

Student Achievement Committee Meeting

Wednesday, April 29, 2026 7:00 PM

BOE - Room 36 and via Zoom Meeting Platform, 129 Church Street, Bristol, CT 06010

1. **Call to Order/ Pledge of Allegiance**

2. **Decision: Approval of Minutes**

3. **Public Comment**

4. **Information**

4.1. New CNA Program

5. **Decision**

5.1. Chemistry ACA/ACC Curriculum Revision

Presenter: Laura Lanza

5.2. PE Elective Credit for Summer, New Course

Presenter: Sara Hale

5.3. Ninth Grade Health Curriculum Revision

Presenter: Sara Hale

5.4. English I-III, Curriculum Revision

Presenter: Sara Hale

6. **Adjournment**



Special Student Achievement & Outcomes Committee
January 21, 2026
MINUTES

The minutes presented within this document are a summary of the discussion that took place at the Student Achievement Committee meeting. To view the meeting in its entirety and hear full reports please go to: [January 21, 2026 SAC Meeting Recording](#)

PRESENT Committee members: Jill Fitzsimons-Bula (Zoom), Kara Ledger, Barbara Tedesco

ALSO PRESENT: Ken Bagley (Zoom), Carly Fortin, Kristen Giantonio (Zoom), Sara Hale, Michael Higgins, Zach Maher, Melanie Vetrano, Debra Vitale, Leszek Ward, Iris White

Call to Order

Commissioner Ledger called the meeting to order at 7:00 p.m.

Decision: Approval of Minutes from December 17, 2025 meeting

On a motion made by Commissioner Tedesco and seconded by Commissioner Ledger, it was unanimously;

VOTED: to approve the December 17, 2025 Student Achievement minutes.

Public Comment: No public comment.

Decision: Program of Studies for BPS

Principal Higgins and Assistant Principal Vetrano presented the Program of Studies. The Program of Studies is digitized and can be found on the BPS website in both English and Spanish. It is also updated yearly with curricula that have been approved by the Student Achievement Committee and the Board of Education.

Comments followed.

On a motion made by Commissioner Fitzsimon-Bula and seconded by Commissioner Tedesco, it was unanimously;

VOTED: to approve the Program of Studies for Bristol Public Schools.

Information: College and Career Readiness Data

Carly Fortin, Chief Academic Officer, presented Bristol's post-secondary data showing that 98% of students are engaging in college-level preparation, significantly outperforming the state in participation. However, there is a noted gap in "readiness" (passing credits) and college entrance rates, which the district is addressing through improved data tagging and individual student tracking. To support growth, supervisors are expanding humanities and STEM pathways while transitioning to a new software platform to better manage the student application and credit-attainment process.

Questions followed.

Information: Next Generation Accountability District Performance Index

Mrs. Fortin presented data on the Next Generation Accountability Performance Index revealing that Bristol is outperforming the state in high-need student achievement and secondary graduation rates, with no overall district achievement gaps. While middle and high school performance remains stable or rising, a dip in elementary literacy and math growth has prompted a shift toward "asset-based" acceleration strategies. To maintain progress despite budget constraints, the administration is prioritizing chronic absenteeism interventions and refining the dual-enrollment process to improve college credit attainment.

Questions followed.

Decision: Latin 2 Curriculum Revision

Leszek Ward, Secondary Humanities Supervisor, presented the curriculum revision for Latin 2. This revision includes the following 5 units: 1. Politics and Disasters, 2. Romans in Britain, 3. Client King & Celts, 4. Alexandria: Roman City?, and 5. Gods, Beliefs, and Medicine.

Questions followed.

On a motion made by Commissioner Fitzsimons-Bula and seconded by Commissioner Tedesco, it was unanimously;

VOTED: to move the Latin 2 Curriculum Revision to the full Board of Education for approval.

Decision: World Language Level One Curriculum Revisions

Mr. Ward presented the curriculum revision for level one Spanish, Italian, and French. Units will include: 1. Introductions, 2. School Schedules, 3. Community Spaces, 4. Family Gatherings, 5. Regional Dishes, and 6. Home Design.

Comments and questions followed.

On a motion made by Commissioner Fitzsimons-Bula and seconded by Commissioner Tedesco, it was unanimously;

VOTED: to move the World Language Level One Curriculum Revisions to the full Board of Education for approval.

ECE Individual and Family Development Curriculum Revision

Mrs. Fortin presented the curriculum revision to the ECE Individual and Family Development course. This course includes the following units: 1. Development Through the Lifespan Perspective and Theories, 2. Pregnancy, Prenatal Development, and Infancy, 3. Childhood, 4. Adolescence, 5. Adulthood, and 6. Elderhood, Death & Bereavement.

On a motion made by Commissioner Tedesco and seconded by Commissioner Fitzsimons-Bula, it was unanimously;

VOTED: to move the ECE Individual and Family Development Curriculum Revision to the full Board of Education for approval.

There being no further discussion, Commissioner Ledger adjourned the meeting at 8:26pm.

Respectfully submitted,
Katlyne Laprise
Katlyne Laprise

DRAFT



PROCEDURES FOR REMOTE PUBLIC COMMENT

Members of the public are invited to comment to the Board on any topic related to school business.

Items requiring consideration by the Board must be approved as an agenda item by a 2/3ds vote of the Board members present. Such items may be referred for further study and not necessarily acted upon at this meeting.

Anyone wishing to address the Board should adhere to the following procedures:

PUBLIC COMMENT

Before a Remote Meeting

1. Send your comments to: KatlyneLaprise@bristolk12.org
2. Be sure to put **PUBLIC COMMENT-SAC** in the subject line.
3. Include your name and address.
4. Direct your comments to the Board Chair.
5. Your comments will be read at the meeting by the Board Chair.
6. All comments should be written in an appropriate manner, particularly if concerning a personnel matter.
7. Any comments not adhering to the guidelines will not be read at the meeting.

During a Remote Meeting

1. Everyone is requested to address the Chair for recognition.
2. Each speaker must state his/her name and address.
3. All speakers must observe rules of common etiquette. Personalities are not to be injected. Anyone violating this rule will be denied the floor. Unless waived by the Chairperson or a majority of the Board,
4. Each speaker shall limit his/her remarks to three (3) minutes.
5. A speaker will not be recognized for a second time on the same topic.
6. Each speaker must concern himself/herself with the topic under discussion. Anyone digressing from the topic will be ruled out of order.
7. Written statements and materials may be made available, in advance of comments, for distribution to Board members.
8. Speakers shall state their positions on the subject being discussed.
9. Board members will not respond directly to comments during the Board meeting. The Superintendent will direct the question to the appropriate staff member for follow-up.

Bristol, Connecticut

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Principles of Chemistry ACA Chemistry ACC	STEM: Science	10-11	1.0

Course Description:

This course is third in a sequence designed to prepare students for the Next Generation Science Standards Assessment in Grade 11. Atomic structure and quantitative relationships between atoms and molecules are stressed to explain chemical reactions. Understanding the concepts of chemistry is developed through the use of real world phenomena that apply chemistry including: The Radium Girls, Airbags and the Environmental phenomena. Students engage in chemistry through the science and engineering practices. Additional depth is provided to accelerated students through added conceptual ideas and a deeper focus on the mathematical and computational understanding of chemistry.

Aligned Core Resources:

- Hands on laboratory experiences and demonstrations
- Virtual lab simulations (PhET, Gizmo, etc)

Connection to the *BPS Vision of the Graduate*

COLLABORATION:

- Demonstrates ability to work effectively and respectfully with diverse teams

SOCIAL AND CROSS-CULTURAL SKILLS

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

COMMUNICATIONS AND TECHNOLOGY LITERACY

- Use digital technology, communication tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society

INFORMATION LITERACY

- Access information on efficiently (time) and effectively (sources)
- Evaluate information critically and competently
- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources

CONTENT MASTERY

- Develop and draw from a baseline understanding of knowledge in academic disciplines from our Bristol curriculum

CRITICAL THINKING AND PROBLEM SOLVING

- Collect, assess and analyze relevant information
- Reason effectively. Use systems thinking
- Make sound judgments and decisions. Identify, define and solve authentic problems and essential questions.
- Reflect critically on learning experience, processes and solutions
- Transfer knowledge to other situations

Additional Course Information:

Knowledge/Skill Dependent courses/prerequisites

None

Link to *Completed Equity Audit*

[Equity Curriculum Review Audit - Chem ACA/ACC \(2026\)](#)

Standard Matrix

Standard	Unit 1	Unit 2	Unit 3	Unit 4
HS-PS1-1 . Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.	X	X		

HS-PS1-2 . Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.		X		X
HS-PS1-3. Plan and conduct an investigation to gather evidence to compare the structure of substances at the bulk scale to infer the strength of electrical forces between particles.		X	X	
HS-PS1-4 . Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy.				X
HS-PS1-5 . Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.	X			X
HS - PS1-6 . Refine the design of a chemical system by specifying a change in conditions that would produce increased amounts of products at equilibrium				X
HS-PS1-7 . Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.	X	X		X
HS-PS1-8 . Develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.		X		
HS - PS 2-4 . Use mathematical representations of Newton's Law of Gravitation and Coulomb's Law to describe and predict the gravitational and electrostatic forces between objects.		X		
HS-PS2-6. Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.			X	
HS-PS4-3 . Evaluate the claims, evidence, and reasoning behind the idea that electromagnetic radiation can be described either by a wave model or a particle model, and that for some situations one model is more useful than the other.		X		
HS-PS4-4 . Evaluate the validity and reliability of claims in published materials of the effects that different frequencies of electromagnetic radiation have when absorbed by matter.		X		

Unit Links

[Unit 1: The Building Blocks of Matter: Elements, Compounds, Mixtures and Quantitative Analysis](#)
[Unit 2: Atomic Structure, Electrons, Periodic Trends and Bonding](#)
[Unit 3: Intermolecular Forces](#)
[Unit 4: Chemical Reactions, Stoichiometry & Gas Laws](#)

Instructional Pacing

- 84 Blocks x 2 (A and B days) = 168 Days
- 3 Days Community Building
- 10 Days: Midterm review and exams, final review and exams

Unit Title																		
Unit 1: The Building Blocks of Matter: Elements, Compounds, Mixtures and Quantitative Analysis																		
Relevant Standards: Bold indicates priority																		
HS-PS1-1	HS-PS1-5	HS-PS1-7																
Essential Question(s)	Enduring Understanding(s)																	
<p>How does the microscopic arrangement of matter dictate its macroscopic identity and behavior?</p> <p>How do chemists bridge the gap between the invisible world of atoms and the measurable world of the lab?</p> <p>How does the proportion of components in a mixture change its "strength" and functionality?</p>	<p>Matter can be classified into elements, compounds, and mixtures based on the arrangement of atoms. These patterns allow us to predict properties and use physical techniques to separate components without changing their chemical identity.</p> <p>Because atoms are too small to count individually, the mole serves as a vital "counting unit" (Avogadro's number). It provides a mathematical bridge that allows us to convert measurable mass into a specific number of particles.</p> <p>Solutions are specific mixtures where the ratio of solute to solvent (molarity) determines the concentration. By mathematically modeling this relationship $M = n/V$ we can precisely create, dilute, and predict the behavior of substances in various applications.</p>																	
Demonstration of Learning	Pacing for Unit																	
<ul style="list-style-type: none"> Separation of Mixture Lab Element/Compound/Mixture CFA Molar Conversions Lab Kool Aid Lab (solutions and dilutions) Molarity CFA 	<p>22 Blocks or Day 1 - 44 of the School Year</p>																	
Family Overview (link below)	Integration of Technology																	
Chemistry ACA/ACC Family Overview (2026)	<ul style="list-style-type: none"> PhET Labs Gizmos Google Slides (Research and Presentations) 																	
Unit-specific Vocabulary	Aligned Unit Materials, Resources, and Technology (beyond core resources)																	
Matter, Element, Compound, Atom, Molecule, Mixture, Homogenous, Heterogeneous, Solute, Solvent, Physical Property, Chemical Property, Filtration, Evaporation, Magnetism, Molarity, Dilution, Precipitation, Dissolve, Volume, Mass, Percent Composition	<div style="border: 1px solid #ccc; padding: 5px;"> <p>Shared Chemistry Materials</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 2px;">Fe</td> <td style="padding: 2px;">glow powder</td> </tr> <tr> <td style="padding: 2px;">NaCl</td> <td style="padding: 2px;">thin paint brushes</td> </tr> <tr> <td style="padding: 2px;">SiO₂</td> <td style="padding: 2px;">CuSO₄</td> </tr> <tr> <td style="padding: 2px;">1M HCl</td> <td style="padding: 2px;">colorimeters</td> </tr> <tr> <td style="padding: 2px;">NaHCO₃</td> <td style="padding: 2px;">gatoraid powder</td> </tr> <tr> <td style="padding: 2px;">magnets</td> <td style="padding: 2px;">large cups</td> </tr> <tr> <td style="padding: 2px;">chalk</td> <td style="padding: 2px;">small cups</td> </tr> <tr> <td style="padding: 2px;">white acrylic paint</td> <td></td> </tr> </table> </div>		Fe	glow powder	NaCl	thin paint brushes	SiO ₂	CuSO ₄	1M HCl	colorimeters	NaHCO ₃	gatoraid powder	magnets	large cups	chalk	small cups	white acrylic paint	
Fe	glow powder																	
NaCl	thin paint brushes																	
SiO ₂	CuSO ₄																	
1M HCl	colorimeters																	
NaHCO ₃	gatoraid powder																	
magnets	large cups																	
chalk	small cups																	
white acrylic paint																		
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions																	
<ul style="list-style-type: none"> Environmental Science: The Flint Water Crisis (Molarity & Percent Composition) Culinary Arts: The "Perfect" Solution (Kool-Aid & Concentration) 	<ul style="list-style-type: none"> Students often think a mixture is chemically bonded or that a compound is just two elements mixed together. Confusing physical properties (like boiling point or density) with chemical properties (like reactivity or flammability). Believing a chemical reaction is required to separate a mixture (e.g., separating salt from water). Thinking the mole is a unit of mass (like a gram) rather 																	

	<p>than a counting number.</p> <ul style="list-style-type: none"> Believing that adding water to a solution changes the <i>number of solute particles</i>.
Connections to Prior Units	Connections to Future Units
Students can connect to middle school learning and Physical Science in regards to states of matter, structure of the atom, and the periodic table.	<p>Students begin to draw particle diagrams of elements, compounds, and mixtures in Unit 1. This continues in Unit 4 to show the particle diagrams of reactants vs products.</p> <p>Students will begin to use the periodic table to identify elements in Unit 1. Students explore the organization of the periodic table further in Unit 2.</p>

Differentiation through *Universal Design for Learning*

	Engagement	Representation	Action & Expression
LT1	Start with a "Kitchen Chemistry" challenge. Give students a mixture of salt, sand, and iron filings and ask them to brainstorm how to recover the salt for a meal. Relate separation techniques to real-world recycling or water filtration.	Use particle diagrams (circles/dots) alongside physical models (LEGOs or magnets) to represent elements vs. compounds. Provide a "Classification Flowchart" that uses both text and symbols to guide the identification process.	Instead of a standard lab report, allow students to "show" their separation process via a stop-motion video, a narrated photo essay, or a live "cooking show" style demonstration of their lab technique.
LT2	Use "Vertical Non-Permanent Surfaces" (Whiteboards) for group problem-solving. Assign roles (The Calculator, The Units Checker, The Logic Mapper) to sustain effort and persistence during difficult conversions.	Provide a "Mole Map" graphic organizer that color-codes the path from Mass to Moles to Particles. Use the "Dozen" analogy consistently to bridge the gap between a familiar counting unit and Avogadro's number.	Offer tiered practice sets. "Level 1" provides the conversion factors; "Level 2" provides the "Mole Map" but no factors; "Level 3" is a blank slate. Allow students to choose their entry point based on their confidence level.
LT3	Use the Kool-Aid Lab as a central hook. Let students determine their "ideal concentration" (Molarity) for taste. For the "Phosphorescent Paint" target, bring in a blacklight to show the qualitative effects of concentration on brightness.	Use digital simulations like PhET Molarity to allow students to "see" the solute particles dissolve as they change the volume. This makes the invisible ratio ($M = n/V$) visible and interactive.	Provide a "Solution Design Template" for the Kool-Aid and dilution labs. This checklist helps students plan their steps (Calculate to Measure to Mix to Verify) before they touch the equipment, supporting goal-setting and planning.

Supporting Multilingual/English Learners (*CELP standards*)

	Emerging	Expanding	Bridging
LT1	<p>Learning Target</p> <ul style="list-style-type: none"> I can label pictures of elements, compounds, and mixtures and match separation tools to their uses. <p>Scaffolds:</p> <ul style="list-style-type: none"> Word banks with pictures; "I see..." sentence starters; physical sorting of manipulatives (LEGOs). 	<p>Learning Target</p> <ul style="list-style-type: none"> I can describe the patterns in elements, compounds, and mixtures using short sentences and explain a separation step. <p>Scaffolds</p> <ul style="list-style-type: none"> Sentence frames: "This is a mixture because..."; bilingual glossaries; graphic organizers for lab steps. 	<p>Learning Target</p> <ul style="list-style-type: none"> I can compare and contrast elements, compounds, and mixtures and justify my choice of a specific separation technique. <p>Scaffolds</p> <ul style="list-style-type: none"> Comparison transition words (however, whereas); peer-to-peer "Think-Pair-Share" for evaluating models.
LT2	<p>Learning Target</p> <ul style="list-style-type: none"> I can identify the units (grams, moles, particles) on a conversion map and copy the setup for a calculation. <p>Scaffolds</p> <ul style="list-style-type: none"> Visual "Mole Map" with color-coded units; Worked examples with arrows showing the "path." 	<p>Learning Target</p> <ul style="list-style-type: none"> I can calculate molar mass and summarize the steps to convert mass to moles using academic vocabulary. <p>Scaffolds</p> <ul style="list-style-type: none"> Sequence words (first, then, finally); Formula reference sheets with labeled variables. 	<p>Learning Target</p> <ul style="list-style-type: none"> I can explain the relationship between mass and particles and predict how the number of moles changes if the mass increases. <p>Scaffolds</p> <ul style="list-style-type: none"> "If...then..." hypothesis stems; Multi-step word problems; Opportunity to lead a small group "whiteboard" session.

LT3	<p>Learning Target</p> <ul style="list-style-type: none"> I can point to and name the solute and solvent in a solution and record the molarity from a simulation. <p>Scaffolds</p> <ul style="list-style-type: none"> Realia (actual Kool-Aid packets/water); Interactive PhET simulations; Visual vocabulary cards (Solute = Salt). 	<p>Learning Target</p> <ul style="list-style-type: none"> I can state the effect of adding more solute to a solution and solve for molarity using the given formula. <p>Scaffolds</p> <ul style="list-style-type: none"> Sentence frames for qualitative effects: "When I add more solute, the molarity becomes [higher/lower]." 	<p>Learning Target</p> <ul style="list-style-type: none"> I can analyze how altering volume or moles affects concentration and communicate the process of diluting a solution. <p>Scaffolds</p> <ul style="list-style-type: none"> "Cause and Effect" graphic organizers; Written lab reflections using technical verbs (dilute, dissolve, saturate).
------------	--	--	---

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria Resources/Assessments/ Assured Learning Experiences
3 days	Intro to chemistry / SEL	<ul style="list-style-type: none"> I can describe lab safety measures and locate safety features I can name my teacher and classmates and feel comfortable collaborating with them
5 days	<p>Learning Target 1 I can use patterns to classify matter as an element, compound, or mixture.</p>	<ul style="list-style-type: none"> I can define and give examples of atom, element, compound, and mixture. I can create and evaluate models of elements, compounds, and mixtures. I can use data to calculate the percent composition of a mixture when given the formula I can use lab techniques to separate a mixture based on the properties of its components. <p>▣ Shared Chemistry Materials (Separation Lab)</p>
9 days	<p>Learning Target 2 I can define and explain the mole as a counting number used in chemistry.</p>	<ul style="list-style-type: none"> I can state Avogadro's number. I can calculate molar mass. I can convert and explain the relationship between the mass of a sample and how many moles the sample contains and in reverse convert from moles to mass ACC Only I can convert and explain the relationship between the mass of a sample and how many particles the sample contains; and from particles to mass ACC Only I can calculate the number of particles in a given mass of radium.
5 days	<p>Learning Target 3 I can use the concept of molarity when using solutions</p>	<ul style="list-style-type: none"> I can identify a solution as a specific type of mixture containing a solute and solvent and identify which component is the solute vs solvent I can identify the variables and units in molarity calculations ($M=n/V$)(number of moles and liters) ACC Only I can solve for any of the variables in the molarity equation. (Including converting mL to L and grams to moles) ACA Only I can solve for molarity given moles and liters, and the equation. I can determine the qualitative effects of altering variables in molarity calculations. I can calculate the molarity of phosphorescent paint. ACC Only I can dilute a solution to a given concentration. I can create solutions of Kool-Aid and qualitatively and quantitatively investigate them <p>▣ Shared Chemistry Materials (Kool-Aid Lab)</p>

Unit Title						
Unit 2: Atomic Structure, Electrons, Periodic Trends, and Bonding						
Relevant Standards: Bold indicates priority						
HS-PS1-1	HS-PS1-7	HS-PS2-4				
HS-PS1-2	HS-PS1-8	HS-PS4-3				
HS-PS1-3		HS-PS4-4				
Essential Question(s)	Enduring Understanding(s)					
<p>How do invisible forces at the atomic level dictate the visible patterns of the universe?</p> <p>How is the "story" of an atom told through the energy it releases?</p> <p>How does an atom's quest for stability lead to the diversity of compounds in our world?</p>	<p>The structure of the atom is governed by Coulombic attraction. Changes in the distance or charge between subatomic particles create predictable patterns (Periodic Trends) that determine how elements behave and interact.</p> <p>Atoms are dynamic; when electrons move between energy levels or when nuclei change (nuclear chemistry), they release energy as light or radiation. These "signatures" allow us to identify elements and understand the history of substances like radium.</p> <p>Atoms bond to achieve lower energy states. Whether they share electrons (covalent) or transfer them (ionic), the resulting structure determines the physical and chemical properties of everything from the air we breathe to the minerals in the earth.</p>					
Demonstration of Learning	Pacing for Unit					
<ul style="list-style-type: none"> Flame Test Lab Isotopes CFA "My Element" Project Intermolecular Forces CFA 	<p>22 Blocks or Day 45 - 89 of the School Year <i>(I midterm review and exams follow this unit)</i></p>					
Family Overview (link below)	Integration of Technology					
Chemistry ACA/ACC Family Overview (2026)	<ul style="list-style-type: none"> PhET Labs Gizmos Google Slides (Research and Presentations) 					
Unit-specific Vocabulary	Aligned Unit Materials, Resources, and Technology (beyond core resources)					
<p>Atom, subatomic particle, proton (p^+), neutron (n^0), electron (e^-), nucleus, electron cloud, mass number, atomic number, atomic mass, isotope, neutral atom, ion, periodic table tile, energy levels (shells), Bohr model, quantum model, orbitals, electron configuration, ground state, excited state, relaxation, photon, emission spectrum, spectral lines, luminescence, energy transitions, wavelength, frequency, color of light, electromagnetic spectrum, group (family), period, metals, nonmetals, metalloids, valence electrons, core electrons, atomic radius, ionization energy, electronegativity, metal reactivity, cation, anion, Coulomb's Law, electrostatic force, attraction, repulsion, distance (r), charge (q_1, q_2), ionic bond, covalent bond, polar covalent, nonpolar covalent, metallic bond, electronegativity difference, formula unit, molecule, lattice structure, conductivity, solubility, melting point, boiling point, brittle, malleable, ductile, oxidation state, octet rule, Nucleus, Alpha Decay,</p>	<p>Shared Chemistry Materials</p> <table border="0"> <tr> <td>Various metal ion solutions for flame test lab (examples NaCl, KNO_3, $SrCl_2$, LiCl)</td> <td>NaCl sucrose 1M HCl</td> </tr> <tr> <td>other ionic and covalent compounds as unknowns</td> <td>various metals (Mg, Al, Zn, Cu)</td> </tr> </table>		Various metal ion solutions for flame test lab (examples NaCl, KNO_3 , $SrCl_2$, LiCl)	NaCl sucrose 1M HCl	other ionic and covalent compounds as unknowns	various metals (Mg, Al, Zn, Cu)
Various metal ion solutions for flame test lab (examples NaCl, KNO_3 , $SrCl_2$, LiCl)	NaCl sucrose 1M HCl					
other ionic and covalent compounds as unknowns	various metals (Mg, Al, Zn, Cu)					

Beta Decay, Gamma Radiation, Fission, Fusion, Stability, Radioisotope, Contamination	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions
<ul style="list-style-type: none"> Physics Connection: Quantum Mechanics and Light History & Ethics Connection: The Evolving Atom (LT 4) Mathematics Connection: Trends and Calculations History: Context for Radium Girls and Nuclear Energy (Chernobyl) History/Civics: Labor Law ("Radium Girls") 	<ul style="list-style-type: none"> The atom is mostly a dense, solid sphere (like a marble) with all the mass spread throughout. Believing electrons orbit the nucleus like planets (the Bohr or planetary model). Thinking atoms get larger as you move across a period (left to right). Believing every single atom in every molecule must have exactly eight valence electrons.
Connections to Prior Units	Connections to Future Units
Students can connect to middle school learning and Physical Science in regards to atomic structure (including subatomic particles and Bohr models).	Covalent bonding is first introduced in Unit 2. This is expanded upon in Unit 3, when the shape of covalent compounds is connected to polarity and macroscopic properties.

Differentiation through *Universal Design for Learning*

	Engagement	Representation	Action & Expression
LT 1 & 3	Use a "Model Graveyard" activity. Students look at old atomic models (Dalton, Thomson, Rutherford) and "diagnose" why they died (what new evidence killed them). This hits the success criterion regarding how models change over time.	Use the "Hotel Analogy" for electron configurations (LT 3). Electrons are guests, orbitals are rooms, and energy levels are floors. Provide a visual "floor plan" for s, p, d, f blocks on the periodic table.	Use "Atomic Manipulatives" (beads, coins, or M&Ms) for Bohr models. ACC: Have students walk a "Human Orbital Map" on the floor to visualize electron density and energy levels.
LT 2 & 4	Start with a Flame Test Lab or use "glow-in-the-dark" stars. Connect the light they see to the tragic story of the Radium Girls. Use a "Driving Question Board" to capture student empathy and curiosity about why the paint was "deadly but beautiful."	Provide an audio version or a graphic novel summary of the Radium Girls' story. Use an interactive "Energy Ladder" visual to show electrons jumping to the "Excited State" and releasing photons as they fall to the "Ground State."	Students can "explain the glow" (LT 2) through a creative medium: a poem from the perspective of an electron, a technical diagram, or a recorded "news report" from the 1920s explaining the chemistry of the paint.
LT 5	Use a "Pennies/Dice Decay" simulation to model half-life. It turns the math of exponential decay into a tactile game. Connect this to the Ra-226 used by the dial painters to make the risk "real."	Provide a "Translation Key" for isotope notation. Color-coding the Mass Number and Atomic Number in different notations. Use the Band of Stability graph with transparent overlays to help students see where "safety" ends and "radioactivity" begins.	Provide a "Decay Flowchart." When students see "Alpha Decay," the flowchart prompts them to subtract 4 from the mass and 2 from the atomic number. This supports the mathematical model success criterion without the "blank page" panic.
LT 6-10	Run a "Bonding Speed Dating" activity. Students wear signs with their valence electrons and have to find a "partner" (ionic or covalent) to reach stability. For LT 6, have a "Periodic Trend Scavenger Hunt" using data cards.	Use Coulomb's Law qualitatively with a magnet demonstration. More magnets = more charge. Further apart = less force. Show the formula as: $F = k \frac{q_1 q_2}{r^2}$ but emphasize the "size" of the variables visually (e.g., big r means tiny F).	For naming and formulas (LT 9), offer a "Naming Hexagon" puzzle or a digital "Formula Builder" app. For the properties lab (LT 10), allow students to use a "Decision Tree" to identify if their mystery substance is ionic or covalent based on conductivity and melting point.

Supporting Multilingual/English Learners (*CELP standards*)

	Emerging	Expanding	Bridging
LT 1 & 3	Learning Target <ul style="list-style-type: none"> I can label protons, neutrons, and electrons on a diagram and copy an electron configuration. Scaffolds <ul style="list-style-type: none"> Illustrated word bank; color-coded Bohr models (e.g., 	Learning Target <ul style="list-style-type: none"> I can describe the location of subatomic particles and follow a map to write electron configurations. Scaffolds <ul style="list-style-type: none"> Sentence frames: "The [particle] is in the [location] and 	Learning Target <ul style="list-style-type: none"> I can compare the Bohr model to the orbital model and explain why electrons fill certain levels first. Scaffolds <ul style="list-style-type: none"> Academic transition words (similarly, conversely);

	Protons = Red); PhET "Build an Atom" simulation.	has a [charge] charge." A visual "Aufbau" filling order diagram.	"Think-Aloud" protocols for solving configurations.
LT 2 & 4	<p>Learning Target</p> <ul style="list-style-type: none"> I can point to the ground state vs. excited state and match colors to high/low energy. <p>Scaffolds</p> <ul style="list-style-type: none"> Visual "Energy Ladder" showing an electron jumping; color-coded arrows (Purple = High, Red = Low energy). 	<p>Learning Target</p> <ul style="list-style-type: none"> I can explain how an electron makes light and list questions about the Radium Girls' experience. <p>Scaffolds</p> <ul style="list-style-type: none"> Sequence signals (First, the electron gains energy. Then, it falls.); Question starters (Who, What, Why, How). 	<p>Learning Target</p> <ul style="list-style-type: none"> I can relate the color of light to energy loss and argue why the Radium Girls' story matters to chemistry. <p>Scaffolds</p> <ul style="list-style-type: none"> Cause/effect organizers; Socratic Seminar sentence stems ("I agree with [Name], because the energy released...").
LT 5	<p>Learning Target</p> <ul style="list-style-type: none"> I can identify an isotope by its mass number and label a picture of fission vs. fusion. <p>Scaffolds</p> <ul style="list-style-type: none"> Sorting cards for isotope notation (U-235 vs. U-238); "Stability" graph with a green "safe" zone and red "unstable" zone. 	<p>Learning Target</p> <ul style="list-style-type: none"> I can define an isotope and predict if a nucleus is stable using a graph. <p>Scaffolds</p> <ul style="list-style-type: none"> Sentence frames: "This atom is an isotope because it has a different number of [neutrons/protons]." T-chart for Alpha/Beta decay. 	<p>Learning Target</p> <ul style="list-style-type: none"> I can calculate mass changes in nuclear decay and model the harmful effects of Radium-226. <p>Scaffolds</p> <ul style="list-style-type: none"> Modeling software or whiteboarding; Guided lab reflections connecting nuclear decay to biological damage.
LT 6-10	<p>Learning Target</p> <ul style="list-style-type: none"> I can sort elements into metals/nonmetals and draw arrows for periodic trends. <p>Scaffolds</p> <ul style="list-style-type: none"> Periodic table with "trend arrows" (Size up/down); "Magnet vs. Distance" visual for Coulomb's Law. 	<p>Learning Target</p> <ul style="list-style-type: none"> I can predict if a bond is ionic or covalent and name simple compounds using a reference sheet. <p>Scaffolds</p> <ul style="list-style-type: none"> "If... then..." frames: "If it is a metal and a nonmetal, then the bond is [ionic/covalent]." Naming flowchart. 	<p>Learning Target</p> <ul style="list-style-type: none"> I can use Coulomb's Law to justify a trend and defend my identification of an unknown compound. <p>Scaffolds</p> <ul style="list-style-type: none"> Claims-Evidence-Reasoning (CER) graphic organizer; Peer-review checklists for naming and formula writing.

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria Resources/Assessments/ Assured Learning Experiences
3 days	Learning Target 1 I can describe the structure of an atom and its subatomic particles.	<ul style="list-style-type: none"> I can identify protons (p+), neutrons (n0), and electrons (e-) as subatomic particles and model their location, charge, and mass. I can use the periodic table to determine the number of subatomic particles in a neutral atom. I can identify the key components of a tile on the periodic table. I can identify how and why the atomic model has changed over time. I can draw Bohr models and properly label the location and number of protons, neutrons, and electrons. I can investigate and explain the existence of electrons in energy levels (rings).
3 days	Learning Target 2 I can relate the color of light emitted by an element to the relaxing of electrons from a higher energy level to a lower energy level.	<ul style="list-style-type: none"> I can identify the differences between the ground state and excited state of an electron. I can describe how energy in the form of light is emitted when excited electrons relax. I can relate the color of light emitted to how much energy an electron loses when it changes energy levels. I can explain why radium paint glows by describing how electrons release energy in the paint.

		<ul style="list-style-type: none"> Shared Chemistry Materials (Flame Test)
2 days	<p>Learning Target 3 ACC Only I can model electron configurations for specified main group elements using the orbital blocks of the periodic table.</p>	<ul style="list-style-type: none"> I can describe the existence of electrons in orbitals (s,p,d,f) and name these orbitals. I can determine the electron configuration of radium.
1.5 days	<p>Learning Target 4 I can ask questions about the Radium Girls experience with radium.</p>	<ul style="list-style-type: none"> I can engage with the Radium Girls story by generating driving questions to deepen my understanding. I can explain why learning chemistry is important by connecting it to the experiences of the Radium Girls.
4 days	<p>Learning Target 5 I can investigate nuclear chemistry</p>	<ul style="list-style-type: none"> I can define an isotope and describe how differences in neutron number affect atomic mass. I can use both isotope notations to describe isotopes of the same element. (U-238 and $^{238}_{92}\text{U}$) I can use the band of stability graph to determine if an isotope exists, and if it is radioactive I can use a model to demonstrate how specific isotopes participate in nuclear fission and fusion reactions. I can use a mathematical model to describe how matter is conserved in alpha, beta, and gamma decay. I can model the harmful effects of Ra-226 used in the radium dial painters paint. <p>Shared Chemistry Materials (pHets)</p>
5 days	<p>Learning Target 6 I can use the trends of the periodic table to make predictions.</p>	<ul style="list-style-type: none"> I can identify and define the periodic trends of atomic radius, ionization energy, and electronegativity. I can use an annotated periodic table to organize a set of elements based on periodic trends. I can predict the trend of metal reactivity, including radium.
	<p>Learning Target 7 I can use Coulomb's Law to explain the forces between subatomic particles.</p>	<ul style="list-style-type: none"> I can determine the effect of altering variables in Coulomb's Law equation qualitatively. I can describe how Coulomb's law explains periodic trends
3 days	<p>Learning Target 8 I can identify the differences between ionic and covalent compounds.</p> <p>Learning Target 9 I can determine the name and formula of an ionic or covalent compound</p> <p>Learning Target 10 I can investigate the properties of ionic and covalent compounds</p>	<ul style="list-style-type: none"> I can use the periodic table to determine if an element is a metal, metalloid, or nonmetal I can determine if a compound is ionic or covalent based on its elemental composition. I can identify the forces that hold together the atoms that make up ionic and covalent bonds. Given the formula, I can name ionic and covalent compounds. Given the name, I can write the formula of ionic and covalent compounds. I can describe the properties of ionic and covalent compounds. I can conduct an investigation using the properties of a compound to identify a substance as an ionic or covalent compound. I can identify compounds of radium and classify them as ionic or covalent.

Unit Title													
Unit 3: Intermolecular Forces													
Relevant Standards: Bold indicates priority													
HS-PS1-3	HS-PS2-6												
Essential Question(s)	Enduring Understanding(s)												
<p>How does the "tug-of-war" for electrons create different types of matter?</p> <p>How does a molecule's 3D shape determine its "personality"?</p> <p>Why do some substances "stick" together more than others?</p>	<p>Atoms achieve stability by rearranging their valence electrons. Whether they transfer electrons (Ionic) or share them (Covalent), the nature of this "tug-of-war" dictates the fundamental structure of the resulting compound.</p> <p>A molecule's identity is not just what atoms it has, but how they are arranged in space. Geometric symmetry and electronegativity differences determine polarity, which dictates how a molecule will interact with its neighbors.</p> <p>Macroscopic properties like boiling point and surface tension are "invisible" clues to microscopic intermolecular forces (IMFs). The more polar a molecule is, the "stickier" it becomes, requiring more energy to pull apart.</p>												
Demonstration of Learning	Pacing for Unit												
Stations lab on IMF	14 Blocks or Day 90 - 118 of the School Year												
Family Overview (link below)	Integration of Technology												
Chemistry ACA/ACC Family Overview (2026)	<ul style="list-style-type: none"> PhET Labs Gizmos Google Slides (Research and Presentations) 												
Unit-specific Vocabulary	Aligned Unit Materials, Resources, and Technology (beyond core resources)												
<p>Intermolecular forces (IMFs), Attraction, Repulsion Surface tension, Volatility, Evaporation rate, Vapor pressure, Boiling point, Melting point, VSEPR theory (Valence Shell Electron Pair Repulsion), Electron domain, Molecular geometry / shape, Linear, Bent, Trigonal planar, Trigonal pyramidal, Tetrahedral, Symmetry, Nonpolar, molecule, Polar molecule, "Like dissolves like" (polarity rule), Chemical formula, Molecular formula, Subscript, Coefficient, Ion, Cation, Anion, Polyatomic ion, Single bond, Double bond, Chemical bond, Ionic bond, Covalent bond, Metallic bond, Electrons, Valence electrons, Octet rule, Electronegativity, Bond polarity, Polar bond, Nonpolar bond, Partial charge (δ^+ / δ^-)</p>	<p>Shared Chemistry Materials</p> <table border="0"> <tr> <td>molecular model kits</td> <td>capillary tubes</td> </tr> <tr> <td>acetone</td> <td>dish soap</td> </tr> <tr> <td>blue glitter</td> <td>balloons</td> </tr> <tr> <td>oil</td> <td>isopropyl alcohol</td> </tr> <tr> <td>charging source (fur, wool, etc)</td> <td>pepper</td> </tr> <tr> <td>food coloring</td> <td></td> </tr> </table>	molecular model kits	capillary tubes	acetone	dish soap	blue glitter	balloons	oil	isopropyl alcohol	charging source (fur, wool, etc)	pepper	food coloring	
molecular model kits	capillary tubes												
acetone	dish soap												
blue glitter	balloons												
oil	isopropyl alcohol												
charging source (fur, wool, etc)	pepper												
food coloring													
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions												
<ul style="list-style-type: none"> Biology: The Molecule of Life: Connect Learning Target 2 & 4 specifically to DNA and proteins. Students can investigate how the polarity of water and the "weak" intermolecular forces (hydrogen bonding) are the only reasons the DNA double helix stays together and why cell membranes form bilayers. 	<ul style="list-style-type: none"> Confusing the forces that hold atoms together within a molecule (chemical bonds) with the forces that attract one molecule to another (IMFs). Thinking that boiling or melting requires breaking covalent bonds. Assuming the molecular shape is simply the 2D arrangement shown in the Lewis structure. 												

<ul style="list-style-type: none"> Environmental Science: Oceanic Cleanup Use the "Like dissolves like" success criteria to study oil spills. Students can analyze why crude oil (nonpolar) sits on top of the ocean (polar) and the chemistry behind "dispersants" that act as a bridge between the two. Culinary Arts: The Science of Emulsions Why do oil and vinegar separate in a dressing? Students can apply their knowledge of polar/nonpolar compounds to understand how "emulsifiers" (like lecithin in egg yolks) allow us to make stable mixtures like mayonnaise. 	<ul style="list-style-type: none"> Thinking that if a molecule contains polar bonds, the molecule <i>must</i> be polar.
--	--

Connections to Prior Units	Connections to Future Units
<ul style="list-style-type: none"> Polarity of water and related macroscopic properties is introduced in Bio. Explanation as to why water is a polar molecule is expanded upon in Chemistry. Students must know how to identify types of compounds (ionic vs covalent) and how to draw covalent compounds (Unit 2) in order to determine the molecular geometry and polarity in Unit 3. 	<p>Gases are first introduced in Unit 3 in the context of explaining how intermolecular forces impact boiling point. Properties of gases are expanded upon in Unit 4.</p>

Differentiation through *Universal Design for Learning*

	Engagement	Representation	Action & Expression
LT1	Assign students an element and have them "network" to find partners. Ionic "couples" involve a gift (electron transfer), while covalent "couples" involve holding hands (sharing).	Use physical items like Bingo chips, Skittles, or Cheerios as valence electrons. Provide a "Bonding Mat" that clearly shows the nucleus in the center and pre-drawn slots for the octet rule.	Allow students to build Lewis structures using digital "drag-and-drop" tools, physical modeling kits, or by drawing them on mini-whiteboards during a "Check for Understanding" game.
LT2	Start with a classic hook: use a statically charged comb to "bend" a stream of water. Ask students why water reacts this way while a nonpolar liquid (like oil) wouldn't.	To represent 3D geometry, use balloons tied together. They naturally push away from each other, perfectly mimicking how electron pairs (especially lone pairs) create molecular shapes like "Bent" or "Tetrahedral."	Provide a reference sheet where students must use specific colors for partial charges: Red for the more electronegative atom and Blue for the less electronegative atom. This visual consistency helps identify "dipoles" at a glance.
LT3	Relate IMFs to everyday fasteners. Nonpolar molecules have weak "static cling," while polar molecules have "strong magnets" (dipole-dipole). This makes the abstract concept of "attraction" tangible.	Use a visual sliding scale or "thermometer" that ranks forces from weakest to strongest. Place London Dispersion at the bottom and Hydrogen Bonding (a specific IMF) at the top to emphasize the hierarchy.	Give students a set of 3D molecule models and ask them to physically arrange them in a line from "Least Sticky" to "Most Sticky" based on their polarity and predicted IMFs.
LT4	In small groups, students place a drop of water, rubbing alcohol, and acetone on a surface and time how long they take to evaporate. This turns "vapor pressure" into a competitive, observable event.	Provide graphs that show the relationship between IMFs and properties. For example, a graph showing that as "Stickiness" (IMF) goes up, "Boiling Point" also goes up (direct), but "Evaporation Rate" goes down (inverse).	Provide a "Mystery Compound" datasheet. Students must use the boiling point and solubility data to work backward and predict if the molecule is polar or nonpolar, acting as "Chemical Detectives."

Supporting Multilingual/English Learners (*CELP standards*)

	Emerging	Expanding	Bridging
LT1	<p>Learning Target</p> <ul style="list-style-type: none"> I can label valence electrons as dots and circle where atoms are "sharing." <p>Scaffold</p> <ul style="list-style-type: none"> Visual Banks: Provide atoms with pre-drawn "slots" for dots. 	<p>Learning Target</p> <ul style="list-style-type: none"> I can draw a Lewis structure and describe the force holding the atoms together. <p>Scaffold</p> <ul style="list-style-type: none"> Sentence Frames: "In this bond, electrons are 	<p>Learning Target</p> <ul style="list-style-type: none"> I can compare single and triple bonds and explain how electrostatic attraction creates an ionic bond. <p>Scaffold</p> <ul style="list-style-type: none"> Comparative Stems: "While

	Use "Take" (Ionic) and "Share" (Covalent) icons.	[shared/transferred]. This is an [ionic/covalent] bond."	covalent bonds share electrons, ionic bonds rely on..."
LT2	<p>Learning Target</p> <ul style="list-style-type: none"> I can point to the "puller" (more electronegative) and match shapes to their names (Bent, Linear). <p>Scaffold</p> <ul style="list-style-type: none"> Picture Glossary: A "Shape Menu" with 3D photos. Color-coded partial charges (δ^+ in blue, δ^- in red). 	<p>Learning Target</p> <ul style="list-style-type: none"> I can label partial charges and predict if a substance dissolves in water using a rule. <p>Scaffold</p> <ul style="list-style-type: none"> Rule Prompt: "Like dissolves like. Water is polar, so [Sugar] will dissolve because it is [polar/nonpolar]." 	<p>Learning Target</p> <ul style="list-style-type: none"> I can analyze a 3D model to determine if a molecule is polar based on its symmetry and lone pairs. <p>Scaffold</p> <ul style="list-style-type: none"> Reasoning Stems: "Because the lone pairs push the atoms down, the molecule is asymmetrical and therefore..."
LT3	<p>Learning Target</p> <ul style="list-style-type: none"> I can identify which molecule is "stickier" based on its polarity level. <p>Scaffold</p> <ul style="list-style-type: none"> Stickiness Meter: A visual scale from 1-10. Nonpolar = 1 (Low Stick), Polar = 10 (High Stick). 	<p>Learning Target</p> <ul style="list-style-type: none"> I can state that all molecules have forces and link polarity to force strength. <p>Scaffold</p> <ul style="list-style-type: none"> Relationship Frames: "As polarity increases, the strength of the intermolecular force [increases/decreases]." 	<p>Learning Target</p> <ul style="list-style-type: none"> I can discuss how different types of polarity (dipoles) lead to different strengths of attraction. <p>Scaffold</p> <ul style="list-style-type: none"> Discussion Starters: "The dipole in a water molecule is stronger than in methane because..."
LT4	<p>Learning Target</p> <ul style="list-style-type: none"> I can match "High Boiling Point" to "Strong Force" using a picture. <p>Scaffold</p> <ul style="list-style-type: none"> Visual Data Cards: Cards with a thermometer icon for boiling point and a "magnet" icon for IMFs. 	<p>Learning Target</p> <ul style="list-style-type: none"> I can explain why water has a high boiling point by referring to its "stickiness" (IMFs). <p>Scaffold</p> <ul style="list-style-type: none"> Cause/Effect Frames: "Water has a [high/low] boiling point because its molecules are [hard/easy] to pull apart." 	<p>Learning Target</p> <ul style="list-style-type: none"> I can justify a substance's identity by evaluating its evaporation rate and surface tension data. <p>Scaffold</p> <ul style="list-style-type: none"> CER Template: "My claim is that this is sugar. My evidence is the high melting point. My reasoning is that high IMFs..."

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria Resources/Assessments/ Assured Learning Experiences
3 days	Learning Target 1 I can create and use Lewis structures to explain chemical bonds	<ul style="list-style-type: none"> I can identify the forces that hold together the atoms that make up ionic (electrostatic attraction) and covalent bonds (sharing of electrons). I can model the Lewis structure for a main group element and a simple ionic or covalent compound ACC Only I can determine the number of bonds formed in a covalent compound. (single, double, triple) pHet Labs - Build a Molecule
5 days	Learning Target 2 I can identify compounds as polar or nonpolar	<ul style="list-style-type: none"> I can define a polar bond as an unequal distribution of electrons, and label atoms with partial charges. I can identify a bond as polar or nonpolar using differences in electronegativity. (Students will be given electronegativity values and ranges) Electronegativity Reference I can use the phrase "like dissolves like" to determine whether a compound is polar or nonpolar. I can use CO₂ and H₂O to model how lone pairs of electrons affect the geometry of a molecule ACA Only When given the shape of a molecule, I can determine whether it is polar or nonpolar. Academic students will explore geometries when given the Lewis structure ACC Only When given the formula, I can determine the Lewis

		<p>structure, shape, and polarity of a molecule when given a reference table molecular geometry reference</p> <ul style="list-style-type: none"> I can identify water and sugar as polar compounds.
3 days	<p>Learning Target 3 I can discuss how differences in molecular polarity affect intermolecular forces</p>	<ul style="list-style-type: none"> I can define intermolecular forces (forces such as Hydrogen bonds and London dispersion not required to be known by name) I can state that all molecules experience intermolecular forces. I can relate the polarity of a molecule to the strength of its intermolecular forces. <p>Classroom Resources Simulation Activity: Intermolecular Forces AACT</p>
3 days	<p>Learning Target 4 I can explore how the physical properties of substances are affected by intermolecular forces</p>	<ul style="list-style-type: none"> I can analyze the strength of intermolecular forces present in water vs sugar based on boiling point, melting point, vapor pressure ACC Only and surface tension. I can state the direct relationship between intermolecular forces and boiling point. I can state the direct relationship between intermolecular forces and melting point. I can state the direct relationship between intermolecular forces and surface tension. I can state the inverse relationship between intermolecular forces and rate of evaporation. ACC Only I can state the inverse relationship between intermolecular forces and vapor pressure.

Unit Title																
Unit 4: Chemical Reactions, Stoichiometry & Gas Laws (Airbags)																
Relevant Standards: Bold indicates priority																
HS-PS1-2	HS-PS1-5	HS-PS1-7														
HS-PS1-4	HS-PS1-6															
Essential Question(s)		Enduring Understanding(s)														
<p>How does matter transform while remaining conserved?</p> <p>How do we control the speed and "heat" of a chemical transformation?</p> <p>How can we use the predictable behavior of gasses to save lives?</p>		<p>In a chemical reaction, atoms are never created or destroyed; they are simply rearranged. Balancing equations and using stoichiometry allows us to predict exactly how much "new" substance can be made from a set amount of "old" substance.</p> <p>Reactions occur when particles collide with enough energy and correct orientation (Collision Theory). By manipulating variables like temperature or concentration, we can speed up or slow down a reaction and manage the energy (heat) it absorbs or releases.</p> <p>Gasses respond to changes in pressure, volume, and temperature in mathematically predictable ways. By calculating the exact moles of gas produced in a reaction, we can engineer devices like airbags to inflate to a precise volume at a precise moment.</p>														
Demonstration of Learning		Pacing for Unit														
<ul style="list-style-type: none"> Airbag Lab (inflation of plastic bag) Evidence of Chemical Reactions Lab (stations) Single and Double Replacement Lab Chemical Reactions Assessment Stoichiometry CFA Types of Reactions CFA Limiting and Excess Lab 		<p>26 Blocks or Day 119 - 174 of the School Year (Final review and exam follow this unit)</p>														
Family Overview (link below)		Integration of Technology														
Chemistry ACA/ACC Family Overview (2026)		<ul style="list-style-type: none"> PhET Labs Gizmos Google Slides (Research and Presentations) 														
Unit-specific Vocabulary		Aligned Unit Materials, Resources, and Technology (beyond core resources)														
<p>Physical Change, Chemical Change, Chemical Reaction, Reactant, Product, Evidence of a chemical reaction, Balanced Chemical Equation, Law of Conservation of Mass, Particle Diagram, Synthesis, Decomposition, Single Replacement, Double Replacement, Combustion, Precipitate, Mole Ratio, Stoichiometry, Moles, Limiting Reactant, Excess Reactant, Theoretical Yield, Actual Yield, Percent Yield, Dimensional Analysis, Multi-step Conversions, Molar Mass, Endothermic, Exothermic, Energy Diagram, Collision, Reaction Rate, Activation Energy, Concentration, Surface Area, Catalyst, Pressure, Volume, Boyle's Law, Charles's Law, Gay-Lussac's Law, Combined Gas Law, Ideal Gas Law, Ideal Gas Constant</p>		<p>Shared Chemistry Materials</p> <table border="0"> <tr> <td>sandwich baggies</td> <td>HCl</td> </tr> <tr> <td>NaHCO₃</td> <td>phenolphthalein</td> </tr> <tr> <td>acetic acid</td> <td>NaOH</td> </tr> <tr> <td>aluminum</td> <td>self inflating balloons</td> </tr> <tr> <td>CuSO₄</td> <td>supplies for s'mores</td> </tr> <tr> <td></td> <td>stoichiometry</td> </tr> <tr> <td>other various chemicals to demonstrate single and double replacement labs</td> <td></td> </tr> </table>	sandwich baggies	HCl	NaHCO ₃	phenolphthalein	acetic acid	NaOH	aluminum	self inflating balloons	CuSO ₄	supplies for s'mores		stoichiometry	other various chemicals to demonstrate single and double replacement labs	
sandwich baggies	HCl															
NaHCO ₃	phenolphthalein															
acetic acid	NaOH															
aluminum	self inflating balloons															
CuSO ₄	supplies for s'mores															
	stoichiometry															
other various chemicals to demonstrate single and double replacement labs																
Opportunities for Interdisciplinary Connections:		Anticipated misconceptions														
<ul style="list-style-type: none"> Engineering: Airbag design and incorporation into 		<ul style="list-style-type: none"> Mass is lost if a gas is produced 														

<ul style="list-style-type: none"> vehicles Automotive Engineering & Physics: This unit is a direct bridge to physics. Students can calculate the Impulse required to stop a passenger and relate it to the volume of gas produced. This turns the airbag from a "bag of air" into a calculated safety system. Environmental Science: Green Chemistry Connect Percent Yield and Stoichiometry to industrial waste. Students can analyze how "Atom Economy" helps factories reduce pollution by ensuring that more of the reactants end up in the desired product rather than as byproduct waste. Health & Safety: Toxicology Since airbags use Sodium Azide, which is toxic, students can discuss the chemistry of decomposition into harmless Nitrogen gas and how the chemical industry balances "useful" reactions with "safe" waste management. 	<ul style="list-style-type: none"> Subscripts can be changed to balance equations Equations show what is actually happening in real-time The Molar Ratio is a Gram Ratio The Limiting Reagent is the one with the smallest mass Exothermic reactions don't need energy to start Breaking bonds releases energy Gas particles eventually stop moving if it's cold Gases have no mass or volume Increasing the volume of a container increases the pressure
---	--

Connections to Prior Units	Connections to Future Units
<ul style="list-style-type: none"> Students will use Law of Conservation of Matter (introduced in Units 1 and 2) when balancing equations. Particle diagrams are introduced in Unit 1. Students learned how to form electrically neutral ionic compounds in Unit 2. This is needed in order to predict the products of chemical reactions. Students will use ionic and covalent compound naming (Unit 2 and 3) to properly name/ record reactants and products of a chemical reaction 	<p>Understanding chemical reactions, conservation of mass and energy, stoichiometry, reaction rates, and gas behavior prepares students to succeed in high school and college-level chemistry, as well as in biology topics such as metabolism and respiration, physics topics involving energy and particle motion, and earth science topics related to atmospheric behavior and climate.</p>

Differentiation through *Universal Design for Learning*

	Engagement	Representation	Action & Expression
LT 1-3	Use "Airbag Launch" videos. Show a failed airbag vs. a successful one to spark a "Driving Question Board" about what went wrong.	Use particle diagrams (colored magnets) to show that atoms don't disappear during balancing—they just move "houses."	Allow students to write equations as "Chemical Sentences" or "Math Equations" before moving to standard symbols.
LT4	Use "Recipe Scaling." Have students scale up a cookie recipe for 1,000 people to understand the "Ratio" concept before using moles.	Provide a "Stoichiometry Flowchart" (Grams to Moles to Moles to Grams) that uses arrows to show the direction of the calculation.	Provide "Calculated Tiers": Tier 1 provides the molar masses; Tier 2 provides the mole ratio; Tier 3 is a blank problem.
LT 5 & 6	Use "Alka-Seltzer Races." Have groups compete to make a tablet disappear the fastest by changing variables (crushing, heating, etc.).	Use "Reaction Coordinate Diagrams" that look like roller coasters. Exothermic "drops" down; Endothermic "climbs" up.	Students can "Narrate the Collision" via a comic strip showing particles hitting each other with enough "oomph" (energy).
LT7	The "Egg in a Bottle" or "Can Crush" demo. Use these "magic" tricks to force students to explain the P, V, T relationship.	Use PhET Gas Properties simulations. Let students "pump" gas into a box to see the particles move faster as they add heat (KMT).	Provide a "Gas Law Organizer" that identifies which variables are held constant for Boyle's, Charles's, and Gay-Lussac's laws.

Supporting Multilingual/English Learners (*CELP standards*)

	Emerging	Expanding	Bridging
LT 2 & 4	Learning Target <ul style="list-style-type: none"> I can identify the reactants (left) and products (right) and copy a balanced equation. Scaffold <ul style="list-style-type: none"> Color-coded equations 	Learning Target <ul style="list-style-type: none"> I can state that mass is conserved and calculate a mole ratio using a balanced equation. Scaffold	Learning Target <ul style="list-style-type: none"> I can calculate the percent yield and justify why the actual yield might be lower than the theoretical yield. Scaffold

	(Reactants in blue, Products in red).	<ul style="list-style-type: none"> Sentence frame: "Because there are 2 moles of A, I need [number] moles of B." 	<ul style="list-style-type: none"> CER (Claim, Evidence, Reasoning) template for lab reports.
LT 5 & 6	<p>Learning Target</p> <ul style="list-style-type: none"> I can label a graph as "Hot" (Exothermic) or "Cold" (Endothermic) and point to a fast reaction. <p>Scaffold</p> <ul style="list-style-type: none"> Thermometer icons on energy graphs. 	<p>Learning Target</p> <ul style="list-style-type: none"> I can describe how heat moves in a reaction and explain how temperature changes the speed. <p>Scaffold</p> <ul style="list-style-type: none"> "If I increase temperature, then particles move [faster/slower] and collide [more/less]." 	<p>Learning Target</p> <ul style="list-style-type: none"> I can analyze a reaction coordinate diagram and evaluate how a catalyst would change the reaction rate. <p>Scaffold</p> <ul style="list-style-type: none"> Comparative vocabulary bank (activation energy, catalyst, collision frequency).
LT 7	<p>Learning Target</p> <ul style="list-style-type: none"> I can match an increase in pressure to a decrease in volume using a picture. <p>Scaffold</p> <ul style="list-style-type: none"> Visual cards showing a piston moving down in a cylinder. 	<p>Learning Target</p> <ul style="list-style-type: none"> I can predict what happens to a balloon in a freezer vs. a hot car using a gas law. <p>Scaffold</p> <ul style="list-style-type: none"> Relationship chart (Variable ↑, Variable ↓) 	<p>Learning Target</p> <ul style="list-style-type: none"> I can calculate the volume of an airbag using the Ideal Gas Law and explain its importance to safety. <p>Scaffold</p> <ul style="list-style-type: none"> Multi-step problem-solving checklist.

Unit Outline

Lesson Sequence	Learning Target(s)	Success Criteria Resources/Assessments/ Assured Learning Experiences
3 days	Learning Target 1 I can determine if a process is a chemical or physical change	<ul style="list-style-type: none"> I can identify indicators of chemical reactions. Shared Chemistry Materials (Evidence of chemical reactions)
3 days	Learning Target 2 I can represent a chemical reaction:	<ul style="list-style-type: none"> I can write a balanced chemical equation showing conservation of mass. I can explain how atoms are conserved in a reaction using mathematical representations as evidence. I can write a chemical reaction as a sentence or a chemical equation. I can identify reactants and products I can represent reactants and products as a particle diagram
4 days	Learning Target 3 I can compare and contrast the different types of chemical reactions	<ul style="list-style-type: none"> I can identify and describe reaction types generally and as specifically applied to airbags. I can predict the products of a chemical reaction of main group elements. (ACC Only polyatomic ions)
8 days	Learning Target 4 I can use stoichiometry to relate the amounts of reactants and products in a chemical reaction.	<ul style="list-style-type: none"> Given an amount of one reagent, I can mathematically determine how much reactant would be needed or how much product would be produced. I can design a model of an airbag that maximizes the production of the product. I can identify limiting and excess reagents. (ACC quantitatively, ACA only qualitatively) I can perform mathematical calculations to determine the percent yield of a product from a given amount of reactant. Shared Chemistry Materials (Stoich Target Lab)

1 day	<p>Learning Target 5 I can compare and contrast endothermic or exothermic reactions</p>	<ul style="list-style-type: none"> • I can show heat on the correct side of a chemical reaction based on if it is an endothermic or exothermic process • I can calculate the amount of heat absorbed/released based on the moles of reactants used. • I can graph, label and interpret the energy change in endothermic and exothermic reactions
3 days	<p>Learning Target 6 I can use collision theory to discuss reaction rates.</p>	<ul style="list-style-type: none"> • I can define collision theory and its relationship to reaction rates. • I can determine how a reaction's rate can be altered by manipulating conditions.
4 days	<p>Learning Target 7 I can use Gas Laws to explain the behavior of ideal gasses.</p>	<ul style="list-style-type: none"> • I can use Boyle's Law, Charles's Law, and Gay-Lussac's Law to predict the behavior of gasses. (qualitative for ACA) • I can relate these gas laws to kinetic molecular theory. • I can use the combined Gas Law to predict the behavior of gasses (qualitative for ACA) • I can use the ideal gas law quantitatively to describe the behavior of gasses. (limit to moles for ACA) • I can use 22.4 L = 1 mole as a conversion factor (in dimensional analysis for ACC, as a fact only for ACA) • I can relate the gas laws to the successful inflation of an airbag. • I can calculate the amount of gas produced in the decomposition of sodium azide in the inflation of an airbag.

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Healthy Living Lab (Summer elective)	PE	9-12	.5

Course Description:

Healthy Living Lab is an engaging hybrid summer course designed to promote physical wellness and personal health literacy. Students will participate in structured, in-person physical activities twice a week, complemented by two online sessions.

This course emphasizes the connection between physical activity and overall well-being, encouraging students to explore fitness, track personal progress, and build lifelong healthy habits. Online components may include guided workouts, wellness journaling, and interactive learning activities.

Family Overview:	Connection to the <i>BPS Vision of the Graduate</i>
------------------	---

Health Living Lab	Health Literacy <ul style="list-style-type: none"> ● Obtain, interpret and understand basic health information and services and use such ● information and services in ways that enhance health ● Understand preventative physical and mental health measures, including proper diet, ● nutrition, exercise, risk avoidance and stress reduction ● Understand basic public health and safety issues
-----------------------------------	--

Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i>	Link to <i>Completed Equity Audit</i>
--	---------------------------------------

Please note that unit titles depict the space and not specific skills units	Equity Audit
--	------------------------------

Standard Matrix

Standard 1: Students will demonstrate competency in a variety of motor skills and movement patterns.
Standard 2: Students will apply knowledge of concepts, principles, strategies, and tactics related to movement and performance.
Standard 3: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
Standard 4: Students will exhibit responsible personal and social behavior that respects self and others.
Standard 5: Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

Unit Links

[Unit 1: In the Gym](#)

[Unit 2: In the Weightroom](#)

[Unit 3: In the Cardio Room](#)

[Unit 4: On the Track](#)

[Unit 5: At Home](#)

Unit Title:	
In the gym	
Relevant Standards: Bold indicates priority	
<p>S1.H3.L1 Demonstrates competency in two or more specialized skills in health-related fitness activities.</p> <p>S2.H2.L1 Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.</p> <p>S2.H3.L1 Demonstrates the ability to create a practice plan to improve performance for a self-selected skill.</p> <p>S3.H11.L1 Demonstrates the ability to create and implement a behavior modification plan that enhances a healthy, active lifestyle in college or career settings.</p> <p>S3.H12.L1 Demonstrates the ability to design a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner's chosen field of work.</p> <p>S4.H5.L1 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p>	
Essential Question(s):	Enduring Understanding(s):
How can I use my understanding of movement concepts and safety to design a fitness plan that is both effective and sustainable?	"Applying movement concepts, principles, and strategies in a game setting enhances personal performance and the effectiveness of the team
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> • Observation • Exit Slip • Project • Journal response 	Ongoing
Family Overview (link below)	Integration of Technology:
See above	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and

	Technology (beyond core resources):
Components of Fitness (Muscular Strength, Muscular Endurance, Cardiovascular Endurance and Flexibility) FITT Principle (Frequency, Intensity, Time, Type)	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	<ul style="list-style-type: none"> • I already know how to work out • I am too busy
Connections to Prior Units:	Connections to Future Units:
The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.	The curriculum introduces areas that are covered more in depth during in school PE classes.
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator	Teacher Actions:
Checkpoint 7.4 Minimize threats and distractions.	<ul style="list-style-type: none"> • Establish Clear Expectations: Clearly communicate behavioral expectations to students from the beginning of the school year or course. This includes rules regarding respect for others, participation, and minimizing distractions. • Create a Safe and Supportive Environment: Foster a classroom climate where students feel safe to express themselves and take academic risks. Address any instances of bullying, harassment, or disrespectful behavior promptly and firmly. • Use Visual Cues: Use visual cues or signals to redirect on-task behavior or remind students of expectations without disrupting the flow of instruction. For example, a quiet signal or a visual reminder of appropriate behavior can be effective.
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i>	Learning Targets:
9-12.2 An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	Level 1 <ul style="list-style-type: none"> • I can actively listen to others Level 2 <ul style="list-style-type: none"> • I can participate in short conversational

	<p>and written exchanges on familiar topics and texts using academic and domain specific vocabulary</p> <p>Level 3</p> <ul style="list-style-type: none"> • I can build on the ideas of others <p>Level 4</p> <ul style="list-style-type: none"> • I can ask and answer relevant questions <p>Level 5</p> <ul style="list-style-type: none"> • I can summarize the key idea 	
	<p>Learning Target</p>	<p>Assessment</p>
	<p>I can follow safety expectations and proper use of equipment 100% of the time. (S4.H5)</p>	<ul style="list-style-type: none"> • Teacher Observation
	<p>I can create a 3 week, personalized workout plan that includes 4 out of 5 fitness components. (S3.H12)</p>	<ul style="list-style-type: none"> • Workout plan rubric

Unit Title:	
In the Weightroom	
Relevant Standards: Bold indicates priority	
<p>S1.H3.L1 Demonstrates competency in two or more specialized skills in health-related fitness activities.</p> <p>S2.H2.L1 Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.</p> <p>S2.H3.L1 Demonstrates the ability to create a practice plan to improve performance for a self-selected skill.</p> <p>Demonstrates appropriate technique on resistance training machines and with free weights. (S3.H7.L1)</p> <p>S3.H11.L1 Demonstrates the ability to create and implement a behavior modification plan that enhances a healthy, active lifestyle in college or career settings.</p> <p>S3.H12.L1 Demonstrates the ability to design a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner's chosen field of work.</p> <p>S4.H5.L1 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p> <p>S5.H1.L1 Demonstrates the ability to analyze the health benefits of a self selected physical activity.</p>	
Essential Question(s):	Enduring Understanding(s):
How does mastering proper technique and safety today empower me to maintain a healthy, active lifestyle throughout my life?	Consistent application of resistance training principles (reps, sets, and proper form) empowers individuals to develop strength and competence in using a variety of equipment for lifelong fitness
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> • Observation • Exit Slip • Journal Writing 	Ongoing
Family Overview (link below)	Integration of Technology:
See above	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Resistance Machines (Bench Press, Chest	N/A

Press, Shoulder Press, Lat Pulldown) Free Weights (Dumbbells, Kettlebells, Barbell, Medicine Ball) Body Weight Exercises (Push-Ups, Pull-Ups, Squats, Lunges) Reps Sets	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	<ul style="list-style-type: none"> • I already know how to work out • I am too busy
Connections to Prior Units:	Connections to Future Units:
The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.	The curriculum introduces areas that are covered more in depth during in school PE classes.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 7.3-Nurture and Play	<ul style="list-style-type: none"> • Create space for learners to find joy through connections to their identities, sense of self, and communities. • Create space for learners to take pride in their accomplishments.
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
9-12.5 An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	<p>Level 1</p> <ul style="list-style-type: none"> • conduct short individual or shared research projects to answer a question <p>Level 2</p> <ul style="list-style-type: none"> • gather information from provided print and digital sources <p>Level 3</p> <ul style="list-style-type: none"> • paraphrase key information in a short written or oral report <p>Level 4</p> <ul style="list-style-type: none"> • integrate information into an organized oral or written report <p>Level 5</p> <ul style="list-style-type: none"> • analyze and integrate information into a clearly organized oral or written text
Learning Target	Assessment

<p>I can identify at least 3 free weight exercises and perform them with proper technique with at least 80% success. (S3.H7)</p>	<ul style="list-style-type: none"> ● Teacher Observation ● Participation based
<p>I can identify at least 3 resistance machines and perform them with proper technique with at least 80% success. (S3.H7)</p>	<ul style="list-style-type: none"> ● Teacher Observation ● Participation based
<p>I can follow safety expectations and proper use of equipment 100% of the time. (S4.H5)</p>	<ul style="list-style-type: none"> ● Teacher Observation

Unit Title:	
In the Cardio Room	
Relevant Standards: Bold indicates priority	
<p>S1.H3.L1 Demonstrates competency in two or more specialized skills in health-related fitness activities.</p> <p>S2.H2.L1 Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.</p> <p>S2.H3.L1 Demonstrates the ability to create a practice plan to improve performance for a self-selected skill.</p> <p>S3.H10.L1 Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan.</p> <p>S3.H11.L1 Demonstrates the ability to create and implement a behavior modification plan that enhances a healthy, active lifestyle in college or career settings.</p> <p>S3.H12.L1 Demonstrates the ability to design a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner’s chosen field of work.</p> <p>S4.H1.L1 Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.</p> <p>S4.H5.L1 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p> <p>S5.H1.L1 Demonstrates the ability to analyze the health benefits of a self selected physical activity.</p>	
Essential Question(s):	Enduring Understanding(s):
Why is personal accountability for safety and equipment use essential for achieving individual and collective fitness goals?	Mastering proper technique and adhering to safety protocols in the cardio room are essential for preventing injury and ensuring long-term physical health and performance
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> • Observation • Exit Slip • Journal Writing 	Ongoing
Family Overview (link below)	Integration of Technology:
See above	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology

	(beyond core resources):
Elliptical, Treadmill, Stationary Bike Heart Rate Beats per Minute (BPM) Resting Heart Rate Maximum Heart Rate Target Heart Rate Pace	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	<ul style="list-style-type: none"> • I already know how to work out • I am too busy
Connections to Prior Units:	Connections to Future Units:
The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.	The curriculum introduces areas that are covered more in depth during in school PE classes.
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator	Teacher Actions:
Checkpoint 4.1 Vary and honor the methods for response, navigation, and movement	<ul style="list-style-type: none"> • Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies. • Embed flexibility into the design of the physical space (e.g., flexible seating and positioning, lighting, etc.)
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i>	Learning Targets:
An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	<p>Level 1</p> <ul style="list-style-type: none"> • conduct short individual or shared research projects to answer a question <p>Level 2</p> <ul style="list-style-type: none"> • gather information from provided print and digital sources <p>Level 3</p> <ul style="list-style-type: none"> • paraphrase key information in a short written or oral report <p>Level 4</p> <ul style="list-style-type: none"> • integrate information into an organized oral or written report <p>Level 5</p>

	<ul style="list-style-type: none"> analyze and integrate information into a clearly organized oral or written text
Learning Target	Assessment
I can track their target heart rate by using proper technique. (S3.H10)	<ul style="list-style-type: none"> Teacher Observation
I can select at least two cardiovascular endurance machines and participate in utilizing them properly. (S5.H3)	<ul style="list-style-type: none"> Teacher Observation
I can demonstrate the ability to make at least two modifications to their workout plan in order to improve performance for a self-selected skill. (S2.H3)	<ul style="list-style-type: none"> Teacher Observation Workout plan rubric

Unit Title:	
On the Track	
Relevant Standards: Bold indicates priority	
<p>S1.H3.L1 Demonstrates competency in two or more specialized skills in health-related fitness activities.</p> <p>S2.H2.L1 Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.</p> <p>S2.H3.L1 Demonstrates the ability to create a practice plan to improve performance for a self-selected skill.</p> <p>S3.H10.L1 Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan.</p> <p>S3.H11.L1 Demonstrates the ability to create and implement a behavior modification plan that enhances a healthy, active lifestyle in college or career settings.</p> <p>S3.H12.L1 Demonstrates the ability to design a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner's chosen field of work.</p> <p>S4.H1.L1 Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.</p> <p>S4.H5.L1 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p> <p>S5.H1.L1 Demonstrates the ability to analyze the health benefits of a self selected physical activity.</p>	
Essential Question(s):	Enduring Understanding(s):
How do informed choices regarding safety, technique impact my ability to improve physical performance	Achieving fitness goals on a track requires a combination of technical skill, personal responsibility for safety, and the ability to analyze and apply movement concepts effectively
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> ● Observation ● Exit Slip ● Journal Writing 	Ongoing
Family Overview (link below)	Integration of Technology:
See above	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):

Meters Miles Laps Intensity Pace	N/A	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:	
	<ul style="list-style-type: none"> • I already know how to work out • I am too busy 	
Connections to Prior Units:	Connections to Future Units:	
The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.	The curriculum introduces areas that are covered more in depth during in school PE classes.	
Differentiation through Universal Design for Learning		
UDL Indicator	Teacher Actions:	
Checkpoint 9.4 Cultivate empathy and restorative practices		<ul style="list-style-type: none"> • Use a strategy such as circle practice (a protocol where learners share about their emotions and experiences by passing a talking stick and responding one by one) or an emotions check-in to encourage learners to learn from one another's perspectives. • Facilitate learners sharing coping strategies or coping needs to encourage learners to take care of one another. • Co-create and facilitate classroom agreements. Specifically ask learners to add to the agreements the things they need to feel safe in the classroom. • Create kind and equitable tools, processes, and protocols for learners to hold one another accountable to community agreements in classrooms, workplace settings, and other learning environments. • Use a protocol such as circle practice to make communal decisions about how to restore

		the community after an agreement has been broken. These protocols can span primarily through adult learner settings.
--	--	--

Supporting Multilingual/English Learners

Related <i>CELP standards:</i>	Learning Targets:
---------------------------------------	--------------------------

9-12.2 An EL can . . . construct grade appropriate oral and written claims and support them with reasoning and evidence.	<p><u>Level 1:</u></p> <ul style="list-style-type: none"> verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to <p><u>Level 2:</u></p> <ul style="list-style-type: none"> give a reason to support the claim <p><u>Level 3:</u></p> <ul style="list-style-type: none"> provide sufficient evidence, reasons, or facts to support the claim <p><u>Level 4:</u></p> <ul style="list-style-type: none"> provide logically ordered reasons or facts that effectively support the claim <p><u>Level 5:</u></p> <ul style="list-style-type: none"> construct a substantive claim about a variety of topics or events
--	---

Learning Target	Success Criteria/ Assessment	
------------------------	-------------------------------------	--

I can modify Intensity by using the FITT Principle to adjust speed, distance and duration. (S4.H1)	<ul style="list-style-type: none"> Teacher Observation 	
I can use proper Track etiquette by following expectations related to proper lane usage. S4.H2	<ul style="list-style-type: none"> Teacher Observation 	

Unit Title:	
At Home	
Relevant Standards: Bold indicates priority	
<p>S1.H3.L1 Demonstrates competency in two or more specialized skills in health-related fitness activities.</p> <p>S2.H2.L1 Demonstrates the ability to use movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill.</p> <p>S2.H3.L1 Demonstrates the ability to create a practice plan to improve performance for a self-selected skill.</p> <p>S3.H6.L1 Demonstrates the ability to participate several times a week in a self-selected lifetime activity, dance, or fitness activity outside of the school day.</p> <p>S3.H10.L1 Demonstrates the ability to calculate target heart rate and apply that information to a personal fitness plan.</p> <p>S3.H11.L1 Demonstrates the ability to create and implement a behavior modification plan that enhances a healthy, active lifestyle in college or career settings.</p> <p>S3.H12.L1 Demonstrates the ability to design a fitness program, including all components of health-related fitness, for a college student and/or an employee in the learner's chosen field of work.</p> <p>S4.H1.L1 Demonstrates the ability to employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.</p> <p>S4.H5.L1 Demonstrates the ability to apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p> <p>S5.H1.L1 Demonstrates the ability to analyze the health benefits of a self selected physical activity.</p>	
Essential Question(s):	Enduring Understanding(s):
How do informed choices regarding safety, technique, and personalized planning impact my ability to improve physical performance	Consistent self-reflection through wellness journaling allows individuals to track personal progress, identify barriers to physical activity, and make informed adjustments to their fitness plans for long-term health.
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> ● Observation ● Exit Slip ● Journal Writing 	Ongoing
Family Overview (link below)	Integration of Technology:
See above	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and</i>

	<i>communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Components of Fitness (Muscular Strength, Muscular Endurance, Cardiovascular Endurance and Flexibility) FITT Principle (Frequency, Intensity, Time, Type)	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
	<ul style="list-style-type: none"> • I already know how to work out • I am too busy
Connections to Prior Units:	Connections to Future Units:
The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.	The curriculum introduces areas that are covered more in depth during in school PE classes.
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator	Teacher Actions:
Checkpoint 7.3-Nurture and Play	<ul style="list-style-type: none"> • Create space for learners to find joy through connections to their identities, sense of self, and communities. • Create space for learners to take pride in their accomplishments.
Supporting Multilingual/English Learners	
Related <i>CELP standards:</i>	Learning Targets:
9-12.4 An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.	Level 1 <ul style="list-style-type: none"> • I can actively listen to others Level 2 <ul style="list-style-type: none"> • I can participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary Level 3 <ul style="list-style-type: none"> • I can build on the ideas of others Level 4 <ul style="list-style-type: none"> • I can ask and answer relevant questions Level 5 <ul style="list-style-type: none"> • I can summarize the key idea

Learning Target	Assessment
I can create and implement an at-home workout plan for two days out of the week. (S3.H11)	<ul style="list-style-type: none"> • Turned in at-home plan
I can make at least two modifications to their at-home workout plan. (S4.H1)	<ul style="list-style-type: none"> • Teacher graded plan
I can complete at least two at-home workouts per week for a total of 6. (S3.H6)	<ul style="list-style-type: none"> • Turned in at-home plan

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
Health I	Health	9	.5
Course Description:			
<p>This course is designed to equip students with essential knowledge and practical skills to make informed decisions about their health and well-being. Throughout the program, students will engage in interactive lessons and hands-on activities that promote physical, mental/emotional, and social health.</p>			
<p>The health curriculum is grounded in the Connecticut Health and Balanced Living Curriculum Framework, which emphasizes a proactive approach to health education. This course is designed to empower students to critically analyze and evaluate their own lifestyle choices, enabling them to develop and implement strategies to achieve optimal physical, social, mental, and emotional well-being.</p>			
<p>At the high school level, students receive instruction in key areas such as mental and emotional health, nutrition, alcohol and drug prevention, human sexuality, and disease prevention. Central to the curriculum are the content strands of Human Growth and Development and HIV/AIDS education, where students gain a deeper understanding of the human body and are equipped with the tools to make positive, informed health decisions.</p>			
<p>The following outlines the course objectives for the ninth-grade health curriculum.</p>			
<p>The Seven Skills-Based Health Units are designed to equip students with practical skills that support their ability to make informed and responsible decisions related to their health. These units go beyond just teaching health content and focus on building critical thinking and action-oriented abilities that students can apply in various life situations. The seven skills are commonly found in comprehensive health education programs and are often included in frameworks like the Connecticut Health and Balanced Living Curriculum.</p>			
<ol style="list-style-type: none"> 1. Accessing Information 2. Analyzing Influences 3. Interpersonal Communication 4. Decision Making 5. Goal-Setting 6. Self-Management 7. Advocacy 			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
None		<p>Health Literacy</p> <ul style="list-style-type: none"> ● Obtain, interpret and understand basic health information and services and use such ● information and services in ways that enhance health ● Understand preventative physical and mental health measures, including proper diet, ● nutrition, exercise, risk avoidance and stress reduction ● Understand basic public health and safety issues 	
Additional Course Information: <i>Knowledge/Skill Dependent courses/prerequisites</i>		Link to <i>Completed Equity Audit</i>	
N/A		9th Grade health education	

Standard Matrix

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7:	Standard 8
Use functional health information to support health and well-being of self and others.	2.12.1 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being	3.12.1 Analyze the accessibility of trusted adults, other individuals, health professionals, and other resources to promote health and well-being.	Use interpersonal communication skills to support health and well-being of self and others.	Use a decision-making process to support health and well-being of self and others.	Use a goal-setting process to support health and wellbeing of self and others.	Demonstrate practices and behaviors to support health and well-being of self and others.	Advocate to promote health and well-being of self and others.
1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being.	2.12.2 Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity.	3.12.2 Analyze supports and barriers to accessing valid and reliable health information, products, services, and other resources.	4.12.1 Apply effective communication skills across multiple modes of communication and media formats to support health and well-being of self and others.	5.12.1 Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives.	6.12.1 Assess personal health, well-being, and factors for engaging in a goal-setting process.	7.12.1 Analyze supports and barriers to engaging in health-related practices and behaviors	8.12.1 Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels.
1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes	2.12.3 Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity	3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources.	4.12.2 Apply communication skills and strategies within a variety of interpersonal contexts.	5.12.2 Determine when and why health-related situations require the application of a thoughtful decision-making process.	6.12.2 Use an individual, supported, or collaborative goal-setting process as appropriate.	7.12.2 Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being.	8.12.2 Advocate for health issues either collaboratively or individually to promote health and well-being.

1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries.	2.12.4 Formulate strategies to manage influences that impact health and well-being.	3.12.4 Use valid and reliable sources of health information, products, services, and other resources.	4.12.3 Demonstrate how to ask for and offer assistance to support the health of self and others.	5.12.3	6.12.3 Develop a goal and analyze how it supports health and well-being.	7.12.3 Adapt practices and behaviors to support individual and collective health and wellbeing.	8.12.3 Customize advocacy skills and strategies for varying audiences and contexts.
1.12.4 Evaluate practices and behaviors that support health and well-being, including how to manage health conditions.	2.12.5 Use resources to manage influences that impact health and well-being.	3.12.5 Apply strategies to manage misinformation and disinformation.	4.12.4 Use communication skills related to communicating boundaries, expressing consent, and removing consent in a variety of situations.	5.12.4 Analyze a variety of options based on priorities and potential outcomes when making a health-related decision.		7.12.4 Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being.	8.12.4 Demonstrate self-advocacy skills and strategies to promote health and well-being.
1.12.5 Examine connections between individual health literacy, organizational health literacy, and health outcomes.			4.12.5 Apply refusal skills and strategies in a variety of situations.	5.12.5 Analyze the potential impact of a decision on the health and well-being at individual, interpersonal, community, societal, and environmental levels.			8.12.5 Demonstrate advocacy skills and strategies to promote health and well-being at interpersonal, community, societal, and environmental levels
1.12.6 Analyze how individual, interpersonal, community, societal, and environmental factors are interrelated and impact			4.12.6 Apply skills and strategies to prevent, manage, or resolve conflict.	5.12.6 Develop a plan of action to implement a health-related decision.			8.12.6 Evaluate the process, outcomes, and impact of advocacy efforts at the

health outcomes.							individual, interpersonal, community, societal, and environmental levels.
1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors.			4.12.7 Demonstrate collaboration skills in a variety of situations.	5.12.7 Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.			8.12.7 Analyze the role of collaboration among different people in a community to prevent and solve community health issues.
1.12.8 Examine how self-efficacy, perceived susceptibility, and perceived severity affect health behaviors			4.12.8 Demonstrate negotiation skills in a variety of situations.	5.12.8 Evaluate the effectiveness of health-related decisions.			
1.12.9 Analyze the relationship between access to health care and overall health and wellbeing.							
			4.12.10 Communicate with empathy and compassion				

			n.				
--	--	--	----	--	--	--	--

Unit Links

[Unit 1: Self Management in MH](#)

[Unit 2: Analyzing Influences in HEPA/OWDP](#)

[Unit 3: Accessing Information in ANOD](#)

[Unit 4: Decision making in SH/SIP](#)

[Unit 5: Communication in HR/VP](#)

Unit Title:	
Self Management in Mental Health	
Relevant Standards: Bold indicates priority	
<p>MEH 1.1.12 Examine characteristics of a mentally and emotionally healthy person.</p> <p>MEH 1.2.12 Examine how mental and emotional health can affect health-related behaviors.</p> <p>MEH 1.3.12 Determine when to seek help for mental and emotional health problems and the barriers to doing so, including stigma.</p> <p>MEH 1.4.12 Examine the causes, symptoms, and effects of depression, stress, and anxiety, including physical and psychological response.</p> <p>MEH 1.5.12 Examine strategies for mitigating the effects of chronic stress and trauma on mental health and learning.</p> <p>MEH 1.6.12 Summarize why it is important to tell an adult if there are people who are in danger of hurting themselves or others (suicide prevention awareness).</p> <p>MEH 1.7.12 Summarize personal stressors at home, in school, and with friends.</p> <p>MEH 1.8.12 Evaluate effective strategies for dealing with stress (e.g., avoidance, active problem solving, emotion focused [reframing problem], self-care).</p> <p>MEH 1.9.12 Summarize strategies for coping with loss and grief.</p> <p>MEH 1.10.12 Examine the negative, neutral, and positive effects of technology and social media on mental and emotional health.</p> <p>MEH 1.11.12 Explain the impact of a variety of mental health disorders on behavior (e.g., mood, anxiety, psychotic, and eating disorders).</p> <p>MEH 1.12.12 Differentiate between positive and negative body image.</p> <p>MEH 1.14.12 Identify trusted adults and resources for assistance.</p>	
Essential Question(s):	Enduring Understanding(s):
How can effective self management impact one's mental health and wellbeing?	Being able to have positive self management plays a key role in connecting and building relationships, resolving social conflict, advocating for yourself, and making healthy choices.
Demonstration of Learning:	Pacing for Unit
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: <ul style="list-style-type: none"> ● Rubric ● Observation ● Written Assignment ● Exit Slip ● Project ● Journal Writing 	10

<ul style="list-style-type: none"> • Oral Presentation • Self/Peer Evaluations • Self Reflection • Common Assessment • Personal Conferencing 	
Family Overview (link below)	Integration of Technology:
Unit 1	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Eustress, distress, chronic stress, acute stress, epinephrine, norepinephrine, stress response, stress management, coping strategy, self-esteem, self-image, body image, peer groups, clicks, peer pressure, anxiety, grief, mental illness, various mental health conditions/illnesses, trusted adult , bullying	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • Library Media for research • Guidance • School Resource officer 	<ul style="list-style-type: none"> • No way to stop a person from having suicidal ideation • Dangerous to talk about suicide with an individual • By asking if a person is contemplating suicide that is then putting that idea in their head • “They aren’t serious” if someone talks about it they are not actually serious about it
Connections to Prior Units:	Connections to Future Units:
<p>The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.</p> <p>Units will also build off of Middle School Health lessons and curriculum regarding analyzing influences will allow students to make informed decisions regarding their self management of their mental health.</p>	<p>The curriculum progresses from simpler to more complex topics over time. Each unit builds upon the previous one, gradually increasing the depth and complexity of content.</p>
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 7.4 Minimize threats and distractions.	<ul style="list-style-type: none"> • Establish Clear Expectations: Clearly communicate behavioral expectations to students from the beginning of the school year or

	<p>course. This includes rules regarding respect for others, participation, and minimizing distractions.</p> <ul style="list-style-type: none"> ● Create a Safe and Supportive Environment: Foster a classroom climate where students feel safe to express themselves and take academic risks. Address any instances of bullying, harassment, or disrespectful behavior promptly and firmly. ● Use Visual Cues: Use visual cues or signals to redirect on-task behavior or remind students of expectations without disrupting the flow of instruction. For example, a quiet signal or a visual reminder of appropriate behavior can be effective.
--	---

Supporting Multilingual/English Learners

<p>Related <i>CELP standards:</i></p>	<p>Learning Targets:</p>
<p>9-12.2 An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<p>Level 1</p> <ul style="list-style-type: none"> ● I can actively listen to others <p>Level 2</p> <ul style="list-style-type: none"> ● I can participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary <p>Level 3</p> <ul style="list-style-type: none"> ● I can build on the ideas of others <p>Level 4</p> <ul style="list-style-type: none"> ● I can ask and answer relevant questions <p>Level 5</p> <ul style="list-style-type: none"> ● I can summarize the key idea

Lesson Sequence	Learning Target	Success Criteria/ Assessment
1	<ul style="list-style-type: none"> ● I can identify different stressors that people face throughout their lifespan ● I can summarize how chemicals in the brain cause changes in mood 	<ul style="list-style-type: none"> ● I can apply and describe three personal stress management techniques to my life
2	<ul style="list-style-type: none"> ● I can evaluate what makes up my own self image 	<ul style="list-style-type: none"> ● I can implement four new techniques to improve my overall self-image
3	<ul style="list-style-type: none"> ● I can identify the signs and symptoms of when I should seek help regarding my mental health ● I can identify resources in which I can reach out to for help regarding my mental health 	<ul style="list-style-type: none"> ● I can match signs and symptoms to various mental health conditions ● I can create a list of five resources to utilize when in a time of need for my mental health

4-5	<ul style="list-style-type: none"> I can access information regarding different mental health disorders 	<ul style="list-style-type: none"> I can develop a presentation and meet the requirements that are apart of a rubric
6	<ul style="list-style-type: none"> I can present material about a mental health condition/disorder 	<ul style="list-style-type: none"> I can teach my peers about a specific mental health condition/disorder.
7	<ul style="list-style-type: none"> I can define depression and identify signs and symptoms I can identify treatment options for depression 	<ul style="list-style-type: none"> I can list 5 signs/symptoms of depression I can list 3 treatment options to treat depression
8	<ul style="list-style-type: none"> I can identify risk factors and warning signs of an individual with suicidal ideation I can establish a self management plan for someone going through suicidal ideation 	<ul style="list-style-type: none"> I can create a support plan for an individual who is dealing with suicidal ideation I can provide written support to a friend dealing with suicidal ideation
9	<ul style="list-style-type: none"> I can describe roles of bullying and the impact it has on my peers 	<ul style="list-style-type: none"> I can create a plan to limit bullying in my school
10	<ul style="list-style-type: none"> I can show my learning of mental/emotional health 	<ul style="list-style-type: none"> I can obtain a score of 75% of greater on a mental/emotional health assessment

Unit Title:	
Analyzing influences on Healthy Eating and Physical Activity and Optimal Wellness Disease Prevention(OWDP)	
Relevant Standards: Bold indicates priority	
<p>OWDP 1.3.12 Examine the controllable factors that contribute to optimal wellness and chronic diseases (i.e., heart disease, cancer, diabetes, hypertension, and osteoporosis). Intake (food, air, water, substances) Output (physical activity and movement; elimination of waste) Sleep, Stress Management</p> <p>OWDP 1.5.12 Differentiate between communicable and noncommunicable diseases.</p> <p>HEPA 1.1.12 Describe the recommendations of the U.S. Dietary Guidelines for Americans and explain how they are useful in planning a healthy diet.</p> <p>HEPA 1.2.12 Describe the relationship between nutrition, physical activity, and overall health.</p> <p>HEPA 1.3.12 Describe the relationship between diet, physical activity, and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.</p> <p>HEPA 1.4.12 Describe the effects of hydration and dehydration on physical performance and health.</p> <p>HEPA 1.5.12 Define and describe the benefits of a holistic diet (increasing the amount of whole foods that one eats and decreasing the amount of processed foods).</p> <p>HEPA 1.6.12 Distinguish food sources that provide key nutrients.</p> <p>HEPA 1.7.12 Describe the importance of eating a variety of appropriate foods to meet nutrient requirements that align with individual needs (caloric output).</p> <p>HEPA 1.8.12 Summarize the importance of healthy eating and physical activity in maintaining health.</p> <p>HEPA 1.9.12 Summarize the physical, mental, social, and academic benefits of healthful eating habits and physical activity.</p> <p>HEPA 1.10.12 Summarize how to make healthy food selections when choices are available.</p> <p>HEPA 1.11.12 Describe the benefits of limiting the consumption of high sugar, including soft drinks, energy drinks, fruit juices, and sports drinks.</p> <p>HEPA 1.12.12 Explore factors that influence food choices (e.g., food availability, portion sizes, cost, taste vs. nutrition, celebrations, etc.).</p> <p>HEPA 1.13.12 Describe the difference between a healthy relationship with food and an unhealthy relationship with food.</p> <p>HEPA 1.14.12 Identify healthy and risky approaches to eating and exercise.</p> <p>HEPA 1.15.12 Identify the physical and psychological effects of food allergies.</p>	
Essential Question(s):	Enduring Understanding(s):
"How can nutrition and physical activity work together to optimize wellness and prevent chronic diseases?"	Personal choices about healthy eating and physical activity are influenced by many factors—such as family, culture, media, peers, and environment—and understanding these influences helps individuals make healthier decisions.
Demonstration of Learning:	Pacing for Unit
Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following: <ul style="list-style-type: none"> ● Rubric ● Observation ● Written Assignment ● Exit Slip ● Project ● Journal Writing 	8

<ul style="list-style-type: none"> • Oral Presentation • Self/Peer Evaluations • Self Reflection • Common Assessment • Personal Conferencing 	
Family Overview (link below)	Integration of Technology:
Unit 2	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Nutrient, Caloric intake, Balanced diet, Macronutrients, Micronutrients, Recommended daily allowance (RDA), Metabolism, Energy balance, Endurance, Flexibility, Cardiovascular health, Muscle strength, Heart disease, Cancer, Diabetes, Hypertension, Holistic diet, Whole foods, Processed foods, Nutrient-dense, Clean eating, Artificial additives, Sustainability, Emotional eating Eating disorder, Binge eating, Food insecurity, Restrictive eating, Disordered eating	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • Library Media for research • Guidance • School Resource officer 	<ul style="list-style-type: none"> • Access to a variety of food options • Sugar isn't bad for you • Fat is ok to consume • Calories are not bad for health
Connections to Prior Units:	Connections to Future Units:
The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units. Units will also build off of Middle School Health lessons and curriculum regarding Goal Setting will allow students to make informed decisions regarding their decision making of their nutrition.	The curriculum progresses from simpler to more complex topics over time. Each unit builds upon the previous one, gradually increasing the depth and complexity of content.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 6.2 Anticipate and plan for challenges	<ul style="list-style-type: none"> • Use reflection prompts to anticipate challenges and encourage strategic planning. • Use checklists and project planning templates for understanding the goal and setting up prioritization, sequences, and schedules of steps. • Use guides for breaking long-term goals into

		reachable short-term objectives.
Supporting Multilingual/English Learners		
Related <i>CELP standards:</i>		Learning Targets:
9-12.5 An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.		<p>Level 1</p> <ul style="list-style-type: none"> conduct short individual or shared research projects to answer a question <p>Level 2</p> <ul style="list-style-type: none"> gather information from provided print and digital sources <p>Level 3</p> <ul style="list-style-type: none"> paraphrase key information in a short written or oral report <p>Level 4</p> <ul style="list-style-type: none"> integrate information into an organized oral or written report <p>Level 5</p> <ul style="list-style-type: none"> analyze and integrate information into a clearly organized oral or written text
Lesson Sequence	Learning Target	Success Criteria/ Assessment
1	<ul style="list-style-type: none"> I can explain how the U.S. Dietary Guidelines guidelines help people make healthy food choices. I can distinguish between foods that provide important vitamins, minerals, and other nutrients. 	<ul style="list-style-type: none"> I can explain how these recommendations help people choose healthier foods. I can explain why nutrient-dense foods are important for health.
2	<ul style="list-style-type: none"> I can describe how good nutrition supports overall health. I can explain how physical activity contributes to good health. 	<ul style="list-style-type: none"> I can explain the consequences of poor nutrition. I can describe the benefits of regular exercise.
3	<ul style="list-style-type: none"> I can explain how diet and physical activity influence the risk of chronic diseases. I can identify the role of a healthy lifestyle in preventing chronic diseases. 	<ul style="list-style-type: none"> I can explain how poor diet and inactivity increase disease risk. I can describe long-term health benefits and how these habits help prevent disease.
4	<ul style="list-style-type: none"> I can explain what a holistic diet is. I can describe the health benefits of eating more whole foods and fewer processed foods. 	<ul style="list-style-type: none"> I can define whole foods and processed foods. I can identify examples of each. I can explain how whole foods support better health.
5	<ul style="list-style-type: none"> I can explain why healthy eating and physical activity are essential for long-term health. I can describe how both factors work together to maintain a healthy lifestyle. 	<ul style="list-style-type: none"> I can describe how healthy eating and physical activity together improve overall health.

6	<ul style="list-style-type: none"> ● I can explain why limiting sugary drinks and foods is beneficial for health. ● I can identify the negative effects of consuming too much sugar. 	<ul style="list-style-type: none"> ● I can identify common sources of added sugar. ● I can identify conditions linked to high sugar intake.
7-8	<ul style="list-style-type: none"> ● I can describe risky approaches to eating, such as fad diets or extreme calorie restriction. ● I can describe the signs of an unhealthy relationship with food, such as overeating or restrictive eating behaviors. 	<ul style="list-style-type: none"> ● I can identify warning signs of unhealthy diet trends and explain the potential health risks. ● I can identify behaviors that suggest an unhealthy relationship with food.

Unit Title:	
Access information regarding ANOD	
Relevant Standards: Bold indicates priority	
<p>ANOD 1.1.12 Differentiate between proper use and abuse of over-the-counter (OTC) and prescription medicines.</p> <p>ANOD 1.2.12 Examine situations that could lead to the use of alcohol and other drugs.</p> <p>ANOD 1.3.12 Examine the resiliency skills that empower people to remain alcohol- and drug-free.</p> <p>ANOD 1.4.12 Summarize family rules, school rules, and laws about alcohol, nicotine, and other drug-use.</p> <p>ANOD 1.5.12 Compare the relationship between ANOD use and other risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, decreased school and job performance, school and job absenteeism, and job loss.</p> <p>ANOD 1.6.12 Examine the dangers of driving and/or riding with a driver while under the influence of alcohol and other drugs.</p>	
Essential Question(s):	Enduring Understanding(s):
Overall Question for the Unit	Accessing accurate, reliable information and support about alcohol and other drugs helps individuals make informed decisions and protect their health and well-being
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> ● Rubric ● Observation ● Written Assignment ● Exit Slip ● Project ● Journal Writing ● Oral Presentation ● Self/Peer Evaluations ● Self Reflection ● Common Assessment ● Personal Conferencing 	8
Family Overview (link below)	Integration of Technology:
Unit 3	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Over the counter, stimulant, depressant, prescription, drug, hallucinogen, abstain, addiction, abuse, functional alcoholic, alcoholism, addict, vaping, binge drinking, inhalants, narcotics, opioids, cannabis, THC, sativa,	N/A

indica.	
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> Library Media for research School Counseling School Resource officer Best4Bristol 	<ul style="list-style-type: none"> THC is safer than alcohol THC isn't unhealthy for you because it is used medically One or two drinks will not affect my abilities to perform daily tasks safely THC is not a gateway dr
Connections to Prior Units:	Connections to Future Units:
<p>The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.</p> <p>Units will also build off of Middle School Health lessons and curriculum regarding decision making for ANOD to accessing information for alcohol, nicotine, and other drugs. .</p>	<p>The curriculum progresses from simpler to more complex topics over time. Each unit builds upon the previous one, gradually increasing the depth and complexity of content.</p>
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 4.1 Vary and honor the methods for response, navigation, and movement	<ul style="list-style-type: none"> Embed flexibility in the requirements for rate, timing, speed, and range of motor action required to interact with instructional materials, physical manipulatives, and technologies. Offer options for physically responding or indicating selections (e.g., alternatives to marking with pen and pencil, alternatives to mouse control). Offer options for physically interacting with materials by hand, voice, single switch, joystick, keyboard, or adapted keyboard. Embed flexibility into the design of the physical space (e.g., flexible seating and positioning, lighting, etc.)
Supporting Multilingual/English Learners	
Related CELP standards:	Learning Targets:
9-12.5 An EL can . . . conduct research and evaluate and communicate findings to answer questions or solve problems.	<p>Level 1</p> <ul style="list-style-type: none"> I can actively listen to others <p>Level 2</p> <ul style="list-style-type: none"> I can participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary <p>Level 3</p> <ul style="list-style-type: none"> I can build on the ideas of others <p>Level 4</p> <ul style="list-style-type: none"> I can ask and answer relevant questions

		Level 5	
		<ul style="list-style-type: none"> I can summarize the key idea 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	
1	<ul style="list-style-type: none"> I can explain what alcohol is and how it affects the body. 	<ul style="list-style-type: none"> I can describe how alcohol affects the brain and body. I can explain how alcohol can impact decision-making and coordination. <ul style="list-style-type: none"> 	
2	<ul style="list-style-type: none"> I can identify the short-term and long term effects of alcohol use. 	<ul style="list-style-type: none"> I can identify health problems linked to long-term alcohol use I can describe how alcohol may lead to poor decision-making. 	
3	<ul style="list-style-type: none"> I can identify substances commonly found in vape products and explain their effects. 	<ul style="list-style-type: none"> I can explain the effects of these chemicals on our overall health. 	
4	<ul style="list-style-type: none"> I can describe the short-term and long term effects of vaping on the body. 	<ul style="list-style-type: none"> I can explain how vaping may affect breathing and lung function Written plea to a friend expressing the dangers of vaping. 	
5	<ul style="list-style-type: none"> I can research the dangers of tobacco use. 	<ul style="list-style-type: none"> I can explain the short and long term effects of tobacco use. 	
6	<ul style="list-style-type: none"> I can compare the possible benefits and consequences of consuming caffeine. 	<ul style="list-style-type: none"> I will be able to analyze the amount of caffeine in our everyday foods and drinks. 	
7-8	<ul style="list-style-type: none"> I can access information regarding AOD. 	<ul style="list-style-type: none"> Develop presentations to meet requirements that are a part of the rubric. 	

Unit Title:	
Use a decision-making process to support health and well-being of self and others in regards to sexual health	
Use of decision-making process to support safety and injury prevention.	
Relevant Standards: Bold indicates priority	
<p>SH 1.1.12 Summarize the use of contraceptives and their relationship to the process of fertilization and conception</p> <p>SH 1.4.12 Examine the factors that protect one against engaging in sexual risk behaviors (e.g., values clarification, planning ahead, being prepared, communicating and respecting boundaries).</p> <p>SH 1.5.12 Summarize ways to reduce the risk of pregnancy, HIV, and other STD's (e.g., abstinence, avoiding alcohol and other drugs, limiting sexual partners, using protection).</p> <p>SH 1.6.12 Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception).</p> <p>SH 1.7.12 Justify why abstinence from sex and drugs are the safest, most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy</p> <p>SH 1.8.12 Examine the effectiveness of typical use of condoms and other barrier methods in reducing the risk of pregnancy, HIV, and other infection by STDs, including HPV (human papillomavirus)</p> <p>SH 1.15.12 Describe the emotional, social, physical, and financial effects of being a teen parent.</p> <p>SIP 1.1.12 Demonstrate how to provide basic First Aid and CPR in a variety of emergency situations.</p> <p>SIP 1.11.12 Explain accepted procedures for basic emergency care and lifesaving.</p>	
Essential Question(s):	Enduring Understanding(s):
How is the decision making process connected to my sexual health	<p>Using a thoughtful decision-making process helps individuals make responsible choices about sexual health that protect their well-being and respect the well-being of others</p> <p>Students will be able to demonstrate and explain accepted procedures of CPR and first aid needed for a variety of emergency situations.</p>
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> ● Rubric ● Observation ● Written Assignment ● Exit Slip ● Project ● Journal Writing ● Oral Presentation ● Self/Peer Evaluations ● Self Reflection ● Common Assessment ● Personal Conferencing 	6

Family Overview (link below)	Integration of Technology:
Unit 4	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Adolescence, puberty, hormones, reproductive anatomy (penis, testes, vagina, etc.), sexual transmitted infection, contraception, condom. HIV, reproductive health	N/A
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • Library Media for research • Guidance • School Resource officer • School Health Department (nurse) 	<ul style="list-style-type: none"> • You can't get pregnant the first time you have intercourse • Birth control prevents sexually transmitted infections (STI) • You can tell if someone has an STI just by looking at them • You can't get pregnant during your period • You only need to see a doctor if something's wrong • Puberty looks/feels the same for everyone
Connections to Prior Units:	Connections to Future Units:
The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units. Units will also build off of Middle School Health lessons and curriculum regarding their use of healthy decision making for their sexual health.	The curriculum progresses from simpler to more complex topics over time. Each unit builds upon the previous one, gradually increasing the depth and complexity of content.
Differentiation through Universal Design for Learning	
UDL Indicator	Teacher Actions:
Checkpoint 3.1 Connect prior knowledge to new learning	<ul style="list-style-type: none"> • Anchor instruction by linking to and activating relevant prior knowledge (e.g., using visual imagery, concept anchoring, or concept mastery routines). • Use advanced organizers (e.g., KWL methods, concept maps). • Pre-teach critical prerequisite concepts through demonstration or models. • Bridge concepts with relevant analogies and metaphors. • Make explicit cross-curricular connections (e.g., teaching literacy strategies in the social studies classroom).

Supporting Multilingual/English Learners			
Related <i>CELP standards:</i>		Learning Targets:	
9-12.2 An EL can . . . participate in grade appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.		Level 1 <ul style="list-style-type: none"> I can actively listen to others Level 2 <ul style="list-style-type: none"> I can participate in short conversational and written exchanges on familiar topics and texts using academic and domain specific vocabulary Level 3 <ul style="list-style-type: none"> I can build on the ideas of others Level 4 <ul style="list-style-type: none"> I can ask and answer relevant questions Level 5 <ul style="list-style-type: none"> I can summarize the key idea 	
Lesson Sequence	Learning Target	Success Criteria/ Assessment	
1	<ul style="list-style-type: none"> I can identify the male and female reproductive systems. 	<ul style="list-style-type: none"> I can label major parts of the male reproductive system. I can label major parts of the female reproductive system. I can explain the basic function of each system. 	
2	<ul style="list-style-type: none"> I can describe the physical, emotional and social changes that occur during puberty. I can explain the role of hormones (estrogen and testosterone) in sexual development. 	<ul style="list-style-type: none"> I can identify common physical changes during puberty. I can define hormones and explain their purpose in the body. 	
3	<ul style="list-style-type: none"> I can identify the signs and symptoms related to various STI/STDs. Evaluate influences on sexual decision making. 	<ul style="list-style-type: none"> I can define STIs/STDs. I can identify symptoms that may indicate an infection. I can evaluate how to make responsible choices. 	
4	<ul style="list-style-type: none"> I can summarize the effects teen parenting may have on education. I can hypothesize possible social, emotional, and physical implications of teen parenting I can contemplate how my life may be affected in relationship with my personal goals 	<ul style="list-style-type: none"> I can evaluate how to make responsible choices. I can describe how these responsibilities affect daily life. 	

Unit Title:	
Communication in Healthy Relationships and Violence Prevention	
Relevant Standards: Bold indicates priority	
<p>HR 1.1.12 Describe personal characteristics that make people unique and the benefits of living in a diverse society.</p> <p>HR 1.2.12 Identify characteristics of healthy and unhealthy relationships (communication, trust, boundaries, respect).</p> <p>HR 1.3.12 Identify how power and control differences in relationships can contribute to aggression and violence.</p> <p>HR 1.9.12 Describe the consequences of prejudice, discrimination, racism, sexism on healthy relationships.</p> <p>VP 1.2.12 Identify the negative consequences of violence to perpetrators, victims, and bystanders.</p> <p>VP 1.3.12 Explain how bystanders can help prevent violence by reporting dangerous situations or actions.</p> <p>VP 1.4.12 Summarize why the presence of weapons increases the likelihood of violent injury.</p>	
Essential Question(s):	Enduring Understanding(s):
How do respect for diversity, healthy relationship skills, and responsible bystander actions help prevent violence and create safer communities?	Effective communication—such as expressing feelings, setting boundaries, listening, and showing respect—helps build healthy relationships and can prevent conflict and violence.
Demonstration of Learning:	Pacing for Unit
<p>Students will exhibit mastery of the learning targets through various assessments and experiences, including but not restricted to the following. Teachers will evaluate students and offer feedback on the following:</p> <ul style="list-style-type: none"> ● Rubric ● Observation ● Written Assignment ● Exit Slip ● Project ● Journal Writing ● Oral Presentation ● Self/Peer Evaluations ● Self Reflection ● Common Assessment ● Personal Conferencing 	6 Lessons
Family Overview (link below)	Integration of Technology:
Unit 5	<i>Intentionally aligned use of digital tools and resources to support acquisition of content, researching, organizing and communicating learning</i>
Unit-specific Vocabulary:	Aligned Unit Materials, Resources, and Technology (beyond core resources):
Hate Crime, Racism, Hate Crimes Reporting Gap, Abuse, Sexual Abuse, Sexual Assault/Harrassment, Communication, Compromise, Boundaries, Consent	SRO, Sound Cloud, School Psychology, Wheeler Clinician

Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • Library Media for research • Guidance • School Resource officer • School Health Department (nurse) 	<ul style="list-style-type: none"> • All Hate crimes get reported in our Country. • Frequent check-ins are a sign of healthy relationships. • Its ok to share passwords with my partner. • Jealousy is a sign of a caring partner. • Reporting abuse can get you in trouble. • Abuse happens to only one race of gender.
Connections to Prior Units:	Connections to Future Units:
<p>The current unit establishes foundational knowledge and skills that serve as a basis for understanding more complex topics in future Units.</p> <p>Units will also build off of Middle School Health lessons and curriculum regarding self management, this will allow students to communicate decisions regarding healthy relationships and violence prevention.</p>	<p>The curriculum progresses from simpler to more complex topics over time. Each unit builds upon the previous one, gradually increasing the depth and complexity of content.</p>
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator	Teacher Actions:
<p>Checkpoint 9.4 Cultivate empathy and restorative practices</p>	<ul style="list-style-type: none"> • Use a strategy such as circle practice (a protocol where learners share about their emotions and experiences by passing a talking stick and responding one by one) or an emotions check-in to encourage learners to learn from one another's perspectives. • Facilitate learners sharing coping strategies or coping needs to encourage learners to take care of one another. • Co-create and facilitate classroom agreements. Specifically ask learners to add to the agreements the things they need to feel safe in the classroom. • Create kind and equitable tools, processes, and protocols for learners to hold one another accountable to community agreements in classrooms, workplace settings, and other learning environments. • Use a protocol such as circle practice to make communal decisions about how to restore the community after an agreement has been broken. These protocols can span primary through adult learner settings.
Supporting Multilingual/English Learners	
Related <i>CELP standards</i>:	Learning Targets:

9-12.4 An EL can . . . construct grade appropriate oral and written claims and support them with reasoning and evidence.		<p>Level 1</p> <ul style="list-style-type: none"> verbally or nonverbally express an opinion about a familiar topic or event using a limited number of words and phrases acquired in conversations, reading, and being read to <p>Level 2</p> <ul style="list-style-type: none"> give a reason to support the claim <p>Level 3</p> <ul style="list-style-type: none"> provide sufficient evidence, reasons, or facts to support the claim I can build on the ideas of others <p>Level 4</p> <ul style="list-style-type: none"> use academic and domain specific vocabulary <p>Level 5</p> <ul style="list-style-type: none"> provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim
Lesson Sequence	Learning Target	Success Criteria/ Assessment
1	<ul style="list-style-type: none"> I can analyze factors related to racism and hate crimes. 	<ul style="list-style-type: none"> I can define racism and hate crimes. I can explain how prejudice, stereotypes, and discrimination contribute to hate crimes.
2	<ul style="list-style-type: none"> I can identify characteristics of healthy and unhealthy relationships. 	<ul style="list-style-type: none"> I can describe qualities of healthy relationships such as respect, trust, and communication. I can identify warning signs of unhealthy relationships. I can compare healthy and unhealthy relationship behaviors.
3-4	<ul style="list-style-type: none"> I can describe the 7 common types of dating abuse. I can list signs of an abusive relationship.. 	<ul style="list-style-type: none"> I can list the seven types of dating abuse. I can identify common warning signs of abuse. I can recognize controlling, manipulative, or harmful behaviors.
5	<ul style="list-style-type: none"> I can develop strategies to identify if I am in an abusive relationship. I can communicate resources for support, assistance, and awareness. 	<ul style="list-style-type: none"> I can identify behaviors that indicate abuse or control. I can describe steps I could take if I recognize signs of abuse. I can describe community or school resources that provide help.
6	<ul style="list-style-type: none"> I can describe what sexual abuse, sexual assault and sexual harassment are I can describe ways to stay safe from and avoid sexual abuse, assault, and harassment 	<ul style="list-style-type: none"> I can define sexual abuse, sexual assault, and sexual harassment. I can explain how setting boundaries helps protect safety.

	<ul style="list-style-type: none">• I can list resources of who and how I can report sexual abuse, assault, and harassment	<ul style="list-style-type: none">• I can describe ways to respond or seek help if a situation feels unsafe.• I can identify trusted adults or authorities to report to.
--	--	---

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
English 3	ELA	11th	1.0
Course Description:			
<p>In English 3, students complete a yearlong examination of American Ideals. By reading foundational works of American Literature, students evaluate how ideals of rugged individualism, materialism, and self determination both empower and constrain the American character. By investigating varied literary and historical contexts ranging from Transcendentalist wilderness, to the Roaring Twenties, and the artistic debates of the Harlem Renaissance, students refine their ability to synthesize multiple sources while determining the personal and social costs of realizing the American Dream.</p>			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
<p>The Great Gatsby, by F. Scott Fitzgerald Into the Wild, by John Krakauer Their Eyes Were Watching God, by Zora Neal Hurston</p>		<p>COMMUNICATION</p> <ul style="list-style-type: none"> • Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. • Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade). <p>EMPATHY</p> <ul style="list-style-type: none"> • Demonstrating understanding of others perspectives and need. • Listen with an open mind to understand others' situations. 	
Knowledge/Skill Dependent courses/Prerequisites:		Link to <i>Completed Equity Audit</i>	
None		<ul style="list-style-type: none"> • 11ELA Equity Curriculum Review 	
Unit Links			
<p>Unit 1: Into the Wild Unit 2: The Great Gatsby Unit 3: Their Eyes Were Watching God Unit 4: Capstone Standard Matrix</p>			

Unit 1: Into the Wild

Overview

Relevant Standards: **Bold indicates priority**

Reading Informational Text

- **RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- **RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- **RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

Reading Literature

- **RL.11-12.9** Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Writing

- **W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Speaking and Listening

- **SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Overview

In this unit, students begin a yearlong investigation of American ideals by analyzing the journey of Christopher McCandless. As they read, students examine the line between noble idealism and reckless extremism, evaluating whether McCandless's rejection of society was an act of courageous self-discovery or a naive failure. Students will analyze how McCandless was influenced by a long American tradition of nature writing and Transcendentalist philosophy, exploring how the wilderness often represents a site of independence and self-reliance in the American psyche. They will also analyze Krakauer's craft, examining how his non-linear structure, authorial intrusions, and use of epigraphs influence readers, highlighting the difficulty of narrating a "truth" that is free from an author's own subjective perspective.

Essential Question(s):

- Where is the line between idealism and extremism?
- Why have so many Americans been drawn to nature, to wilderness, and the open road?
- What is the role and responsibility of the author in narrating nonfiction?

Enduring Understanding(s):

- Thematic - McCandles (like others before him) pursues his ideals with an uncommon dedication and intensity. This dedication can be seen as admirable, inspiring, and noble, but can also be dangerous, naive, and egotistical. Since our reactions to Christopher’s story are inevitably influenced by our own experiences and worldview, the question of whether Chris should be admired or criticized is ultimately left to our own interpretation.
- Contextual - Krakauer draws upon, and McCandles is deeply influenced by, a long tradition of nature writing in American Literature. Despite the harsh and dangerous realities of life in the wilderness, nature has long represented ideals of independence, self reliance, and self discovery in American literature. A wide range of authors have explored, and sometimes critiqued, these ideals through poetry, essays, fiction, and nonfiction.
- Literary - Krakauer releases information to his readers carefully and purposefully. By working back from Christopher’s death, making connections to other texts, and drawing on personal experiences, Krakauer recreates his own struggle to understand Chris’s journey. As a result, *Into the Wild* is as much a story about Krakauer’s attempts to understand Chris as it is about Chris himself. Despite his attempts to let the readers form their own opinions, our sense of Chris is unavoidably shaped by the author’s choices in structure and tone.

Demonstration of Learning:

Summative Writing Prompts


- What is your interpretation of Chris? Is he to be admired for his courage and noble ideals, or was he more of a “reckless idiot, a wacko, a narcissist who perished out of arrogance and stupidity”? Support your interpretation with evidence from the text and with commentary that explains how your interpretation is shaped by your own experiences.
- Explain what nature represents in American literary tradition and how Chris is influenced by those ideas. Use evidence from *Into the Wild* and at least two other sources to support your claims.
- To what extent does Krakauer “leave it to the reader” to form his/her own opinion of Chris? How impartial is Krakauer’s account? Be sure to acknowledge how Krakauer’s structural choices influence our interpretation of Chris.

Connections to Prior Units:

- Students will have encountered characters in *A Raisin in the Sun* (7th) and *Of Mice and Men* (10th) who pursue material prosperity as a form of the American Dream; Chris McCandless provides a critical counter-narrative by explicitly rejecting these values.
- Students will have previously considered the role of an author in narrating historical events when studying Julia Alvarez’s depiction of the Mirabal sisters in *In the Time of the Butterflies* (9th).

Connections to Future Units:

- Students will again return to the role of material success in the American Dream, and again evaluate the reliability of a narrator's perspective when reading *The Great Gatsby* later in this course.
- Students will again encounter a protagonist who embarks on a journey of self discovery in the pursuit of an ideal later in the course when reading *Their Eyes Were Watching God*, and (to a lesser extent) *The Great Gatsby*.

<ul style="list-style-type: none"> • Students will have previously considered how the structure of a novel impacts meaning when studying <i>Refugee</i> (6th), <i>House on Mango Street</i> (7th), <i>Frankenstein</i> (8th), and <i>In the Time of the Butterflies</i> (9th). • Students will have previously considered how authors draw upon prior literary works when studying <i>Frankenstein</i> (8th). 	<ul style="list-style-type: none"> • Students will critically re-examine the reliability of a narrator and the impact of an author's purposeful ambiguity regarding "truth" when studying <i>The Things They Carried</i> in 12th grade
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • 1st Quarter
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none"> •  Into the Wild
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may have strong reactions to Chris McCandless' decisions and rush to categorize him as either a noble hero or reckless fool. Recognizing that both interpretations are valid is key to recognizing that dedication to an ideal can be simultaneously admirable and dangerous. • Students may assume that since the text is nonfiction, Krakauer is presenting an impartial truth, without recognizing that his authorial intrusions reveal his investment in the story and unavoidably shape readers' perceptions. • Students may have limited experience with "wilderness" or natural settings. Students whose prior knowledge is primarily of curated parks or camps may fail to appreciate the danger of McCandless' decisions. Similarly, students may see the wilderness as inherently threatening, and dangerous, failing to appreciate transcendental experiences of sublime beauty or inspiration.
Differentiation through <u>Universal Design for Learning</u>	
UDL Indicator <ul style="list-style-type: none"> • Consideration 3.2 Highlight and explore patterns, critical features, big ideas, and relationships 	Teacher Actions: <ul style="list-style-type: none"> • Use a concept organizer to explicitly map the relationship between 19th-century Transcendentalist ideals and the modern actions of Chris McCandless. By creating a concrete connection between the philosophical excerpts from Emerson or Thoreau, the epigraphs that appear throughout the text, and Krakauer's descriptions of the

Alaskan wilderness, students can more easily distinguish how McCandless was drawing on a long American tradition of nature writing rather than acting in a vacuum.

- Highlight repeated structural patterns by focusing students annotations on specific moments where Krakauer shares his own personal experiences. Repeatedly drawing attention to this critical feature helps students identify the tension regarding the author's responsibility in narrating nonfiction and prepares them to evaluate how Krakauer's perspective inevitably shapes the narrative.

Supporting Multilingual/English Learners

Related CELP standards:

- 9-12.1: Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

Learning Targets:

- Level 1: I can identify a few key words and phrases related to Chris's actions or the physical settings in a short section of text.
- Level 2: I can identify the main event of a short section (such as Chris leaving his car) and retell a few details about his rejection of material possessions.
- Level 3: I can determine a specific character's perspective (such as Chris's perspective on society) in a short section of text and explain how that perspective is revealed through his actions or Krakauer's narration.
- Level 4: I can determine multiple perspectives regarding Chris's journey (such critiques and admiration) and analyze how these perspectives develop over the course of the text, citing specific textual evidence to support my analysis.
- Level 5: I can determine central themes regarding individualism, nature, and the American character and analyze how these themes are developed across the text, citing specific details to fully support my analysis.

Unit 1: Into the Wild

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Excerpt from Walden Excerpt Self-Reliance Excerpts from Nature	<ul style="list-style-type: none"> I can identify key aspects of transcendentalist philosophy based on their published texts. I can explain how various Transcendentalist authors develop their ideas over the course of a text. 	<ul style="list-style-type: none"> Sublime Superfluous Spartan 	<ul style="list-style-type: none"> Transcendentalis American Romanticism Idealism
2	19th Century Poetry "When I Heard The Learn'd Astronomer" "To a Waterfowl" Leaves of Grass 20th Century Poetry "Wild Geese"-Mary Oliver "The Road Not Taken" "The Summer Day"	<ul style="list-style-type: none"> I can compare poetry from different eras in American literature to explain how they illustrate Transcendentalist philosophies. 	<ul style="list-style-type: none"> Conviction Diverge 	<ul style="list-style-type: none"> Juxtaposition Symbolism Nature imagery
3	CFA	<ul style="list-style-type: none"> I can support an analysis of Nature in American literature with evidence from multiple literary texts. 		
4	"Dying in the Wild," from NY Times Authors Note, by John Krakauer	<ul style="list-style-type: none"> I can evaluate Krakauer's authorial stance and how it may impact his readers. I can explain my initial reactions to McCandless using my own experiences and ideals. 	<ul style="list-style-type: none"> Impartial Enigma 	<ul style="list-style-type: none"> Tone
5	<i>Into the Wild</i> , Ch. 1-2	<ul style="list-style-type: none"> I can explain how Krakauer's structural choices introduce competing interpretations of Chris McCandless. I can explain how Krakauer's structural choices introduce competing interpretations of the natural world. 	<ul style="list-style-type: none"> Incongruous Anomalous 	<ul style="list-style-type: none"> Epigraph Text Structure
6	<i>Into the Wild</i> , Ch. 3-4	<ul style="list-style-type: none"> I can analyze how Krakauer's narration of key events after Chris's graduation reveals Chris's values and establishes credibility. I can explain Chris's perspective of nature and how it compares to other American writers. 	<ul style="list-style-type: none"> Altruistic Estranged Ephemeral 	<ul style="list-style-type: none"> Allusion

7	<i>Into the Wild</i> , Ch. 5-6	<ul style="list-style-type: none"> I can identify contradictions in Chris's character and explain how they complicate a readers' reactions to him. I can evaluate Chris's relationships and what they suggest about him. 	<ul style="list-style-type: none"> Temperamental Recluse 	<ul style="list-style-type: none"> Materialism
8	<i>Into the Wild</i> , Ch. 7-8	<ul style="list-style-type: none"> I can compare Chris to other men who have ventured into the wild, including Transcendentalists like Emerson and Thoreau. 	<ul style="list-style-type: none"> Indolent Hubris 	<ul style="list-style-type: none"> Creed/dogma Extremism
9	CFA	<ul style="list-style-type: none"> I can explain my own reaction to Chris and analyze how Krakauer's narration has influenced that perspective. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Active Verbs
10	<i>Into the Wild</i> , Ch. 10-11	<ul style="list-style-type: none"> I can analyze the structural choices Krakauer makes in delivering a comprehensive telling of Chris's story. I can identify Chris's defining attributes, explain their contradictions, and analyze the emotional reaction they elicit in readers. 	<ul style="list-style-type: none"> Reminisce Mercurial Admonishment 	<ul style="list-style-type: none"> Testimony Retrospection
11	<i>Into the Wild</i> , Ch. 12-13	<ul style="list-style-type: none"> I can explain how Chris's experiences after graduating high school informed his later choices. I can analyze how Krakauer's use of quotes and anecdotes from Chris's immediate family impact the readers emotionally. 	<ul style="list-style-type: none"> Sanctimonious Pensive 	<ul style="list-style-type: none"> Anecdote
12	<i>Into the Wild</i> , Ch. 14-15	<ul style="list-style-type: none"> I can evaluate the impact of Krakauer's inclusion of his own personal experiences in the novel <i>Into the Wild</i>. 	<ul style="list-style-type: none"> Zeal Harrowing 	<ul style="list-style-type: none"> Authorial intrusion
13	<i>Into the Wild</i> , Ch. 16-17	<ul style="list-style-type: none"> I can evaluate the degree to which Krakauer's choices impact his objectivity as a narrator. I can analyze the impact Krakauer's choices have on the readers and their perceptions of Chris. 	<ul style="list-style-type: none"> Fickle Autonomy 	<ul style="list-style-type: none"> Allusion Caricature
14	<i>Into the Wild</i> , Ch. 18 Epilogue	<ul style="list-style-type: none"> I can provide evidence from Ch. 18 to support the various theories surrounding how Chris died. I can draw my own conclusion about how Chris died. 	<ul style="list-style-type: none"> Disingenuous Serene 	<ul style="list-style-type: none"> Rhetoric Connotations
15	Assess	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
16	Suggested Texts: "Rugged Individualism" "Paradox and Dream"	<ul style="list-style-type: none"> I can engage effectively in a seminar discussion to analyze critiques of ideals featured in the American literary tradition. I can build on the ideas of my peers and support my claims with relevant textual evidence. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

17	Summative Writing	<ul style="list-style-type: none"> • I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.. • I can draft complete body paragraphs for my summative essay. 	•	•
18	Summative Writing	<ul style="list-style-type: none"> • I can write an introduction and brief conclusion to the draft of my essay. • I can revise my writing based on feedback from my peers and/or teacher 	•	•
19	Flex	•	•	•
20	Flex	•	•	•

Unit 2: The Great Gatsby

Overview

Relevant Standards: **Bold indicates priority**

Reading Literature

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

Writing

- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Overview

Students continue their interrogation of American values by examining F. Scott Fitzgerald's critique of the American Dream during the 1920s. Students will examine how the novel reveals tensions in American society during "Roaring Twenties," investigating how the quest for material wealth often serves as a hollow substitute for genuine fulfillment. Students will analyze Fitzgerald's craft, paying careful attention to how Nick Carraway's ambivalent narration and the frequent use of flashbacks introduce purposeful ambiguities that reflect the author's own skepticism of the American Dream.

Essential Question(s):

- What happened to the American Dream during the 1920s?
- Is the pursuit of happiness an achievable, or even worthwhile, American ideal?
- How does the structure of the story influence a reader’s interpretation of characters and events in the novel?

Enduring Understanding(s):

- The American pursuit of happiness has often been tied to materialism and social status, but many writers have pointed out the potential flaws with this vision of the American Dream. Fitzgerald highlights personal costs and ultimate futility of social climbing, casting doubt on the possibility of achieving happiness through material wealth.
- The 1920s were a paradoxical time in American life. Fitzgerald’s novel captures a time that featured both the cynicism of the Lost Generation and the romantic optimism of the “Roaring Twenties,” an atmosphere of carefree excess as well as an underlying sense of despair, examples of staggering personal wealth as well as widespread corruption and deeply rooted inequality.
- Narrative perspective, text structure, and author’s craft impact the way readers understand and react to characters and events. Through his use of a first person narrator, his frequent use of flashbacks, and his stylistic choices, Fitzgerald introduces ambiguities that reflect his own ambivalence about the time and place in which he lived.

Demonstration of Learning:

Summative Writing Prompts


- How is *The Great Gatsby* a critique of American society in the 1920’s? Compare/contrast Fitzgerald’s treatment of two characters, settings, or scenes to develop your analysis.
- Examine two or more moments of ambiguity in the novel. How does Fitzgerald create them, and how do these ambiguities contribute to the meaning work as a whole?
- Was Nick the best choice to narrate a story intended to capture the spirit of the 1920s? Evaluate Fitzgerald’s choice to use this narrative structure to support his message regarding American society in this era.

Connections to Prior Units:

- Students will have critically examined the reliability of a narrator earlier this year when evaluating John Krakaur’s choices and objectivity in *Into the Wild*. Students will also have encountered narrators whose limited perspectives make them unreliable while reading *Freak the Mighty* (6th) and *The Curious Incident of the Dog in the Night-time* (9th).
- When reading *Into the Wild*, students will examined Chris McCandless’ rejection of material wealth and social status, providing a counternarrative to Gatsby’s social climbing, while echoing Fitzgerald’s critiques of American society.

Connections to Future Units:

- Students will again wrestle with an unreliable narrator and the impact of an author’s purposeful ambiguity when studying *The Things They Carried* (12th).
- The social constraints that trap Daisy and Myrtle in Gatsby can serve as a point of comparison for Janie Crawford’s pursuit of authenticity and independence in *Their Eyes Were Watching God*.

<ul style="list-style-type: none"> • While reading <i>Uprising</i> (7th), students will have considered the impact of gender and class on female immigrants and aristocrats living in New York during the early 1900s, a historical context not far removed from the setting of Fitzgerald's novel. • Students will have encountered multiple texts in which the American Dream is tied in some way to material prosperity that remains out of reach, including <i>House on Mango Street</i> (7th), <i>A Raisin in the Sun</i> (7th) and <i>Of Mice and Men</i> (10th). 	
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • 2nd Quarter
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none"> •  The Great Gatsby
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • Students will have studied mass culture, consumption, and social divisions (traditional vs. modern) of the 1920s in Modern American History the prior year in 10th grade. 	<ul style="list-style-type: none"> • Students may read the novel primarily as a literal, romantic love story, missing the symbolic nature of the characters and the dark undercurrents of Fitzgerald's critique/ • Students may fail to recognize that "Old Money" and "New Money" function as a rigid, inherited caste system, seeing Tom and Gatsby as two successful and wealthy men without recognizing that no amount of material success can grant Gatsby entry into the social world of the Buchanans. • Students may naturally gravitate towards a positive or negative reading of the 1920s, as either a time of exhilarating excess or corruption and inequality. Ultimately, students must wrestle with the idea that the "American Dream" of the 1920s could be both exciting and destructive at once, or that one's view of the era may have depended entirely on social status and individual perspective. • Although they will have encountered unreliable narrators before, students may be swayed by Nick's claims of honesty, failing to recognize the limitations of his perspective and the biased nature of his own account.

Differentiation through *Universal Design for Learning*

UDL Indicator

- Consideration 3.1 Connect prior knowledge to new learning

Teacher Actions:

- Activate prior knowledge of narrators whose limited perspectives make them unreliable, such as Christopher from *The Curious Incident of the Dog in the Night-Time* (9th). By explicitly revisiting how a narrator's bias can leave "matters uncertain" or subtly influence a reader, students can better analyze how Nick's own bias influences their interpretation of Gatsby's "greatness".
- Prompt or make connections between the social and economic constraints that trapped characters in *Of Mice and Men* (10th) and the rigid "Old Money" vs. "New Money" hierarchies of the 1920s.
- Make explicit cross-curricular connections to the paradoxical mood of the 1920s by using "One Summer: America 1927" by Bill Bryson to provide the prerequisite historical context while also prompting connections to Modern American History class.

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Learning Targets:

- Level 1: I can express an opinion about whether a character (like Gatsby, Tom, or Nick) is a good person using a few simple words and sentence frames.
- Level 2: I can use sentence frames to construct a claim about Nick's reliability, and provide a reason to support my opinion.
- Level 3: I can construct a claim about Nick's reliability, provide evidence from the text where his actions contradict his words, and identify an opposing argument about his suitability as a narrator.
- Level 4: I can construct a claim analyzing how Nick's partiality or cynicism serves Fitzgerald's critique of the 1920s, providing logically ordered evidence from the text, and address a counterclaim to strengthen my argument.
- Level 5: I can construct a substantive claim typing Nick's reliability to Fitzgerald's complex portrayal of the 1920s, providing evidence of how his internal contradictions mirror the ambiguities of the time, providing compelling textual evidence to support my analysis within a formal essay structure.

Unit 2: The Great Gatsby

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	“One Summer: America 1927,” by Bill Bryson.	<ul style="list-style-type: none"> I can describe the paradoxical mood of the 1920s in America. I can identify the tone of Bryson’s description of America in the 1920’s. 	<ul style="list-style-type: none"> Paradox Affluent 	<ul style="list-style-type: none"> America’s in the 1920’s Mood Tone
2	Chapter 1, pp. 1-5	<ul style="list-style-type: none"> I can identify contradictions in Nick’s narration and explain their impact on the opening of the novel. I can compare Nick’s description of the previous summer to Bryson’s description of America in the 1920s. 	<ul style="list-style-type: none"> Ambivalent Vulnerable 	<ul style="list-style-type: none"> Unreliable narrator Frame narrative
3	Chapter 1, pp. 5--21	<ul style="list-style-type: none"> I can explain how Nick’s tone and Fitzgerald’s descriptions characterize Tom, Daisy, and Jordan. I can analyze how Fitzgerald uses contrasting settings to comment on divisions in American society. 	<ul style="list-style-type: none"> Supercilious Conscientious 	<ul style="list-style-type: none"> Explicit and implicit characterization Tone Imagery
4	Chapter 2, pp. 23-38	<ul style="list-style-type: none"> I can explain how Nick’s tone and Fitzgerald’s descriptions characterize both George and Myrtle. I can analyze how Fitzgerald uses contrasting settings to comment on divisions in American society. 	<ul style="list-style-type: none"> Desolate Vitality 	<ul style="list-style-type: none">
5	Chapter 3 pp. 39-59	<ul style="list-style-type: none"> I can explain how the imagery of Gatsby’s party and the ambiguities surrounding Gatsby himself comment on American society in the 1920’s. I can analyze how Nick’s break from the narrative structure at the end of the chapter highlights his own moral corruption (60-64). 	<ul style="list-style-type: none"> Opulence Ascertain 	<ul style="list-style-type: none"> Bootlegging Materialism
6	CFA	<ul style="list-style-type: none"> I can evaluate Nick’s strengths and limitations as a narrator. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Bias
7	Chapter 4 pp. 61-80	<ul style="list-style-type: none"> I can compare the image Gatsby presents (throughout the text) with what Wolfsheim’s character suggests about Gatsby in order to see the paradoxes of the era. I can explain the impact of Jordan’s flashback on the development of the story’s emerging themes. 	<ul style="list-style-type: none"> Incredulous Disconcerting 	<ul style="list-style-type: none"> Pretense Facades Mob/mafia culture
8	Chapter 5 pp. 81-96	<ul style="list-style-type: none"> I can describe the impact of Nick’s limited point of view in recounting Gatsby’s reunion with Daisy. 	<ul style="list-style-type: none"> Vestige Reproach 	<ul style="list-style-type: none"> Symbols (weather, flowers, light)

		<ul style="list-style-type: none"> I can analyze how Fitzgerald uses weather symbolism to reinforce Gatsby's characterization. 		
9	Chapter 6 pp. 97-111	<ul style="list-style-type: none"> I can analyze Fitzgerald's use of flashbacks to develop Gatsby's character. I can compare how Gatsby's party is presented in Chapter 6 with how it was described in Chapter 3. 	<ul style="list-style-type: none"> Laudable Ingratiate 	<ul style="list-style-type: none"> Juxtaposition Flashback Motif Son of God allusion
10	CFA	<ul style="list-style-type: none"> I can analyze how Fitzgerald uses characters to advance his critique of the American Dream. 		
11	Chapter 7 pp. 113-136	<ul style="list-style-type: none"> I can analyze how the settings of the chapter reflect the events that happen within them. 	<ul style="list-style-type: none"> Portentous Incoherent 	<ul style="list-style-type: none"> Foreshadow
12	Chapter 7 pp. 136-145	<ul style="list-style-type: none"> I can evaluate the strengths and limitations of Nick's perspectives in narrating the novel's climax. 	<ul style="list-style-type: none"> Conspire Scrutiny 	<ul style="list-style-type: none">
13	Chapter 8 pp. 147-162	<ul style="list-style-type: none"> I can analyze how the motifs of Eckleburg's eyes and seasons reinforce the story's emerging themes. I can explain how the flashbacks to Gatsby's past and Wilson's perspective impact readers' reactions to the characters. 	<ul style="list-style-type: none"> Interminable Forlorn Pervade 	<ul style="list-style-type: none"> Minor characters Religious symbols (water/baptism)
14	Chapter 9 pp. 163-180	<ul style="list-style-type: none"> I can explain how Nick's conversation with Tom develops each character. I can describe the impact of Fitzgerald's shifts in tense, perspective, and tone in the final paragraphs of the novel. 	<ul style="list-style-type: none"> Recede Brood 	<ul style="list-style-type: none"> Metaphor Symbolism
15	Suggested Texts: Is the...Dream Over? The Dream is Alive...!	<ul style="list-style-type: none"> I can engage effectively in a seminar discussion to compare modern attitudes towards the American Dream with those illustrated in The Great Gatsby. I can build on the ideas of my peers and support my claims with relevant textual evidence. 		
16	Summative Writing	<ul style="list-style-type: none"> I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.. I can draft complete body paragraphs for my summative essay. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
17	Summative Writing	<ul style="list-style-type: none"> I can write an introduction and brief conclusion to the draft of my essay. I can revise my writing based on feedback from my peers and/or teacher 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

18	Assessment	•	•	•
19	Flex	•	•	•
20	Flex	•	•	•

Unit 3: Their Eyes Were Watching God

Overview

Relevant Standards: **Bold indicates priority**

Reading Literature

- RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Writing

- W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Overview

Shifting focus to the Harlem Renaissance, students study Zora Neale Hurston's *Their Eyes Were Watching God* to explore the quest for personal autonomy. Students will analyze the development of Janie Crawford's character across three distinct marriages in order to evaluate the extent to which an individual can realize their authentic self while navigating rigid societal norms and gender expectations. Students will also examine how Hurston's use of framed narration and recurring motifs structurally reinforce Janie's internal evolution from a silenced observer to a woman with her own powerful voice. By situating the novel within the artistic debates of the Harlem Renaissance, students will examine how Hurston uses vernacular and folklore to celebrate aspects of Black culture that exist independently of white cultural traditions.

Essential Question(s):

- To what extent can we be independent?
- How does one realize one's authentic self in spite of societal norms and expectations of others?
- How does art both shape and reflect the particular philosophies and values of an era? Should art reflect or shape society?

Enduring Understanding(s):

- Thematic: Hurston's novel traces Janie's quest for her own voice and growing sense of independence and autonomy. Although she ends the novel more independent than where she started, the degree to which she rejects social norms is debatable. Hurston develops the changes in her character through her relationships with the Logan Killicks, Jody Starks, and Tea Cake, as well as literary motifs of the voice and plants.
- Contextual - Black artists have debated how to represent themselves and their communities in literature and art, often having to balance the competing expectations of both white and black audiences. During the Harlem Renaissance, many writers were especially focused on using art to uplift authentically black culture. Through her use of vernacular, her choice of setting, and development of minor characters, Hurston seeks to celebrate aspects of black culture that exist largely outside of white cultural and artistic traditions.
 - Hughes Negro Artist and Racial Mountain: [Original](#) and [Modified](#)
 - Possibly Poetry of Countee Cullen

Demonstration of Learning:

Summative Writing Prompts


- Evaluate Janie's growth over the course of the text. How independent is Janie by the end of the novel? To what degree does she reject social norms and expectations? Consider the ways in which she rejects and conforms to gender roles of the time period, as well as how this is portrayed through her marriages.
- Over the course of the novel, Janie experiences three marriages in her pursuit of her own voice. Compare and contrast Janie's marriages, analyzing how each contributes to the development of Janie's character over the course of the text.
- In "The Negro Artist and the Racial Mountain," Langston Hughes argues that African American writers must help black readers "turn from their white, respectable, ordinary books and papers to catch a glimmer of their own beauty." What was Hughes asking of his fellow black writers in his essay? How do Hurston's choices in language, setting, and/or development of minor characters fulfill this duty? Use evidence from both texts to develop your response.

Connections to Prior Units:

- Students will have previously studied "coming of age" through protagonists who encounter harsh adult realities in *The House on Mango Street* and much of 6th grade, providing a foundation for Janie's quest for an authentic self.
- Students will have previously examined how rigid gender expectations and patriarchal structures limit individual agency in *Uprising* (7th), *Romeo and Juliet* (9th), and *In the Time of the Butterflies* (9th).

Connections to Future Units:

-

<ul style="list-style-type: none"> • Students will be equipped to draw comparisons between the cynical disillusionment of the "Lost Generation" studied in <i>The Great Gatsby</i> and the cultural celebration of the Harlem Renaissance. • Students will have previously practiced decoding complex, unfamiliar language when studying the archaic, 19th-century prose of <i>Narrative of the Life of Frederick Douglass</i> (7th) and <i>Frankenstein</i> (8th), as well as the Elizabethan verse of <i>Romeo and Juliet</i> (9th). While Hurston's use of vernacular is distinct from these earlier texts, they provide relevant practice in decoding unfamiliar syntax and developing an ear for rhythm and meaning. 	
Family Overview (link below)	Pacing for Unit
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 3rd Quarter
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none"> •  Their Eyes Were Watching God • Strategies for Addressing Racist and Dehumanizing Language
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • In modern American History, students will have studied government inaction in light of racial hostility during the 1920s and 1930s. This systemic failure pushed many African Americans to establish new cultural communities, such as the Harlem Renaissance in the north or independent Black towns like Eatonville, Florida. 	<ul style="list-style-type: none"> • Students may struggle to make sense of the characters' heavy use of vernacular, potentially viewing the dialect as "incorrect" or a barrier to the story's depth. In doing so, they may fail to notice a contrast with the sophisticated third person narration, confuse the characters voice with Hurstons, or fail to recognize Hurston's intentional use of dialect to celebrate an authentic Black voice and elevate it alongside traditional "literary" standards. • Students may be unfamiliar with internal debates within the African American community regarding representation, or struggle to appreciate the double consciousness of anticipating and navigating the reactions of white and black readers.
Differentiation through <i>Universal Design for Learning</i>	
UDL Indicator <ul style="list-style-type: none"> • Consideration 1.3 Represent a diversity of perspectives and identities in authentic ways 	Teacher Actions: <ul style="list-style-type: none"> • Challenge stereotypical or simplistic portrayals of the 1920's and 1030's by having students compare the urban luxury of Gatsby's parties to grit of the Florida everglades; the empty disillusionment of the Lost Generation and the cultural and communal celebration of the

	<p>Harlem Renaissance. Use this contrast to evaluate how Hurston's choice of setting and her development of minor characters specifically aim to capture aspects of Black culture that exist largely outside of white artistic traditions.</p> <ul style="list-style-type: none"> • Incorporate a range of authors and perspectives by pairing the novel with contemporary voices like Michelle Obama or Maya Angelou in a Socratic Seminar to help students recognize the range of people and histories that contribute to our current understanding of American ideals.
<p>UDL Indicator</p> <ul style="list-style-type: none"> • Consideration 7.4 Address biases, threats, and distractions 	<p>Teacher Actions</p> <ul style="list-style-type: none"> • Acknowledge potential negative experiences surrounding language by co-creating shared classroom agreements for how the class will navigate Hurston's use of Southern Black vernacular and the n-word. Clearly establish that students will not say the word out loud to address potential linguistic biases or threats. • Vary the social demands for performance during seminars and discussions by offering private reflection journals or structured small-group conversations before requiring public display of their opinions. This reduces the risk of public evaluation and encourages students to both form their own interpretations and choose how much to share. • Use audio recordings for passages featuring heavy vernacular to prevent the distraction and discomfort of students being asked to perform a dialect that is not their own, while also allowing them to develop an ear for the rhythm and emotional nuance of the text.
<p>Supporting Multilingual/English Learners</p>	
<p>Related <u>CELP standards:</u></p> <ul style="list-style-type: none"> • 9-12.2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> • Level 1: I can respond verbally and nonverbally to simple yes/no and "wh-" questions about Janie's life and her three husbands, such as "Is Janie happy with Logan?" or "Where does Janie move with Joe?". • Level 2: I can present basic information about Janie's journey and the different settings or marriages using academic vocabulary like autonomy, identity, and aspiration. • Level 3: I can express my own ideas about Janie's development as a character, and ask relevant questions to my peers during class discussions. • Level 4: I can express my own ideas about how Janie resists or

submits to social expectations, support my points with evidence from the text, and build on the ideas of my classmates to deepen the conversation.

- Level 5: I can persuasively express my own ideas about Janie's independence, supporting my points with specific evidence or her growth or lingering limitations, and asking questions that probe the thinking of my classmates.

Unit 3: Their Eyes Were Watching God

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	<p>Suggested Artists: Aaron Douglas Archibald Motley Jacob Lawrence James Van Der Zee Ella Wheeler Waring</p> <p>Suggested Poetry: "I Too," Hughes "Incident," Cullen "If We Must Die," McKay "Ma Rainey," Brown</p>	<ul style="list-style-type: none"> I can describe the key characteristics of the Harlem Renaissance using examples from art and poetry. I can compare and contrast the Harlem Renaissance and the Lost Generation. 	<ul style="list-style-type: none"> Aspirations Distinctive Assimilation 	<ul style="list-style-type: none"> Harlem Renaissance Lost Generation
2	<p>"The Meaning of a Word" Gloria Naylor</p> <p>Potential videos CNN Debate</p>	<ul style="list-style-type: none"> I can explain how Naylor develops her claims regarding language's nuances. I can establish and explain classroom norms regarding the use of language throughout the unit. 	<ul style="list-style-type: none"> Vernacular Articulate 	<ul style="list-style-type: none"> Connotation Tone
3	<p>"The Negro Artist and the Racial Mountain" by Langston Hughes</p> <p>Original and Modified</p>	<ul style="list-style-type: none"> I can determine how Hughes uses and refines the meaning of the "racial mountain" over the course of a text. I can identify how Hughes believes the expectations of both white and black audiences impact African American artists. 	<ul style="list-style-type: none"> Subconscious Smug 	<ul style="list-style-type: none"> Dialect Extended metaphor
4	Ch. 1, pp. 1-7	<ul style="list-style-type: none"> I can explain what the descriptions and dialogue of the townspeople on the porch suggests about the culture of the town. I can analyze how Janie's initial characterization establishes her defiance of social norms. 	<ul style="list-style-type: none"> Consolation Conjecture 	<ul style="list-style-type: none"> Framed narrative
5	Ch. 2-3, pp. 8-25	<ul style="list-style-type: none"> I can analyze what the emerging motif of the pear tree is used to represent about Janie and her desires in life. 	<ul style="list-style-type: none"> Desecrate Reproof (Match) 	<ul style="list-style-type: none"> Motif

		<ul style="list-style-type: none"> I can compare Janie's views of marriage to those of her grandmother. 		
6	Ch. 4-5, pp. 26-50	<ul style="list-style-type: none"> I can trace the development of Janie's character through her relationships with Logan and Joe. 	<ul style="list-style-type: none"> Temerity (Match) Disillusioned 	<ul style="list-style-type: none"> Gender roles Mysogeny
7	CFA	<ul style="list-style-type: none"> I can explain how Janie's marriages shape her sense of identity. 		
8	Ch. 6, pp. 51-75	<ul style="list-style-type: none"> I can analyze how Hurston uses symbolism to emphasize changes in Janie's character. I can evaluate Hurston's depiction of Eatonville based on Langston Hughes' concept of the Racial Mountain. 	<ul style="list-style-type: none"> Indignant Fractious 	<ul style="list-style-type: none"> Symbolism
9	Ch. 7-9, pp. 76-93	<ul style="list-style-type: none"> I can analyze how Hurston uses the motifs of voice and hair to emphasize Janie's developing independence. 	<ul style="list-style-type: none"> Affront Futile 	<ul style="list-style-type: none"> Motif
10	Ch. 10-12, pp. 94-115	<ul style="list-style-type: none"> I can analyze how Tea Cake is characterized in a way that contrasts Joe and Logan. I can explain how Janie's relationship with Tea Cake reveals the way she both adheres to and defies societal expectations. 	<ul style="list-style-type: none"> Swaggered Scornful Malice 	<ul style="list-style-type: none"> Age gap
11	Ch. 13-15, pp. 116-138	<ul style="list-style-type: none"> I can explain how Hurston's contrasting depiction of Eatonville and the Everglades fulfills Hughes's call for black writers to capture authentic black culture. 	<ul style="list-style-type: none"> Denounce Pacify Transient 	<ul style="list-style-type: none"> Societal Norms Transient lifestyle Diaspora
12	CFA	<ul style="list-style-type: none"> I can compare the community of the Everglades with the earlier setting of Eatonville and explain how Hurston uses those settings to portray black culture. 		<ul style="list-style-type: none">
13	Ch. 16-17, pp. 139-153	<ul style="list-style-type: none"> I can analyze how Mrs. Turner's characterization reinforces Hughes's points about white standards. I can explain what Tea Cake's conversation with Sop-de-Bottom reveals about gender roles and what it implies about Janie's attitude towards them. 	<ul style="list-style-type: none"> Earnest Divinity 	<ul style="list-style-type: none"> Irony Internalized racism Colorism Deities
14	Ch. 18, pp. 154-167	<ul style="list-style-type: none"> I can compare the imagery of the storm to Janie and Tea Cake's relationship. I can infer what the climax suggests about how Janie's marriage to Tea Cake differs from her previous relationships 	<ul style="list-style-type: none"> Crude Puny 	<ul style="list-style-type: none"> Personification

15	Ch. 19-20, pp 168-193	<ul style="list-style-type: none"> • I can identify the impact setting has on how characters like Tea Cake feel the effects of racism. • I can explain how the novel's climax and resolution illustrate Janie's newfound independence. 	<ul style="list-style-type: none"> • Supplication • Ferocious • Delirium 	<ul style="list-style-type: none"> • American Legal System
16	Suggested Texts: "If Black English Isn't a Language..." "Michelle Obama's Remarks..." "Phenomenal Woman"	<ul style="list-style-type: none"> • I can engage effectively in a seminar discussion to explore how Hurston's language, setting, and characterization address gender and racial stereotypes. • I can build on the ideas of my peers and support my claims with relevant textual evidence. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
17	Assessment	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
18	Summative Writing	<ul style="list-style-type: none"> • I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.. • I can draft complete body paragraphs for my summative essay. 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
19	Summative Writing	<ul style="list-style-type: none"> • I can write an introduction and brief conclusion to the draft of my essay. • I can revise my writing based on feedback from my peers and/or teacher 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
20	Flex	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
21	Flex	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

Unit 4: Capstone

Overview

Relevant Standards: **Bold indicates priority**

Reading

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades
- RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

- W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Overview

In this culminating unit, teachers are encouraged to design units and lessons that conclude students' yearlong examination of American ideals (individualism, materialism, autonomy, etc.). These lessons should draw upon the knowledge and skills students have gained over the course of the year and push them to apply their learning to new content, historical contexts, and texts. Activities may include research projects, books circles, or additional whole class texts of the teachers choosing that are thematically or contextually related to others studied over the course of the year.

Essential Question(s):	
<ul style="list-style-type: none"> • How has our quest as a nation to realize our values benefited and harmed American society? • How have American ideals benefited and harmed you personally? • What obstacles do Americans face in their attempts to define their individuality? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> • American values often compete with one another, which makes it difficult to fully realize all that the nation promises and values. Nonetheless, our personal values and choices are ultimately the product of our cultural inheritance as Americans. Our struggle, therefore, is to find balance between our personal desires and our obligations to others (relationships, social order, etc.), which includes considering the consequences of our individual choices. 	
Demonstration of Learning:	
<p>Summative Writing Prompts</p> <ul style="list-style-type: none"> • To be designed by teachers, based on the specific content of their capstone unit. 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • Students will have completed similar capstone units in grades 6-10, although the specific texts and experiences will have varied by teacher. • Texts and lessons should focus on drawing connections to prior texts throughout the unit. For example, all three prior units feature a protagonist who takes a personal journey to define their identity against the backdrop of American values. 	<ul style="list-style-type: none"> • Students will complete similar capstone units in grade 12, although the specific texts and experiences will vary by teacher.
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • 4th Quarter
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none"> •
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may view the year's reading as a series of random, disconnected stories rather than a unified exploration of similar

themes. Teachers must actively guide students to synthesize how different authors across different time periods tackled the shared concepts of American values and their relevance to citizens' lives.

Differentiation through *Universal Design for Learning*

UDL Indicator

- Consideration 3.4 Maximize transfer and generalization

Teacher Actions

- Have students build a year-end concept map that explicitly traces how American Ideals, such as rugged individualism, materialism, and self-determination, evolve across the unit anchor texts before they begin their independent research or new anchor text. Use this visual pattern to help students evaluate whether these characters' journeys serve as a warning, celebration, or critique of the "American Dream".
- Require students to apply a specific analytical lens mastered earlier in the year to their independent Capstone texts or research topics. For example, students might use the Transcendentalist framework from Unit 1 to evaluate a modern environmental movement, or Langston Hughes's concept of the "Racial Mountain" from Unit 3 to analyze the work of a contemporary artist.
- Prompt students to take one of the course's overarching Essential Questions, such as "Where is the line between idealism and extremism?" and answer it by examining a contemporary real-world issue. This requires students to transfer their analysis of American characters like McCandless, Gatsby, or Janie to their own lived reality, connecting 11th-grade literary themes to the personal and social costs of realizing the American ideals today.

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.5: conduct research and evaluate and communicate findings to answer questions or solve problems.

Learning Targets:

- Level 1: I can gather information from a few provided sources and label key facts about an American idea, like rugged individualism, material success, or self determination..
- Level 2: I can gather information from provided sources and summarize what it says about an American ideal.
- Level 3: I can gather information from multiple sources and paraphrase key details to answer a research question about how an American ideal is reflected in multiple contexts.
- Level 4: I can gather and synthesize information from multiple sources into an organized report answering an essential question about how an

American ideal empowers or constrains individuals.

- Level 5: I can analyze and synthesize information from multiple credible sources into a clearly organized text that thoroughly analyzes the paradoxes of an American ideal, answering an essential question about the ultimate value of that ideal.

Standard Matrix	Unit 1: Into the Wild	Unit 2: The Great Gatsby	Unit 3: TEWWG	Unit 4: Capstone
Language				
L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	S	S	S	S
L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	S	S	S	S
L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	S	S	S	
L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.	S	S	S	
11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	S	P	P	
L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	P	P	P	
Reading Informational Text				
RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	P	S	S	S
RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to	P	S	S	S

provide a complex analysis; provide an objective summary of the text.				
RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	P		S	
RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	P	S	S	S
RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	P	S	S	
RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	P		P	
RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.				
RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).				
RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	S		S	

RL.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	P	S	S	S
Reading Literature				
RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.		P	P	P
RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.		P	P	P
RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).		P	P	S
RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)		S	P	S
RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		P	P	S
RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).				
RL.11-12.7 Analyze multiple interpretations of a story,				

drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)				
RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	P	S	S	
RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	S	S	S	S
Speaking and Listening				
SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	P	P	P	S
SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	S	S	S	P
SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	S	S	S	S
SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	P	P	P	S
SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements)				

in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 here for specific expectations.)	S	S	S	S
Writing				
W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	P	P	P	S
W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	P	P	P	S
W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				S
W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	P	P	P	S
W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)	P	P	P	S
W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	S	S	S	S
W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject,				P

demonstrating understanding of the subject under investigation.				
W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				P
W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.				S
W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	P	P	P	P
W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	S	S	S	S

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
English 2	ELA	10th	1.0
Course Description:			
<p>In English 2, students pivot from the study of individual agency to a critical examination of power in society, focusing on the external forces and systemic structures that shape the boundaries of human choice. Rather than studying how characters navigate their worlds, students analyze the social hierarchies, environmental factors, and situational forces that influence human behavior. By reading a diverse range of speculative and naturalist texts, students analyze how authors use characters as vehicles for social commentary. By investigating complex contexts such as the Great Depression, the Antebellum South, and imagined dystopian futures, students develop the ability to evaluate how the systems we inhabit can both foster and strip away our humanity.</p>			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
<p>Of Mice and Men, by John Steinbeck Fahrenheit 451, by Ray Bradbury Kindred, by Octavia Butler</p>		<p>COMMUNICATION</p> <ul style="list-style-type: none"> Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade). <p>EMPATHY</p> <ul style="list-style-type: none"> Demonstrating understanding of others perspectives and needs. Listen with an open mind to understand others' situations. 	
Knowledge/Skill Dependent courses/Prerequisites:		Link to <i>Completed Equity Audit</i>	
None		<ul style="list-style-type: none"> 10ELA - Equity Curriculum Review 	
Unit Links			
<p>Unit 1: Of Mice and Men Unit 2: Kindred Unit 3: Fahrenheit 451 Unit 4: Capstone</p>			

Unit 1: Of Mice and Men

Overview

Relevant Standards: **Bold indicates priority**

Reading Literature

- **RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Writing

- **W.9-10.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- **SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **SL.9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Overview

In this opening unit, students begin a yearlong exploration of power and marginalization by reading John Steinbeck's *Of Mice and Men*. Set against the backdrop of the Great Depression, students will examine how economic scarcity and environmental decay exacerbate existing social hierarchies. Students will analyze how characters isolated by race, gender, and intellectual ability navigate a society that often treats the vulnerable as disposable. By deconstructing Steinbeck's use of a circular narrative and foreshadowing, students will evaluate the naturalist worldview that tragedy is frequently an inevitable byproduct of environmental forces rather than individual moral failing.

Essential Question(s):

- How does a person's sense of their own power affect the way they behave toward others?
- How do intellectual ability, race, class, and gender impact an individual's power in society, or lack thereof?
- How do authors use character to comment on society?

Enduring Understanding(s):

- Contextual: The Great Depression and the Dust Bowl led to a dramatic surge of migrant workers in California, creating conditions that stripped many individuals of their humanity and agency. In this climate of economic scarcity, the lifestyle of many of these workers was characterized by discrimination, rigid social hierarchies, extreme loneliness, and the weight of unfulfilled dreams.
- Thematic: Environments defined by scarcity and fear often exacerbate existing social hierarchies based on race, gender, and intellectual ability. In such threatening environments, individuals who are themselves marginalized often seek to assert power over those even more vulnerable in order to secure their own status. Although such behavior often breeds isolation and distrust, individual relationships can serve as fragile antidotes to the dehumanizing effects of such predatory environments.
- Literary: Through his characterization of marginalized figures such as Lennie, Crooks, and Curly's wife, Steinbeck critiques a social hierarchy that treats the vulnerable as disposable. By weaving these characters into a circular narrative marked by multiple examples of foreshadowing, Steinbeck emphasizes a naturalist worldview that tragedy is often an inevitable byproduct of environmental and social forces. However, by framing these outcasts as sympathetic characters, he challenges the reader to recognize their inherent humanity and worth.

Demonstration of Learning:

Summative Writing Prompts


- Writers often use characters to reveal and critique society's values. Choose an outcast from *Of Mice and Men* isolated by race, gender, or ability. Explain what their isolation reveals about American society during the Great Depression. Then explain how Steinbeck's portrayal of that character amounts to a critique of that society.
- Who has the most power and who has the least power in *Of Mice and Men*? In a well-developed essay, argue your position and analyze how factors such as race, gender, and ability intersect to determine a character's status within the social hierarchy.

Connections to Prior Units:

- Students will have previously encountered characters typically considered to be neurodivergent in *The Curious Incident of the Dog in the Night-Time* (9th) and *Freak the Mighty* (6th). In light of the 10th grade theme, the focus shifts from the limited perspectives of their narration, to a critique of how such characters are treated by society.
- Students will have previously considered questions of individual agency throughout 9th grade English, most pointedly in *Romeo and*

Connections to Future Units:

- Students will continue to explore issues of power in society throughout the course, examining how social structures impact individuals in *Kindred* and *Fahrenheit 451*.
- Students will return to ideas surrounding the American Dream more directly in 11th grade, particularly when studying Fitzgerald's critique of that dream in *The Great Gatsby* and Chris McCandless's rejection of materialism in *Into the Wild*.

<p><i>Juliet</i>, and in the capstone unit.</p> <ul style="list-style-type: none"> Students will have previously encountered a variety of American experiences in 7th grade, many of which examine the experience of Americans who have been excluded in some way from American society while also <i>pursuing</i> a form of the American dream,, including immigrants in Uprising, African Americans in A Raisin in the Sun, 	
<p>Family Overview (link below)</p>	<p>Pacing for Unit</p>
	<ul style="list-style-type: none"> Quarter 1
<p>Integration of Technology:</p>	<p>Aligned Unit Materials, Resources, and Technology:</p>
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none">  Of Mice and Men Strategies for Addressing Racist and Dehumanizing Language
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Students may rush to judge George’s actions (or those of any number of other characters) as purely individual choices, without recognizing the ways in which social and environmental forces constrain choice and impact individuals. Students may simply accept characters’ biases as “the way things were back then,” without recognizing Steinbeck’s critique of those aspects of American society. Similarly, students may fail to recognize the ways in which the novel flattens the characters of Lennie, Crooks, and Curley’s wife and can be critiqued for perpetuating harmful stereotypes, tropes, and language that were common at the time. Ultimately, students should recognize that a book may attempt to critique a society while simultaneously falling victim to some of the same biases.
<p>Differentiation through <u>Universal Design for Learning</u></p>	
<p>UDL Indicator</p> <ul style="list-style-type: none"> Consideration 7.4 Address biases, threats, and distractions 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> Before starting the novel, acknowledge the potentially threatening experiences caused by the text’s use of racial slurs, ableist terms, and misogynistic language. Co-create a firm, predictable classroom policy for how the class will handle this language to ensure no students feel threatened by this language. Both of the nonfiction articles (one published in 2002 and one in 2012)

	<p>suggested for the seminar discussion use the R-word when referring to people with intellectual disabilities. Explain to students that the word is considered extremely offensive and outdated and that The New York Times stopped using it in 2013, although it's important to note there was a movement to end the use of this word long before the Times changed its style guide.</p> <ul style="list-style-type: none"> Remind students that the story is set in the 1930s and that characters often depict biases present at that time. Prompt students to recognize characters as vehicles for Steinbeck's critique of a predatory society, rather than endorsements of a prejudiced worldview.
<p>UDL Indicator</p> <ul style="list-style-type: none"> Consideration 9.2 Develop awareness of self and others 	<p>Teacher Actions</p> <ul style="list-style-type: none"> Provide differentiated ways for students to process their frustration or anger regarding the injustices characters like Crooks and Lennie face, such as such as private reflections or individual writing prompts. Use Steinbeck's "Letter to Claire Luce" to help students recognize the gap between the deficit labels placed on characters and their internal emotional realities. Encourage similar perspective-taking to recognize the emotional realities and inherent worth of other characters, as well as other people students encounter.
<p>Supporting Multilingual/English Learners</p>	
<p>Related <u>CELP standards:</u></p> <ul style="list-style-type: none"> 9-12.1: Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> Level 1: I can identify a few key words and phrases related to George's or Lennie's actions or the physical setting in a short section of text. Level 2: I can identify the main event of a short section (such as Curly's fight with Lennie) and retell a few details about how characters like Lennie or Candy react to their environment. Level 3: I can determine a specific character's perspective (such as Curley's wife's loneliness) in a short section of text and explain how that perspective is revealed through specific dialogue or imagery. Level 4: I can determine multiple perspectives on power (such as Lennie's innocence versus Curley's aggression) and analyze how these interactions develop throughout a chapter, citing specific textual evidence to support my analysis. Level 5: I can determine central themes regarding social hierarchies and environmental influences and analyze how these themes are developed across the text, citing specific details to fully support my analysis.

Unit 1: Of Mice and Men

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	<p>Video: “Okies During the Great Depression”</p> <p>Photos: Migrant worker... Migrant Mother... Drought refugees...</p> <p>Text: “Harvest Gypsies”</p>	<ul style="list-style-type: none"> I can compare depictions of migrant workers in a video and various photographs by Dorothea Lange, noting the similarities in their representations. 	<ul style="list-style-type: none"> Migratory Ostracize Destitute 	<ul style="list-style-type: none"> Migrant Workers Great Depression Dust Bowl
2	<i>Of Mice and Men</i> , pp. 1–3	<ul style="list-style-type: none"> I can explain how setting and characterization establish the mood in <i>Of Mice and Men</i>. 	<ul style="list-style-type: none"> Serene Unsettled 	<ul style="list-style-type: none"> Mood Connotation Characterization
3	<i>Of Mice and Men</i> , pp. 4–16	<ul style="list-style-type: none"> I can analyze how Steinbeck develops the reader's understanding of the relationship between Lennie and George. 	<ul style="list-style-type: none"> Morose Imperious 	<ul style="list-style-type: none"> Tone Dynamic characters Static characters
4	<i>Of Mice and Men</i> , pp. 17–37	<ul style="list-style-type: none"> I can analyze how Steinbeck develops social hierarchies on the ranch that foreshadow conflict in the story. 	<ul style="list-style-type: none"> Pugnacious Derogatory Hierarchy 	<ul style="list-style-type: none"> Foreshadowing
5	<i>Writing Lesson/CFA</i>	<ul style="list-style-type: none"> I can support a claim using evidence to analyze social hierarchies on the ranch. 		
6	<i>Of Mice and Men</i> , pp. 38–65	<ul style="list-style-type: none"> I can analyze how Steinbeck develops characters and explain what characters' actions and beliefs can reveal about human nature. 	<ul style="list-style-type: none"> Reprehensible Bemused Cower 	
7	<i>Of Mice and Men</i> , pp. 66–76	<ul style="list-style-type: none"> I can analyze the character of Crooks through the lenses of racism, loneliness, and power. 	<ul style="list-style-type: none"> Disarming Aloof Meager 	<ul style="list-style-type: none"> Sympathetic character
8	<i>Of Mice and Men</i> , pp. 77–83	<ul style="list-style-type: none"> I can analyze the character of Curley's wife through the lenses of sexism, loneliness, and power. 	<ul style="list-style-type: none"> Contemptuous Scornful 	<ul style="list-style-type: none"> Sympathetic character

	“John Steinbeck's Letter to Claire Luce”			
9	Writing Lesson/CFA	<ul style="list-style-type: none"> I can support a claim about how characters respond to their social status on the ranch. 		
10	<i>Of Mice and Men</i> , pp. 84-93	<ul style="list-style-type: none"> I can analyze how Steinbeck has used foreshadowing to develop tension leading up to the story's climax. 	<ul style="list-style-type: none"> Woe Jeer 	<ul style="list-style-type: none"> Foreshadowing Climax
11	<i>Of Mice and Men</i> , pp. 93-107	<ul style="list-style-type: none"> I can analyze how Steinbeck shapes the reader's perception of Lennie's murder through setting, tone, and mood. 	<ul style="list-style-type: none"> Belligerent Monotonous 	<ul style="list-style-type: none"> Mood Tone Sympathetic character
12	To a Mouse	<ul style="list-style-type: none"> I can analyze the Robert Burns poem "To a Mouse" and draw conclusions about why Steinbeck chose a line from this poem for the title of his novel. I can explain how OMAM and “To a Mouse” both represent characteristics of naturalist literature. 		<ul style="list-style-type: none"> Naturalism Social Darwinism
13	"Supreme Court Denies Stay of Execution..." "Supreme Court Bars Executing..."	<ul style="list-style-type: none"> I can explain what the Atkins v. Virginia decision and the case of Marvin Wilson reveal about perceptions of culpability in the criminal justice system. 	<ul style="list-style-type: none"> Culpable 	
14	Seminar	<ul style="list-style-type: none"> I can engage effectively in a seminar discussion to explore the relationships between culpability, power, and justice. I can build on the ideas of my peers and support my claims with relevant textual evidence. 		
15	Assess (flex)			
16	Summative Writing	<ul style="list-style-type: none"> I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.. I can draft complete body paragraphs for my summative essay. 		
17	Summative Writing	<ul style="list-style-type: none"> I can write an introduction and brief conclusion to the draft of my essay. I can revise my writing based on feedback from my peers and/or teacher 		
18	Flex			

19	Flex			
20	PSAT Benchmark			

Unit 2: Kindred

Overview

Relevant Standards: **Bold indicates priority**

Reading Literature

- RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Writing

- W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Overview

Following the study of social hierarchies in the 1930s, students turn to Octavia Butler's *Kindred* to examine the psychological and physical legacies of systemic oppression. Through the lens of speculative fiction, students will analyze how Butler uses time-travel to collapse the distance between the present and the Antebellum South, and examine how characters are both tied together by a shared history of trauma, race, and gender. Students will also study Philip Zimbardo's Stanford Prison experiment to examine the power of situational and systemic forces on individual's, using this lens to track character development in the novel.

Essential Question(s):

- Can we ever truly understand the past? Can we ever truly understand each other?
- Are we products of our environment, or can we overcome our surroundings?
- Are systems, situations, or individuals responsible for evil and injustice?
- How and why do stories change over time?

Enduring Understanding(s):

- **Literary:** Butler's use of time travel is both thematically and technically significant. Butler uses this narrative structure in order to help modern readers understand the physical and psychological oppression of slavery, to explore/critique the lasting impact of slavery on the present, and to reconcile with a legacy of intergenerational trauma. Technically, her use of time travel creates tension, conflict, and uncertainty for both characters and readers.
- **Contextual:** Although we may like to think we would have acted differently in darker moments of history, situational and systemic forces deeply influence individual choices and behaviors. Dana and Kevin make individual choices to resist, but they also grow accustomed to the norms of the Antebellum South and make significant compromises to survive. Despite Dana's efforts to influence Rufus' character from an early age, he (like his father) remains a product of his times.
- **Thematic:** Butler suggests that Americans, Black and White, past and present, are both inextricably linked and perpetually distant. Dana is tied to the characters on the Wayland plantation, either through common ancestry or by the oppressive system of chattel slavery, but remains distinct from others on the plantation due to the knowledge and customs she carries with her from the present. Dana is connected to her husband, Kevin, through marriage and a shared experience of the present, but the two often struggle to fully understand how race impacts each other's experiences.

Demonstration of Learning:

Summative Writing Prompts

- Consider Butler's use of time travel. How does this structural choice allow Butler to comment on the relationship between past and present? You might consider whether Butler would agree with any of the quotes below:
 - "The past is never dead. It's not even past." - William Faulkner
 - "The past is a foreign country: they do things differently there." - L.P. Hartley
 - "Being American is more than a pride we inherit, / it's the past we step into / and how we repair it." - Amanda Gorman
- Reread the preface to Zimbardo's *The Lucifer Effect*. Summarize his argument about evil and injustice, and explain whether or not Octavia Butler would agree with his claims. Use one or more characters from *Kindred* to support your argument.
- To what extent can we truly understand the lived experiences of someone different from ourselves? Choose a pair of characters and consider how their understanding of each other is impacted by time, race, and/or gender. Possible pairings might include: Dana/Kevin, Dana/Rufus, Dana/Alice, Rufus/Kevin

Connections to Prior Units:

Connections to Future Units:

<ul style="list-style-type: none"> • Students will have previously studied a prominent slave narrative, <i>Narrative of the Life of Frederick Douglass</i>, in 7th grade. In doing so, they will have considered the dehumanizing effects of slavery, relationship between legal and personal freedom, and the power of literacy/education. • Students will have previously studied a variety of speculative fiction, including <i>The Giver</i> in 6th grade, a collection of science fiction short stories in 8th grade, <i>Frankenstein</i> in 8th grade. • Students will have studied a variety of parallel, episodic, or nonlinear narratives such as <i>Refugee</i> in 6th grade, <i>Uprising</i> in 7th grade, <i>Frankenstein</i> in 8th grade, and <i>In the Time of the Butterflies</i> in 9th grade. These reading experiences will prepare students for the temporal shifts in <i>Kindred</i>. • Students will have previously considered the ways in which modern authors recreate historical events, including the limitations and difficulties of doing so, when studying <i>Uprising</i> in 7th grade and <i>In the Time of the Butterflies</i> in 9th grade. • Students will have explored questions surrounding human nature, good, and evil throughout 8th grade. They will have specifically examined how individuals are shaped by oppressive situations, and how they respond, when reading <i>Night</i>, by Eli Wiesel. 	<ul style="list-style-type: none"> • Students will study science fiction more directly when reading <i>Fahrenheit 451</i> later in this course, moving into more heavily speculative genres. • Students will again encounter a protagonist who resists an oppressive society later in the course when studying <i>Fahrenheit 451</i>. This progression allows students to compare the subtle and intellectual acts of resistance taken by both Dana and Montag. • Students will again encounter an African American, female protagonist navigating unique challenges posed by racism and sexism in society when reading <i>Their Eyes Were Watching God</i> (11th). Whereas Dana’s story is one of survival, Janie’s is one of self discovery and empowerment.
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • Quarter 2
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none"> • Kindred • Strategies for Addressing Racist and Dehumanizing Language
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may view time travel as a sci-fi plot device without recognizing its thematic significance in highlighting similarities and differences between the past and the present. • Students often believe they would easily resist the norms of the Antebellum South and judge Dana or Kevin for "assimilating" without regarding the situational and systemic forces at play. They may likewise fail to appreciate the courage, agency, and strength Butler sought to reveal in her novel.

Differentiation through *Universal Design for Learning*

UDL Indicator

- Consideration 3.2 Highlight and explore patterns, critical features, big ideas, and relationships

Teacher Actions:

- Consider creating a chart to track Dana’s age next to Rufus’s age. Use this visual pattern to explicitly highlight the novel’s big idea: Rufus is constantly aging and absorbing the racist norms of his environment, while Dana is popping in and out.
- Give students a specific annotation task like underlining the physical symptoms Dana experiences right before she travels. Highlighting this repeated structural pattern helps struggling readers easily identify exactly when and why the setting is about to shift without getting lost in the text.

UDL Indicator

- Consideration 7.2 Optimize relevance, value, and authenticity

Teacher Actions

- When pairing *Kindred* with Philip Zimbardo’s *The Lucifer Effect*, ask students to identify contemporary, real-world examples of "situational forces." Return to any particularly relevant or powerful examples throughout the unit to help students evaluate whether Rufus is a product of his environment or a willing participant in evil.
- Prompt students to reflect on scenarios in their own world where two people experience the same event completely differently due to their identities. This might include journaling about a time they went through an intense personal experience, or an experience uniquely tied to their identity, that they tried to explain to someone close to them who struggled to understand or appreciate their experience. Use that personal reflection as a bridge to analyze the distances between characters, such as Dana and Kevin.

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence.

Learning Targets:

- Level 1: I can express an opinion about whether Rufus is a "bad" person or a victim of his time using a few simple words and sentence frames.
- Level 2: I can use sentence frames to construct a claim about whether situational forces or individual choice caused a character's actions, and provide a reason to support my opinion.
- Level 3: I can construct a claim regarding how systems of power force individuals like Kevin or Dana to change their behavior, provide evidence from the text, and identify an opposing argument about individual agency.

- Level 4: I can construct a claim about Butler’s views on situational forces, provide logically ordered evidence from the text, and address a counterclaim to strengthen my argument.
- Level 5: I can construct a substantive claim regarding the thematic essential question of injustice, provide compelling textual evidence to support my analysis, and logically refute a counterclaim within a formal essay structure.

Unit 2: Kindred

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Preface to The Lucifer Effect , Zimbardo Prologue, pp 9-11	<ul style="list-style-type: none"> I can determine Philip Zimbardo's claims regarding human behavior and explain how they are shaped by his personal experiences I can analyze how Butler's manipulation of time creates mystery and tension in the prologue to Kindred. 	<ul style="list-style-type: none"> Intermittently Depraved Dehumanization 	<ul style="list-style-type: none"> Abu Ghraib Stanford Prison Experiment Tension Suspense
2	The River, pp. 12-17 Frederick Douglass Opening	<ul style="list-style-type: none"> I can compare Dana and Kevin's reactions to her first experience of time travel. I can compare the opening of Kindred to the conventions of traditional slave narratives. 	<ul style="list-style-type: none"> Recede Refuge Indignant 	<ul style="list-style-type: none"> Characteristics of Slave Narratives
3	The Fire, pp. 18-33	<ul style="list-style-type: none"> I can explain how Dana's second experience of time travel impacts her understanding of the past. I can compare Dana's relationship to Kevin with her relationship to Rufus. (RL.9-10.3) 	<ul style="list-style-type: none"> Anachronistic Tentative 	<ul style="list-style-type: none"> Antebellum South 1970's America
4	The Fire, pp. 33-51	<ul style="list-style-type: none"> I can explain how Dana's second experience of time travel differs critically from her first. I can explain how Butler's use of time travel impacts both Dana and the reader. 	<ul style="list-style-type: none"> Visceral Parasite 	<ul style="list-style-type: none"> Tension Suspense
5	CFA/Writing Lesson	<ul style="list-style-type: none"> I can evaluate Butler's use of time travel to create uncertainty, tension, or suspense. 		<ul style="list-style-type: none"> Tension Suspense
6	The Fall, pp. 52-80	<ul style="list-style-type: none"> I can explain how Butler uses time travel to comment on the present. 	<ul style="list-style-type: none"> Candor Leer Tactless 	
7	The Fall, pp. 81-107	<ul style="list-style-type: none"> I can evaluate the power of environmental influences in Kindred. I can compare the significance of literacy in traditional slave narratives and Kindred. 	<ul style="list-style-type: none"> Moral/immoral Acclimatize Subversive 	

8	The Fight, pp. 108-125	<ul style="list-style-type: none"> • I can explain how Butler uses time travel and flashbacks to comment on the present. • I can evaluate Dana's attempts to shield Rufus from the influence of his environment. 	<ul style="list-style-type: none"> • Petulant • Pompous • Vindictive 	<ul style="list-style-type: none"> • Flashback • Internalized Racism
9	The Fight, pp. 126-148	<ul style="list-style-type: none"> • I can explain how Butler uses time travel and flashbacks to comment on the present and human nature. 	<ul style="list-style-type: none"> • Incremental 	
10	The Fight, pp. 148-188	<ul style="list-style-type: none"> • I can compare the psychological impact of slavery on both Dana and Alice. • I can describe individual and collective acts of resistance on the Weylin plantation. 	<ul style="list-style-type: none"> • Apprehension • Erratic 	
11	CFA/Writing Lesson	<ul style="list-style-type: none"> • I can evaluate the extent to which Dana, Kevin, or Rufus are influenced by their environment. 		
12	The Storm, pp. 189-212	<ul style="list-style-type: none"> • I can explain Dana's confusing feelings about her time on the Weylin plantation and how it affects her perception of herself. • I can explain how Dana and Kevin's relationship in the present has been affected by their 5 year time apart in the past. 	<ul style="list-style-type: none"> • Contemptuous 	
13	The Storm, pp. 213-239	<ul style="list-style-type: none"> • I can evaluate the extent to which Rufus is a product of his environment. • I can analyze Dana's conflicted relationship within the enslaved community on the Weylin plantation. 	<ul style="list-style-type: none"> • Impudent 	
14	The Rope, pp. 240-261	<ul style="list-style-type: none"> • I can compare/contrast Alice's choices with Dana's in light of their differing circumstances. 		
15	Epilogue, pp. 262-265 Seminar Discussion	<ul style="list-style-type: none"> • I can engage effectively in a seminar discussion to determine how both the epilogue, and the novel as a whole, comment on the relationship between past and present. • I can build on the ideas of my peers and support my claims with relevant textual evidence from both the epilogue and the novel as a whole. 		<ul style="list-style-type: none"> • Epilogue
16	Assessment (flex)			

17	Summative Writing	<ul style="list-style-type: none"> • I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.. • I can draft complete body paragraphs for my summative essay. 		
18	Summative Writing	<ul style="list-style-type: none"> • I can write an introduction and brief conclusion to the draft of my essay. • I can revise my writing based on feedback from my peers and/or teacher 		
19	Flex	<ul style="list-style-type: none"> • 		
20	Flex	<ul style="list-style-type: none"> • 		

Unit 3: Fahrenheit 451

Overview

Relevant Standards: **Bold indicates priority**

Reading Literature

- RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Writing

- W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant, sufficient evidence.
- W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

- SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Language

- L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Overview

In the third unit, students examine the suppression of individual thought in Ray Bradbury's dystopian novel *Fahrenheit 451*. Building on the themes of environmental and systemic forces studied in *Kindred*, students will analyze how the subtle mechanisms of distraction, pleasure, and technological overreliance can lead a populace to willingly participate in its own intellectual decline. Students will deconstruct Bradbury's use of sensory imagery and character foils to recognize his warnings regarding the influence of technology, before connecting those critiques to modern voices concerned about the influence of technology today.

Essential Question(s):

- What is the importance of books and literacy to a society? Is censorship, in any form, justified?
- Is technology ultimately a blessing or a curse? Is it a benefit or a threat to society?
- What are the implications of a society that values conformity over individuality? How can an individual challenge the status quo?

Enduring Understanding(s):

- Contextual: While technology can dramatically improve one's quality of life in many ways, Bradbury argues that an overreliance on technology erodes genuine human connection, empathy, and individuality. Many writers today raise similar concerns about our current digital landscape, suggesting that modern screens, social media algorithms, and other technological developments are damaging our ability to think deeply, confront the complexities of human experience, and resist the homogenization of human thought.
- Thematic: Societies that prioritize conformity and suppress individual thought often do so through subtle mechanisms of distraction and pleasure rather than overt force, creating a populace that willingly participates in its own intellectual imprisonment by avoiding difficult ideas. Although Bradbury demonstrates how passive neglect can be as damaging as overt censorship, Montag's transformation from a destroyer of knowledge to a preserver of wisdom represents humanity's potential for renewal and ultimate desire for truth.
- Literary: Bradbury uses imagery, figurative language, and characterization to convey his warnings about a society defined by technological overreliance and forced conformity. Character foils and sensory imagery emphasize a contrast between the warmth of the natural world and the cold, mechanical, and inhuman world Montag inhabits, while evolving symbolism of fire represents a shift from destruction to renewal and possible rebirth.

Demonstration of Learning:

Summative Writing Prompts


- Analyze how Bradbury uses imagery, symbolism, or specific characters to develop his critique of society. In your response, be sure to explain how these craft choices reveal Bradbury's larger purpose in writing his dystopian novel.
- Argue whether or not Bradbury's vision of the impact of technology on society has come true. Choose two aspects of the society in Fahrenheit 451 and compare them to contemporary society. Use evidence from the text and at least two nonfiction articles to support your argument. Be sure to focus on Bradbury's critiques and claims, rather than literal connections regarding technological advancement or tools.
- Who is most responsible for the intellectual decline of the society in Fahrenheit 451? In a well-developed essay, argue whether the government's authority, the influence of technology, or the citizens' own avoidance of difficult ideas is the primary cause of their intellectual decline.

Connections to Prior Units:

- Students will have previously explored conventions of dystopian literature in *The Giver* (6th) and examined a variety of short science fiction as commentary on society (8th) including stories by Bradbury.
- Students will have previously studied how language and access to information can be used to control a population when reading *Animal Farm* in 8th grade. They can compare the rhetorical appeals and the use of propaganda by the pigs to the more subtle mechanisms of

Connections to Future Units:

- Students will connect Bradbury's warning about "technological overreliance" eroding human connection to Chris McCandless's literal rejection of modern technology and society in 11th grade. When studying *Into the Wild*, students will again compare historical and contemporary perspectives surrounding the natural world.

<p>distracted and pleasure Bradbury describes.</p> <ul style="list-style-type: none"> Students will have previously encountered acts of resistance challenging an oppressive status quo in <i>Butterflies</i> (9th) and earlier in the course when studying <i>Kindred</i>. Students can expand their understanding of resistance from the physical and political rebellion of the Mirabal sisters to the intellectual resistance of Dana and Montag. 	
<p>Family Overview (link below)</p>	<p>Pacing for Unit</p>
	<ul style="list-style-type: none"> Quarter 3
<p>Integration of Technology:</p>	<p>Aligned Unit Materials, Resources, and Technology:</p>
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none">  Fahrenheit 451
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Students may view either the government or technology itself as the primary “villain” of the story, without considering the degree to which the choices of individual citizens contribute to the dystopian society depicted in the novel. Ultimately, students will make their own determination regarding the degree to which each of these is responsible, but should wrestle with all three perspectives. Students may focus on whether Bradbury’s specific technological imaginings literally came to pass (wall tvs, mechanical hounds, etc) rather than focusing on his warnings regarding the impact of such technological advances on both individuals and society as a whole.
<p>Differentiation through <i>Universal Design for Learning</i></p>	
<p>UDL Indicator</p> <ul style="list-style-type: none"> Consideration 7.2 Optimize relevance, value, and authenticity 	<p>Teacher Actions</p> <ul style="list-style-type: none"> Have students track their own technology use for 24 hours. Use these personal data points to authentically evaluate Montag’s society, shifting the text from speculative fiction to a critique of their lived reality. Connect the "Allegory of the Cave" and Vonnegut’s letter to modern debates over book bans or "shadow-banning" on social media. Task students with arguing whether society is currently moving toward Bradbury's vision of intellectual decline, and whether government authority, personal choices, or something else is to blame..

Supporting Multilingual/English Learners

Related CELP standards:

- 9-12.2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Learning Targets:

- Level 1: I can respond verbally and nonverbally to simple yes/no and "wh-" questions about characters and their situations.
- Level 2: I can present basic information about the characters and society in Fahrenheit 451 and respond to wh questions using academic vocabulary.
- Level 3: I can express my own ideas about character's actions or the impact of technology, and ask relevant questions to my peers during class discussions.
- Level 4: I can express my own ideas about how characters resist/submit to systemic control, support my points with evidence from the text, and build on the ideas of my classmates to deepen the conversation.
- Level 5: I can persuasively express my own ideas about the impacts of technology on society, supporting my points with specific evidence, and asking questions that probe the thinking of my classmates

Unit 3: Fahrenheit 451

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Allegory of the Cave , by Plato "Plato's Allegory of the Cave" , Video Ted-Ed	<ul style="list-style-type: none"> I can analyze how Plato uses symbolism to convey ideas about ignorance and knowledge. 		<ul style="list-style-type: none"> Allegory Symbol
2.	"The Pedestrian"	<ul style="list-style-type: none"> I can analyze how Bradbury uses characterization and imagery to convey his central message about technology in the short story "The Pedestrian." 	<ul style="list-style-type: none"> Ceaseless Pedestrian Regressive 	<ul style="list-style-type: none"> Characterization Imagery
3	Fahrenheit 451, pp 1-7	<ul style="list-style-type: none"> I can analyze how Bradbury uses characterization of Montag and Clarisse to introduce larger ideas about this society. 	<ul style="list-style-type: none"> Venomous Gorge 	<ul style="list-style-type: none"> Dystopia
4	Fahrenheit 451, pp 8-28	<ul style="list-style-type: none"> I can analyze how the characterization of Mildred introduces Bradbury's theme of technology. 	<ul style="list-style-type: none"> Pulverize Conjure 	
5	CFA: Mildred and Clarisse as foils	<ul style="list-style-type: none"> I can explain how and why Bradbury uses both Mildred and Clarisse as foils in Montag's life. 		<ul style="list-style-type: none"> Foil
6	Fahrenheit 451, pp 29-49	<ul style="list-style-type: none"> I can analyze how events and descriptive details show a development in Montag's character. 	<ul style="list-style-type: none"> Odious Probing Proclivity 	<ul style="list-style-type: none"> Allusion
7	Fahrenheit 451, pp 50-65	<ul style="list-style-type: none"> I can identify the main arguments about communication, censorship, and happiness in Beatty's speech and what his ideas reveal about his character. 	<ul style="list-style-type: none"> Censor Passive Apathetic 	
8	"I Am Very Real"	<ul style="list-style-type: none"> I can analyze how Vonnegut uses rhetorical appeals to advance his central argument on censorship. 	<ul style="list-style-type: none"> Consigned Coarse 	<ul style="list-style-type: none"> Ethos Pathos Logos
9	CFA: Agree w/Beatty's claims	<ul style="list-style-type: none"> I can evaluate Beatty's claims regarding who is ultimately responsible for the censorship of the society in Fahrenheit 451. 		
10	Fahrenheit 451,	<ul style="list-style-type: none"> I can analyze how Bradbury uses imagery and figurative 	<ul style="list-style-type: none"> Insidious 	<ul style="list-style-type: none"> Imagery

	pp 67-89	language to characterize Faber and his relationship with Montag.	<ul style="list-style-type: none"> ● Contemptable ● Perish 	<ul style="list-style-type: none"> ● Figurative Language
11	Fahrenheit 451, pp 89-106	<ul style="list-style-type: none"> ● I can analyze how two key scenes reveal Montag's dual personality at the end of Part 2. 	<ul style="list-style-type: none"> ● Ruinous ● Displace ● Beatific 	
12	Fahrenheit 451 pp 106-130	<ul style="list-style-type: none"> ● I can analyze Montag's thoughts, feelings, and behavior during the climatic scenes in the novel. 	<ul style="list-style-type: none"> ● Perpetual ● Anesthetized ● Obscure 	<ul style="list-style-type: none"> ● Anti-hero
13	Fahrenheit 451, pp 130-148	<ul style="list-style-type: none"> ● I can analyze how Bradbury uses symbolism and imagery to convey important ideas 	<ul style="list-style-type: none"> ● Incite ● Incriminate 	
14	Fahrenheit 451, pp 148-158	<ul style="list-style-type: none"> ● I can analyze how the imagery and symbolism Bradbury uses at the end of the novel contribute to important themes. 	<ul style="list-style-type: none"> ● Flourish ● Desolate 	<ul style="list-style-type: none"> ● Tree of Ecclesiastes ● Symbolism ● Imagery
15	Suggested Texts: "The Way We Read" "Screen Time Up" "Social media and Mental health."	<ul style="list-style-type: none"> ● I can engage effectively in a seminar discussion to evaluate Bradbury's warnings regarding technology in light of modern developments. ● I can build on the ideas of my peers and support my claims with relevant textual evidence from both the novel and recent nonfiction articles. 		
16	Assessment (Flex)			
17	Summative Writing	<ul style="list-style-type: none"> ● I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.. ● I can draft complete body paragraphs for my summative essay. 		
18	Summative Writing	<ul style="list-style-type: none"> ● I can write an introduction and brief conclusion to the draft of my essay. ● I can revise my writing based on feedback from my peers and/or teacher 		
19	Summative Writing	<ul style="list-style-type: none"> ● Finalize essay through revision and editing process 		
20	Flex			
21	Flex			

Unit 4: Capstone

Overview

Relevant Standards: **Bold indicates priority**

Reading

- RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.**
- **RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

Writing

- W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

- SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Overview

In this culminating unit, teachers are encouraged to design units and lessons that conclude students' yearlong examination of power in society. These lessons should draw upon the knowledge and skills students have gained over the course of the year and push them to apply their learning to new content, historical contexts, and texts. Activities may include research projects, books circles, or additional whole class texts of the teachers choosing that are thematically or contextually related to others studied over the course of the year.

Essential Question(s):

<ul style="list-style-type: none"> • How are our choices, both good and bad, shaped by the setting/environment (time and place) in which we exist? • How do we as individuals shape society versus how much are we shaped by society's norms? • In what ways can individuals fight a corrupt or unjust system? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> • The relationship between individuals and society is a continuous, reciprocal cycle. Environmental contexts and cultural norms shape the boundaries of human choice and deeply influence human behavior, but individuals, including those marginalized by the system, also possess the agency to challenge and reshape those very structures through resistance and collective action. 	
Demonstration of Learning:	
Summative Writing Prompts <ul style="list-style-type: none"> • To be designed by teachers, based on the specific content of their capstone unit. 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • Students will have completed similar capstone units in grades 6-10, although the specific texts and experiences will have varied by teacher. • Texts and lessons should focus on drawing connections to prior texts throughout the unit. 	<ul style="list-style-type: none"> • Students will complete similar capstone units in grade 12, although the specific texts and experiences will vary by teacher.
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • Quarter 4
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none"> • Fostering Civil Discourse
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • Students will have studied mass culture, consumption, and social divisions (traditional vs. modern) of the 1920s in Modern American History the prior year in 10th grade. • 	<ul style="list-style-type: none"> • Students may view the year's reading as a series of random, disconnected stories rather than a unified exploration of similar themes. Teachers must actively guide students to synthesize how different authors across different time periods tackled the shared concepts of American values and their relevance to citizens' lives.

Differentiation through *Universal Design for Learning*

UDL Indicator

- UDL Indicator: Checkpoint 3.4 Maximize transfer and generalization

Teacher Actions:

- Have students build a year-end thematic chart or concept map that explicitly traces how power and environmental influence evolve across multiple anchor texts before introducing a new text
- Require students to apply a specific analytical tool mastered earlier in the year to their independent Capstone texts. For example, students might use Zimbardo’s framework from Unit 2 or The Allegory of the Cave from Unit 3 to evaluate the power dynamics within their self-selected research topics or newly encountered fictional texts.
- Prompt students to take one of the course’s overarching essential questions, and answer it by examining a contemporary real-world issue. This requires students to transfer their analysis of fictional "outcasts" (like Dana or Montag) to their own lived reality, connecting literary themes to modern systemic challenges.

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.5: conduct research and evaluate and communicate findings to answer questions or solve problems.

Learning Targets:

- Level 1: I can gather information from a few provided sources and label key facts about social norms or resisting injustice.
- Level 2: I can gather information from provided sources and summarize what it says about social norms or resisting injustice.
- Level 3: I can gather information from multiple sources and paraphrase key details to answer a question about social norms or resisting injustice.
- Level 4: I can gather and synthesize information from multiple sources into an organized report answering an essential question about social norms and power.
- Level 5: I can analyze and synthesize information from multiple credible sources into a clearly organized text that thoroughly answers an essential question about social norms or fighting injustice.

Standard Matrix	Unit 1: Of Mice and Men	Unit 2: Kindred	Unit 3: Fahrenheit 451	Unit 4: Capstone
Language				
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	S	S	S	S
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	S	S	S	S
L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	S	S	S	
L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	S	S	S	
L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	S	S	P	
L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	P	P	P	
Reading Informational Texts				
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	S	S	S	S
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details;	S	S	P	S

provide an objective summary of the text.				
RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	S		S	
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	S	S	S	S
RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	S	S	P	
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.			S	
RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.				
RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.			S	
RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance.	S			
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	S	S	S	S
Reading Literature				
RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P	P	P	P
RL.9-10.2 Determine a theme or central idea of a text and	P	P	P	P

analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text				
RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	P	P	P	S
RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	S	S	P	S
RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	P	P	P	S
RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.				
RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	S			
RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		S	S	
RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	S	S	S	S
Speaking and Listening				

SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	P	P	P	S
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	S	S	S	P
SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	S	S	S	S
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	P	P	P	S
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)	S	S	S	S
Writing				
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	P	P	P	S
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	P	P	P	S
W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	P	P	P	S
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	P	P	P	S
W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	S	S	S	S
W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				P
W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.				P
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	P	P	P	P
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	S	S	S	S

Course Title:	Content Area:	Grade Level:	Credit (if applicable)
English 1	ELA	9th	1.0
Course Description:			
<p>In English 1, students explore human agency by studying characters navigating the tension between individual choices and powerful external forces, such as societal constraints, family obligations, and oppressive political regimes. Students build their literary knowledge by reading a diverse range of texts, including contemporary fiction, classic drama, and historical fiction, which provide rich opportunities to analyze authorial choices, narrative structures, and subjective perspectives. By examining varied historical contexts, from Elizabethan views on fate to the Trujillo dictatorship in the Dominican Republic, students build knowledge about the world while continually refining their academic writing skills through embedded explanatory and argumentative lessons.</p>			
Aligned Core Resources:		Connection to the <i>BPS Vision of the Graduate</i>	
<p>Romeo and Juliet, by William Shakespeare The Curious Incident of the Dog in the Night Time, by Mark Haddon In the Time of the butterflies, by Julia Alvarez</p>		<p>COMMUNICATION</p> <ul style="list-style-type: none"> Articulates thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade). <p>EMPATHY</p> <ul style="list-style-type: none"> Demonstrating understanding of others perspectives and needs Listen with an open mind to understand others' situations. 	
Knowledge/Skill Dependent courses/Prerequisites:		Link to <i>Completed Equity Audit</i>	
None		<ul style="list-style-type: none"> 9ELA Equity Curriculum Review 	
Unit Links			
<p>Unit 1: The Curious Incident of the Dog in the Night Time Unit 2: Romeo and Juliet Unit 3: In The Time of the Butterflies Unit 4: Capstone</p>			

Unit 1: The Curious Incident of the Dog in the Night Time

Overview

Relevant Standards: **Bold indicates priority**

Reading: Literature

- **RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **RL.9-10.6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Writing

- **W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

- **SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **SL.9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Overview

In this unit, students begin a yearlong exploration of human agency by reading Mark Haddon's *The Curious Incident of the Dog in the Night-Time*. As they read, students examine the complex trade-offs of human resilience and coping mechanisms. Students will analyze how Christopher and his parents navigate a chaotic world, exploring how their strategies for imposing order serve as both vital survival tools and profound barriers to connection. Students will also deconstruct Haddon's craft, examining how his unconventional sentence structures, visual text elements, and use of an unreliable, first-person narrator structurally reinforce the novel's themes of isolation and subjectivity.

Essential Question(s):

- To what extent can we ever truly understand the people around us?
- What happens when our desire for order clashes with a chaotic world?
- Can our greatest challenges also be our greatest strengths?

Enduring Understanding(s):

- Literary: A person’s perspective is their unique view of the world, but it is not always fully reliable. Mark Haddon’s use of sentence structure, word choice, and unconventional text elements create a distinctive voice for Christopher’s narration that helps us understand his unique perspective. However, elements of his character complicate the relationship between what is actually true, what Christopher chooses to share, and what the reader can infer about the “truth” of the text.
- Thematic: Haddon reveals that the unpredictability of the world does not always respond to our efforts to impose order and logic on it. Christopher and both of his parents often make desperate decisions to exert control over one another and the world around them, but these attempts often result in new complications rather than the measure of control the characters are trying to achieve.
- Contextual: Individuals develop a variety of coping mechanisms to overcome personal challenges. Christopher and his parents demonstrate how such strategies can be an incredible source of strength, but can also create new, unintended barriers to connection, self-understanding, and long term success.

Demonstration of Learning:

Summative Writing Prompts


- What choices does Haddon make to create a distinct narrator, and why? Identify at least two distinct choices Haddon makes as an author and explain how each contributes to a reader’s understanding of Christopher’s unique perspective.
- In what ways do various characters attempt to impose order on the world around them, and what are the consequences? Given those results, what comment might Haddon be making about our attempts to cope with an unpredictable world?
- Consider Mark Haddon’s own words about his novel: “People have said to me that it’s a desperately sad book and they wept most of the way through it. Other people say it’s charming and they kept laughing all the time. People say it has a sad ending; people say it has a happy ending. Because Christopher doesn’t force the reader to think one thing and another, I get many different reactions.” Explain whether you believe Haddon has written a novel with a happy ending, a sad ending, or a mixture of the two.

Connections to Prior Units:

- Students will have been introduced to the complexities of an unreliable, first-person narrator whose subjective, and sometimes limited, lens shapes the reader’s understanding of the plot when reading *Freak the Mighty* (6th) and *Frankenstein* (8th).
- Students will have considered how characters who are isolated due to their unique differences navigate the world and their communities

Connections to Future Units:

- Students will again encounter characters whose unique intellectual abilities or differences lead to social isolation and tragic misunderstandings when reading *Of Mice and Men* (10th).
- Students will continue to critically examine the limitations and ambiguities of a first-person point of view when evaluating Nick Carraway’s narration in *The Great Gatsby* (11th).

<p>when studying <i>Frankenstein</i> (8th) and <i>Freak the Mighty</i> (6th).</p> <ul style="list-style-type: none"> Students will have previously analyzed how an author makes unconventional stylistic and structural choices to construct a highly distinctive narrative voice that reflects a young protagonist's unique perspective when reading <i>The House on Mango Street</i> (7th). 	<ul style="list-style-type: none"> While studying <i>Into the Wild</i> (11th), students will encounter another protagonist whose rigid, uncompromising logic and unique worldview isolate him from his family and society.
<p>Family Overview (link below)</p>	<p>Pacing for Unit</p>
	<ul style="list-style-type: none"> Quarter 1
<p>Integration of Technology:</p>	<p>Aligned Unit Materials, Resources, and Technology:</p>
<ul style="list-style-type: none"> Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none">  Curious Incident
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Students will vary widely in their knowledge of and experience with autism. Some will have autistic family members, while others will only be familiar with media stereotypes. Students may rush to judge Christopher's parents without applying the same lens of "coping mechanisms" and recognizing that their decisions also stem from an inability to manage a chaotic reality, rather than ill will or moral failings. Students may oversimplify coping mechanisms as strictly adaptive or maladaptive. Teachers must push students to evaluate the complex trade-offs of these strategies, recognizing that a vital survival tool can simultaneously carry a profound, isolating cost.
<p>Differentiation through <i>Universal Design for Learning</i></p>	
<p>UDL Indicator</p> <ul style="list-style-type: none"> Consideration 7.2 Optimize relevance, value, and authenticity 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> Facilitate opportunities for students to share personal connections to autism or neurodivergence (such as experiences with family members or friends), while establishing strict norms for privacy, emotional safety, and voluntary disclosure. Connect Christopher's navigation of a chaotic world to real-life, age-appropriate challenges students face when entering new environments or dealing with unexpected changes.

UDL Indicator

- Consideration 9.2 Develop awareness of self and others

Teacher Actions

- Invite self-reflection by having students identify and share the specific routines, hobbies, or cultural practices they use to self-regulate in stressful situations.
- Provide scaffolds such as T-charts or guided checklists to help students evaluate the complex trade-offs of coping mechanisms, analyzing short-term relief versus long-term consequences.
- Assign narrative writing exercises where students adopt the point of view of neurotypical characters interacting with Christopher to explicitly practice perspective-taking and build social awareness. Potential opportunities include the policeman who finds Christopher at the start of the story, Christopher's father/mother at various points in the novel, or a train station bystander's confusion)

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.1: Construct meaning from oral presentations and literary and informational text through grade appropriate listening, reading, and viewing.

Learning Targets:

- Level 1: I can identify a few key words and phrases related to Christophers perspective or actions in a short section of text.
- Level 2: I can identify the main topic/event of a short section of text and retell a few details related to that event.
- Level 3: I can determine Christopher's perspective in a short section of text and explain how that perspective is revealed by specific details
- Level 4: I can determine multiple central ideas or perspectives, such as Christophers and his fathers, and analyze the development of those perspectives in a chapter or section of text, citing specific details and evidence to support my analysis.
- Level 5: I can determine central themes regarding human agency and subjectivity and analyze the development of these themes in particular sections of text, citing specific details and evidence to fully support my analysis

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Curious Incident, pp. 1-4 “What is Autism?”	<ul style="list-style-type: none"> I can analyze the narrative choices Mark Haddon makes to develop Christopher as a character. I can describe characteristics and potential stereotypes or myths surrounding Autism. 	<ul style="list-style-type: none"> perception precise curious 	<ul style="list-style-type: none"> Narrative vs story First person POV Unreliable narrator Autism Spectrum
2	Curious Incident, pp. 4-21 “Whom Can You Trust?”	<ul style="list-style-type: none"> I can examine the extent to which Christopher is an unreliable narrator. (pg 4-12) I can describe Christopher’s experiences with nonverbal and verbal communication. (pg 12-21) 	<ul style="list-style-type: none"> naïve digression 	<ul style="list-style-type: none"> Five types of unreliable narrators Idiom Metaphor
3	Curious Incident, pp. 22-48	<ul style="list-style-type: none"> I can explore the impact of Christopher’s digressions and unconventional narration on the story he is telling. (pg 22-32) I can analyze Christopher’s literal mindset and his initial attempts at detective work (pg 32-48) 	<ul style="list-style-type: none"> Impassive Unconventional 	<ul style="list-style-type: none"> Simple Sentences Non Sequitur Literal/Abstract Listing Footnote
4	Curious Incident, pp. 48-76	<ul style="list-style-type: none"> I can describe Christopher’s interaction with his father and the impact it has on him. (pg 48-61) I can explain how Christopher’s descriptions of interactions with others shape readers’ understanding of his self-concept. (pg 61-76) 	<ul style="list-style-type: none"> spectrum quirky intuition endeavor 	<ul style="list-style-type: none"> White lie Cognition Metacognition
5	Curious Incident, pp. 76-90	<ul style="list-style-type: none"> I can compare the scientific understanding of memory with Christopher’s perception of how his own memory works. (pg 76-88) I can analyze Christopher’s attempts to apply science and logic to human relationships. (pg 88-90) 		<ul style="list-style-type: none"> How Memory Works Emotions & Memory
6	CFA/Writing Lesson	<ul style="list-style-type: none"> I can select and analyze specific examples of word choice, sentence structure, or digressions in order to explain how Mark Haddon constructs Christopher’s distinct narrative voice. 		
7	Curious Incident, pp. 90-119	<ul style="list-style-type: none"> I can explore Christopher’s varying levels of awareness and attentiveness to his environment. (pg 90-102) 	<ul style="list-style-type: none"> disoriented discrepancy 	<ul style="list-style-type: none"> Epistolary novel

		<ul style="list-style-type: none"> I can explain the impact of Mother's letters on Christopher. (pg 102-119) 		
8	Curious Incident, pp. 119-144	<ul style="list-style-type: none"> I can analyze Haddon's choices to use scientific references. (pg 119-131) I can examine how Christopher relies on logic to tame his fear.(pg 131-144) 	<ul style="list-style-type: none"> ramifications negligible 	<ul style="list-style-type: none"> Theory of Mind The Smarties Test
9	Curious Incident, pp. 144-165 "Coping Mechanisms"	<ul style="list-style-type: none"> I can evaluate Christopher's use of coping mechanisms as he begins his journey. (pg 144-154) I can describe the contradictions that Haddon includes in Christopher's thoughts and actions. (pg 154-165) 	<ul style="list-style-type: none"> Adaptive Maladaptive 	<ul style="list-style-type: none"> Coping Mechanisms
10	Curious Incident, pp. 166-190	<ul style="list-style-type: none"> I can evaluate Christopher's use of coping mechanisms as he continues his journey. (pg 166-179) I can analyze the extent to which Christopher's strengths can successfully support him on his journey (pg 179-190) 	<ul style="list-style-type: none"> compensate wary oblivious Prudent 	<ul style="list-style-type: none"> Sensory Overload Run-on Sentences
11	CFA/Writing Lesson	<ul style="list-style-type: none"> I can develop a claim about the efficacy of Christopher's coping mechanisms I can use textual evidence to weigh both the strengths, and limitations of his attempts to cope with his environment 		
12	Curious Incident, pp. 190-213	<ul style="list-style-type: none"> I can examine elements of unreliability in Christopher's narrative. (pg 190-200) I can evaluate Christopher's ability to adapt to his new life in London. (200-213) 		<ul style="list-style-type: none"> Dialogue Tags Dramatic irony Unreliable narrator 1st-person narration
13	Curious Incident, pp. 213-226	<ul style="list-style-type: none"> I can compare the different ways that the adults in Christopher's life interact with him upon his return to Swindon. (pg 213-221) I can describe the extent to which Christopher and his parents change by the end of the novel. (pg 223-226) 		<ul style="list-style-type: none"> Appendix
14	Suggested Texts: How Autism Freed Me? Different Ways of Knowing	<ul style="list-style-type: none"> I can engage effectively in a seminar discussion to analyze the relationship between individual strengths and challenges. I can build on the ideas of my peers and support my claims with relevant textual evidence. 		

15	Assessment	<ul style="list-style-type: none"> • 		
16	Summative Writing	<ul style="list-style-type: none"> • I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.. • I can draft complete body paragraphs for my summative essay. 		
17	Summative Writing	<ul style="list-style-type: none"> • I can write an introduction and brief conclusion to the draft of my essay. • I can revise my writing based on feedback from my peers and/or teacher 		
18	Flex			
19	Flex			
20	SAT Benchmark			

Unit 2: Romeo and Juliet

Overview

Relevant Standards: **Bold indicates priority**

Reading: Literature

- **RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **RL.9-10.6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Writing

- **W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Language

- **L.9-10.3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- **L.9-10.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Speaking & Listening

- **SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **SL.9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Overview

In this unit, students study Shakespeare's *Romeo and Juliet* to examine the complex tensions between individual agency and the crushing weight of fate and social constraint. Students will analyze how the protagonists' impulsive choices interact with a volatile world of ancestral feuds and rigid family expectations to precipitate tragedy. Simultaneously, students will examine how Shakespeare's use of dramatic irony, foreshadowing, and motifs structurally reinforce the themes related to passion and inevitability.

Essential Question(s):

- Is a person's destiny determined by their individual choices?
- Do human passions need to be constrained?
- How much does the word choice matter?

Enduring Understanding(s):

- Shakespeare plays with language to layer different, and sometimes contradictory, meanings within the text. Through his use of verse and prose to distinguish between social classes, and his use of motifs like light and dark, Shakespeare creates a language that is both complex and accessible. By untangling this syntax, readers can reveal the playfulness of the text and see how word choice matters in defining character and conflict.
- Romeo and Juliet is not so much a love story, but a passion story in which emotions often rule. The protagonists tumble immediately and headlong into romantic passion, but they are surrounded by characters driven by equally intense, yet destructive, passions: Tybalt's anger, Lord Capulet's defense of power, and Mercutio's manic antics. The play suggests that human nature is often governed by unchecked emotion that leads to tragic consequences.
- Shakespeare reflects the Elizabethan worldview that fate is a powerful, inescapable force. While Romeo and Juliet attempt to make their own choices, their agency is constrained by social structures, the choices of others, and their own limited perspective. Through foreshadowing and dramatic irony, Shakespeare grants the audience insight that the characters lack, structurally reinforcing the protagonists' inability to escape a destiny already written.

Demonstration of Learning:

Summative Writing Prompts

- How does Shakespeare answer the thematic essential questions of this unit? Select one of the essential questions below and use evidence from the play to explain whether there is a clear answer by the end of the play, or whether Shakespeare presents both sides of the question without a clear answer.
 - Is a person's destiny determined by their individual choices?
 - Do human passions need to be constrained?
- How does Shakespeare use language to highlight the characters of Romeo and Juliet? You might consider the following speeches to analyze the motif of light and dark, or analyze other moments in the text where word choice has a significant impact:
 - Lord Montagues's speech about Romeo's behavior (1.1.134-145)
 - Romeo's soliloquy under the balcony (2.2.2-26)
 - Juliet's soliloquy while waiting for Romeo (3.2.1-27)
 - Romeo and Juliet's discussion about whether the morning has arrived (3.5.1-36).
- How do the minor characters function as instruments of fate in the play? Explain how the actions of one or more minor characters (Mercutio, Friar Lawrence, or Lord Capulet) limit Romeo and Juliet's choices and contribute to the 'inevitability' of the tragic ending.

Connections to Prior Units:

- Students will have previously encountered the challenges of archaic

Connections to Future Units:


- Students will return to questions of individual agency repeatedly when

<p>language in their study of the <i>Narrative of the Life of Frederick Douglass</i> (7th) and <i>Frankenstein</i> (8th), preparing them for the complexities of Elizabethan English.</p> <ul style="list-style-type: none"> • Students will have been introduced to the study of drama, including how playwrights rely entirely on dialogue and stage directions to build a world, when reading <i>A Raisin in the Sun</i> (7th). • Students will have explored the tension between individual desires and rigid societal or family expectations when reading <i>The House on Mango Street</i> (7th) and <i>The Giver</i> (6th). 	<p>studying power and society in 10th grade, examining how social structures impact individuals in <i>Of Mice and Men</i>, <i>Fahrenheit 451</i>, and <i>Kindred</i>.</p> <ul style="list-style-type: none"> • Students will analyze even more challenging archaic language and complex dramatic structures when studying Shakespeare's <i>Macbeth</i> (12th).
<p>Family Overview (link below)</p>	<p>Pacing for Unit</p>
	<ul style="list-style-type: none"> • Quarter 2
<p>Integration of Technology:</p>	<p>Aligned Unit Materials, Resources, and Technology:</p>
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none"> • Romeo and Juliet
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students often enter the unit expecting a pure romance, without accounting for the degree to which the characters are governed by unchecked emotion. • Modern students may dismiss Romeo and Juliet entirely as foolish teenagers, without considering the patriarchal structures, family obligations, or Elizabethan worldview that influence their choices. • Students are likely to grasp the thematic claims surrounding fate before recognizing the ways Shakespeares uses the play's structure to reinforce those themes. • Students are likely to be intimidated by Shakespearean language, viewing it as a frustrating barrier rather than a playful window into character and conflict.
<p>Differentiation through Universal Design for Learning</p>	
<p>UDL Indicator</p> <ul style="list-style-type: none"> • Consideration 2.5 Illustrate through multiple media 	<p>Teacher Actions:</p> <ul style="list-style-type: none"> • Establish a "double read" protocol for complex scenes by using a video performance or high-quality audio recording as the "first read" before asking students to analyze the text on the page.

	<ul style="list-style-type: none"> • Use the actors' physical blocking, tone of voice, and facial expressions in the video to help students infer character motivations and emotions prior to untangling the specific vocabulary. • Pause performances at critical moments of dramatic irony to allow students to visually process the gap between what the characters know and what the audience sees.
<p>UDL Indicator</p> <ul style="list-style-type: none"> • CONSIDERATION 5.3 Build fluencies with graduated support for practice and performance 	<p>Teacher Actions</p> <ul style="list-style-type: none"> • Gradually increase the cognitive demand by having students first identify the overarching emotional tone and character motivations based on actors' performances before asking them to analyze the specific text on the page. • Provide side-by-side modernized text or translated summaries as an intermediate step, phasing them out as students become more accustomed to the rhythm of the language.
<p>Supporting Multilingual/English Learners</p>	
<p>Related <i>CELP standards:</i></p> <ul style="list-style-type: none"> • 9-12.4: Construct grade-appropriate oral and written claims and support them with reasoning and evidence. 	<p>Learning Targets:</p> <ul style="list-style-type: none"> • Level 1: I can express an opinion about whether Romeo and Juliet made good choices using a few simple words and sentence frames. • Level 2: I can use sentence frames to construct a claim about whether fate or choices caused the tragedy and provide a reason to support my opinion. • Level 3: I can construct a claim about destiny in the play, provide evidence from the text to support it, and identify an opposing argument. • Level 4: I can construct a claim about Shakespeare's view of fate, provide logically ordered evidence from the text, and address a counterclaim to strengthen my argument. • Level 5: I can construct a substantive claim regarding the thematic essential question of destiny, provide compelling textual evidence to support my analysis, and logically refute a counterclaim within a formal essay structure.

Unit 2: Romeo and Juliet

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	"Why Read Shakespeare"	<ul style="list-style-type: none"> I can explore the language and genre of Shakespeare's plays. I can correctly cite textual evidence from Shakespeare's plays. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Verse Prose Tragedy Act Scene Line
2	Prologue, p. 7  Romeo and Juliet: F...	<ul style="list-style-type: none"> I can examine how Elizabethan views on fate link elements of the Prologue together. 	<ul style="list-style-type: none"> Civil Grudge 	<ul style="list-style-type: none"> Dramatic Irony Wheel of Fortune Chain of Being
3	Romeo and Juliet, 1.1	<ul style="list-style-type: none"> I can analyze how Shakespeare characterizes Romeo in the opening scene. I can examine the scope the conflict between the two families 	<ul style="list-style-type: none"> Valiant Quench Woe 	<ul style="list-style-type: none"> Oxymoron Paradox Motif
4	Romeo and Juliet, 1.2-1.3	<ul style="list-style-type: none"> I can characterize Juliet and explain how she responds to the forces that constrain her. I can determine the extent to which Romeo is ruled by passion. 		<ul style="list-style-type: none"> Patriarchy Elizabethan Family Roles
5	Romeo and Juliet, 1.4-1.5	<ul style="list-style-type: none"> I can analyze how Romeo's changing outlook and the intense passions of the characters foreshadow the play's tragic ending. 	<ul style="list-style-type: none"> Endure Vile Virtuous 	<ul style="list-style-type: none"> Foreshadowing Imagery Dramatic Irony
6	Romeo and Juliet, 2.2	<ul style="list-style-type: none"> I can explain how Shakespeare uses imagery and characterization to portray Romeo and Juliet's relationship. 		<ul style="list-style-type: none"> Celestial Imagery Metaphor Motif
7	Writing/CFA	<ul style="list-style-type: none"> I can select and analyze specific examples of celestial imagery, metaphor, or motifs, in order to explain how Shakespeare uses language to reveal a character's state of mind. 		

8	<i>Romeo and Juliet</i> , 2.3, 2.5, 2.6	<ul style="list-style-type: none"> • I can analyze how Shakespeare characterizes Friar Lawrence and the Nurse in Act 2. • I can analyze the ways in which Shakespeare uses foreshadowing and irony to increase tension. 	<ul style="list-style-type: none"> • Haste • Loathsome 	<ul style="list-style-type: none"> • Irony
9	<i>Romeo and Juliet</i> 3.1	<ul style="list-style-type: none"> • I can explain the role of passion and social conventions in the duel. 		<ul style="list-style-type: none"> • Code Duello
10	<i>Romeo and Juliet</i> 3.2-3.3	<ul style="list-style-type: none"> • I can explain how Shakespeare's use of figurative language and imagery develops the mood 	<ul style="list-style-type: none"> • Mercy • Doom 	
11	<i>Romeo and Juliet</i> 3.4-3.5	<ul style="list-style-type: none"> • I can analyze how Shakespeare's structural choices and imagery build tension between romantic passion and familial constraint. 		<ul style="list-style-type: none"> • Dramatic Irony • Figurative lang. • Foreshadowing
12	<i>Romeo and Juliet</i> 4.1, 4.3, 4.5	<ul style="list-style-type: none"> • I can analyze Juliet's character development since the beginning of the play. • I can determine the impact of dramatic irony on the audience's reaction to the events in Act 4, Scene 5 	<ul style="list-style-type: none"> • Distraught • Lament • Resolute • Crave 	
13	<i>Writing Lesson/CFA</i>	<ul style="list-style-type: none"> • I can select and analyze specific examples of dramatic irony in order to explain how Shakespeare's structural choices reveal his Elizabethan views regarding fate and destiny. 		
14	<i>Romeo and Juliet</i> 5.1, 5.3	<ul style="list-style-type: none"> • I can analyze the impact of dramatic irony on the audience's reaction to the events in Act 5. • I can determine the extent to which fate and free will influence the events of the play. 		<ul style="list-style-type: none"> • Dramatic Irony
15	Suggested Texts: "What Is Fatalism" "Beautiful Brains"	<ul style="list-style-type: none"> • I can engage effectively in a seminar discussion to analyze fatalism and passion in <i>Romeo and Juliet</i>. • I can build on the ideas of my peers and support my claims with relevant textual evidence. 		<ul style="list-style-type: none"> • Fatalism
16	Assessment	<ul style="list-style-type: none"> • 		
17	Summative Writing	<ul style="list-style-type: none"> • I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.. 		

		<ul style="list-style-type: none">• I can draft complete body paragraphs for my summative essay.		
18	Summative Writing	<ul style="list-style-type: none">• I can write an introduction and brief conclusion to the draft of my essay.• I can revise my writing based on feedback from my peers and/or teacher		
19	Flex			
20	Flex			

Unit 3: In The Time of the Butterflies

Overview

Relevant Standards: **Bold indicates priority**

Reading: Literature

- **RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **RL.9-10.5:** Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **RL.9-10.6:** Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- **RL.9-10.9:** Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Writing

- **W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.9-10.5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- **W.9-10.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

- **SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **SL.9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Overview

In this unit, students study Julia Alvarez's *In the Time of the Butterflies* to examine the complex tensions between individual agency and oppressive political regimes. Students will analyze how the Mirabal sisters' distinct personalities and growing political awareness propel their resistance against Trujillo's brutal dictatorship and rigid gender expectations. Simultaneously, students will examine how shifting narrative perspectives, non-linear timelines, and blending of history with fiction help Alvarez develop themes of power, memory, and the enduring legacy of storytelling.

Essential Question(s):

- Do families limit or empower us?
- Who gets to tell our story, and why does it matter?
- How do individuals maintain/abuse their power, and how do others resist?

Enduring Understanding(s):

- Thematic: Each of the Mirabal sisters remains a distinct individual within a collective whole. Their differences in personality, philosophy, and political opinions can cause tension within the family, but their commitment to each other and growing empathy with their fellow Dominicans creates a collective strength that allows them to confront extreme dangers and challenge an oppressive regime.
- Literary: Who is telling the story matters, both within individual chapters and to the novel as a whole. By constantly shifting the narrative point of view, Alvarez provides each sister with her own distinctive voice and develops each sister's character from a variety of overlapping perspectives. Although her work is deeply grounded in historical events, Alvarez is telling a deeply personal story that is not her own, transforming historical figures into fictional characters to communicate an emotional truth rather than a factual reality.
- Context: Trujillo was a brutally oppressive dictator who maintained power through a pervasive atmosphere of fear, a carefully constructed image, and physical violence. The choice to resist was an especially dangerous decision for the Mirabal sisters, who pushed back against both the oppressive Trujillo regime and the gender expectations of the time. By doing so, they inspired change in others.

Demonstration of Learning:

Summative Writing Prompts


- Explain how the narrative structure impacts the novel by comparing/contrasting two of the Mirabal sisters. How does the narrative structure of the novel highlight similarities, differences, or changes in these two characters?
- How do the epilogue, postscript, and the author's decision to insert herself in the novel impact your reading of the novel? Does Alvarez avoid mythologizing the sisters as she had hoped, or does she transform the mariposas into a myth of a different kind?
- Choose one of the sisters and explain how her family impacted that character over the course of the novel. You might consider the ways in which the family caused or complicated that sister's resistance to the Trujillo regime, or the ways in which her family contributed to that character's personal development.
- Explain (one or more) acts of resistance by the Mirabal sisters. Consider the ways in which Trujillo sought to maintain power, the ways in which the Mirabal sisters undermined his oppressive rule, and the personal costs associated with the act of resistance.

Connections to Prior Units:

- Students will have been introduced to dictatorships in Latin America in 6th grade Social studies, and will have studied the historical context of the Castro regime in Cuba when reading *Refugee* (6th).
- While reading *Uprising* (7th), students will have studied female characters at the forefront of the fight against oppressive working

Connections to Future Units:

- Students will further explore narrative fragmentation, the tension between literal truth and emotional truth, and the purposefully ambiguous nature of storytelling when reading *The Things They Carried* (12th).
- Students will continue to unpack non-linear time sequences and

<p>conditions at the Triangle Shirtwaist factory at the turn of the 20th century.</p> <ul style="list-style-type: none"> • While studying <i>Uprising</i> (7th), students will also have considered how authors of fiction draw upon and transform historical events, reading a nonfiction account of the Triangle Shirtwaist Factory alongside the novel. • Students will have considered how authors develop, connect, and contrast multiple narrative perspectives in both <i>Uprising</i> (7th) and <i>Refugee</i> (6th), each of which feature multiple protagonists. • Students will have studied a variety of parallel, episodic, or nonlinear narratives such as <i>Refugee</i> (6th), <i>Brown Girl Dreaming</i> (6th), <i>Uprising</i> (7th), <i>The House on Mango Street</i> (7th), and <i>Frankenstein</i> (8th). 	<p>complex plots that use framing devices or open with a scene from the end of the story, when studying <i>Kindred</i> (10th), <i>Into the Wild</i> (11th), and <i>Their Eyes Were Watching God</i> (11th).</p> <ul style="list-style-type: none"> • Students will again encounter the limitations and subjectivity of complex, retrospective narrators who rely on flashbacks when evaluating Nick Carraway in <i>The Great Gatsby</i> (11th) and John Krakauer's narrative stance in <i>Into the Wild</i> (11th).
<p>Family Overview (link below)</p>	<p>Pacing for Unit</p>
	<ul style="list-style-type: none"> • Q3
<p>Integration of Technology:</p>	<p>Aligned Unit Materials, Resources, and Technology:</p>
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none"> •  Butterflies
<p>Opportunities for Interdisciplinary Connections:</p>	<p>Anticipated misconceptions:</p>
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may mistakenly view the Trujillo regime as distant, ancient history, without appreciating how the legacy of Trujillo's dictatorship is still discussed and felt by Dominicans today. • On the other hand, students may rush to characterize the whole country or the entirety of Hispanic culture based on the Trujillo regime without appreciating the unique individuals and historical context that ground the narrative. • Some students might not understand how limited the options for resistance were at this time: there were no cameras, no cell phones, no easy way to get help from the outside world. • Students often take the entire novel as literal history, failing to recognize that she actively fictionalized elements to communicate an emotional truth.

Differentiation through *Universal Design for Learning*

UDL Indicator

- Consideration 1.3 Represent a diversity of perspectives and identities in authentic ways

Teacher Actions:

- Explicitly guide students to analyze the Mirabal sisters as complex individuals with conflicting motivations in order to prevent the reduction of Latin American women or historical revolutionaries to one-dimensional stereotypes.
- Pair Alvarez's text with primary sources, art, or poetry from other Dominican or Latin American artists to provide a more authentic, complex portrayal of both the resistance and the country's history.
- Use structured discussion protocols to allow students to connect the novel's themes of family obligation and systemic power to their own cultural backgrounds, ensuring all students see their lived experiences validated while exploring diverse worldviews.

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.2: Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.

Learning Targets:

- Level 1: I can respond verbally and nonverbally to simple yes/no questions and some wh- questions about the Mirabal sisters.
- Level 2: I can present basic information about the characters and respond to wh- questions using academic vocabulary.
- Level 3: I can express my own ideas about the characters' acts of resistance and ask relevant questions during a discussion.
- Level 4: I can clearly express my own ideas about the characters acts of resistance, support my points with evidence from the text, and build on the ideas of my classmates
- Level 5: I can persuasively express my own ideas about the characters acts of resistance, support my points with specific evidence from the text, and ask questions that probe the ideas of my classmates

Unit 3: In the Time of the Butterflies

Lesson Map

Lesson	Text	Learning Target	Vocabulary	Knowledge
1	Trujillo, the Mirabal Sisters, and Alvarez (or) Trujillo and the Mirabal Sisters <i>Butterflies</i> , pp. 323-324 Postscript	<ul style="list-style-type: none"> I can describe Trujillo, the Mirabal sisters, and how they impacted the Dominican Republic I can examine Julia Alvarez's relationship to the story she tells in her novel 	<ul style="list-style-type: none"> Brazen Subservient 	<ul style="list-style-type: none"> Trujillo Dictatorship SIM
2	<i>Butterflies</i> , pp. 3-10 Ch. 1 Dede	<ul style="list-style-type: none"> I can contrast the ways in which Dede and her visitor are shaped by their cultural experiences. I can explain how Alvarez's manipulation of time impacts the mood and meaning in the opening chapter of the novel. 	<ul style="list-style-type: none"> Resigned Circumscribed Impertinent Posthumous 	<ul style="list-style-type: none"> Mood
3	<i>Butterflies</i> , pp. 11-29 Ch. 2 Minerva,	<ul style="list-style-type: none"> I can describe how Minerva changes during her time at Inmaculada Concepcion. I can explain how female characters in the novel are uniquely impacted by the Trujillo regime 	<ul style="list-style-type: none"> Patriarchy Beholden (16) 	<ul style="list-style-type: none"> Immaculate conception
4	<i>Butterflies</i> , pp. 30-43 Ch. 3 Maria Teresa	<ul style="list-style-type: none"> I can describe Minerva's impact on Maria Teresa during her time at Inmaculada Concepción I can explain how Alvarez's structural choices in this chapter reveal character and impact the reader 	<ul style="list-style-type: none"> Contrition (31) Venial (38) 	<ul style="list-style-type: none"> Epistolary Dramatic irony Venial/mortal sin
5	CFA/Writing Lesson	<ul style="list-style-type: none"> I can develop an analysis of Maria Teresa with well-chosen, relevant, and sufficient textual evidence. 		
6	<i>Butterflies</i> , pp. 44-62 Ch. 4 Patria	<ul style="list-style-type: none"> I can explain how and why Patria's faith changes over the course of the chapter. I can compare the experiences and worldviews of the women in the Mirabal family. 	<ul style="list-style-type: none"> Yearn (45) Weary (58) Tedium (52) 	<ul style="list-style-type: none"> Retrospective narration Occupation of DR

7	<i>Butterflies</i> , pp. 63-83 Ch. 5 Dede	<ul style="list-style-type: none"> I can explain what Dede's decision to marry Jaimito reveals about her conflicting motivations. I can explain how Alvarez's structural choices reveal Dede's character. 	<ul style="list-style-type: none"> Reticent Wary (71) Pretense 	<ul style="list-style-type: none"> Third Person Narration
8	<i>Butterflies</i> , pp. 84-117 Ch. 6 Minerva	<ul style="list-style-type: none"> I can explain Minerva's acts of resistance and their impact on her family. I can explain how Alvarez's structural choices complicate Minerva's character (RL.9-10.5) 	<ul style="list-style-type: none"> Prevalent Vehement Exploit 	<ul style="list-style-type: none"> Double Standard Discovery Day First person Narration
9	<i>Butterflies</i> , pp. 118-147 Ch. 7 Maria Teresa	<ul style="list-style-type: none"> I can evaluate the degree to which Maria Teresa changes over the course of the chapter. I can explain how Trujillo maintains power and his impact on Dominican society. 	<ul style="list-style-type: none"> Imposing Fidelity Relent 	<ul style="list-style-type: none">
10	<i>Butterflies</i> , pp. 148-170 Ch. 8 Patria	<ul style="list-style-type: none"> I can explain how and why Patria's involvement with the revolution changes over the course of the chapter. I can explain how Alvarez uses religious and repeated imagery to express Patria's worldview. 	<ul style="list-style-type: none"> Liberate Defer Imminent (154) 	<ul style="list-style-type: none"> Role of Religion in DR/Latin America
11	<i>Butterflies</i> , pp. 171-199 Ch. 9 Dede	<ul style="list-style-type: none"> I can explain how Alvarez's structural choices reveal Dede's character (RL.9-10.5) Explain what Dede's decision to stay with Jaimito reveals about her conflicting motivations. 	<ul style="list-style-type: none"> Berate Bound (193) Ambivalent 	<ul style="list-style-type: none"> Retrospective Narration
12	<i>Butterflies</i> , pp. 200-226 Ch. 10 Patria	<ul style="list-style-type: none"> I can explain how Patria's faith shapes her response to the Trujillo regime. (RL.9-10.3) I can analyze the role of public perception in maintaining the power of the Trujillo regime. 	<ul style="list-style-type: none"> Resurrect Benefactor 	<ul style="list-style-type: none"> Death and Resurrection
13	CFA/Writing Lesson	<ul style="list-style-type: none"> I can use words, phrases, and clauses to clarify the relationships between claim(s) and evidence. 		
14	<i>Butterflies</i> , pp. 227-256 Ch. 11 Maria Teresa	<ul style="list-style-type: none"> I can compare how Maria Teresa and Minerva respond to her imprisonment.. I can explain how Alvarez's structural choices reveal Maria Theresa's character and impact the reader. 	<ul style="list-style-type: none"> Solidarity Pardon Principle 	<ul style="list-style-type: none"> First Person Narration
15	<i>Butterflies</i> , pp. 257-297 Ch. 12 Minerva	<ul style="list-style-type: none"> I can explain how Alvarez's structural choices complicate our understanding of Minerva's character.. I can explain how Alvarez uses foreshadowing and dramatic irony to create mood. 	<ul style="list-style-type: none"> Lenient Succumb 	<ul style="list-style-type: none"> Foreshadowing Dramatic Irony

16	<i>Butterflies</i> , pp. 301-323 Ep. Dede	<ul style="list-style-type: none"> • I can describe the impact of the Mirabal sisters on both the Dominican Republic and Dede. • I can evaluate the accuracy of the mythology surrounding the Mirabal sisters. 	<ul style="list-style-type: none"> • Sentimental (302) • Peaceably (302) 	
17	<i>Postscript</i>	<ul style="list-style-type: none"> • I can engage effectively in a seminar discussion to analyze Julia Alvarez's authorial stance and the impact of her narrative choices. • I can build on the ideas of my peers and support my claims with relevant textual evidence. 		
18	Assessment			
19	Summative Writing	<ul style="list-style-type: none"> • I can plan my essay by organizing my ideas and choosing the most relevant evidence to support them.. • I can draft complete body paragraphs for my summative essay. 		
20	Summative Writing	<ul style="list-style-type: none"> • I can write an introduction and brief conclusion to the draft of my essay. • I can revise my writing based on feedback from my peers and/or teacher 		
21	Flex			
22	Flex			

Unit 4: Capstone

Overview

Relevant Standards: **Bold indicates priority**

Reading

- RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.**RL.9-10.10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.**
- **RI.9-10.10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.**

Writing

- W.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking & Listening

- SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Overview

In this culminating unit, teachers are encouraged to design units and lessons that conclude students' yearlong examination of individual agency, families, and society. These lessons should draw upon the knowledge and skills students have gained over the course of the year and push them to apply their learning to new content, historical contexts, and texts. Activities may include research projects, books circles, or additional whole class texts of the teachers choosing that are thematically or contextually related to others studied over the course of the year.

Essential Question(s):	
<ul style="list-style-type: none"> • How much agency do we really have? • How are we constrained by ourselves, our families, and our society? • How are we empowered by ourselves, our families, and our society? 	
Enduring Understanding(s):	
<ul style="list-style-type: none"> • Humans constantly make choices that have a significant impact on our lives and the lives of others, but these choices and their outcomes are also deeply impacted by forces beyond our control. Our individual personalities, strengths, and weaknesses, as well as our families and the society we inhabit, can empower us or limit the range of possible outcomes. Often, they do both. 	
Demonstration of Learning:	
Summative Writing Prompts	
<ul style="list-style-type: none"> • To be designed by teachers, based on the specific content of their capstone unit. 	
Connections to Prior Units:	Connections to Future Units:
<ul style="list-style-type: none"> • Students will have completed similar capstone units in grades 6-8, although the specific texts and experiences will have varied by teacher. • Texts and lessons should focus on drawing connections to prior texts throughout the unit. 	<ul style="list-style-type: none"> • Students will complete similar capstone units in grades 10-11, although the specific texts and experiences will vary by teacher.
Family Overview (link below)	Pacing for Unit
	<ul style="list-style-type: none"> • Quarter 4
Integration of Technology:	Aligned Unit Materials, Resources, and Technology:
<ul style="list-style-type: none"> • Use of google docs is recommended throughout the writing process to facilitate drafting, feedback, collaboration, and revision 	<ul style="list-style-type: none"> •
Opportunities for Interdisciplinary Connections:	Anticipated misconceptions:
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Students may view the year's reading as a series of random, disconnected stories rather than a unified exploration of similar themes. Teachers must actively guide students to synthesize how different authors across different time periods tackled the shared

concepts of individual agency, family influence, and societal constraint.

Differentiation through *Universal Design for Learning*

UDL Indicator

- CHECKPOINT 3.4 Maximize transfer and generalization

Teacher Actions:

- Have students build a year-end thematic chart or concept map that explicitly traces how core concepts like individual agency and social constraint evolve across multiple anchor texts before introducing a new text.
- Require students to apply a specific analytical tool they mastered earlier in the year, such as the Coping Mechanisms, dramatic irony, or Trujillo’s regime, to evaluate the new, independent texts
- Prompt students to take one of the course’s overarching essential questions and answer it by examining a contemporary real-world issue, connecting their analysis of fictional worlds to their own lived reality.

Supporting Multilingual/English Learners

Related *CELP standards:*

- 9-12.5: conduct research and evaluate and communicate findings to answer questions or solve problems.

Learning Targets:

- Level 1: I can gather information from a few provided sources and label key facts about how people are constrained or empowered.
- Level 2: I can gather information from provided sources and summarize what it says about human agency.
- Level 3: I can gather information from multiple sources and paraphrase key details to answer a question about social constraints.
- Level 4: I can gather and synthesize information from multiple sources into an organized report answering an essential question about human agency.
- Level 5: I can analyze and synthesize information from multiple credible sources into a clearly organized text that thoroughly answers an essential question about human agency.

Standard	Unit 1: Curious Incident	Unit 2: Romeo and Juliet	Unit 3: Butterflies	Unit 4: Capstone
Language Standards				
L.9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	S	S	S	S
L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	S	S	S	S
L.9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	S	P	S	
L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	S	S	S	
L.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	S	P	S	
L.9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	P	P	P	
Reading: RI				
RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	S	S	S	S
RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	S	S	S	S

RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	S		S	
RI.9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	S	S	S	S
RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	S	S	S	
RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.				
RI.9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.		S		
RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.				
RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance.				
RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	S	S	S	S
Reading: RL				
RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	P	P	P	P
RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the	P	P	P	P

text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text				
RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	P	S	P	S
RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	S	P	S	S
RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	P	P	P	S
RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	P	P	P	
RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).		S		
RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).		S	P	
RL.9-10.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	S	S	S	S
Speaking/SL				
SL.9-10.1 Initiate and participate effectively in a range of	P	P	P	S

collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.				
SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	S	S	S	P
SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	S	S	S	S
SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	P	P	P	S
SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				
SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)	S	S	S	S
Writing				
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	P	P	P	S
W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	P	P	P	S
W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	S			

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	P	P	P	S
W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	P	P	P	S
W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	S	S	S	S
W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.				P
W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.				P
W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	P	P	P	P
W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	S	S	S	S