reconcile how and why interpretations diverge from or align with the source text to determine their effectiveness b. compare how medium-specific techniques shape meaning, tone, or thematic emphasis across versions c. justify claims about the interpretive purpose behind changes, omissions, or additions
	7. to evaluate how foundational works from the same literary period engage with shared themes or topics in order to develop original, defensible insights about the period's artistic, philosophical, or cultural identity CC.1.3.11-12.H	7. Students can… a. synthesize how multiple authors engage with shared themes to reveal evolving or conflicting ideas within the period b. critique how genre, style, and perspective contribute differently to each text's thematic treatment c. formulate an original, defensible claim about the period's artistic, philosophical, or cultural identity based on patterns across works

Writing	Students are learning… 1. to synthesize complex ideas from multiple sources in order to develop a clear, accurate, and insightful explanation CC.1.4.11-12.A	1. Students can… a. synthesize complex ideas from multiple sources to develop a clear, accurate, and insightful explanation b. convey their analysis using precise language, purposeful structure, and well-integrated evidence c. refine their writing to ensure it communicates complex concepts with clarity, coherence, and academic sophistication
	2. to refine and sustain a precise focus in order to produce writing that aligns purposefully with the topic, task, and audience CC.1.4.11-12.B / CC.1.4.11-12.H	2. Students can… a. refine their focus so that every idea, detail, and structural choice aligns with the topic, task, and audience b. sustain a clear and distinct perspective throughout the piece to ensure coherence and purpose c. adjust their writing to maintain a sharp, intentional focus that meets the expectations of an academic audience
	3. to develop and analyze a complex topic comprehensively in order to produce writing that demonstrates depth, precision, and strategic use of evidence and media CC.1.4.11-12.C	3. Students can… a. develop their topic by selecting the most significant, relevant, and accurate information–including definitions, details, quotations, and examples–that deepen the audience's understanding b. analyze their evidence by explaining how each piece contributes to the clarity, depth, or nuance of the topic c. integrate graphics or multimedia strategically to enhance comprehension and reinforce key ideas
	4. to organize complex ideas deliberately and cohesively in order to produce writing in which structure, transitions, syntax, and formatting work together to create a unified and	4.Students can… a. organize complex ideas so that each section builds logically and purposefully on the one before it to create a coherent whole

	comprehensible whole CC.1.4.11-12.D	b. link major sections using varied transitions, purposeful syntax, and structural choices that enhance clarity and flow c. design a conclusion and formatting features that reinforce the information presented and strengthen the reader's overall understanding
	5. to employ precise, discipline-specific language in order to manage complex ideas and communicate them with clarity, accuracy, and academic sophistication CC.1.4.11-12.E / CC.1.4.11-12.K	5. Students can… a. employ precise, domain-specific language vocabulary that accurately represents the complexity of their topic b. manage complex ideas by using language structures (syntax, phrasing, terminology) that clarify relationships among concepts c. refine their word choice to ensure their writing maintains clarity, precision, and an authoritative academic tone
	6. to demonstrate command of advanced language conventions in order to produce writing that is polished, precise, and aligned with academic expectations CC.1.4.11-12.F	6. Students can… a. demonstrate control of grammar, usage, punctuation, capitalization, and spelling to ensure clarity and accuracy in their writing b. demonstrate command of conventions by applying them consistently and intentionally to enhance meaning and readability c. demonstrate mastery by editing and refining their writing to eliminate errors and strengthen overall precision
	7. to synthesize complex ideas and evidence in order to craft arguments that demonstrate depth, nuance, and authoritative control of analysis CC.1.5.11-12.G	7. Students can… a. synthesize complex ideas from multiple sources to develop a clear, accurate, and insightful explanation that supports a defensible claim b. articulate their analysis using precise language, purposeful structure, and well-integrated evidence

		c. polish their writing to ensure it communicates complex concepts with clarity, coherence, and academic sophistication
	8. to evaluate and synthesize claims and counterclaims in order to craft arguments that demonstrate nuance, fairness, and strategic awareness of audience values and potential biases CC.1.4.1.11-12.I	8. Students can… a. critique the interplay between claims and counterclaims to determine how each contributes to the argument's sophistication b. construct a rhetorically strategic treatment of claims and counterclaims that strengthens the argument's fairness and persuasiveness
	9. to refine and synthesize organizational structures in order to craft arguments whose cohesion, transitions, and conclusions enhance clarity, sophistication, and rhetorical impact CC.1.4.11-12.J	9. Students can… a. engineer the organization of their argument so that each section builds intentionally toward a sophisticated, cohesive whole c. compose a conclusion that not only follows from the argument but reframes or extends its significance
	10. to reframe textual evidence in order to adapt its use for varied analytical, reflective, or research-based purposes CC.1.4.11-12.S	10. Students can… a. reframe evidence strategically to suit different analytical or reflective tasks b. adapt evidence placement and presentation to enhance clarity, emphasis, or rhetorical impact c. evaluate how contextual factors (audience, purpose, genre) influence the effectiveness of evidence
	11. to develop and strengthen their writing by rethinking and reworking their approach in order to produce a more effective piece tailored to a specific rhetorical situation CC.1.4.11-12.T	11. Students can… A. synthesize new information and insights to refine the accuracy and depth of their writing B. reorganize complex explanations to improve clarity, flow, and analytical precision C. adapt their writing to maintain coherence, objectivity, and academic tone across revisions
	12. to use technology to refine and evolve their writing by integrating	

	new information, perspectives, or arguments in order to strengthen its sophistication and impact CC.1.4.11-12. U	12. Students can… a. integrate new information, arguments, or perspectives into their writing to deepen its complexity b. adapt their writing using digital tools that support advanced revision, collaboration, or multimodal enhancement c. re-envision their writing by using technology to reshape structure, emphasis, or rhetorical strategy in response to evolving ideas
	13. to conduct research by generating their own questions, strategically refining their inquiry and synthesizing diverse sources in order to produce original, insightful understanding of a complex issue CC.1.4.11-12.V	13. Students can… a. conduct research by generating meaningful research questions that lead to complex, multi-layered investigation b. revise their inquiry by evaluating gaps, contradictions, or emerging insights to adjust the research direction accordingly c. synthesize diverse sources to construct an original, authoritative understanding of the issue
	14. to gather, assess, and integrate information strategically in order to construct sophisticated, original writing that demonstrates nuanced understanding of sources and ethical research practices CC.1.4.11-12.W	14. Students can… a. interrogate sources to determine how their assumptions, limitations, and disciplinary contexts shape the accuracy and reliability of their explanation b. integrate information from multiple sources to produce a clear, accurate, and insightful explanation that reflects nuanced understanding c. align their use of evidence with the expectations of academic writing by maintaining precision, objectivity, and ethical citation practices

Speaking and Listening	Students are learning. 1. facilitate, lead, and sustain collaborative discussions in order to generate new insights, evaluate perspectives and move the group toward deep conclusions CC.1.5.11-12.A	1. Students can… a. synthesize multiple lines of reasoning to help the group generate new insights or resolve interpretive tensions b. mediate conflicting perspectives by clarifying assumptions, identifying common ground, and reframing ideas c. elevate the discussion's rigor by posing strategic questions that push the group toward deeper conclusions
	2. to evaluate a speaker's argument by assessing the validity of their premises, the coherence of their reasoning, and the impact of their rhetorical strategies in order to determine the overall credibility and persuasiveness of the message CC.1.5.11-12.B	2. Students can… a. interrogate the speaker's logic by identifying hidden assumptions, logical gaps, or flawed reasoning b. evaluate how context and audience shape the speaker's rhetorical choices and credibility c. construct a comprehensive critique that integrates analysis of reasoning, evidence, and rhetorical strategy
	3. to synthesize diverse sources and evaluate their reliability in order to make informed, evidence-based decisions or propose solutions to complex problems CC.1.5.11-12.C	3. Students can… a. integrate information from multiple credible sources to develop a well-supported conclusion or solution b. justify their decision by explaining how discrepancies among sources influence their reasoning c. critique the limitations, biases, or weaknesses of the sources d. explain how those limitations, biases, or weaknesses shaped their final judgment
	4. to craft and deliver a presentation that integrates purposeful structure, compelling evidence, and intentional	4. Students can…

	style in order to communicate a nuanced, authoritative perspective tailored to audience and task CC.1.5.11-12.D	a. synthesize complex ideas into a coherent, compelling narrative that deepens audience understanding b. evaluate audience cues and adjust their delivery or emphasis to maintain engagement and clarity c. enhance the rhetorical sophistication of their presentation by refining transitions, emphasis, and stylistic choices
	5. to strategically tailor their speech to complex, real-world contexts in order to communicate with precision, credibility, and impact CC.1.5.11-12.E	5. Students can… a. evaluate how contextual variables—setting, audience expertise, stakes, and constraints—shape the rhetorical choices they must make b. reframe their message dynamically to maintain clarity and authority when the conversation shifts or becomes more complex c. enhance the sophistication of their delivery by adjusting pacing, emphasis, and language to deepen audience engagement and understanding
	6. to strategically employ advanced language conventions in order to communicate with authority, nuance, and sophistication across varied speaking contexts CC.1.5.11-12.G	6. Students can… a. evaluate how audience cues and contextual shifts should influence their grammar, syntax, and vocabulary choices b. recalibrate their language dynamically to maintain clarity, credibility, and sophistication when discussions become more complex c. enhance the rhetorical precision of their speech by refining emphasis, phrasing, and syntactic variety
	7. to design and evaluate digital media strategically in order to deepen audience engagement and amplify the impact of their findings, reasoning, and evidence CC.1.5.11-12.F / CC.1.4.11-12.L	7. Students can.. a. justify their media choices by explaining how they enhance clarity, credibility, or emotional impact for a specific audience and purpose b. evaluate the effectiveness of their media elements c. revise their media elements to improve coherence, emphasis, or insight

		d. synthesize spoken content and digital media into a cohesive, rhetorically powerful presentation that elevates their argument

Unit 6: Darkness, Disillusionment, and New Voices (Modern and Post-Modern)		
Concepts	Learning Intentions	Success Criteria
Reading Literature	Students are learning… 1. to evaluate and synthesize the relationships among multiple themes in order to develop original, defensible interpretations about the text's broader commentary on human experience CC.1.3.11-12.A	1. Students can… a. synthesize a comprehensive thematic interpretation by strategically combining, prioritizing, and justifying the relationships among themes
	2. to evaluate and synthesize textual evidence in order to draw nuanced conclusions about an author's implicit and explicit assumptions and beliefs CC.1.3.11-12.B	2. Students can… a. orchestrate a comprehensive, evidence-driven interpretation by strategically selecting, synthesizing, and justifying explicit and implicit evidence that reveals the author's assumptions and beliefs
	3. to appraise the effectiveness of the author's choices in developing and interrelating story or dramatic elements in order to generate original insights about how craft decisions shape the text's overall impact CC.1.3.11-12.C	3. Students can… a. shape a comprehensive evaluation of how the author's craft decisions develop and interrelate story or dramatic elements to produce the text's overall impact
	4. to evaluate how an author's point of view or purpose shapes the content and style of a text in order to develop nuanced, defensible interpretations about the text's	4. Students can… a. orchestrate a comprehensive evaluation of how the author's point of view and purpose shape the content, style, and deeper meaning of the text

	deeper meaning and impact CC.1.3.11-12.D 5. to deconstruct how an author's language choices shape meaning and tone in order to develop sophisticated interpretations of how style contributes to the text's overall impact CC.1.3.11-12.F 6. to evaluate how foundational works from the same literary period engage with shared themes or topics in order to develop original, defensible insights about the period's artistic, philosophical, or cultural identity CC.1.3.11-12.H	 5. Students can… a. synthesize a comprehensive stylistic analysis by strategically evaluating and synthesizing the author's language choices to explain how meaning and tone shape the text's overall impact 6. Students can… a. sculpt a comprehensive interpretation of how foundational works from the same literary period engage with shared themes or topics, using synthesized insights to defend a nuanced claim about the period's artistic, philosophical, or cultural identity
Writing	Students are learning… 1. to synthesize complex ideas and evidence in order to craft arguments that demonstrate depth, nuance, and authoritative control of analysis CC.1.5.11-12.G 2. to refine and sustain a precise, authoritative claim in order to craft an argument that demonstrates depth, sophistication, and intentional alignment with topic, task, and audience CC.1.4.11-12.H 3. to evaluate and synthesize claims and counterclaims in order to craft arguments that demonstrate nuance, fairness, and strategic awareness of	1. Students can… a. synthesize a comprehensive interpretation of how foundational works from the same literary period engage with shared themes or topics, using synthesized insights to defend a nuanced claim about the period's artistic, philosophical, or cultural identity 2. Students can… a. command a precise, authoritative claim and maintain a sharply focused argument in which every idea, structural choice, and rhetorical move intentionally reinforces the topic, task, and audience 3. Students can… a. engineer a fully integrated argument by strategically evaluating, synthesizing, and balancing claims and counterclaims in ways that anticipate and

	audience values and potential biases CC.1.4.1.11-12.I	respond to audience values, assumptions, and potential biases
	4. to refine and synthesize organizational structures in order to craft arguments whose cohesion, transitions, and conclusions enhance clarity, sophistication, and rhetorical impact CC.1.4.11-12.J	4. Students can… a. synthesize a cohesive, rhetorically powerful structure by strategically sequencing ideas, controlling transitions and syntax, and crafting a conclusion that delivers clarity, sophistication, and impact
	5. to refine and adapt style and tone intentionally in order to enhance the sophistication, credibility, and disciplinary alignment of their argumentative writing CC.1.4.11-12.K	5. Students can… a. calibrate their style and tone with precision so that every rhetorical choice enhances the argument's sophistication, credibility, and alignment with disciplinary expectations
	6. to demonstrate command of advanced language conventions in order to craft argumentative writing that is polished, precise, and rhetorically effective CC.1.4.11-12.L	6. Students can… a. masterfully calibrate conventions so that grammar, usage, punctuation, capitalization, and spelling work together to produce writing that is polished, precise, and rhetorically effective
	7. to masterfully integrate textual evidence in order to produce polished, authoritative writing that demonstrates expert-level analytical and reflective insight CC.1.4.11-12.S	7. Students can… a. masterfully integrate textual evidence by selecting, positioning, and synthesizing sources with expert precision to produce sophisticated, nuanced analysis aligned to grade-level standards
	8. to develop and strengthen their writing by rethinking and reworking their approach in order to produce a more effective piece tailored to a specific rhetorical situation CC.1.4.11-12.T	8. Students can… a. re-envision their writing by strategically rethinking and reworking ideas, structure, and evidence to produce a polished, rhetorically effective piece tailored to a specific rhetorical situation

	9. to gather, assess, and integrate information strategically in order to construct sophisticated, original writing that demonstrates nuanced understanding of sources and ethical research practices CC.1.4.11-12.W	9. Students can… a. synthesize information with expert precision by evaluating, selecting, and integrating sources in ways that produce sophisticated, original writing grounded in nuanced understanding and ethical research practices
Speaking and Listening	Students are learning. 1. facilitate, lead, and sustain collaborative discussions in order to generate new insights, evaluate perspectives and move the group toward deep conclusions CC.1.5.11-12.A	1. Students can… a. shape a collaborative discussion by strategically synthesizing ideas, directing inquiry, and integrating diverse perspectives to move the group toward deep, evidence-based conclusions
	2. to evaluate a speaker's argument by assessing the validity of their premises, the coherence of their reasoning, and the impact of their rhetorical strategies in order to determine the overall credibility and persuasiveness of the message CC.1.5.11-12.B	2. Students can… a. formulate a holistic evaluation of a speaker's argument by integrating analysis of premises, reasoning, evidence, rhetorical strategies, and audience impact to determine its overall credibility and persuasiveness
	3. to craft and deliver a presentation that integrates purposeful structure, compelling evidence, and intentional style in order to communicate a nuanced, authoritative perspective tailored to audience and task CC.1.5.11-12.D	3. Students can… a. shape an authoritative presentation by strategically integrating structure, evidence, reasoning, and delivery choices to communicate a nuanced, compelling perspective tailored to audience and task
	4. to strategically tailor their speech to complex, real-world contexts in order to communicate with precision,	4. Students can… a. calibrate their speech with expert precision by strategically adapting tone, structure, and delivery to meet the demands of complex, real-world contexts

	credibility, and impact CC.1.5.11-12.E 5. to strategically employ advanced language conventions in order to communicate with authority, nuance, and sophistication across varied speaking contexts CC.1.5.11-12.G	and communicate with maximum clarity, credibility, and impact 5. Students can… a. command their spoken language with expert precision by strategically adapting vocabulary, syntax, and grammar to communicate with authority, nuance, and sophistication across varied speaking contexts

NORTHERN LEBANON SCHOOL DISTRICT

Course Title: Literature Survey 9

Creation/Revision Date: March 25, 2026

SUBMITTAL FOR BOARD APPROVAL

COURSE OF STUDY: Literature Survey 9

SUBMITTED BY: Chelsea Dommel & Taylor Nornhold

DATE:

COMMENTS:

APPROVED BY: Chelsea Dommel DATE 3/25/26
(Classroom Teacher)

APPROVED BY: Mrs. Kelita Gehres DATE: 3/26/26
(Grade Level Lead/Instructional Leader/Department Chair)

APPROVED BY: Tiffany Hogg DATE: 07/22/2026
(Curriculum Coordinator)

APPROVED BY: Dr. Peter Ehret DATE: 07/22/26
(Principal/Director of Secondary/Elementary Services)

APPROVED BY: DATE:
(Assistant to the Superintendent/Superintendent)

I. **Course Description:** This course takes a literature-based approach to English. A process approach to writing is used, and a core of classic and contemporary selections of novels supplements the literature textbook. This course integrates grammar, composition, vocabulary, research, and oral communications with literature.

II. **Standards used:** The standards used for this curriculum come from PDE's published English Language Arts standards which can be found here. Because this is a tested subject, a more detailed breakdown of the skills students need to master can be found on PDE's Assessment Anchors and Eligible Content documents for Literature and English Composition. These documents were the main resources for the development of this curriculum.

III. **Scope and Sequence**

Units/Chapters	Concepts	Pacing	Assessment
Unit 1: Elements of Literature	**Fiction** ● Reading for Meaning ● Analyzing and interpreting Literature **Nonfiction** ● Reading for Meaning ● Analyzing and interpreting Literature **Writing** ● Informative/Explanatory	8 weeks	● Unit 1 Concepts Quiz ● Vocabulary Quizzes ● Constructed Responses ● Narrative Writing ● Compare & Contrast Essay
Unit 2: Survival	**Fiction** ● Reading for Meaning ● Analyzing and interpreting Literature **Nonfiction** ● Reading for Meaning ● Analyzing and interpreting Literature **Writing** ● Informative/Explanatory	12 weeks	● Part 1 Quiz ● Part 2 Quiz ● Part 3 Quiz ● Vocabulary Quizzes ● Constructed Responses ● Informative/Explanatory Essay
Unit 3: Prejudice	**Fiction** ● Reading for Meaning ● Analyzing and interpreting Literature	12 weeks	● Part 1 Quiz ● Part 2 Quiz ● Vocabulary Quizzes ● Constructed Responses

	Nonfiction ● Reading for Meaning ● Analyzing and interpreting Literature **Writing** ● Informative/Explanatory		● Research & Presentation Project
Unit 4: Love & Hate	**Fiction** ● Reading for Meaning ● Analyzing and interpreting Literature **Nonfiction** ● Reading for Meaning ● Analyzing and interpreting Literature **Writing** ● Argumentative	6 weeks	● Act I Quiz ● Act II Quiz ● Act III Quiz ● Act IV Quiz ● Act V Quiz ● Vocabulary Quizzes ● Constructed Responses ● Argumentative Essay

IV. Resources

Resource	**Unit Utilized**
CommonLit.org	Unit 1
Quill.org	Units 1, 2, 3, 4
Divergent (Veronica Roth)	Unit 2
To Kill a Mockingbird (Harper Lee)	Unit 3
Romeo & Juliet (William Shakespeare)	Unit 4

Unit 1: Elements of Literature		
Concepts (Assessment Anchor)	Learning Intentions (Descriptor)	Success Criteria (Eligible Content)
Fiction - Reading for Meaning	Students are learning… 1. to identify authors' choices such as character actions, plot events, and word choice to achieve their purpose in order to recognize how meaning is intentionally created in literature	1. Students can… a. identify the author's purpose using key words from the text b. describe what the author wants the reader to think, feel, or understand c. identify literary elements such as character, plot, or setting d. identify a theme or central idea e. make a simple inference using clues from the text f. identify main characters and their traits g. describe how a character changes over the text h. identify the exposition, climax, and resolution of the text i. describe how events are ordered
	2. to use context clues to determine the meaning of unfamiliar words in literature in order to understand what is happening in a text without stopping to look up every word	2. Students can… a. identify a synonym or antonym for a word used in the text b. choose a synonym that keeps the sentence meaning mostly the same c. identify prefixes or suffixes attached to unfamiliar words d. identify clues in nearby words or sentences e. use context clues to determine the meaning of an unfamiliar word f. identify whether a word has a positive or negative feeling g. use context clues or word parts to clarify unknown words h. check understanding using a glossary or dictionary i. use new vocabulary correctly in a sentence

	3. to use active reading strategies (annotating, questioning, predicting) in order to understand what is happening in a text as they read	3. Students can… a. write a two- to three-sentence objective summary b. identify information stated directly in the text c. draw a reasonable conclusion from textual clues
Fiction - Analyzing and interpreting Literature	4. to make reasonable interpretations of a literary text in order to explain what the text means using evidence from the story	4. Students can… a. identify clues in dialogue, actions, or descriptions b. recognize a character's feeling using textual clues c. recognize a simple character motivation d. list details that lead to an inference e. identify a general statement about a character or event f. locate a quotation that supports the generalization g. cite evidence using a sentence reference or quotation
	5. to identify features of different literary forms in order to recognize how texts are structured and categorized	5. Students can… a. identify the literary form of a text (e.g., short story, poem, drama) b. recognize key features of a literary form (structure, narration, use of language)
	6. to classify literary forms using elements such as structure, narration, and language in order to notice similarities and differences that affect meaning	6. Students can… a. classify texts by listing one similarity and one difference in form
	7. to identify key literary elements such as character, setting, plot, and theme in order to understand how stories are constructed	7. Students can… a. identify a main character and a key trait b. describe how a character responds to an event c. identify the time and place of the story d. describe how the setting influences events e. identify the beginning, middle, and end of the plot f. describe a major conflict g. identify a theme stated as a general idea

		h. explain how one event connects to the theme i. identify the tone using a word bank j. identify the mood created by the text k. identify the point of view l. describe what the narrator knows
	8. to compare literary elements within and across texts in order to notice similarities and differences that shape meaning	8. Students can… a. compare two characters using one similarity or difference b. compare two settings from different scenes c. compare two events for importance
	9. to identify universal ideas in literary fiction in order to understand how stories connect to shared human experiences	9. Students can… a. identify a universal idea present in a literary text b. identify a theme that is a common human experience
	10. to identify common literary devices and patterns in literary fiction in order to recognize how authors add meaning and interest to a story	10. Students can… a. identify imagery in a literary text b. identify similes and metaphors in a passage c. identify examples of personification d. identify symbols used in the story e. identify examples of foreshadowing f. identify basic irony in a situation or outcome g. identify tone using word banks h. identify mood created by descriptive language

Nonfiction - Reading for Meaning	11. to identify an author's purpose in a nonfiction text in order to understand why the author presents information in a particular way	11. Students can… a. identify the author's purpose in a short nonfiction passage b. recognize whether the author's purpose is to inform, explain, or persuade c. identify one fact, statistic, or example that supports the author's purpose d. identify a nonfiction technique such as facts, definitions, or examples e. describe how a technique helps explain information f. identify key words or phrases that signal importance
	12. to use context clues to determine the meaning of unfamiliar words in nonfiction texts in order to understand key ideas without stopping their reading	12. Students can… a. identify a synonym for a word used in a nonfiction text b. identify an antonym for a word used in a nonfiction text c. identify clues in nearby words or sentences d. determine word meaning using surrounding sentences e. identify whether a word has a positive or negative connotation
	13. to use active reading strategies such as annotating, questioning, and rereading in order to understand key ideas as they read nonfiction texts	13. Students can… a. identify the main idea of a single paragraph b. identify supporting details within the same paragraph c. identify key details from a short nonfiction passage d. list events or ideas in the order they appear e. write a brief objective summary of a paragraph or section f. identify two ideas or events in the same section g. recognize cause-and-effect relationships

Nonfiction - Analyzing and interpreting Literature	14. to make reasonable interpretations of nonfiction texts in order to explain what the text means using evidence rather than personal opinion	14. Students can… a. identify information stated directly in a nonfiction paragraph b. infer a simple meaning based on clues in the text c. identify a general statement about the topic d. locate one sentence that supports the generalization
	15. to identify different nonfiction literary forms in order to understand how information is organized and presented	15. Students can… a. identify the nonfiction form of a text (article, essay, speech, video transcript) b. identify whether a text is fiction or literary nonfiction c. identify a shared topic across two texts d. describe one idea both texts discuss
	16. to identify key literary elements in nonfiction texts (such as central idea, structure, point of view, and tone) in order to understand how information is presented and developed	16. Students can… a. identify the narrator or subject of a nonfiction text b. identify the time and place described in the text c. identify the tone using a word bank d. identify the mood created by the text e. identify the point of view as first or third person
	17. to identify common organizational structures in literary nonfiction (such as chronology, cause and effect, and problem–solution) in order to follow the author's ideas while reading	17. Students can… a. identify the overall structure of a nonfiction text b. identify sections or parts of the text c. identify headings in a text
	18. to identify essential information in literary nonfiction texts in order to understand the main ideas and key events without becoming distracted by minor details	18. Students can… a. identify factual statements in a nonfiction paragraph b. identify opinion statements in a nonfiction paragraph c. identify facts used by the author to support ideas d. identify essential information in a paragraph

		e. identify the author's main claim f. identify reasons the author gives to support the claim g. explain how evidence supports the claim
Writing - Informative/Explanatory	19. to write informative paragraphs that clearly explain a topic in order to help readers understand important information accurately	19. Students can… a. state a topic that matches the prompt b. write a controlling point with a clear focus c. select facts that support the topic d. organize ideas logically. e. apply a basic structure (e.g. introduction, body paragraphs, conclusion) f. use academic vocabulary correctly g. correct spelling and punctuation
	20. to edit their writing to make ideas clearer in order to help readers understand their explanations more easily	20. Students can… a. identify simple, compound, and complex sentence types b. identify words that affect tone c. delete repeated words d. identify off-topic details e. correct commonly confused words f. identify unclear sentences
	21. to apply basic grammar, capitalization, and punctuation rules in order to make their informative writing clear and easy to read	21. Students can… a. identify misspelled words b. correct grade-level spelling errors c. identify capitalization errors d. correct capital letters in sentences and proper nouns e. identify missing commas in a series and compound sentences f. identify missing apostrophes g. identify subject–verb agreement errors h. identify fragments and run-ons

Unit 2: Survival		
Concepts	Learning Intentions	Success Criteria
Fiction - Reading for Meaning	Students are learning… 1. to identify an author's purpose in a literary text in order to understand why the author tells the story in a particular way	1. Students can… a. locate specific events, character actions, or lines that support the author's purpose b. describe how one element helps communicate an idea c. identify statements the author makes directly d. cite evidence that supports the inference
	2. to support claims about an author's purpose with textual evidence in order to clearly explain their thinking in discussions and short written responses	2. Students can… a. explain how the purpose connects to the text's main idea or theme b. explain how a literary technique (imagery, dialogue, symbolism) supports meaning c. explain how one detail supports the theme d. explain how the theme develops from beginning to end e. write an objective summary that includes the theme and key events f. describe whether the evidence strongly supports the conclusion g. explain how a character's actions affect the plot h. explain how a character helps develop the theme
	3. to use context clues to determine the meaning of unfamiliar words in literature in order to understand what is happening in a text without stopping to look up every word	3. Students can… a. explain how the synonym or antonym helps clarify meaning b. identify prefixes or suffixes attached to unfamiliar words c. apply context clues to determine the meaning of an unfamiliar word d. identify important academic or literary words in a text
	4. to confirm word meanings using digital reference tools in order to	4. Students can…

	check their understanding and use words accurately in discussion and writing	a. identify a word's meaning by using digital reference tools b. confirm meaning by rereading the sentence c. apply newly confirmed vocabulary correctly in a sentence
	5. to utilize active reading strategies (annotating, questioning, predicting) in order to understand what is happening in a text as they read	5. Students can… a. describe how the theme changes or deepens by the end of the text b. cite one piece of evidence that supports the inference c. judge the strength of the evidence
	6. to identify key ideas and important details while reading in order to build a clear understanding of the text before analyzing it	6. Students can… a. identify the main idea of a single paragraph or short passage b. locate two to three details from the same paragraph that support the main idea c. identify the most important idea or event in a short section d. identify a theme stated as a general idea e. connect one event or detail to the theme f. describe how the theme changes or deepens by the end of the text g. write an objective summary that reflects the theme
Fiction – Analyzing and interpreting Literature	Students are learning… 7. to support interpretations with specific details and quotations in order to show that their ideas are grounded in the text and not personal opinion	7. Students can… a. recognize a general statement about a character or event b. describe how the evidence supports the generalization
	8. to explain how literary elements work together in order to describe how a story develops and communicates its message	8. Students can… a. identify how a character's actions affect the story b. identify how the setting supports understanding of the story

		c. explain how one event leads to another d. describe how the theme appears by the end e. explain how word choice affects tone f. compare tone in two scenes g. compare first- and third-person narration
	9. to understand how characters, conflicts, and events reveal universal themes in order to recognize why a story matters beyond its setting or time period	9. Students can… a. recognize a character experience that reflects a shared human concern b. identify an event in the story that connects to real life c. support an interpretation with one relevant piece of textual evidence
	10. to explain the effect of a literary device or repeated pattern in order to understand how it contributes to character, mood, or theme	10. Students can… a. explain symbols used in the story b. explain the mood created by descriptive language c. recognize repeated images or ideas as patterns d. describe how one literary device affects understanding
Nonfiction - Reading for Meaning	Students are learning… 11. to confirm word meanings using digital reference tools in order to check understanding and use vocabulary accurately in speaking and writing	11. Students can… a. use an appropriate digital tool to confirm the meaning of a word b. check pronunciation using digital tools c. apply vocabulary in writing that shows correct meaning and connotation
	12. to identify main ideas and important details during reading in order to build accurate understanding before discussion	12. Students can… a. match details to the correct main idea b. explain how one detail supports the main idea c. remove opinions from a summary d. describe how one idea leads to another
Nonfiction - Analyzing and interpreting Literature	Students are learning… 13. to explain their thinking clearly	13. Students can… a. explain how details lead to an inference

	when interpreting nonfiction in order to participate effectively in discussions and short written responses	b. cite evidence using a quotation or paraphrase
	14. to recognize how sections, headings, and transitions organize information in order to understand how ideas are connected within a text	14. Students can… a. locate sections or parts of the text b. describe how information is organized within sections c. describe what information a heading introduces d. identify information shared by the text and a graphic e. explain how the visual improves understanding
	15. to identify essential information in literary nonfiction texts in order to understand the main ideas and key events without becoming distracted by minor details	15. Students can… a. identify nonessential details that add extra information b. describe why certain information is essential
Writing - Informative/Explanatory	Students are learning… 16. to organize ideas logically in informative writing in order to communicate information in a clear and easy-to-follow way	16. Students can… a. write a clear introduction that aligns with the main idea b. organize related information together in logical paragraphs c. use topic sentences to show what each paragraph will explain d. select details and examples that directly support the main idea
	17. to use facts, definitions, and examples in explanatory writing in order to support ideas with accurate information	17. Students can… a. explain how the controlling point fits the task b. explain how a detail supports the controlling point
	18. to edit their writing by improving sentence structure, word	18. Students can… a. rewrite a sentence using a different structure

	choice, and transitions in order to create clear, concise, and coherent paragraphs	b. combine sentence types in one paragraph c. replace vague words with specific words d. edit word choice for clarity e. condense wordy phrases f. edit long sentences for concision g. insert basic transitions h. select transitions for sequence i. combine two short sentences j. edit combined sentences for clarity k. rewrite unclear sentences
	19. to use correct spelling and sentence boundaries in order to help readers understand their ideas without confusion	19. Students can… a. apply capitalization rules in revision b. insert punctuation correctly in simple sentences c. correct quotation mark usage d. correct pronoun usage e. correct fragments into complete sentences

Unit 3: Prejudice		
Concepts	Learning Intentions	Success Criteria
Fiction - Reading for Meaning	Students are learning… 1. to interpret an author's purpose in a literary text in order to understand why the author tells the story in a particular way	1. Students can… a. show how the author's purpose becomes clearer by the end of the text b. explain how one example helps communicate the author's purpose c. cite textual evidence correctly when explaining purpose d. explain how structure helps the reader understand the story e. analyze how one structural choice affects meaning
	2. to use context clues to determine the meaning of unfamiliar words in literature in order to understand	2. Students can… a. describe how the synonym or antonym helps clarify meaning

	what is happening in a text without stopping to look up every word	b. establish meaning by rereading the sentence or passage c. explain how knowing the word improves comprehension
	3. to confirm word meanings using digital reference tools in order to check their understanding and use words accurately in discussion and writing	3. Students can… a. use a digital tool to find a definition that fits the way the author uses the word in the story b. explain how a word's connotation affects the tone of a sentence c. determine how word meaning affects the understanding of the text d. compare two similar words with different connotations e. explain which words are most important to understanding the text
	4. to interpret key ideas and important details while reading in order to build a clear understanding of the text before analyzing it	4. Students can… a. select two to three details from the same paragraph that strongly support the main idea b. explain how one specific detail supports the main idea c. determine which supporting detail is most important d. explain how the theme changes or deepens by the end of the text e. infer a reasonable conclusion from textual clues. f. cite one piece of evidence that supports the inference g. judge the strength of evidence
Fiction - Analyzing and interpreting Literature	5. to support interpretations with specific details and quotations in order to show that their ideas are grounded in the text and not personal opinion	5. Students can… a. match evidence to an appropriate claim

	6. to explain their thinking clearly when interpreting literature in order to participate effectively in discussions and short written responses 7. to explain key literary elements such as character, setting, plot, and theme in order to understand how stories are constructed 8. to describe universal ideas in literary fiction in order to understand how stories connect to shared human experiences	6. Students can… a. explain what the text suggests but does not state 7. Students can… a. explain how a character's actions affect the story b. explain how setting supports understanding of the story c. explain how the theme appears by the end d. explain why the theme matters to readers e. explain how point of view affects information 8. Students can… a. describe a universal idea present in a literary text b. explain how an event in the story connects to real life c. understand a character's experience that reflects a shared human concern d. connect a theme to a common human experience
Nonfiction - Reading for Meaning	Students are learning… 9. to describe how authors use evidence, examples, and explanations to achieve their purpose in order to recognize how information is shaped to influence the reader 10. to use context clues to determine the meaning of unfamiliar words in nonfiction texts in order to understand key ideas without stopping their reading 11. to identify main ideas and important details during reading in	9. Students can… a. describe what the author wants the reader to know or believe b. describe how an example connects to the author's goal c. describe how a word or phrase affects meaning 10. Students can… a. explain how a synonym helps clarify meaning b. explain how context helped determine meaning c. identify emotionally loaded words in a text d. explain how connotation affects meaning 11. Students can… a. distinguish between important and minor details

	order to build accurate understanding before analysis or discussion	b. check a summary for accuracy against the text c. explain how ideas connect within a paragraph
Nonfiction - Analyzing and interpreting Literature	Students are learning… 12. to explain their thinking clearly when interpreting nonfiction in order to participate effectively in discussions and short written responses 13. to compare nonfiction forms based on structure and purpose in order to recognize how form influences meaning and clarity 14. to explain how literary elements work together in nonfiction in order to describe how authors communicate ideas clearly and effectively	12. Students can… a. explain how details lead to an inference b. recognize a general statement about the topic c. describe how the evidence supports the generalization 13. Students can… a. describe how information is organized within the form b. explain how headings or sections help convey meaning c. list characteristics that show a text is literary nonfiction d. explain why accuracy matters in literary nonfiction 14. Students can… a. identify actions taken by the subject b. identify emotions or feelings expressed by the subject c. describe how the setting affects events d. explain how setting influences the subject's actions e. identify a key event in the text f. identify a conflict or challenge presented g. describe how events unfold in order h. explain how one event leads to another i. identify a central theme stated as a general idea j. describe how an event relates to the theme k. explain why the theme matters to readers today l. describe how point of view affects understanding

	15. to recognize how sections, headings, and transitions organize information in order to understand how ideas are connected within a text	15. Students can… a. identify graphics or charts included in the text b. explain how a graphic supports nearby text c. match a sentence to a related visual d. describe how the graphic connects to the text e. identify the purpose of a graphic or chart
	16. to distinguish between essential and nonessential details while reading in order to focus on information that directly supports the author's message	16. Students can… a. distinguish between facts and opinions using signal words b. identify opinions used by the author to express viewpoints c. describe how facts and opinions appear together in a text d. identify emotionally loaded words e. identify biased language in a nonfiction text f. understand how bias influences meaning g. recognize basic propaganda techniques h. identify how a propaganda technique is persuasive
Writing - Informative/Explanatory	Students are learning… 17. to write objective summaries of texts in order to capture an author's main ideas without adding personal opinions	17. Students can… a. analyze with guidance whether the focus matches audience needs b. revise the controlling point after feedback c. analyze with guidance which details are most important d. evaluate completeness of explanation e. analyze with guidance the flow between ideas f. revise order for clarity g. refine wording for clarity
	18. to vary sentence structure during revision in order to make informative writing smoother and more engaging to read	18. Students can… a. analyze how sentence variety improves flow b. analyze sentence cohesion c. evaluate sentence unity and meaning. d. remove irrelevant sentences

		e. revise a paragraph to include structure variety f. evaluate paragraph efficiency g. analyze paragraph focus h. evaluate paragraph unity i. evaluate fluency after revision j. analyze how diction affects meaning k. analyze how word concision improves clarity l. evaluate tone consistency
	19. to revise for meaning and organization instead of just correcting errors in order to communicate ideas accurately and effectively	19. Students can… a. analyze transition effectiveness b. evaluate logical flow c. explain why details were removed d. explain revision improvements e. evaluate sentence effectiveness
	20. to revise writing to fix convention errors in order to communicate information accurately and professionally	20. Students can… a. correct repeated spelling errors b. analyze with guidance how capitalization affects clarity c. analyze with guidance how punctuation affects meaning d. apply modifier placement rules e. analyze sentence logic with guidance f. correct run-on sentences g. analyze sentence completeness with guidance

Unit 4: Love & Hate		
Concepts	Learning Intentions	Success Criteria
Fiction - Reading for Meaning	Students are learning… 1. to explain authors' choices such as character actions, plot events, and word choice to achieve their purpose in order to recognize how meaning is intentionally created in literature	1. Students can… a. explain what the author wants the reader to think, feel, or understand b. explain how specific events, character actions, or lines support the author’s purpose

		c. analyze how the theme develops from beginning to end with guidance d. analyze how a character's actions affect the plot e. explain how a character helps develop the theme
	2. to support claims about an author's purpose with textual evidence in order to clearly explain their thinking in discussions and short written responses	2. Students can… a. analyze how the author's purpose becomes clearer by the end of the text. b. explain which example most clearly supports the author's purpose c. explain how the author uses one technique to reinforce purpose
	3. to analyze word parts (prefixes, roots, suffixes) to figure out word meaning in order to break down complex vocabulary independently	3. Students can… a. explain how an affix changes the meaning of a base word b. determine the meaning of a word with an affix using word parts c. analyze which word choice best fits the context of the sentence d. analyze which context clues were most helpful and why e. explain why the author chose one word over another f. analyze which words are most important to understanding the text
	4. to monitor their understanding and use strategies in order to stay engaged and make sense of confusing parts of a text	4. Students can… a. recognize when something in the text is confusing or unclear b. use strategies (e.g. rereading, annotating, or looking up words) to clarify confusion c. use strategies (e.g. highlighting, questioning, chunking) to stay actively involved with the text d. reflect on which strategies work best for them as readers

Fiction - Analyzing and interpreting Literature	Students are learning… 5. to explain their thinking clearly when interpreting literature in order to participate effectively in discussions and short written responses 6. to explain how form influences a reader's understanding of a text in order to build a foundation for literary analysis 7. to explain how literary elements work together in order to describe how a story develops and communicates its message 8. to use textual evidence to explain the universal significance of a story in order to support their interpretations with proof from the text 9. to identify common literary devices and patterns in literary fiction in order to recognize how authors add meaning and interest to a story 10. to support observations about	5. Students can… a. explain what the text suggests but does not state b. cite evidence using a quotation from the text c. explain how the evidence supports the generalization 6. Students can… a. explain how one feature of form affects understanding of the text b. interpret how the form helps convey the story or message 7. Students can… a. analyze how a character's actions affect the story b. explain how setting supports understanding of the story 8. Students can… a. explain how a character experience reflects a shared human concern b. explain how a theme connects to a common human experience c. support an interpretation with one relevant piece of textual evidence 9. Students can… a. identify stanzas in a poem b. identify rhyme scheme in a short poem or stanza c. identify alliteration in a line d. identify repeated sounds or words in a poem e. identify stage directions in a script f. identify dialogue in a scene g. identify a monologue in a scene h. identify a soliloquy in a scene 10. Students can… a. explain examples of foreshadowing

	literary devices with textual evidence in order to clearly explain their thinking in discussion and writing	b. explain how one literary device affects understanding c. explain how a sound device affects mood d. explain how dialect reveals character
Nonfiction - Reading for Meaning	Students are learning… 11. to support claims about an author's purpose with textual evidence in order to clearly explain their thinking in discussions and short written responses 12. to use word parts such as prefixes, roots, and suffixes to clarify word meaning in order to figure out unfamiliar academic and content-specific vocabulary 13. to monitor their comprehension and use fix-up strategies in order to clarify confusing information while reading	11. Students can… a. Match an example to the author's purpose b. explain how one technique supports understanding c. explain how repeated words influence understanding 12. Students can… a. identify the base word in a word with an affix b. determine the meaning of a word using its affix c. explain how an affix changes a word's meaning 13. Students can… a. use strategies (e.g. rereading, annotating) to clear up confusion b. demonstrate how understanding improved after using a fix-up strategy
Nonfiction - Analyzing and interpreting Literature	Students are learning… 14. to support interpretations with specific facts, examples, and quotations in order to show that their ideas are grounded in the text 15. to explain how a nonfiction form supports an author's purpose in order to build a foundation for analyzing informational texts	14. Students can… a. explain what the author implies about a topic b. cite evidence using a quotation or paraphrase c. explain how the evidence supports what the author implies 15. Students can… a. explain how the form helps the reader understand the topic b. describe one difference between fictional storytelling and factual narration

		c. explain one difference in how the idea is presented d. explain how reading both texts improves understanding
	16. to compare literary elements within and across nonfiction texts in order to recognize similarities and differences that shape meaning	16. Students can… a. compare how differences in structure, tone, or mood change understanding b. explain how each author's choices influence clarity, emphasis, or interpretation c. explain how point of view affects understanding
	17. to explain how text structure helps convey meaning in order to summarize and discuss literary nonfiction accurately	17. Students can… a. explain how information is organized within sections b. explain how structure helps the reader follow ideas
	18. to explain why certain details are essential to understanding a text in order to summarize and discuss literary nonfiction accurately	18. Students can… a. explain why an author includes both facts and opinions b. distinguish key ideas from examples or anecdotes c. explain why certain information is essential
Writing - Argumentative	Students are learning… 19. to write a clear position on an issue and support it with reasons and evidence in order to create an understandable, believable, and logical argument	19. Students can… a. state a position clearly b. identify the intended audience c. write a focused controlling point d. explain how the position fits the task e. list reasons supporting the claim f. select evidence for each reason g. explain how evidence supports the claim h. organize ideas logically i. use paragraph structure correctly j. vary sentence beginnings k. correct spelling errors

		l. edit grammar mistakes m. fix sentence fragments
	20. to organize an argument logically and use persuasive techniques in order to strengthen their position without relying on opinion alone	20. Students can… a. identify an opposing viewpoint b. respond to a counterclaim c. sequence arguments logically d. revise organization for clarity e. maintain appropriate tone f. use academic diction
	21. to revise writing in order to provide clearer, more engaging style, stronger word choice, and smoother flow by improving sentence variety	21. Students can… a. use simple, compound, and complex sentences in writing b. combine sentences to avoid repetition c. remove unnecessary words from my sentences d. select words that clearly express ideas e. revise a paragraph to make it more concise f. revise a paragraph so ideas flow smoothly g. revise paragraphs to keep only relevant information h. evaluate whether a detail adds value to an argument i. insert transitions to connect ideas logically j. revise sentences to include appropriate transitions
	22. to use correct spelling, apply capitalization rules, punctuate sentences accurately, and use proper grammar and word choice in order to produce writing that is clear, polished, and easy for readers to understand	22. Students can… a. correct spelling errors using a dictionary or spell-check b. check spelling of commonly confused words. c. verify spelling after revising sentences d. apply capitalization rules for proper nouns and titles e. apply quotation marks for dialogue or cited text f. check punctuation for clarity and correctness g. combine fragments into complete sentences

		h. correct run-on sentences using punctuation or conjunctions i. verify that each sentence expresses a complete thought

NORTHERN LEBANON SCHOOL DISTRICT

Course Title: World Literature 10

Creation/Revision Date:



SUBMITTAL FOR BOARD APPROVAL

COURSE OF STUDY: World Literature 10

SUBMITTED BY: Amy Voshell

DATE: _____

COMMENTS:

APPROVED BY: Mrs. Amy Voshell DATE 3/10/26

(Classroom Teacher)

APPROVED BY: Mrs. Kelita Gibson DATE: 3/10/26

(Grade Level Lead/Instructional Leader/Department Chair)

APPROVED BY: Tiffany Hogg DATE: 07/02/2026

(Curriculum Coordinator)

APPROVED BY: Dr. Peter Ehret DATE: 07-02-26

(Principal/Director of Secondary/Elementary Services)

APPROVED BY: _____ DATE: _____

(Director of Curriculum and Instruction)

ELA

I. **Course Description: This course is an intensive study of literature, vocabulary, and composition. Students will focus on literary concepts within the context of classic and modern world literature. Students will be introduced to academic literary analysis and will be asked to apply those skills to formal writing. The class is a comprehensive program offered to students who plan to pursue formal education after graduation.**

II. **Standards Used: Keystone Exams: Literature, Assessment Anchors and Eligible Content / Keystone Exams: English Composition, Assessment Anchors and Eligible Content**

III. **Scope and Sequence**

Units/Chapters	**Concepts**	**Pacing**	**Assessment**
Unit 1: Foundations for Literary Studies	● Reading for Meaning—Fiction ○ author's purpose ○ cite text evidence to support author's purpose ○ main idea and supporting details ○ summarize main idea (whole text and paragraph) ○ text organization ○ reading strategies: annotating, outlining, note-taking ● Analyzing and Interpreting–Fiction ○ make inferences and draw conclusions ○ cite evidence from the text to support claims ○ fiction versus nonfiction ○ characteristics of	6 weeks	Application Quizzes (cold reads with Keystone-type multiple choice and constructed response questions)

	literature (genres) ○ figurative versus literal language ○ tone and mood ○ poetry (comprehension, line structure and stanza structure) ● Reading for Meaning–Nonfiction ○ author's purpose ○ cite text evidence to support author's purpose ○ main idea and supporting details ○ summarize main idea (whole text and paragraph) ● Analyzing and Interpreting Literature–Nonfiction ○ make inferences and draw conclusions ○ cite evidence to support claims ○ text organization (directions, headings, graphics, charts) ● Text Types and Purposes–Informative/Explanatory ● Revision–Informative Explanatory ● Editing for Conventions–Informative/Explanatory		

	• Text Types and Purposes–Argumentative • Revision–Argumentative • Editing for Conventions–Argumentative		

Unit 2: Building Blocks of Global Storytelling	• Reading for Meaning—Fiction
	  ○ author's purpose
	  ○ cite text evidence to support author's purpose
	  ○ main idea and supporting details
	  ○ summarize main idea (whole text and paragraph)
	  ○ make inferences and draw conclusions
	• Analyzing and Interpreting Literature–Fiction
	  ○ plot
	  ○ foreshadowing
	  ○ conflict
	  ○ setting
	  ○ theme
	  ○ motifs
	  ○ symbolism
	  ○ irony
	• Reading for Meaning–Nonfiction
	  ○ author's purpose
	  ○ cite text evidence to support author's purpose
	  ○ main idea and
		8 weeks	Application Quizzes (cold reads with Keystone-type multiple choice and constructed response questions)

	supporting details ○ summarize main idea (whole text and paragraph) ○ make inferences and draw conclusions ● Analyzing and Interpreting Literature–Nonfiction ○ make inferences and draw conclusions ○ cite evidence to support claims ● Text Types and Purposes–Informative/Explanatory ● Revision–Informative Explanatory ● Editing for Conventions–Informative/Explanatory ● Text Types and Purposes–Argumentative ● Revision–Argumentative ● Editing for Conventions–Argumentative		
Unit 3: The Literary Landscape of the Novel	● Reading for Meaning—Fiction ○ author's purpose ○ cite text evidence to support author's purpose ○ main idea and supporting details ○ summarize main idea (whole text	8 weeks	Application Quizzes (cold reads with Keystone-type multiple choice and constructed response questions)

	and paragraph) ● Analyzing and Interpreting Literature–Fiction ○ characterization ○ point of view ○ theme ○ flashback ● Reading for Meaning–Nonfiction ○ author's purpose ○ cite text evidence to support author's purpose ○ main idea and supporting details ○ summarize main idea (whole text and paragraph) ● Analyzing and Interpreting Literature–Nonfiction ○ make inferences and draw conclusions ○ cite evidence to support claims ● Text Types and Purposes–Informative/Explanatory ● Revision–Informative Explanatory ● Editing for Conventions–Informative/Explanatory ● Text Types and Purposes–Argumentative ● Revision–Argumentative ● Editing for		

	Conventions–Argumentative		

Unit 4: The Art of Rhetoric	• Reading for Meaning—Fiction
	  ○ author's purpose
	  ○ cite text evidence to support author's purpose
	  ○ main idea and supporting details
	  ○ summarize main idea (whole text and paragraph)
	• Analyzing and Interpreting Literature–Fiction
	  ○ make inferences and draw conclusions
	  ○ cite evidence from the text to support claims
	• Reading for Meaning–Nonfiction
	  ○ author's purpose
	  ○ cite text evidence to support author's purpose
	  ○ main idea and supporting details
	  ○ summarize main idea (whole text and paragraph)
	• Analyzing and Interpreting Literature–Nonfiction
	  ○ make inferences and draw conclusions
		3 Weeks	Application Quizzes (cold reads with Keystone-type multiple choice and constructed response questions)

	○ cite evidence to support claims ○ rhetorical appeals ○ rhetorical devices ○ bias ○ propaganda ● Text Types and Purposes–Informative/Explanatory ● Revision–Informative Explanatory ● Editing for Conventions–Informative/Explanatory ● Text Types and Purposes–Argumentative ● Revision–Argumentative ● Editing for Conventions–Argumentative		
Unit 5: The Architecture of Poetry	● Reading for Meaning—Fiction ○ author's purpose ○ cite text evidence to support author's purpose ○ main idea and supporting details ○ summarize main idea (whole text and paragraph) ● Analyzing and Interpreting Literature–Fiction ○ make inferences and draw conclusions ○ cite evidence from the text to	3 Weeks	Application Quizzes (cold reads with Keystone-type multiple choice and constructed response questions)

	support claims ○ rhythm, meter ○ sound devices, rhyme ○ types of poetry ○ tone and mood ● Reading for Meaning–Nonfiction ● Analyzing and Interpreting Literature–Nonfiction ● Text Types and Purposes–Informative/Explanatory ● Revision–Informative Explanatory ● Editing for Conventions–Informative/Explanatory ● Text Types and Purposes–Argumentative ● Revision–Argumentative ● Editing for Conventions–Argumentative		
Unit 6: Drama	● Reading for Meaning—Fiction ● Analyzing and Interpreting Literature–Fiction ○ figurative language ○ stage directions, monologue, dialogue, soliloquy, aside, dramatic script ○ rhetorical devices ○ irony ● Reading for	8 Weeks	Application Quizzes (cold reads with Keystone-type multiple choice and constructed response questions)

	Meaning–Nonfiction ● Analyzing and Interpreting Literature–Nonfiction ● Text Types and Purposes–Informative/Explanatory ● Revision–Informative Explanatory ● Editing for Conventions–Informative/Explanatory ● Text Types and Purposes–Argumentative ● Revision–Argumentative ● Editing for Conventions–Argumentative		
Unit 7: Vocabulary for Post-Secondary Success	● Reading for Meaning–Fiction ● Reading for Meaning–Nonfiction ○ Prefixes/Root Words/Affixes ○ Context Clues	Ongoing throughout the school year	Practice Exercises Review Exercises Application Quizzes

IV. Resources:

Resource	**Unit Utilized**
Reading the World (Anthology)	Unit 1: Foundations for Literary Studies Unit 2: Building Blocks of Global Storytelling Unit 4: The Art of Rhetoric Unit 5: The Architecture of Poetry
Fahrenheit 451 by Ray Bradbury	Unit 3: The Literary Landscape of the Novel
The Tragedy of Julius Caesar by William Shakespeare	Unit 6: Drama

Various teacher-selected texts	All Units

Unit 1: Foundations for Literary Studies		
Concepts (Assessment Anchor)	Learning Intentions (Descriptor)	Success Criteria (Eligible Content)
L.F.1 Reading for Meaning–Fiction	Students are learning… 1. to interpret an author's purpose in a text in order to understand why writers make specific choices and how those choices shape meaning for the reader L.F.1.1.1 / L.F.1.1.2 / L.F.1.1.3 2. to use strategies such as annotating, questioning, summarizing, and monitoring comprehension while reading in order to better understand complex texts and stay actively engaged throughout the reading process L.F.1.3.1 / L.F.1.3.2	1. Students can… a. interpret the author's purpose b. select specific parts of the text that determine the author's purpose (word choice, tone, topic, or structure) c. restate the author's purpose in their own words 2. Students can… a. infer the main idea of a passage or chapter b. locate key details that directly support the main idea c. recognize when a detail is important versus when it is minor or unrelated
L.F.2 Analyzing and Interpreting Literature–Fiction	Students are learning… 1. to use evidence-based reading strategies to interpret characters, themes, and conflicts, in order to become more confident readers who can support their ideas with relevant details L.F.2.1.1 / L.F.2.1.2 2. to distinguish different literary forms–such as short stories, poems, and drama– in order to understand how authors use structure and genre features to communicate ideas L.F.2.2.1 / L.F.2.2.2 / L.F. 2.2.3 / L.F.2.2.4 3. to evaluate literary elements–such as character, setting, conflict, and	1. Students can… a. make inferences about characters, events, or ideas using clues from the text b. explain their inferences in clear, straightforward language c. recognize details that determines information the author does not directly state 2. Students can… a. distinguish different literary forms b. evaluate connections between texts (topic, character type, setting, or theme) 3. Students can…

	theme–in order to understand how authors build meaning and help readers make sense of a text L.F.2.3.1 / L.F.2.3.2 / L.F.2.3.3 / L.F.2.3.4 / L.F.2.3.5 / L.F.2.3.6	a. describe how literary elements contribute to meaning in a text b. compare and contrast literary elements across multiple texts d. recognize basic connections between texts, such as shared topics or themes
	4. to interpret universal themes and ideas in literary fiction in order to understand how stories reveal shared human experiences across different cultures and time periods L.F.2.4.1	4. Students can… a. interpret the central theme or message in a work of literary fiction b. describe basic human experiences or ideas presented in a text (e.g., love, loss, courage, identity) c. recognize when a theme or idea appears in more than one part of a text
	5. to describe literary devices–such as imagery, symbolism, and irony–in order to understand how authors use these techniques to create meaning in a story L.F.2.5.1 / L.F.2.5.2 / L.F.2.5.3	5. Students can… a. describe common literary devices (imagery, symbolism, irony, foreshadowing, motif) b. recognize simple patterns in a text, such as repeated images or ideas d. explain the author's use of sound devices or figurative language when they appear

L.N.1 Reading for Meaning: Nonfiction	Students are learning… 1. to interpret an author's purpose and the specific choices the author makes to achieve that purpose in order to understand how those choices shape the meaning of the text L.N.1.1.1 / L.N.1.1.2 / L.N.1.1.3 / L.N.1.1.4 2. to use active reading strategies in order to understand key ideas, claims, and evidence more clearly while they read L.N.1.3.1 / L.N.1.3.2 / L.N.1.3.3.	1. Students can… a. interpret the author's purpose in a text b. describe basic techniques the author uses, such as tone, word choice, or point of view c. determine where the author tries to influence the reader 2. Students can… a. determine the stated main idea of a nonfiction passage or section b. explain how specific details support the main idea c. recognize when a main idea is implied rather than directly stated d. recall key details or events from a nonfiction text
L.N.2 Analyzing and Interpreting Literature: Nonfiction	Students are learning… 1. to recognize patterns, clues, and textual evidence in literature in order to make reasonable interpretations that help them understand complex stories and characters L.N.2.1.1 / L.N.2.1.2 2. to distinguish the similarities and differences between literary forms in order to recognize how genre influences the way ideas are presented L.N.2.2.1 / L.N.2.2.2 / L.N.2.2.3 3. to explain key literary elements–such as character, setting, conflict, and theme–in order to understand how authors build meaning	1. Students can… a. recognize the implied meaning of a text b. make inferences about literary devices using clear textual clues c. select relevant pieces of textual evidence that support an interpretation d. explain how specific details from the text support a generalization or conclusion 2. Students can… a. distinguish structural features (line breaks, stage directions, narration) that separate one form of literary text from another b. evaluate the connections between two or more texts 3. Students can… a. explain what each element means by using simple evidence from the text

	in a text L.N.2.3.1 / L.N.2.3.2. / L.N.2.3.3 / L.N.2.3.4 / L.N.2.3.5 / L.N.2.3.6	b. explain how literary elements contribute to the overall meaning of the text d. explain examples of bias in a text e. describe how bias influences the reader's understanding
	4. to determine common text structures in literary nonfiction in order to recognize how authors organize ideas so they can comprehend complex information L.N.2.4.1 / L.N.2.4.2 / L.N.2.4.3 / L.N.2.4.4 / L.N.2.4.5	4. Students can… a. determine the text's overall structure (chronological, cause/effect, problem/solution, compare/contrast, description) b. explain the purpose of structural features (headings, subheadings, graphics) c. use structural features to find information quickly
	5. to distinguish essential and nonessential information and basic bias in literary nonfiction in order to understand an author's message L.N.2.5.1 / L.N.2.5.2 / L.N.2.5.3 / L.N.2.5.4 / L.N.2.5.5 / L.N.2.5.6	5. Students can… a. determine the topic, central idea, and key supporting details in a literary nonfiction text b. distinguish essential information from nonessential or repetitive details c. recognize when an author includes opinion, judgment, or slanted language d. locate words or phrases that signal bias or reveal the author's point of view
C.IE.1 Text Types and Purposes–Informative/Explanatory	Students are learning… 1. to categorize essential information in a clear structure in order to communicate ideas accurately and confidently in academic writing C.IE.1.1.1 / C.IE.1.1.2 / C.IE.1.1.3 / C.IE.1.1.4 / C.IE.1.1.5	1. Students can… a. determine the topic and purpose of an informative piece b. organize ideas using a clear beginning, middle, and end c. use basic transitions to connect ideas d. maintain an objective tone without inserting personal opinions

C.A.1 Text Types and Purposes–Argumentative	Students are learning… 1. to write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods in order to communicate clear, evidence-based interpretations of literature C.A.1.1.1 / C.A.1.1.2 / C.A.1.1.3 / C.A.1.1.4 / C.A.1.1.5	1. Students can… a. restate a prompt as a thesis b. write a clear thesis that takes a position about a text c. write claims that connect directly to their thesis d. select relevant evidence that supports each claim
● C.IE.2 Revision–Informative/Explanatory ● C.A.2 Revision-Argumentative	Students are learning.. 1. to recognize areas in their writing that need improvement in order to understand how revision strengthens clarity and meaning ● C.IE.2.1.1 / C.IE.2.1.2 / C.IE.2.1.3 / C.IE.2.1.4 / C.IE.2.1.5 / C.IE.2.1.6 / C.IE.2.1.7 ● C.A.2.1.1 / C.A.2.1.2 / C.A.2.1.3 / C.A.2.1.4 / C.A.2.1.5 / C.A.2.1.6 / C.A.2.1.7	1. Students can… a. recognize unclear, repetitive, or awkward sections in their writing b. explain why a sentence or phrase needs revision. c. make basic changes that improve clarity or correctness d. use teacher or peer feedback to revise specific parts of their writing
● C.IE.3 Editing for Conventions–Informative/Explanatory ● C.A.3 Editing for Conventions–Argumentative	Students are learning… 1. to recognize basic conventions of standard written English in order to understand how correct grammar and mechanics support clear communication ● C.IE.3.1.1 / C.IE.3.1.2 / C.IE.3.1.3 / C.IE.3.1.4 / C.IE.3.1.5 ● C.A.3.1.1 / C.A.3.1.2 / C.A.3.1.3 / C.A.3.1.4 / C.A.3.1.5	1. Students can… a. recognize basic grammar, punctuation, and mechanics (e.g., recognizing sentence fragments, locating missing commas, identifying incorrect verb tense, or spotting capitalization errors) b. recognize complete versus incomplete sentences c. correct simple errors that interfere with clarity d. use teacher or peer feedback to improve conventions

Unit 2: Building Blocks of Global Storytelling		
Concepts (Assessment Anchor)	Learning Intentions (Descriptor)	Success Criteria (Eligible Content)

L.F.1 Reading for Meaning–Fiction	Students are learning… 1. to use strategies such as annotating, questioning, summarizing, and monitoring comprehension while reading in order to better understand complex texts and stay actively engaged throughout the reading process L.F.1.3.1 / L.F.1.3.2	1. Students can… a. infer the implied main idea when it is not directly stated b. explain how specific details help reveal the implied main idea c. identify patterns in details (repetition, contrast, emphasis) that point to the main idea
L.F.2 Analyzing and Interpreting Literature–Fiction	Students are learning… 1. to use evidence-based reading strategies to interpret characters, themes, and conflicts in order to become more confident readers who can support their ideas with relevant details from the text L.F.2.1.1 / L.F.2.1.2	1. Students can… a. select relevant evidence from the text to support their inferences b. explain how the evidence connects to their conclusion c. distinguish between strong evidence and weak or unrelated details
	2. to compare different literary forms in order to understand how authors use structure and genre features to communicate ideas L.F.2.2.1 / L.F.2.2.2 / L.F.2.2.3 / L.F.2.2.4	2. Students can… a. explain how the structure or features of a literary form influence how the text is understood b. compare characteristics of fiction and literary nonfiction using clear examples c. describe connections between texts, such as similar themes, conflicts, or character experiences
	3. to compare literary elements–such as character, setting, conflict, and theme–in order to understand how authors build meaning and help readers make sense of a text L.F.2.3.1 / L.F.2.3.2 / L.F.2.3.3 / L.F.2.3.4 / L.F.2.3.5 / L.F.2.3.6	3. Students can… a. explain how a literary element (such as conflict or setting) influences the meaning of a text b. compare how two texts use literary elements differently c. describe how characters, events, or themes connect across texts d. explain how an author uses a literary device (such as imagery or symbolism) to develop an idea
	4. interpret universal themes and ideas in literary fiction in order to understand how stories reveal shared human	4.Students can… a. explain how characters, conflicts, or events reveal a universal theme

	experiences across different cultures and time periods L.F.2.4.1	b. describe how the theme connects to real-world experiences or issues c. explain why the theme or idea might matter to readers from different backgrounds or time periods
	5. to analyze literary devices–such as imagery, symbolism, and irony–in order to understand how authors use these techniques to create meaning in a story L.F.2.5.1 / L.F.2.5.2 / L.F.2.5.3	5. Students can.. a. explain how a literary device contributes to the meaning of a passage b. describe how repeated images, ideas, or events form a pattern in the text c. explain how figurative language or sound devices help create tone or mood d. connect a literary device or pattern to a theme or character development
L.N.1 Reading for Meaning–Nonfiction	Students are learning… 1. to explain how an author uses literary elements and techniques to communicate a purpose in order to better understand the message the author wants readers to take away L.N.1.1.1. / L.N.1.1.2. / L.N.1.1.3 / L.N.1.1.4	1. Students can… a. explain how the author's purpose is shown through characters, events, or ideas b. explain how specific techniques–such as tone or descriptive language–help the author achieve their purpose c. explain how a literary device contributes to the meaning of a passage d. describe how the author's choices affect their understanding of the text
	2. to identify main ideas, supporting details, and organizational patterns in nonfiction in order to accurately interpret the author's purpose during the reading process L.N.1.3.1 / L.N.1.3.2 / L.N.1.3.3.	2. Students can… a. determine the implied main idea by examining details and examples in the text b. explain how specific details support the main idea. c. summarize a section of a nonfiction text using only the most important ideas and details d. identify simple relationships between ideas or events (cause/effect, problem/solution, sequence)
L.N.2 Analyzing and Interpreting Literature–Nonfiction	Students are learning… 1. to make and support interpretations of literature in order to understand how authors communicate deeper meanings	1. Students can… a. recognize the implied meaning of a text

	that connect to real human experiences L.N.2.1.1 / L.N.2.1.2	b. make inferences about literary devices using clear textual clues c. select relevant pieces of textual evidence that support an interpretation d. explain how specific details from the text support a generalization or conclusion
	2. to compare different literary forms–such as short stories, poems, and drama–in order to understand how authors use structure and genre features to shape meaning L.N.2.2.1 / L.N.2.2.2 / L.N.2.2.3	2. Students can… a. compare two literary forms by identifying similarities and differences in structure, style, or purpose b. explain how an author's choice of form affects how the audience understands literary elements, events, or ideas c. describe why a particular form may be appropriate for the author's message or purpose
	3. to describe how literary elements develop across a text in order to better understand how authors organize and communicate ideas L.N.2.3.1 / L.N.2.3.2 / L.N.2.3.3 / L.N.2.3.4 / L.N.2.3.5 / L.N.2.3.6	3. Students can… a. describe how a character, setting, or conflict changes or develops b. describe how the author reveals important details about literary elements c. describe how two or more elements connect (e.g., how setting affects conflict) d. describe how the development of an element supports the theme e. explain examples of bias in a text f. describe how examples of bias influence the reader's understanding g. recognize common propaganda techniques h. explain the purpose of common propaganda techniques i. identify basic rhetorical devices (appeals, rhetorical questions, repetition, etc.) j. describe how an author's word choice or tone reveals a particular viewpoint

	4. to describe how specific structural choices shape the reader's understanding in order to see how authors make purposeful decisions to clarify or emphasize important ideas L.N.2.4.1. / L.N.2.4.2 / L.N.2.4.3 / L.N.2.4.4. / L.N 2.4.5	4. Students can… a. describe how the structure of a text helps the author present information clearly b. explain why the author chose a particular structure and how the structure affects clarity c. cite examples from the text that show how structure supports meaning
C.IE.1 Text Types and Purposes–Informative/Explanatory	Students are learning… 1. to explain ideas using relevant details and examples in order to clearly communicate key concepts to their readers C.IE.1.1.1 / C.IE.1.1.2 / C.IE.1.1.3 / C.IE.1.1.4 / C.IE.1.1.5	1. Students can… a. select relevant details and examples to explain an idea b. develop explanations that clearly connect details to the main point c. use precise language to clarify meaning d. maintain coherence by keeping all information focused on the topic
C.A.1 Text Types and Purposes–Argumentative	Students are learning… 1. to write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods in order to communicate clear, evidence-based interpretations of literature C.A.1.1.1 / C.A.1.1.2 / C.A.1.1.3 / C.A.1.1.4 / C.A.1.1.5	1. Students can… a. write a clear thesis that takes a position about a text b. write claims that logically support their thesis c. choose evidence that directly supports each claim d. explain how their evidence supports their claim using basic commentary e. maintain an academic tone
● C.IE.2 Revision–Informative/Explanatory ● C.A.2 Revision–Argumentative	Students are learning… 1. to choose more precise and effective words in order to communicate ideas clearly and avoid vague or repetitive language ● C.IE.2.1.1 / C.IE.2.1.2 / C.IE.2.1.3 / C.IE.2.1.4 / C.IE.2.1.5 / C.IE.2.1.6 / C.IE.2.17 ● C.A.2.1.1 / C.A.2.1.2 / C.A.2.1.3 / C.A.2.1.4 / C.A.2.1.5 / C.A.2.1.6 / C.A.2.1.7	1. Students can… a. replace vague or general words with more precise vocabulary b. avoid unnecessary repetition by choosing varied and accurate terms c. select words that match the tone and purpose of the writing d. use context clues to determine stronger word choices

• C.IE.3 Editing for Conventions–Informative/Explanatory • C.A.3 Editing for Conventions–Informative/Explanatory	Students are learning… 1. to apply common grammar and usage rules in their writing in order to avoid errors that interfere with meaning • C.IE.3.1.1 / C.IE.3.1.2 / C.IE.3.1.3 / C.IE.3.1.4 / C.IE.3.1.5 • C.A.3.1.1. / C.A.3.1.2 / C.A.3.1.3 / C.A.3.1.4 / C.A.3.1.5	. 1. Students can… a. apply common grammar rules (subject/verb agreement, pronoun use, verb tense consistency) b. correct usage errors that affect meaning c. use grammar resources to support accuracy d. edit sentences to ensure they follow standard English conventions

Unit 3: The Literary Landscape of the Novel		
Concepts	Learning Intentions	Success Criteria
L.F.1 Reading for Meaning–Fiction	Students are learning: 1. to explain an author's purpose in a text in order to understand why writers make specific choices and those choices shape meaning for the reader L.F.1.1.1 / L.F.1.1.2 / L.F.1.1.3 2. to use strategies such as annotating, questioning, summarizing, and monitoring comprehension while reading in order to better understand complex texts and stay actively engaged throughout the reading process L.F.1.3.1 / L.F. 1.3.2	1. Students can… a. select relevant details, examples, events from the text that support the author's purpose b. explain how those details connect to the author's message c. distinguish between details that are essential to the author's purpose and those that are not 2. Students can… a. summarize the key events of a fictional text without adding personal opinions b. include only the most important characters, events, and conflicts in their summary c. summarize a section, chapter, or entire text clearly and concisely
L.F.2. Analyzing and Interpreting Literature–Fiction	Students are learning… 1. to use evidence-based reading strategies to interpret characters, themes, and conflicts in order to become more confident readers who can support their ideas with relevant details from the text L.F.2.1.1 / L.F.2.1.2	1. Students can… a. draw logical conclusions about characters, themes, or conflicts based on multiple pieces of evidence b. analyze how specific details contribute to their understanding of the text c. explain how their conclusion is supported by patterns or repeated ideas in the text 2. Students can…

	2. to use strategies to analyze literary elements across texts in order to recognize how authors make purposeful choices that shape the story. L.F.2.3.1 / L.F.2.3.2 / L.F.2.3.3 / L.F.2.3.4 / L.F.2.3.5 / L.F.2.3.6	a. analyze how multiple literary elements work together to shape meaning in a text b. analyze how two texts develop similar themes or ideas through different literary choices c. interpret how an author's use of literary devices (symbolism, irony, foreshadowing) deepens the meaning of the text d. analyze how point of view or narrator choice influences the reader's understanding
	3. to use reading strategies to analyze the deeper meaning of literary fiction in order to recognize why certain stories and themes remain relevant to people today L.F.2.4.1	3. Students can… a. analyze how the author uses literary elements (characterization, setting, symbolism, conflict) to develop a universal theme b. interpret what the theme suggests about human nature or society c. analyze how the theme grows or changes across the text
	4. to describe patterns in literary fiction, such as repeated ideas or images in order to see how authors develop themes and guide the reader's understanding L.F.2.5.1 / L.F.2.5.2 / L.F.2.5.3	4. Students can… a. explain how a literary device contributes to the meaning of a passage b. describe how repeated images, ideas, or events form a pattern in the text c. explain how figurative language or sound devices help create tone or mood d. connect a literary device or pattern to a theme or character development
L.N.1 Reading for Meaning–Nonfiction	Students are learning… 1. to analyze how an author uses literary elements and techniques to communicate a purpose in order to better understand the message the author wants to convey to readers L.N.1.1.1 / L.N.1.1.2 / L.N.1.1.3 / L.N.1.1.4	1. Students can… a. analyze how the author develops and supports their purpose throughout the text b. analyze how literary devices work together to shape meaning and support the author's purpose c. analyze how the author's choices influence the reader's interpretation d. justify their interpretation of the author's purpose using relevant evidence from the text

	2. to analyze main ideas, supporting details, and organizational patterns in nonfiction in order to accurately interpret the author's purpose during the reading process L.N.1.3.1 / L.N.1.3.2 / L.N.1.3.3.	2. Students can… a. analyze how ideas or events in a nonfiction text influence one another b. explain how the author develops the main idea across multiple paragraphs or sections c. summarize a full nonfiction text by synthesizing key ideas and relevant details d. analyze how one idea, event, or claim shapes or changes another within the text
L.N.2 Analyzing and Interpreting Literature–Nonfiction	Students are learning… 1. to use evidence-based strategies to interpret literary texts in order to confidently explain what a text suggests beyond its surface details L.N.2.1.1 / L.N.2.1.2	1. Students can… a. develop an interpretation of a text by connecting multiple pieces of evidence b. explain how an author's choices (e.g., dialogue, description, structure) shape implied meanings c. support an interpretation with well-chosen textual evidence and explain why that evidence is significant d. distinguish between strong and weak evidence when defending a conclusion
	2. to interpret how literary elements work together to shape meaning in order to analyze the author's message and purpose L.N.2.3.1 / L.N.2.3.2 / L.N.2.3.3 / L.N.2.3.4 / L.N.2.3.5 / L.N.2.3.6	2. Students can… a. interpret how multiple literary elements interact in a text b. explain how the author's choices influence their understanding of characters or events. c. interpret the theme using evidence from several literary elements d. explain how the interaction of elements shapes the author's message e. analyze how bias shapes the author's presentation of characters, events, or ideas f. analyze how propaganda techniques influence the reader's emotions or beliefs g. analyze how rhetorical devices contribute to the author's purpose or message

		h. explain how the author's viewpoint affects the development of literary elements such as conflict or theme
	3. to examine how structural patterns contribute to the development of claims or themes in order to interpret the author's message with greater accuracy and depth. L.N.2.4.1 / L.N.2.4.2 / L.N.2.4.3 / L.N.2.4.4. / L.N.2.4.5	3. Students can… a. examine how the text structure creates a logical flow and deepens the central idea. b. connect structural choices to the development of theme or argument
	4. to explain essential and nonessential information and basic bias in literary nonfiction in order to understand an author's message L.N.2.5.1 / L.N.2.5.2 / L.N.2.5.3 / L.N.2.5.4 / L.N.2.5.5 / L.N.2.5.6	4.Students can… a. explain why certain information is essential to the author's message and why other information is less important b. describe how biased language or selective detail influences how a reader understands the text. c. analyze how the author's choices shape their perception of the topic or issue
C.IE.1 Text Types and Purposes–Informative/Explanatory	Students are learning… 1. to summarize texts objectively in order to demonstrate comprehension and convey essential ideas without personal bias C.IE.1.1.1 / C.IE.1.1.2 / C.IE.1.1.3 / C.IE.1.1.4 / C.IE.1.1.5	1. Students can… a. identify central ideas and key supporting details in a text b. write an objective summary without personal commentary c. condense information without losing essential meaning d. use their own words while preserving the author's intent
C.A.1 Text Types and Purposes–Argumentative	Students are learning… 1. to write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods in order to communicate clear, evidence-based interpretations of literature C.A.1.1.1 /	1. Students can… a. write a clear thesis that takes a position about a text b. explain the significance of their evidence c. connect each claim back to their thesis d. analyze how literary elements support their argument

	C.A.1.1.2 / C.A.1.1.3 / C.A.1.1.4 / C.A.1.1.5	e. use transitions to show logical relationships between ideas
• C.IE.2 Revision–Informative/Explanatory • C.A.2 Revision–Argumentative	Students are learning… 1. to revise sentences for variety in structure and length in order to make their writing more engaging and easier for readers to follow • C.IE.2.1.1 / C.IE.2.1.2 / C.IE.2.1.3 / C.IE.2.1.4 / C.IE.2.1.5 / C.IE.2.1.6 / C.IE.2.1.7 • C.A.2.1.1 / C.A.2.1.2 / C.A.2.1.3 / C.A.2.1.4 / C.A.2.1.5 / C.A.2.1.6 / C.A.2.1.7	1. Students can… a. identify repetitive or monotonous sentence patterns. b. revise sentences to vary length and structure c. combine or break apart sentences to improve flow d. use transitions or introductory phrases to create variety
• C.IE.3 Editing for Conventions–Informative/Explanatory • C.A.3 Editing for Conventions–Argumentative	Students are learning… 1. to use correct sentence structure and punctuation in order to clarify meaning and avoid confusion for the audience • C.IE.3.1.1 / C.IE.3.1.2 / C.IE.3.1.3 / C.IE.3.1.4 / C.IE.3.1.5 • C.A.3.1.1 / C.A.3.1.2 / C.A.3.1.3 / C.A.3.1.4 / C.A.3.1.5	1. Students can… a. identify run-ons, fragments, and comma splices. b. revise sentences to ensure they are complete and correctly structured c. apply punctuation rules to avoid confusion or misreading

Unit 4: The Art of Rhetoric		
Concepts	Learning Intentions	Success Criteria
L.F.1 Reading for Meaning–Fiction	Students are learning… 1. to analyze an author's purpose in a text in order to understand why writers make specific choices and how those choices shape meaning for the reader L.F.1.1.1 / L.F.1.1.2 / L.F.1.1.3 2. to use strategies such as annotating, questioning, summarizing, and monitoring comprehension while reading in order to better understand complex texts and stay actively engaged	1. Students can… a. analyze how the author effectively uses literary techniques to communicate an idea b. make a supported judgment about whether the author's choices successfully convey their intended purpose 2. Students can… a. explain how the main idea develops across a text or chapter b. analyze how supporting details are most essential for an accurate summary c. justify the choices for their supporting details

	throughout the reading process L.F.1.3.1 / L.F.1.3.2	d. evaluate which details are most essential for an accurate summary and justify their choices
L.F.2 Analyzing and Interpreting Literature –Fiction	Students are learning… 1. to use evidence-based reading strategies to interpret characters, themes, and conflicts in order to become more confident readers who can support their ideas with relevant details from the text L.F.2.1.1 / L.F.2.1.2	. 1. Students can… a. make generalizations about the text b. support their generalizations with clear evidence b. evaluate whether their evidence fully supports their conclusion c. revise their inference or conclusion when new evidence appears in the text
L.N.1 Reading for Meaning–Nonfiction	Students are learning… 1. to analyze how an author uses literary elements and techniques to communicate a purpose in order to better understand the message the author wants to convey to readers L.N.1.1.1. / L.N.1.1.2 / L.N.1.1.3 / L.N.1.1.4	1. Students can… a. analyze how the author develops and supports their purpose throughout the text b. analyze how literary devices work together to shape meaning and support the author's purpose c. analyze how the author's choices influence the reader's interpretation d. justify their interpretation of the author's craft choices on the overall meaning and effectiveness of the text
	2. to evaluate main ideas, supporting details, and organizational patterns in nonfiction in order to accurately interpret the author's purpose during the reading process L.N.1.3.1 / L.N.1.3.2 / L.N.1.3.3.	2. Students can… a. evaluate which details are most relevant for understanding the main idea of a complex nonfiction text b. synthesize ideas across multiple sections to explain how the author builds and connects concepts c. analyze how changes in one idea or event would affect the overall meaning or structure of the text
	3. to interpret how literary elements work together to shape meaning in order to analyze the author's message and purpose L.N.2.3.1 / L.N.2.3.2 / L.N.2.3.3 / L.N.2.3.4 / L.N.2.3.5 / L.N.2.3.6	3. Students can… a. compare how two texts develop similar literary elements b. explain similarities and differences in how authors use elements to convey meaning c. compare how characters, conflicts, or themes are shaped by different settings or cultures

		d. explain how comparing texts deepen their understanding of each one e. analyze how bias shapes the author's presentation of characters, events, or ideas f. analyze how propaganda techniques influence the reader's emotions or beliefs g. analyze how rhetorical devices contribute to the author's purpose or message h. explain how the author's viewpoint affects the development of literary elements such as conflict or theme
L.N.2 Analyzing and Interpreting Literature–Nonfiction	Students are learning… 1. to form and support interpretations of literature in order to participate in meaningful discussions and write clearer, more thoughtful responses about the meaning of a text L.N.2.1.1 / L.N.2.1.2 2. to compare literary elements across different texts in order to recognize patterns and deepen their understanding of world literature L.N.2.3.1 / L.N.2.3.2 / L.N.2.3.3 / L.N 2.3.4 / L.N.2.3.5 / L.N.2.3.6	1. Students can… a. construct a well-reasoned interpretation that synthesizes patterns, ideas, or theses across a text. b. evaluate how different interpretations could be supported by different types of evidence c. justify an interpretation by integrating multiple pieces of textual evidence d. explain how multiple pieces of textual evidence work together to support a deeper understanding of the text d. reflect on how context (historical, cultural, or authorial) may influence interpretation and evidence selection 2. Students can… a. compare how two texts develop similar literary elements b. explain similarities and differences in how authors use elements to convey meaning d. compare how characters, conflicts, or themes are shaped by different settings or cultures e. explain how comparing texts deepens their understanding of each one 3. Students can…

	3. to analyze how the structure of an argument affects its clarity and persuasiveness in order to evaluate the effectiveness of an author's reasoning L.N.2.4.1 / L.N.2.4.2 / L.N.2.4.3 / L.N.2.4.4 / L.N.2.4.5 4. to analyze how authors use essential information, selective omission, bias, and propaganda techniques in literary nonfiction in order to evaluate how these choices influence readers' beliefs and shape the effectiveness of an argument L.N.2.5.1 / L.N.2.5.2 / L.N.2.5.3 / L.N.2.5.4 / L.N.2.5.5 / L.N.2.5.6	a. analyze how the development of an idea influences the reader's understanding of the author's purpose b. analyze how an author uses rhetorical strategies to strengthen or weaken relationships between ideas c. evaluate how the introduction of a counterargument or concession changes the direction or strength of the argument 4. Students can… a. analyze how essential information supports the author's purpose or how nonessential information influences the reader's perception of the topic b. explain how implicit bias shapes the author's presentation of ideas c. explain how rhetorical strategies affect different audiences in different ways d. support their explanation with precise textual evidence e. recognize common propaganda techniques. f. explain the purpose of common propaganda techniques
C.IE.1 Text Types and Purposes–Informative/Explanatory	Students are learning… 1. to incorporate textual evidence smoothly into informative writing in order to support explanations with credible, well-chosen information C.IE.1.1.1 / C.IE.1.1.2 / C.IE.1.1.3 / C.IE.1.1.4 / C.IE.1.1.5	1. Students can… a. select evidence that directly supports their explanation b. introduce evidence smoothly using signal phrases c. explain how the evidence supports the idea being discussed d. cite sources accurately using the required format
C.A.1 Text Types and Purposes–Argumentative	Students are learning… 1. to write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods in order to communicate clear, evidence-based interpretations of literature C.A.1.1.1 / C.A.1.1.2 / C.A.1.1.3 / C.A.1.1.4 / C.A.1.1.5	1. Students can… a. analyze how an author's choices support their argument b. acknowledge a counterclaim and respond with evidence c. integrate quotations smoothly d. revise commentary to deepen their explanation

● C.IE.2 Revision–Informative/Explanatory ● C.A.2 Revision–Argumentative	Students are learning… 1. to revise unclear or confusing sections of writing in order to ensure their ideas are communicated accurately and logically ● C.IE.2.1.1 / C.IE.2.1.2 / C.IE.2.1.3 / C.IE.2.1.4 / C.IE.2.1.5 / C.IE.2.1.6 / C.IE.2.1.7 ● C.A.2.1.1 / C.A.2.1.2 / C.A.2.1.3 / C.A.2.1.4 / C.A.2.1.5 / C.A.2.1.6 / C.A.2.1.7	1. Students can… a. identify sentences or ideas that may confuse the reader b. revise unclear sections to make meaning more direct and logical c. add or adjust details to improve accuracy d. reorganize sentences or paragraphs to improve understanding
● C.IE.3 Editing for Conventions–Informative/Explanatory ● C.A.3 Editing for Conventions–Argumentative	Students are learning… 1. edit for accurate spelling, capitalization, and formatting in order to produce writing that meets academic expectations ● C.IE.3.1.1 / C.IE.3.1.2 / C.IE.3.1.3 / C.IE.3.1.4 / C.IE.3.1.5 ● C.A.3.1.1 / C.A.3.1.2 / C.A.3.1.3 / C.A.3.1.4 / C.A.3.1.5	1. Students can… a. correct spelling errors and apply capitalization rules b. format writing according to academic expectations c. edit for mechanics to improve readability and professionalism

Unit 5: The Architecture of Poetry		
Concepts	Learning Intentions	Success Criteria
L.F.1 Reading for Meaning–Fiction	Students are learning… 1. to understand and apply poetic terminology in order to interpret meaning, tone, and effect in poems L.F.1.1.1 / L.F.1.1.2 / L.F.1.1.3 2. to interpret, analyze, and evaluate how poetic elements shape the poet's main idea and supporting details in a	1. Students can.. a. analyze how multiple poetic devices work together to shape meaning or theme b. evaluate how a poet's diction shapes tone and justify the interpretation with textual evidence c. interpret layered or symbolic language d. explain how layered or symbolic language deepens the poem's message d. compare how two poets use language differently to convey similar or contrasting ideas 2. Students can… a. explain how the speaker's perspective shapes the poem's message

	poem in order to understand how poets develop their central message L.F.1.3.1 / L.F.1.3.2	b. analyze how multiple poetic elements work together to develop meaning c. evaluate the poet's use of figurative language to explain how it deepens or complicates meaning
L.F.2 Analyzing and Interpreting Literature–Fiction	Students are learning… 1. to make inferences and draw conclusions about a poem's meaning, speaker, tone, and theme, and to support those interpretations with precise textual evidence in order to develop deeper, evidence-based interpretations of poetry and understand how poets communicate complex ideas indirectly L.F.2.1.1 / L.F.2.1.2	1. Students can… a. infer the poem's central message based on key details and repeated images b. construct a generalization about the poem's message and support it with multiple pieces of evidence
	2. to analyze how poetic devices shape meaning, tone, and theme in a poem as compared to other literary forms in order to understand how poets use craft to communicate layered ideas, evoke emotion, and guide the reader's interpretation L.F.2.2.1 / L.F.2.2.2 / L.F.2.2.3 / L.F.2.2.4	2. Students can… a. explain how poetry compares and contrasts to other literary forms (short stories, novels, drama). b. analyze the way poets use literary devices in contrast to other types of texts
	3. to compare, analyze, and evaluate how poets use literary elements—such as imagery, symbolism, structure, tone, and speaker—to develop meaning and theme across poems L.F.2.3.1 / L.F.2.3.2 / L.F.2.3.3 / L.F.2.3.4 / L.F.2.3.5 / L.F.2.3.6	3. Students can… a. identify key elements of the poem, including the speaker, setting, conflict, structure, and important literary devices b. describe what these elements mean or show in the poem (e.g., what a symbol represents, how the setting affects mood) c. explain how one element—such as point of view, structure, or a device—shapes meaning or tone d. analyze how multiple elements (speaker, structure, devices, conflict, setting) interact to develop the poem's tone, mood, or theme

		e. explain how the poet's choices—such as point of view, figurative language, or structural shifts—work together to shape the reader's understanding f. evaluate how effectively the poet's use of literary elements, devices, structure, point of view, setting, and conflict contributes to the poem's overall meaning or emotional impact g. justify their interpretation using precise, relevant textual evidence that shows how these elements interact
L.N.1 Reading for Meaning–Nonfiction	Students are learning… 1. to determine a poet's purpose by analyzing how the poet's choices—such as speaker, structure, figurative language, tone, and imagery—work together to convey a message, emotion, or theme L.N.1.1.1 / L.N.1.1.2 / L.N.1.1.3 / L.N.1.1.4	1.Students can… a. analyze how multiple poetic elements (structure, figurative language, sound devices, point of view, imagery) work together to reveal the poet's purpose b. explain how the poet's purpose shapes the poem's tone, mood, or theme c. justify their interpretation of the poet's purpose using precise, relevant textual evidence
L.N.2. Analyzing and Interpreting Literature–Nonfiction	Students are learning… 1. to analyze how various literary forms develop literary elements in order to better understand how authors make purposeful choices across genres L.N.2.2.1 / L.N.2.2.2 / L.N.2.2.3	1. Students can… a. analyze how specific elements of a literary form (e.g., rhyme in poetry, dialogue in drama, narration in prose) shape meaning b. evaluate how effectively the author's chosen form communicates the theme or central idea c. support comparisons and evaluations with relevant textual evidence from each form d. assess how cultural or historical context may influence an author's choice of literary form
	2. to analyze how an author's use of literary elements influences the reader's understanding in order to build stronger, evidence-based interpretations L.N.2.3.1 / L.N.2.3.2 / L.N.2.3.3 / L.N.2.3.4 / L.N.2.3.5 / L.N.2.3.6	2. Students can… a. analyze how an author's choices shape character development, conflict, or theme b. analyze how one literary element influences another (e.g., how conflict drives theme) c. analyze how the structure of the text affects the development of literary elements

	3. to analyze how literary elements and poetic structure shape meaning and theme in poetry L.N.2.5.1 / L.N.2.5.2 / L.N.2.5.3	d. support their analysis with relevant, accurate textual evidence 3. Students can… a. analyze how multiple literary devices work together to develop theme or deepen meaning b. explain how structural choices (stanza structure, line structure, rhyme) shape emphasis or pacing c. explain how sound devices influence tone or rhythm
C.IE. Text Types and Purposes–Informative/Explanatory	Students are learning… 1. to revise informative writing for clarity, precision, and logical flow in order to produce writing that is easy for readers to follow and understand C.IE.1.1.1 / C.IE.1.1.2 / C.IE.1.1.3 / C.IE.1.1.4 / C.IE.1.1.5	1. Students can… a. revise writing to eliminate vague for repetitive language b. strengthen transitions to improve flow between ideas c. reorganize sentences or paragraphs to improve clarity d. edit for grammar, punctuation, and academic tone
C.A.1 Text Types and Purposes–Argumentative	Students are learning… 1. to write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods in order to communicate clear, evidence-based interpretations of literature C.A.1.1.1 / C.A.1.1.2 / C.A.1.1.3 / C.A.1.1.4 / C.A.1.1.5	1. Students can… a. structure their essay so each paragraph builds logically b. write introductions that establish context and a thesis c. write conclusions that reinforce their argument d. evaluate and revise the structure of their argument for clarity and flow
● C.IE.2 Revision–Informative/Explanatory ● C.A.2 Revision–Argumentative	Students are learning… 1. to revise transitions, sentence connections, and paragraph organization in order to create writing that flows smoothly from idea to idea ● C.IE.2.1.1 / C.IE.2.1.2 / C.IE.2.1.3 / C.IE.2.1.4 / C.IE.2.1.5 / C.IE.2.1.6 / C.IE.2.1.7 ● C.A.2.1.1 / C.A.2.1.2 / C.A.2.1.3 / C.A.2.1.4 / C.A.2.1.5 / C.A.2.1.6 / C.A.2.1.7	1. Students can… a. strengthen transitions between sentences and paragraphs b. ensure each sentence connects logically to the next c. reorder ideas to improve the overall flow of the piece d. revise for smooth, consistent pacing throughout the writing

● C.IE.3 Editing for Conventions–Informative/Explanatory ● C.A.3 Editing for Conventions–Argumentative	Students are learning… 1. to apply conventions consistently within longer pieces of writing in order to maintain clarity and professionalism ● C.IE.3.1.1 / C.IE.3.1.2 / C.IE.3.1.3 / C.IE.3.1.4 / C.IE.3.1.5 ● C.A.3.1.1 / C.A.3.1.2 / C.A.3.1.3 / C.A.3.1.4 / C.A.3.1.5	1. Students can… a. apply grammar and mechanics accurately across multi-paragraph writing b. maintain consistent tense, point of view, and pronoun use c. edit for clarity and correctness within longer pieces d. identify and correct patterns of errors independently

Unit 6: Drama		
Concepts	Learning Intentions	Success Criteria
L.F.2 Analyzing and Interpreting Literature–Fiction	Students are learning… 1. to use reading strategies to analyze how various literary forms present characters, themes, and conflicts in order to better understand how authors make purposeful choices across genres L.F.2.2.1 / L.F.2.2.2. / L.F.2.2.3 / L.F.2.2.4 2. to use strategies to compare and evaluate literary elements across texts in order to recognize how authors make purposeful choices that shape the story L.F.2.3.1 / L.F.2.3.2 / L.F.2.3.3 / L.F.2.3.4 / L.F.2.3.5 / L.F.2.3.6 3. to connect literary elements–such as character, conflict, and theme–to universal ideas in order to better understand how authors communicate messages that apply to real-world situations L.F.2.4.1	1. Students can… a. evaluate how effectively an author uses a particular literary form to communicate meaning b. justify how the characteristics of fiction or literary nonfiction contribute to the author's purpose c. analyze complex connections across multiple texts, explaining how form, structure, and technique shape those connections 2. Students can… a. evaluate how effectively an author uses literary elements to communicate meaning b. evaluate the strengths and weaknesses of how two texts develop similar themes or ideas c. justify their interpretation of a text using clear, relevant evidence from the literary elements d. assess how an author's structural choices influence the overall impact of the text 3. Students can… a. evaluate how effectively the author communicates a universal theme through literary elements and structure b. justify their interpretation of the theme using clear, relevant evidence from the text

		c. evaluate why the theme remains meaningful across cultures, time periods, or audiences
	4. to use reading strategies to interpret literary devices and patterns in order to better understand the author's message L.F.2.5.1 / L.F.2.5.2 / L.F.2.5.3	4. Students can… a. evaluate how effectively the author uses literary devices to communicate meaning b. evaluate the significance of a recurring pattern c. explain why a recurring pattern matters to the text's theme d. justify their interpretation of a device or pattern using clear textual evidence e. assess how the author's craft choices shape the overall impact of the text
L.N.2 Analyzing and Interpreting Literature–Nonfiction	Students are learning… 1. to analyze how various literary forms develop literary elements in order to better understand how authors make purposeful choices across genres L.N.2.2.1 / L.N.2.2.2 / L.N.2.2.3	1. Students can… a. analyze how specific elements of a literary form (e.g., rhyme in poetry, dialogue in drama, narration in prose) shape meaning b. evaluate how effectively the author's chosen form communicates the theme or central idea c. support comparisons and evaluations with relevant textual evidence from each form d. consider how cultural or historical context may influence an author's choice of literary form
	2. to analyze how an author's use of literary elements influences the reader's understanding in order to build stronger, evidence-based interpretations L.N.2.3.1 / L.N.2.3.2 / L.N.2.3.3 / L.N.2.3.4 / L.N.2.3.5 / L.N.2.3.6	2. Students can… a. analyze how an author's choices shape character development, conflict, or theme b. analyze how one literary element influences another (e.g., how conflict drives the theme) c. analyze how the structure of the text affects the development of literary elements d. support their analysis with relevant, accurate textual evidence e. analyze the effectiveness of the author's use of rhetorical devices in shaping meaning or influencing the reader f. analyze how bias strengthens or weakens the credibility of the text

		g. analyze whether the author's use of propaganda techniques is appropriate, manipulative, or misleading h. justify their evaluation of the author's rhetorical choices using relevant textual evidence
C.IE.1 Text Types and Purposes–Informative/Explanatory	Students are learning… 1. to craft polished, well-structured informative pieces in order to communicate insights effectively in academic and real-world contexts C.IE.1.1.1 / C.IE.1.1.2 / C.IE.1.1.3 / C.IE.1.1.4 / C.IE.1.1.5	1. Students can… a. produce a complete informative piece with a clear thesis and organized structure b. integrate evidence, explanations, and transitions smoothly c. demonstrate control of academic tone and precise language d. revise their writing to produce a polished final draft suitable for academic audiences
C.A.1 Text Types and Purposes–Argumentative	Students are learning… 1. to write argumentative pieces that include a clearly stated position made convincing through the use of appropriate methods in order to communicate clear, evidence-based interpretations of literature C.A.1.1.1 / C.A.1.1.2 / C.A.1.1.3 / C.A.1.1.4 / C.A.1.1.5	1. Students can… a. evaluate the effectiveness of their argument and revise for clarity and depth b. refine their thesis to show a more precise interpretation c. strengthen commentary to show deeper insight d. edit for style, tone, and conventions
● C.IE.2 Revision–Informative/Explanatory ● C.A.2 Revision–Argumentative	Students are learning… 1. to apply multiple revision strategies independently in order to produce clear, effective, and stylistically strong drafts ● C.IE.2.1.1 / C.IE.2.1.2 / C.IE.2.1.3 / C.IE.2.1.4 / C.IE.2.1.5 / C.IE. 2.1.6 / C.IE.2.1.7 ● C.A.2.1.1 / C.A.2.1.2 / CA.2.1.3 / C.A.2.1.4 / C.A.2.1.5 / C.A. 2.1.6 / C.A.2.1.7	1. Students can… a. apply multiple revision strategies independently, including: adding or removing details to improve clarity, reorganizing sentences or paragraphs for better flow, refining word choice and sentence structure, and strengthening transitions or coherence between ideas b. demonstrate clear, precise, and varied sentence structures c. maintain consistent tone, style, and meaning throughout the piece d. produce a final draft that is polished, coherent, and ready for submission

● C.IE.3 Editing for Conventions–Informative/Explanatory ● C.A.2 Editing for Conventions–Argumentative	Students are learning… 1. to independently edit for grammar, usage, punctuation, and mechanics in order to produce polished final drafts suitable for academic audiences ● C.IE.3.1.1. / C.IE.3.1.2 / C.IE.3.1.3 / C.IE.3.1.4 / C.IE.3.1.5 ● C.A.3.1.1. / C.A.3.1.2 / C.A.3.1.3 / C.A.3.1.4 / C.A.3.1.5	1. Students can… a. demonstrate consistent control of conventions throughout the entire piece b. produce writing that is clear, correct, and academically appropriate c. submit a final draft with minimal or no convention errors

Unit 7: Vocabulary for Post-Secondary Success		
Concepts	Learning Intentions	Success Criteria
● L.F.1 Reading for Meaning: Fiction ● L.N.1 Reading for Meaning: Nonfiction	Students are learning… 1. to use context clues, word parts, and reference tools to determine the meaning of unfamiliar vocabulary in literature in order to better understand what they read and build confidence with complex texts ● L.F.1.2.1 / L.F.1.2.2. / L.F.1.2.3 ● L.N.1.2.1 / L.N.1.2.2 / L.N.1.2.3 / L.N.1.2.4	1. Students can… a. use context clues to determine the meaning of unfamiliar words b. identify multiple-meaning words and choose the meaning that fits the sentence or situation c. explain how adding an affix changes the meaning of a root word in a specific tex. d. analyze how a word functions in a sentence (part of speech, role, and nuance) to determine its most accurate meaning e. use newly learned vocabulary accurately in original sentences to demonstrate understanding of meaning, nuance, and connotation f. distinguish between denotative and connotative meanings and explain how connotation affects tone or interpretation g. choose the most precise word or phrase to improve clarity, tone, or emphasis in their own writing. h. revise writing by replacing vague or general language with more specific, accurate, or vivid vocabulary

The picture can't be displayed.

(717) 665-3525
fax (717) 664-4136
toll free 1-866-665-3525

1048 North Penryn Road, Manheim, PA 17545-8516 **rbr@rbrubaker.com**

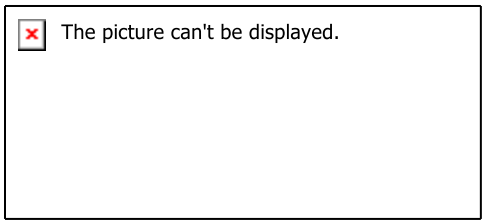
July 13, 2026

NORTHERN LEBANON SCHOOL DISTRICT
346 SCHOOL DR
FREDERICKSBURG PA 17026

Quote:BF6565Y

Mason,
I am pleased to quote replacing the whole RTU for the Aaon unit for the wood shop HVAC unit. We will replace with exact replacement. Please sign for approval.

Rufus Brubaker Costar vendor # 182914
(1) AAON RN Series Packaged Rooftop
Tag: RTU-1
To include the following:
- Voltage 460v-3ph-60hz
- Single Point Power Connection
- R-454B Refrigerant w/ Danfoss A2L Refrigerant Sensors
- 1-Stage DX Cooling w/1-Digital Scroll Compressors & 1-Two-Step Scroll Compressors
- Modulating Refrigerant Hot Gas Reheat (Dehumidification)
- Full Modulating Economizer w/DDC Actuator
- 195 MBH Modulating Natural Gas Heat (10:1 Modulation)
- Stainless Steel Heat Exchanger
- 2” 30% Filters
- Clogged Filter Switch
- 115v Convenience Outlet (Factory Wired)
- Supply Fan w/VFD
- Circuit Breaker Disconnect Switch (35kA)
- Remote Safety Shutdown Terminals
- Return Air Smoke Detector
- Phase & Brown Out Protection
- Control Panel Service Light
- Low Voltage Terminal Strip for Field Supplied DDC Controls Provided By Others
- 2” Double Wall Construction w/R13 Spray Foam Insulation
- Stainless Steel Drain Pan
- 1-Year Unit Parts Only Warranty (Labor Not Included)
- 5-Year Compressor Parts Only Warranty (Labor Not Included)
- 25-Year Heat Exchanger Parts Only Warranty (Labor Not Included)



(717) 665-3525
fax (717) 664-4136
toll free 1-866-665-3525

1048 North Penryn Road, Manheim, PA 17545-8516 **rbr@rbrubaker.com**

July 13, 2026

Your cost: $65,500.00
Installed

Accepted by: _____Date: / /

Customer to Supply:
Any permits or engineered drawings
Work done during normal business hours
Permits / fees

Warranties:
Factory warranty

Thank you

Brian Fulk
brianf@rbrubaker.com
(717)665-3525 office

July 3, 2026

Mr. Mason Brehm
Director of Buildings & Grounds
Northern Lebanon School District
345 School Drive
Fredericksburg, PA 17026

TURF TRACK & COURT
Maintenance Services

Re: Synthetic Field Maintenance
Service Contract

Dear Mason:

In response to our previous work, Turf, Track & Court, LLC (TTC) is pleased to present this Proposal for Field Maintenance Services at the District's synthetic turf fields. The proposal identifies fees for individual services as well as a discounted multiple-year service contract. The multiple-year service contract is based upon a five-year term to perform one conditioning per year. The package discount equates to a cost reduction for the first year and then incorporates a cost-of-living increase for years two thru five. Additional services, if requested, can be handled individually or this agreement can be modified to incorporate your needs. Following is a description of our services and fees as they apply to maintaining your synthetic turf fields:

Field Conditioning Services:

- Field Inspection / Report
  TTC will provide a general facility inspection for review of existing conditions in conjunction with services. The inspection will include visual analysis of all turf seams, connection points and hot spots. Infill levels are catalogued for historical reference. The report will include the overall analysis, an outline of services provided, and materials used. The inspection will also identify existing areas of concern, potential areas of concern and recommended remediation procedures if warranted.

- Field Conditioning
  TTC will provide the manpower and equipment to clean and condition the field. Our process will loosen the infill, remove surface litter in conjunction with the top layer of infill, filter out the debris, redistribute the infill evenly over the surface and gently brush for a smooth finish. A vacuum is also incorporated into the process to filter out fine particulates and hair. This process will also help relieve compaction and assist in keeping the field's fibers vertical.

- Infill Remediation (Minor)
  TTC will provide manpower and equipment to install infill, as provided by the District, to the typical "hot spot" areas of the field. If no infill is available, TTC will provide up to 50 pounds of crumb rubber as part of the maintenance service.

- Seam Repair
  TTC will provide the manpower and materials for the repair of separated seams and provide a sound playing surface. Repair to include removal of infill, sealing of seams and reinstallation of infill material.

- Sticky Substance Removal
  TTC will provide the manpower and materials for the removal of sticky substances matted into the turf.

- Infill Remediation (Major)
  TTC will provide the manpower and equipment to top dress the areas of the field which are exhibiting signs of low infill levels. The crumb rubber would be installed in 1/8" – 1/4" lifts, concurrently groomed to incorporate the rubber with the turf fibers.

Individual Service Fees:

	Field Inspection / Report	No Charge (N/C)
_____ Authorization	Field Conditioning; Soccer Field 2.90¢ / square foot x 95,940 s.f. =	$ 2,780
_____ Authorization	Field Conditioning; Practice Field 2.90¢ / square foot x 54,520 s.f. =	$ 1,580
_____ Authorization	Seam Repair; $250 Base fee + $5 / linear foot of repair (conducted w/ conditioning) $900 Base fee + $10 / linear foot of repair (conducted separately)	As Required As Required
_____ Authorization	Sticky Substance Removal; $5.00 / location (in combination with other services)	As Required
_____ Authorization	Infill Remediation (Major); Square footage to be determined	As Required

Five Year Service Package, (1) Conditioning / Year

MB
_____ Authorization

	Regular Fee	**Package Discount** (10% discount)
• TTC Package (2027 Summer)		
o Field Inspection / Report	(N/C)	(N/C)
o Field Conditioning; Soccer Field	$ 2,780	$ 2,500
o Field Conditioning; Practice Field	$ 1,580	$ 1,420
Total Package Fee.....	$ 4,360	$ 3,920
• TTC Package (2028 Summer) (1.5% increase)		
o Field Inspection / Report	(N/C)	(N/C)
o Field Conditioning; Soccer Field	$ 2,820	$ 2,540
o Field Conditioning; Practice Field	$ 1,605	$ 1,445
Total Package Fee.....	$ 4,425	$ 3,985
• TTC Package (2029 Summer) (1.5% increase)		
o Field Inspection / Report	(N/C)	(N/C)
o Field Conditioning; Soccer Field	$ 2,865	$ 2,580
Field Conditioning; Practice Field	$ 1,630	$ 1,470
Total Package Fee.....	$ 4,495	$ 4,050
• TTC Package (2030 Summer) (1.5% increase)		
o Field Inspection / Report	(N/C)	(N/C)
o Field Conditioning; Soccer Field	$ 2,905	$ 2,615
Field Conditioning; Practice Field	$ 1,650	$ 1,485
Total Package Fee.....	$ 4,555	$ 4,100
• TTC Package (2031 Summer) (1.5% increase)		
o Field Inspection / Report	(N/C)	(N/C)
o Field Conditioning; Soccer Field	$ 2,950	$ 2,655
Field Conditioning; Practice Field	$ 1,675	$ 1,510
Total Package Fee.....	$ 4,625	$ 4,165

Schedule

TTC is prepared to schedule maintenance services for this facility upon authorization. A tentative maintenance schedule will be developed and presented in accordance with the requested maintenance services.

Invoicing

Invoices for services will be submitted upon completion. Multiple service packages will be invoiced as a percentage of completion submitted at service intervals. Seam repair and sticky substance removal completed in conjunction with service packages will be invoiced at the individual fees and added to package price.

To initiate service, please initial individual service fees and / or five-year service package and sign on the acceptance line for the initiation of work. Please return one copy for our files. This proposal pricing is valid for 90 days. Standard contract terms and conditions are as per the attachment. If you have any questions or you prefer to modify the proposed program, please contact us and we will address your questions or develop a program to meet your expectations. Thank you for the opportunity to be of service to Northern Lebanon School District. We look forward to our continued partnership.

Sincerely,

Brian S. Bingeman, RLA, ASLA
Turf, Track & Court, LLC

Enc.

Proposal Accepted by:

_____
Name

_____
Title Date

STANDARD CONTRACT TERMS AND CONDITIONS

1. DUTIES AND RESPONSIBILITIES
1.1 Turf, Track & Court, LLC (TTC) agrees to provide services as agreed to in the scope of work.

2. STANDARD OF CARE
2.1 TTC staff will strive to perform services under this agreement in a manner consistent with that level of care and skill ordinarily exercised by members of the industry practicing under similar circumstances. This warranty is in lieu of all other warranties either expressed or implied.

3. PERFORMANCE OF SERVICES
3.1 TTC will inform client of the date the service is to be performed. TTC will attempt to meet all performance dates, but shall not be held liable for damage due to delays beyond the control of TTC.

4. TERMINATION OF SERVICES
4.1 This agreement may be terminated by either party upon written notice. In the event of termination, TTC shall be paid for services performed to the termination date plus reasonable termination expenses.

5. INVOICES, PAYMENTS
5.1 TTC will submit invoices to client as agreed upon. Payment is due upon presentation of invoice and is past due thirty (30) days from invoice date. Client agrees to pay a service charge of one and one half (1-1/2 %) percent per month (18% per annum) or fraction thereof on past due payments under this agreement. If an invoice is past due for a period of sixty (60) DAYS, TTC, reserves the right to pursue all appropriate remedies including stoppage of work without recourse.
5.2 Payment is a material consideration of the agreement. Therefore, TTC has a right to suspend services for non-payment. TTC shall not be liable, nor in any way responsible for damages, delays or increased costs that may result from suspension of services.
5.3 It is further agreed that in the event a lien or suit is filed to enforce payment under this agreement TTC will be reimbursed by the client for all court costs and reasonable attorney's fees in addition to accrued service charges.

6. DISPUTES
6.1 In the event that the client institutes suit or arbitration against TTC because of any alleged failure to perform, or for any alleged error, omission, or negligence, and if such suit or arbitration is dropped or dismissed, or if judgment is rendered for TTC, client agrees to reimburse TTC or pay any and all costs and any and all other expense of defense, immediately following conclusion of case.

7. WARRANTY OF AUTHORITY TO SIGN
7.1 The person signing this contract warrants they have the authority to sign as, or on behalf of; the client for whom or for whose benefit that services is rendered. If such person does not have such authority, he agrees that he is personally liable for all breaches of this contract and that in any action against him for breach of such warranty a reasonable attorney fee shall be included in any judgment rendered.

8. CHOICE OF LAW
8.1 This contract will be constructed in accordance with the laws of the Commonwealth of Pennsylvania.

9. SEVERABILITY
9.1 In the event that any provision herein shall be deemed invalid or unenforceable, the other provisions hereof shall remain in full force and effect, and binding upon the parties hereto.

10. REMEDY
10.1 If the services performed by TTC are faulty, the client's exclusive remedy shall be for TTC to re-perform such services to the extent necessary to correct the fault therein without charge to the client.

11. LIABILITIES AND INDEMNIFICATION
11.1 TTC liability for damages shall not exceed the total compensation received by TTC for the project. If the client prefers to not limit TTC's liability to this sum, TTC will waive this limitation upon the client's request provided the client agrees to pay an additional consideration for this waiver, prior to the commencement of services.
11.2 The client agrees at their/its sole cost and expense to indemnify, defend and hold harmless, TTC, its subsidiaries, affiliates, officers, employees, and consultants or such other who may have assisted TTC in the rendering of its services in connection with the project from and against, for any in respect of, and all claims, liabilities, costs and expenses, including, but without limitation, reasonable attorney's fees and other costs and expenses incident to any claim, demand, suit actions, suffered, sustained or require to be paid by TTC as a result of any claims, demands or legal proceedings which may be asserted by any party other than the client and in any way relates to any act or error, omission, negligence, carelessness or breach of duty, contractual or otherwise on the part of TTC in connection with the project. In the event the client is required to defend the TTC under the last statement, TTC shall have the right to counsel of its own choosing.

July 3, 2026

Mr. Mason Brehm
Director of Buildings & Grounds
Northern Lebanon School District
345 School Drive
Fredericksburg, PA 17026

TURF TRACK & COURT
Testing Services

Re: Proposal for G-max Testing

Dear Mason:

In response to our ongoing work, Turf, Track & Court, LLC (TTC) is pleased to present this Proposal for G-max testing services and field analysis. This proposal is presented as a single service or five (5) year term to perform G-max testing. Five-year service locks in testing price for the term. IRS Standard Mileage Rates apply. Following is a description of our service and fee:

G-max Testing Service:

- TTC will provide the required professional services to provide G-max testing results, field analysis and corresponding conditions reports for your synthetic turf athletic fields. Testing and reporting will be conducted in accordance with ASTM standards (F-1936-19 and F-355-23).

Individual G-Max Testing Fee:

_____
Authorization

G-max Testing / Field Analysis / Documented Results
Soccer Field $ 900.00 + Travel Exp.

Five (5) Year Testing Package, One (1) Test / Year

MB
Authorization

G-max Testing / Field Analysis / Documented Results
Soccer Field $ 900.00 / year +Travel Exp.

Schedule

TTC is currently scheduling for testing. Upon authorization, a tentative date will be established and confirmed prior to arrival.

Invoicing

Invoices for services will be submitted upon completion. Standard contract terms and conditions are as per the attachment.

If the proposal is acceptable, please initial individual service fee above and sign below for the initiation of work. Please return one copy for our files. This proposal pricing is valid for 90 days. Thank you for the opportunity to be of service to Norther Lebanon School District.

Sincerely,

Danielle J. Fackler

Danielle J. Fackler
Turf, Track & Court, LLC

Proposal accepted by:

_____
Name

_____
Title Date

Enc.

STANDARD CONTRACT TERMS AND CONDITIONS

1. DUTIES AND RESPONSIBILITIES
1.1 Turf, Track & Court, LLC (TTC) agrees to provide services as agreed to in the scope of work.

2. STANDARD OF CARE
2.1 TTC staff will strive to perform services under this agreement in a manner consistent with that level of care and skill ordinarily exercised by members of the industry practicing under similar circumstances. This warranty is in lieu of all other warranties either expressed or implied.

3. PERFORMANCE OF SERVICES
3.1 TTC will inform client of the date the service is to be performed. TTC will attempt to meet all performance dates, but shall not be held liable for damage due to delays beyond the control of TTC.

4. TERMINATION OF SERVICES
4.1 This agreement may be terminated by either party upon written notice. In the event of termination, TTC shall be paid for services performed to the termination date plus reasonable termination expenses.

5. INVOICES, PAYMENTS
5.1 TTC will submit invoices to client as agreed upon. Payment is due upon presentation of invoice and is past due thirty (30) days from invoice date. Client agrees to pay a service charge of one and one half (1-1/2 %) percent per month (18% per annum) or fraction thereof on past due payments under this agreement. If an invoice is past due for a period of sixty (60) DAYS, TTC, reserves the right to pursue all appropriate remedies including stoppage of work without recourse.
5.2 Payment is a material consideration of the agreement. Therefore, TTC has a right to suspend services for non-payment. TTC shall not be liable, nor in any way responsible for damages, delays or increased costs that may result from suspension of services.
5.3 It is further agreed that in the event a lien or suit is filed to enforce payment under this agreement TTC will be reimbursed by the client for all court costs and reasonable attorney's fees in addition to accrued service charges.

6. DISPUTES
6.1 In the event that the client institutes suit or arbitration against TTC because of any alleged failure to perform, or for any alleged error, omission, or negligence, and if such suit or arbitration is dropped or dismissed, or if judgment is rendered for TTC, client agrees to reimburse TTC or pay any and all costs and any and all other expense of defense, immediately following conclusion of case.

7. WARRANTY OF AUTHORITY TO SIGN
7.1 The person signing this contract warrants they have the authority to sign as, or on behalf of; the client for whom or for whose benefit that services is rendered. If such person does not have such authority, he agrees that he is personally liable for all breaches of this contract and that in any action against him for breach of such warranty a reasonable attorney fee shall be included in any judgment rendered.

8. CHOICE OF LAW
8.1 This contract will be constructed in accordance with the laws of the Commonwealth of Pennsylvania.

9. SEVERABILITY
9.1 In the event that any provision herein shall be deemed invalid or unenforceable, the other provisions hereof shall remain in full force and effect, and binding upon the parties hereto.

10. REMEDY
10.1 If the services performed by TTC are faulty, the client's exclusive remedy shall be for TTC to re-perform such services to the extent necessary to correct the fault therein without charge to the client.

11. LIABILITIES AND INDEMNIFICATION
11.1 TTC liability for damages shall not exceed the total compensation received by TTC for the project. If the client prefers to not limit TTC's liability to this sum, TTC will waive this limitation upon the client's request provided the client agrees to pay an additional consideration for this waiver, prior to the commencement of services.
11.2 The client agrees at their/its sole cost and expense to indemnify, defend and hold harmless, TTC, its subsidiaries, affiliates, officers, employees, and consultants or such other who may have assisted TTC in the rendering of its services in connection with the project from and against, for any in respect of, and all claims, liabilities, costs and expenses, including, but without limitation, reasonable attorney's fees and other costs and expenses incident to any claim, demand, suit actions, suffered, sustained or require to be paid by TTC as a result of any claims, demands or legal proceedings which may be asserted by any party other than the client and in any way relates to any act or error, omission, negligence, carelessness or breach of duty, contractual or otherwise on the part of TTC in connection with the project. In the event the client is required to defend the TTC under the last statement, TTC shall have the right to counsel of its own choosing.

R.J. McCARVILLE ASSOCIATES, LTD.

OPERABLE PARTITION
MAINTENANCE CONTRACT†

As indicated in the "***Maintenance and Operation Guide***", maintenance for the ***Signature 800*** and ***700 Series*** movable partitions is required. In order to maintain these products in good working order for a long period of time, preventive checks should be performed at least once a year. During the visit, RJ MCCARVILLE ASSOCIATES will verify components of the track system and of the panels for signs of unusual wear. The maintenance contract will help preserve the product for a longer period by identifying components weakened through defect in workmanship or abusive use. The RJ MCCARVILLE ASSOC representative will then suggest an appropriate course of action.

To help you protect your investment and to respect the "***Maintenance and Operation Guide***", RJ MCCARVILLE ASSOC is offering a full preventive maintenance program including, but not limited to, the following items:

- General inspection of the Movable Partition
- Inspection and lubrication of the track system
- Inspection and lubrication of the trolleys
- Adjustment of the Movable Partition as necessary
- Inspection of the seal mechanisms, the pass-door and the telescopic closure panels; Minor adjustments as necessary
- Inspection of the condition of the surface finish
- Inspection of all hardware including hinges

The advantages of subscribing to the maintenance program offered by RJ MCCARVILLE ASSOC are:

- RJ MCCARVILLE ASSOC will keep records of the maintenance of the product(s).
- RJ MCCARVILLE ASSOC will confirm with you the best moment to proceed with the maintenance or the repairs identified during previous visits and will give you an estimate of the costs involved
- By quickly identifying defects due to abusive use, the RJ MCCARVILLE ASSOC representative will be able to offer additional training and show handling procedures to your staff in order to avoid repetitive repairs
- RJ MCCARVILLE ASSOC will automatically repair and/or replace defective parts under warranty†, insuring a smooth operation of the product at all time

The cost of the RJ MCCARVILLE ASSOC preventive Program is $800 per year for a period of 3years which includes the the (1) Gym Partition, the stage operable walls (2) and the paired panel walls in (3).

_____		Brian R Jacobe	
Print Name		Print Name	
_____	_____	_____	July 3, 2023
Signature Owner	Date	Signature	Date

† In order to keep the certificate of guarantee valid for the full period indicated, the product must not be modified in any way, shape or form after the original installation or repaired by someone other than a Moderco authorized installer. The product must have been used to serve its intended purpose and show that occurred defect is not the result of an abusive use. To honor a longer warranty you must adhere to this maintenance contract within 30 days of completion of the installation.

□ All necessary parts not cover by the warranty will be charged separately. If the repair is minor and can be performed during the preventive visit, no additional charge will be added. If the repair requires to be scheduled another day, a quote will be sent to the owner prior to the repairs.

Construction Masters Services, LLC

P.O. Box 1063
Reading, PA 19607
THE UNITED STATES OF AMERICA

Phone: (610) 777-1061
Fax: (610) 777-1062

Building the World of Today for the Next Generation...

To:	Northern Lebanon School District	**Contact:**	
Address:	345 School Drive	**Phone:**	
	Fredericksburg, PA 17026	**Fax:**	
Project Name:	Northern Lebanon SD Tennis Reno Project	**Bid Number:**	CM26047
Project Location:	345 School Dr, Fredericksburg, PA	**Bid Date:**	

Item #	Item Description	Estimated Quantity	Unit	Unit Price	Total Price
OP1	Under Cut Unsuitable Soils 18" And Replace With 12" 3A And Geogrid Back To Grade 6"2A	750.00	CY	$171.65	$128,737.50

Notes:

- Above pricing Excludes: Removal and replacement of Unsuitable Soils, Landscaping, Permits and Fees, Electric, Signage, Bollards, Fencing, Dumpster, Rock, Shoring, Unforeseen Conditions, Soil and Compaction Testing, Asphalt Testing and Cores, Concrete Testing and cylinders, Groundwater dewatering, Winter concrete and subgrade protection.
- This proposal is based all Fill Material meeting the criteria of "Clean Fill". Customer is responsible for providing CMS with FP-001 Forms.
- PA One Call, Ms. Utility and all other excavation service calls should be made prior to start of excavation per notification laws and guidelines. Unmarked utilities on public or private property are not the responsibility of CMS.
- Pricing based on maximum (1) mobilizations. Pricing maybe renegotiated if total mobilizations are exceeded.
- Price based upon appropriate site access and normal working conditions.
- Asphalt pricing is based upon the July 2026 asphalt index of $778.00 per liquid ton.
- Restoration, rework and repair of work damaged by Acts of GOD is excluded.
- For cost ana only. CMS is not responsible for design or Direction of under cut. CMS recomends consutlation of a geotechnical Engineer.

Payment Terms:

100% net 30. 0% retainage.

ACCEPTED:

The above prices, specifications and conditions are satisfactory and are hereby accepted.

Buyer: _____

Signature: _____

Date of Acceptance: _____

CONFIRMED:

Construction Masters Services, LLC

Authorized Signature: _____

Estimator: Chris Hartman
610-777-1061
chartman@constructionmastersservices.com

Docusign Envelope ID: C21FFDD5-8443-8C76-82E9-077FB2048F1A

Crabtree, Rohrbaugh & Associates - Architects
401 East Winding Hill Road
Mechanicsburg, PA 17055
Pennsylvania • Virginia • Maryland • West Virginia

Contractor: eciConstruction
Address: 124 W Church Street
Address: Dillsburg, PA 17019
City, State, ZIP: 0

Project : Renos & Additions to Northern
Address: Lebanon Middle & High School

Change Order No: 125
Date: 6/18/2026
Architect's Project No: 3624

The contract is changed as follows:

Contract Type: General
Contract Date: 12/8/2023

Add	$	25,387
Deduct		

To provide and perform additional work to Basin #3.
This includes Export fill from bottom of basin, cut bottom of basin 1' to new design depth and amended soils for basin. See the attached ECI PCO GC-158 dated 6/15/26.

Additional Documentation Attached ☑

This Change Order is not valid until signed by the Owner, Architect, and Contractor.

Original Contract Amount	$	19,612,900.00
Net Change by previous Change Orders	$	998,071.00
Contract Amount prior to this Change Order	$	20,610,971.00
Net Change by this Change Order	$	25,387.00
Contract Amount after this Change Order	$	20,636,358.00

Contract Time adjustment as a result of this Change Order: 0 Days
Date of Substantial Completion as of this Change Order:

Architect	**Contractor**	**Owner**
Crabtree Rohrbaugh & Assoc.	eciConstruction	Northern Lebanon SD
401 East Winding Hill Road	124 W Church Street	345 School Drive
Third Floor	Dillsburg, PA 17019	Fredricksburg, PA 17026
Mechanicsburg, PA 17055	0	0
By: DocuSigned by: Brian Kilgus F410A2A2CEA6464...	By: DocuSigned by: Dan Shaffer 783FB9AF38C1418...	By: _____
Date: 6/18/2026 | 10:59 AM PDT	Date: 6/19/2026 | 8:27 AM PDT	Date: _____

Signed by: Leland Leahy 1A575EB3D36D4CA...
6/20/2026 | 5:13 AM PD

Docusign Envelope ID: C21FFDD5-8443-8C76-82E9-077FB2048F1A

eciConstruction

Pending Change Order: 158

Basin #3

Submission Date: 6/15/2026

Owner : Northern Lebanon School District
345 School Drive
Fredericksburg, PA 17026

Project: 23050. / Northern Lebanon MSHS Additions & Renova
345 School Drive
Fredericksburg, PA 17026

Scope of Work: Supply all labor, material and equipment to provide and perform the following work to Basin #3:
Amended soils for Basin #3
Cut basin bottom 1' to new design depth
Export fill from basin bottom

Description	Est Units	UM	Unit Cost	Est Hrs	Hrs Cost	Estimated Cost
Basin #3						
Project Management and Coordination	0.00	HRS	0.00	2.00	120.00	240.00
Superintendent	0.00	HRS	0.00	24.00	115.00	2,760.00
Garland Construction Services	0.00	LS	0.00	0.00	0.00	20,430.00
			Subtotal Item	**1**		**23,430.00**

Cost Type Recap:			Amount
1 Labor			3,000.00
4 Subcontract			20,430.00
	Subtotal Item		**23,430.00**
	OH&P - Labor	16.00%	**480.00**
	OH&P - Sub	6.00%	**1,226.00**
	Bond	1.00%	**251.00**
	Requested Total For Item	**1**	**25,387.00**
	Total For Change Order		**25,387.00**

Docusign Envelope ID: C21FFDD5-8443-8C76-82E9-077FB2048F1A

Pending Change Order: 158

Basin #3

Submission Date: 6/15/2026

Owner : Northern Lebanon School District
345 School Drive
Fredericksburg, PA 17026

Project: 23050. / Northern Lebanon MSHS Additions & Renova
345 School Drive
Fredericksburg, PA 17026

At this time eciConstruction is not requesting a time extension as a result of this change proposal. If at a later date, it is determined this change to the work has extended the contract duration eciConstruction reserves the right to seek compensation for extension of time.

If you have questions please call me at 717-638-3000.

Approved By: Northern Lebanon School District

Signed: _____

By: _____

Date: _____

Submitted By: eciConstruction, LLC

Signed: _____

By: Dan Shaffer

Date: 6/15/2026

Docusign Envelope ID: C21FFDD5-8443-8C76-82E9-077FB2048F1A

GARLAND CONSTRUCTION SERVICES, INC

Project:: N. Lebanon MSHS - Change Order Basin 3
Bid Date: 6/12/2026

Estimator: Richard Gradwell
Email: rgradwell@gcs3333.com
Phone: 570-739-3333 Ext. 404
Mobile: 570-292-5054

General Sitework	Quantity:	Unit:	Price:	Total:
Amended Soils for Basin 3	263.00	CY	$ 60.00	$ 15,780.00
Cut Basin bottom 1' to New Design Depth	155.00	CY	$ 15.00	$ 2,325.00
Import Amended Soils In & Dump Excess Basin Bottom On-Site	155.00	CY	$ 15.00	$ 2,325.00

Total:	**$**	**20,430.00**

Docusign Envelope ID: C21FFDD5-8443-8C76-82E9-077FB2048F1A

EXCLUSIONS:

Garland Construction Services, Inc. Exclusions:

The following exclusions and qualifications are an integral part of our proposal to provide site development services and must be included in any subsequent contractual agreement. Due to the unknown conditions which might arise, it is important that we have a good, mutual understanding of these conditions. Should there be questions, they shall be brought to our attention so that all such issues can be clarified before work begins. Garland excludes the following:

Engineering, permits, soil testing, compaction testing, or inspection fees.

Extra work not included in the contract scope/price, may either be quoted separately on a Change Order, or performed on a time and material basis, at the discretion of the customer. The customer, or his/her authorized representative, will be required to execute a Change Order form or sign the daily time and material slips, to authorize the work and payment, in advance of Garland, Inc. performing extra work.

Replacement, removal or relocation due to unsuitable soils. (Aeration techniques or extra compaction equipment required to improve unsuitable soils are not included).

Current environmental regulations may require that Garland be named as co-permittee on the NPDES form. It should be noted, however, that our bid price includes sediment and erosion control structures and work, only as shown on the E&S plans. Should environmental regulations change or should anything over and above what is shown on the plans be required by the customer, DER, or by any agency having authority over such matters, such work/structures will be treated as additional work and will be subject to an additional charge. Garland, Inc. will serve as co-permittee during site work and/or utility work included in its contracted scope of work. On completion of our designated scope of work, we will submit a Notice of Termination (NOT) to the appropriate officials to be removed as co-permittee.

Excavation, Relocation of Electrical, Gas, Phone, Cab TV & any structures related to these

Removal, relocation or lost time due to unknown underground obstructions.

Delays due to interference from other trades.

Groundwater intrusion. (Our bid allows for the use of one (1) 2” trash pump for removal of any groundwater). We do not include any lost production due to groundwater intrusion.

Cleaning of roads or stone base prior to application of asphalt base or wearing surface. Bumpers, traffic devices, light standards, guiderails, signage, driveways and striping are not included.

Removal of tire cleaners included only if we install paving.

Handling or removal of excess earth created by excavation by other contractors or utilities.

Any sink hole repairs or delays due to sink holes.

Sewer and Water lines

All materials onsite are considered suitable backfill for fill, importing material for backfill is

Handling or removal of hazardous waste.

Water Meter Pit & Appurtenances. Assumes one 1” tapped into an 8” Watermain.

Stone bedding in storm sewer trenches only where required.

Clearing for Surveyor Layout.

Handling or removal of hazardous waste.

Docusign Envelope ID: C21FFDD5-8443-8C76-82E9-077FB2048F1A

Stone backfills to subgrade in all utility trenches.
Excavation of frozen ground.
Maintenance or removal of erosion control measures.
Snow Removal.
Well Points for de-watering.
Excludes paving, striping and signage of parking lot.
Concrete Sidewalk around Building.
Bollards, Fencing, Trash enclosure, and concrete pad/parking.
Excludes: special environmental training and certifications for Garland employees working on this project. Garland Project specific Hazardous Communication plan, PPE which exceeds what is required for normal sitework excavation activates for a non-hazardous work site.

Our proposal is based on the following qualifications:
The site to be accessible for the entire scope of work. Remobilization for phasing or shutdowns beyond our control is not included.
Due to weather work restrictions, we reserve the right to cease work operations if the weather should hinder production in any way.
All prices quoted herein are held for sixty (60) days from the date of this proposal.
Price escalation may be applied for labor, equipment, materials, and subcontractors after November 30, 2021.
We will require ten working days from the signing of a contract agreement before work can
Invoices to be submitted each month with payment due (30) thirty days from the date of invoice.
Payment of materials on-site is required. Customer agrees to pay a service charge of one- and one-half percent (1½%) per month for all amounts not paid within 30 days.
Our proposal does not include a performance, maintenance, or labor & materials bonds.
We have the right to terminate our contract after one year if the owner/developer will not agree to price increase for work not completed after the above date.
Our proposal is based on drawings ENTITLED:
Our proposal is based on Importing soil being no further than 15 Minutes round trip
Due to rise in fuel costs, the pricing in this proposal is subject to a fuel escalation surcharge. We strive to avoid adding a fuel surcharge, nut unfortunately with the drastic increase in fuel costs, we will have to implement this increase. It is our hope that fuel prices will level out and cease rising, but if fuel costs exceed $3.50 per gallon there will be a 1% increase per $0.10 surcharge
This proposal is based on the qualification that all exported soil meets the definition of "Clean Fill" in accordance with PA DEP Regulation #258-2182.773 dated 8/7/2010.
All material identified as "Regulated Fill" in accordance with PA DEP Regulation 25PA Code 287-2 or 271.2, to remain on site.
Earthwork assumes stripping 0" of topsoil. Topsoil depth and suitability of existing soils are not considered in the preparation of this proposal. Importing topsoil is included. NO import or
All work will be completed in one mobilization into site and in one continuous phase. (With the exception of foundation wall backfill).
Acceptance of proposal:

_____

Docusign Envelope ID: C21FFDD5-8443-8C76-82E9-077FB2048F1A

PCSM ADDENDUM 1
PER EJG
5/14/26

PLANT SCHEDULE				
KEY	QUANITY	BOTANICAL – COMMON NAME	SIZE	CONDITION
BN	3	BETULA NIGRA – RIVER BIRCH	2" CAL./6' HEIGHT	B+B
SA	3	SALIX ALBA – WEEPING WILLOW	2" CAL./6' HEIGHT	B+B
AN	7	ACER GRISEUM – PAPERBACK MAPLE	2" CAL./6' HEIGHT	B+B
AG	5	ACER NEGUNDO – KELLY'S GOLD BOXELDER MAPLE	2" CAL./6' HEIGHT	B+B
ED	33	DISTYLIUM PIIDIST–11 – BLUE CASCADE EVERGREEN DISTYLIUM	15"–18" HEIGHT	CONT.
TO	16	THUJA OCCIDENTALIS – EASTERN WHITE CEDAR	2" CAL./6' HEIGHT	B+B
LF	14	LEUCOTHOE FONTANESIANA 'RAINBOW'	15"–18" HEIGHT	CONT.



LOCATION MAP
1" = 800'

N

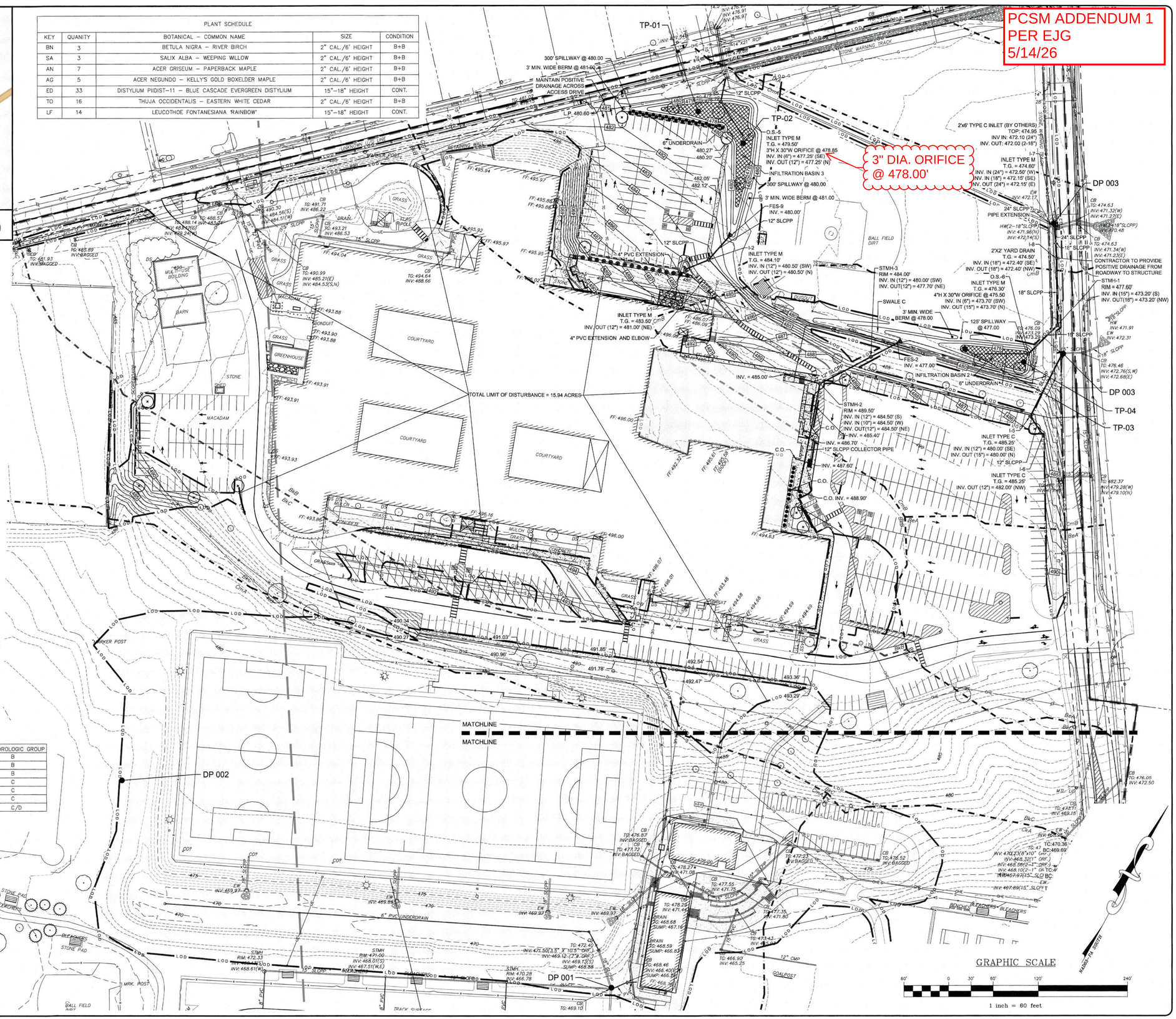
LEGEND

EXISTING FEATURES
- EXISTING ADJOINER LINE
- EXISTING BOUNDARY LINE AND CORNERS
- EXISTING EDGE OF PAVEMENT AND CURB LINE
- EXISTING RIGHT–OF–WAY
- EXISTING FENCE
- EXISTING SEWER (CLEAN OUT, MANHOLE, HEADWALL, MANHOLE, INLET, ENDWALL, RIP–RAP)
- EXISTING STORMWATER
- EXISTING WATERLINE (GATE VALVE, FIRE HYDRANT, GAS VALVE)
- EXISTING GASLINE
- EXISTING SIDEWALK
- EXISTING CONTOURS (MAJOR 100, MINOR)
- EXISTING TREELINE
- EXISTING SOILS (SOIL TYPE)
- EXISTING UTILITY POLE
- EXISTING WATER COURSE

PROPOSED FEATURES
- PROPOSED BUILDING SETBACK
- PROPOSED BOUNDARY LINE AND CORNERS (IRON PIN, CONCRETE MONUMENT)
- PROPOSED EDGE OF PAVEMENT AND CURB LINE
- PROPOSED RIGHT–OF–WAY
- PROPOSED FENCE
- PROPOSED SEWER (CLEAN OUT, MANHOLE, HEADWALL, MANHOLE, INLET, ENDWALL, RIP–RAP)
- PROPOSED STORMWATER
- PROPOSED DOMESTIC WATERLINE (GATE VALVE, FIRE HYDRANT, GAS VALVE)
- PROPOSED GASLINE
- PROPOSED CONCRETE/SIDEWALK
- PROPOSED CONTOURS (MAJOR 100, MINOR)
- PROPOSED UTLITY POLE

LANDSCAPING FEATURES
- DECIDUOUS TREE
- WET MIX SEEDING AND ENGINEERED SOIL MIX (SEEDWAY EC POND MIX)
- LIMIT OF DISTURBANCE (LOD)
- NPDES BOUNDARY

SOIL DATA	HYDROLOGIC GROUP
BeA – BEDINGTON SHALY SILT LOAM, 0 TO 3 PERCENT SLOPES	B
BkB – BERKS CHANNERY SILT LOAM, 3 TO 8 PERCENT SLOPES	B
BkC – BERKS CHANNERY SILT LOAM, 8 TO 15 PERCENT SLOPES	B
CkA – CLARKSBURG SILT LOAM, 0 TO 3 PERCENT SLOPE	C
CmA – COMLY SILT LOAM, 0 TO 3 PERCENT SLOPES	C
CmB – COMLY SILT LOAM, 3 TO 8 PERCENT SLOPES	C
ThA – THORNDALE SILT LOAM, 0 TO 3 PERCENT SLOPES	C/D



REVISION	DATE	BY
PER REVIEW LETTER FROM MACK ENGINEERING DATED 9/16/23	09/01/23	TMH/MFL/ SLM
PER REVIEW LETTER FROM GANNET FLEMING DATED 6/29/23 & SWATARA TWP FEEDBACK ON 10/12/23	10/03/23	SLM/ TMH
PER MACK ENGINEERING COMMENTS DATED 10/16/23	10/16/23	TMH/MFL
PER MACK ENGINEERING COMMENTS DATED 11/01/23	10/17/23	TMH/MFL
	11/01/23	TMH/MFL

POST CONSTRUCTION STORMWATER MANAGEMENT PLAN

PRELIMINARY/FINAL LAND DEVELOPMENT PLAN
for
NORTHERN LEBANON SCHOOL DISTRICT
located in
Bethel Township & Swatara Township
Lebanon County, Pennsylvania

Stackbeck Engineering & Surveying Inc.
279 North Zinns Mill Road / Suite 4
Lebanon, Pennsylvania 17042
Phone:(717) 272–7110
Fax:(717) 272–7346

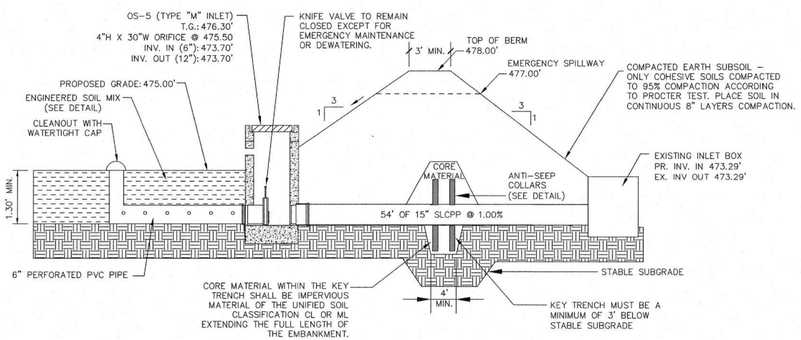
FIELD CREW:	SESI
BASE MAP:	SESI
DRAWN:	TMH
DESIGN:	MFL
CHECKED:	MFL
DATE:	06/06/23
SCALE:	AS NOTED
PROJECT #2047–23–001	

C14.1

35 OF 41 SHEETS

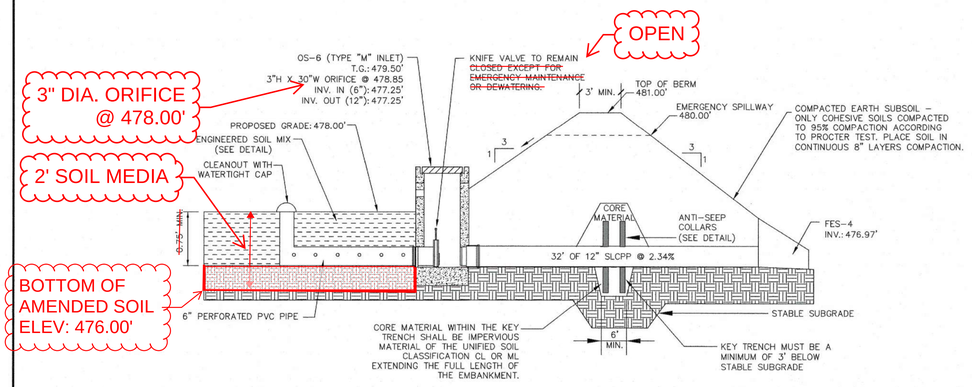
Docusign Envelope ID: C21FFDD5-8443-8C76-82E9-077FB2048F1A

PCSM ADDENDUM 1
PER EJG
5/14/26



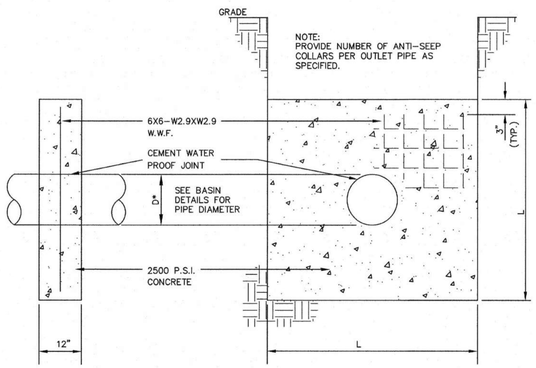
INFILTRATION BASIN 2 OUTLET AND UNDERDRAIN DETAIL

NO SCALE



INFILTRATION BASIN 3 OUTLET AND UNDERDRAIN DETAIL

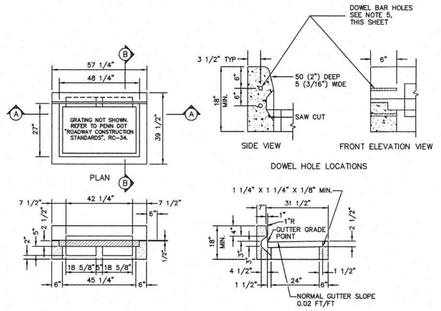
NO SCALE



STORMWATER FACILITY	L	DIA.	O.D.	# OF COLLARS	COLLAR SPACING
INFILTRATION BASIN 2	3.76'	15"	17.5"	2	5.6'–15.8'
INFILTRATION BASIN 3	2.04'	12"	14.5"	2	4.0'–11.1'

CONCRETE ANTI-SEEP COLLAR DETAIL

NO SCALE



NOTES:
1. THIS DETAIL DEPICTS THE SHAPE AND DIMENSIONS REQUIRED FOR UNIFORMITY AND COMPATIBILITY. PERMIT ONLY TOP UNITS SUPPLIED BY A MANUFACTURER LISTED IN BULLETIN 15. FOR DEVIATIONS OR MODIFICATIONS OF THE STANDARDS SUBMIT SHOP DRAWINGS FOR APPROVAL.
2. CAST-IN-PLACE TOP UNITS MAY BE MONOLITHIC WITH THE INLET BOX.
3. PROVIDE ANGLES EMBEDDED IN THE CONCRETE AS A BEARING AREA FOR THE GRATE FOR ALL TOP UNITS WHICH SEAT THE GRATE DIRECTLY WITHIN THE UNIT.
4. PLACE A TYPE M INLET ADJACENT TO THE BACK EDGE OF THE CURB, FLUSH WITH THE PAVEMENT SURFACE, WHEN REQUIRED WITHIN A CONCRETE MOUNTABLE CURB SECTION.
5. DOWEL TYPE C INLET TOP UNITS WITH 2-#25 x 300 (2-#8 x 1'-0") DOWEL BARS AND PLACE PREMOLDED EXPANSION JOINT FILLER 6 (1/4") WIDE WHEN CONNECTED TO ADJACENT CURB SECTION.
6. THE PLACEMENT OF THE TYPE S INLET RELATIVE TO THE GUTTER INVERT IS DEPENDENT ON THE RATE OF BACK SLOPE. FOR BACK SLOPES GREATER THAN 1:2 (2:1), LOCATE THE INLET WHERE THE BACK SLOPE LINE INTERSECTS THE BACK, TOP, OUTSIDE CORNER OF THE INLET. FOR BACK SLOPES LESS THAN 1:2 (2:1), LOCATE THE INLET WHERE THE BACK SLOPE LINE INTERSECTS THE EDGE OF THE INLET GRATE.
7. TAPERS MAY BE PROVIDED ON INSIDE VERTICAL FACES OF PRECAST INLET TOPS TO FACILITATE FORM STRIPPING. TAPERS WILL RESULT IN INTERNAL BOTTOM DIMENSIONS THAT VERY TO A MAXIMUM OF 25 MM (1").

NOTES: ALL TYPE DW ENDWALLS SHALL CONFORM TO THE CURRENT PENNDOT RC-34M DRAWINGS

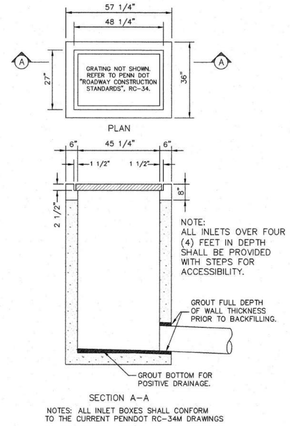
PENNDOT TYPE C INLET TOP DETAIL

NO SCALE

NOTES
1. ALL CONSTRUCTION SHALL BE IN ACCORDANCE WITH PA DOT PUBLICATION 408, SECTION 605 & STANDARDS FOR ROADWAY CONST., RC-34. CONTRACTOR SHALL VERIFY INLET BOX SIZING BASED ON PIPE SIZES & ALIGNMENT PRIOR TO ORDERING PRECAST STRUCTURES.
2. ALL DRAINAGE STRUCTURES SHALL HAVE POURED-IN-PLACE CONCRETE CHANNEL BOTTOMS.
3. ALL DISCHARGE CONTROL DEVICES SHALL BE CONSTRUCTED OF STAINLESS STEEL.
4. PROVIDE STEP IN ACCORDANCE WITH PA DOT RC STANDARDS.

BASIN OUTLET - TYPE "M" DETAIL

NO SCALE



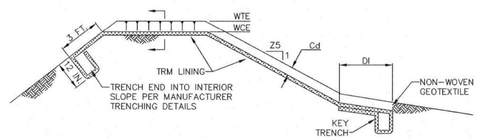
NOTES: ALL INLET BOXES SHALL CONFORM TO THE CURRENT PENNDOT RC-34M DRAWINGS

TYPE M INLET CROSS SECTION

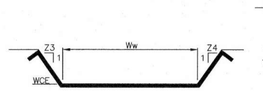
NO SCALE

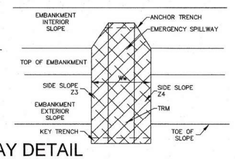
TYPE C INLET CROSS SECTION DETAIL

NO SCALE



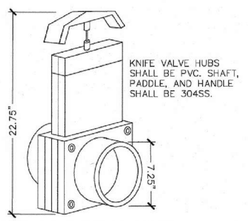
BASIN NO.	WEIR Z3 (FT)	WEIR Z4 (FT)	WEIR TOP ELEV WTE (FT)	WEIR CREST ELEV WCE (FT)	WEIR WIDTH Ww (FT)	LINING TRM TYPE	LINING STAPLE PATTERN	CHANNEL Z5 (FT)	CHANNEL DEPTH Cd (FT)	DISSIPATOR LENGTH Dl (FT)	DISSIPATOR WIDTH Dw (FT)	DISSIPATOR RIPRAP SIZE (R-__)	DISSIPATOR RIPRAP THICK. DRI (IN)
2	3	3	478.00	477.00	135	S200	E	5	1.0	15	N/A	N/A	N/A
3	3	3	481.00	480.00	300	S200	E	5	1.0	15	N/A	N/A	N/A





BASIN EMERGENCY SPILLWAY DETAIL

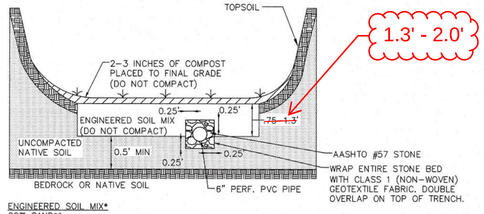
NO SCALE



PVC KNIFE VALVE SHALL BE MANUFACTURED BY THE FOLLOWING:
1. VALTERRA PRODUCTS, LLC
MISSION HILLS, CALIFORNIA
PHONE: 818-898-1671
FAX: 818-361-5369
2. OR APPROVED EQUAL

6" PVC KNIFE VALVE DETAIL

NO SCALE



ENGINEERED SOIL MIX*
20% SAND**,
50% TOPSOIL,
30% COMPOST
*SHALL BE LESS THAN 20% CLAY BY VOLUME, TO BE VERIFIED BY GEOTECHNICAL ENGINEER.
**SAND SHALL BE SILICA SAND MEETING THE SPECIFICATIONS IDENTIFIED IN AASHTO M-6 OR ASTM C-33 FOR SILICA CONCRETE SAND. CALCIUM CARBONATE, MAGNESIUM CARBONATE, AND/OR DIABASE SUBSTITUTIONS ARE NOTE ACCEPTABLE. NEITHER STONE DUST NOR #10 SCREENINGS MAY BE SUBSTITUTED FOR SAND.

INFILTRATION BASIN BOTTOM DETAIL

NO SCALE

REVISION	DATE	BY
PER REVIEW LETTER FROM MACK ENGINEERING DATED 7/16/23	09/01/23	TMH/MFL/SLM
PER REVIEW LETTER FROM MACK ENGINEERING DATED 9/16/23	10/03/23	TMH/MFL/SLM
PER REVIEW LETTER FROM GANNET FLEMING DATED 6/29/23 & SWATARA TWP FEEDBACK ON 10/12/23	10/16/23	TMH/MFL
PER MACK ENGINEERING COMMENTS DATED 10/16/23	10/17/23	TMH/MFL
PER MACK ENGINEERING COMMENTS DATED 11/01/23	11/01/23	TMH/MFL

POST CONSTRUCTION STORMWATER MANAGEMENT DETAILS

PRELIMINARY/FINAL LAND DEVELOPMENT PLAN
for
NORTHERN LEBANON SCHOOL DISTRICT
located in
Bethel Township & Swatara Township
Lebanon County, Pennsylvania

Steinbeck Engineering & Surveying Inc.
279 North Zinns Mill Road / Suite A
Lebanon, Pennsylvania 17042
Phone:(717) 272-7110
Fax:(717) 272-7546

FIELD CREW:	SESI
BASE MAP:	SESI
DRAWN:	TMH
DESIGN:	MFL
CHECKED:	MFL
DATE:	06/06/23
SCALE:	AS NOTED
PROJECT #2047-23-001	

C14.3

37 OF 41 SHEETS

WELLSPAN SPORTS MEDICINE AND MEDICAL SERVICES AGREEMENT

THIS WELLSPAN SPORTS MEDICINE AGREEMENT, made as of the date of the last signature below ("Effective Date"), by and between **NORTHERN LEBANON SCHOOL DISTRICT**, a Pennsylvania Public School District having its principal place of business at 346 School Drive, Fredericksburg, PA 17026 ("School") and **WELLSPAN MEDICAL GROUP,** a Pennsylvania nonprofit organization having its principal place of business at 45 Monument Road, Suite 200, York, PA 17403 ("WMG").

WHEREAS, the School requires Certified Athletic Trainers to provide athletic training services to students participating in athletic programs supervised by the Athletic Department of the School and requires Physician coverage for PIAA athletic events; and

WHEREAS, the School desires to provide sports physicals for student athletes; implement a Concussion Management program; provide grade level required physicals for School students; and

WHEREAS, WMG, an affiliate of WellSpan Health ("WellSpan"), employs physicians, athletic trainers and other support personnel licensed in the Commonwealth of Pennsylvania and qualified to provide medical services, including athletic training services, sports physicals, concussion management, student grade level physicals; and

WHEREAS, School desires to engage WMG, and WMG desires to be engaged to provide the physician services, athletic training services, concussion management and medical consultation services required by School.

NOW, THEREFORE, the School and WMG, intending to be legally bound hereby, agree as follows:

I. Effective Date, Term, and Termination.

A. This Agreement shall have an initial term of five (5) years beginning July 1, 2026 and ending June 30, 2031. Thereafter, this Agreement shall automatically renew for additional terms of one (1) year.

B. This Agreement may be terminated by either party with ninety (90) days advance written notice of such termination, provided that the terminating party has provided written notification of reasons for termination and the other party has failed to resolve those issues after notification. The parties agree that reasonable efforts will be made to resolve conflicts prior to termination with ninety (90) days advance written notice.

C. This Agreement may be terminated by School for cause upon WMG's failure to comply with the terms and/or conditions of the Agreement, provided that WMG shall have received thirty (30) days written notice of such default and has not cured such default.

D. This Agreement may be terminated by WMG for cause, upon the School's failure to comply with the terms and/or conditions of the Agreement, provided that the School shall have received thirty (30) days written notice of such default and has not cured such default.

II. WMG's Responsibilities.

A. Certified Athletic Trainers

1. WMG will provide the School with the services of ONE (1) NATABOC Certified, PA Licensed Athletic Trainers (the "Athletic Trainer") to provide on-site athletic training services for the student athletes.

2. Athletic Training services will include:

- athletic event and practice coverage
- injury assessment and management
- on field first aid
- injury treatment and rehabilitation
- post injury triage and care coordination

- injury prevention programs
- injury risk assessment and educational programs
- strength training, conditioning, and nutrition consultation
- pre- and post-competition taping and treatment
- emergency planning for athletic venues
- risk assessment consultation
- assistance to the coaches and athletic director with administrative duties, including athletic training record-keeping and operating the athletic training room.

3. Event Coverage will commence at a time agreed upon by the School. Event Coverage shall include at least 1-hour pre-event treatment and preparation. The Athletic Trainer will remain on-site during the event and after the event to provide post-event injury management. Event Coverage shall conclude at the direction of the Athletic Director.

4. While on-site for Event Coverage, the Athletic Trainer will be under the direction of the Athletic Director of the School, however, the Athletic Trainer will exercise his/her independent professional judgment with respect to the services rendered to injured athletes. The Athletic Trainer will cooperate with the School's Athletic Director and other School officials in the performance of the Athletic Trainers' duties.

5. A sports medicine trained physician will serve as the consulting physician for the Athletic Trainer. In this capacity, the physician will oversee the activities of the Athletic Trainer, including care and treatment of student athletes, development of emergency medical plans and recommendations for injury prevention programs. The physician will be available by cell phone for questions from the Athletic Trainer, coaches or Athletic Director regarding student injuries and injury prevention opportunities.

6. The Athletic Trainer will maintain appropriate documentation for each service/individual.

7. At least ten (10) days before an Athletic Trainer provides service pursuant to this contract, WMG shall provide the School with a written report of the Athletic Trainer's criminal history record information from the Pennsylvania State Police, or other law enforcement agency, as required by the Pennsylvania School Code, 24 P.S. § 1-111. In addition, WMG shall obtain and present to the School a clearance statement for the Athletic Trainer from the Pennsylvania Department of Public Welfare as required by the Child Protective Services Act, 23 Pa. C.S.A. § 6355 and in accordance with Act 73. The School shall have the right to reject an Athletic Trainer chosen by WMG based upon adverse information contained in either the clearance statement or the criminal record history.

8. The Athletic Trainer will be responsible for keeping a weekly log of hours of service provided to the School.

B. Sport Physicals: WMG shall:

1. Coordinate student and sport physicals for a maximum of two (2) days per year at times and locations agreed to by the School.

2. Maintain appropriate documentation for each service/individual to support findings and billing for service.

3. Complete forms providing medical provider documentation associated with physicals.

C. Physician Coverage:

1. WMG will provide a sports medicine physician to provide on-site medical coverage during home varsity football games.

2. If requested by the School, WMG will provide a sports medicine physician one afternoon each week during the School year to evaluate injuries, return to play clearances and other student athlete needs. Such availability may be provided via virtual access.

III. **School's Responsibilities.**

A. For Athletic Trainer Services:

1. The School will provide secure and properly equipped training room facilities, and all athletic training supplies required for use by the Athletic Trainer.

2. Officials and coaches of the School will cooperate fully with the Athletic Trainer and will not interfere with the Athletic Trainer's exercise of his/her professional judgment in the provision of athletic training services to student athletes.

3. The School will use its best efforts to provide at least two (2) weeks advance notice to WMG of dates and times for Event Coverage needed.

4. The School's Athletic Director will work with WMG to adjust the Athletic Trainer's schedule as necessary and will clarify the priority of coverage when events are scheduled simultaneously.

B. For Physician Coverage at Football Games:

1. The School will provide such facilities and equipment as are reasonably necessary to provide medical coverage at home varsity football games.

C. For physicals:

1. School will assure that individuals make themselves available during the designated times allocated for the services to be provided.

2. School will provide appropriate facilities to perform sports physicals if such physicals are to be provided on School property.

3. School will provide a list of individuals to be seen during those designated times.

4. School will coordinate dates and times for services with the appropriate WMG representative at least 60 days in advance of any scheduled service.

5. Assure that students do not utilize the medical provider time for purposes other than designated sport physicals (i.e., driver license, camp physicals, work permits, etc.)

6. Assure all non-medical provider portions of the forms are complete prior to the physical.

E. Miscellaneous:

IV. School will only be responsible for theft, destruction of or damage to equipment when such theft, destruction or damage is caused by the negligent or willful acts of its employees and agents.

V. In the event of any theft, destruction or damage to WMG equipment by the negligent or willful acts of School employees and agents, School will immediately notify WMG, who has the option of having the equipment repaired to good and working order, or to be replaced with similar aged equipment or newer.

VI. Cost and Billing of Service(s).

A. Term (July 1, 2026 to June 30, 2031):

Contract Year	Cost
Year 1: 2026 – 2027	$28,000.00
Year 2: 2027 – 2028	$28,000.00
Year 3: 2028 – 2029	$28,700.00
Year 4: 2029 – 2030	$28,700.00
Year 5: 2030 – 2031	$29,418.00

B. **Fellowship Trained Sports Medicine Physician Services:** $ included
- *Physician oversight of Athletic Trainer*
- *Physician coverage for home varsity football games*
- *On-site and/or virtual sports medicine injury clinic at the request and coordination with Athletic Training staff*

C. ***Additional physician coverage options:***
- *Post-season varsity football game coverage (if requested)* $ 300 / game
- *Wrestling tournament coverage (if requested)* $ 300 / day
- *Additional Sports Medicine physician coverage requests for NLSD Athletics home contests will require advance notice of at least four weeks. NLSD will be responsible for associated charges.* $125 / hr.

D. ***Additional PRN Athletic Training coverage*** $ 45 / hour
- *If requested by Athletic Director in addition to normal Athletic Training services.*

E. **Healthy Roster EMR** (if requested) $828 annually
- *Injury documentation and communication platform*

F. **Concussion Management:** $ included
- *Access to WellSpan Sports Medicine trained Physician*
- *Access to WellSpan Health adult/ pediatric Neurologist*
- *ImPACT Concussion Baseline & Post-Injury Test packages available If requested at an additional cost.*
  - *Package 1: 135 Baseline +15 Post Injury tests: $435*
  - *Package 2: 355 Baseline + 60 Post Injury tests: $655*
  - *Package 3: 575 Baseline + 100 Post Injury tests: $875*

G. **Virtual Access to WellSpan Physical Therapist** $ included
- *Athletic Trainers will have virtual access to consult with a WellSpan Physical Therapist to aid in athlete injury recovery.*

H. **On-site PIAA Sports Physicals** (maximum 2 days/School year) $15 per physical
- Billed to the school following completion of sports physical events

I. Other:

1. Automatic renewal for additional terms of one (1) year, up to a total of two (2) years will contain 2.5% increase in base charge per year.

2. Services provided to students at the provider office will be charged at regular rates and billed to the student's insurance or guarantor.

3. If additional educational programs are provided (such as CPR/First Aid education), charges will be dependent upon the number of participants and materials needed.

4. Any district physician oversight are expressly excluded from this agreement and shall be negotiated separately between the parties. Nothing in this agreement shall obligate either party to enter into an agreement regarding district physician oversight services.

V. **Payment Terms.** School will compensate WMG for the Services selected by School. WMG shall submit invoices to School monthly and a list of all expenses and costs for which WMG is seeking reimbursement, consistent with the Agreement. School will pay WMG in full within 30 days of the receipt of an invoice for payment. WMG will have the right to charge interest on any overdue payments at the rate of 1.5% per month until paid in full.

VI. **Marketing**.

A. **Marketing Exclusivity.** School hereby grants to WellSpan for WMG's services in all athletic programs, yearbooks, and other publications produced by School during the term of this agreement. Such exclusivity shall mean that no other provider of services similar to those offered by WellSpan shall be permitted to advertise in said publications.

B. **Signage.**
   a. School shall permit WellSpan to display signage as follows:

      i. One (1) Outdoor sign at the football stadium; and
      ii. One (1) indoor sign at the gymnasium.

   b. WellSpan shall be solely responsible for the design, production, and costs associated with all signage.
   c. Schools shall be responsible for hanging and maintaining all signage in the designated locations within fifteen (15) business days of receipt from WMG.

C. **Game Announcements.**
   a. School agrees to make announcements regarding WMG's services during all regular season home varsity games.
   b. WMG shall provide School with a script containing the specific language to be used in such announcements no later than seven (7) days prior to the home varsity game.

D. **Program Advertisements.**
   a. School shall arrange for WMG to have one (1) full page color advertisement in each of School's fall, winter, and spring athletic programs if applicable.
   b. School shall provide with the required dimensions and technical specifications for such advertisements no less than thirty (30) days prior to the publication deadline for each program
   c. WMG shall be responsible for providing the content and layout of all advertisements subject to School's Approval, which shall not be unreasonably withheld.
   d. WMG shall deliver the final advertisement files to School no less than fourteen (14) days prior to the publication deadline for each program.

E. **Social Media.**
   a. School shall include WellSpan's logo on all social media posts created by School's athletic department where sponsor logos are featured.
   b. WellSpan shall provide School with appropriate digital files of its logo and format suitable for social media use.
   c. School shall not alter, modify, or distort WellSpan's logo without WellSpan's prior written consent.

VII. **Right of First Refusal**.

A. School hereby grants WMG a right of first refusal for any sporting event held by the School or athletic booster club.
B. Prior to engaging any third party to provide services similar to those offered by WMG for any sporting event, School shall first offer such opportunity to WMG in writing.
C. WMG Shall have 15 business days from receipt of such written offer to accept or decline the opportunity
D. If WMG declines or fails to respond within the specified. School may engage any third party for such services.

VIII. **Designation of Contact Persons**.

A. WMG designates the following personnel for the purposes of scheduling, notices, coordination of services,

discussion, and review of the services to be provided by WMG hereunder:

Sports Medicine Program Director:	Matthew Lawrence WellSpan Sports Medicine Telephone: 717-812-7586 Email: mlawrence4@wellspan.org
Sports Medicine Medical Director:	Matthew Posner, MD Sports Medicine Orthopedic Surgeon WellSpan Orthopedics 207 Blooming Grove Road Hanover, PA 17331 Email: mposner4@wellspan.org
Athletic Trainer Supervisor:	Kayla Rang, MS, LAT, ATC Supervisor-East Region Cell: 717-476-9436 Email: krang@wellspan.org

B. The School designates the following personnel as the individual(s) who shall be available to WMG for such purposes:

Scott Kyper, Ed.D
Athletic Director/Assistant Principal
Northern Lebanon School District
Telephone: 717-865-2117
Email; scottkyper@norleb.k12.pa.us

IX. **Insurance and Liability.**

A. WMG shall be responsible for the acts and conduct of its Trainer providing athletic training services to the Athletes of the School, and shall hold harmless and indemnify the School against the actions, conduct omissions of its Athletic Trainer in the performance of services hereunder provided, however, that WMG shall not be liable or responsible for any injury or damage which may result to an Athlete of the School arising out of, or as a consequence of, any Athlete's refusal of any official of the School, to permit an Athletic Trainer to render athletic training services to any Athlete. Further, WMG will not be liable or responsible for the acts, conduct, or omissions of any student at the School. The School shall be responsible for the acts and conducts of its officials, coaches and student trainers.

B. The School shall hold harmless and indemnify WMG against the actions, conduct, or omissions of its officials, coaches, or student trainers in the performance of, or assisting with, services contemplated by this Agreement. Nothing in this paragraph is intended to waive the rights of the School, its employees or its directors under the Political Subdivision Torts Claim Act.

C. WMG agrees to maintain, at its sole cost and expense, policies of insurance with respect to its Athletic Trainer with respect to professional malpractice insurance in an amount $1,000,000 per occurrence and $3,000,000 aggregate, workers' compensation insurance and automobile liability insurance.

D. The School agrees to maintain, at its sole cost and expense, policies of insurance with respect to its officials, coaches, student trainers, and facilities with respect to general and automobile liability insurance, as applicable.

X. **Non-Discrimination**

A. WMG agrees that:

1. In the hiring of employees for the performance of work under this Agreement it will not discriminate against any citizen of this Commonwealth who is qualified and available to perform the work on the basis of race, color, religious creed, ancestry, age, sex, national origin, handicap or disability.

2. It will not in any manner discriminate against or intimidate any employee hired for the performance of work under the Agreement by reason of gender, race, creed, or color.

3. School may cancel or terminate the Agreement and all money due or to become due under this Agreement may be forfeited for a violation of the terms or conditions of this portion of the Agreement.

B. In accordance with 43 P.S. § 951 et seq., WMG agrees that:

1. In the performance of services under this Agreement, it will not discriminate on the basis of race, color, religious creed, ancestry, age, sex, national origin, handicap or disability.

XI. **Permits, Licenses, Taxes and Certificate of Authority**

A. WMG shall procure all necessary permits and licenses and abide by all applicable laws, regulation, and ordinances of all federal, state, and local governments under which the Agreement will be performed.

B. WMG verifies that it is authorized by the Commonwealth of Pennsylvania to perform the services covered by this Agreement.

C. WMG shall be responsible for any and all applicable taxes and assessments arising out of its performance under this Agreement.

X. **Confidentiality:** WMG and its employees shall keep all medical information obtained or maintained pursuant to this Agreement strictly confidential in accordance with applicable law, regulations, and School policies.

XI. **Independent Contractors:**

A. School and WMG are independent contractors with respect to each other and with respect to the performance of each under this Agreement. Nothing in this Agreement shall be construed or interpreted to create a partnership of joint venture between WMG and the School with respect to the undertakings set forth in this Agreement. Nothing in this Agreement shall be construed or interpreted to constitute either as the partner or the agent of the other and neither party shall represent to any third party that it has any right or authority to act as the partner or agent or to otherwise represent the other party.

B. This Agreement shall not entitle WMG or the WMG employees to (I) any salary or other compensation from School except as expressly set forth in this Agreement, or (ii) any employee benefits provided by School, including disability, life insurance, pension and annuity benefits, educational allowances, professional membership dues, or sick, holiday, and vacation pay. School will not be responsible for nor withhold income taxes or pay Social Security or unemployment taxes for WMG or the WMG employees, all such being the exclusive responsibility of WMG which WMG agrees to discharge fully. WMG shall indemnify and hold School harmless against any and all liability related to its failure to withhold income taxes or pay Social Security or unemployment taxes for WMG or the WMG employees.

XII **Governing Law:** This Agreement shall be governed by and construed in accordance with the laws of the Commonwealth of Pennsylvania.

XIII. **Assignment:** This Agreement may not be assigned by either party without the prior written approval of

the other.

XIV. **No Third-Party Beneficiaries:** This Agreement is not intended to benefit any person, party, or entity not a party hereto, and shall not inure to the benefit of any third person, party, or entity.

XV. **Entire Understanding and Amendment:** This Agreement, including the ImPACT™ Concussion Management Program agreement, appended hereto, contains the entire understanding between the parties hereto with respect of the subject matter hereof and supersedes and cancels all previous negotiations, agreements, proposals, and writings with respect thereto. This Agreement may not be changed or modified except by an instrument in writing, executed by the duly authorized officers or representatives of the parties hereto. Without limiting the foregoing, WMG may not make any changes to any of the conditions or specifications unless WMG receives written approval from the School for such changes.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date of the last signature below.

NORTHERN LEBANON SCHOOL DISTRICT

_____

Name:
Title:
Date:

WELLSPAN MEDICAL GROUP

_____

Name:
Title:
Date:

Special Education Legal Consortium
Intermediate Unit 13 Member Districts

Function

Mark Walz, Esq. of the Legal Firm of Sweet, Steven, Katz & Williams will provide all 23 members (special education administrators across 22 School Districts and IU13) with an open, unlimited email forum for posting questions/answers related to special education legal matters for the term of this agreement (July 1, 2026, through June 30, 2027). Members of the consortium will also have view access to the special education legal questions/answers posted across Chester County and Berks County for no additional fee.

Mark Walz, Esq. of the Legal Firm of Sweet, Steven, Katz & Williams will provide all 23 members (all administrators invited as appropriate across 22 School Districts and IU13) with four, 4-hour, professional development sessions to be held at the Conference and Training Center at IU13 on topics identified by consortium members within the term dates of this agreement.

Mark Walz, Esq. of the Legal Firm of Sweet, Steven, Katz & Williams will attend four Special Education Administrator job-alike meetings during the 2026-2027 school year to provide his legal opinion on questions generated by the group. Upon request, he will schedule individual meetings with district Special Education Administrators to provide legal opinions on matters unique to that school district.

Cost

The flat, negotiated fee is $26,250 in total. This structure will only serve to be a fiscal/programmatic benefit if all 23 existing members agree to participate at a cost of $1,141 per school district/charter school/IU.

Agreement

Signature below denotes the superintendent's approval of membership in the Special Education Legal Consortium at the cost of $1,141 for the term of July 1, 2026, through June 30, 2027.* (Designation is due to Dr. Peggy Anastasio at IU13 by June 30, 2026.)

_____ _____

(Superintendent's Signature) (Date)

_____

(Name of School District)

*Should the commitment of members fall below 23 participants for the 2026-2027 school year, the superintendents are released from this commitment, and a new letter of agreement will be provided for their consideration.

Technology Legal Consortium
Lancaster Lebanon Intermediate Unit 13 Member Districts

Function
Attorneys Karl Romberger, Jr. and Mark Cheramie Walz, of the Legal Firm of Sweet, Steven, Katz & Williams (SSKW) will provide all members (participating school districts and Lancaster Lebanon Intermediate Unit 13) with an open, unlimited email forum for posting questions/answers related to technology legal matters for the term of this agreement (July 1, 2026 through June 30, 2027). Members of the consortium will also have view access to the technology legal questions/answers posted across other IUs participating in the Pool Counsel for no additional fee.

Mark Cheramie Walz ("Walz"), Karl Romberger ("Romberger"), or such other members of the SSKW attorney staff as are available and are acceptable to the Lancaster Lebanon Intermediate Unit 13, will provide telephone and electronic mail advice and opinions concerning computers, education technology, electronic devices, and related policies, to the administrator or administrators designated by the Lancaster Lebanon Intermediate Unit 13 as the contact. When appropriate and as often as possible in accordance with current practice, electronic mail opinions and advice, policies, guidelines, forms and worksheets, handouts and outlines, and other material of universal applicability or interest, will be shared with all school entities who participate in the SSKW Legal Services Retainer Technology Pool.

Walz, Romberger, or other SSKW attorneys acceptable to the Lancaster Lebanon Intermediate Unit 13 will provide to the Lancaster Lebanon Intermediate Unit 13 one (1) on-site half-day training, presentation, and/or face-to-face consultation per month (based upon a 10-month school year) concerning technology-related issues to an audience determined solely by the Lancaster Lebanon Intermediate Unit 13 during the 2026-2027 school year. Scheduling of trainings and consultations will be on a first-come, first-served basis.

This arrangement does not include representation in administrative or judicial proceedings. Arrangements for such representation must be made separately with SSKW.

Cost
The flat, negotiated fee is $18,480 in total. This fee will be divided equally by all participating school districts and IU13.

Agreement
Signature below denotes the superintendent's approval of membership in the Technology Legal Consortium for the 2026-2027 school year. (Designation is due to Tim Laubach at Lancaster Lebanon Intermediate Unit 13 by: Friday, May 1st, 2026.)

_____ _____
(Superintendent's Name) (Date)

_____
(Name of School District)

**This form may be signed and returned electronically.
Return to: Tim Laubach at Timothy_Laubach@IU13.org

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

THE VISTA SCHOOL
REGULAR SCHOOL YEAR EDUCATIONAL SERVICES CONTRACT

This AGREEMENT (the "Agreement") is made and entered into by and between Northern Lebanon School District (the "District") and The Vista School ("Vista").

WHEREAS, Vista, a Pennsylvania nonprofit corporation with its principal place of business at 1021 Springboard Drive, Hershey, Pennsylvania, provides educational services and supports to students with intensive needs related to Autism Spectrum Disorder and uses applied behavior analysis ("ABA") programming for students with more complex needs. In addition, Vista provides behavioral health services under its IBHS license as set forth in the student's IEP. Vista has offered enrollment for **the 2026-2027** Regular School Year ("**RSY 2026-2027**")**.**

NOW THEREFORE, the District and Vista, in consideration of the mutual undertakings hereunder, and intending to be legally bound, agree as follows:

1. Services: Vista shall provide to Student the educational and behavioral programs outlined in Student's individualized education plan ("IEP") and shall use ABA-based programming during the (list the school years encompassed under the contract). Vista will provide educationally integrated behavioral support via Vista's Department of Human Services IBHS license at no cost to the district unless Student's insurance lapses beyond remediation, or the student turns 21 years of age, or should Student's insurance change without prior notice to Vista or should Student's insurance not cover the entire cost of Behavioral Health Services, in which case the District will be billed and will pay the difference between the amount paid by insurance and the amount charged by Vista for the Behavioral Health Services. Vista shall perform progress monitoring as set forth in Student's IEP and shall provide progress monitoring reports to the District and parents as required regarding Student. Upon receipt of the signed contract, one or more Vista representatives shall take primary responsibility, in close consultation with the District, for drafting and revising Student's IEP. Vista shall arrange for Student to be evaluated by a licensed school psychologist at least once every two years. The cost of any additional evaluations shall be borne by the District. Vista shall provide services for the Regular School Year ("RSY").

The District acknowledges that Vista has held open and/or filled a spot in its program for a District student for the 2026/27 school year. In the event that Student is removed from or does not attend Vista's program, for whatever

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

reason, District agrees that it will be responsible for payment of the Student's full tuition and costs associated therewith for the remainder of the term of the contract unless otherwise agreed. Should Student be removed from the Vista program, Vista agrees at its discretion to accept another Student to fill the vacant position. Upon receipt by Vista of tuition for the replacement student, District's responsibility to pay for the complete 2026/27 school year will end.

2. **Vista Status:** The Vista School is not under suspension, debarment, or otherwise excluded from performing work by the Commonwealth of Pennsylvania, any other state, or the federal government.

3. Classroom Access, Data Collection Reporting Consent: Vista is committed to databased decision-making pursuant to ABA principles, and, as such, operates an extensive data collection and analysis program. Data from Student's activities (both at the classroom and in-home) is collected on an ongoing basis and analyzed on a routine, periodic schedule. Vista shall supply formal reports on Student's progress at regular intervals or as provided in the Student's IEP but no less frequently than quarterly. Copies of such reports shall be made available to both Student's parents and District. Vista is in possession of Student's most recent IEP and agrees to adhere to the educational plan outlined therein.

Both Student's parents or guardians and District shall have access to review Student's progress and activities in the classroom and either may contact Vista with any concerns or information relevant to the provision of programming to Student. In order to avoid disruption to the educational environment, classroom visits shall be pre-scheduled, at least one week in advance.

By execution of the attached addendum, Exhibit A, Student's parents or guardians have indicated their consent to the collection and use by Vista of data collected for the purposes of progress monitoring and development and implementation of the IEP but to no further disclosures except as otherwise required or allowed by law.

4. Student Concerns: Concerns about Student, programming, and placement (including parental concerns) will be addressed by Vista in consultation with the Parents and District. Vista will make District aware of concerns as they arise. The District representative informed under this section will communicate with Vista and plan how concerns will be addressed.

Vista and District will work with District's superintendent (or designee) and Vista management (or designee) on concerns when such is warranted. In the event a due process hearing is needed for Student, the costs of such hearing will be the

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

responsibility of District. Vista shall promptly notify District of any potential claims and concerns. Vista will cooperate fully with District in defending against any claims regarding Student.

5. Terms of Payment and Payment Schedule: District represents that Student has been referred for placement via a notice of recommended education placement or other legally binding agreement.

6. A. The District agrees to pay the cost of tuition, supplemental supports and related services and as set forth in the Student's IEP and as set forth in Exhibit B. Should the District's calendar provide for more than 180 days of educational programming, the cost of any additional days shall be paid by the District in the amount set forth in Exhibit B.

The cost of any additional services not included within the student IEP as listed in Exhibit B but requested by Parents must be paid for by the Parents unless otherwise agreed to between the District and Parents. Vista agrees that it will cooperate with the Parents and/or District to provide documentation required by any public or private insurance carrier. However, in the event that the insurance provider denies coverage or payment for the cost of the services, Parents agree that they are responsible for payment for the additional services unless otherwise agreed between the District and the Parents. The failure of District to submit payment for services provided to Student that are not covered by Parent's policy of insurance but required under the Student's IEP will result the discontinuance of the additional services to Student. Should Vista believe that the additional services are necessary to implement the IEP, it will request the Parents' and District's approval for provision of the services. Should there be no approval, or should there be no payment for the services by District or Parents, Vista may terminate this agreement.

B. Except as otherwise agreed in writing between the District and Vista, services exclude any and all ESY services to be provided by Vista during the summer of 2027. If Vista and the District wish to enroll the Student in **2027** ESY services, they may enter into a separate addendum to this Agreement which must be signed by both parties.

C. Payments must be made to Vista at the following address:

The Vista School
Attn: Business Operations
1021 Springboard Drive
Hershey, PA 17033

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

D. Payments more than 30 days past due will incur interest at 9% per annum. Payments more than 60 days past due will be referred by Vista for collection, and the District will be responsible for all attorney's fees and collections incurred in efforts to collect payments more than 60 days past due.

7. Additional Responsibilities of the District:

A. The District acknowledges and agrees that, in order for Vista to hold open a placement for Student, the District must return a fully executed copy of this Agreement no fewer than 30 days before the beginning of RSY **2026-2027** and to make payment for the services to be performed by Vista under the terms of this agreement within 30 days after submission of Vista's bill.

The District acknowledges and agrees that cooperation between Vista and the District, is necessary for the implementation of this Agreement. The District will cooperate in good faith in meetings and discussions as requested by Vista. The District will complete RISC reporting, PIMS reporting, and School District LEA accounting reporting for both APS and PS District Students contracted with Vista.

8. Default: Without limitation, the District shall be deemed to be in default of this Agreement upon the occurrence of any of the following:

(a) Failure to make any payment due from the District on this Agreement or on any other agreement outstanding with Vista; or
(b) Failure to perform any other provision of the Agreement; or
(c) Providing Vista with false information or signatures; or
(d) Failure to agree to pay for services provided to students which have not been covered by Parents' insurance.

Upon or after the occurrence of any event of default, Vista will provide the District with notice, by certified mail, addressed to the District's last known address as shown on Vista's records, advising the District of the default and of the District's right to cure the default within a 30-day cure period. The notice will provide the time, amount, and performance necessary to cure the default. If the District does not cure the default as provided in the notice, Vista's rights shall include (not by way of limitation) the right to declare all sums due on the Contract to be immediately due and payable and the removal of Student from Vista's roster. The District agrees to pay all attorney's fees and other reasonable collection costs and charges necessary for the collection of any amount not paid when due.

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

Waiver by Vista of any event of default shall not be a waiver of any subsequent default nor shall it be binding upon Vista if Vista should thereafter choose to exercise that or any other right or a similar event of default occurs later. All of Vista's rights and remedies shall be cumulative.

If any part of this Agreement is held to be unlawful, void or unenforceable, that provision shall be deemed not to have been a part of this Agreement, which shall otherwise remain fully effective.

This Contract is not assignable by either party without the express, written consent of the other.

The District shall continue to remit payment for the contracted regular school year "RSY" regardless of the status of the District Student and regardless of whether the Student continues to attend Vista's program. In the event of a change in placement, The Vista School will make every attempt to fill the District Student's place. If filled, Vista will stop invoicing the District.

Financial Responsibility: The District is responsible to pay the scheduled tuition for the student spot even if student leaves the district, until space is filled by contracted district or another district. The District is also responsible for the payment for behavioral health and/or nursing or other medical services required in order for Vista to implement the agreed upon IEP.

9. Limitations on Liability: No individual official, employee, director or agent of Vista shall have any direct or indirect personal liability to the District under this Agreement.

10. Indemnification: Each party shall indemnify, pay the cost of defense of, and save and hold the other harmless of, from and against any and all loss, cost, expense, damage, claim, demand, assessment, audit, judgment and liability, including reasonable attorney's fees and court costs, which the indemnified party may suffer or incur, resulting from, relating to, or arising in whole or in part, from or out of: (i) any misrepresentation or breach of a representation or warranty by the other party or its employees or agents contained in this Agreement; (ii) any breach of this Agreement by the other party or its employees or agents.

11. Absence of Warranties: THERE ARE NO WARRANTIES, EITHER EXPRESSE OR IMPLIED, GIVEN BY VISTA IN CONNECTION WITH ITS PROVISION OF THE EDUCATIONAL SERVICES COVERED BY THIS AGREEMENT.

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

12. Confidentiality: Vista may provide the District with access to confidential, proprietary, and sensitive information relating to Vista, whether such information is provided in written, oral, graphic, pictorial, or recorded from or stored on computer discs, hard drives, magnetic tape or digital or any other electronic medium, which may include, without limitation, information pertaining to the business, operations, finances, employees, curriculum, students served, and parents of district students (collectively, "Confidential Information"). The District acknowledges that from time-to-time Vista may disclose Confidential Information to the District in order to enable engagement in the services described in the Agreement. The District recognizes and agrees that the unauthorized disclosure of Confidential Information could be harmful to Vista. Consequently, the District agrees not: (1) to use, at any time, any Confidential Information for the District's own benefit or for the benefit of any person, entity, or company other than the District or District Students; or (2) to disclose, directly or indirectly, any Confidential Information to any person who is not a current employee of the District authorized to receive the Confidential Information, except in the performance of the services described in this Agreement, at any time prior or subsequent to the termination of this Agreement, without the express, written consent of Vista. The District acknowledges that any and all documents, including documents containing Confidential Information, furnished by Vista or otherwise acquired or developed by Vista in connection with the Agreement (collectively, "Vista Materials") shall at all times be the sole property of Vista. Upon the termination of this Agreement or association with Vista, the District shall return to Vista or destroy, or in the case of Vista Materials stored in electronic, magnetic, or digital media, at the election of Vista, use commercially reasonable efforts to erase or render unreadable, any and all Vista Materials that are in the District's possession, custody, or control. The provisions of this Section 10 shall survive termination or expiration of the Agreement.

13. Confidentiality of Student Records: The parties acknowledge that the unauthorized access to or dissemination of school student records is prohibited under state and federal law. The Parties shall comply with the Family Education Rights and Privacy Act of 1974 (FERPA) and any other applicable state and federal laws and regulations regarding the privacy of student records. To the extent required by law, the parties agree to comply with the business associate privacy rule provisions of the Health Insurance Portability and Accountability Act of 1996 as amended by the Health Information Technology for Economic and Clinical Health Act, including the subcontractor business associate provisions of that Act. Neither Party shall disclose the education records of any student to any person other than District personnel, Vista staff serving the Vista classrooms, and the

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

student's parent(s) or guardian(s). Vista specifically agrees it will comply with FERPA in all aspects of its services provided in this Agreement.

14. Additional Term and Termination:

A. The term of this Agreement shall run through the end of the **2026-2027** regular school year, unless earlier terminated as provided herein. This Agreement shall not automatically renew and shall terminate after the initial term unless there is a written amendment to the Agreement extending or renewing the Agreement.

B. Termination without Cause. Either the District or Vista may terminate this Agreement without cause and without penalty or payment of any kind to the other party by providing the other party with at least 180 calendar days' written notice prior to the date of termination. Grounds for termination for cause include, but are not limited to, a party's:

(i) Failure to pay any amount due under this Agreement within 30 days of the due date for payment of such amount;
(ii) Failure to comply with this Agreement;
(iii) Failure to perform duties created by this Agreement;
(iv) Material breach of this Agreement.

C. This Agreement may be immediately terminated by District or Vista upon written Notice for gross misconduct or gross negligence by the other party or anyone acting on behalf of the other party.

D. The terms of this Agreement shall be governed by the laws of the Pennsylvania except to the extent supplemented, superseded or preempted by federal law.

E. The parties to this Contract consent and agree that all legal proceedings relating to the subject matter hereof shall be maintained in the Court of Common Pleas of Dauphin County, Pennsylvania, or, if applicable, the United States District Court for the Middle District of Pennsylvania. All parties hereto consent and agree that jurisdiction and venue for such proceedings shall lie exclusively with those courts. Service of process in any such proceeding may be made by certified mail, return receipt requested, directed to the respective party at the address set forth above.

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

15. Notice: Any notice given under this Agreement shall be made in writing and sent by certified mail or overnight commercial carrier, addressed as follows:

If to Vista:
The Vista School
Attn: Business Operations
1021 Springboard Drive
Hershey, PA 17033

If to the District:
Northern Lebanon School District
346 School Drive
Fredericksburg, PA 17026

16. Entire Agreement: The Agreement and Terms, when read together, contain the entire understanding between the parties with respect to their subject matter and supersede all prior or contemporaneous agreements or understandings between the parties with respect to their subject matter. The headings in the Agreement are solely for convenience of reference and are not to be given any effect in the construction or interpretation of the Agreement or Terms.

17. Counterparts: The Agreement may be executed in any number of counterparts, each of which shall be deemed an original as against any party whose signature appears thereon, and all of which shall together constitute one and the same instrument. The Agreement shall be binding when one or more counterparts of it, individually or taken together, shall bear the signatures of all of the parties reflected on the Agreement as the signatories. Delivery of an executed counterpart of the Agreement by facsimile or electronic mail shall have the same binding effect as delivery of an executed original of it.

18. No Third-Party Beneficiary: The provisions of this Agreement are for the benefit only of the parties hereto, and no third party may seek to enforce, or benefit from, these provisions. The parties specifically disavow any desire or intention to create any third party beneficiary hereunder, and specifically declare that no person or entity shall have any right hereunder nor any right of enforcement hereof.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed and delivered by their respective duly authorized officers, as of the date first written above.

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

DISTRICT:
Northern Lebanon School District

Director of Pupil Services

Name, Title, Date

VISTA:

Gaynelle M Dillsworth

Gaynelle Dillsworth, Executive Director of The Vista School

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

EXHIBIT B

Lucas Holguin

Tuition and Related Services as set forth in the student's IEP -

Tuition -2026-27 School Year of 180 days – $83,275.50

Related Services included in tuition:

- Speech and Language
- Occupational therapy
- Physical Therapy
- Crisis Intervention Support
- Nursing Services

Related Services not included in tuition:

- IBHS costs not reimbursed by insurance plan coverage
- IBHS Services for non-insured/students age 21+
    - Shared Support – $343.04/day
    - Individual Support – $492.82/day
    - Enhanced Support – $797.83/day
    - Specialized Support – $911.09/day

Hourly/as needed costs:

- Transition services - $110
- Hearing services – Vendor Rates
- Vision services – Vendor Rates

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

Assistive Technology LEA Preference Page for:

Lucas Holguin

Please review the options below that could be utilized with students from your district that attend The Vista School. Select the option that best meets your district's needs. Vista will then internally ensure that we are following the selected option for your district when navigating the repair and/or replacement of any applicable assistive technology devices.

_____ Option 1: LEA approves of Vista being the entity that will order the assistive technology and related materials (apps, cases, straps, etc.) needed for the student (as described by the IEP team) as well as lead and process all required repairs and replacements. Vista will bill the cost back to the LEA. Vista will ensure LEA approval prior to making any purchases or processing any repairs. Vista will return all possible technology and related materials to the district should the student move out of the district, graduate, or no longer require the items. (Note that apps purchased by Vista under a Vista Apple ID cannot be transferred, and Vista would retain ownership.)

- ❑ LEA grants pre-approval for repairs that do not exceed $150. (Vista will notify LEA that repair is occurring for record-keeping, but will not delay repair so as to get device back into student's hands as quickly as possible.)

_____ Option 2: LEA will lead the purchasing of all assistive technology and related materials (apps, cases, straps, etc.) needed for the student (as described by the IEP team) as well as lead and process all required repairs and replacements. This will require the LEA obtaining the device from The Vista School for any repairs or updates to apps, etc. and then returning the device upon completion in a timely manner. It would also require the LEA purchasing necessary devices, equipment, loading of initial app, etc. and getting the technology to Vista for the student in need.

LEA IT Contact(s): (Vista's IT staff will communicate with these people for any technology related needs, such as passwords/passcodes, app questions, setup information, etc.)

Name	Title	Phone#	Email Address

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

THE VISTA SCHOOL
REGULAR SCHOOL YEAR EDUCATIONAL SERVICES CONTRACT

This AGREEMENT (the "Agreement") is made and entered into by and between Northern Lebanon School District (the "District") and The Vista School ("Vista").

WHEREAS, Vista, a Pennsylvania nonprofit corporation with its principal place of business at 1021 Springboard Drive, Hershey, Pennsylvania, provides educational services and supports to students with intensive needs related to Autism Spectrum Disorder and uses applied behavior analysis ("ABA") programming for students with more complex needs. In addition, Vista provides behavioral health services under its IBHS license as set forth in the student's IEP. Vista has offered enrollment for **the 2026-2027** Regular School Year ("**RSY 2026-2027**")**.**

NOW THEREFORE, the District and Vista, in consideration of the mutual undertakings hereunder, and intending to be legally bound, agree as follows:

1. Services: Vista shall provide to Student the educational and behavioral programs outlined in Student's individualized education plan ("IEP") and shall use ABA-based programming during the (list the school years encompassed under the contract). Vista will provide educationally integrated behavioral support via Vista's Department of Human Services IBHS license at no cost to the district unless Student's insurance lapses beyond remediation, or the student turns 21 years of age, or should Student's insurance change without prior notice to Vista or should Student's insurance not cover the entire cost of Behavioral Health Services, in which case the District will be billed and will pay the difference between the amount paid by insurance and the amount charged by Vista for the Behavioral Health Services. Vista shall perform progress monitoring as set forth in Student's IEP and shall provide progress monitoring reports to the District and parents as required regarding Student. Upon receipt of the signed contract, one or more Vista representatives shall take primary responsibility, in close consultation with the District, for drafting and revising Student's IEP. Vista shall arrange for Student to be evaluated by a licensed school psychologist at least once every two years. The cost of any additional evaluations shall be borne by the District. Vista shall provide services for the Regular School Year ("RSY").

The District acknowledges that Vista has held open and/or filled a spot in its program for a District student for the 2026/27 school year. In the event that Student is removed from or does not attend Vista's program, for whatever

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

reason, District agrees that it will be responsible for payment of the Student's full tuition and costs associated therewith for the remainder of the term of the contract unless otherwise agreed. Should Student be removed from the Vista program, Vista agrees at its discretion to accept another Student to fill the vacant position. Upon receipt by Vista of tuition for the replacement student, District's responsibility to pay for the complete 2026/27 school year will end.

2. **Vista Status:** The Vista School is not under suspension, debarment, or otherwise excluded from performing work by the Commonwealth of Pennsylvania, any other state, or the federal government.

3. Classroom Access, Data Collection Reporting Consent: Vista is committed to databased decision-making pursuant to ABA principles, and, as such, operates an extensive data collection and analysis program. Data from Student's activities (both at the classroom and in-home) is collected on an ongoing basis and analyzed on a routine, periodic schedule. Vista shall supply formal reports on Student's progress at regular intervals or as provided in the Student's IEP but no less frequently than quarterly. Copies of such reports shall be made available to both Student's parents and District. Vista is in possession of Student's most recent IEP and agrees to adhere to the educational plan outlined therein.

Both Student's parents or guardians and District shall have access to review Student's progress and activities in the classroom and either may contact Vista with any concerns or information relevant to the provision of programming to Student. In order to avoid disruption to the educational environment, classroom visits shall be pre-scheduled, at least one week in advance.

By execution of the attached addendum, Exhibit A, Student's parents or guardians have indicated their consent to the collection and use by Vista of data collected for the purposes of progress monitoring and development and implementation of the IEP but to no further disclosures except as otherwise required or allowed by law.

4. Student Concerns: Concerns about Student, programming, and placement (including parental concerns) will be addressed by Vista in consultation with the Parents and District. Vista will make District aware of concerns as they arise. The District representative informed under this section will communicate with Vista and plan how concerns will be addressed.

Vista and District will work with District's superintendent (or designee) and Vista management (or designee) on concerns when such is warranted. In the event a due process hearing is needed for Student, the costs of such hearing will be the

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

responsibility of District. Vista shall promptly notify District of any potential claims and concerns. Vista will cooperate fully with District in defending against any claims regarding Student.

5. Terms of Payment and Payment Schedule: District represents that Student has been referred for placement via a notice of recommended education placement or other legally binding agreement.

6. A. The District agrees to pay the cost of tuition, supplemental supports and related services and as set forth in the Student's IEP and as set forth in Exhibit B. Should the District's calendar provide for more than 180 days of educational programming, the cost of any additional days shall be paid by the District in the amount set forth in Exhibit B.

The cost of any additional services not included within the student IEP as listed in Exhibit B but requested by Parents must be paid for by the Parents unless otherwise agreed to between the District and Parents. Vista agrees that it will cooperate with the Parents and/or District to provide documentation required by any public or private insurance carrier. However, in the event that the insurance provider denies coverage or payment for the cost of the services, Parents agree that they are responsible for payment for the additional services unless otherwise agreed between the District and the Parents. The failure of District to submit payment for services provided to Student that are not covered by Parent's policy of insurance but required under the Student's IEP will result the discontinuance of the additional services to Student. Should Vista believe that the additional services are necessary to implement the IEP, it will request the Parents' and District's approval for provision of the services. Should there be no approval, or should there be no payment for the services by District or Parents, Vista may terminate this agreement.

B. Except as otherwise agreed in writing between the District and Vista, services exclude any and all ESY services to be provided by Vista during the summer of 2027. If Vista and the District wish to enroll the Student in **2027** ESY services, they may enter into a separate addendum to this Agreement which must be signed by both parties.

C. Payments must be made to Vista at the following address:

The Vista School
Attn: Business Operations
1021 Springboard Drive
Hershey, PA 17033

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

D. Payments more than 30 days past due will incur interest at 9% per annum. Payments more than 60 days past due will be referred by Vista for collection, and the District will be responsible for all attorney's fees and collections incurred in efforts to collect payments more than 60 days past due.

7. Additional Responsibilities of the District:

A. The District acknowledges and agrees that, in order for Vista to hold open a placement for Student, the District must return a fully executed copy of this Agreement no fewer than 30 days before the beginning of RSY **2026-2027** and to make payment for the services to be performed by Vista under the terms of this agreement within 30 days after submission of Vista's bill.

The District acknowledges and agrees that cooperation between Vista and the District, is necessary for the implementation of this Agreement. The District will cooperate in good faith in meetings and discussions as requested by Vista. The District will complete RISC reporting, PIMS reporting, and School District LEA accounting reporting for both APS and PS District Students contracted with Vista.

8. Default: Without limitation, the District shall be deemed to be in default of this Agreement upon the occurrence of any of the following:

(a) Failure to make any payment due from the District on this Agreement or on any other agreement outstanding with Vista; or
(b) Failure to perform any other provision of the Agreement; or
(c) Providing Vista with false information or signatures; or
(d) Failure to agree to pay for services provided to students which have not been covered by Parents' insurance.

Upon or after the occurrence of any event of default, Vista will provide the District with notice, by certified mail, addressed to the District's last known address as shown on Vista's records, advising the District of the default and of the District's right to cure the default within a 30-day cure period. The notice will provide the time, amount, and performance necessary to cure the default. If the District does not cure the default as provided in the notice, Vista's rights shall include (not by way of limitation) the right to declare all sums due on the Contract to be immediately due and payable and the removal of Student from Vista's roster. The District agrees to pay all attorney's fees and other reasonable collection costs and charges necessary for the collection of any amount not paid when due.

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

Waiver by Vista of any event of default shall not be a waiver of any subsequent default nor shall it be binding upon Vista if Vista should thereafter choose to exercise that or any other right or a similar event of default occurs later. All of Vista's rights and remedies shall be cumulative.

If any part of this Agreement is held to be unlawful, void or unenforceable, that provision shall be deemed not to have been a part of this Agreement, which shall otherwise remain fully effective.

This Contract is not assignable by either party without the express, written consent of the other.

The District shall continue to remit payment for the contracted regular school year "RSY" regardless of the status of the District Student and regardless of whether the Student continues to attend Vista's program. In the event of a change in placement, The Vista School will make every attempt to fill the District Student's place. If filled, Vista will stop invoicing the District.

Financial Responsibility: The District is responsible to pay the scheduled tuition for the student spot even if student leaves the district, until space is filled by contracted district or another district. The District is also responsible for the payment for behavioral health and/or nursing or other medical services required in order for Vista to implement the agreed upon IEP.

9. Limitations on Liability: No individual official, employee, director or agent of Vista shall have any direct or indirect personal liability to the District under this Agreement.

10. Indemnification: Each party shall indemnify, pay the cost of defense of, and save and hold the other harmless of, from and against any and all loss, cost, expense, damage, claim, demand, assessment, audit, judgment and liability, including reasonable attorney's fees and court costs, which the indemnified party may suffer or incur, resulting from, relating to, or arising in whole or in part, from or out of: (i) any misrepresentation or breach of a representation or warranty by the other party or its employees or agents contained in this Agreement; (ii) any breach of this Agreement by the other party or its employees or agents.

11. Absence of Warranties: THERE ARE NO WARRANTIES, EITHER EXPRESSE OR IMPLIED, GIVEN BY VISTA IN CONNECTION WITH ITS PROVISION OF THE EDUCATIONAL SERVICES COVERED BY THIS AGREEMENT.

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

12. Confidentiality: Vista may provide the District with access to confidential, proprietary, and sensitive information relating to Vista, whether such information is provided in written, oral, graphic, pictorial, or recorded from or stored on computer discs, hard drives, magnetic tape or digital or any other electronic medium, which may include, without limitation, information pertaining to the business, operations, finances, employees, curriculum, students served, and parents of district students (collectively, "Confidential Information"). The District acknowledges that from time-to-time Vista may disclose Confidential Information to the District in order to enable engagement in the services described in the Agreement. The District recognizes and agrees that the unauthorized disclosure of Confidential Information could be harmful to Vista. Consequently, the District agrees not: (1) to use, at any time, any Confidential Information for the District's own benefit or for the benefit of any person, entity, or company other than the District or District Students; or (2) to disclose, directly or indirectly, any Confidential Information to any person who is not a current employee of the District authorized to receive the Confidential Information, except in the performance of the services described in this Agreement, at any time prior or subsequent to the termination of this Agreement, without the express, written consent of Vista. The District acknowledges that any and all documents, including documents containing Confidential Information, furnished by Vista or otherwise acquired or developed by Vista in connection with the Agreement (collectively, "Vista Materials") shall at all times be the sole property of Vista. Upon the termination of this Agreement or association with Vista, the District shall return to Vista or destroy, or in the case of Vista Materials stored in electronic, magnetic, or digital media, at the election of Vista, use commercially reasonable efforts to erase or render unreadable, any and all Vista Materials that are in the District's possession, custody, or control. The provisions of this Section 10 shall survive termination or expiration of the Agreement.

13. Confidentiality of Student Records: The parties acknowledge that the unauthorized access to or dissemination of school student records is prohibited under state and federal law. The Parties shall comply with the Family Education Rights and Privacy Act of 1974 (FERPA) and any other applicable state and federal laws and regulations regarding the privacy of student records. To the extent required by law, the parties agree to comply with the business associate privacy rule provisions of the Health Insurance Portability and Accountability Act of 1996 as amended by the Health Information Technology for Economic and Clinical Health Act, including the subcontractor business associate provisions of that Act. Neither Party shall disclose the education records of any student to any person other than District personnel, Vista staff serving the Vista classrooms, and the

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

student's parent(s) or guardian(s). Vista specifically agrees it will comply with FERPA in all aspects of its services provided in this Agreement.

14. Additional Term and Termination:

A. The term of this Agreement shall run through the end of the **2026-2027** regular school year, unless earlier terminated as provided herein. This Agreement shall not automatically renew and shall terminate after the initial term unless there is a written amendment to the Agreement extending or renewing the Agreement.

B. Termination without Cause. Either the District or Vista may terminate this Agreement without cause and without penalty or payment of any kind to the other party by providing the other party with at least 180 calendar days' written notice prior to the date of termination. Grounds for termination for cause include, but are not limited to, a party's:

(i) Failure to pay any amount due under this Agreement within 30 days of the due date for payment of such amount;
(ii) Failure to comply with this Agreement;
(iii) Failure to perform duties created by this Agreement;
(iv) Material breach of this Agreement.

C. This Agreement may be immediately terminated by District or Vista upon written Notice for gross misconduct or gross negligence by the other party or anyone acting on behalf of the other party.

D. The terms of this Agreement shall be governed by the laws of the Pennsylvania except to the extent supplemented, superseded or preempted by federal law.

E. The parties to this Contract consent and agree that all legal proceedings relating to the subject matter hereof shall be maintained in the Court of Common Pleas of Dauphin County, Pennsylvania, or, if applicable, the United States District Court for the Middle District of Pennsylvania. All parties hereto consent and agree that jurisdiction and venue for such proceedings shall lie exclusively with those courts. Service of process in any such proceeding may be made by certified mail, return receipt requested, directed to the respective party at the address set forth above.

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

15. Notice: Any notice given under this Agreement shall be made in writing and sent by certified mail or overnight commercial carrier, addressed as follows:

If to Vista:
The Vista School
Attn: Business Operations
1021 Springboard Drive
Hershey, PA 17033

If to the District:
Northern Lebanon School District
346 School Drive
Fredericksburg, PA 17026

16. Entire Agreement: The Agreement and Terms, when read together, contain the entire understanding between the parties with respect to their subject matter and supersede all prior or contemporaneous agreements or understandings between the parties with respect to their subject matter. The headings in the Agreement are solely for convenience of reference and are not to be given any effect in the construction or interpretation of the Agreement or Terms.

17. Counterparts: The Agreement may be executed in any number of counterparts, each of which shall be deemed an original as against any party whose signature appears thereon, and all of which shall together constitute one and the same instrument. The Agreement shall be binding when one or more counterparts of it, individually or taken together, shall bear the signatures of all of the parties reflected on the Agreement as the signatories. Delivery of an executed counterpart of the Agreement by facsimile or electronic mail shall have the same binding effect as delivery of an executed original of it.

18. No Third-Party Beneficiary: The provisions of this Agreement are for the benefit only of the parties hereto, and no third party may seek to enforce, or benefit from, these provisions. The parties specifically disavow any desire or intention to create any third party beneficiary hereunder, and specifically declare that no person or entity shall have any right hereunder nor any right of enforcement hereof.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed and delivered by their respective duly authorized officers, as of the date first written above.

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

DISTRICT:
Northern Lebanon School District

Director of Pupil Services

Name, Title, Date

VISTA:

Gaynelle M. Dillsworth

Gaynelle Dillsworth, Executive Director of The Vista School

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

EXHIBIT B

Ethan Holguin

Tuition and Related Services as set forth in the student's IEP -

Tuition -2026-27 School Year of 180 days – $83,275.50

Related Services included in tuition:

- Speech and Language
- Occupational therapy
- Physical Therapy
- Crisis Intervention Support
- Nursing Services

Related Services not included in tuition:

- IBHS costs not reimbursed by insurance plan coverage
- IBHS Services for non-insured/students age 21+
    - Shared Support – $343.04/day
    - Individual Support – $492.82/day
    - Enhanced Support – $797.83/day
    - Specialized Support – $911.09/day

Hourly/as needed costs:

- Transition services - $110
- Hearing services – Vendor Rates
- Vision services – Vendor Rates

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

Assistive Technology LEA Preference Page for:

Ethan Holguin

Please review the options below that could be utilized with students from your district that attend The Vista School. Select the option that best meets your district's needs. Vista will then internally ensure that we are following the selected option for your district when navigating the repair and/or replacement of any applicable assistive technology devices.

_____ Option 1: LEA approves of Vista being the entity that will order the assistive technology and related materials (apps, cases, straps, etc.) needed for the student (as described by the IEP team) as well as lead and process all required repairs and replacements. Vista will bill the cost back to the LEA. Vista will ensure LEA approval prior to making any purchases or processing any repairs. Vista will return all possible technology and related materials to the district should the student move out of the district, graduate, or no longer require the items. (Note that apps purchased by Vista under a Vista Apple ID cannot be transferred, and Vista would retain ownership.)

- ❑ LEA grants pre-approval for repairs that do not exceed $150. (Vista will notify LEA that repair is occurring for record-keeping, but will not delay repair so as to get device back into student's hands as quickly as possible.)

_____ Option 2: LEA will lead the purchasing of all assistive technology and related materials (apps, cases, straps, etc.) needed for the student (as described by the IEP team) as well as lead and process all required repairs and replacements. This will require the LEA obtaining the device from The Vista School for any repairs or updates to apps, etc. and then returning the device upon completion in a timely manner. It would also require the LEA purchasing necessary devices, equipment, loading of initial app, etc. and getting the technology to Vista for the student in need.

LEA IT Contact(s): (Vista's IT staff will communicate with these people for any technology related needs, such as passwords/passcodes, app questions, setup information, etc.)

Name	Title	Phone#	Email Address

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

THE VISTA SCHOOL
REGULAR SCHOOL YEAR EDUCATIONAL SERVICES CONTRACT

This AGREEMENT (the "Agreement") is made and entered into by and between Northern Lebanon School District (the "District") and The Vista School ("Vista").

WHEREAS, Vista, a Pennsylvania nonprofit corporation with its principal place of business at 1021 Springboard Drive, Hershey, Pennsylvania, provides educational services and supports to students with intensive needs related to Autism Spectrum Disorder and uses applied behavior analysis ("ABA") programming for students with more complex needs. In addition, Vista provides behavioral health services under its IBHS license as set forth in the student's IEP. Vista has offered enrollment for **the 2026-2027** Regular School Year ("**RSY 2026-2027**")**.**

NOW THEREFORE, the District and Vista, in consideration of the mutual undertakings hereunder, and intending to be legally bound, agree as follows:

1. Services: Vista shall provide to Student the educational and behavioral programs outlined in Student's individualized education plan ("IEP") and shall use ABA-based programming during the (list the school years encompassed under the contract). Vista will provide educationally integrated behavioral support via Vista's Department of Human Services IBHS license at no cost to the district unless Student's insurance lapses beyond remediation, or the student turns 21 years of age, or should Student's insurance change without prior notice to Vista or should Student's insurance not cover the entire cost of Behavioral Health Services, in which case the District will be billed and will pay the difference between the amount paid by insurance and the amount charged by Vista for the Behavioral Health Services. Vista shall perform progress monitoring as set forth in Student's IEP and shall provide progress monitoring reports to the District and parents as required regarding Student. Upon receipt of the signed contract, one or more Vista representatives shall take primary responsibility, in close consultation with the District, for drafting and revising Student's IEP. Vista shall arrange for Student to be evaluated by a licensed school psychologist at least once every two years. The cost of any additional evaluations shall be borne by the District. Vista shall provide services for the Regular School Year ("RSY").

The District acknowledges that Vista has held open and/or filled a spot in its program for a District student for the 2026/27 school year. In the event that Student is removed from or does not attend Vista's program, for whatever

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

reason, District agrees that it will be responsible for payment of the Student's full tuition and costs associated therewith for the remainder of the term of the contract unless otherwise agreed. Should Student be removed from the Vista program, Vista agrees at its discretion to accept another Student to fill the vacant position. Upon receipt by Vista of tuition for the replacement student, District's responsibility to pay for the complete 2026/27 school year will end.

2. **Vista Status:** The Vista School is not under suspension, debarment, or otherwise excluded from performing work by the Commonwealth of Pennsylvania, any other state, or the federal government.

3. Classroom Access, Data Collection Reporting Consent: Vista is committed to databased decision-making pursuant to ABA principles, and, as such, operates an extensive data collection and analysis program. Data from Student's activities (both at the classroom and in-home) is collected on an ongoing basis and analyzed on a routine, periodic schedule. Vista shall supply formal reports on Student's progress at regular intervals or as provided in the Student's IEP but no less frequently than quarterly. Copies of such reports shall be made available to both Student's parents and District. Vista is in possession of Student's most recent IEP and agrees to adhere to the educational plan outlined therein.

Both Student's parents or guardians and District shall have access to review Student's progress and activities in the classroom and either may contact Vista with any concerns or information relevant to the provision of programming to Student. In order to avoid disruption to the educational environment, classroom visits shall be pre-scheduled, at least one week in advance.

By execution of the attached addendum, Exhibit A, Student's parents or guardians have indicated their consent to the collection and use by Vista of data collected for the purposes of progress monitoring and development and implementation of the IEP but to no further disclosures except as otherwise required or allowed by law.

4. Student Concerns: Concerns about Student, programming, and placement (including parental concerns) will be addressed by Vista in consultation with the Parents and District. Vista will make District aware of concerns as they arise. The District representative informed under this section will communicate with Vista and plan how concerns will be addressed.

Vista and District will work with District's superintendent (or designee) and Vista management (or designee) on concerns when such is warranted. In the event a due process hearing is needed for Student, the costs of such hearing will be the

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

responsibility of District. Vista shall promptly notify District of any potential claims and concerns. Vista will cooperate fully with District in defending against any claims regarding Student.

5. Terms of Payment and Payment Schedule: District represents that Student has been referred for placement via a notice of recommended education placement or other legally binding agreement.

6. A. The District agrees to pay the cost of tuition, supplemental supports and related services and as set forth in the Student's IEP and as set forth in Exhibit B. Should the District's calendar provide for more than 180 days of educational programming, the cost of any additional days shall be paid by the District in the amount set forth in Exhibit B.

The cost of any additional services not included within the student IEP as listed in Exhibit B but requested by Parents must be paid for by the Parents unless otherwise agreed to between the District and Parents. Vista agrees that it will cooperate with the Parents and/or District to provide documentation required by any public or private insurance carrier. However, in the event that the insurance provider denies coverage or payment for the cost of the services, Parents agree that they are responsible for payment for the additional services unless otherwise agreed between the District and the Parents. The failure of District to submit payment for services provided to Student that are not covered by Parent's policy of insurance but required under the Student's IEP will result the discontinuance of the additional services to Student. Should Vista believe that the additional services are necessary to implement the IEP, it will request the Parents' and District's approval for provision of the services. Should there be no approval, or should there be no payment for the services by District or Parents, Vista may terminate this agreement.

B. Except as otherwise agreed in writing between the District and Vista, services exclude any and all ESY services to be provided by Vista during the summer of 2027. If Vista and the District wish to enroll the Student in **2027** ESY services, they may enter into a separate addendum to this Agreement which must be signed by both parties.

C. Payments must be made to Vista at the following address:

The Vista School
Attn: Business Operations
1021 Springboard Drive
Hershey, PA 17033

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

D. Payments more than 30 days past due will incur interest at 9% per annum. Payments more than 60 days past due will be referred by Vista for collection, and the District will be responsible for all attorney's fees and collections incurred in efforts to collect payments more than 60 days past due.

7. Additional Responsibilities of the District:

A. The District acknowledges and agrees that, in order for Vista to hold open a placement for Student, the District must return a fully executed copy of this Agreement no fewer than 30 days before the beginning of RSY **2026-2027** and to make payment for the services to be performed by Vista under the terms of this agreement within 30 days after submission of Vista's bill.

The District acknowledges and agrees that cooperation between Vista and the District, is necessary for the implementation of this Agreement. The District will cooperate in good faith in meetings and discussions as requested by Vista. The District will complete RISC reporting, PIMS reporting, and School District LEA accounting reporting for both APS and PS District Students contracted with Vista.

8. Default: Without limitation, the District shall be deemed to be in default of this Agreement upon the occurrence of any of the following:

(a) Failure to make any payment due from the District on this Agreement or on any other agreement outstanding with Vista; or
(b) Failure to perform any other provision of the Agreement; or
(c) Providing Vista with false information or signatures; or
(d) Failure to agree to pay for services provided to students which have not been covered by Parents' insurance.

Upon or after the occurrence of any event of default, Vista will provide the District with notice, by certified mail, addressed to the District's last known address as shown on Vista's records, advising the District of the default and of the District's right to cure the default within a 30-day cure period. The notice will provide the time, amount, and performance necessary to cure the default. If the District does not cure the default as provided in the notice, Vista's rights shall include (not by way of limitation) the right to declare all sums due on the Contract to be immediately due and payable and the removal of Student from Vista's roster. The District agrees to pay all attorney's fees and other reasonable collection costs and charges necessary for the collection of any amount not paid when due.

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

Waiver by Vista of any event of default shall not be a waiver of any subsequent default nor shall it be binding upon Vista if Vista should thereafter choose to exercise that or any other right or a similar event of default occurs later. All of Vista's rights and remedies shall be cumulative.

If any part of this Agreement is held to be unlawful, void or unenforceable, that provision shall be deemed not to have been a part of this Agreement, which shall otherwise remain fully effective.

This Contract is not assignable by either party without the express, written consent of the other.

The District shall continue to remit payment for the contracted regular school year "RSY" regardless of the status of the District Student and regardless of whether the Student continues to attend Vista's program. In the event of a change in placement, The Vista School will make every attempt to fill the District Student's place. If filled, Vista will stop invoicing the District.

Financial Responsibility: The District is responsible to pay the scheduled tuition for the student spot even if student leaves the district, until space is filled by contracted district or another district. The District is also responsible for the payment for behavioral health and/or nursing or other medical services required in order for Vista to implement the agreed upon IEP.

9. Limitations on Liability: No individual official, employee, director or agent of Vista shall have any direct or indirect personal liability to the District under this Agreement.

10. Indemnification: Each party shall indemnify, pay the cost of defense of, and save and hold the other harmless of, from and against any and all loss, cost, expense, damage, claim, demand, assessment, audit, judgment and liability, including reasonable attorney's fees and court costs, which the indemnified party may suffer or incur, resulting from, relating to, or arising in whole or in part, from or out of: (i) any misrepresentation or breach of a representation or warranty by the other party or its employees or agents contained in this Agreement; (ii) any breach of this Agreement by the other party or its employees or agents.

11. Absence of Warranties: THERE ARE NO WARRANTIES, EITHER EXPRESSE OR IMPLIED, GIVEN BY VISTA IN CONNECTION WITH ITS PROVISION OF THE EDUCATIONAL SERVICES COVERED BY THIS AGREEMENT.

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

12. Confidentiality: Vista may provide the District with access to confidential, proprietary, and sensitive information relating to Vista, whether such information is provided in written, oral, graphic, pictorial, or recorded from or stored on computer discs, hard drives, magnetic tape or digital or any other electronic medium, which may include, without limitation, information pertaining to the business, operations, finances, employees, curriculum, students served, and parents of district students (collectively, "Confidential Information"). The District acknowledges that from time-to-time Vista may disclose Confidential Information to the District in order to enable engagement in the services described in the Agreement. The District recognizes and agrees that the unauthorized disclosure of Confidential Information could be harmful to Vista. Consequently, the District agrees not: (1) to use, at any time, any Confidential Information for the District's own benefit or for the benefit of any person, entity, or company other than the District or District Students; or (2) to disclose, directly or indirectly, any Confidential Information to any person who is not a current employee of the District authorized to receive the Confidential Information, except in the performance of the services described in this Agreement, at any time prior or subsequent to the termination of this Agreement, without the express, written consent of Vista. The District acknowledges that any and all documents, including documents containing Confidential Information, furnished by Vista or otherwise acquired or developed by Vista in connection with the Agreement (collectively, "Vista Materials") shall at all times be the sole property of Vista. Upon the termination of this Agreement or association with Vista, the District shall return to Vista or destroy, or in the case of Vista Materials stored in electronic, magnetic, or digital media, at the election of Vista, use commercially reasonable efforts to erase or render unreadable, any and all Vista Materials that are in the District's possession, custody, or control. The provisions of this Section 10 shall survive termination or expiration of the Agreement.

13. Confidentiality of Student Records: The parties acknowledge that the unauthorized access to or dissemination of school student records is prohibited under state and federal law. The Parties shall comply with the Family Education Rights and Privacy Act of 1974 (FERPA) and any other applicable state and federal laws and regulations regarding the privacy of student records. To the extent required by law, the parties agree to comply with the business associate privacy rule provisions of the Health Insurance Portability and Accountability Act of 1996 as amended by the Health Information Technology for Economic and Clinical Health Act, including the subcontractor business associate provisions of that Act. Neither Party shall disclose the education records of any student to any person other than District personnel, Vista staff serving the Vista classrooms, and the

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

student's parent(s) or guardian(s). Vista specifically agrees it will comply with FERPA in all aspects of its services provided in this Agreement.

14. Additional Term and Termination:

A. The term of this Agreement shall run through the end of the **2026-2027** regular school year, unless earlier terminated as provided herein. This Agreement shall not automatically renew and shall terminate after the initial term unless there is a written amendment to the Agreement extending or renewing the Agreement.

B. Termination without Cause. Either the District or Vista may terminate this Agreement without cause and without penalty or payment of any kind to the other party by providing the other party with at least 180 calendar days' written notice prior to the date of termination. Grounds for termination for cause include, but are not limited to, a party's:

(i) Failure to pay any amount due under this Agreement within 30 days of the due date for payment of such amount;
(ii) Failure to comply with this Agreement;
(iii) Failure to perform duties created by this Agreement;
(iv) Material breach of this Agreement.

C. This Agreement may be immediately terminated by District or Vista upon written Notice for gross misconduct or gross negligence by the other party or anyone acting on behalf of the other party.

D. The terms of this Agreement shall be governed by the laws of the Pennsylvania except to the extent supplemented, superseded or preempted by federal law.

E. The parties to this Contract consent and agree that all legal proceedings relating to the subject matter hereof shall be maintained in the Court of Common Pleas of Dauphin County, Pennsylvania, or, if applicable, the United States District Court for the Middle District of Pennsylvania. All parties hereto consent and agree that jurisdiction and venue for such proceedings shall lie exclusively with those courts. Service of process in any such proceeding may be made by certified mail, return receipt requested, directed to the respective party at the address set forth above.

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

15. Notice: Any notice given under this Agreement shall be made in writing and sent by certified mail or overnight commercial carrier, addressed as follows:

If to Vista:
The Vista School
Attn: Business Operations
1021 Springboard Drive
Hershey, PA 17033

If to the District:
Northern Lebanon School District
346 School Drive
Fredericksburg, PA 17026

16. Entire Agreement: The Agreement and Terms, when read together, contain the entire understanding between the parties with respect to their subject matter and supersede all prior or contemporaneous agreements or understandings between the parties with respect to their subject matter. The headings in the Agreement are solely for convenience of reference and are not to be given any effect in the construction or interpretation of the Agreement or Terms.

17. Counterparts: The Agreement may be executed in any number of counterparts, each of which shall be deemed an original as against any party whose signature appears thereon, and all of which shall together constitute one and the same instrument. The Agreement shall be binding when one or more counterparts of it, individually or taken together, shall bear the signatures of all of the parties reflected on the Agreement as the signatories. Delivery of an executed counterpart of the Agreement by facsimile or electronic mail shall have the same binding effect as delivery of an executed original of it.

18. No Third-Party Beneficiary: The provisions of this Agreement are for the benefit only of the parties hereto, and no third party may seek to enforce, or benefit from, these provisions. The parties specifically disavow any desire or intention to create any third party beneficiary hereunder, and specifically declare that no person or entity shall have any right hereunder nor any right of enforcement hereof.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed and delivered by their respective duly authorized officers, as of the date first written above.

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

DISTRICT:
Northern Lebanon School District

Director of Pupil Services

Name, Title, Date

VISTA:

Gaynelle M. Dillsworth

Gaynelle Dillsworth, Executive Director of The Vista School

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

EXHIBIT B

Logan Smith

Tuition and Related Services as set forth in the student's IEP -

Tuition -2026-27 School Year of 180 days – $83,275.50

Related Services included in tuition:

- Speech and Language
- Occupational therapy
- Physical Therapy
- Crisis Intervention Support
- Nursing Services

Related Services not included in tuition:

- IBHS costs not reimbursed by insurance plan coverage
- IBHS Services for non-insured/students age 21+
    - Shared Support – $343.04/day
    - Individual Support – $492.82/day
    - Enhanced Support – $797.83/day
    - Specialized Support – $911.09/day

Hourly/as needed costs:

- Transition services - $110
- Hearing services – Vendor Rates
- Vision services – Vendor Rates

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

Assistive Technology LEA Preference Page for:

Logan Smith

Please review the options below that could be utilized with students from your district that attend The Vista School. Select the option that best meets your district's needs. Vista will then internally ensure that we are following the selected option for your district when navigating the repair and/or replacement of any applicable assistive technology devices.

_____ Option 1: LEA approves of Vista being the entity that will order the assistive technology and related materials (apps, cases, straps, etc.) needed for the student (as described by the IEP team) as well as lead and process all required repairs and replacements. Vista will bill the cost back to the LEA. Vista will ensure LEA approval prior to making any purchases or processing any repairs. Vista will return all possible technology and related materials to the district should the student move out of the district, graduate, or no longer require the items. (Note that apps purchased by Vista under a Vista Apple ID cannot be transferred, and Vista would retain ownership.)

- ❑ LEA grants pre-approval for repairs that do not exceed $150. (Vista will notify LEA that repair is occurring for record-keeping, but will not delay repair so as to get device back into student's hands as quickly as possible.)

_____ Option 2: LEA will lead the purchasing of all assistive technology and related materials (apps, cases, straps, etc.) needed for the student (as described by the IEP team) as well as lead and process all required repairs and replacements. This will require the LEA obtaining the device from The Vista School for any repairs or updates to apps, etc. and then returning the device upon completion in a timely manner. It would also require the LEA purchasing necessary devices, equipment, loading of initial app, etc. and getting the technology to Vista for the student in need.

LEA IT Contact(s): (Vista's IT staff will communicate with these people for any technology related needs, such as passwords/passcodes, app questions, setup information, etc.)

Name	Title	Phone#	Email Address

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

THE VISTA SCHOOL
REGULAR SCHOOL YEAR EDUCATIONAL SERVICES CONTRACT

This AGREEMENT (the "Agreement") is made and entered into by and between Northern Lebanon School District (the "District") and The Vista School ("Vista").

WHEREAS, Vista, a Pennsylvania nonprofit corporation with its principal place of business at 1021 Springboard Drive, Hershey, Pennsylvania, provides educational services and supports to students with intensive needs related to Autism Spectrum Disorder and uses applied behavior analysis ("ABA") programming for students with more complex needs. In addition, Vista provides behavioral health services under its IBHS license as set forth in the student's IEP. Vista has offered enrollment for **the 2026-2027** Regular School Year ("**RSY 2026-2027**")**.**

NOW THEREFORE, the District and Vista, in consideration of the mutual undertakings hereunder, and intending to be legally bound, agree as follows:

1. Services: Vista shall provide to Student the educational and behavioral programs outlined in Student's individualized education plan ("IEP") and shall use ABA-based programming during the (list the school years encompassed under the contract). Vista will provide educationally integrated behavioral support via Vista's Department of Human Services IBHS license at no cost to the district unless Student's insurance lapses beyond remediation, or the student turns 21 years of age, or should Student's insurance change without prior notice to Vista or should Student's insurance not cover the entire cost of Behavioral Health Services, in which case the District will be billed and will pay the difference between the amount paid by insurance and the amount charged by Vista for the Behavioral Health Services. Vista shall perform progress monitoring as set forth in Student's IEP and shall provide progress monitoring reports to the District and parents as required regarding Student. Upon receipt of the signed contract, one or more Vista representatives shall take primary responsibility, in close consultation with the District, for drafting and revising Student's IEP. Vista shall arrange for Student to be evaluated by a licensed school psychologist at least once every two years. The cost of any additional evaluations shall be borne by the District. Vista shall provide services for the Regular School Year ("RSY").

The District acknowledges that Vista has held open and/or filled a spot in its program for a District student for the 2026/27 school year. In the event that Student is removed from or does not attend Vista's program, for whatever

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

reason, District agrees that it will be responsible for payment of the Student's full tuition and costs associated therewith for the remainder of the term of the contract unless otherwise agreed. Should Student be removed from the Vista program, Vista agrees at its discretion to accept another Student to fill the vacant position. Upon receipt by Vista of tuition for the replacement student, District's responsibility to pay for the complete 2026/27 school year will end.

2. **Vista Status:** The Vista School is not under suspension, debarment, or otherwise excluded from performing work by the Commonwealth of Pennsylvania, any other state, or the federal government.

3. Classroom Access, Data Collection Reporting Consent: Vista is committed to databased decision-making pursuant to ABA principles, and, as such, operates an extensive data collection and analysis program. Data from Student's activities (both at the classroom and in-home) is collected on an ongoing basis and analyzed on a routine, periodic schedule. Vista shall supply formal reports on Student's progress at regular intervals or as provided in the Student's IEP but no less frequently than quarterly. Copies of such reports shall be made available to both Student's parents and District. Vista is in possession of Student's most recent IEP and agrees to adhere to the educational plan outlined therein.

Both Student's parents or guardians and District shall have access to review Student's progress and activities in the classroom and either may contact Vista with any concerns or information relevant to the provision of programming to Student. In order to avoid disruption to the educational environment, classroom visits shall be pre-scheduled, at least one week in advance.

By execution of the attached addendum, Exhibit A, Student's parents or guardians have indicated their consent to the collection and use by Vista of data collected for the purposes of progress monitoring and development and implementation of the IEP but to no further disclosures except as otherwise required or allowed by law.

4. Student Concerns: Concerns about Student, programming, and placement (including parental concerns) will be addressed by Vista in consultation with the Parents and District. Vista will make District aware of concerns as they arise. The District representative informed under this section will communicate with Vista and plan how concerns will be addressed.

Vista and District will work with District's superintendent (or designee) and Vista management (or designee) on concerns when such is warranted. In the event a due process hearing is needed for Student, the costs of such hearing will be the

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

responsibility of District. Vista shall promptly notify District of any potential claims and concerns. Vista will cooperate fully with District in defending against any claims regarding Student.

5. Terms of Payment and Payment Schedule: District represents that Student has been referred for placement via a notice of recommended education placement or other legally binding agreement.

6. A. The District agrees to pay the cost of tuition, supplemental supports and related services and as set forth in the Student's IEP and as set forth in Exhibit B. Should the District's calendar provide for more than 180 days of educational programming, the cost of any additional days shall be paid by the District in the amount set forth in Exhibit B.

The cost of any additional services not included within the student IEP as listed in Exhibit B but requested by Parents must be paid for by the Parents unless otherwise agreed to between the District and Parents. Vista agrees that it will cooperate with the Parents and/or District to provide documentation required by any public or private insurance carrier. However, in the event that the insurance provider denies coverage or payment for the cost of the services, Parents agree that they are responsible for payment for the additional services unless otherwise agreed between the District and the Parents. The failure of District to submit payment for services provided to Student that are not covered by Parent's policy of insurance but required under the Student's IEP will result the discontinuance of the additional services to Student. Should Vista believe that the additional services are necessary to implement the IEP, it will request the Parents' and District's approval for provision of the services. Should there be no approval, or should there be no payment for the services by District or Parents, Vista may terminate this agreement.

B. Except as otherwise agreed in writing between the District and Vista, services exclude any and all ESY services to be provided by Vista during the summer of 2027. If Vista and the District wish to enroll the Student in **2027** ESY services, they may enter into a separate addendum to this Agreement which must be signed by both parties.

C. Payments must be made to Vista at the following address:

The Vista School
Attn: Business Operations
1021 Springboard Drive
Hershey, PA 17033

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

D. Payments more than 30 days past due will incur interest at 9% per annum. Payments more than 60 days past due will be referred by Vista for collection, and the District will be responsible for all attorney's fees and collections incurred in efforts to collect payments more than 60 days past due.

7. Additional Responsibilities of the District:

A. The District acknowledges and agrees that, in order for Vista to hold open a placement for Student, the District must return a fully executed copy of this Agreement no fewer than 30 days before the beginning of RSY **2026-2027** and to make payment for the services to be performed by Vista under the terms of this agreement within 30 days after submission of Vista's bill.

The District acknowledges and agrees that cooperation between Vista and the District, is necessary for the implementation of this Agreement. The District will cooperate in good faith in meetings and discussions as requested by Vista. The District will complete RISC reporting, PIMS reporting, and School District LEA accounting reporting for both APS and PS District Students contracted with Vista.

8. Default: Without limitation, the District shall be deemed to be in default of this Agreement upon the occurrence of any of the following:

(a) Failure to make any payment due from the District on this Agreement or on any other agreement outstanding with Vista; or
(b) Failure to perform any other provision of the Agreement; or
(c) Providing Vista with false information or signatures; or
(d) Failure to agree to pay for services provided to students which have not been covered by Parents' insurance.

Upon or after the occurrence of any event of default, Vista will provide the District with notice, by certified mail, addressed to the District's last known address as shown on Vista's records, advising the District of the default and of the District's right to cure the default within a 30-day cure period. The notice will provide the time, amount, and performance necessary to cure the default. If the District does not cure the default as provided in the notice, Vista's rights shall include (not by way of limitation) the right to declare all sums due on the Contract to be immediately due and payable and the removal of Student from Vista's roster. The District agrees to pay all attorney's fees and other reasonable collection costs and charges necessary for the collection of any amount not paid when due.

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

Waiver by Vista of any event of default shall not be a waiver of any subsequent default nor shall it be binding upon Vista if Vista should thereafter choose to exercise that or any other right or a similar event of default occurs later. All of Vista's rights and remedies shall be cumulative.

If any part of this Agreement is held to be unlawful, void or unenforceable, that provision shall be deemed not to have been a part of this Agreement, which shall otherwise remain fully effective.

This Contract is not assignable by either party without the express, written consent of the other.

The District shall continue to remit payment for the contracted regular school year "RSY" regardless of the status of the District Student and regardless of whether the Student continues to attend Vista's program. In the event of a change in placement, The Vista School will make every attempt to fill the District Student's place. If filled, Vista will stop invoicing the District.

Financial Responsibility: The District is responsible to pay the scheduled tuition for the student spot even if student leaves the district, until space is filled by contracted district or another district. The District is also responsible for the payment for behavioral health and/or nursing or other medical services required in order for Vista to implement the agreed upon IEP.

9. Limitations on Liability: No individual official, employee, director or agent of Vista shall have any direct or indirect personal liability to the District under this Agreement.

10. Indemnification: Each party shall indemnify, pay the cost of defense of, and save and hold the other harmless of, from and against any and all loss, cost, expense, damage, claim, demand, assessment, audit, judgment and liability, including reasonable attorney's fees and court costs, which the indemnified party may suffer or incur, resulting from, relating to, or arising in whole or in part, from or out of: (i) any misrepresentation or breach of a representation or warranty by the other party or its employees or agents contained in this Agreement; (ii) any breach of this Agreement by the other party or its employees or agents.

11. Absence of Warranties: THERE ARE NO WARRANTIES, EITHER EXPRESSE OR IMPLIED, GIVEN BY VISTA IN CONNECTION WITH ITS PROVISION OF THE EDUCATIONAL SERVICES COVERED BY THIS AGREEMENT.

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

12. Confidentiality: Vista may provide the District with access to confidential, proprietary, and sensitive information relating to Vista, whether such information is provided in written, oral, graphic, pictorial, or recorded from or stored on computer discs, hard drives, magnetic tape or digital or any other electronic medium, which may include, without limitation, information pertaining to the business, operations, finances, employees, curriculum, students served, and parents of district students (collectively, "Confidential Information"). The District acknowledges that from time-to-time Vista may disclose Confidential Information to the District in order to enable engagement in the services described in the Agreement. The District recognizes and agrees that the unauthorized disclosure of Confidential Information could be harmful to Vista. Consequently, the District agrees not: (1) to use, at any time, any Confidential Information for the District's own benefit or for the benefit of any person, entity, or company other than the District or District Students; or (2) to disclose, directly or indirectly, any Confidential Information to any person who is not a current employee of the District authorized to receive the Confidential Information, except in the performance of the services described in this Agreement, at any time prior or subsequent to the termination of this Agreement, without the express, written consent of Vista. The District acknowledges that any and all documents, including documents containing Confidential Information, furnished by Vista or otherwise acquired or developed by Vista in connection with the Agreement (collectively, "Vista Materials") shall at all times be the sole property of Vista. Upon the termination of this Agreement or association with Vista, the District shall return to Vista or destroy, or in the case of Vista Materials stored in electronic, magnetic, or digital media, at the election of Vista, use commercially reasonable efforts to erase or render unreadable, any and all Vista Materials that are in the District's possession, custody, or control. The provisions of this Section 10 shall survive termination or expiration of the Agreement.

13. Confidentiality of Student Records: The parties acknowledge that the unauthorized access to or dissemination of school student records is prohibited under state and federal law. The Parties shall comply with the Family Education Rights and Privacy Act of 1974 (FERPA) and any other applicable state and federal laws and regulations regarding the privacy of student records. To the extent required by law, the parties agree to comply with the business associate privacy rule provisions of the Health Insurance Portability and Accountability Act of 1996 as amended by the Health Information Technology for Economic and Clinical Health Act, including the subcontractor business associate provisions of that Act. Neither Party shall disclose the education records of any student to any person other than District personnel, Vista staff serving the Vista classrooms, and the

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

student's parent(s) or guardian(s). Vista specifically agrees it will comply with FERPA in all aspects of its services provided in this Agreement.

14. Additional Term and Termination:

A. The term of this Agreement shall run through the end of the **2026-2027** regular school year, unless earlier terminated as provided herein. This Agreement shall not automatically renew and shall terminate after the initial term unless there is a written amendment to the Agreement extending or renewing the Agreement.

B. Termination without Cause. Either the District or Vista may terminate this Agreement without cause and without penalty or payment of any kind to the other party by providing the other party with at least 180 calendar days' written notice prior to the date of termination. Grounds for termination for cause include, but are not limited to, a party's:

(i) Failure to pay any amount due under this Agreement within 30 days of the due date for payment of such amount;
(ii) Failure to comply with this Agreement;
(iii) Failure to perform duties created by this Agreement;
(iv) Material breach of this Agreement.

C. This Agreement may be immediately terminated by District or Vista upon written Notice for gross misconduct or gross negligence by the other party or anyone acting on behalf of the other party.

D. The terms of this Agreement shall be governed by the laws of the Pennsylvania except to the extent supplemented, superseded or preempted by federal law.

E. The parties to this Contract consent and agree that all legal proceedings relating to the subject matter hereof shall be maintained in the Court of Common Pleas of Dauphin County, Pennsylvania, or, if applicable, the United States District Court for the Middle District of Pennsylvania. All parties hereto consent and agree that jurisdiction and venue for such proceedings shall lie exclusively with those courts. Service of process in any such proceeding may be made by certified mail, return receipt requested, directed to the respective party at the address set forth above.

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

15. Notice: Any notice given under this Agreement shall be made in writing and sent by certified mail or overnight commercial carrier, addressed as follows:

If to Vista:
The Vista School
Attn: Business Operations
1021 Springboard Drive
Hershey, PA 17033

If to the District:
Northern Lebanon School District
346 School Drive
Fredericksburg, PA 17026

16. Entire Agreement: The Agreement and Terms, when read together, contain the entire understanding between the parties with respect to their subject matter and supersede all prior or contemporaneous agreements or understandings between the parties with respect to their subject matter. The headings in the Agreement are solely for convenience of reference and are not to be given any effect in the construction or interpretation of the Agreement or Terms.

17. Counterparts: The Agreement may be executed in any number of counterparts, each of which shall be deemed an original as against any party whose signature appears thereon, and all of which shall together constitute one and the same instrument. The Agreement shall be binding when one or more counterparts of it, individually or taken together, shall bear the signatures of all of the parties reflected on the Agreement as the signatories. Delivery of an executed counterpart of the Agreement by facsimile or electronic mail shall have the same binding effect as delivery of an executed original of it.

18. No Third-Party Beneficiary: The provisions of this Agreement are for the benefit only of the parties hereto, and no third party may seek to enforce, or benefit from, these provisions. The parties specifically disavow any desire or intention to create any third party beneficiary hereunder, and specifically declare that no person or entity shall have any right hereunder nor any right of enforcement hereof.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed and delivered by their respective duly authorized officers, as of the date first written above.

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

DISTRICT:
Northern Lebanon School District

Director of Pupil Services

Name, Title, Date

VISTA:

Gaynelle M. Dillsworth

Gaynelle Dillsworth, Executive Director of The Vista School

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

EXHIBIT B

Luca Orozco-Orihuela

Tuition and Related Services as set forth in the student's IEP -

Tuition -2026-27 School Year of 180 days – $83,275.50

Related Services included in tuition:

- Speech and Language
- Occupational therapy
- Physical Therapy
- Crisis Intervention Support
- Nursing Services

Related Services not included in tuition:

- IBHS costs not reimbursed by insurance plan coverage
- IBHS Services for non-insured/students age 21+
    - Shared Support – $343.04/day
    - Individual Support – $492.82/day
    - Enhanced Support – $797.83/day
    - Specialized Support – $911.09/day

Hourly/as needed costs:

- Transition services - $110
- Hearing services – Vendor Rates
- Vision services – Vendor Rates

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

Assistive Technology LEA Preference Page for:

Luca Orozco-Orihuela

Please review the options below that could be utilized with students from your district that attend The Vista School. Select the option that best meets your district's needs. Vista will then internally ensure that we are following the selected option for your district when navigating the repair and/or replacement of any applicable assistive technology devices.

_____ Option 1: LEA approves of Vista being the entity that will order the assistive technology and related materials (apps, cases, straps, etc.) needed for the student (as described by the IEP team) as well as lead and process all required repairs and replacements. Vista will bill the cost back to the LEA. Vista will ensure LEA approval prior to making any purchases or processing any repairs. Vista will return all possible technology and related materials to the district should the student move out of the district, graduate, or no longer require the items. (Note that apps purchased by Vista under a Vista Apple ID cannot be transferred, and Vista would retain ownership.)

- ❑ LEA grants pre-approval for repairs that do not exceed $150. (Vista will notify LEA that repair is occurring for record-keeping, but will not delay repair so as to get device back into student's hands as quickly as possible.)

_____ Option 2: LEA will lead the purchasing of all assistive technology and related materials (apps, cases, straps, etc.) needed for the student (as described by the IEP team) as well as lead and process all required repairs and replacements. This will require the LEA obtaining the device from The Vista School for any repairs or updates to apps, etc. and then returning the device upon completion in a timely manner. It would also require the LEA purchasing necessary devices, equipment, loading of initial app, etc. and getting the technology to Vista for the student in need.

LEA IT Contact(s): (Vista's IT staff will communicate with these people for any technology related needs, such as passwords/passcodes, app questions, setup information, etc.)

Name	Title	Phone#	Email Address

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

THE VISTA SCHOOL
REGULAR SCHOOL YEAR EDUCATIONAL SERVICES CONTRACT

This AGREEMENT (the "Agreement") is made and entered into by and between Northern Lebanon School District (the "District") and The Vista School ("Vista").

WHEREAS, Vista, a Pennsylvania nonprofit corporation with its principal place of business at 1021 Springboard Drive, Hershey, Pennsylvania, provides educational services and supports to students with intensive needs related to Autism Spectrum Disorder and uses applied behavior analysis ("ABA") programming for students with more complex needs. In addition, Vista provides behavioral health services under its IBHS license as set forth in the student's IEP. Vista has offered enrollment for **the 2026-2027** Regular School Year ("**RSY 2026-2027**")**.**

NOW THEREFORE, the District and Vista, in consideration of the mutual undertakings hereunder, and intending to be legally bound, agree as follows:

1. Services: Vista shall provide to Student the educational and behavioral programs outlined in Student's individualized education plan ("IEP") and shall use ABA-based programming during the (list the school years encompassed under the contract). Vista will provide educationally integrated behavioral support via Vista's Department of Human Services IBHS license at no cost to the district unless Student's insurance lapses beyond remediation, or the student turns 21 years of age, or should Student's insurance change without prior notice to Vista or should Student's insurance not cover the entire cost of Behavioral Health Services, in which case the District will be billed and will pay the difference between the amount paid by insurance and the amount charged by Vista for the Behavioral Health Services. Vista shall perform progress monitoring as set forth in Student's IEP and shall provide progress monitoring reports to the District and parents as required regarding Student. Upon receipt of the signed contract, one or more Vista representatives shall take primary responsibility, in close consultation with the District, for drafting and revising Student's IEP. Vista shall arrange for Student to be evaluated by a licensed school psychologist at least once every two years. The cost of any additional evaluations shall be borne by the District. Vista shall provide services for the Regular School Year ("RSY").

The District acknowledges that Vista has held open and/or filled a spot in its program for a District student for the 2026/27 school year. In the event that Student is removed from or does not attend Vista's program, for whatever

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

reason, District agrees that it will be responsible for payment of the Student's full tuition and costs associated therewith for the remainder of the term of the contract unless otherwise agreed. Should Student be removed from the Vista program, Vista agrees at its discretion to accept another Student to fill the vacant position. Upon receipt by Vista of tuition for the replacement student, District's responsibility to pay for the complete 2026/27 school year will end.

2. **Vista Status:** The Vista School is not under suspension, debarment, or otherwise excluded from performing work by the Commonwealth of Pennsylvania, any other state, or the federal government.

3. Classroom Access, Data Collection Reporting Consent: Vista is committed to databased decision-making pursuant to ABA principles, and, as such, operates an extensive data collection and analysis program. Data from Student's activities (both at the classroom and in-home) is collected on an ongoing basis and analyzed on a routine, periodic schedule. Vista shall supply formal reports on Student's progress at regular intervals or as provided in the Student's IEP but no less frequently than quarterly. Copies of such reports shall be made available to both Student's parents and District. Vista is in possession of Student's most recent IEP and agrees to adhere to the educational plan outlined therein.

Both Student's parents or guardians and District shall have access to review Student's progress and activities in the classroom and either may contact Vista with any concerns or information relevant to the provision of programming to Student. In order to avoid disruption to the educational environment, classroom visits shall be pre-scheduled, at least one week in advance.

By execution of the attached addendum, Exhibit A, Student's parents or guardians have indicated their consent to the collection and use by Vista of data collected for the purposes of progress monitoring and development and implementation of the IEP but to no further disclosures except as otherwise required or allowed by law.

4. Student Concerns: Concerns about Student, programming, and placement (including parental concerns) will be addressed by Vista in consultation with the Parents and District. Vista will make District aware of concerns as they arise. The District representative informed under this section will communicate with Vista and plan how concerns will be addressed.

Vista and District will work with District's superintendent (or designee) and Vista management (or designee) on concerns when such is warranted. In the event a due process hearing is needed for Student, the costs of such hearing will be the

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

responsibility of District. Vista shall promptly notify District of any potential claims and concerns. Vista will cooperate fully with District in defending against any claims regarding Student.

5. Terms of Payment and Payment Schedule: District represents that Student has been referred for placement via a notice of recommended education placement or other legally binding agreement.

6. A. The District agrees to pay the cost of tuition, supplemental supports and related services and as set forth in the Student's IEP and as set forth in Exhibit B. Should the District's calendar provide for more than 180 days of educational programming, the cost of any additional days shall be paid by the District in the amount set forth in Exhibit B.

The cost of any additional services not included within the student IEP as listed in Exhibit B but requested by Parents must be paid for by the Parents unless otherwise agreed to between the District and Parents. Vista agrees that it will cooperate with the Parents and/or District to provide documentation required by any public or private insurance carrier. However, in the event that the insurance provider denies coverage or payment for the cost of the services, Parents agree that they are responsible for payment for the additional services unless otherwise agreed between the District and the Parents. The failure of District to submit payment for services provided to Student that are not covered by Parent's policy of insurance but required under the Student's IEP will result the discontinuance of the additional services to Student. Should Vista believe that the additional services are necessary to implement the IEP, it will request the Parents' and District's approval for provision of the services. Should there be no approval, or should there be no payment for the services by District or Parents, Vista may terminate this agreement.

B. Except as otherwise agreed in writing between the District and Vista, services exclude any and all ESY services to be provided by Vista during the summer of 2027. If Vista and the District wish to enroll the Student in **2027** ESY services, they may enter into a separate addendum to this Agreement which must be signed by both parties.

C. Payments must be made to Vista at the following address:

The Vista School
Attn: Business Operations
1021 Springboard Drive
Hershey, PA 17033

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

D. Payments more than 30 days past due will incur interest at 9% per annum. Payments more than 60 days past due will be referred by Vista for collection, and the District will be responsible for all attorney's fees and collections incurred in efforts to collect payments more than 60 days past due.

7. Additional Responsibilities of the District:

A. The District acknowledges and agrees that, in order for Vista to hold open a placement for Student, the District must return a fully executed copy of this Agreement no fewer than 30 days before the beginning of RSY **2026-2027** and to make payment for the services to be performed by Vista under the terms of this agreement within 30 days after submission of Vista's bill.

The District acknowledges and agrees that cooperation between Vista and the District, is necessary for the implementation of this Agreement. The District will cooperate in good faith in meetings and discussions as requested by Vista. The District will complete RISC reporting, PIMS reporting, and School District LEA accounting reporting for both APS and PS District Students contracted with Vista.

8. Default: Without limitation, the District shall be deemed to be in default of this Agreement upon the occurrence of any of the following:

(a) Failure to make any payment due from the District on this Agreement or on any other agreement outstanding with Vista; or
(b) Failure to perform any other provision of the Agreement; or
(c) Providing Vista with false information or signatures; or
(d) Failure to agree to pay for services provided to students which have not been covered by Parents' insurance.

Upon or after the occurrence of any event of default, Vista will provide the District with notice, by certified mail, addressed to the District's last known address as shown on Vista's records, advising the District of the default and of the District's right to cure the default within a 30-day cure period. The notice will provide the time, amount, and performance necessary to cure the default. If the District does not cure the default as provided in the notice, Vista's rights shall include (not by way of limitation) the right to declare all sums due on the Contract to be immediately due and payable and the removal of Student from Vista's roster. The District agrees to pay all attorney's fees and other reasonable collection costs and charges necessary for the collection of any amount not paid when due.

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

Waiver by Vista of any event of default shall not be a waiver of any subsequent default nor shall it be binding upon Vista if Vista should thereafter choose to exercise that or any other right or a similar event of default occurs later. All of Vista's rights and remedies shall be cumulative.

If any part of this Agreement is held to be unlawful, void or unenforceable, that provision shall be deemed not to have been a part of this Agreement, which shall otherwise remain fully effective.

This Contract is not assignable by either party without the express, written consent of the other.

The District shall continue to remit payment for the contracted regular school year "RSY" regardless of the status of the District Student and regardless of whether the Student continues to attend Vista's program. In the event of a change in placement, The Vista School will make every attempt to fill the District Student's place. If filled, Vista will stop invoicing the District.

Financial Responsibility: The District is responsible to pay the scheduled tuition for the student spot even if student leaves the district, until space is filled by contracted district or another district. The District is also responsible for the payment for behavioral health and/or nursing or other medical services required in order for Vista to implement the agreed upon IEP.

9. Limitations on Liability: No individual official, employee, director or agent of Vista shall have any direct or indirect personal liability to the District under this Agreement.

10. Indemnification: Each party shall indemnify, pay the cost of defense of, and save and hold the other harmless of, from and against any and all loss, cost, expense, damage, claim, demand, assessment, audit, judgment and liability, including reasonable attorney's fees and court costs, which the indemnified party may suffer or incur, resulting from, relating to, or arising in whole or in part, from or out of: (i) any misrepresentation or breach of a representation or warranty by the other party or its employees or agents contained in this Agreement; (ii) any breach of this Agreement by the other party or its employees or agents.

11. Absence of Warranties: THERE ARE NO WARRANTIES, EITHER EXPRESSE OR IMPLIED, GIVEN BY VISTA IN CONNECTION WITH ITS PROVISION OF THE EDUCATIONAL SERVICES COVERED BY THIS AGREEMENT.

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

12. Confidentiality: Vista may provide the District with access to confidential, proprietary, and sensitive information relating to Vista, whether such information is provided in written, oral, graphic, pictorial, or recorded from or stored on computer discs, hard drives, magnetic tape or digital or any other electronic medium, which may include, without limitation, information pertaining to the business, operations, finances, employees, curriculum, students served, and parents of district students (collectively, "Confidential Information"). The District acknowledges that from time-to-time Vista may disclose Confidential Information to the District in order to enable engagement in the services described in the Agreement. The District recognizes and agrees that the unauthorized disclosure of Confidential Information could be harmful to Vista. Consequently, the District agrees not: (1) to use, at any time, any Confidential Information for the District's own benefit or for the benefit of any person, entity, or company other than the District or District Students; or (2) to disclose, directly or indirectly, any Confidential Information to any person who is not a current employee of the District authorized to receive the Confidential Information, except in the performance of the services described in this Agreement, at any time prior or subsequent to the termination of this Agreement, without the express, written consent of Vista. The District acknowledges that any and all documents, including documents containing Confidential Information, furnished by Vista or otherwise acquired or developed by Vista in connection with the Agreement (collectively, "Vista Materials") shall at all times be the sole property of Vista. Upon the termination of this Agreement or association with Vista, the District shall return to Vista or destroy, or in the case of Vista Materials stored in electronic, magnetic, or digital media, at the election of Vista, use commercially reasonable efforts to erase or render unreadable, any and all Vista Materials that are in the District's possession, custody, or control. The provisions of this Section 10 shall survive termination or expiration of the Agreement.

13. Confidentiality of Student Records: The parties acknowledge that the unauthorized access to or dissemination of school student records is prohibited under state and federal law. The Parties shall comply with the Family Education Rights and Privacy Act of 1974 (FERPA) and any other applicable state and federal laws and regulations regarding the privacy of student records. To the extent required by law, the parties agree to comply with the business associate privacy rule provisions of the Health Insurance Portability and Accountability Act of 1996 as amended by the Health Information Technology for Economic and Clinical Health Act, including the subcontractor business associate provisions of that Act. Neither Party shall disclose the education records of any student to any person other than District personnel, Vista staff serving the Vista classrooms, and the

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

student's parent(s) or guardian(s). Vista specifically agrees it will comply with FERPA in all aspects of its services provided in this Agreement.

14. Additional Term and Termination:

A. The term of this Agreement shall run through the end of the **2026-2027** regular school year, unless earlier terminated as provided herein. This Agreement shall not automatically renew and shall terminate after the initial term unless there is a written amendment to the Agreement extending or renewing the Agreement.

B. Termination without Cause. Either the District or Vista may terminate this Agreement without cause and without penalty or payment of any kind to the other party by providing the other party with at least 180 calendar days' written notice prior to the date of termination. Grounds for termination for cause include, but are not limited to, a party's:

(i) Failure to pay any amount due under this Agreement within 30 days of the due date for payment of such amount;
(ii) Failure to comply with this Agreement;
(iii) Failure to perform duties created by this Agreement;
(iv) Material breach of this Agreement.

C. This Agreement may be immediately terminated by District or Vista upon written Notice for gross misconduct or gross negligence by the other party or anyone acting on behalf of the other party.

D. The terms of this Agreement shall be governed by the laws of the Pennsylvania except to the extent supplemented, superseded or preempted by federal law.

E. The parties to this Contract consent and agree that all legal proceedings relating to the subject matter hereof shall be maintained in the Court of Common Pleas of Dauphin County, Pennsylvania, or, if applicable, the United States District Court for the Middle District of Pennsylvania. All parties hereto consent and agree that jurisdiction and venue for such proceedings shall lie exclusively with those courts. Service of process in any such proceeding may be made by certified mail, return receipt requested, directed to the respective party at the address set forth above.

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

15. Notice: Any notice given under this Agreement shall be made in writing and sent by certified mail or overnight commercial carrier, addressed as follows:

If to Vista:
The Vista School
Attn: Business Operations
1021 Springboard Drive
Hershey, PA 17033

If to the District:
Northern Lebanon School District
346 School Drive
Fredericksburg, PA 17026

16. Entire Agreement: The Agreement and Terms, when read together, contain the entire understanding between the parties with respect to their subject matter and supersede all prior or contemporaneous agreements or understandings between the parties with respect to their subject matter. The headings in the Agreement are solely for convenience of reference and are not to be given any effect in the construction or interpretation of the Agreement or Terms.

17. Counterparts: The Agreement may be executed in any number of counterparts, each of which shall be deemed an original as against any party whose signature appears thereon, and all of which shall together constitute one and the same instrument. The Agreement shall be binding when one or more counterparts of it, individually or taken together, shall bear the signatures of all of the parties reflected on the Agreement as the signatories. Delivery of an executed counterpart of the Agreement by facsimile or electronic mail shall have the same binding effect as delivery of an executed original of it.

18. No Third-Party Beneficiary: The provisions of this Agreement are for the benefit only of the parties hereto, and no third party may seek to enforce, or benefit from, these provisions. The parties specifically disavow any desire or intention to create any third party beneficiary hereunder, and specifically declare that no person or entity shall have any right hereunder nor any right of enforcement hereof.

IN WITNESS WHEREOF, the Parties have caused this Agreement to be executed and delivered by their respective duly authorized officers, as of the date first written above.

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

DISTRICT:
Northern Lebanon School District

Director of Pupil Services

Name, Title, Date

VISTA:

Gaynelle M. Dillsworth

Gaynelle Dillsworth, Executive Director of The Vista School

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

EXHIBIT B

Jake Hitz

Tuition and Related Services as set forth in the student's IEP -

Tuition -2026-27 School Year of 180 days – **4010 Placement**

Related Services included in tuition:

- Speech and Language
- Occupational therapy
- Physical Therapy
- Crisis Intervention Support
- Nursing Services

Related Services not included in tuition:

- IBHS costs not reimbursed by insurance plan coverage
- IBHS Services for non-insured/students age 21+
    - Shared Support – $343.04/day
    - Individual Support – $492.82/day
    - Enhanced Support – $797.83/day
    - Specialized Support – $911.09/day

Hourly/as needed costs:

- Transition services - $110
- Hearing services – Vendor Rates
- Vision services – Vendor Rates

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

Assistive Technology LEA Preference Page for:

Jake Hitz

Please review the options below that could be utilized with students from your district that attend The Vista School. Select the option that best meets your district's needs. Vista will then internally ensure that we are following the selected option for your district when navigating the repair and/or replacement of any applicable assistive technology devices.

_____ Option 1: LEA approves of Vista being the entity that will order the assistive technology and related materials (apps, cases, straps, etc.) needed for the student (as described by the IEP team) as well as lead and process all required repairs and replacements. Vista will bill the cost back to the LEA. Vista will ensure LEA approval prior to making any purchases or processing any repairs. Vista will return all possible technology and related materials to the district should the student move out of the district, graduate, or no longer require the items. (Note that apps purchased by Vista under a Vista Apple ID cannot be transferred, and Vista would retain ownership.)

- ❑ LEA grants pre-approval for repairs that do not exceed $150. (Vista will notify LEA that repair is occurring for record-keeping, but will not delay repair so as to get device back into student's hands as quickly as possible.)

_____ Option 2: LEA will lead the purchasing of all assistive technology and related materials (apps, cases, straps, etc.) needed for the student (as described by the IEP team) as well as lead and process all required repairs and replacements. This will require the LEA obtaining the device from The Vista School for any repairs or updates to apps, etc. and then returning the device upon completion in a timely manner. It would also require the LEA purchasing necessary devices, equipment, loading of initial app, etc. and getting the technology to Vista for the student in need.

LEA IT Contact(s): (Vista's IT staff will communicate with these people for any technology related needs, such as passwords/passcodes, app questions, setup information, etc.)

Name	Title	Phone#	Email Address

Docusign Envelope ID: 57969492-D85B-8410-81EF-D6D7FD28715D

Dual Enrollment Agreement

Messiah University and Northern Lebanon School District

This Agreement is entered into by and between Northern Lebanon School District (NLSD) and Messiah University. This agreement sets out the terms and conditions of the dual enrollment program offered by these two institutions.

Purpose
Dual enrollment provides motivated high school juniors and seniors the opportunity to take college courses that satisfy both high school graduation and college credit requirements.

Term
The term of this agreement will become effective upon the signatures of both parties and will remain in effect so long as both parties wish to continue the dual enrollment program.

Program Description
Dual enrollment provides motivated high school juniors and seniors the opportunity to take college courses that satisfy both high school graduation and college credit requirements.

Student Eligibility
To enroll in a Messiah University dual-enrollment course a student must meet these eligibility requirements:

- Entering, or currently in, the junior or senior year of high school and at least 15 years of age at the time of participation in the dual-enrollment course
- Demonstrate a GPA of 3.0 or higher on your high school transcript
- Submit the Messiah University Dual Enrollment Recommendation Form from a teacher and/or guidance counselor
- Submit the Messiah University Parent/Guardian Permission Form
- Satisfy the prerequisite requirements, if any, for the specific courses in which the student seeks to enroll

Courses
Messiah University offers dual-enrollment courses at its main campus, located in Mechanicsburg, PA. This option provides a traditional collegiate classroom experience with face-to-face interaction with professors and classmates. A limited number of online courses are also available during the fall and spring. Following the registration of Messiah's undergraduate students each term (fall semester, spring semester and summer) the University makes remaining class openings available to dual-enrolled students. Approved dual enrollment students may also enroll in online courses offered during Messiah’s summer term.

Dual enrollment students will be accountable for the same classroom and attendance requirements as regular college students, including the use of assigned textbooks and instructional resources (i.e., laptop computers). Students will have access to Messiah University’s Student Computer Services, Murray Library, Writing Center and Learning Center, as well as Supplemental Instruction if associated with a particular course.

Student Credit
Students may take a maximum of eleven credits per semester (or over the summer) at the discounted dual enrollment tuition rate. If a student takes more than eleven credits in a particular semester (or over the summer), the standard part-time or summer tuition rate will apply to the credits beyond eleven.

A minimum grade of "D" must be earned to be considered successfully completed under this agreement. Courses may not be taken "pass/fail" if the student wishes to receive high school credit.

The University acknowledges Northern Lebanon High School's right to apply credit toward high school graduation requirements, as NLHS deems appropriate. The University will award postsecondary credit to students who successfully complete courses. The University transcript will reflect completion of college-level work according to commonly accepted post-secondary practices. There will be no notation of high school status on the transcript.

Messiah University is a regionally accredited university. Messiah University credit may transfer to other colleges or universities as a general education course, a major requirement or a free elective.

Tuition and Related Expenses
NLHS students are responsible for all payments of tuitions and fees. Students enrolled in the Dual Enrollment program will pay a significantly discounted cost per credit.

Additional Administrative Responsibilities
Application: The student is responsible for completing the online application.
Acceptance and Registration: The University will notify the students of acceptance and the registration process.
Orientation: The University will hold an orientation for the fall semester for new dual enrollment students.
Materials: The student is responsible for acquiring the required textbooks, instructional resources and materials.
Academic Progress Reports: Students are responsible for monitoring their own academic progress; the University does not provide regular academic progress reports, but may notify a student if he/she is at risk of not completing the course successfully.

Contact at Messiah University: Matt Reitnour at mreitnour@messiah.edu

Northern Lebanon School District

_____ _____
Dr. Kelly Bastek-Jones Date
Director of Pupil Services

Messiah University

_____ _____
Sarah Wade Date
Vice President for Enrollment Management

LANCASTER_LEBANON INTERMEDIATE UNIT 13
INTERGOVERNMENTAL AGREEMENT
NONPUBLIC SCHOOL SERVICES CONSORTIUM
TITLE I SHARED SERVICES

School District: Northern Lebanon School District

Lancaster-Lebanon Intermediate Unit 13 (IU13) offers the following services under a shared services approach to Title I nonpublic schools (NP) having low-income students enrolled in a Lancaster or Lebanon County School District participating in the IU13 Title I Nonpublic School Services Consortium.

School District and IU13 agree to use Title I funds for instruction at the nonpublic schools listed in this agreement.

Background: The provisions of these services through a regional consortium approach are consistent with the intent of PA School Code to Section 901-A and Uniform Guidance Section 200.318 General Procurement Standards:

1. *PA School Code to Section 901-A: Establishment of Intermediate Units - Each school district of the Commonwealth shall be assigned to an intermediate unit, and shall be entitled to the services of an intermediate unit in accordance with a program of services adopted by the intermediate unit board of directors.*

2. *2 CFR Part 200.318 (e) Procurement arrangements using strategic sourcing: When appropriate for the procurement or use of common or shared goods and services, recipients and subrecipients are encouraged to enter into State and local intergovernmental agreements or inter-entity agreements for procurement transactions. These or similar procurement arrangements using strategic sourcing may foster greater economy and efficiency. Documented procurement actions of this type (using strategic sourcing, shared services, and other similar procurement arrangements) will meet the competition requirements of this part.*

Type of Shared Services Delivered (services offered include):

Each member's share of the costs of the IU13 Title I Nonpublic School Services Consortium will be up to 100% of a district's Title I nonpublic school allocation. Shared services will not limit Title I services for students. These services will include all of the following services.

- Review of referred students from nonpublic (NP) schools of potential educationally disadvantaged students (Multiple criteria: Standardized test scores, benchmark and diagnostic assessments, teacher referral, and classroom performance)
- Initial screening and assessment of potential educationally disadvantaged students
- Parental permission process
- Benchmark assessments and stakeholder reporting two or three times per year (Acadience Reading and Math, easyCBM, Gates-MacGinitie) in collaboration with NP school personnel
- Data analysis with individual teachers at school level
- Student scheduling (in collaboration/coordination with NP school personnel)
- Instructional services in reading and math (during school hours, as determined through collaboration/coordination with NP school personnel)
- Standards based instruction

- Collaboration with classroom teachers by modeling, co-teaching, and coaching
- Progress monitoring and progress reporting as requested
- Professional development at school level and IU level
- Parent and family engagement activities including: NP School Title I Parent and Family Engagement Policy, School/Parent Compacts (for school, parent, and student), Annual Family Fun Night, IU13 Federal Programs Parent Conference
- Performance goal progress and data analysis
- Annual program evaluation and reporting to all stakeholders based on student performance, as requested
- Annual educator effectiveness evaluation of instructional staff
- Appropriately certificated instructional staff
- Nonpublic school visitation coordination and documentation
- Annual assessment and intervention plan review and revision
- Technical assistance with federal program monitoring
- Assistance with Title I subgrant application in eGrants - provide necessary information to complete the "Nonpublic School Organization" section in eGrants
- Coordination with Pennsylvania Act 89 services
- Coordination with other federal programs, whenever possible

The cost of the above-mentioned shared services is based on actual costs incurred. See "Breakdown of Costs" section below. Costs are reconciled annually and based on actual costs incurred. No indirect costs are included.

Terms and Conditions

1. **TERM**

This contract is for a 1-year agreement.

This agreement shall commence on July 1, 2026 and terminate on June 30, 2027.

This agreement will be reviewed annually and can be terminated with or without cause by either party upon thirty (30) days written notice. Payment will be made for any services provided up to the date of termination.

2. **DESCRIPTION OF SERVICES**

Upon the terms and conditions set forth herein, the above-named district (School District) requests that Lancaster-Lebanon Intermediate Unit 13 (IU13) provide reading and math instructional services in accordance with the responsibilities listed in section 5. Such services will be secular, neutral, and non-ideological.

District requests that IU13 provide Parental Involvement and Professional Development in accordance with Title I at the nonpublic schools listed in this agreement.

IU13 agrees to comply with all Title I statutory and regulatory requirements.

3. **FEES AND PAYMENT**

In consideration of the shared services mutually agreed upon as described herein, participating School Districts shall pay IU13 for their share of the costs up to the amounts described in the chart below as generated by grants for services to the district's nonpublic students in eligible attendance areas.

Frequency of Payment

Payment shall be made to IU13 upon completion/delivery of services/materials based on invoices received in December and June. School District may withhold payment if IU13 does not comply with all statutory and regulatory requirements of Title I. School District's payment must be received by IU13 within 30 days of receiving the invoice.

Breakdown of Costs

Shared costs include salaries, benefits, supplies, curriculum, evaluations, professional development, etc. Staff costs are charged based on hours logged. Costs for materials and supplies are charged based on specific request. A Title I Shared Services Agreement is included in Appendix A.

These numbers can be found in the Nonpublic section of your eGrant.	Nonpublic Per Pupil Amount:	$ 860.29
	Total Nonpublic Instruction Amount:	$ 6,022.03
	Total Nonpublic Share of Parent Involvement Set Asides:	$ 0
	Total Nonpublic Share of Professional Development Set Asides:	$ 0
	Total Nonpublic Low Income Funds (Total Instruction Amount + Set Asides):	$ 6,022.03

Please check the box if your district is targeted assistance [ ] or school wide [X]

School District agrees to notify IU13 of the final Title I allocation for the 2026-2027 school year for the nonpublic schools listed in this agreement by April 15, 2027 or amendment due date as outlined by PDE. School District and IU13 acknowledge that an increase or decrease in funds from the preliminary allocation may increase or decrease the services outlined in this Agreement.

4. STUDENT INFORMATION

Please list all the buildings within your district that are considered Public Title I buildings (even if there is no money being driven from that building by nonpublic low-income students). Also list the full range of grades for that building (even if they are not all Title I grades under district Title I).

Public Title I Building	Grades within Public School Building
Northern Lebanon Elementary School	K-6

Please list the Nonpublic schools that replied saying they would like to participate in Title I (even if they do not have economically disadvantaged students driving funds). If the Nonpublic school has economically disadvantaged students driving funds for services, please list the number of students.

Nonpublic School	Number of Students
New Covenant Christian School	7

5. **RESPONSIBILITIES**

Responsibilities are outlined below for IU13 and the School District:

IU13 maintains responsibility for:

a. Providing School District with addresses of students qualifying for academic support;
b. Delivery of reading and math services:
   Minimum of 2 times per week and a minimum of 15 minutes per session;
c. Tracking and reporting of performance goal: one time per year, provided to School District by the end of the year;
   a. 80% of students will improve on the Acadience Reading composite score, grades K-6.
   b. 80% of students will improve on the Acadience Reading, grades 7-8.
   c. 80% of students will maintain or improve their category on the Gates MacGinitie, grades 9-12.
   d. 80% of students will improve on Acadience Math composite score, grades K-6.
   e. 80% of students will improve on easyCBM composite score, grades 7-8.
d. Annual consultation/visits with nonpublic schools regarding program and services

School District maintains responsibility for:

a. Providing IU13 with the names of nonpublic schools identified to participate in Title I;
b. Assisting IU13 in identifying and qualifying addresses of students who reside in Title I attendance areas;
c. Informing IU13 of any and all circumstances which may directly or indirectly affect the performance of this Agreement, including changes to the original funding allocation.
d. Monitoring and Evaluation: Complaint procedure and communication with the nonpublic Administrators

School District assures IU13 that all meaningful consultation between the District and the nonpublic schools listed in this agreement, needed to set up this agreement, has been completed prior to the effective date of this agreement.

School District and IU13 acknowledge that it may be necessary to modify this Agreement if there is a reauthorization of ESSA during the performance period of the contract.

6. **MISCELLANEOUS**

IU13 maintains and keeps in force such insurance as Workers Compensation, Liability, and Property Damage.

Both parties are protected under the Commonwealth of Pennsylvania's Tort Claims Act (Act), and as such, cannot and shall not be held responsible or otherwise liable for those actions or inactions specifically enumerated under the Act. Based on the foregoing, each party agrees to protect, indemnify, and hold harmless the other party and its agents, employees, directors, officers, affiliates, consultants, and/or contractors from and against any and all damages, injuries (including bodily injury, dismemberment, and/or death), claims, liabilities, and costs (including reasonable attorneys' fees), which arise or may be suffered or incurred in whole or in part as a result of the acts or omissions of the indemnifying party, its agents, employees, directors, officers, affiliates, consultants, and/or contractors, and whether arising under this

Agreement, to the extent permitted by law.

Force Majeure. Neither party will incur any liability to the other if its performance of any obligation under this Agreement is prevented or delayed by causes beyond its control and without the fault or negligence of either party. Causes beyond a party's control may include, but are not limited to, acts of God, war or terrorism, changes in controlling law, regulations, orders or the requirements of any governmental entity, severe weather conditions, civil disorders, natural disasters, fire, a national or Commonwealth of Pennsylvania emergency, disease, plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including quarantine or other employee restrictions, general strikes throughout the trade, work stoppages, accidents and freight embargos. and interruptions, loss or malfunctions of utilities, communications or computer (software and hardware) services; other unforeseeable circumstances beyond the control of the Parties against which it would have been unreasonable for the affected party to take precautions and which the affected party cannot avoid even by using its best efforts. Either party shall orally notify each other within forty-eight (48) hours and notify in writing within five (5) days of the date on which both parties become aware, or should have reasonably become aware, that such cause would prevent or delay its performance. Such notification shall (i) describe fully such cause(s) and its effects on performance, (ii) state whether performance under the Agreement is prevented or delayed and (iii) if performance is delayed, state a reasonable estimate of the duration of the delay. After receipt of such notification, either party may elect to cancel this Agreement, or to extend the time for performance as reasonably necessary to compensate for the delay.

The person signing this Agreement on behalf of the School District individually warrants that he or she has full legal power to execute this Agreement on behalf of the School District, and to bind and obligate the School District with respect to all provisions contained in this Agreement.

This contract cannot be modified or changed without a written Amendment to this Agreement signed by both the IU13 and the School District.

IU13 Point of Contact:
Dr. Raluca Snyder
Federal Programs Administrator Phone: (717) 606-1733

SIGNATURES

School District: _____

By: _____ Date: _____

Name: _____ Title: _____

Lancaster-Lebanon Intermediate Unit 13

By: _____ Date: _____

Name: _____ Title: _____

Appendix A - Shared Services Budget

LANCASTER-LEBANON IU13
Consortium Program
Instructional Services Department
SBU 007 - Student Services
Proposed 2026-2027 Title I - Nonpublic
FY 7/1/2026 - 6/30/2027
June 24, 2026

EXPENDITURES							Proposed 2026-27 Budget
10	1500	5172	120	00	00	Professional - Educational	$192,527
10	1500	5172	150	00	00	Office/Clerical Salaries	25,438
10	1500	5172	213	00	00	Life Insurance	271
10	1500	5172	220	00	00	Social Security Contributions	16,675
10	1500	5172	230	00	00	Retirement Contributions	73,214
10	1500	5172	260	00	00	Worker's Compensation	1,525
10	1500	5172	271	00	00	Medical Health Benefits	50,304
10	1500	5172	272	00	00	Dental Health Benefits	1,873
10	1500	5172	274	00	00	Income Protection Benefits	568
10	1500	5172	348	00	00	Services in Support of Technology	990
10	1500	5172	360	00	00	Employee Training and Development Services	63
10	1500	5172	448	00	00	Lease/Rental of Hardware & Related Tech	420
10	1500	5172	550	00	00	Printing and Binding	597
10	1500	5172	580	00	00	Travel	480
						TOTAL EXPENDITURES	$364,945

AFFILIATION AGREEMENT WITH A SCHOOL DISTRICT

THIS AGREEMENT is made for a period of time beginning on August 4, 2026 Wilson College, Chambersburg, PA, (hereinafter "College"), an educational institution in the Commonwealth of Pennsylvania and the organization, Northern Lebanon School District (hereinafter "School District"). The parties intend to be legally bound to the following terms:

I. DUTIES AND RESPONSIBILITIES OF THE COLLEGE

a. *Selection of Students*. The College shall be responsible for the selection of qualified students to participate in the practicum or student teaching experience. Selected students must have the appropriate educational background and skills consistent with the contemplated educational experience offered by the School District.

b. *Education of Students*. The College shall assume full responsibility for the classroom and classroom education of its students. The College shall be responsible for the administration of the program, the curriculum content, the requirements of matriculation, grading and graduation.

c. *Submission of Candidates*. The College shall submit the names of the students to the School District or a designated representative prior to the practicum assignment or student teaching. All student teachers will have completed all PDE required clearances.

d. *Advising Students of Rights and Responsibilities*. The College will be responsible for advising the student of his or her own responsibilities under this Agreement. The student shall be advised of his or her obligations to abide by the policies and procedures of the School District and should any student fail to abide by any policy and/or procedure, he or she may be expelled from the program.

e. *Insurance.* The Parties agree that the only insurance required under this Contract shall be as set forth below, and upon request, Provider i.e. Wilson College shall supply certificates of insurance evidencing such coverage to the School District:
   - Provider will maintain Workers Compensation Coverage as required by Pennsylvania law in limits required by statute; and
   - Provider will maintain Comprehensive General Liability Insurance for itself, its agents, and employees participating in the Work with limits of at least $1,000,000 per occurrence and $3,000,000 annual aggregate; and
   - Provider will maintain Professional Liability Insurance for itself, its agents, and employees participating in the Work with limits of at least $2,000,000 per occurrence and $3,000,000 annual aggregate.

f. *Supervision of Student Teachers.* The University will be responsible for assigning University staff supervisors who shall provide academic oversight, guidance, and assessment of student teachers. Supervisors shall coordinate observations of student teachers with the building principal or his/her designee. Such observations will occur no less than four (4) times per student teaching assignment. The Supervisor shall meet face-to-face with the student teacher and cooperating (District) teacher to provide feedback on each observation within one week of the observation through the use of the University's approved evaluation form. The University's academic department shall oversee compliance of the expectations in this subsection. Upon request by the school district, the University's Field Service Office shall provide detailed documentation that compliance has been met at the end of each semester.

II. DUTIES AND RESPONSIBILITIES OF SCHOOL DISTRICT

a. *Establishment of Practicum or Student Teaching*. The School District authorizes the use of its facilities as may be agreed upon by the School District and the College as a practicum or student teaching center. This practicum or student teaching is for students enrolled in the College's teacher preparation programs. This practicum/student teaching is required and authorized by law.

b. *Policies of School District*. The College will review with each student, prior to the assignment any and all applicable policies, codes or confidentiality issues related to the experience. The School District will provide the College all the applicable information as students begin their field experiences.

c. *Administration*. The School District will have sole authority and control over all aspects of student services. The School District will be responsible for and retain control over the organization, and operation of its programs.

d. *Removal of Noncompliant Student*. The School District shall have the authority to immediately remove a student who fails to comply with its policies and procedures. If such a removal occurs, the School District should immediately contact the Coordinator of Field Experiences.

e. *Designation of Representative*. The School District shall designate a person to serve as a liaison between the parties who will meet periodically with representatives of the College in order to discuss, plan and evaluate the experience on the student(s).

f. *Supervision of Students*. The School District shall provide either a practicum site supervisor or a cooperating teacher who will supervise student activities during practicum visit or student teaching.

g. *Reporting of Student Progress*. The School District shall provide all reasonable information requested by the College on a student's work performance. If there are any student evaluations, they will be completed and returned according to any reasonable schedule agreed to by the College and the School District.

h. *Student Records*. The School District shall protect the confidentiality of student records as dictated by the Family Educational Rights and Privacy Act (FERPA) and shall release no information absent written consent of the student unless required to do so by law or as dictated by the terms of this Agreement.

III. **MUTUAL TERMS AND CONDITIONS**

a. *Number of Participating Students*. The parties will mutually agree upon the number of students that shall be assigned to the School District for this practicum or student teaching experience.

b. *Term of Agreement*. The term of this Agreement shall be 5 years from the date of execution. This Agreement may not exceed a period of five years.

c. *Termination of Agreement*. The College or the School District may terminate this Agreement for any reason with ninety (90) days notice. Either party may terminate this Agreement in the event of a substantial breach. However, should the School District terminate this Agreement prior to the completion of an academic semester, all students enrolled at that time may continue their educational experience until it would have been concluded absent the termination.

d. *Nondiscrimination*. The parties agree to continue their respective policies of nondiscrimination based on Title VI of the Civil Rights Act of 1964 in regard to sex, age, race, color, creed, national origin, Title IX of the Education Amendments of 1972 and other applicable laws, as well as the provisions of the Americans with Disabilities Act.

e. *Interpretation of the Agreement*. The laws of the Commonwealth of Pennsylvania shall govern this Agreement.

f. *Modification of Agreement*. This Agreement shall only be modified in writing with the same formality as the original Agreement.

g. *Relationship of Parties*. The relationship between the parties to this Agreement to each other is that of independent contractors. The relationship of the parties to this contract to each other shall not be construed to constitute a partnership, joint venture or any other relationship, other than that of independent contractors.

h. *Liability*. Neither of the parties shall assume any liabilities to each other, except as specifically stated in this Agreement. As to liability for damage,

injuries or death to persons, or damages to property, the parties do not waive any defense as a result of entering into this Agreement unless such a waiver is expressly and clearly written into a part of this Agreement.

i. *Entire Agreement*. This Agreement represents the entire understanding between the parties. No other prior or contemporaneous oral or written understandings or promises exist in regards to this relationship.

IN WITNESS WHEREOF, the authorized representatives of the parties have executed this Agreement as of the date previously indicated.

Wilson College	_____
College or College	School/School District (Print)
_____	_____
Vice President for Finance and Administration	Authorized Signature
_____	_____
V.P. of Finance and Administration Name (Print)	Print Name/Title
_____	_____
Date	Date

MEMORANDUM OF UNDERSTANDING (MOU) FY 26/27

Between
Compass Mark
And
Northern Lebanon School District

This is an agreement between "*Party A*", hereinafter called ***Compass Mark*** and "*Party B*", hereinafter called ***Northern Lebanon School District.***

I. PURPOSE & SCOPE

The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to the facilitation of evidence-based prevention programs at Lebanon School District.

This MOU is intended to:

- Establish course and method for facilitation of programs within the school.
- Clarify the logistical requirements for both parties to ensure successful implementation of programming.
- Outline the agreed upon services for the agreed upon schedule and costs, as applicable.
- Communicate expectations for effective and collaborative partnership that will best support and serve students, parents, families, and communities.

II. BACKGROUND

Compass Mark implements school-based drug and alcohol prevention services for grades k-12 in Lancaster, Lebanon, and Chester Counties. ***Northern Lebanon*** *is a school district within* ***Lebanon County*** *seeking school-based drug and alcohol prevention services.*

III. *Compass Mark* RESPONSIBILITIES UNDER THIS MOU

Compass Mark shall undertake the following activities:

Program Implementation
• Implement a full course of in-person sessions as indicated below in Section V
• Upon request, deliver school programs at the above-named school ***via Zoom or other agreed upon virtual platform*** *on predetermined dates and times*
• Share curriculum materials as requested by School for review and approval
• Provide programs with fidelity and each school with outcomes reports as aggregate data as requested. Note: Due to confidentiality, Compass Mark cannot release surveys from individual students.
• Provide qualified, professional Facilitators who are trained and experienced in classroom management, curriculum presentation, and drug and alcohol prevention
• Refer individual students to the guidance department, should concerns arise
• Comply with expectations of Mandated Reporting and complete any necessary documented as presented by the school

Partnership & Collaboration
• Provide take-home materials for program students to School Administration for review and approval in advance of program start dates and ongoing, as necessary

• Support ongoing needs of the school community as requested relating to drug and alcohol use and misuse prevention topics. This may include consultation on substance prevention efforts, information dissemination at school events, trainings, or support of other initiatives related to climate or parent engagement.
• Provide content for increased access to resources for parents and students to support the prevention of substance use & misuse by sharing Compass Mark's website, events, or materials where and when appropriate at least three times throughout the school year.

IV. *Northern Lebanon School District* **RESPONSIBILITIES UNDER THIS MOU**

Northern Lebanon School District shall undertake the following activities:

Program Implementation
• Support Compass Mark program facilitations by clearly communicating classroom rules and necessary procedures to the Facilitator and Students
• Provide a classroom teacher or staff member to be available for behavior management during the facilitation of Compass Mark in-person programs
• Continue to promote student wellness and prevention programs' learning objectives throughout the school year by referring to topics and concepts taught during evidence-based program.
• Evaluate the assigned Facilitator performance utilizing evaluation form, as provided by Compass Mark upon program completion

Partnership & Collaboration
• Permit distribution of program based "take-home" materials for students in programming after any necessary review and approval by Building Administrator
- *Permit Compass Mark Facilitator to conduct pre- and post-tests for evidence-based programs to be used to ensure fidelity of the program. Pre- and post- tests will be anonymous and contain no student identifiers.*

• Provide Compass Mark staff with appropriate internet access and technology support (to allow use of PowerPoints and to show internet-based videos)
• Provide Compass Mark with notice of any predictable programming cancellations at least 24 hours in advance, understanding that failure to do so may result in a $40.00 charge directly to the school building

V. IT IS MUTUALLY UNDERSTOOD AND AGREED BY AND BETWEEN THE PARTIES THAT:

All schools named below, and their designated representative have agreed to engage in a course of prevention programming with Compass Mark Prevention Services.

Northern Lebanon Elementary Schools (K – 6th Grade) – Kelly Bastek-Jones –

- 6 Kids and Tech, universal groups, with 5th grade at 4 weeks each, totaling 24 sessions. The cost is $40 per session x 24 sessions for a total cost of $960. Compass Mark agrees to cover 100% ($960) utilizing funding from the Lebanon County Department of Drug & Alcohol Services, and **Northern Lebanon School District agrees to cover 0% ($0).**

- 1 Support for Students Experiencing Trauma, small group, with 5th grade at 10 weeks each, totaling 10 sessions. The cost is $40 per session x 10 sessions for a total cost of $400. Compass Mark agrees to cover 75% ($300) utilizing funding from the Northen

Lebanon County Department of Drug & Alcohol Services, and **Northern Lebanon School District agrees to cover 25% ($100).**

- 6 CATCH My Breath, universal groups, with 6th grade at 4 weeks each, totaling 24 sessions. The cost is $40 per session x 24 sessions for a total cost of $960. Compass Mark agrees to cover 50% ($480) utilizing funding from the Lebanon County Department of Drug & Alcohol Services, and **Northern Lebanon School District agrees to cover 50% ($480).**

- 1 Support for Students Experiencing Trauma, small group, with 5th grade at 10 weeks each, totaling 10 sessions. The cost is $40 per session x 10 sessions for a total cost of $400. Compass Mark agrees to cover 75% ($300) utilizing funding from the Northen Lebanon County Department of Drug & Alcohol Services, and **Northern Lebanon School District agrees to cover 25% ($100).**

Northern Lebanon Secondary School (7th – 12th Grade) – Kelly Bastek -Jones –

- 6 Teens and Tech, universal groups, with 7th grade at 4 weeks each, totaling 24 sessions. The cost is $40 per session x 24 sessions for a total cost of $960. Compass Mark agrees to cover 100% ($960) utilizing funding from the Lebanon County Department of Drug & Alcohol Services, and **Northern Lebanon School District agrees to cover 0% ($0).**

- 7 CATCH My Breath, universal groups, with 8th grade at 4 weeks each, totaling 28 sessions. The cost is $40 per session x 28 sessions for a total cost of $1,120. Compass Mark agrees to cover 50% ($560) utilizing funding from the Lebanon County Department of Drug & Alcohol Services, and **Northern Lebanon School District agrees to cover 50% ($560).**

- 2 Support for Students Experiencing Trauma, small groups, with 7th and 8th grade at 10 weeks each, totaling 20 sessions. The cost is $40 per session x 20 sessions for a total cost of $800. Compass Mark agrees to cover 75% ($600) utilizing funding from the Lebanon County Department of Drug & Alcohol Services, and **Northern Lebanon School District agrees to cover 25% (200).**

- 4 iDECIDE, indicated groups, with 7th and 8th grade at 4 weeks each, totaling 16 sessions. The cost is $40 per session x 16 sessions for a total cost of $640. Compass Mark agrees to cover 100% ($640) utilizing grant funding from the Pennsylvania Liquor Control Board (PLCB), and **Northern Lebanon School District agrees to cover 0% ($0).**

- 1 Positive Action, universal group, with Emotional Support 7th – 12th grade at 12 weeks each, totaling 12 sessions. The cost is $40 per session x 12 sessions for a total cost of $480. Compass Mark agrees to cover 75% ($360) utilizing funding from the Lebanon County Department of Drug & Alcohol Services, and **Northern Lebanon School District agrees to cover 25% ($120).**

- 4 iDECIDE, indicated groups, with 9th – 12th grade at 4 weeks each, totaling 16 sessions. The cost is $40 per session x 16 sessions for a total cost of $640. Compass Mark agrees to cover 100% ($640) utilizing grant funding from the Pennsylvania Liquor Control Board (PLCB), and **Northern Lebanon School District agrees to cover 0% ($0).**

Total cost of programs: $7,300
Total cost covered by Compass Mark: $5,740
Total cost to Northern Lebanon School District: $1,560

VI. EFFECTIVE DATE AND SIGNATURE
This MOU shall be in effect upon the signature of Party A's and Party B's authorized officials. It shall be in force from _____, 2026 to_____2027.

Parties A and B indicate agreement with this MOU by their signatures.

_____ _____
Teri Miller-Landon, Director of Programs Date
Compass Mark (Party A)

_____ _____
Signature: Northern Lebanon School District (Party B) Date

_____
Printed Name and Title (Party B)

Please indicate to whom invoice should be submitted:

Name: _____

Title: _____

Email: _____

Mailing Address:

_____

_____

_____

MONTH APPROVED	PROFESSIONAL SUBSTITUTES (IU)		PROFESSIONAL SUBSTITUTES		CLASSIFIED SUBSTITUTES
	(emergency permit for 2026-2027)		(teaching certificate)		
AUGUST	David Sollenberger		Ronda Sowers		Brenda Smith
	Jennifer Black		Mark Hubbard		Rachel Martin
	Arthur Lyon		Midge Battistelli		Laura Edcius
	Marian Lyon		Madison Groseclose		Kathleen Meadows
			Jeanne Witman		Jean Soliday
			Lisa Mosco		Stacy Serrano
			John Chan		
			Jeffrey Grubb		
			Erin Oliver		
			Daniel Hess		
			Emma Madaras		
			Joyce Kunkle		
			Rachel England		
			Stacy Serrano		

- Failure to complete necessary pre-employment requirements may result in wages being deducted.
- These appointments are one year and must be renewed annually by the Board
- Coaches may also serve as game help outside of their assignment, assuming that all pre-employment requirements have been met.

Agenda	First Name	Last Name	Sport	Position	Salary	
MAY	Laurie	Beers	Field Hockey	Asst. Coach	$2,800	
JUNE	Kasey	Weimer	Field Hockey	Volunteer		
	Carrie	Shuey	Field Hockey	Volunteer		
	Kaley	Donmoyer	Field Hockey	Volunteer		
	Gavin	Scherer	Football	Volunteer		
	Kieran	Purcell	Football	Volunteer		
	Ken	Battistelli	Girls' Basketball	Head Coach	$8,592	
	Gina	Battistelli	Girls' Basketball	Asst. Coach	$3,416	
	Chris	Battistelli	Girls' Basketball	Asst. Coach	$5,925	
	Daryl	Hess	Girls' Basketball	Asst. Coach	$3,129	
	Cassiah	Ray	Girls' Basketball	Asst. Coach	$4,467	
	Scott	Hopkins	Girls' Basketball	Asst. Coach	$2,913	
	Mike	Tavani	Girls' Basketball	Volunteer		
	Andre	Hilliard	Boys' Basketball	Asst. Coach	$5,208	
	Beau	Moyer	Boys' Basketball	Asst. Coach	$2,604	
	John	Kramer	Boys' Basketball	Asst. Coach	$2,604	
	Tyrese	Fuller	Boys' Basketball	Asst. Coach	$4,419	
	Jayson	Pilsitz	Boys' Basketball	Asst. Coach	$2,604	
	Collin	Wall	Boys' Basketball	Volunteer		
	Rusty	Wallace	Boys' Wrestling	Head Coach	$9,147	
	Gerry	Bressler	Boys' Wrestling	Head Coach	$6,971	
	Hunter	Wallace	Boys' Wrestling	Asst. Coach	$5,543	
	Luke	Funck	Boys' Wrestling	Asst. Coach	$5,208	
	Zach	Kelly	Boys' Wrestling	Asst. Coach	$5,303	
	Brian	Campbell	Boys' & Girls' Wrestling	Asst. Coach	$4,507	
	Sonya	Bressler	Girls' Wrestling	Asst. Coach	$2,081	
	Randy	Breidegan	Girls' Wrestling	Asst. Coach	$3,131	
	Brandon	Groff	Wrestling	Volunteer		
	Colin	Leonard	Wrestling	Volunteer		
	Blaise	Bressler	Wrestling	Volunteer		
	Kai	Whitman	Wrestling	Volunteer		
	Dylan	Killian	Wrestling	Volunteer		
	Clovis	Crane	Wrestling	Volunteer		
	Bill	Samuels	Bowling	Head Coach	$3.254	
	Tracy	Crosson	Bowling	Asst. Coach	$1,964	
	Josh	Evans	Bowling	Volunteer		
	Daniel	Lingle	Bowling	Volunteer		
	Mike	Zombro	Bowling	Volunteer		
	Tricia	Schafebook	Winter Track	Head Coach	$3,285	
	Adam	Molinaro	Winter Track	Asst. Coach	$1,984	
	Andy	Banias	Winter Track	Volunteer		
	Dakotah	Leonard	Winter Track	Volunteer		

- Failure to complete necessary pre-employment requirements may result in wages being deducted.
- These appointments are one year and must be renewed annually by the Board
- Coaches may also serve as game help outside of their assignment, assuming that all pre-employment requirements have been met.

Agenda	First Name	Last Name	Sport	Position	Salary	
	Megam	Auman	Winter Track	Volunteer		
	Tyler	Shunk	Winter Track	Volunteer		
	Aiden	Bertrand	Winter Track	Volunteer		
	Sonya	Randall	Cheerleading	Head Coach	$4,865	
	Melinda	George	Cheerleading	Asst. Coach	$2,913	
	Lana	George	Cheerleading	Volunteer		
	Sierra	Smallwood	Cheerleading	Volunteer		
	Eugene	Kreitzer, Jr.	Girls' Volleyball	Asst. Coach	$4,425	
	Jessica	Fry	Girls' Volleyball	Asst. Coach	$2,800	
	Trevor	Peire	Girls' Volleyball	Volunteer		
	Claire	Borcky	Girls' Volleyball	Volunteer		
	Madison	Brewer	Field Hockey	Asst. Coach	$4,425	

- Failure to complete necessary pre-employment requirements may result in wages being deducted.
- These appointments are one year and must be renewed annually by the Board
- Coaches may also serve as game help outside of their assignment, assuming that all pre-employment requirements have been met.

EVENT STAFF – NON SCHOOL EMPLOYEES

- Kelley Clark
- Jason Mauser
- Alyssa Tober
- Melissa Kneasel
- Ricki Johnson
- Dan Hess
- John Brewer
- Dennis Gottesman
- Dan Eisenhauer
- Brant Barr
- Collin Wall
- Chandra Martino
- Jennifer Weneck

EVENT STAFF – SCHOOL EMPLOYEES

- Amy Hoke
- Anita Barr
- Natalie Snyder
- Chris Fellows
- Jared Horst
- Charity Stohler
- Gary Bouchette
- Jen Zemba
- Ben Hoover
- Scott Hopkins
- Julie Beidler
- John Confer
- Sylvannah Gulley
- Henry Saner
- Mardelle Bouchette
- Tammy K. Long
- Tammy L. Long
- Lori Daubert
- Cindy Nichols
- Jim Hoffe
- Michelle Deitzler
- Laurie Beers
- Andy Banias
- Kim Showers
- Linda Kubica

* Madison Ayers
*Michele Lowen

First Name	Last Name	Type	
Naoma	Boyer	Aide	
Imani	Davis	Aide	
Anne	Gladky	Aide	
Joanne	Maurer	Aide	
Debra	Wilhelm	Aide,Driver	
Sara	Arroyo Santos	Bus Driver,Driver	
Joseph	Brownsberger	Bus Driver,Driver	
Miguel	Canela-Baez	Bus Driver,Driver	
Benny	Coleman	Bus Driver,Driver	
Delilah	Deitz	Bus Driver,Driver	
Ricky	DiMaria	Bus Driver,Driver	
Ronald	Eynon	Bus Driver,Driver	
Ann	Fansler	Bus Driver,Driver	
Tim	Fezell	Bus Driver,Driver	
Chris	Fisher	Bus Driver,Driver	
Bonnie	Flocken	Bus Driver,Driver	
Gaetan	Foschini	Bus Driver,Driver	
Jen	Huber	Bus Driver,Driver	
Natasha	Johnson	Bus Driver,Driver	
Kayla	Kealy	Bus Driver,Driver	
Sharon	Klinger	Bus Driver,Driver	
Jim	Koons	Bus Driver,Driver	
Jared	Kramer	Bus Driver,Driver	
Robert	Lehman	Bus Driver,Driver	
Karl	Lodwick	Bus Driver,Driver	
Barb	Mack	Bus Driver,Driver	
Carter	Miller	Bus Driver,Driver	
Sarah	Miller	Bus Driver,Driver	
Ruthann	Murphy	Bus Driver,Driver	
Mirna	Ortiz Ramos	Bus Driver,Driver	
Brenda	Peiffer	Bus Driver,Driver	
Gavin	Perry	Bus Driver,Driver	
David	Phillippy	Bus Driver,Driver	
Cindy	Ratcliffe	Bus Driver,Driver	
Laura	Reed	Bus Driver,Driver	
Bradly	Reist	Bus Driver,Driver	
Jay	Rittle	Bus Driver,Driver	
Ricardo	Rossello- Rivera	Bus Driver,Driver	
Audrey	Schaeffer	Bus Driver,Driver	
Tina	Scheer	Bus Driver,Driver	
Nichole	Sholley	Bus Driver,Driver	
Kelly	Smith	Bus Driver,Driver	

Tamatha	Smith (Swartz)	Bus Driver,Driver,Van Driver	
Ginger	Troxell	Bus Driver,Driver	
Jonattan	Vasquez-Lora	Bus Driver,Driver	
Steven	Vivian	Bus Driver,Driver	
David	Warner	Bus Driver,Driver	
Sheila	Wells	Bus Driver,Driver	
James	Adams	Driver,Van Driver	
Alexys	Albert	Driver,Van Driver	
Charles	Albert	Driver,Van Driver	
Darleen	Alvarez	Driver,Van Driver	
Effie	Appelt	Driver,Van Driver	
Jessica	Arnold	Driver,Van Driver	
Lucinda	Beck	Driver,Van Driver	
Sandra	Boyer	Driver,Van Driver	
Kevin	Brady	Driver,Van Driver	
Joseph	Brophy	Driver,Van Driver	
Brian	Carpenter	Driver,Van Driver	
Frank	Ceresini	Driver,Van Driver	
Kimberly	Clark-Trish	Driver,Van Driver	
Elizabeth	Coleman	Driver,Van Driver	
Ginger	Connatser	Driver,Van Driver	
Natasha	Dolphin	Driver,Van Driver	
George Edward	Fansler	Driver,Van Driver	
Eliza	Furhman	Driver,Van Driver	
Robert	Geib	Driver,Van Driver	
Tracy	Hipp	Driver,Van Driver	
Debra	Hoffert	Driver,Van Driver	
Connie	Klinger	Driver,Van Driver	
Audrey	Landis	Driver,Van Driver	
Sara	Lara	Driver,Van Driver	
Ronald	Lebo	Driver,Van Driver	
Debra	Leeper	Driver,Van Driver	
Melissa	Lehman	Driver,Van Driver	
Dianne	Little	Driver,Van Driver	
Hector	Luciano	Driver,Van Driver	
Lynda	Mack	Driver,Van Driver	
Lori	Martin	Driver,Van Driver	
Dolores (Dolly)	Mason	Driver,Van Driver	
Michelle	Mcghee	Driver,Van Driver	
Jandy	Michaels	Driver,Van Driver	
Carl	Mindler	Driver,Van Driver	
Jeiron	Munoz	Driver,Van Driver	

Ronald	Newkirk	Driver,Van Driver	
Stacey	Pennington	Driver,Van Driver	
Angela	Pesavage	Driver,Van Driver	
Elia	Pimentel	Driver,Van Driver	
Doroteo	Pratt	Driver,Van Driver	
Stacy	Ramos	Driver,Van Driver	
Valeria	Ramos Lugo	Driver,Van Driver	
Bobbi Jo	Rhen	Driver,Van Driver	
Anthony	Rivera	Driver,Van Driver	
Kevin	Roth	Driver,Van Driver	
Meghan	Sanchez	Driver,Van Driver	
Rosa	Sidauga	Driver,Van Driver	
Michael	Smith	Driver,Van Driver	
Tiffany	Smith	Driver,Van Driver	
John	Soliday	Driver,Van Driver	
Thomas	Tice	Driver,Van Driver	
William	Varvel	Driver,Van Driver	
Ivonne	Vazquez-Cruz	Driver,Van Driver	
Bobby	Walters	Driver,Van Driver	
Dennis	Wentling	Driver,Van Driver	
Larry	Zeigler	Driver,Van Driver	
Kerry "Max"	Zellers	Driver,Van Driver	
Rodney	Zellers	Driver,Van Driver	

pennsylvania
DEPARTMENT OF EDUCATION

MEMORANDUM OF UNDERSTANDING
BETWEEN

THE PENNSYLVANIA STATE POLICE
(Law Enforcement Authority)

AND

THE NORTHERN LEBANON SCHOOL DISTRICT
(School Entity)

June 2026
(Date)

I. INTRODUCTION

A. Parties

The following Law Enforcement Authority or Authorities agree to follow the policies and procedures contained in this Memorandum of Understanding (hereinafter – Memorandum):

PENNSYLVANIA STATE POLICE

Troop L - Jonestown
3185 SR 72
Jonestown PA 17038

The following School Entity or Entities agree to follow the policies and procedures contained in this Memorandum:

NORTHERN LEBANON SCHOOL DISTRICT

Administrative Offices
346 School Drive
Fredericksburg PA 17026

Elementary Building
346 School Drive
Fredericksburg PA 17026

Secondary Building
345 School Drive
Fredericksburg PA 17026

B. This Memorandum establishes procedures to be followed when certain incidents – described in Section II below – occur on school property, at any sponsored activity, or on a conveyance as described in the Safe Schools Act (such as a school bus) providing transportation to or from a school or school sponsored activity. This Memorandum does not cover incidents that are outside of those school settings and create no substantial disruption to the learning environment.

C. The parties seek to foster a relationship of cooperation and mutual support and to maintain a safe school environment.

D. Legal Authority

1. The parties make this agreement as required by Article XIII-A of the Public School Code of 1949, popularly known as the – Safe Schools Act, as amended, 24 P.S. §§ 13-1301-A – 13-1313-A.
2. In so recognizing this legal authority, the parties acknowledge their respective duties pursuant to the Safe Schools Act and hereby agree to support and cooperate with one another in carrying out their joint and several responsibilities thereunder.

3. Information from Student Records

    a. The Law Enforcement Authority shall be governed by the following reporting and information exchange guidelines:

        i. Criminal History Record Information Act, 18 Pa C.S. § 1901 et seq.
        ii. The prohibition against disclosures, specified in section IV (C)(5) of this Memorandum.

    b. When sharing information and evidence necessary for the Law Enforcement Authority to complete its investigation, the School Entity shall:

        i. Comply with the Family Educational Rights and Privacy Act (hereinafter - FERPA), 20 U.S.C. § 1232g, and its implementing regulations at 34 C.F.R. § 99,1 et seq., and 22 Pa. Code §§ 12.31-12.33, including any amendments thereto. (*Questions related to FERPA should be directed to the Family Policy Compliance Office within the U.S. Department of Education*)
        ii. Comply with the requirements of the Safe Schools Act, 24 P.S. §§ 13-1303-A and 13-1313-A, and any amendments thereto.
        iii. Complete reports as required by section 13-303-A of the Safe Schools Act, 24 P.S. § 13-1303-A, and any amendments thereto.

    c. The School Entity may disclose personally identifiable information from an educational record of a student to the Law Enforcement Authority if a health or safety emergency exists and knowledge of that information is necessary to protect the health or safety of the student or other individuals. In determining whether a health or safety emergency exists, the School Entity may consider the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the School Entity determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to the Law Enforcement Authority, if knowledge of that information is necessary for the Law Enforcement Authority to protect the health or safety of the student or other individuals. The School Entity must record the articulable and significant threat to the health or safety of a student or other individuals so that it can demonstrate to parents, students, and the Family Policy Compliance Office
        i. what circumstance led it to determine that a health or safety emergency existed
        ii. why the disclosure was justified.

E. Priorities of the Law Enforcement Authority

1. Provide information to the School Entity through the School Police Department to identify youth within the community who have had police contact or have been involved in traumatic events, so the School Entity may offer assistance to the student including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education and deterrence.

2. Investigate as appropriate all incidents reported to have occurred on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity when School Police are unavailable or when there is a potential conflict of interest. The investigation of all reported incidents shall be conducted in the manner that the Law Enforcement Authority, in its sole discretion, deems appropriate; but any investigation shall be conducted so as to involve as little disruption to the school environment as is practicable.
3. Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practicable.
4. Establish and maintain a cooperative relationship with the School Entity in the reporting and resolution of all incidents described in Section II of this document.

F. Priorities of the School Entity

1. Help law enforcement identify perpetrators of crime, prevent delinquent acts, and offer services to victims of crime through preventive measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education, and deterrence.
2. Create a safe learning environment.
3. Establish and maintain a cooperative relationship with the Law Enforcement Authority in the reporting and resolution of all incidents described in Section II of this document.
4. Provide the Law Enforcement Authority with all relevant information and required assistance in the event of a reported incident.
5. The School Entity shall give the Law Enforcement Authority a copy of the School Entity's behavior support services procedures and invite the Law Enforcement Authority representatives to behavior support training.
6. When appropriate, the School Entity will consult with the Law Enforcement Authority, including the exchange of relevant information in accordance with Federal and State law, as part of the threat assessment process in order to evaluate behaviors or information that may indicate a potential threat to students, staff, school facilities, or the community.

II. NOTIFICATION OF INCIDENTS TO LAW ENFORCEMENT

The School Entity is required to notify law enforcement in specific situations listed in subsection A of this section. The School Entity has discretion over whether to notify law enforcement about incidents listed in subsection B of this section. Law enforcement's decision to investigate and file charges may be made in consultation with school administration and School Police.

A. Mandatory Notification

1. The School Entity shall immediately notify the Law Enforcement Authority having jurisdiction where the offense occurred by the most expeditious means practicable of any of the following incidents occurring on school property, at any school sponsored

activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

1. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

    i. Section 908 (relating to prohibited offensive weapons).
        a. The term offensive weapon is defined by section 908 of the Crimes Code as any bomb, grenade, machine gun, sawed-off shotgun with a barrel less than 18 inches, firearm specially made or specially adapted for concealment or silent discharge, any blackjack, sandbag, metal knuckles, dagger, knife, razor or cutting instrument, the blade of which is exposed in an automatic way by switch, push-button, spring mechanism, or otherwise, any stun gun, stun baton, taser or other electronic or electric weapon or other implement for the infliction of serious bodily injury which serves no common lawful purpose. See 18 Pa.C.S. § 908 (c) (relating to definitions).

        b. Consistent with section 908(b) of the Crimes Code (relating to exceptions), this reporting requirement does not apply to one who possessed or dealt with an offensive weapon solely as a curio or in a dramatic performance, or to one who possessed an offensive weapon briefly in consequence of having found it taken it from an aggressor, or under circumstances similarly negating any intent or likelihood that the weapon would be used unlawfully.

    ii. Section 912 (relating to possession of weapons on school property).

        a. The term weapon is defined by section 912 of the Crimes Code to include but is not limited to, a knife, cutting instrument, cutting tool, nun chuck stick, firearm, shotgun, rifle and any other tool, instrument or implement capable of inflicting serious bodily injury.
        b. Consistent with section 912(c) of the Crimes Code (relating to defense), this reporting requirement does not apply to a weapon that is:
            i. possessed and used in conjunction with a lawful supervised school activity or course; or
            ii. is possessed for other lawful purposes.

    iii. Chapter 25 (relating to criminal homicide).

    iv. Section 2702 (relating to aggravated assault).

    v. Section 2709.1 (relating to stalking).

    vi. Section 2901 (relating to kidnapping).

vii. Section 2902 (relating to unlawful restraint).

viii. Section 3121 (relating to rape).

ix. Section 3122.1 (relating to statutory sexual assault).

x. Section 3123 (relating to involuntary deviate sexual intercourse).

xi. Section 3124.1 (relating to sexual assault).

xii. Section 3124.2 (relating to institutional sexual assault).

xiii. Section 3125 (relating to aggravated indecent assault).

xiv. Section 3126 (relating to indecent assault).

xv. Section 3301 (relating to arson and related offenses)

xvi. Section 3307 (relating to institutional vandalism), when the penalty is a felony of the third degree.

xvii. Section 3502 (relating to burglary).

xviii. Section 3503(a) and (b)(1)(v) (relating to criminal trespass).

xix. Section 5501 (relating to riot).

xx. Section 6110.1 (relating to possession of firearms by minors).

xxi. The possession, use, or sale, of a controlled substance, designer drug or drug paraphernalia as defined in The Controlled Substance, Drug, Device and Cosmetic Act, as amended, 35 P.S. §§ 780-101 – 780-144, popularly known as the Drug Act. For purposes of the Memorandum, the terms "controlled substance", "designer drug" and "drug paraphernalia" shall be defined as they are in Section 102 of the Drug Act. See 35 P.S. § 780-102 (relating to definitions).

xxii. Attempt, solicitation or conspiracy to commit any of the offenses listed in paragraphs 1 and 2 of this subsection.

xxiii. An offense for which registration is required under 42 Pa. C.S. § 9795.1 (relating to registration).

2. In responding to a student who committed an incident listed under section 1303-A(b)(4.1) of the Safe Schools Act (24 P.S. § 13-1303-A(b)(4.1)), a school entity may consider the propriety of utilizing available school-based programs, such as school-wide

positive behavior supports, to address the student's behavior. Nothing in this provision shall be read to limit law enforcement's discretion.

B. Discretionary Notification

1. The School Entity may notify the Law Enforcement Authority having jurisdiction where the incident occurred of any of the following incidents occurring on school property, at any school sponsored activity, or on a conveyance as described in the Safe Schools Act (including a school bus) providing transportation to or from a school or school sponsored activity:

    1. The following offenses under 18 Pa.C.S. (relating to crimes and offenses):

        i. Section 2701 (relating to simple assault)

        ii. Section 2705 (relating to recklessly endangering another person).

        iii. Section 2706 (relating to terroristic threats).

        iv. Section 2709 (relating to harassment).

        v. Section 3127 (relating to indecent exposure)

        vi. Section 3307 (relating to institutional vandalism), when the penalty is a misdemeanor of the second degree.

        vii. Section 3503(b)(1)(i), (ii), (iii), and (iv), (b.1) and (b.2) (relating to criminal trespass).

        viii. Chapter 39 (relating to theft and related offenses).

        ix. Section 5502 (relating to failure of disorderly persons to disperse upon official order).

        x. Section 5503 (relating to disorderly conduct).

        xi. Section 6305 (relating to sale of tobacco).

        xii. Section 6306.1 (relating to use of tobacco in schools prohibited).

        xiii. Section 6308 (relating to purchase, consumption, possession, or transportation of liquor or malt or brewed beverages by a person under 21 years of age).

        xiv. Attempt, solicitation or conspiracy to commit any of the offenses listed in subsection (a).

2. In exercising its discretion to determine whether to notify law enforcement of such incidents, the School Entity may consider the following factors: the seriousness of the situation, the school's ability to defuse or resolve the situation, the child's intent, the child's age, whether the student has a disability and, if so, the type of disability and its impact on the student's behavior, and other factors believed to be relevant.

3. The School Entity's threat assessment team (TAT) shall promptly notify and consult with the law enforcement authority, as appropriate, when a student's behavior indicates an immediate or significant threat to life or safety, potential criminal conduct, or other circumstances requiring law enforcement intervention, and also when there is a need for additional interventions or supports, including the exchange of relevant information in accordance with Federal and State law.

4. The School Entity may also seek the assistance and guidance of external law enforcement agencies with a specialty in investigating threat assessments, to work in conjunction with the School Entity and the Law Enforcement Authority.

5. The Office of the Attorney General triages all anonymous tips they receive via the Safe2Say Something (S2SS) tip submission resources and forwards information to the School Entity, and possibly 911 Dispatch, based on the type of tip received. The School Entity will be contacted by S2SS to determine whether Law Enforcement Authority notification is warranted for a life safety tip and so they may provide the Law Enforcement Authority with the necessary demographic information to conduct an investigation.

Tip Categories	
*Active Shooter – In Progress	Inappropriate Physical Contact
Animal Cruelty	Inappropriate Relationship
Bullying / Cyber-Bullying	*Missing Person / Runaway Student
*Cutting/Self Harm	*Planned Attack / Fight / Assault
Dating Violence	Sexual Assault / Rape
Depression / Anxiety	Sexual Exploitation / Abuse
Disorderly / Dangerous Conduct	Sexual Harassment
Domestic Violence / Child Abuse (Verbal or Physical)	Sharing Inappropriate Photos / Sexting
Drug Distribution / Possession	Social Isolation / Withdrawal
Eating Disorders	Substance Abuse (Alcohol, Drugs)
Gang Violence/Activity	*Suicide/Suicide Ideation
Hate Crime / Hate Speech / Discrimination	*Suspicious Person on School Grounds
Homelessness (Child / Student)	Theft
Human Trafficking	*Threat Against Person
Inappropriate Bus Behavior	*Threat Against School
Inappropriate Language / Behavior / Gesture	Vandalism
Inappropriate Online Communication	*Weapons/Explosives Device

**Indicates Life Safety Tip*

Life Safety tips shall be investigated by the Law Enforcement Authority and the School Entity in collaboration as appropriate.

Upon conclusion of the investigative process, Law Enforcement Authority shall provide any pertinent information to the School Entity designee to ensure accurate submission documentation and tip disposition in the P3 platform (**www.p3tips.com**). The School Entity designee shall be responsible for closing out all tips received. Life Safety Tips must be closed within 48 hours of receipt of the tip. Non-life safety tips must be closed within 30 days of receipt of a report from the program.

C. Law Enforcement Response to Notification

1. When notified of an incident listed in subsections A or B, law enforcement's decision to investigate and file charges, at the sole discretion of the Law Enforcement Authority, may be made in consultation with school administrators.
2. In determining whether to file charges, the Law Enforcement Authority is encouraged to consult with the District Attorney. Where appropriate under the law, part of this consultation may include a discussion about the availability or propriety of utilizing a diversionary program as an alternative to filing charges.

D. Notification of the Law Enforcement Authority when incident involves children with disabilities

1. If a child with a disability commits an incident of misconduct, school administrators and the Law Enforcement Authority should take into consideration that the child's behavior may be a manifestation of the disability and there may be no intent to commit an unlawful act. A child with a disability under this subsection shall mean a student with an IEP, a protected handicapped student with a service agreement that includes a behavior support plan, or such student for whom an evaluation is pending under 22 Pa. Code §§ 14.123 (relating to evaluation), 15.5 (relating to school district initiated evaluation and provision of services), 15.6 (relating to parent initiated evaluation and provision of services), or Chapter 711 (relating to charter school and cyber charter school services and programs for children with disabilities).

2. In the event a child with a disability commits a mandatory notification offense under Subsection A, the School Entity must provide immediate notification to the Law Enforcement Authority regardless of the disability. Such notification will state that the child has an IEP or a service agreement that includes a behavior support plan and may include the School Entity's recommendation that police intervention may not be required and advisement that the School Entity will address the student's behavior need as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133 (relating to positive behavior support), 15.3 (relating to protected handicapped students general) or 711.46 (relating to positive behavior support). The Law Enforcement Authority may take the recommendation under advisement but reserves the right to investigate and file charges.

3. In the event a child with a disability commits a discretionary offense under Subsection B and the School Entity does not believe that police intervention is necessary, the School Entity will address the student's behavior as required by applicable federal and state law and regulations, including 22 Pa. Code §§ 14.133, 15.3 or 711.46.

4. In accordance with 34 CFR 300.535 (relating to referral to and action by law enforcement and judicial authorities), nothing will prohibit the School Entity from reporting an offense committed by a child with a disability to the Law Enforcement Authority, and nothing will prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

5. The School Entity, when reporting an offense committed by a child with a disability, should advise the Law Enforcement Authority of the nature of the disability, and upon request, provide copies of the special education and disciplinary records of the child for consideration by the appropriate authorities to the Law Enforcement Authority to whom the incident was reported.

6. The School Entity, when reporting an incident under this section, may upon request, provide copies of the child's special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

E. Upon notification of the incident to the Law Enforcement Authority, the School Entity shall provide as much of the following information as is available at the time of notification. In no event shall the gathering of information unnecessarily delay notification:

1. Whether the incident is in-progress or has concluded.
2. Nature of the incident.
3. Exact location of the incident.
4. Number of persons involved in the incident.
5. Names and ages of the individuals involved.
6. Weapons, if any, involved in the incident.
7. Whether the weapons, if any, have been secured and, if so, the custodian of the weapons.
8. Injuries involved.
9. Whether EMS or the Fire Department have been notified.
10. Identity of the school contact person.
11. Identity of the witnesses to the incident, if any.
12. Whether the incident involves a student with a disability and, if so, the type of disability and its impact on the student's behavior.
13. Other such information which is known to the School Entity and believed to be relevant to the incident.

F. No later than September 30 of each year, the School Entity shall assemble and make ready for immediate deployment to its Incident Command Post the following information for the purpose of assisting the Law Enforcement Authority in responding to an emergency:

1. Blueprints or floor plans of the school buildings.

2. Aerial photo, map or layout of the school campus, adjacent properties and surrounding streets or roads.
3. Location(s) of predetermined or prospective command posts.
4. Current teacher/employee roster.
5. Current student roster.
6. Most recent school yearbook or student photos.
7. School fire-alarm shutoff location and procedures.
8. School sprinkler system shutoff location and procedures.
9. Gas/utility line layouts and shutoff valve locations.
10. Cable/satellite television shutoff location and procedures.
11. Other information the School Entity deems pertinent to assist local police departments in responding to an emergency.

G. Newly added language under Section 1319-B(d)(4) of the Pennsylvania Public School Code now requires that the memorandum of understanding (MOU) executed between a school entity and any law enforcement agency with jurisdiction over school property must now include a "procedure for timely coordination between the school entity's threat assessment team and the law enforcement agency, if necessary, pursuant to section 1302-E." This means that every Pennsylvania school entity (as defined in Section 1301-B of the School Code)1 must update each MOU to reflect this new coordination.

III. LAW ENFORCEMENT AUTHORITY RESPONSE

A. Depending on the totality of the circumstances, initial response by the Law Enforcement Authority may include:

1. For incidents in progress:

    a. Meet with the contact person and locate the scene of the incident.
    b. Stabilize the incident.
    c. Provide/arrange for emergency medical treatment, if necessary.
    d. Control the scene of the incident.
    e. Secure any physical evidence at the scene.
    f. Identify involved persons and witnesses.
    g. Conduct investigation.
    h. Exchange information.
    i. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

2. Incidents not in progress:

    a. Meet with the contact person.
    b. Recover any physical evidence.
    c. Conduct investigation.
    d. Exchange information.
    e. Confer with school officials to determine the extent of law enforcement involvement required by the situation.

3. Incidents initially reported to the Law Enforcement Authority

    a. If any incident described in sections IIA or IIB is initially reported to the Law Enforcement Authority, the Law Enforcement Authority shall proceed directly with its investigation, shall immediately notify School Police of the incident, and shall proceed as outlined in sections IIA through IIE.

B. Custody of Actors

1. Students identified as actors in reported incidents may be taken into custody at the discretion of the investigating law enforcement officer under any of the following circumstances:

    a. The student has been placed under arrest.
    b. The student is being placed under investigative detention
    c. The student is being taken into custody for the protection of the student.
    d. The student's parent or guardian consents to the release of the student to law enforcement custody.

2. The investigating law enforcement officer shall take all appropriate steps to protect the legal and constitutional rights of those students being taken into custody.

IV. ASSISTANCE OF SCHOOL ENTITIES

A. In Loco Parentis
1. Teachers, Guidance Counselors, Vice Principals and Principals in the public schools have the right to exercise the same authority as a parent, guardian, or person in parental relation to such pupil concerning conduct and behavior over the pupils attending a school during the time they are in attendance, including the time required in going to and from their homes.
2. School authorities' ability to stand in loco parentis over children does not extend to matters beyond conduct and discipline during school, school activities, or on a conveyance as described in the Safe Schools Act providing transportation to or from school or a school-sponsored activity.

B. Notification of Parent or Guardian
1. Parents or guardians of all victims and suspects directly involved in an incident listed under Section IIA or IIB shall be immediately notified of the involvement, and they shall be informed about any notification regarding the incident that has been, or may be, made to the Law Enforcement Authority.
2. The School Entity shall document attempts made to reach the parents or guardians of all victims and suspects directly involved in incidents listed under Section IIA or IIB.

C. Scope of School Entity's Involvement
1. General principles: Once the Law Enforcement Authority assumes primary responsibility for a matter, the legal conduct of interviews, interrogations, searches, seizures of property, and arrests are within the purview of the Law Enforcement Authority. The

School Entity shall defer to the Law Enforcement Authority on matters of criminal and juvenile law procedure, except as is necessary to protect the interests of the School Entity. The Law Enforcement Authority will keep the chief school administrator, or his designees, informed of the status of pending investigations.

D. Victims
    1. The School Entity may notify the parent or guardian of a victim when the Law Enforcement Authority has interviewed that victim. The Law Enforcement Authority shall follow its policies and procedures when interviewing a victim to ensure the protection of the victim's legal and constitutional rights.
    2. In the event a victim is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

E. Witness
    1. a. The School Entity may notify the parent or guardian of a witness when the Law Enforcement Authority interviews that witness. The Law Enforcement Authority shall follow its policies and procedures when interviewing a witness to ensure the protection of the witness's legal and constitutional rights.
    2. In the event a witness is interviewed by the Law Enforcement Authority on school property, a guidance counselor or similar designated personnel may be present during the interview.

F. Suspects and Custodial Interrogation
    1. The School Entity shall help the Law Enforcement Authority to contact and secure the permission and/or presence of at least one parent or guardian of a student suspect before that student is interrogated by law enforcement authorities.'
    2. When a parent or guardian is not present, school authorities shall not stand in loco parentis (in the place of the parent/guardian) during an interview.
    3. If an interested adult cannot be contacted, the School Entity shall defer to the investigating Law Enforcement Authority, which will protect the student suspect's legal and constitutional rights as required by law.

G. Conflicts of Interest
    1. The parties to this Memorandum recognize that if a School Entity employee, contractor, or agent of the School Entity is the subject of an investigation, a conflict of interest may exist between the School Entity and the adult suspect.
    2. Neither the individual that is the subject of the investigation, nor any person acting as his/her subordinate or direct supervisor, shall be present during Law Enforcement Authority's interviews of student co-suspects, victims or witnesses by the Law Enforcement Authority.
    3. Neither the individual who is the subject of the investigation, nor his/her subordinate(s) and/or direct supervisor(s), shall be informed of the contents of the statements made by student co-suspects, victims or witnesses, except at the discretion of the Law Enforcement Authority or as otherwise required by law.

V. REPORTING REQUIREMENTS

All school entities are required to submit an annual report, which will include violence statistics and reports, to the Department of Education's Office for Safe Schools. This annual report must include all new incidents described in Sections IIA and IIB. Before submitting the required annual report, the School Entity and each Law Enforcement Authority having jurisdiction over school property of the School Entity shall do the following:

A. No less than thirty days prior to the deadline for submitting the annual report, the School Police will submit the report to the Law Enforcement Authority with jurisdiction over the relevant school property. The Law Enforcement Authority shall review the report and compare the data regarding criminal offenses and notification of law enforcement to determine its accuracy.
B. No later than fifteen days prior to the deadline for submitting the annual report, the Law Enforcement Authority shall notify School Police whether the report accurately reflects police incident data. Where the Law Enforcement Authority determines that the report accurately reflects police incident data, the Chief Law Enforcement Authority shall sign the report. Where the Law Enforcement Authority determines that the report does not accurately reflect police incident data, the Law Enforcement Authority shall indicate any discrepancies between the report and police incident data.
C. Prior to submitting the annual report, School Police and the Law Enforcement Authority shall attempt to resolve discrepancies between the school report and police incident data. Where a discrepancy remains unresolved, the Law Enforcement Authority shall notify School Police and the Chief School Administrator in writing.
D. Where the Law Enforcement Authority fails to take action as required under clause a or b, the Chief School Administrator shall submit the annual report and indicate that the Law Enforcement Authority failed to take action as required under clause a or b.
E. Where there are discrepancies between the School Entity's incident data and the police incident data, School Police and the Chief Law Enforcement Authority will work together to reconcile discrepancies prior to submitting the report.

VI. GENERAL PROVISIONS

A. This Memorandum does not create any contractual rights or obligations between the signatory Law Enforcement Authority, the signatory School Entity, any other signatory authorities or entities, or their respective officers, employees, agents or representatives.
B. This Memorandum may be amended, expanded or modified at any time upon the written consent of the parties. It must be reviewed and re-executed within two years of the date of its original execution and every two years thereafter.
C. If changes in state or federal law require changes to the Memorandum, the parties shall amend this Memorandum.
D. All parties to this Memorandum will communicate fully and openly with each other in order to resolve any problems that may arise in the fulfillment of the terms of this Memorandum.

Chief Law Enforcement Authority	Chief School Administrator Elementary Building Principal Secondary Building Principal Chief School Police

1 Elm Ave		
1 HORIZON DR		
10 Coon Creek Rd		
10 Lighthouse Dr		
10 Zion Church Rd		
100 Hemlock Dr		
100 W Chestnut St		
1000 Stracks Dam Rd		
10129 JONESTOWN RD		
10152 Jonestown Rd		
1017 Frystown Rd		
10193 JONESTOWN RD		
102 Race Horse Dr		
102 RACEHORSE DR		
10203 Jonestown Rd		
1022 Frystown Rd		
10224 JONESTOWN RD		
10279 Jonestown Rd		
1028 Pine Grove Rd		
1029 Frystown Rd		
10325 JONESTOWN RD		
10347 Jonestown Rd		
10358 Jonestown Rd		
10374 JONESTOWN RD		
10395 Jonestown Rd		
10401 Jonestown Rd		
10431 JONESTOWN RD		
10451 Jonestown Rd		
10486 Jonestown Rd		
10494 Mountain Rd		
10496 Allentown Blvd		
105 Gold Mine Rd		
105 Hemlock Dr A		
105 HORST DR		
105 Short Rd		
10576 Allentown Blvd		
106 Twin Creeks Dr		
10600 Allentown Blvd		
10632 Jonestown Rd		
10669 JONESTOWN RD		
10680 Jonestown Rd		
10687 Jonestown Rd		
107 Chestnut Hill Rd		

107 Sunset Dr		
107 Swatara Cir		
10704 Jonestown Rd		
10710 Allentown Blvd		
10716 JONESTOWN RD		
10782 Allentown Blvd (Across from Jono Hardware)		
10793 Jonestown Rd		
108 Farmers Dr		
108 Locust Ave		
108 Swatara Rd		
1084 School House Rd		
10866 Jonestown Rd		
10878 Jonestown Rd		
10886 Jonestown Rd		
109 Huckleberry Rd		
1092 Gravel Hill Rd		
11 Blue Jay Ln		
11 Mowery Rd		
11 Sweetbriar Ln		
110 E Main St		
110 Fisher Ave		
1104 School House Rd		
112 Maple Dr		
112 Melanie Dr		
112 Swatara Cir		
1120 Suedberg Rd		
1121 Suedberg Rd		
115 E Main St		
115 HEMLOCK DR		
115 S Center St		
116 S Center St		
117 E Main St		
117 N Mechanic St		
118 Lighthouse Dr		
118 N Pine Grove Street		
12 Lighthouse Dr		
12 Sealer Creek Rd		
120 Fisher Ave		
121 Blue Mountain View Dr		
121 Deer Dr		
123 Darkes Rd		
1236 Greble Rd		
124 Maple Dr/Shower's Daycare		

125 Lake Side Dr		
126 MOONSHINE RD		
126 W Chestnut St		
128 S Center St		
129 Creek View Dr		
129 MELANIE DR		
129 Moonshine Rd		
129 Twin Creeks Dr		
13 Pheasant Dr		
130 E Main St		
130 Hain Ave		
130 N Franklin St D		
130 N King St		
131 E Main St		
1328 Mountain Dr		
133 DARKES RD		
133 E Queen St		
135 GREBLE RD		
135 Moonshine Rd		
1353 MOUNTAIN DR		
136 E Queen St		
1362 Greble Rd		
137 ELK DR		
137 Lighthouse Dr		
137 Mowery Rd		
137 Swatara Rd		
1375 Greble Rd		
1385 MOUNTAIN DR		
139 LAUREL DR		
139 Twin Creeks Dr		
14 Greble Rd		
14 Kreider Dr		
14 Williamsburg Dr		
140 LICKDALE RD		
142 Awol Rd		
142 Lighthouse Dr		
1426 Suedberg Rd		
143 W Market St		
1433 Shirksville Road		
1435 Suedberg Rd		
144 Creek View Dr		
144 Deer Dr		
144 Silvertown Rd		

1445 Suedberg Rd		
1445 Suedberg Rd / Twin Grove Campground		
145 Short Rd		
146 Lighthouse Dr		
147 N Center St		
1475 Mount Zion Rd		
149 Chestnut Hill Rd		
149 Chestnut Hill Road		
149 Fisher Ave		
15 Fort Swatara Rd		
15 Greble Rd		
15 Pine Ave		
15 Weaver Ln		
150 LICKDALE RD		
1505 Mount Zion Rd		
1509 Mount Zion Rd		
151 Fisher Ave		
1517 Mount Zion Rd		
1524 Mount Zion Rd		
153 Monroe Valley Dr		
153 Moonshine Rd		
154 Lickdale Rd		
154 Old Rte 22/Jonestown AG		
1546 Mount Zion Rd		
156 Black Oak Rd		
156 Elk Dr		
156 LAUREL DR		
1569 Mount Zion Rd		
1575 Furnace Hills Pike		
158 Pine Tree Rd		
16 Mayflower Dr		
16 Mcgillstown Rd		
16 Mount Laurel Ln		
16 Silvertown Rd		
16 Williamsburg Dr		
160 Short Rd		
164 Bordnersville Rd		
164 Chestnut Hill Rd		
164 Green Point School Rd		
164 Maple Dr		
164 N Mechanic St		
1640 Mount Zion Rd		
17 Shirk Dr		

170 Moore Rd		
172 Campmeeting Rd		
1720 Water St		
1725 Heilmandale Rd		
1737 N State Rte 934		
1749 Quarry Rd		
1752 Heilmandale Rd		
1766 Quarry Rd		
1768 Grace Ave		
177 AWOL RD		
179 Moonshine Rd		
1799 Grace Ave		
18 Webster School Rd		
181 W Main St		
1813 GRACE AVE		
1813 Quarry Rd		
1815 Quarry Rd		
1825 Grace Ave		
1830 Grace Ave		
1837 Kenbrook Rd		
1869 Blacks Bridge Rd		
187 Werner Rd		
1878 Quarry Rd		
1888 Kenbrook Rd		
19 Cranberry Ct		
191 Moonshine Rd		
1911 Mount Zion Rd		
1915 Mount Zion Rd		
195 Greble Rd		
195 Greble Rd A		
1963 Quarry Rd		
1964 State Rte 72		
1970 State Rte 72		
1983 Kenbrook Rd		
1995 Grace Ave		
2 Main St		
20 Colonial Dr		
20 Little Mountain Rd		
20 Main St		
200 Shepherd St		
2002 QUARRY RD		
2003 Mount Zion Rd		
201 Mountain Dr		

201 W Chestnut St		
202 E Queen St		
202 Mountville Dr		
203 Fort Swatara Rd		
204 Black Oak Rd		
204 Valley Dr		
204 Valley Rd		
2052 Quarry Rd		
2053 Grace Ave		
207 Moonshine Rd		
2071 Kenbrook Rd		
208 E Queen St		
209 AWOL RD		
209 Irene Dr		
2096 Mount Zion Rd		
21 COLONIAL DR		
21 Horizon Dr		
21 Park Dr		
210 IRENE DR		
213 E Main St		
213 Walnut Manor Way		
2140 State Route 343		
216 Valley Dr		
217 Monroe Valley Dr		
2171 Kenbrook Rd		
218 SWATARA CIR		
2182 Kenbrook Rd		
219 Irene Dr		
2195 Kenbrook Rd		
2195 State Rte 72		
22 APPLEWOOD CT		
22 Cranberry Ct		
22 Fort Swatara Rd		
22 Mcgillstown Rd		
22 Neuins Ln		
22 Sherks Church Rd		
220 OLD STATE RD		
2203 S Pine Grove St		
2203 State Rte 22		
2205 Kenbrook Rd		
2207 Mount Zion Rd		
221 Green Point School Rd		
221 Sunset Dr		

223 Ridge Rd		
223 S 9th St		
2230 State Rte 72		
2231 Mount Zion Rd		
227 W Market St		
2277 Quarry Rd		
2285 Quarry Rd		
23 Applewood Ct		
230 Moonshine Rd		
231 Fort Swatara Rd		
232 Lickdale Rd		
232 Walnut Manor Way		
2320 S Pine Grove St		
233 Rose Ln		
233 S Broad St		
233 Troy Ave		
236 Monroe Valley Dr		
2363 Quarry Rd		
2368 State Rte 72		
2369 QUARRY RD		
237 Lights Church Rd		
2370 Quarry Rd		
238 Rose Ln		
2387 Quarry Rd		
2389 Quarry Rd		
2397 Quarry Rd		
24 Pine Meadow Rd		
240 N Mill St		
240 Snow Dr		
2406 State Rte 72		
243 Mountain Dr		
244 Walnut Manor Way		
25 Heffelfinger Rd		
25 N Lancaster St		
25 Valley Dr		
250 Monroe Valley Dr		
253 E Chestnut St		
2561 S Pine Grove St		
260 Fredericksburg Rd		
260 GREBLE RD		
2603 S Pine Grove St		
2608 S Pine Grove St		
262 Sunset Dr		

2627 S Pine Grove St		
264 E Chestnut St		
264 Snow Dr		
27 Greble Rd		
27 Oakwood Ln		
27 Valley Dr		
270 Monroe Valley Dr		
270 N Mill St		
273 W Main St		
2737 State Rte 72		
2740 State Route 72		
2740 State Rte 72		
276 S Mill St		
2785 S Pine Grove St		
28 Claires Way		
28 Moonshine Rd		
28 MOORE RD		
28 Park Dr (Entrance to Levitz Park)		
28 Plymouth Dr		
28 Sherks Church Rd		
280 Fort Swatara Rd		
283 Mountville Dr		
2832 S. Pine Grove Street		
284 Fredericksburg Rd		
2840 State Rte 72		
2848 S Pine Grove St		
285 Cindy Dr		
2852 S Pine Grove St		
2856 S Pine Grove St		
287 Cindy Dr		
2881 S Pine Grove St		
29 Arrow Ct		
29 Harrison School Rd		
29 Lindley Murray Rd		
291 Moonshine Rd		
2915 S Pine Grove St		
293 Airport Rd		
296 CAMP STRAUSE RD		
299 W Main St		
3 Claires Way		
301 Canal St		
3031 S Pine Grove St		
3059 State Route 72		

3059 State Rte 72		
308 E Queen St		
31 RIDGE RD		
310 Troy Ave		
3107 State Rte 72		
313 Sunrise Dr		
314 Cindy Dr		
314 E Chestnut St		
315 Lighthouse Dr		
315 Pine Meadow Rd		
316 Chestnut Hill Rd		
317 Shepherd St		
32 Lindley Murray Rd		
320 Shepherd St		
320 Shepherd St (top of hill)		
323 Poplar St		
323 W Main St		
324 Awol Rd		
325 Shepherd St		
33 Crooked Rd		
33 Fairway Dr		
33 Harrison School Rd		
331 Sugar Rd		
331 Sunrise Dr		
3321 State Rte 72		
335 Cindy Dr		
3355 STATE ROUTE 72		
3355 State Rte 72		
336 Long Rd		
3377 State Rte 72		
34 MCGILLSTOWN RD		
3403 State Rte 72		
342 W Main St		
343 Cindy Dr		
343 Swatara Creek Dr		
345 School Dr		
346 School Dr		
348 MOWERY RD		
35 LITTLE MOUNTAIN RD		
351 SUGAR RD		
363 W MAIN ST		
363 W Main St (Drop off on Mowery)		
37 MCGILLSTOWN RD		

37 S Broad St		
372 EISENHOWER RD		
377 Mountville Dr		
377 W MAIN ST		
378 Mountville Dr		
38 Coon Creek Rd		
38 Dead End Rd		
381 Mountville Dr		
384 N Mechanic St		
4 Harbor Ln		
4 Harrison School Rd		
4 Log Cabin Dr		
40 Coon Creek Rd		
40 Greble Rd		
40 Sunrise Ct		
401 N Mechanic St		
405 AWOL RD		
406 S Lancaster St		
407 Shepherd St		
41 Bullfrog Rd		
41 Huckleberry Rd		
41 Lebanon Valley Ct		
41 Picnic Woods Rd		
410 Darlington Ave		
417 Awol Rd		
419 Jonestown Rd		
42 Greble Rd		
42 Main St		
42 Monroe Ave		
42 Sweetbriar Ln		
422 JONESTOWN RD		
423 Mountville Dr		
425 CAMP STRAUSE RD		
428 AWOL RD		
428 Shirksville Rd		
43 Race Horse Dr		
430 Donna Dr		
431 Jonestown Rd		
436 Jonestown Rd		
437 Jonestown Rd		
44 Werner Rd		
440 Darlington Ave		
441 Darlington Ave		

441 Hillcrest Dr		
441 S Lancaster St		
446 MONROE VALLEY DR		
446 Monroe Valley Drive		
45 Golf Rd		
45 Ridge Rd		
452 Ebenezer Rd (New Covenant Christian School)		
46 Frog Hollow Dr		
46 Picnic Woods Rd		
46 Tree Line Ave		
460 Shirksville Rd		
465 GREBLE RD		
468 Jonestown Rd		
469 MOUNTAIN DR		
47 Sweetbriar Ln		
472 S Lancaster St		
48 Mcgillstown Rd		
48 Pine Meadow Rd		
49 Lebanon Valley Ct		
496 N Lancaster St		
5 Webster School Rd		
5 Hilltop Dr		
5 Lincoln School Rd		
5 Locust Ave		
5 WEBSTER SCHOOL RD		
501 Darlington Ave		
505 Jonestown Rd		
509 Jonestown Rd		
51 Bull Frog Rd		
513 Jonestown Rd		
513 Shirksville Rd		
515 Shepherd St		
516 Darlington Ave		
518 Jonestown Rd		
519 Shepherd St		
52 Troy Ave		
523 Shepherd St		
529 Mill Rd		
53 Colonial Dr		
537 N Mill St		
543 Shepherd St		
5443 Four Point Rd		
55 Groff Rd		

553 BLUE MOUNTAIN RD		
555 Shirksville Rd		
56 Swatara Dr		
564 BLUE MOUNTAIN RD		
57 Race Horse Dr		
573 Greble Rd		
581 Blue Mountain Rd		
582 Jonestown Rd		
593 LICKDALE RD		
6 Blacksmith Ln		
6 Garfield Ave		
6 SHERKS CHURCH RD		
6 Willowcreek Ave		
60 Huckleberry Rd		
60 Moore Rd - Kristy's Learning Center		
604 Freeport Rd		
611 Jonestown Rd		
615 Jonestown Rd		
619 Greble Rd		
621 S Railroad St		
623 Monroe Valley Dr		
63 Racehorse Dr		
632 Mountain Dr		
635 Greble Rd		
646 N Lancaster St		
647 Monroe Valley Dr		
658 Monroe Valley Dr		
66 LITTLE MOUNTAIN RD		
661 Greble Rd		
667 Jonestown Rd		
667 Monroe Valley Dr		
67 Lindley Murray Rd		
676 Mountain Dr		
68 Appalachian Dr		
689 N Lancaster St		
69 Homestead Rd		
69 STONER RD		
696 Blue Mountain Rd		
7 Hilltop Dr		
7 Rebecca Ln		
700 N LANCASTER ST		
708 Greble Rd		
71 Homestead Rd		

71 Wildflower Cir		
723 Greble Rd		
73 Appalachian Dr		
73 AWOL RD		
751 Ono Rd		
76 Old Route 22		
76 Race Horse Dr		
768 Mountain Dr		
77 Fisher Ave		
775 Ono Rd		
78 Old Route 22		
792 Ono Rd		
8 Bull Frog Rd		
8 Bullfrog Rd		
8 Greble Rd		
8 Little Mountain Rd		
8 MCGILLSTOWN RD		
8 Troy Ave		
80 Homestead Rd		
801 Ono Rd		
803 Ono Rd		
805 N Mill St		
838 Ono Rd		
839 N Lancaster St		
840 N 7th St (Lebanon Craft Brewery)		
845 Ono Road		
86 Old Jonestown Rd		
867 Ono Rd		
87 Crooked Rd		
875 Academy Dr		
877 Thompson Ave		
88 Homestead Rd		
88 LICKDALE RD		
887 Pine Grove Rd		
89 Moonshine Rd		
897 Pine Grove Rd		
9 N APPLE LN		
9 RIDGE RD		
9 Terrace Ln		
90 Tomstown Rd		
917 Mountain Dr		
919 Prescott Dr		
928 Thompson Ave		

93 Troy Ave		
933 Shirksville Rd		
938 Chestnut St		
94 Campmeeting Rd		
94 Fisher Ave		
94 Sherks Church Rd		
946 Pine Grove Rd		
952 Frystown Rd		
96 Race Horse Dr		
964 Thompson Ave		
97 Fort Swatara Rd		
97 Stoner Rd		
974 Thompson Ave		
98 Fisher Ave (Let's Be Kids)		
981 Mountain Dr		
981 Prescott Dr		
99 Black Oak Rd @ Farm Lane (Bottom of hill)		
Airport Rd & Horizon Dr		
Airport Rd & Shirk Dr		
Annville High School		
Applewood Ct & Sweetbriar Ln		
Arnold Ln & Batz Ln & Fort Swatara Rd		
Arnold Ln & Kenbrook Rd		
Arrive Bus Yard		
Arrow Ct & S Mill St		
Awol Rd & Candy Ln		
Awol Rd & Candy Ln & Melanie Ln		
Awol Rd & Cherry Ln		
Awol Rd & Lincoln School Rd		
Awol Rd & Oakwood Ln		
Awol Rd & Racehorse Dr		
Awol Rd & Racehorse Dr (E)		
Batz Ln & Fort Swatara Rd & Weirich Rd		
Beagle Rd & Freeport Rd		
Belair Dr & Sunset Dr		
Blacks Bridge Rd & Crooked Rd		
Boundary Rd & Clement Ave		
Bunker Hill Fire Company		
Camp Meeting Rd & State Route 72		
Camp Strause Rd & Monroe Valley Dr		
Cemetary Rd & Little Mountain Rd		
Chapel Dr & Green Point School Rd		
Chestnut Hill Road @ Mt. Zion Road		

Cindy Dr & E Queen St		
Cindy Dr & E Queen St		
Cindy Dr & Irene Dr		
Colonial Dr & Colony Dr		
Colonial Dr & Jonestown Rd		
Colonial Dr & Plymouth Dr		
Colonial Dr & Plymouth Dr (NW)		
Cozy Corner Entrance & Old Route 22		
Cramer Ln & Valley Dr		
Cramer Ln & Valley Drive		
Cranberry Ct & Sweetbriar Ln & Wildflower Cir		
Creek View Dr & Twin Creeks Dr		
Darlington Ave & N Mill St		
Donna Dr & Hillcrest Dr		
E Church St & State Route 72 N (Bunkerhill Church)		
E Hill St & N King St		
E Main St & N Center St & S Center St & W Main St		
E Martin St & N Mulberry St (SW)		
E Queen St & S Lancaster St (NE)		
Elk Dr & S Center St		
Elm Ave & Tree Line Ave		
Elm Ave & Tree Line Ave (SW)		
Fairway Dr & Valley Rd		
Fisher Ave & Bordnersville Rd		
Fisher Ave & Marsanna Ln		
Fisher St & Hill St		
Fisher St & Swatara Dr		
Flinchbaugh Ln & Prescott Dr		
Forest Dr & Mountain Dr		
Fort Swatara Rd & Batz Ln		
Fort Swatara Rd & Grandma Ln		
Fort Swatara Rd & Grant School Ln		
Fort Swatara Rd & Lenope Ln		
Fort Swatara Rd & Weirich Rd (NE)		
Fredericksburg Library		
Freeport Rd & Lebanon Valley (Sunset Trailer CT #2)		
Freeport Rd & Sebastian Ln		
Geesaman Park Ln & N Mechanic St		
Glenn Lebanon Dr & Grace Ave (W)		
Grace Ave & Heart Ln		
Grace Ave & Water St		
Greble Rd & Dead End Rd		
Greble Rd & S Pine Grove St		

Greble Rd & S Pine Grove St (Rt 343)		
Green Point School Rd & Smokey Ln		
Greenpoint Fire Co.		
Groff Rd & Sherks Church Rd		
Harrisburg Christian School		
Harrison School Rd & Mt Zion School of Ministry Divide Way (NW)		
Hemlock Hill Ln & Ridge Rd		
Hickory St & Quarry Rd		
Hillcrest Dr & Lighthouse Dr		
Jonestown Rd & Coon Creek Rd		
Jonestown Rd & Kleinfelter Pl		
Jonestown Rd & Lincoln School Rd (Ono)		
Jonestown Rd & Racehorse Dr		
Jonestown Rd & Zion Church Rd		
Katie Ln & Yingst Dr		
Kenbrook Rd @ Big Boulder MHP		
Kenbrook Rd & Quarry Rd		
Kreider Dr & Monroe Valley Dr		
Lambs Ln & Shepherd St (top of hill)		
Learning Mill (418 Jonestown Rd)		
Lickdale Campground KOA		
Lighthouse Dr & Hillcrest Dr		
Lighthouse Dr & N Mill St		
Lion Ln & Shepherd St		
Lions Ln & Mountain Rd		
Market St & King St		
Market St & Walnut St		
McGillstown Rd & Ono Rd (NW)		
Meadow St & S Pine Grove St		
Mease Motors		
Middle Ave & Swatara Cir		
Mill Rd & S Pine Grove St		
Monroe Ave & Dewey Ave		
Monroe Ave & Grant Ave		
Monroe Ave & Washington Ave		
Monroe Valley Dr & Kreider Dr		
Monroe Valley Dr & MVTP Entrance		
Monroe Valley Dr & Old State Rd (SE)		
Monroe Valley Dr & Old State Rd & School House Ln		
Monroe Valley Trailer Park		
Moonshine Rd & Church Ln		
Moonshine Rd & Whitetail Ln		
Moritz Dr & Mountville Dr		

Mount Zion Fire Co.		
Mountain Dr & Daub Ln		
Mountain Dr & Forest Dr		
Mountain Rd & Wolf Ln (NE)		
Mountville Dr & Lemke Ln		
Mountville Dr & Moritz Dr		
Mountville Dr & Pheasant Dr		
Mountville Dr & W Center St		
MT ZION AMISH SCHOOL		
Mt. Zion Amish School		
N Broad St & W Market St (JUMC Church)		
N Broad St & W Martin St		
N Center St & Oak St		
N Center St & Poplar St		
N Center St & Poplar St (S)		
N Center St & Walnut St		
N Lancaster St & E Chestnut St (N)		
N Lancaster St & E Oak St (SE)		
N Lancaster St & Private Dr		
N Lancaster St & Rose Ln		
N Lancaster St & Swatara Dr		
N Lancaster St & White Birch Ln (Top of Hill)		
N Mechanic St & Geesaman Park Ln		
N Mechanic St & Stump Ln		
N Mechanic St & Walnut St		
N Mill St & Darlington Ave (N)		
N Mill St & E Chestnut St		
N Mill St & E Market St (N)		
N Mill St & E Market St (NW)		
N Mill St & Willowcreek Ave		
N Pine Grove St & Walnut St		
Old Route 22 & E Chestnut St		
Old Route 22 & Middle Ave (N)		
Old State Rd - 1st Entrance		
Oldfield Ln & Willowcreek Ave		
Ono Rd & Orchard Dr		
Pine Ave & Sugar Rd		
Pine Grove Rd & Sunrise Dr		
Pine Meadow Rd & Spring Creek Ln		
Pine Street Elem		
Pine Street Elementary School		
Quarry Rd @ Larch Lane		
Quarry Rd & Jessica Dr		

Quarry Rd & Kreitzer Ln		
Quarry Rd & Swatara Rd		
Racehorse Dr & Valley Dr		
Ridge Rd & Hemlock Hill Ln		
Rose Ln & Swatara Dr		
S Broad St & Twin Creeks Dr		
S Broad St & W Queen St		
S Broad St & W Swatara Creek Dr		
S Broad St & W Swatara Dr		
S Mill St & E Hazel St (N)		
S Pine Grove St & Johns Way Dr		
S Pine Grove St & Mill Rd		
S Pine Grove St & Johns Way Dr		
School House Rd & Old Canal Dr		
Shepherd St & Lambs Ln (N)		
Shepherd St & Lambs Ln (S)		
Shepherd St & Lion Ln		
Shepherd St & Lion Ln (W)		
Shepherd Street & Lion Ln (E)		
Shepherd Street & Lion Ln (E)		
Sherwin Williams Dr & Cedar St		
Sherwin Williams Dr & Fir St		
Spruce Ln & State Route 72 N		
State Route 72 N & E Church St (N)		
State Route 72 N & Hickory Dell Ln		
Sunrise Trailer Ct		
Sweetbriar Ln & Wildflower Cir		
Terrace Ln (Top of Cul De Sac)		
Terrace Ln & Swatara Dr		
The Modern Comfort Systems/Grantville		
Tomstown Rd & Neuins Ln (NE)		
Township Line Dr & Weaverland Dr		
Twin Creeks Dr & W Swatara Dr		
Twin Creeks Dr & Williamsburg Dr		
Twin Grove Campground		
Union Rd & Beagle Rd (SE)		
Valley Dr & Racehorse Dr		
Valley Rd & Camp Strause Rd		
Valley Rd & Fairway Dr		
W Market St & Strawberry St		
W Market St & Water St		