Renewal Application - September 30, 2023

1. Overview

FREIRE CHARTER SCHOOL WILMINGTON

1.1. School Profile

Review the following information for accuracy.

Q1.Name of School

◉ Freire Charter School Wilmington

◯ Other [Please Add Correct Info in the Comment]

Q2.2015

◉ Year School Opened

◯ Other [Please Add Correct Info in the Comment]

Q3.Fill in the school's "Current Enrollment" at the time of application submission.

445 enrolled with a unit count of 410

Q4.Approved Enrollment

◉ 500

○ Other [Please Add Correct Info in the Comment]

Q5.School Address

◉ 201 W. 14th Street | Wilmington, DE 19801

○ Other [Please Add Correct Info in the Comment]

Q6.District(s) of Residence

◉ Red Clay Consolidated School District

○ Other [Please Add Correct Info in the Comment]

Q7.Website Address

◉ https://www.freirewilmington.org/

○ Other [Please Add Correct Info in the Comment]

Q8.Name of School Leader

◉ Madeline Weckel

○ Other [Please Add Correct Info in the Comment]

Q9.School Leader Email

◉ Madeline.weckel@freirecharterschool.org

○ Other [Please Add Correct Info in the Comment]

Q10.School Leader Phone Number

◉ (302) 407-4800

○ Other [Please Add Correct Info in the Comment]

Q11.Name of Board President

◉ Clint Walker

○ Other [Please Add Correct Info in the Comment]

Q12.Board President Email

○ clintwalker52@gmail.com

◉ Other [Please Add Correct Info in the Comment]

Applicant Comments :
clint.walker@freirewilmington.org

Q13.Mission Statement: Freire Charter School Wilmington provides a college-preparatory learning experience with a focus on individual freedom, critical thinking, and problem solving in an environment that emphasizes the values of community, teamwork, and nonviolence.

○ Correct; this is our Mission Statement

◉ Other [Please Add Correct Info in the Comment]

Applicant Comments :
Freire Charter School Wilmington provides a college-preparatory learning experience with a focus on individual freedom, critical thinking, and problem solving in an environment that emphasizes the values of community, teamwork, equity, and commitment to peace.

Q14.The table lists any approved minor and/or major modifications over the course of the school's current charter term.

Date	Modification Request	Outcome
10/1/18	Decrease enrollment from 560 to 500, beginning in school year 2019-20.	Approved

◉ Correct

○ Other [Please Add Correct Info in the Comment]

2. Student Demographics

Q15. Review the Student Demographics table (see Resources), complete the last column, and upload the revised document.

☑ Upload Required   **File Type:** pdf, excel   **Max File Size:** 30   **Total Files Count:** 1

Resources

[Excel icon] FREIRE_Student Demograp...

Applicant Evidence :

[PDF icon] Q15FCSWRenewal (1).pdf

Uploaded on **9/26/2023** by **Angela Miller**

	18-19	19-20	20-21	21-22	22-23
students enrolled at 9/30	479	487	501	503	450
grades served	8-12	8-12	8-12	8-12	8-12
Native American	0.40%	0.20%	0.40%	0.00%	0.00%
Asian	1.30%	1.00%	0.20%	0.20%	0.44
Black	71.00%	74.70%	75.90%	78.30%	81.80%
Hispanic	13.40%	11.70%	12.40%	11.70%	8.00%
Multi Racial	4.20%	3.30%	2.40%	2.40%	1.60%
Pacific Islander	0.20%	0.00%	0.00%	0.00%	0.00%
White	9.60%	9.00%	8.80%	7.40%	8.20%
ELL	1.90%	2.30%	2.40%	3.00%	3.80%
low income	43%	39%	39%	39%	47%
sped	15%	21%	20%	22%	27%

3. School Enrollment Trends

SCHOOL YEAR	AUTHORIZED ENROLLMENT	ACTUAL ENROLLMENT	PERCENT ACTUAL ENROLLMENT	GRADES SERVED
2019-20	500	487	97%	8-12
2020-21	500	501	102%	8-12
2021-22	500	503	106%	8-12
2022-23	500	450	90%	8-12

Q16. **Explain successes or challenges of implementing the school's recruitment plan.**

Enrollment was strong during the first three years of our charter term. However, despite utilizing the same recruitment efforts last year, we did not meet our enrollment target. Strategies that have worked for us in the past include hosting open house events at the school, print advertising, social media advertising, and maintaining a web presence on our social media accounts. Our strategies have also included tabling in the Christiana Mall to reach families in the community.

It's unclear what exactly has changed since COVID that has led to different results, but we are seeing more no-shows for open houses and less consistent communication from prospective families. In response, we are trying new ways of advertising, including movie theater ads, advertising with local neighborhood associations, and targeted digital advertising. We have also added more opportunities for families to learn about the school, including virtual lunch hour open houses and instant decision dinners. Additionally, we are trying to increase our presence in new spaces by tabling at movie theaters and various community events. Lastly, we are in the process of revamping our website and adding more digital content to tell our story in a more compelling way to the families visiting our website. We will also begin a conversation internally examining our mission/programmatic elements to ensure they are the most salient and relevant to the community we seek to serve.

4. School Reenrollment Trends

SCHOOL YEAR	NUMBER OF STUDENTS REENROLLED	PERCENT OF STUDENTS REENROLLED
2019-20	318	73.95%
2020-21	353	88.03%
2021-22	338	85.14%
2022-23	276	75.42%

Q17. Explain successes or challenges of implementing the school's retention plan.

Freire Wilmington serves grades 8-12. Since 8th grade is a natural exit point for many students seeking a fresh start at a new high school, we typically see the lowest re-enrollment in the transition from 8th to 9th grade. (2021-22 was an exception to this pattern.)

STUDENT RETENTION RATES - From Charter School Annual Reports

Grade	18-19	19-20	2020-21	2021-22
8				
9	54%	58%	73%	84%
10	64%	68%	91%	75%
11	76%	81%	91%	86%
12	78%	92%	89%	94%
schoolwide	66%	74%	88%	85%

In order to maximize re-enrollment, we distribute surveys to students in all grade-levels each spring asking if they intend to return the following year. Our Academic Advisors meet with students who answer "not sure" to identify possible barriers to re-enrollment and provide additional support where necessary. This strategy has successfully led to increased student retention in the 2020-21 and 2021-22 years as compared to earlier in the charter term.

That said, we expect our schoolwide retention rate for the 2022-23 year to be approximately 75%. COVID exacerbated certain issues leading to a lower re-enrollment rate for 2022-23. Specifically, upon return to in-person learning post pandemic, some students struggled to meet Freire Wilmington's high standards. For example, we require students to earn a grade of 75% or higher to pass a course, while the passing grade at most area high schools is 60%. This means that sometimes students leave Freire Wilmington so they will be promoted to the next grade, rather than attend summer school or repeat a grade-level at our school. However, we felt it critical to hold the line, since a passing grade of 75% aligns with college readiness integral to our college prep mission and our high expectations and high supports for every student.

Additionally, some students also struggled emotionally and behaviorally after being absent for so long from the traditional school environment during the pandemic. Again, we felt it imperative to hold the line in enforcing our Code of Conduct and assigning appropriate consequences such as suspensions and detentions. Our standards resulted in some students choosing to transfer out.

A key root cause of attrition in the past three years is transportation. Some families have expressed that long commutes with especially early pick-up times are problematic. During our first charter term, we had an 8 AM start time for school. However, during this charter term, we had to start and end the school day earlier than desired to enable our bus provider to serve us and another school with the same buses/drivers each day. While we have always had a strong relationship with our bus provider (Lehane's), this change not only impacted re-enrollment but also attendance and lateness, as students who missed their bus pick up would either arrive late or in some cases, not be able to attend at all. This summer, we were able to work out

a slightly later start time for 2023-24, by 15 minutes. We would still prefer an 8 AM start and/or to add an additional bus line to address the length of student commutes, as these changes would be most conducive to student learning. We will continue to look for creative ways over the next charter term to optimize our transportation.

5. Academic Performance

Delaware operates under the belief that all schools benefit from continuous improvement – including those that receive exceeds expectations ratings – to best support all students. The Delaware School Success Framework (DSSF) (https://doewebmaster.wpenginepowered.com/wp-content/uploads/2020/02/dssf_one_pager_final.pdf) outlines the accountability standards by which all Delaware public schools are measured. This state- and school-level data helps identify each school's needs and determine how best to support students across the state.

DSSF measures the following areas to determine school success. This annual data is publicly available on the Delaware Report Card (https://reportcard.doe.k12.de.us/).

- Academic achievement – Proficiency for ELA and math (grades 3-8 and 11)
- Academic progress – Growth in ELA and math (grades 4-8); includes growth of the lowest and highest performing students in a school
- School quality/student success – On-track attendance (K-12), science proficiency (grades 5, 8 and biology), social studies proficiency (grades 4, 7 and 11), college/career preparedness (grades 9-12), and on-track in 9th grade
- Graduation rates – 4-year, 5-year and 6-year adjusted cohort graduation rates
- English language proficiency (ELP) – Progress toward English language proficiency (grades 1-12)

Due to COVD-19, all school year 2019-20 assessment and accountability requirements were waived by the U.S. Department of Education. Additionally, due to the impact of COVID-19 on learning and learning environments, accountability was waived for school years 2020-21 and 2021-22. The school's assessment data is available below (see also Charter School Report Card Link (https://reportcard.doe.k12.de.us/detail.html#aboutpage?scope=school&district=9607&school=4055)). Attached are the school's annual reports (see also Annual Reports (https://www.doe.k12.de.us/Page/2654)). **Note: Assessment data is provided in lieu of DSSF results for the years impacted by COVID-19. School year 2022-23 DSSF preliminary results will be provided to renewing charter schools by September 15, 2023.**

5.1. Delaware School Success Framework

	2019-20 Percent of Students Meeting or Exceeding Expectations			2020-21 Percent of Students Meeting or Exceeding Expectations			2021-22 Percent of Students Meeting or Exceeding Expectations		
	Freire	District[1] %	State %	Freire	District %	State %	Freire	District %	State %
English Language Arts	Due to COVD-19, all SY 19/20 assessment and accountability requirements were waived by the U.S. Department of Education.			*	45.00%	42.00%	19.57%	44.45%	42.26%
Mathematics				*	30.00%	26.00%	4.34%	31.28%	29.48%
Science				*	25.00%	22.00%	*	20.00%	19.00%
Social Studies				32.00%	34.00%	31.00%	*	32.00%	28.00%
4-Year Graduation Rate (Class of 2021)				83.04%	89.04%	87.02%	80.51%	89.57%	87.02%
5-Year Graduation Rate (Class of 2020)				86.61%	90.30%	83.14%	N/A	N/A	88.42%
6-Year Graduation Rate (Class of 2019)				N/A	N/A	N/A	N/A	N/A	88.7%
Chronic Absenteeism[2]				24.66%	15.93%	20.31%	69.29%	22.16%	24.77%

*This data has been suppressed for student privacy.

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[1] Red Clay Consolidated School District is Freire's district of residence.
[2] Chronically absent students are those students who are missing 10% or more of school days throughout the school year. Absences may be excused or unexcused, which are determined by local board policy.

PERFORMANCE AGREEMENT

Preliminary 2022-23 DSSF Results

Indicators/Measures	Weight	Metric Value	Points Possible	Points Earned
Academic Achievement	**20%**		100	8 Well Below Expectations
Proficiency ELA (grades 3-8 and 11)	10%	12.82%	50	6
Proficiency Math (grades 3-8 and 11)	10%	3.42%	50	2
Academic Progress	**25%**		106.25	53 Well Below Expectations
Growth in ELA (grades 4-8)	10%	36.76%	50	18
Growth in Math (grades 4-8)	10%	59.03%	50	30
Growth of lowest quartile ELA (grades 4-8)	1.25%	56.56%	N/A	*
Growth of highest quartile ELA (grades 4-8)	1.25%	22.00%	N/A	*
Growth of lowest quartile Math (grades 4-8)	1.25%	82.24%	6.25	5
Growth of highest quartile Math (grades 4-8)	1.25%	36.67%	N/A	*
School Quality/Student Success	**25%**		125	66 Well Below Expectations
On Track Attendance (grade K-12)	3%	46.30%	12.5	6
Proficiency Science (grade 8 and Biology)	5%	5.06%	25	1
Proficiency Social Studies (Grades 7 and 11)	5%	16.42%	25	4
College and/or Career Preparedness (9-12)	8%	88.02%	37.5	33
On Track in 9th Grade	5%	88.02%	25	22
Graduation Rate	**20%**		100	82 Approaching Expectations
4-Year Cohort Graduation Rate	15%	80.51%	75	60
5-Year Cohort Graduation Rate	3%	86.61%	13	11
6-Year Cohort Graduation Rate	2%	93.33%	12	11
Progress toward English Language Proficiency	**10%**	0	50	0 Well Below Expectations
Total	**100%**		**481.25**	**209**
	Overall Percentage / Rating			43% Well Below Expectations

2018-19 DSSF Results

Freire Charter School Wilmington's DSSF ratings are:

Indicators	Weight	Points	Points Earned
Academic Achievement	20%	100	35
Academic Progress	25%	125	68
School Quality/Student Success	25%	37.5	34
Graduation Rate	20%	n/a	n/a
Progress toward English Language Proficiency	10%	n/a	n/a
Total Points Earned	100%	262.5	137
Overall Percentage/Rating			52%

By September 2023, our expectation is to achieve "Meets" or "Exceeds" ratings on each metric area of the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

Q18. Reflect on your school's academic performance in relation to the goals set forth in the performance agreement. Please reference the specific Delaware School Success Framework (DSSF) measures listed below. Highlight successes, challenges, root causes, and describe how the school will address the challenges.

a. Academic Achievement

b. Academic Progress

c. School Quality/Student Success

d. Graduation Rate (if applicable)

e. Progress toward English Language Proficiency

Please see the attached document.

Applicant Evidence :

[PDF] Q18FCSWRenewal (1).pdf

Uploaded on **9/28/2023** by
Angela Miller

5.2. Supplemental Academic Performance Data

Q19. Provide any academic performance-related evidence, supplemental data, or contextual information. In this section, you may provide graphs and/or charts to supplement your narrative as **Appendix 1**.

☑ Upload Required   **File Type:** pdf, image, excel, word, text   **Max File Size:** 30   **Total Files Count:** 20

Applicant Comments :

Please see our response to Q18 attached here.

Applicant Evidence :

Q18FCSWRenewal (1).pdf

Uploaded on **9/28/2023** by
Angela Miller

Q20. Reflect on other aspects of the school's academic performance that may not be captured by the DSSF. Highlight successes, challenges, root causes, and describe how the school will address the challenges.

A critical academic metric relative to our college preparatory mission is the percent of students accepted to college. Despite the challenges of the pandemic, we have remained steadfast in our commitment to preparing students for college – 87% of seniors in 2023 applied to at least one two or four-year college, and 85% received at least one acceptance. A handful of students were awarded *full* scholarships, and collectively, the class was awarded more than $10 million dollars in scholarships and aid. The class enrolled in over 20 colleges and universities – among them: Delaware State, University of Delaware, and Drexel University.

To strengthen and further emphasize college prep in 2023-24 and in our next charter term, we will provide orientation for all 8th & 9th graders that builds understanding of our Nonviolence Policy and college prep mission. All 8th and 9th grade students will participate in a full day of orientation focused on school culture, student expectations, and the supports available. Additionally, we hired The Princeton Review to provide 60 hours of SAT Preparation to all 11th Grade students during the Math Analysis block; and through the Princeton Review, administer weekly practice items and quarterly practice tests leading up to the SAT in March. Moreover, we will bolster opportunities for Dual Enrollment by partnering with University of Delaware to offer EntreX and LeadX to 12th grade students, partnering with Stockton University to convert all AP courses to dual-credit eligible courses through their dual enrollment program, and continuing to offer supplemental dual enrollment options through Wilmington University and Del Tech.

Freire Wilmington has one of the highest seamless college enrollment rates of non-selective schools in New Castle County. In 2019, 63% of our graduates enrolled seamlessly compared to a state average of 58%. Covid did impact our college enrollment rates; however, with concerted effort at reestablishing our college admissions supports, we were able to bounce back to our 2019 levels in 2022, and look to build on that in the next charter term.

Seamless College Enrollment
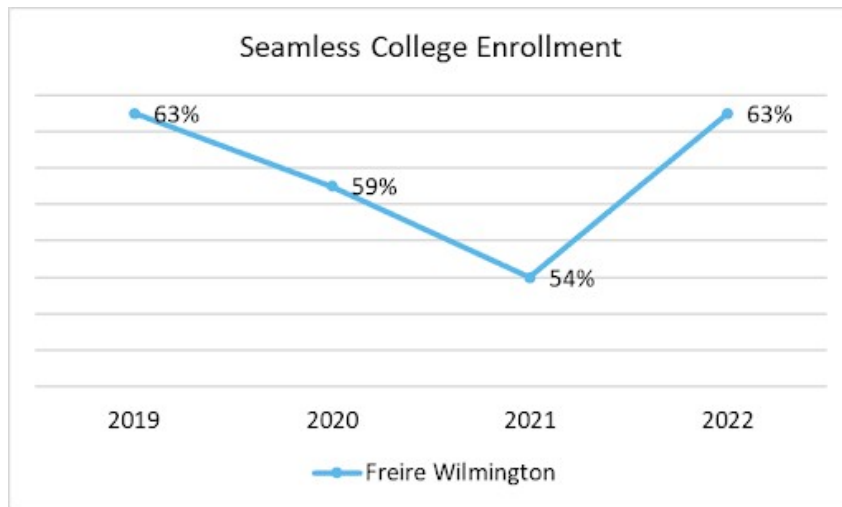
Q21. Provide and reflect on additional information regarding academic-related indicators your school would like the Accountability Committee to consider. (This could include social and emotional development, attendance and retention, student engagement, student discipline, and others as appropriate.) Highlight successes, challenges, root causes, and describe how the school will address the challenges.

As stated earlier, we implemented a plan during the 2022-23 school year to decrease the chronic absenteeism that arose upon the return to in person learning. We were thrilled to see those efforts pay off. The percent of students attending 90% or more of instructional days climbed 16 percentage points as of June of 2022-23 as compared to the prior year and average daily attendance rose 4 points from the prior year. We are still nowhere near where we want to be with attendance; however, our experience over the last year does give us confidence that when we take a problem seriously, develop a sound strategy, and monitor frequently for implementation, measurable improvement is possible. We plan to bring this same focus and determination to the strategies outlined in Q18.

6. Organizational Performance

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

6.1. Organizational Performance Framework

SUMMARY AND OVERALL RATINGS

YEAR	Education Program				Governance & Reporting			Students & Staff			
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English Learners	Governance & Public Stewardship	Oversight & School Management	Reporting & Requirements	Student Rights	Teacher Certification and Hiring	Facilities, Transportation, Health, & Safety	OVERALL RATING
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2019-20	M	M	AS	M	M	M	M	M	M	M	Meets Standard
2020-21	M	M	M	M	M	M	M	M	M	M	Meets Standard
2021-22	M	AS	AS	M	M	M	M	M	M	M	Meets Standard

M: Meets Standard
AS: Approaching Standard
F: Far Below Standard

PERFORMANCE AGREEMENT

By September 2023, our expectation is to achieve an overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

Q22.Describe the school's organizational performance over the current charter term. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

In 2019-20 and 2020-21, Freire Wilmington met standard in each category.

In 2021-22 Freire Wilmington met standard in every category except Educational Program 1b (Applicable State and Federal Requirements) and Educational Program 1c (Students with Disabilities), where we received an overall rating of Approaching Standard.

The rating for 1b stems from metric 1b3, where Freire Wilmington fell short of the 95% test participation requirement. Prior to the pandemic, Freire Wilmington regularly met the 95% threshold.

Test Participation Rates

	15-16	16-17	17-18	18-19	19-20	20-21*	21-22	22-23
DESSA Science				98%	NA	41%	84%	82%
SAT ELA			96%	99%	94%	75%	75%	87%
SAT Math			96%	99%	94%	75%	75%	87%
SB ELA	97%	97%	95%	97%	NA	46%	92%	81%
SB Math	96%	97%	95%	97%	NA	43%	92%	81%

*School was operating virtually

There were several root causes that led to missing the standard. First, attendance issues that arose during pandemic closures persisted into 2021-22 and greatly impacted test participation. Second, the schedule of test days within the test window did not leave sufficient time for make ups. Third, we needed more targeted communication with students and families about the significance of participation in standardized testing. In 2022-23, we put into place a variety of attendance strategies that helped to increase overall school attendance, and we were more careful in scheduling make-up days for testing. This led to a 12% point improvement in test participation on the SAT, though we continued to struggle with test participation on Smarter Balanced and did not meet the threshold for participation on state testing, receiving a 2022-23 rating of Approaches Standard on this metric. We rely on test results to help us improve our programming, and therefore we want to ensure that all students are represented. Clearly, we still have room for improvement. Our refined attendance strategy next year will likely be the biggest driver of improved test participation. Alongside that, we will strategically incorporate test prep into our courses in a way that communicates test importance while also helping students feel more confident and perhaps even excited to take them.

The rating for 1c was due to metric 5 which measures implementation of IDEA Indicator 13: Transition planning in the IEP. Due to pandemic related student attendance issues, we were unable to complete the transition plans for a group of students. We have used a two-pronged approach for improving performance in metric 1c5. First, we monitor transition planning and

progress monitoring to allow us to immediately intervene if there were gaps in progress. Second, we have employed a range of tactics to increase attendance of all students, including students with IEPs, as chronic absenteeism was a root cause of the gaps in transition planning progress in 2021-22. This metric met standard in 2022-23.

In 2022-23, Freire Wilmington met standard in every category but was rated Approaches Standard in Educational Program metric 1b3 and Governance and Reporting metric 2a6. 1b3 is discussed above. The rating for 2ac stems from the metric for website monitoring. Due to staff transition, some of the board meeting materials were not uploaded to our website and it took a while for us to understand which one we were missing. All relevant staff have now been trained on this compliance requirement with the deadlines added to the team calendar to prevent this issue in the future.

Q23.Discuss management and operations successes and challenges during the current contract term. Areas you may want to consider as appropriate:
- **School leadership**
- **Day-to-day operations including: transportation; facilities; food service; staffing (hiring, retention, professional development, evaluation); health and safety; community engagement**

Our most significant operations challenge during this charter term, and one we have noted in past annual reports and in Q17 above, is student transportation. Since our opening, FCSW has thought outside the box to solve the school transportation challenges in Delaware, pioneering the use of DART alongside yellow bus and personal transportation. But one of the key root causes of attrition in the past two years is transportation. Families have expressed that long commutes are problematic. Unfortunately, transportation has become even more difficult in recent years with the national bus driver shortage. With all the area schools competing for limited yellow bus drivers and limited bus providers, we have had to make operational decisions based on the availability of buses instead of what best serves our needs. Specifically, we have had to start and end the school day earlier than desired to enable our bus provider to serve us and another school with the same buses each day. We have always had a strong relationship with our bus provider (Lehane's), and understand that they are also dealing with a less than desirable context. We have been able to work out a slightly later start time for the 2023-24 school year and hope that this schedule is more conducive to student learning.

One of our notable management and operations successes has been the acquisition of our school building and an adjacent building (see Q62) and the renovation of the new building into an athletic center worthy of our kids (scheduled to open in early winter 2024). This project was necessary because Freire Wilmington's main building has only one multipurpose room, largely used as a cafeteria. It cannot accommodate varsity athletics or full school gatherings, and gym class offerings are limited by space size and availability.

Over the years, FCSW has developed creative solutions for students to participate in sports, but current and prospective students cite the lack of onsite athletic facilities as a disadvantage of attending FCSW. This requires us to invest significant time and resources into admissions, and school leaders note the lack of athletic facilities as a factor in student attrition, specifically between 8th and 9th grade. Sports teams lose time commuting to offsite gyms, and we must pay for transportation and gym rental. Offsite games are also less likely to attract student spectators and don't convey the same home-court energy that cultivates school spirit.

With our new athletic center, we anticipate positive outcomes on student enrollment and retention. Interscholastic sports also have a proven positive impact on academics, postsecondary outcomes, and social emotional health. As we emerge from COVID-19 (where we saw an increase in chronic absenteeism) and work to reestablish student connections, a home gym will position us to improve student engagement. Finally, 89% of our students identify as BIPOC, and we serve the third highest percentage of low-income students of any high school in the state. As one of the only area high schools without a gym, our historically underserved population is receiving the wrong message about their value – often feeling invisible and overlooked by a system where their more affluent peers have access to better resources.

This athletic center solves for an operational challenge and positions us for future success. And, our ability to quickly act on the opportunity to purchase the two buildings, secure over $1.9M in philanthropic support over a 9-month period to fund the gym renovations, and secure competitive financing for both the purchase and renovation, speaks to the nimbleness and effectiveness of Freire Wilmington's and the Freire Schools Network Office's management – and to our commitment to doing whatever it takes to make sure our students have access to equitable resources.

Q24. Address any measure(s) where the school did not meet standard or is approaching standard.

Please see our response to Q22.

6.2. Educational Program

Q25. Mission-Specific Goal(s): As **Appendix 2,** provide the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

☑ Upload Required   **File Type:** pdf, image, excel, word, text   **Max File Size:** 30   **Total Files Count:** 20

Applicant Evidence :

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Appendix 2 Mission Specifi...
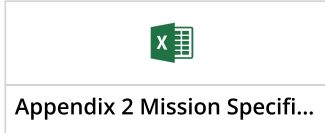
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Angela Miller

Q26.Curriculum, Instruction, and Professional Development As **Appendix 3,** provide the following documents as evidence of curriculum alignment to Delaware Content Standards: Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual/Performing Arts, World Languages, Health and Physical Education) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in all content areas.   Evidence to establish adherence to the state's expectations regarding **ELA standards and instruction** through the grade bands should include the following:

•   Evidence of the adoption of a high quality instructional resources as defined by EdReports.org., which includes the scope and sequence documents showing units of study with their corresponding anchor texts and culminating tasks with the intended pacing for each grade/course; **OR** curricular resources/documents that meet the criteria of the appropriate IMET from achievethecore.org, including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red). Scope and sequence documents must include:

○   featured anchor texts of knowledge building units around topics of inquiry/exploration and intended pacing for each grade/course. These should reflect the distribution of text types and genres required by the standards as outlined in Appendix B.

○   a set of targeted grade-level CCSS ELA/Literacy standards for each unit.

○   alignment to the foundational reading skills and intended pacing for each grade must be included for grades K-5.

•   Sample learning experiences (lesson/unit) and assessments with their corresponding rubrics.

•   Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.

•   In addition, there needs to be a well-articulated academic MTSS process for reading that includes screening, diagnostics, evidence-based interventions, and progress monitoring.

•   For grades 9-12, English course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

•   Description of the professional learning structures for the ELA teachers and how the vision for professional learning adheres to the state's standards for professional learning. Please provide sample professional learning goals for the ELA department since the last renewal.

Evidence to establish adherence to the state's expectations regarding **Math standards and instruction** through the grade bands should include the following:

•   Evidence of the adoption of a high quality, standards aligned instructional resource as defined by EdReports.org. This includes the scope and sequence documents showing alignment to standards and

intended pacing for each grade/course; **OR** curricular resources/documents that meet the criteria of the appropriate IMET from achievethecore.org including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red). Scope and sequence documents showing alignment to standards and intended pacing for each grade/course must be included in this documentation.

- Sample learning experiences (lesson/unit) and assessments
- Opportunities provided and embedded within the curriculum for professional learning and strategic use of curricular resources.
- Description of the professional learning structures the mathematics teachers engage in and how the vision for professional learning adheres to the state's standards for professional learning. Please provide sample professional learning goals for the mathematics department since the last renewal.
- In addition, there needs to be a well-articulated academic MTSS process for mathematics that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- Additionally, for grades 9-12, Mathematics course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Social Studies standards and instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB, or dual enrollment courses.
- Schedule of time allotted for social studies instruction in each grade

Evidence to establish adherence to the state's expectations regarding **Science standards and instruction** through the grade bands should include the following:

- Evidence of the adoption of a high-quality instructional resource as defined by EdReports.org or curricular resources that meet the criteria of the EQuIP rubric from nextgenscience.org, reviewed by an external evaluator that is not the materials publisher.
- The LEA must provide a scope and sequence for each grade level that includes the unit topic, the unit phenomenon, standards that are covered in that unit, what the students do and figuring out in the unit, and include a lesson and sample assessment from K-2, 3-5, 6-8, 9-12, depending on the structure of the school.
- Schedule of time allotted for science instruction in each grade
- A Response to the following questions:
  - What is the professional development plan to support continuous three-dimensional learning along with your instructional resources?
  - Describe how you ensure accessibility for all students in science.
  - Describe how your administrators are monitoring science instruction to ensure the shifts in science are occurring.

Evidence to establish adherence to the state's expectations regarding **Visual/ Performing Arts standards and instruction** through the grade bands should include the following:

- Scope and sequence showing National Core Arts Standards/Delaware State Standards targeted and major topics for each grade/course in the school.

- One sample assessment and rubrics aligned to state (NCAS) standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- Schedule of time allotted for arts instruction in each grade band.
- No curricular documents are required for AP, IB.

Evidence to establish adherence to the state's expectations regarding **World Languages standards and instruction** in grades 9-12 should include the following:

- Curriculum map or scope and sequence showing the targeted Delaware World-Ready Standards for Learning Languages, state proficiency targets and major learning contexts (themes) for each level of language instruction.
- One sample assessment and accompanying scoring rubric from one learning context--intended to provide evidence of student growth in proficiency--for each level of language instruction.
- No curricular documents are required for AP, IB.

Evidence to establish adherence to the state's expectations regarding **Health Education standards and instruction** in grades K-8 and 1/2 credit in high school (grades 9-12) should include the following:

- Curriculum map or scope and sequence showing the National Health Education Standards/Delaware State Standards targeted and attention to the specific learning concepts for each grade.
- One sample document outlining adherence to the hours requirements for specific health concepts in Regulation 551.
- One sample assessment and accompanying scoring rubric aligned to state standards – intended to provide evidence of student achievement of standards – for each grade level in the school.

Evidence to establish adherence to the state's expectations regarding **Physical Education standards and instruction** in grades K-8 and 1 credit in high school (grades 9-12) should include the following:

- Curriculum map or scope and sequence showing alignment to the Delaware physical education standards and grade level expectations.
- One sample assessment and accompanying scoring rubric aligned to state standards – intended to provide evidence of student achievement of standards – for each grade level in the school (example: state physical fitness assessment data and programming provided by the Delaware Department of Education)
- No curricular documents are required for elective Physical Education courses, which should not exceed 1 credit to fulfill graduation requirements.

☑ Upload Required   **File Type:** pdf, image, excel, word, text   **Max File Size:** 30   **Total Files Count:** 100

Applicant Comments :
Our curriculum files were too large to upload individually or as a ZIP file. We've created a Dropbox link for your viewing. Please click here to review FCSW's curriculum. (https://www.dropbox.com/sh/gubbrku0cavwgla/AAAOu4_4FsFcibQkUkJf_hMoa?dl=0)

6.3. At-Risk Students, Students with Disabilities, and English Language Learners

Q27. If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, gifted and talented students, or Multilingual Learners.

Please see Q22 for Freire Wilmington's plan to respond to its ratings of "approaching standard" within the Students with Disabilities category, metric 1c, of the Organizational Performance Framework.

Q28. **Describe any changes or enhancements to the process by which at-risk students, students with disabilities and gifted and talented students are identified and the evidence that the school was able to provide the right resources and services for these students.**

Freire Wilmington is committed to ensuring that all students receive rigorous academic instruction and the holistic social and emotional supports that they deserve to achieve at the highest levels. We identify academically at-risk students at the beginning of the year through our universal screener. We employ a Multi-Tiered System of Supports (MTSS) framework to continuously shape key programmatic initiatives that drive positive student outcomes. This framework incorporates data across four domains (academics, attendance, social/emotional, and behavior) to problem-solve in the areas of instruction and intervention at three tiers of support.

No matter each individual student's level of learning or needs when they arrive at FCSW, we are committed to providing the supports they need to succeed. FCSW is committed to the identification of students with disabilities in accordance with the Individuals with Disabilities Education Act (IDEA) and 14 DE Admin. Code 922-929, and our Student Services program provides a continuum of placements for identified students.

In the event that reasonable regular education and MTSS intervention options have been exhausted or upon request by a parent, we refer students for a full evaluation by a qualified psychologist. Parent consent is required before evaluation can occur. After an evaluation is completed, parents, teachers, and the student meet to discuss the results and potential outcomes. If a student is identified as eligible for special education services, an IEP team is assembled and meets to create the student's IEP. Each student is assigned a special education teacher who serves as their case manager. That special education teacher also provides push-in co-teaching to regular education classrooms and pull-out support for students who need it.

We provide a continuum of placements that enable each student to attend school in the Least Restrictive Environment in accordance with the IDEA and 14 DE Admin. Code 922-929. With the support of our special education teachers, we are able to accommodate most students with IEPs with minimal or no pull-out support (served in the regular classroom 80% or more of the day). While some students may require more specialized attention, such as students receiving services in Separate Special Education Classes and Regular Setting (Students served inside the regular classroom between 40% and 79% of the day) or students served in Separate Special Education in an Integrated Setting Student (served inside the regular classroom less than 40% of the day), our goal is to limit the amount of out-of-class time students are experiencing as much as possible.

Students with IEPs are taught on the same path to mastering Delaware's academic standards as students without IEPs. Their progress is monitored using the same set of assessments as students without IEPs (unless a student should have a cognitive impairment so severe that adaptations to assessments are required). These tests, supplemented with additional monitoring tools, are used to monitor the progress of students with IEPs throughout the year and in re-evaluations every three years (or whenever a re-evaluation is requested or deemed necessary). If a student is not making progress in the core academic areas based on their formal assessment targets as established in the IEP, the IEP team examines possible additional interventions and recommends changes to the education plan that are deemed necessary to help the student progress more quickly. As evidence that we are adequately supporting students with IEPs, there were no students with IEPs retained for failure to meet their academic goals or failure to pass their classes.

Students in grades 8-12 have a dedicated Transitions Coordinator who meets them annually before their IEP meeting, conducts interviews, and assists with transition goals. They collaborate with special education teachers quarterly to ensure accurate progress monitoring aligned with post-secondary plans. The Transitions Coordinator supports a seamless transition by facilitating visits to college disability offices, practicing transit, and other relevant activities. Students also have a college counselor in 12th grade who provides guidance during college applications and financial aid processes. They engage in college and career programming, including visits and skill-building activities.

Q29. Describe any changes or enhancements to the process by which Multilingual Learners are identified and the evidence that the school was able to provide the right resources and services for these students.

We have not implemented any changes or enhancements to the identification process of Multilingual Learners. However, throughout the term of the charter we have administered home language surveys, ACCESS placement tests, and delivered EL instruction and support appropriately. We ensure that parents are notified of their child's status as a Multilingual Learner, what supports are available, and how we will be helping their child increase their English proficiency. We will be undertaking an evaluation of the resources and services provided to Multilingual Learners during the 2023-24 school year.

6.4. Governance and Reporting Requirements

Q30. Describe how the board has provided oversight in the areas of academics, finance, and operations, including legal compliance.

FCSW Board members are committed to their governance role, particularly as it relates to performance and compliance. This starts with the first board meeting of the year, when Board members review state assessment data from the prior year and give feedback on the school's yearly academic plan developed by school and network leadership. The plan proposes goals and strategy for the upcoming school year, and the review allows Board Members to give input into goals and ask clarifying questions to ensure the strategy is clear and comprehensive, and to offer general suggestions. Midyear, the Board reviews and approves the school's Annual Report in order to keep abreast of academic accountability metrics and operational and financial compliance metrics. Throughout the year at each board meeting, Board members review a data packet to monitor progress and hold school leaders accountable for results on key school performance metrics. Through the discussion, Board members are able to push for continuous improvement and ensure that the Head of School has a plan for responding to any weaknesses. The Board also receives a financial report at each board meeting to ensure that there is continual oversight over financial performance. Finally, the Board conducts two evaluations, one for the Head of School and the other for the Freire Schools Network Office (FCSW's CMO), each of which get discussed at a board meeting, to ensure that the leaders who are responsible for executing in the three domains of academics, finance, and operations are receiving feedback from the Board.

Q31. Discuss board-related successes and challenges during the current charter term. Areas you may want to consider as appropriate include:
- Membership and recruitment
- New member induction and ongoing governance training
- Meeting attendance
- Board self-evaluation
- Progress on particular board-level projects

One challenge the board faced during this past charter term was recruiting parents for the Board and CBOC. When there were openings, we would try casting widely through school-wide newsletters as well as making individual asks to parents. We did not receive much interest and in a few cases, parents who expressed initial interest dropped off at some point during the process of learning about the roles or going through the clearance and training process. As part of our improvement plan for the 23-24 school year, we have created a 3 part plan to improve parent engagement (see question 18 for summary.) It is our hypothesis that by engaging parents more regularly throughout the year, we will be more likely to find parents to join the Board and CBOC.

A success has been the board-level work to bring our dream of an athletic facility to life. Board members were instrumental in helping our Advancement team secure $1.9 million in philanthropic support in order to make this project financially viable. Moreover, one Board member, our Secretary David Singleton, took a leadership role in the project management, earning the prestigious IDEA cornerstone award from the DE Charter Schools Network in acknowledgement of his efforts. This award is granted to those who demonstrate significant levels of commitment and involvement in DE's public charter schools. David gave countless hours of volunteer service, from helping the school secure financing, to assembling architects and builders, to helping coordinate the vendors and school leaders to ensure the project moved forward at a steady clip. We are grateful for David's leadership and the support of the entire Board.

Q32. Describe the process used by the board to evaluate school leadership.

The school's charter management organization facilitates an annual Head of School evaluation survey that addresses a range of competencies within six domains: Effective Administration, Positive Culture, Interpersonal Skills, Academics, Operations, and Overall Leadership. The evaluation incorporates input from diverse stakeholders such as school administration and staff, students, and the CEO of the charter management organization as well as a self-evaluation by the Head of School. The results of these surveys are aggregated and then reviewed at a board meeting so the board can help determine future areas of development.

Q33. Describe the school's process for succession planning including identification, development and retention of school leaders.

The Freire model has always featured a distributed leadership model with leaders focusing primarily on academics or on facilities, climate and other functions that support the academic program. Based on needs and budget, we will usually have one or more Assistant Heads who manage day-to-day operations while being developed and coached by a school leader. In 2021, Freire began the Freire Leaders Fellowship, a leadership incubator designed to nurture emerging leaders at each Freire school. The cohort meets regularly throughout the year, with each session focused on developing varied and essential leadership skills. In 2022-23, building on the successes of the Freire Leaders Fellowship, we launched our Teacher Fellows program, which allows our veteran teacher leaders from across the network (e.g. lead teachers, teacher coaches) to come together to exchange knowledge and learn from each other. Both programs simultaneously help staff develop within their current roles while also preparing them for the increased responsibility of an Assistant Head or Head level role in our network.

In some cases, Freire Wilmington's Head of School may encourage an individual they have identified as having leadership potential to apply for one of these programs in order to further their development. In other cases, staff apply on their own and through their participation, show themselves to be ready for more responsibility. In this way, we are able to maintain a robust pipeline so that when a leadership opportunity opens up at any Freire campus, we have individuals within the network who are ready to assume the role.

Q34. Share how the Board supports the school. Speak to the Board's involvement in events, operations, and fundraising activities.

Overall, the Board of Directors supports the school by working to set the school's mission, vision and strategic goals, establish policies and plans consistent with the school's ethos, engage proactively with the Head of School in cultivating and maintaining good relations with school constituents as well as the broader community, accept accountability for the financial stability and financial future of the institution, and participate in fundraising. The Board discharges its power and responsibility by functioning primarily as a policy-making body and delegating day-to-day administration to the Head of School.

The Board meets regularly to aid in the visioning, monitoring, and maintenance of policies to ensure compliance with the school's mission as well as federal, state, and local regulations. A part of this oversight includes the Board's responsibility to ensure that the school is on track to meet its targets as identified in the Delaware Organizational Framework. At its six regular meetings a year, the Board reviews a dashboard showing academic and climate data, detailed financial statements, and policies that require updates. The Head of School, the teacher representative on the Board, and a student provide updates and answer questions about the state of the school, updates on key initiatives, and progress toward goals.

To be able to best support the school and ensure that it has all necessary resources, it is important that the Board constantly build upon its understanding of on-the-ground aspects of the school and its community. Parent membership and student participation on the Board are vital to decision-making and ensuring its primary focus is the mission and ethos of the school. Annual board visitation days are an opportunity for the board to interact with students and teachers during a normal school day. During these visitation days, board members can sit in on classes with students, observe the overall school culture and climate, and discuss the school's needs and strengths with a panel of students. Board cultivation breakfasts are held at the school and serve as an opportunity for Board members, school administration, community partners, and businesses to meet some of Freire Wilmington's student body, network and discuss the school's advancement, goals, and needs.

The Freire Wilmington Board plays an active role in ensuring our school and our students have the resources they need for success by both supporting the school philanthropically and by encouraging the local philanthropic community to invest in our school. For the past four fiscal years, 100% of Freire Wilmington Board members have made a donation of personal significance to the school, and the school has met its target for unrestricted fundraising. A fundraising committee of the Board has been especially active in the past year as the school conducted a capital campaign to support the athletic center development project. With the Board members' ties to the philanthropic community, including the major regional foundations, Freire Wilmington successfully secured over $1.9M in grants and donations in support of this critical project.

Q35. Appendix 4: Current Organizational Chart

☑ Upload Required   **File Type:** pdf, image, excel, word   **Max File Size:** 30   **Total Files Count:** 10

Applicant Evidence :

📄 PDF	📄 PDF
Q35Appendix 4 Network O...	Q35Appendix 4 Freire Wilm...

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Q36. Appendix 5: Board member and school leader succession plans

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Applicant Evidence :

[PDF] Q36FCSWRenewal.pdf

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Angela Miller

6.5. Students and School Environment

Q37. Describe how the school solicits feedback from parents and students regarding satisfaction with the school. Provide summary data and reflect on the feedback. How does the school use this information to inform ongoing school improvement?

Parent involvement is a strong indicator of student success. This is why FCSW views parents as partners and therefore regularly asks for their feedback. Through parents on the Board and CBOC, individual parent meetings, parent surveys, and Title I meetings and events, we are able to keep a pulse on how our parents and students are feeling. In order to facilitate access to family programming throughout the year, events are held at different times, during the traditional workday, in the evenings, and on weekends. As Freire Wilmington implements Title I programming, the planning committee takes into account family feedback shared at parent meetings, feedback through parent surveys, and suggestions made directly to staff. During the 23-24 school year, we will support increased parent input via a Freire Parent Association, recruiting parents during Fall conferences and holding monthly meetings by the end of Marking Period 2.

Our yearly surveys help us better understand the perceptions of our students, teachers, and staff. They cover topics ranging from perceptions of school climate, support, and school leadership. The results allow us to identify strengths and areas for growth. Data is reviewed periodically throughout the year. For some things, such as student suggestions for after school clubs, school leadership is able to implement at their discretion. Feedback relating to professional development and curriculum changes are reviewed and discussed by school leadership and the Board.

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Q38.Appendix 6: Please upload an up-to-date Fire Inspection Certificate

☑ Upload Required   **File Type:** pdf, image, excel, word, text   **Max File Size:** 30   **Total Files Count:** 10

Applicant Evidence :

Appendix 6 Wilmington Fir...

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Angela Miller

Q39.Appendix 7: Please upload an up-to-date Insurance Certificate(s)

☑ Upload Required   **File Type:** pdf, image, excel, word, text   **Max File Size:** 30   **Total Files Count:** 10

Applicant Evidence :

Appendix 7 COI Evidence o...

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Q40.Appendix 8: Please upload Navigate report for SY21/22 and SY22/23.

☑ Upload Required   **File Type:** pdf, image, excel, word, text   **Max File Size:** 30   **Total Files Count:** 10

Applicant Evidence :

2022-23 School Assessmen...	2021-22 Safety Plan Report...	2022-23 Safety Plan Report...	2021-22 School Assessmen...

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6.6. Teacher Retention

Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teacher staff?

SCHOOL YEAR	% TEACHERS RETAINED	# OF TEACHERS RETAINED	# OF TEACHERS ELIGIBLE
2019-20	64.00%	16	25
2020-21	80.8%	21	26
2021-22	72.00%	21	29

Q41.Enter 2022-2023 PERCENT of Teachers RETAINED

69%

Q42. Enter 2022-2023 NUMBER of Teachers RETAINED

22

Q43. Enter 2022-2023 NUMBER of Teachers ELIGIBLE

32

Q44. Explain successes or challenges of implementing the school's teacher retention plan.

It's vital to us that we have an excellent teaching team. We aim to hire experienced, certified teachers who are passionate about our mission. Over the course of the charter term, finding certified teachers has not been easy. In some cases, even uncertified teachers are hard to find. Despite these challenging circumstances, we do our best to be creative in our recruitment efforts, to offer impactful training and coaching and support for pursuing certification, and to prioritize planning time in our schedule – all to ensure our teachers are successful in our school and stay with Freire Schools.

Over the charter term, Freire Wilmington has prioritized retention of both new and veteran educators. This took an even greater importance in recent years with the multifaceted challenges of the pandemic and the broader teacher shortage.

We are proud that retention increased during the years of the pandemic, with teacher retention rising from 64% in 2019-20 to 81% and 72% in 2020-21 and 2021-22 respectively. We attribute our successes in these years to building a strong culture combined with solid teaching structures throughout the pandemic.

This number dropped to 69% for 2022-23, however. While there are many reasons, the teacher shortage has been a significant challenge. Nationally, teachers are leaving the profession, and there is increased competition among schools for those teachers that stay. We also see a need to significantly improve our coaching and professional development to help teachers feel successful in addressing the social and academic gaps that our students face.

Our team is central to our success. We've built an environment that supports educators and offers avenues for professional growth. To support our entire team, especially newer teachers, we now use experienced instructional mentors, more than ever offer quality professional training, and set aside dedicated planning periods. This investment in our instructional staff and our team environment aids in staff retention and attracting a diverse group of talented educators to our school.

Our coaching program also plays a significant role in supporting and growing our educators. Through this program, our school leaders and instructional mentors provide tailored guidance. This includes specific coaching for educators working with students facing academic or personal challenges. The mentoring covers classroom techniques, curriculum content, teaching strategies, and feedback-driven learning. In the 2022-23 academic year, we also hired an external math specialist to help strengthen this subject area. Our goal remains: to ensure every classroom benefits from an effective teacher and that our entire team continues to learn and grow.

Finally, last year, Freire Schools participated in the TNTP's inaugural consortium for The Fellowship for Black Teacher Talent. Aimed at boosting the hiring, supporting, and retaining Black educators, this initiative involves various school districts and charter groups. By participating, Freire Schools deepened its understanding of the importance of diverse talent. We learned how to adjust our hiring methods and implement strategies to attract and retain more Black educators.

In addition to the ways we support teachers in their role, (i.e. through professional learning, coaching, and mentoring), during the 2023-24 school year we will pay more attention to improving their day-to-day experience at work. We believe that teachers will be more likely to stay at FCSW if they develop deeper connections to one another and experience joy more frequently; if they feel seen and acknowledged and celebrated; and if they are able to work in a positive environment.

Q45. Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.

Over the charter term, our professional development plan has evolved to focus intentionally on supporting teachers in implementing high-quality instructional materials. Our goal over this charter term was to select high-quality instructional materials and develop our teachers' understanding of the shifts required by these materials. In 2019-20, we began this process by implementing Illustrative Mathematics (IM) in our math courses. Alongside our curricular shift, we partnered with Teaching Labs to engage our teachers in curriculum-aligned inquiry cycles during biweekly professional learning communities (PLCs). In 2020-21, we piloted multiple high-quality instructional materials in ELA. After feedback from a variety of stakeholders, we chose and fully implemented EngageNY as our high school ELA curriculum, and EL Education as our 8th grade curriculum starting in 2021-22. Alongside this shift, we worked with external consultants to both develop the capacity of our ELA teacher-leaders and to engage our ELA teachers in professional learning grounded in strong implementation of high-quality materials. Finally, in the new 2023-24 school year, we are undergoing an internal audit of our instructional materials in science and piloting individual units from OpenSciEd in our high school biology, chemistry, and physics classes. While we had a strong plan and vision for our shift to high-quality instructional materials, we were not prepared for the disruption caused by the COVID-19 pandemic, and have continued to monitor and adjust our professional development plan in light of the increased learning needs of both our students and teachers. This has necessitated a deeper investment in staff development to ensure teachers – including more teachers than ever with little or no prior teaching experience – are successful in implementing our new curricula effectively. Looking forward, we will continue to develop teachers' understanding of how to best implement high-quality materials to support learning and academic growth for all students.

We use several structures throughout the year to ensure that all teachers have meaningful and high-impact professional development. First, Freire Wilmington's professional development program begins with an induction program for new staff, followed by a week of pre-service sessions for all teachers and staff. In these sessions, teachers are introduced to and continue to deepen their understanding of our college-prep mission, our student-centered pedagogical approach, our implementation of high-quality instructional materials, and the ways in which we support the academic, social-emotional, and behavioral needs of our students.

Once the school year is underway, all teachers meet in biweekly content PLCs, where they are supported by both school leadership and a teacher-leader to engage in inquiry cycles related to instructional strategies, deepening content knowledge, and curriculum implementation. In addition, teachers have monthly professional development days, which allow them to deepen their understanding of these topics and others cross-curricularly.

Finally, Freire Wilmington relies on our instructional coaching program to meet the individual needs of teachers and to provide significant support for our newest teachers. We have a team of coaches, some of whom remain in the classroom part-time, and others of whom are full-time coaches. Our coaches help teachers plan or internalize lessons or units, observe and debrief lessons and provide actionable feedback, cultivate collaboration, develop the capacity of teachers to coach peers, and plan and set coherent, aligned, and mutually agreed upon goals for teacher development based on data specifically related to student learning. Over the course of this charter term, the teacher shortage has meant that we are increasingly relying on novice teachers with limited teacher training. As a result, coaches work closely with our newest teachers to develop fundamental teaching practices, including writing strong and measurable learning goals/objectives, intentionally aligning classroom activities to these goals, appropriately differentiating for students, and developing strong procedures and routines to support classroom management.

As for leadership development, in addition to direct coaching and mentorship of school leaders, Freire Schools offers two staff development programs, one specific to school leaders and the other to veteran teacher leaders. In 2021 Freire began the Freire Leaders Fellowship, a leadership incubator designed to nurture emerging leaders at each school. The cohort meets regularly throughout the year focusing each session on developing a variety of leadership skills. In 2022-23, building on the successes of the Freire Leaders Fellowship, Freire Schools launched its Teacher Fellows program, which allows our veteran

teacher leaders from across the network (e.g. lead teachers, teacher coaches) to come together to exchange knowledge and learn from each other. Both fellowships have not only fostered personal and professional growth among the staff, but have also shown staff a clear pathway to leadership roles within Freire Schools, reinforcing their commitment to the organization.

Q46. Describe how the school's completion of educator evaluations has evolved over the course of the charter term.

Freire Wilmington conducts evaluations for educators through an approved teacher evaluation framework. Through this process, the school is able to hold high standards for all teachers while also differentiating for individual needs. Observers focus on providing differentiated coaching based on each teacher's progress and results on a standardized rubric.

Freire Wilmington uses the Freire Schools Deeper Learning Rubric as its performance framework for evaluations. This rubric is based on research from the National Research Council of the National Academies and aligns with Freire Schools' mission, values, and beliefs, with a focus on observable student outcomes and high standards for teaching. For the student growth component, Freire Wilmington uses the multiple measures of student growth under DPAS Component V to determine ratings for teachers.

The feedback process for full debriefs follows the six steps outlined in Paul Bambrick-Santoyo's Leverage Leadership, including precise praise, probing with open-ended questions, identifying the problem and concrete action step, practicing concrete action steps, planning ahead, and setting a timeline for implementation.

The evaluation process is similar for both new and experienced teachers, with new teachers being evaluated a minimum of four times and experienced educators a minimum of two times during the school year. New teachers may also receive differentiated professional learning sessions and mentoring activities as part of the induction program.

Finally, Freire Wilmington ensures compliance with the Department of Education by inputting observation and evaluation data and ratings into the Data Service Center.

6.7. Closure Requirements

Q47. Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:
• Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2023-24 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.
• If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting this requirement.
• Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).

The school's bylaws require the Board to adopt a formal plan of dissolution prior to distribution of assets should that scenario become necessary.

If the school faces closure or dissolution, Freire Wilmington will:

- Establish an open line of communication between parents/guardians and the school as well as all staff;
- Maintain an accurate record of enrollment, including the school's final student enrollment.
- Accurately account for the school's financial status;
- Appoint a board member to assume oversight of the school's dissolution process;
- Ensure each student continues his or her education and has complete student records transferred to their new school;
- Satisfy payroll and all creditors;
- Properly return funds acquired through federal, state, and local grants;
- Appropriately distribute all other funds; and
- Conduct a final financial audit.

To prepare for a possible closure or dissolution of the school, Freire Wilmington will set aside adequate funds to:

- Ensure all employees are paid according to their contractual agreements with the school;
- Pay any staff who would be required for close-out activities;
- Pay any vendors such as auditors, movers, liquidators, etc. that would be needed for the closure.

All cash and cash equivalents will be distributed first to satisfy outstanding payroll obligations for the employees of the school then to the remaining creditors of the school. The Board of Freire Charter School Wilmington understands that a charter school such as ours authorized to operate in Delaware must, by December 31 of any fiscal year, maintain an available balance or salary reserve, sufficient to pay the minimum cost necessary to provide students with the minimum annual instructional hours required by the Department of Education during the remainder of the fiscal year as reasonably projected by the charter school (14 Del. Code 515 (k)). We also understand that these costs may include but are not limited to non-payroll expenses, both fixed and non-fixed, incurred through the final month of the school year. We further understand that our failure to maintain sufficient available funds by December 31st will be deemed a material violation of our charter, a requirement we have met thus far. The board will review the fund balances and financial projections at each board meeting to ensure the fiscal health of the school and the maintenance of the reserve fund. In the event that Freire Wilmington is closed for nonfinancial reasons and, following the authorizer's charter school closure protocol, the Freire Wilmington board will work with DDOE concerning the steps necessary (parent notification, transfer of records, disposition of school assets, etc.) to ensure a smooth and orderly closure and transition (14 Del. Code 515 (i) and (j)). All steps described above would be managed by a transition team comprised of the Board Chair, the Head of School, and the Controller from Freire Schools Network Office, which is FCSW's charter management organization. In addition to any responsibilities outlined above this team would take responsibility for final closeout activities.

7. Financial Performance

The Financial Performance Framework is a reporting tool that provides the Department of Education with the necessary data to assess the financial health and viability of charter schools in its portfolio for the purposes of an annual review. The framework summarizes a charter school's financial health while taking into account the school's financial trends over a period of three years. Please utilize the hyperlink in this sentence for more information about the Financial Performance Framework (https://www.doe.k12.de.us/Page/2626).

7.1. Financial Performance Framework

SUMMARY AND OVERALL RATINGS

YEAR	Current Ratio (Working Capital Ratio)	Debt to Asset Ratio	Days Cash	Debt Service Payments / Loan Covenants	Aggregated Three-Year Total Margin	Cash Flow	Debt Service Coverage Ratio	Enrollment Variance	Student Retention	Financial Management & Oversight	OVERALL RATING
	1a	1b	1c	1d	2a	2b	2c	2d	3	4	
2021-22	M	M	AS	M	M	M	M	M	Not Rated	M	Meets Standard

M: Meets Standard
AS: Approaching Standard
F: Far Below Standard

Note: On June 18, 2020, the State Board of Education approved the updated Financial Performance Framework. Below is the school's historical data.

Historical Financial Framework Data

YEAR	Near Term Indicators				Sustainability Indicators					OVERALL RATING
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt to Asset Ratio	Cash Flow	Debt Service Coverage Ratio	Financial Management & Oversight	
	1a	1b	1c	1d	2a	2b	2c	2d	3	
2019-20	M	M	M	M	M	M	M	M	M	Meets Standard
2020-21	M	M	M	M	M	M	M	M	M	Meets Standard

PERFORMANCE AGREEMENT

By September 2023, our expectation is to achieve an overall rating of "Meets" or "Exceeds on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

Q48.Using the results contained in the Financial Performance Framework, describe the school's financial performance over the current charter term. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

Freire Wilmington met standard in all metrics in 2019-20 and 2020-21. In 2021-22 we were rated approaching standard in Days Cash, where we had 67 days cash on hand. This was the year the State increased the standard for Days Cash on Hand Ratio from 60 days to 75 days (effective FY 2022), and also a year in which we incurred significant HVAC repairs costs in addition to the capital purchase of our facility and the adjacent building.

Q49.Identify changes to financial practices that the school has implemented to improve the school's financial outcomes.

Our school's financial practices are sound as evidenced by our DSSF ratings. The Days Cash issue in 2021-22 was an unusual confluence of events where we were purchasing our building at the same time as the State increased the standard.

Q50.Address any measure(s) where the school did not meet the standard.

Please see our response to Q48.

Q51.Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

There have been no audit findings during the charter term.

Q52.Appendix 9: Upload a Summary of Findings from Independent Audits (if applicable).

☑ Upload Required   **File Type:** pdf, image, excel, word, text   **Max File Size:** 30   **Total Files Count:** 10

Q53.Appendix 10: Upload a Final Fiscal Year 2023 Revenue & Expenditure Budget Report in the prescribed Department format

☑ Upload Required   **File Type:** pdf, image, excel, word, text   **Max File Size:** 30   **Total Files Count:** 10

Applicant Evidence :

PDF
Q53 - Appendix 10 - FY23 R...

Uploaded on **9/30/2023** by **Leigh Botwinik**

Q54.Appendix 11: Upload an Approved Preliminary Fiscal Year 2024 Budget in the prescribed Department format. The budget narrative should make clear the assumptions on which the school bases its key revenue and expenditure projections. In addition, the budget and narrative should describe any anticipated changes to the school's financial position and clearly articulate the financial impact of any proposed modifications on other aspects of the school's education program and operations (e.g., new curriculum or instructional materials, modified staffing structure, decreased or increased enrollment, etc.).

☑ Upload Required   **File Type:** pdf, image, excel, word, text   **Max File Size:** 30   **Total Files Count:** 10

Applicant Evidence :

PDF
Q54 - Appendix 11 - FY24 B...

Uploaded on **10/2/2023** by **Leigh Botwinik**

Q55.Appendix 12: Upload a Fiscal Year 2023 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed).

☑ Upload Required   **File Type:** pdf, image, excel, word, text   **Max File Size:** 30   **Total Files Count:** 10

Applicant Evidence :

PDF
Q55 - Appendix 12 - FY23 FI...

Uploaded on **9/29/2023** by **Leigh Botwinik**

8. Innovative Practices

Q56.

Describe effective systems, structures, and/or processes that have led to significant school improvement that could be replicated at other schools. Please include the data that supports the success of these practices.

Areas you may want to consider, as appropriate:

- Leadership
- Professional Learning
- Instructional Transformation
- Equity
- Culture and Climate Shift
- Collaboration/Partnerships

From our distributed leadership model to our peer mediation program to our delivery of cost-free individual and family Emotional Supports therapy, Freire Wilmington has a number of unique programs and practices that could be replicated at other schools. One of our exciting newer promising programs is our Freire Leaders Fellowship, which was launched network-wide in 2021-22. As described in our response to Q.33, the Freire Leaders Fellowship is a leadership incubator designed to nurture emerging leaders at each Freire school. The cohort meets regularly throughout the year, with each session focused on developing varied and essential leadership skills, including: instructional leadership, distributive leadership, the Freire vision, change leadership, public leadership, and leadership of self as well as skills development in the areas of special education, talent, school operations, fundraising and stewardship, etc. Across the Freire Schools network we had 10 fellows in 2021-22 (three from Freire Wilmington) and 18 fellows in 2022-23 (two from Freire Wilmington). In 2022-23, building on the successes of the Freire Leaders Fellowship, we launched our Teacher Fellows program, which allows our veteran teacher leaders from across the network (e.g. lead teachers, teacher coaches) to come together to exchange knowledge and learn from each other. Both programs simultaneously help staff develop within their current roles while also preparing them for the increased responsibility of an Assistant Head or Head level role in our network. As these programs are both relatively new, it is hard to draw too many conclusions on the long-term impact on staff retention. But in just our second year of our Freire Leaders Fellows, we saw 94.4% of the fellows return to Freire Schools for fall 2023.

With Freire Wilmington being part of a small network of charter schools, we benefit from trying new programs out on a small scale in partnership with our peer schools, such as these two fellowships. We also benefit from being able to replicate programs that have worked well at other Freire campuses. For example, in 2023-24 Freire Wilmington became cell phone-free space using a system called Yondr. Yondr has has been implemented in over 50 schools in our region (including Freire High School in Philadelphia) and over 1,000 schools across 21 countries to facilitate an engaged learning environment. We believe that cell phones have great utility. We have also found that learning and social behavior improve drastically when students are fully engaged with their teachers and classmates. The Yondr Program utilizes a simple, secure pouch that stores a phone. Every student secures their phone in a personally assigned Yondr pouch when they arrive at school. Students maintain possession of their phones and may not use them until their pouches are opened at the end of the school day. If a parent needs to reach their child during the school day, they are able to call the main office. Students are required to bring their Yondr pouch to and from school each day and are responsible for their pouch at all times. Yondr recently surveyed over 900 school partners to measure the effects of creating phone-free educational environments. These schools achieved notable progress in multiple areas:

- 65% of schools saw an improvement in academic performance
- 74% of schools saw an improvement in student behavior
- 83% of schools saw an improvement in student engagement in the classroom

Freire Wilmington is implementing this system in 2023-24, because we saw the positive impact it made at Freire Charter High School in Philadelphia in 2022-23. In an end of year survey to get feedback and input from teachers, 97% of staff at Freire Charter High School reported wanting to continue the approach (one person responded that they were unsure). One teacher's comment really captured our greatest hope when we initiated the pouches : "Can't say enough good things about this policy and the focus it allows us to have on teaching and learning!" Moreover, the academic results 2022-23 would support this teacher's contention, with a 7 point higher proficiency rate in Algebra and 17% in ELA vs the year prior to the pilot. We look forward to Freire Wilmington's replication this school year and the impact evaluation we will conduct at the conclusion of the school year.

9. Looking Forward: Plans for the Next Charter Term

This section provides the school with an opportunity to discuss plans for the next charter term. Schools should identify any anticipated changes to the school's educational program, governance model, and financial outlook and must identify any proposed changes that would require modification of a material provision in the school's charter contract or that are likely to impact the school's academic or organizational success or its financial sustainability. As a general rule, the school should identify any changes that are relevant or significant with respect to the performance outcomes that the school has agreed to meet or are otherwise relevant to the school's renewal and continued authorization and operation as a public charter school. The authorizer reserves the right to request additional information so that it may sufficiently assess the impact and planning for such changes. Even if proposed changes would occur several years into the next charter term, the authorizer strongly encourages applicants to outline them here.

Q57. Describe any significant changes to the essential terms of the school's educational program, including but not limited to the school's mission, course of study, instructional program, grade levels served.

During this charter term, while there have been no significant changes made to the educational plan, grades served, location or CMO, we did make minor revisions to our mission statement to reflect our commitment to equity, the work we do, and the values we hold. Since our last renewal, the Board has approved a revised mission statement. It now contains the phrase "commitment to peace" instead of "nonviolence" to convey the positive state of being we aim to promote, and adds the word "equity" as another one of our values. While peacefulness and equity have been FCSW's goals since its founding, the timing felt right to explicitly state those in our mission so that current and prospective students, families, and staff know what Freire Schools stand for. Our mission statement now reads, "Freire Charter School Wilmington provides a college-preparatory learning experience with a focus on individual freedom, critical thinking, and problem solving in an environment that emphasizes the values of community, teamwork, equity, and commitment to peace."

Looking ahead, we do not anticipate any significant changes to the foundational elements of our program. We plan on doing some market research to see how to make FCSW more attractive to students as a way to increase enrollment. And Q18 outlines the many important changes we are pursuing to improve performance. Briefly, these changes involve:

- Intervention blocks in math and ELA.
- Intensive supports and interventions for attendance.
- Diversifying the pool we recruit from and investing in current staff and their day-to-day experience at FCSW.
- Professional learning and coaching around problem based learning and the way that Illustrative Math structures support it.
- Professional learning and coaching on the science of reading and how to shift the cognitive load to students during lessons; increase in time spent writing.
- Piloting new science curricula; professional learning around NGSS shifts.
- Adopting a cell phone-free school policy.

The world has changed so much since our last charter renewal. There is no way any school could have anticipated and planned for the changes we all had to implement in response to the pandemic. If COVID taught us anything, it is that we have to remain nimble and be willing to evolve based on context and data. We are committed to making those kinds of changes throughout the charter term.

Q58. Describe any anticipated changes to the governance of the school, including but not limited to board composition, committee structure, and/or amendments to by-laws.

During the next charter term, we will continue to cast widely for new diverse, committed Board members, but we are not anticipating any structural changes or changes to foundational documents such as the by-laws. As with our educational program, we are open to making adjustments if the context requires it.

Q59. Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.

The governing board is constantly seeking to improve its effectiveness and capacity. The primary tool used is an annual self evaluation survey. In 2022-23, commitment and collaboration were named as Board strengths. Fundraising was named both as a strength and an opportunity for improvement. The board reported seeing a need to be more focused on mid-long range planning and identified the following topics as critical for such plans: enrollment, the teacher shortage, and finances after federal funding declines. In our next charter term, we will continue the practice of administering the Board self-evaluation tool each spring and discussing the results at a Board meeting.

Q60. Describe any anticipated changes to the school leadership or staffing model and any proposed changes to the management of the school, including any changes to the school's relationship with a third-party education service provider, if one exists. If the school does not currently contract with an Charter Management Company but intends to do so during the next charter term, if the school currently contracts with an Charter Management Company but does not intend to continue to do so during the next term, or if the school intends to make material modifications to its existing management agreement, the school must contact the authorizer for additional information prior to the submission of this application.

During the current charter term, we made an adjustment to the leadership model. From the school's founding, we had employed a co-Head of School model. This distributed approach split leadership for academics and all the functions that support academics equally. Two years ago, we switched to a Head of School approach, where there is one leader at the highest level overseeing several Heads or Assistant Heads of Academics and Academic Supports. The relationship with the CMO and the overall staffing model have remained consistent over that time. We have no immediate plans to change either the leadership model or CMO, though, like all the elements of our program, we will continue to evaluate to ensure leadership, staffing, and the CMO are meeting the school's current needs.

Q61. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.

In the coming charter term, FCSW will continue to utilize the applications found in the Department's EdAccess, including eSchool, IEPPlus, EdInsight Report portal and DE Open Data to collect data on student demographics, attendance, school climate, student grades, test scores and more. We feed these data into our network's Schoolzilla data warehouse, which populates a school performance dashboard that allows school leaders to monitor the data in real time. In conjunction with the Freire Schools Network Office, we will use DEEDs to collect and track data on staff certification; Navigate360 to record fire and lockdown drills and tabletop exercises; DENARS to collect financial and participation data for the school's breakfast, lunch, and after-school snack program and compliance and membership in the National School Lunch and Breakfast programs; and eGrants for accountability to federal grant obligations. The Freire Schools Network Office accounting team uses the State's systems (FSF and PHRST) to manage and process all day-to-day accounting, payroll, and benefits transactions. We also use Aplos, the network's internal accounting software, to measure the financial ratios used in the Framework. Aplos is reconciled to FSF and PHRST each month and gives us the flexibility to maintain full accrual-based accounting records that mirror the financial data presented in the audited financial statements, allowing us to accurately calculate and project financial ratios in real time. For a final look at the prior year's performance, we will use the Annual Report and the DE School Report Card site to review performance against the DSSF academic, organizational, and financial frameworks. Several Freire staff are members of PAC and Data Forum and attend those meetings regularly. In our new charter term, FCSW leaders will continue to take advantage of professional development and documentation provided by DOE and the Freire Schools Network Office, which has experience supporting FCSW with these data systems.

Q62. **Describe the current status of the school facility and discuss any anticipated changes in facilities needs or location. Ensure that the budget narrative (Appendix 11) explains how the school's facilities plans are reflected in the budget.**

Since its founding in 2015, Freire Wilmington has been located in rented space in a building at 201 West 14th Street that has mostly suited our students' needs. However, the building was only under lease until 2031 and lacked athletic facilities or a space large enough for the full school community to gather.

In FY22, we made our first significant building upgrade, renovating the school's undeveloped basement into the Dragon's Den, a multi-purpose space. The Dragon's Den serves as a common room for students and includes additional tables and chairs, comfortable seating, computer stations, and recreation equipment. During the return to in-person learning, this space allowed us to maintain social distancing guidelines during meals. Since then, the space has become a gathering place for students to enjoy their meals, study, socialize, and participate in club activities. It also provides a valuable space for school activities such as Dragon Day and awards ceremonies.

In summer 2022, FCSW was presented with an exciting opportunity to purchase its current building at 201 West 14th Street as well as an adjacent site at 205 West 14th Street using a below-market lending program only available to high-performing charter schools through the Equitable Facilities Fund (EFF). We acquired the two buildings in July 2022, and used part of the loan to upgrade our HVAC system, elevators, and complete other maintenance on the main school building.

We are currently in the process of completing a $5.2 million renovation of the 201 West 14th Street building. The lower level will continue to be used as a parking facility for our school, and we are making major renovations to the upper level to convert it into a 14,000 square foot athletic center. This requires raising the roof from 9 ft. tall to 25 ft. and replacing existing steel columns with a new structure. The athletic center will include a regulation court that will be used for basketball and volleyball, plus locker rooms, training space, and spectator seating. Freire Wilmington received nearly $1.9 million in support from Delaware's philanthropic community, including grants from the Longwood Foundation, Welfare Foundation, Sonecha Family Foundation, WSFS CARES Foundation, Laffey-McHugh Foundation, and Crestlea Foundation toward this project. The remaining project is funded by a $2.75 million loan from Level Field Partners and operating funds. The project is progressing on time and on budget, and we look forward to opening the facility in early winter 2024.

We do not anticipate any other facility or location changes for the coming charter term. Our budget and budget narrative reflect the costs associated with our facilities loans with EFF and Level Field Partners, as well as costs associated with facility maintenance and repairs.

9.7. Projected Enrollment

Q63. **Fill out the five-year enrollment chart by grade level (see Resources). Ensure that the chart allows for the natural progression of students from year to year.**
- **Note: This will become the school's authorized enrollment for the new charter term.**
- **Note: An increase or decrease in enrollment exceeding 5%, but less than 15%, is considered a minor modification of the school's charter. 14 Del. Admin. C. § 275.9.9.1.4. An increase or decrease in enrollment exceeding 15% is considered a major modification of the school's charter, which requires a review by the Charter School Accountability Committee and the assent of the State Board of Education. See 14 Del. C. § 511(b)(2); 14 Del. Admin. C. § 275.9.8.1.3. As such, if the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, the school is required to submit a Charter Modification Application (https://www.doe.k12.de.us/Page/4361) including budget sheets, and a budget narrative reflecting the new enrollment figures.**

☑ Upload Required   **File Type:** excel   **Max File Size:** 30   **Total Files Count:** 20

Applicant Comments :

Please see the spreadsheet below. We are requesting a minor modification to our charter to lower the school's enrollment cap from 500 to 430, representing a decrease of 14%.

Resources

Projected Enrollment.xlsx

Applicant Evidence :

FCSW 5-Year Projected Enr...

Uploaded on **9/28/2023** by
Angela Miller

9.8. Measuring Academic Progress

The school's responses to the next 4 questions in this section will be used to populate the Academic Performance section of the school's new Performance Agreement.

Q64.Explain how the school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter.

Each year, the Head of School collaborates with the Freire Schools' CEO and Performance Management Team to set goals for the coming year that correspond to key DSSF domains including academic achievement, growth, and attendance, as well as goals related to our college prep mission. As a general rule, we look for consistent, incremental growth. A typical annual goal might be a 5 percent increase in proficiency rates on the state assessments.

These goals, along with a set of strategies for achieving them, are presented to the Board for discussion and feedback at the start of each school year. Once the Board and Head of School come to final agreement on the annual plan, the school's dashboard is aligned to it so that the Board can track progress towards the school-level goals.

Throughout the year, the Head of School meets with Freire Schools staff in data meetings, where the group looks in depth at a variety of performance data to evaluate the success of school programming and make corrective plans if needed. Student achievement data is regularly reviewed alongside other kinds of data including survey data; school climate data, including attendance rates; engagement data such as assignment completion data; and teacher observation and walkthrough data. The conversation starts at the school level, and then the team uses an interactive dashboard connected to our data warehouse to drill down and view performance for student groups and individual students.

At each regular board meeting, the Head of School gives a status update on performance, using the Board's dashboard as a starting place for discussion and supplementing it with summaries of key takeaways from the data meetings about the performance of groups of students as well.

At the end of each academic year, the school leaders report to the Board on the school's performance as a whole, including performance against the metrics set forth at the start of the year. The Board also receives a copy of the annual DSSF results each Fall and votes to approve the school's Annual Report each Winter. This ensures focus on tracking progress toward charter-term goals.

We plan to continue the practices above for measuring and evaluating academic progress in our coming charter term.

Q65.Outline the clearly measurable annual performance status and growth goals that the school will set over the course of the next charter term in order to monitor and evaluate its progress accelerating student achievement. Include information about proposed school's student performance goals and the DSSF.

Our goal is to show growth within each DSSF metric annually, putting us on track to achieve a "Meets" or "Exceeds" rating by September 2028.

Given our current data, we know that we cannot wait until DSSF results are shared each year to evaluate our progress and, therefore, we will set annual goals for key metrics including proficiency on Smarter Balanced and SAT assessments, % of students attending 90% or more, % of 12th grade students participating in dual enrollment, % of 9th graders on track, % of 12th graders graduating, and seamless college enrollment.

Even the data for the metrics above can present too much of a lag to effectively monitor progress, and so we will keep a close eye on a range of leading indicators. Most important are our benchmark assessments, to see whether there is an increase in the percent of students projected proficient and a decrease in the percent of students projected below basic. Our baseline target is a 5% improvement in proficiency rates on standardized tests year over year. If our benchmark tests are not showing growth, and, therefore, a 5% improvement on standardized tests seems unlikely, this will trigger course correction conversations mid-year. We will examine the quality of implementation of the strategies outlined in Q18 above. If we determine that our fidelity of implementation is lacking in any areas, we will put a plan together to improve by the end of the year.

If we do not make year to year growth on our DSSF score, we will begin our corrective action process to reevaluate each element of our strategy. Was there an implementation problem, and, if so, what caused it? If we implemented the strategy well and still didn't see results, what other root cause of low performance might be at play that we haven't yet addressed? Based on this analysis, we will speak with stakeholders and do research in order to identify alternative strategies that may be more effective. We are not holding key elements of our improvement plan as described in Q18 and elsewhere in this application as so sacred they cannot be changed. We will let the data guide us so that we can best serve students.

Q66.In addition to the State's mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).

Universal Screening is one piece of data regarding students' progress that we will consider during PLC, MTSS and/or grade-level team meetings. Freire Wilmington will use Star Math and Star Reading as its benchmarking assessment. We will administer Star assessments during the Fall (finalize assessments by 9/30); Winter (finalize assessments by 1/31); and Spring (finalize assessments by End of Year). These Benchmark assessments: (1) serve as universal screeners, (2) allow students to be screened to monitor their academic progress, and (3) provide data on school programming effectiveness. Renaissance has conducted alignment studies to ensure that the STAR assessments results correlate with Smarter Balanced and SAT assessment results. Therefore, they provide a pulse on how the school is doing in terms of progress toward its annual 5% increase in proficiency goal. Star reports map individual student results to Common Core standards so that teachers can use the data from interim assessments to help assess student learning needs and progress towards common core standard mastery. Also, Freire Wilmington will utilize supplemental Smarter Balanced resources from the state as interim assessments for the 8th grade. Specifically, we will use the Smarter Balanced Interim Comprehensive Assessment (ICA) as a midterm for 8th grade ELA and Math. Further, we will use the Smarter Balanced Interim Assessment Blocks throughout the year to assess 8th grade progress in ELA and Math; these assessments are typically given in the 1st and 3rd quarters of the school year.

Q67.Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s),

position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

Freire Wilmington collaborates with the Performance Management and Teaching & Learning Teams from its charter management organization, Freire Schools, to aid the alignment of the instructional program to the unique academic needs of students. Data typically consists of a dashboard of key academic performance metrics, including grades, attendance, and suspensions. In addition, the packet includes data that is most timely and actionable that month. For example, in the fall, it would include the Star reports for Reading and Math. At other points of the year, the packet might include a detailed look at survey data or the rubric results of teacher observations. Often data analysis is discussed at a data meeting between the Head of School, other Heads and Assistant Heads, the CEO of the Freire Schools Network Office, as well as members of the Freire Schools Network Office Performance Management and Teaching & Learning teams to provide an opportunity to analyze the data, discuss potential actions to take, and anticipate challenges that may lie ahead. The data may be used to identify students to take part in academic interventions, to monitor students' progress, or to monitor program implementation. Further, teachers review data during PLCs and/or meetings with the Assistant Head of Academics or a teacher coach in order to develop lesson plans that reteach and/or incorporate focus skills for tiered instruction. The Head of School reports out to the Board at all regular bimonthly meetings using a consistent data dashboard. At the end of the year, when standardized test scores are received, these same individuals thoroughly review all data in order to evaluate programs and inform the school's strategies for the following year. We plan to continue these practices for collecting and analyzing student academic achievement data in our new charter term.

Q68.Describe the corrective actions the school will take, pursuant to 14 Del. C. § 512(5), if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

This charter renewal application and in particular Q18 where we lay out our plan to address subpar academic outcomes provides an example of how we approach corrective action. When FCSW does not meet student academic achievement goals, the Head of School collaborates with the school leadership team and the Freire Schools Network Office to reach a solution best for the School and its students and families. This process involves intensive data analysis to identify possible root causes for the performance issues, as well as researching evidence-based strategies for addressing the root causes. Corrective actions may include small group or one-on-one student interventions, new or additional professional development for teachers and staff, new student programming, changes to curriculum, additional student supports, or any other action that addresses the root causes identified. Over the next charter term, we will be engaged in a near-constant process of progress monitoring and making adjustments to our corrective actions as needed to ensure sustained growth in student academic achievement.

10. Compliance Certification Statement

Q69. The Board of Directors of this charter school certifies that it will materially comply with all applicable laws, rules, regulations, and provisions of the charter relating to the education of all students enrolled at the school. We have reviewed the Delaware Charter Law (14 Del. C. Ch. 5) and 14 DE Admin. Code § 275 in Department of Education regulations (Regulation 275), and have based the responses in this renewal application on the review of these documents.   Signature of the Chairperson of the Board of Directors (or designated signatory authority)

Signature

Applicant Evidence :

Clint Signature Page.png
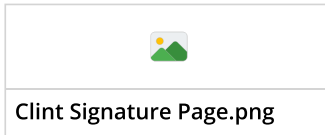
Uploaded on **9/28/2023** by
Angela Miller

Q70. Name of the Chairperson of the Board of Directors (or designated signatory authority)

Clint Walker

Q71. Title (if designated)

Board Chair

Q72. Date of Signature

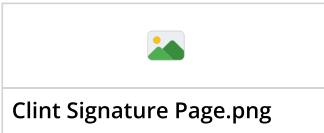Thu Sep 28 2023 (Eastern Daylight 📅

11. Renewal Application Certification Statement

Q73. I hereby certify that the information submitted in this application for renewal of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury. Signature: Chairperson of Board of Directors (or designated signatory authority)

Signature

Applicant Evidence :

Clint Signature Page.png

Uploaded on **9/28/2023** by
Angela Miller

Q74. Date of signature

Thu Sep 28 2023 (Eastern Daylight

Q75. Name of Chairperson of Board of Directors (or designated signatory authority)

Clint Walker

Q76. Title (if designated)

Board Chair

Q77. Date of approval by board of directors

Thu Sep 21 2023 (Eastern Daylight

Q18. Academic Performance

Indicator/Measures	2018	2019	2022	2023
Overall All Metrics	52%	44%	47%	43%
Overall Academic Achievement	35%	24%	12%	8%
Overall Academic Progress*	54%	51%	12%	50%
Overal School Quality/Student Success	91%	59%	67%	53%
Overall Graduation Rate			84%	82%
Overall Progress Toward English Language Proficiency	IS	IS	IS	0%

Our approved performance agreement is that by 2023, our expectation is to achieve a "Meets" or "Exceeds" rating on each metric area of the DSSF. Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations.

Our school fell short of the goals set forth in the performance agreement. We saw the steepest drops in the Academic Achievement and Student Success domains of the DSSF over the course of the term. While Academic progress has rebounded back to pre-COVID levels, it is still rated Well Below Expectations. In 22-23 we received a rating in Progress towards ELP for the first time, which was rated Well Below Expectations. These results have led us to intensively analyze each and every element of our school program. In this section of our application, we will present the key takeaways of our analysis and our plan to adapt and evolve in response.

Context

To try to understand what might be underlying this decline, we started by examining our context. Freire Wilmington serves the third highest percentage of low-income students of any public high school in the state. While our demographics have remained relatively consistent over the charter term, students' entering academic levels have dropped. Certainly, the pandemic is partly to blame. Statewide, the average 7th grade scale score on Smarter Balanced was 25 points lower in ELA and 40 points lower in math in 2021-22 than it was back in the 2018-19 school year.

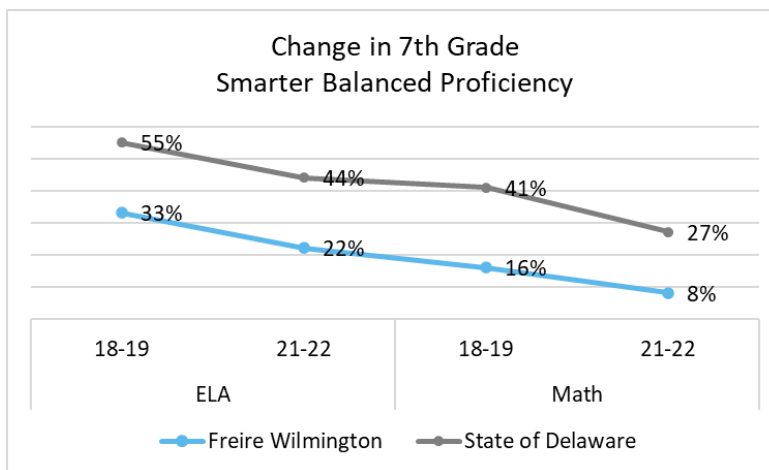| A Comparison of average 7th Grade Smarter Balanced Scale Scores					ELA Variance	Math Variance
	ELA		Math			
	18-19	21-22	18-19	21-22		
State of Delaware	2556	2531	2537	2496	-25	-40

While all kids in Delaware were impacted by COVID, they were not all impacted equally. Our school begins in 8th grade, and when we look at how our students performed on the 7th grade Smarter Balanced test

prior to their arrival at Freire Wilmington, we see that the decline was even steeper than the State of Delaware overall, with a 36 point drop in ELA and a 62 point drop in math.

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	ELA		Math		ELA	Math
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This same pattern can be observed when looking at proficiency rates. Statewide, proficiency among 7th graders declined by 11 percentage points in ELA and 14 percentage points in math from 18-19 to 21-22. Our population's entering proficiency rates have always been lower than the statewide average and also followed a similar decline over this time period (11 percentage points in ELA and 8 in math respectively.)

Change in 7th Grade Smarter Balanced Proficiency						
	ELA		Math		ELA	Math
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To put it bluntly, students are arriving at Freire Wilmington further behind than at any point during our school's history.

Students' entering achievement levels are beyond our control, and we do not present this data as an excuse. Rather, we are acknowledging that this shift in our context means that we must better adapt to these new circumstances. Anything and everything in our model needs to be reexamined with our current

context in mind. That has been the work of our leadership team since the minute we received our test scores – finding ways to revise and refine our program so that we can better serve the students who are sitting in front of us today.

Academic Interventions

Based on the above analysis of our students' entering levels, we are retooling our academic program, and will now pilot intervention blocks as part of our multi-tiered process of supporting students with learning gaps. We are still committed to acceleration and providing students with grade level curriculum; however, we will supplement that with math and reading intervention in grades 8, 9, and 11. We will identify students who need additional supports using 7th and 8th grade Smarter Balanced data as well as data from our universal screener, the Star ELA and Math assessments. During intervention blocks, teachers will utilize Corrective Math materials and Lexia Literacy strategies in order to provide targeted intervention on foundational math and reading skills. Teachers will attend regular meetings with the Assistant Head of Academics to understand and utilize data from various assessments (ICAs, IABs, STAR) to drive individual student growth.

Pandemic Related Absenteeism

COVID not only impacted the students who were new to Freire Wilmington, but also the students who were with us when the pandemic hit. For many of them, the return to in-person learning during the 2021-22 school year was more challenging than we anticipated. In particular, attendance dropped dramatically.

Attendance pre and post pandemic		
	19-20	21-22
Average Daily Attendance	94.3%	77.7%
Percent of students attending 90% or more	82.5%	28.4%

In an internal study we conducted in 2022, we found that chronic absenteeism was correlated with lower performance on state assessments. We replicated this study in 2023 (see table below), and found that the trend persisted – students who were chronically absent in 2023 scored on average 50 points lower in Math and 62 points lower in ELA on the Smarter Balanced assessment.

Impact of Attendance on 22-23 8th Grade Smarter Balanced Scores		
	ELA	Math
Chronically Absent	2450	2428
Not Chronically Absent	2512	2478
Variance	-62	-51

During the 2022-23 school year, we put a plan in place to address chronic absenteeism. Key elements included cross-collaboration to identify the root causes of student absenteeism, sharing meaningful resources with families, and supporting students in articulating a plan for success. We increased communication around student absences with parents and guardians, and involved them in the process of identifying barriers. Attendance updates as early as three absences and attendance-specific report cards to show whether students are on or off track have already proven effective in generating urgency around attendance and are resulting in positive attendance outcomes. We've also found that notification of referral to truancy court by email and certified mail at the 20-day threshold is moving the needle on attendance though still not at the rates needed to close the gap with years prior to COVID.

The percent of students attending 90% or more of instructional days climbed 16 percentage points by the end of the school year in 2022-23 from the prior year.

Attendance before and after new attendance strategy		
	21-22	22-23
Average Daily Attendance	77.7%	81.6%
Percent of students attending 90% or more	28.4%	44.5%

We plan to refine our implementation even further in 2023-24. We will provide individual case management from academic advisors and college counselors; complete home visits for students that reach the 15 day threshold; and implement mandatory Academic Centers and/or Saturday School as part of Attendance Improvement Plans. We were also recently awarded a Stronger Connections grant, which will enable us to hire a full-time MTSS Coordinator, who will ensure an integrated approach to attendance, emotional supports, and academic supports.

Teacher Shortage

In 2022-23, three of the five teachers responsible for ELA and math instruction in 8th and 11th grades at our school took some type of leave (FMLA/parental) and one other teacher resigned midyear. In this charter term in particular, we also had some teachers who needed extended time off either because they were caring for sick family or dealing with mental/physical strain from the stresses of the pandemic. It is less than ideal for students to deal with disruption after they develop a rapport with a teacher, and even the best long-term substitute is less preferable to a qualified, consistent teacher. But due to the national teacher shortage, this unusual confluence of personnel issues was made worse by the fact that there were no certified teachers available to hire full-time or as long-term subs.

At the same time that fewer college students are receiving teaching certificates, one of our most consistent talent partners, Teach for America, stopped placing teachers in Delaware. Freire Wilmington was among the largest, if not the largest, placement site for Delaware's branch of Teach for America; high quality candidates dwindled after TFA closed its Delaware office.

In the face of these challenges and recognizing the correlation between teacher quality and student achievement, our People Team has relied on a range of strategies: direct message sourcing via LinkedIn, increasing collaboration with program partners (Relay, Wilmington University, Delaware

State University, and University of Delaware), increasing our referral bonus, improved marketing, and increasing outreach to alumni. A key element of the strategy is retaining our teachers, especially given how much is invested during the induction and coaching of new, uncertified teachers. We are entering the 2023-24 school mindful of the emotional experience of our staff. We want to support staff in developing deeper connections to each other. We are looking for opportunities to promote a joyful working environment. We will recognize accomplishments and celebrate growth. And we are beautifying common spaces in and around our building so that our people can work in an environment that uplifts the spirit.

Math

Focusing on content-specific challenges, we have observed a marked decline in math performance since 2018-19. This challenge precedes the COVID pandemic.

Smarter Balanced, Math (Grade 8)								
	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Freire Wilmington	27%	23%	31%	11%	NA	0%	5%	2%
State of Delaware	38%	38%	38%	38%	NA	24%	24%	24%

SAT, Math (Grade 11)						
	17-18	18-19	19-20	20-21	21-22	22-23
Freire Wilmington	20%	18%	6%	11%	4%	4%
State of Delaware	28%	28%	29%	28%	24%	23%

We have observed the following root causes specific to math instruction: (1) struggles implementing problem-based math curriculum and (2) students missing fundamental skills needed to access grade-level content. We adopted Illustrative Mathematics (IM) in 2019-20 for our core math curriculum, because it meets expectations in all EdReports Gateways, is aligned with the CCSS, and is both student-driven and focused on deeper understanding. What we have discovered, however, is that even those staff with deep content knowledge do not necessarily have the pedagogical knowledge about how math is learned (especially moving from concrete to pictorial to abstract), which can lead teachers to omit or deemphasize key pieces of the curriculum (e.g. Standards for Mathematical Practice). This is especially true when teachers feel rushed for time, which happens frequently due to how far behind students arrive. Teachers feel hurried trying to simultaneously teach the grade-level curriculum and incorporating the foundational/focus skills that students need to access that grade-level curriculum.

As such, high quality professional learning is one of our key strategies for the 2023-24 school year and beyond. Freire Wilmington will work to develop and strengthen teacher pedagogy around productive struggle, grappling, and student discourse (all hallmarks of IM and constructivist math instruction). We will couple high-quality instruction with guardrails to ensure that we remain standards-aligned and adaptations that allow our teachers to use curriculum in ways that best meet the needs of our students while maintaining the integrity of the curriculum. And by adding intervention blocks, we hope to help teachers feel less rushed so they give proper time to the most essential elements of the IM curriculum. This strategy is summarized below:

- We don't stick to a rigid pacing guide, but we ensure that we are preparing students for upcoming work in future grades by consulting major work of the grade.
- We make informed decisions about how and when to adapt structures and procedures to engage or meet the needs of students.
- We provide Tier 2 supports to our students within the classroom to ensure that they are able to meet the grade-level standards. These supports include:
  - Just-in-time spiraling – we identify students' gaps from previous grades and provide opportunities for them to relearn and master these skills alongside the new grade-level content.
- We use intervention blocks with Corrective Math to provide additional time for students to address prior learning gaps so they can access the grade-level curriculum in their math course.

ELA

After experiencing declining ELA scores prior to the pandemic, in 2021-22, we adopted the EngageNY English Language Arts curriculum. We made this selection because it explicitly aligns to the CCSS and challenges students to read deeply in challenging texts, exposes them to diverse voices, is rooted in real world experiences, and aligns with our emphasis on social justice. Proficiency rates in 2022-23 started to creep up a bit in 8th grade, going from 11% to 14%, though they declined in 11th, from 23% to 13%. The 11th grade decline was especially disappointing given that the other two high schools in the Freire Schools network did experience improvements in 11th grade proficiency rates in 2022-23.

Smarter Balanced, ELA (Grade 8)								
	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Freire Wilmington	48%	39%	38%	30%	NA	25%	11%	14%
State of Delaware	54%	52%	53%	52%	NA	44%	42%	41%

SAT, ELA (Grade 11)						
	17-18	18-19	19-20	20-21	21-22	22-23
Freire Wilmington	52%	38%	25%	30%	23%	13%
State of Delaware	50%	48%	49%	50%	47%	44%

When reflecting on our ELA performance in 2022-23, we identified two root causes: (1) students missing fundamental reading skills needed to access grade-level texts and (2) gap in teacher knowledge about the science of reading. With respect to missing fundamental reading skills and teacher's professional learning, our plan involves (1) training teachers in the science of reading, (2) planned intervention blocks to support struggling students, and (3) embedding the following curricular adaptations that we believe will help move the needle in ELA:
- We increase student engagement by introducing new or additional classroom structures or protocols that require students to do the thinking.
- We prioritize both on-demand and process-based writing. We ensure that all students have the opportunity to engage in the writing process: brainstorming, drafting, and revising with feedback.

- In 8th grade, this means we intentionally prepare students to write on-demand essays like those they will see on Smarter Balanced.
- In grades 9-12, this means we transform all Performance Tasks and some mid or end-unit assessments to become process-based, rather than on-demand.
- We provide direct instruction to students about literary concepts that build from grade to grade (e.g. rhetorical devices).
- We provide Tier 2 supports to our students within the classroom to ensure that they are able to comprehend grade-level texts. These supports include:
  - Fluency practice
  - "Juicy sentence protocol"
  - Explicit vocabulary and knowledge-building instruction
- We use intervention blocks with Lexia to provide additional time for students to address prior learning gaps so they can access grade-level texts.

Science

Dessa, Science (Combined Grade 8 and Grade 10)					
	18-19	19-20	20-21	21-22	22-23
Freire Wilmington	13%	NA	16%	10%	5%
State of Delaware	32%	NA	24%	21%	NA

Freire Wilmington is deeply committed to improving outcomes in science for all students. Root causes of our performance include a need for higher quality curriculum and better PD around the shifts required by NGSS. In the spring of 2022-2023, Freire Schools convened a Science Leadership Team composed of instructional leaders, including Heads of Academics, Freire Schools network instructional leaders, and science department chairs to begin a multi-year curriculum evaluation and pilot process related to our science instructional materials. As part of this process, we committed to the following in 2023-2024:

- Continue to use Inquiry Hub as the primary instructional material in both 10th grade biology and chemistry.
- Pilot OpenSciEd's recently released high school physics curriculum in 9th grade physical science, and pilot individual units from OpenSciEd's biology and chemistry curricula in order to determine which program, Inquiry Hub or OpenSciEd, is the best fit for the science program at Freire Wilmington.
- Provide ongoing professional development for our science leaders, as well as our science teachers, related to the shifts required by NGSS and continuous growth in the three-dimensional learning framework of NGSS.

We chose both Inquiry Hub and OpenSciEd because Achieve, Inc. rates them as high-quality science instructional resources that are aligned with NGSS. Achieve, Inc. is an external evaluator that scores science materials using the NGSS EQuIP rubric.

As part of our multi-year science curriculum pilot and implementation, Freire Wilmington is providing professional development for both teachers and instructional leaders. In 2022-2023, the Science Leadership Team began this process. The team used the Solidify Science Leadership Workbook from Instruction Partners as the foundation to build our own deep

understanding of the shifts required by NGSS and the principles of three-dimensional learning. We leverage department-based PLCs, instructional walkthroughs, and instructional coaching to drive professional growth.

In 2023-2024, our professional development series for science began with a one-day "Science Launch Day," which will ground teachers in Freire Schools' Vision for Science Teaching and Learning by participating in NGSS-aligned learning experiences as learners themselves. Throughout the year, science teachers will meet in biweekly PLCs that will support teachers in piloting OpenSciEd and in continuing to develop their understanding of how to leverage Inquiry Hub materials in service of three-dimensional learning. Science teachers will also receive instructional coaching from Freire Wilmington's science department leader, with support from Freire Wilmington's Head of School and Assistant Head of Academics.

With support from the Freire Schools network's instructional leaders, our school-based administrators and Science Leadership Team will use Instruction Partners' Science Classroom Observation Tool in quarterly walkthroughs to monitor science instruction across all grades. We will use this tool to adjust our professional development plan in response to teacher and student needs. In addition, we will provide opportunities for Freire Wilmington's science leaders to visit classrooms at schools across our network to better align our science instruction to the shifts required by NGSS.

English Language Proficiency

2022-23 was the first year that we had a student group size large enough to be rated, with 16 students scored. 4 students showed some improvement based on their ACCESS test scale score, but none met their target for growth. In the 2023-24 school year, we will be undertaking a thorough evaluation of our Program for Multilingual Learners including the quality of instruction/supports students receive, the coaching and professional learning provided to classroom teachers of Multilingual students, and the conditions during ACCESS assessment to identify areas that may be strengthened so that more students will hit their targets in the next charter term.

Student Engagement

Another root cause that we identified of low academic achievement is a low level of student engagement in classrooms. This cuts across all subject areas. In 2021-22, across the Freire Schools network, we noticed a stark difference in student engagement compared to before the pandemic. Students were physically back in our classrooms, but many were checked out. While there are any number of teacher moves that can be employed to boost engagement (or, conversely, moves that can sap it) the common denominator that we observed was smart phones, which are tempting distractions that can often be used surreptitiously even if they are technically not allowed. Last year, one of our other Freire Schools network high schools piloted a cell-phone free building by using Yondr pouches. The difference in student engagement in the classroom was palpable and academic data backed up this observation, with increases of 7 points in math and 17 points in ELA on the state standardized test. The FCSW Board adopted a cell-phone free policy this June and the school began implementing Yondr pouches in the first week of the 2023-24 school year. The Yondr slogan is "Be Here Now." This speaks to the spirit of

this policy shift -- we want students to connect with one another, with their teachers, and with their academics in a healthy way by focusing on the moment and the people in front of them.

Parent Engagement

Parent engagement in schools is a vital cornerstone of a child's educational journey. It promotes a sense of community within the school, where parents feel invested in their child's educational experience, staff feel buoyed by the partnership with parents, and students feel supported and motivated. Parent engagement can impact academic outcomes when parents gain insights into their child's learning needs and teachers gain a deeper understanding of each student's unique strengths and challenges.

During the 23-24 school year, we will support increased parent engagement through a three-part plan. First, we will continue efforts that began in 22-23 to increase communication with parents through biweekly newsletters and biweekly progress reports. We will increase our activity on social media and we will ensure that every family receives a phone call by an advisor, counselor or admin at least once per quarter. Second, we will establish a Freire Parent Association, recruiting parents during Fall conferences and holding monthly meetings by the end of Marking Period 2. Third, in connection with our 21st Century Learning Center, we will work with the Parent Association to offer more school-wide family events at the school.

Dual Enrollment

A key driver of School Quality/Student Success rating is dual enrollment. In some years, this has been an area of strength and in other years, our focus has been pulled in other directions. In 2023-24, we will bolster opportunities for Dual Enrollment by partnering with University of Delaware to offer EntreX and LeadX to 12th grade students, partnering with Stockton University to convert all AP courses to dual-credit eligible courses through their dual enrollment program, and continuing to offer supplemental dual enrollment options through Wilmington University and Del Tech.

Summary

In summary, our analysis identified the following root causes of declining performance:

- Context: Students are arriving further behind than they used to with critical gaps in foundational skills needed to access grade-level curriculum.
- Pandemic related absenteeism: A larger proportion of students were chronically absent upon return to in person learning and this impacted their learning.
- Teacher shortage: The impact that the national teacher shortage had on FCSW was exacerbated by the closing of TFA Delaware, which had been a significant source of staffing for our school.
- Math: Struggles implementing problem-based math curriculum and students missing fundamental math skills.
- ELA: Students missing fundamental reading skills needed to access grade-level texts and a gap in teacher knowledge about the science of reading.

- Science: Need for better curriculum across all courses and gap in teacher knowledge about NGSS shifts
- Student engagement: Students are distracted by cell phones.

In response, our strategies for 2023-24 and beyond include:
- Intervention blocks in math and ELA with targeted instruction by student level.
- Intensive supports and interventions for attendance.
- Diversifying the pool we recruit teachers from and investing in current staff and their day-to-day experience at FCSW.
- Professional learning and coaching around problem based learning and the way that IM structures support it.
- Professional learning and coaching on the science of reading and how to shift the cognitive load to students during lessons; increase in time spent writing.
- Piloting new science curricula; professional learning around NGSS shifts.
- Adopting a cell phone free school policy.
- Conducting a thorough evaluation of our Program for English Learners
- Starting a parent association and holding more parent events
- Increasing dual enrollment opportunities.

We believe that the strategies outlined above will move the needle across all DSSF domains including Academic Achievement, Academic Progress, Graduation Rate, School Quality/Student Success and Progress towards English Language Proficiency. That said, we are more committed than ever to interrogating the effectiveness of our strategies regularly and course correcting as needed. It is our responsibility to provide a high quality, college preparatory education to all of our students. That is our north star and we will remain nimble and adapt as needed to achieve our performance goals.

Enrollment and Demographic Info Table

Q15. Student Demographics Table

	18-19	19-20	20-21	21-22	22-23
students enrolled at 9/30	479	487	501	503	450
grades served	8-12	8-12	8-12	8-12	8-12
Native American	0.40%	0.20%	0.40%	0.00%	0.00%
Asian	1.30%	1.00%	0.20%	0.20%	0.44
Black	71.00%	74.70%	75.90%	78.30%	81.80%
Hispanic	13.40%	11.70%	12.40%	11.70%	8.00%
Multi Racial	4.20%	3.30%	2.40%	2.40%	1.60%
Pacific Islander	0.20%	0.00%	0.00%	0.00%	0.00%
White	9.60%	9.00%	8.80%	7.40%	8.20%
ELL	1.90%	2.30%	2.40%	3.00%	3.80%
low income	43%	39%	39%	39%	47%
sped	15%	21%	20%	22%	27%

Appendix 1 - Supplemental Academic Performance Data

Q18. Academic Performance

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Overall All Metrics	**52%**	**44%**	**47%**	**43%**
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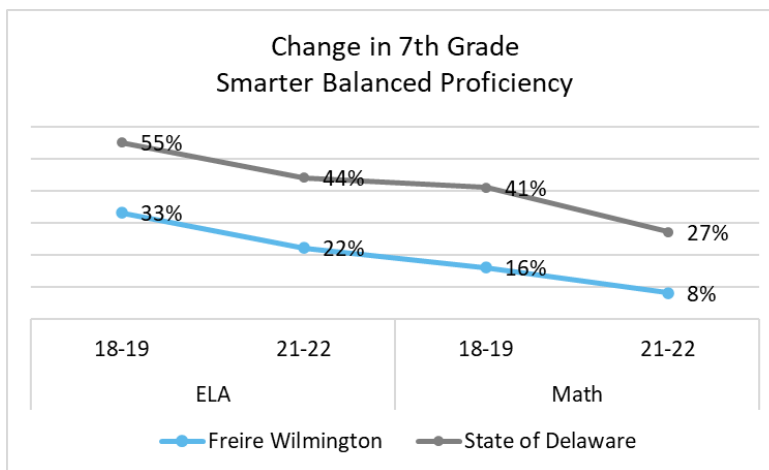| A Comparison of average 7th Grade Smarter Balanced Scale Scores					ELA Variance	Math Variance
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Percent of students attending 90% or more	82.5%	28.4%

In an internal study we conducted in 2022, we found that chronic absenteeism was correlated with lower performance on state assessments. We replicated this study in 2023 (see table below), and found that the trend persisted – students who were chronically absent in 2023 scored on average 50 points lower in Math and 62 points lower in ELA on the Smarter Balanced assessment.

Impact of Attendance on 22-23 8th Grade Smarter Balanced Scores		
	ELA	Math
Chronically Absent	2450	2428
Not Chronically Absent	2512	2478
Variance	-62	-51

During the 2022-23 school year, we put a plan in place to address chronic absenteeism. Key elements included cross-collaboration to identify the root causes of student absenteeism, sharing meaningful resources with families, and supporting students in articulating a plan for success. We increased communication around student absences with parents and guardians, and involved them in the process of identifying barriers. Attendance updates as early as three absences and attendance-specific report cards to show whether students are on or off track have already proven effective in generating urgency around attendance and are resulting in positive attendance outcomes. We've also found that notification of referral to truancy court by email and certified mail at the 20-day threshold is moving the needle on attendance though still not at the rates needed to close the gap with years prior to COVID.

The percent of students attending 90% or more of instructional days climbed 16 percentage points by the end of the school year in 2022-23 from the prior year.

Attendance before and after new attendance strategy		
	21-22	22-23
Average Daily Attendance	77.7%	81.6%
Percent of students attending 90% or more	28.4%	44.5%

We plan to refine our implementation even further in 2023-24. We will provide individual case management from academic advisors and college counselors; complete home visits for students that reach the 15 day threshold; and implement mandatory Academic Centers and/or Saturday School as part of Attendance Improvement Plans. We were also recently awarded a Stronger Connections grant, which will enable us to hire a full-time MTSS Coordinator, who will ensure an integrated approach to attendance, emotional supports, and academic supports.

Teacher Shortage

In 2022-23, three of the five teachers responsible for ELA and math instruction in 8th and 11th grades at our school took some type of leave (FMLA/parental) and one other teacher resigned midyear. In this charter term in particular, we also had some teachers who needed extended time off either because they were caring for sick family or dealing with mental/physical strain from the stresses of the pandemic. It is less than ideal for students to deal with disruption after they develop a rapport with a teacher, and even the best long-term substitute is less preferable to a qualified, consistent teacher. But due to the national teacher shortage, this unusual confluence of personnel issues was made worse by the fact that there were no certified teachers available to hire full-time or as long-term subs.

At the same time that fewer college students are receiving teaching certificates, one of our most consistent talent partners, Teach for America, stopped placing teachers in Delaware. Freire Wilmington was among the largest, if not the largest, placement site for Delaware's branch of Teach for America; high quality candidates dwindled after TFA closed its Delaware office.

In the face of these challenges and recognizing the correlation between teacher quality and student achievement, our People Team has relied on a range of strategies: direct message sourcing via LinkedIn, increasing collaboration with program partners (Relay, Wilmington University, Delaware

State University, and University of Delaware), increasing our referral bonus, improved marketing, and increasing outreach to alumni. A key element of the strategy is retaining our teachers, especially given how much is invested during the induction and coaching of new, uncertified teachers. We are entering the 2023-24 school mindful of the emotional experience of our staff. We want to support staff in developing deeper connections to each other. We are looking for opportunities to promote a joyful working environment. We will recognize accomplishments and celebrate growth. And we are beautifying common spaces in and around our building so that our people can work in an environment that uplifts the spirit.

Math

Focusing on content-specific challenges, we have observed a marked decline in math performance since 2018-19. This challenge precedes the COVID pandemic.

Smarter Balanced, Math (Grade 8)								
	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Freire Wilmington	27%	23%	31%	11%	NA	0%	5%	2%
State of Delaware	38%	38%	38%	38%	NA	24%	24%	24%

SAT, Math (Grade 11)						
	17-18	18-19	19-20	20-21	21-22	22-23
Freire Wilmington	20%	18%	6%	11%	4%	4%
State of Delaware	28%	28%	29%	28%	24%	23%

We have observed the following root causes specific to math instruction: (1) struggles implementing problem-based math curriculum and (2) students missing fundamental skills needed to access grade-level content. We adopted Illustrative Mathematics (IM) in 2019-20 for our core math curriculum, because it meets expectations in all EdReports Gateways, is aligned with the CCSS, and is both student-driven and focused on deeper understanding. What we have discovered, however, is that even those staff with deep content knowledge do not necessarily have the pedagogical knowledge about how math is learned (especially moving from concrete to pictorial to abstract), which can lead teachers to omit or deemphasize key pieces of the curriculum (e.g. Standards for Mathematical Practice). This is especially true when teachers feel rushed for time, which happens frequently due to how far behind students arrive. Teachers feel hurried trying to simultaneously teach the grade-level curriculum and incorporating the foundational/focus skills that students need to access that grade-level curriculum.

As such, high quality professional learning is one of our key strategies for the 2023-24 school year and beyond. Freire Wilmington will work to develop and strengthen teacher pedagogy around productive struggle, grappling, and student discourse (all hallmarks of IM and constructivist math instruction). We will couple high-quality instruction with guardrails to ensure that we remain standards-aligned and adaptations that allow our teachers to use curriculum in ways that best meet the needs of our students while maintaining the integrity of the curriculum. And by adding intervention blocks, we hope to help teachers feel less rushed so they give proper time to the most essential elements of the IM curriculum. This strategy is summarized below:

- We don't stick to a rigid pacing guide, but we ensure that we are preparing students for upcoming work in future grades by consulting major work of the grade.
- We make informed decisions about how and when to adapt structures and procedures to engage or meet the needs of students.
- We provide Tier 2 supports to our students within the classroom to ensure that they are able to meet the grade-level standards. These supports include:
  - Just-in-time spiraling – we identify students' gaps from previous grades and provide opportunities for them to relearn and master these skills alongside the new grade-level content.
- We use intervention blocks with Corrective Math to provide additional time for students to address prior learning gaps so they can access the grade-level curriculum in their math course.

ELA

After experiencing declining ELA scores prior to the pandemic, in 2021-22, we adopted the EngageNY English Language Arts curriculum. We made this selection because it explicitly aligns to the CCSS and challenges students to read deeply in challenging texts, exposes them to diverse voices, is rooted in real world experiences, and aligns with our emphasis on social justice. Proficiency rates in 2022-23 started to creep up a bit in 8th grade, going from 11% to 14%, though they declined in 11th, from 23% to 13%. The 11th grade decline was especially disappointing given that the other two high schools in the Freire Schools network did experience improvements in 11th grade proficiency rates in 2022-23.

Smarter Balanced, ELA (Grade 8)								
	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23
Freire Wilmington	48%	39%	38%	30%	NA	25%	11%	14%
State of Delaware	54%	52%	53%	52%	NA	44%	42%	41%

SAT, ELA (Grade 11)						
	17-18	18-19	19-20	20-21	21-22	22-23
Freire Wilmington	52%	38%	25%	30%	23%	13%
State of Delaware	50%	48%	49%	50%	47%	44%

When reflecting on our ELA performance in 2022-23, we identified two root causes: (1) students missing fundamental reading skills needed to access grade-level texts and (2) gap in teacher knowledge about the science of reading. With respect to missing fundamental reading skills and teacher's professional learning, our plan involves (1) training teachers in the science of reading, (2) planned intervention blocks to support struggling students, and (3) embedding the following curricular adaptations that we believe will help move the needle in ELA:
- We increase student engagement by introducing new or additional classroom structures or protocols that require students to do the thinking.
- We prioritize both on-demand and process-based writing. We ensure that all students have the opportunity to engage in the writing process: brainstorming, drafting, and revising with feedback.

- o In 8th grade, this means we intentionally prepare students to write on-demand essays like those they will see on Smarter Balanced.
- o In grades 9-12, this means we transform all Performance Tasks and some mid or end-unit assessments to become process-based, rather than on-demand.
- We provide direct instruction to students about literary concepts that build from grade to grade (e.g. rhetorical devices).
- We provide Tier 2 supports to our students within the classroom to ensure that they are able to comprehend grade-level texts. These supports include:
  - o Fluency practice
  - o "Juicy sentence protocol"
  - o Explicit vocabulary and knowledge-building instruction
- We use intervention blocks with Lexia to provide additional time for students to address prior learning gaps so they can access grade-level texts.

Science

Dessa, Science (Combined Grade 8 and Grade 10)					
	18-19	19-20	20-21	21-22	22-23
Freire Wilmington	13%	NA	16%	10%	5%
State of Delaware	32%	NA	24%	21%	NA

Freire Wilmington is deeply committed to improving outcomes in science for all students. Root causes of our performance include a need for higher quality curriculum and better PD around the shifts required by NGSS. In the spring of 2022-2023, Freire Schools convened a Science Leadership Team composed of instructional leaders, including Heads of Academics, Freire Schools network instructional leaders, and science department chairs to begin a multi-year curriculum evaluation and pilot process related to our science instructional materials. As part of this process, we committed to the following in 2023-2024:

- Continue to use Inquiry Hub as the primary instructional material in both 10th grade biology and chemistry.
- Pilot OpenSciEd's recently released high school physics curriculum in 9th grade physical science, and pilot individual units from OpenSciEd's biology and chemistry curricula in order to determine which program, Inquiry Hub or OpenSciEd, is the best fit for the science program at Freire Wilmington.
- Provide ongoing professional development for our science leaders, as well as our science teachers, related to the shifts required by NGSS and continuous growth in the three-dimensional learning framework of NGSS.

We chose both Inquiry Hub and OpenSciEd because Achieve, Inc. rates them as high-quality science instructional resources that are aligned with NGSS. Achieve, Inc. is an external evaluator that scores science materials using the NGSS EQuIP rubric.

As part of our multi-year science curriculum pilot and implementation, Freire Wilmington is providing professional development for both teachers and instructional leaders. In 2022-2023, the Science Leadership Team began this process. The team used the Solidify Science Leadership Workbook from Instruction Partners as the foundation to build our own deep

understanding of the shifts required by NGSS and the principles of three-dimensional learning. We leverage department-based PLCs, instructional walkthroughs, and instructional coaching to drive professional growth.

In 2023-2024, our professional development series for science began with a one-day "Science Launch Day," which will ground teachers in Freire Schools' Vision for Science Teaching and Learning by participating in NGSS-aligned learning experiences as learners themselves. Throughout the year, science teachers will meet in biweekly PLCs that will support teachers in piloting OpenSciEd and in continuing to develop their understanding of how to leverage Inquiry Hub materials in service of three-dimensional learning. Science teachers will also receive instructional coaching from Freire Wilmington's science department leader, with support from Freire Wilmington's Head of School and Assistant Head of Academics.

With support from the Freire Schools network's instructional leaders, our school-based administrators and Science Leadership Team will use Instruction Partners' Science Classroom Observation Tool in quarterly walkthroughs to monitor science instruction across all grades. We will use this tool to adjust our professional development plan in response to teacher and student needs. In addition, we will provide opportunities for Freire Wilmington's science leaders to visit classrooms at schools across our network to better align our science instruction to the shifts required by NGSS.

English Language Proficiency

2022-23 was the first year that we had a student group size large enough to be rated, with 16 students scored. 4 students showed some improvement based on their ACCESS test scale score, but none met their target for growth. In the 2023-24 school year, we will be undertaking a thorough evaluation of our Program for Multilingual Learners including the quality of instruction/supports students receive, the coaching and professional learning provided to classroom teachers of Multilingual students, and the conditions during ACCESS assessment to identify areas that may be strengthened so that more students will hit their targets in the next charter term.

Student Engagement

Another root cause that we identified of low academic achievement is a low level of student engagement in classrooms. This cuts across all subject areas. In 2021-22, across the Freire Schools network, we noticed a stark difference in student engagement compared to before the pandemic. Students were physically back in our classrooms, but many were checked out. While there are any number of teacher moves that can be employed to boost engagement (or, conversely, moves that can sap it) the common denominator that we observed was smart phones, which are tempting distractions that can often be used surreptitiously even if they are technically not allowed. Last year, one of our other Freire Schools network high schools piloted a cell-phone free building by using Yondr pouches. The difference in student engagement in the classroom was palpable and academic data backed up this observation, with increases of 7 points in math and 17 points in ELA on the state standardized test. The FCSW Board adopted a cell-phone free policy this June and the school began implementing Yondr pouches in the first week of the 2023-24 school year. The Yondr slogan is "Be Here Now." This speaks to the spirit of

this policy shift -- we want students to connect with one another, with their teachers, and with their academics in a healthy way by focusing on the moment and the people in front of them.

Parent Engagement

Parent engagement in schools is a vital cornerstone of a child's educational journey. It promotes a sense of community within the school, where parents feel invested in their child's educational experience, staff feel buoyed by the partnership with parents, and students feel supported and motivated. Parent engagement can impact academic outcomes when parents gain insights into their child's learning needs and teachers gain a deeper understanding of each student's unique strengths and challenges.

During the 23-24 school year, we will support increased parent engagement through a three-part plan. First, we will continue efforts that began in 22-23 to increase communication with parents through biweekly newsletters and biweekly progress reports. We will increase our activity on social media and we will ensure that every family receives a phone call by an advisor, counselor or admin at least once per quarter. Second, we will establish a Freire Parent Association, recruiting parents during Fall conferences and holding monthly meetings by the end of Marking Period 2. Third, in connection with our 21st Century Learning Center, we will work with the Parent Association to offer more school-wide family events at the school.

Dual Enrollment

A key driver of School Quality/Student Success rating is dual enrollment. In some years, this has been an area of strength and in other years, our focus has been pulled in other directions. In 2023-24, we will bolster opportunities for Dual Enrollment by partnering with University of Delaware to offer EntreX and LeadX to 12th grade students, partnering with Stockton University to convert all AP courses to dual-credit eligible courses through their dual enrollment program, and continuing to offer supplemental dual enrollment options through Wilmington University and Del Tech.

Summary

In summary, our analysis identified the following root causes of declining performance:

- Context: Students are arriving further behind than they used to with critical gaps in foundational skills needed to access grade-level curriculum.
- Pandemic related absenteeism: A larger proportion of students were chronically absent upon return to in person learning and this impacted their learning.
- Teacher shortage: The impact that the national teacher shortage had on FCSW was exacerbated by the closing of TFA Delaware, which had been a significant source of staffing for our school.
- Math: Struggles implementing problem-based math curriculum and students missing fundamental math skills.
- ELA: Students missing fundamental reading skills needed to access grade-level texts and a gap in teacher knowledge about the science of reading.

- Science: Need for better curriculum across all courses and gap in teacher knowledge about NGSS shifts
- Student engagement: Students are distracted by cell phones.

In response, our strategies for 2023-24 and beyond include:
- Intervention blocks in math and ELA with targeted instruction by student level.
- Intensive supports and interventions for attendance.
- Diversifying the pool we recruit teachers from and investing in current staff and their day-to-day experience at FCSW.
- Professional learning and coaching around problem based learning and the way that IM structures support it.
- Professional learning and coaching on the science of reading and how to shift the cognitive load to students during lessons; increase in time spent writing.
- Piloting new science curricula; professional learning around NGSS shifts.
- Adopting a cell phone free school policy.
- Conducting a thorough evaluation of our Program for English Learners
- Starting a parent association and holding more parent events
- Increasing dual enrollment opportunities.

We believe that the strategies outlined above will move the needle across all DSSF domains including Academic Achievement, Academic Progress, Graduation Rate, School Quality/Student Success and Progress towards English Language Proficiency. That said, we are more committed than ever to interrogating the effectiveness of our strategies regularly and course correcting as needed. It is our responsibility to provide a high quality, college preparatory education to all of our students. That is our north star and we will remain nimble and adapt as needed to achieve our performance goals.

Appendix 2 - Data Source for Mission-Specific Goal(s)

Mission Specific Goal Data Collection 2022-2023	

Freire Charter School- With our focus on providing a college preparatory education, our mission-specific goal is for 90% of students to increase understanding of and exposure to colleges and universities by participating in college visits, invited speakers, or in-school workshops, courses, and programming.

Data sources may include:

-Participation rates for college visits -Student participation rates for college-related events, speakers, workshops, courses, or other programming.

Data Source	Description	Results
Welcome Week Orientation Sessions	Workshop series with new and returning students about Freire values, the importance of college, graduation requirements, and what students need to be doing now.	Whole School
Post-Secondary Advisement Plans	Workshop series for all students led by Academic Advisors where students explored college and career opportunities and set personal academic goals using MajorClarity and Naviance.	All 8th-11th Grade Students
DelawareTech Trip	Students visited DelawareTechnical College and received a tour of the campus from student tour guides. Students also participated in a demonstration in the Dental lab.	All 8th and 10th Grade Students
Neumann College Fair	Students visited Neumann Univeristy and received a tour of the campus. Additionally, students atted a college fair with over 100 schools in attendance to learn about admissions requirements and college options.	All 11th Grade
HBCU Week College Fair	Students attended the City of Wilmington's annual HBCU Week College Fair hosted at the Field House. Students had the opportunity to learn about various HBCus and receive on the spot acceptances.	All 12th Grade Students
University of Delaware Trip	Students visisted Univeristy of Delaware and received a tour of the campus from student ambassadors.	All 9th Grade Students
HBCU Divine Nine Panel	Students had the opportunity to engage with alumni of various HBCUs and members of Divine Nine panhellenic organizations through a panel discussion in which students asked questions about their college experiences.	Open to all students, 35 attended
College and Career Week	Workshop series for all students led by Academic Advisors and College Counselors where students explored college and career opportunities using Naviance, Stand By Me, and outside agencies. Students also attended a college and career fair in the school building with over 30 colleges and buinesses.	All Students

	College Access Team Programming	Financial Aid Workshops, College Admissions Workshops, College Representative Visits, Instant Decision Days, and one-on-one guidance on selecting colleges. Partner programming from Stand by Me and the University of Delaware provided additional workshops and support.	All 11th and 12th Grade Students	
	Social Studies Course College Focus	Teachers in Social Studies classes dedicated time to writing college admission essays, researching aspects of college, and other aspects of the admissions process.	All students	
	School-wide initiative to frame projects, assignments, and tasks around college	Teachers received PD and implemented ways to incorporate college themes and structures into classes. Example this year included using financial aid in math classes, college seminar-style discussion, etc.	All students	
	Standards-Aligned Curriculum	Adoption of standards-aligned, research-based materials and curriculum in Math and English classes.	All students	
	Overall Rating			
	Based on the above data, Freire met the criteria for the mission specific goal.			

Appendix 3 - Curriculum Documents

FCSW ELA CURRICULUM

Grade 8 Curriculum Map

	Module 1	Module 2	Module 3	Module 4
Focus	Reading, Writing, and Speaking Grounded in Evidence	Researching to Build and Present Knowledge (Science)	Analyzing, Interpreting, and Evaluating Text	Researching to Write and Present Arguments
Title	Folklore of Latin America	Food Choices	Voices of the Holocaust	Lessons from Japanese American Internment
Description	Students read *Summer of the Mariposas* and analyze theme, point of view, and characterization. Students write their own narrative scene in which they modernize a character from Latin American folklore. Finally, students write expository essays about the modernization of Latin American folklore and create a website to house their narratives and essays.	Students read *The Omnivore's Dilemma* and watch related video clips from NourishLife. Students then evaluate the authors' motives, purposes, and points of view, including whether and how conflicting viewpoints are addressed. Additionally, students evaluate the advantages and disadvantages of using different mediums to convey information. Students research different topics that impact access to healthy food and write an expository essay. Students then write an argumentative essay about the food choices they think would most benefit their community and present their claim to an audience.	Students read *Maus I* and analyze dialogue, tone, characterization, and theme. They write literary analysis essays to compare the structure and meaning of two texts. Students read accounts of victims and survivors of the Holocaust, analyze language, and write summaries. Students read accounts of upstanders during the Holocaust and write reflections on what qualities and actions made them upstanders. Students write a narrative interview about a fictional upstander, create a graphic panel based on this narrative, and present it to an audience.	Students read *Farewell to Manzanar* and analyze connections and distinctions among individuals, ideas, and events in the text. Students watch the film adaptation of *Farewell to Manzanar* and analyze how the film stays faithful to or departs from the text. Students write a literary argument essay to evaluate the filmmakers' choices and analyze how faithful the film is in developing a significant idea in the text. Additionally, students generate lessons from Japanese American internment from their reading of *Farewell to Manzanar* and other informational texts. Finally, they research how community organizations are applying these lessons from Japanese American internment today and present their findings to an audience.

Module 1	Module 2	Module 3	Module 4
• *Summer of the Mariposas*, Guadalupe Garcia McCall (RL 840L; one per student)	• *The Omnivore's Dilemma (Young Readers Edition)*, Michael Pollan (RI 930L; one per student)	• *Maus I: A Survivor's Tale: My Father Bleeds History*, Art Spiegelman (RL NP; one per student)	• *Farewell to Manzanar*, Jeanne Wakatsuki Houston and James D. Houston (RI 1040L; one per student)
• "The Peuchen," EL Education (RL 840L; included in the module materials)	• *Nourish: Short Films: 54 Bite-Sized Videos about the Story of Your Food*, NourishLife (RI film; one per class)	• "The Holocaust: An Introductory History," *Jewish Virtual Library* (RI; included in the module materials)	• *Farewell to Manzanar*, Japanese American National Museum (RI film; one per class)
• "La Llorona—A Hispanic Legend" from *La Llorona*, Joe Hayes (RL; included in the module materials)	• Excerpts from *Chew on This: What You Don't Want to Know about Fast Food*, Eric Schlosser and Charles Wilson (RI; included in the module materials)	• "The Blind Men and the Elephant," John Godfrey Saxe (RL; included in the module materials)	• "Japanese Relocation during World War II," *National Archives* (RI 1220L; included in the module materials)
• Excert from *The Latin American Story Finder*, S. B. Elswit (RI; included in the module materials)	• "Is Eating Healthy Really More Expensive?" Margaret Marshall. *Huffington Post*. (RI 1050L; included in the module materials)	• "Often a Minute," Magdalena Klein, translated by Susan Geroe (RL; included in the module materials)	• "Life in the Camp," Norman Mineta. *Scholastic.com*. (RI; included in the module materials)
• Model Essay: "The Peuchen," EL Education (RI; included in the module materials)	• "To GMO or NOT to GMO?," George Erdosh and Marcia Amidon Lusted. *Odyssey Magazine*. (RI; included in the module materials)	• "In Flanders Fields," John McCrae (RL; included in the module materials)	• "Clara Breed," *Japanese American National Museum* (RI; included in the module materials)
	• "Sticking Up for Coke, Sort Of," Froma Harrop. *The Seattle Times*. (RI; included in the module materials)	• "The Owl," Edward Thomas (RL; included in the module materials)	• "Letter from Louise Ogawa, January 6, 1942," *Japanese American National Museum* (RI; included in the module materials)
	• "The Advantages and Disadvantages of Pesticides," *ChefsBest*, (RI 1190L; included in the module materials)	• "We Wear the Mask," Paul Laurence Dunbar (RL; included in the module materials)	• "Letter from Louise Ogawa, November 30, 1942," *Japanese American National Museum* (RI; included in the module materials)
	• "Food Desert," Kara Rogers. *Encyclopædia Britannica*. (RI; included in the module materials)	• "The Creed of a Holocaust Survivor," Alexander Kimel (RL; included in the module materials)	• "In Response to Executive Order 9066," Dwight Okita (RI 570L: included in the module materials)
	• "Organic Food," Leslie A. Duram. *Encyclopædia Britannica*. (RI; included in the module materials)	• "The Action in the Ghetto of Rohatyn, March 1942" Alexander Kimel (RL; included in the module materials)	• "Seeking Redress," *APM Reports* (RI; included in module materials)
		• Excerpts from *Abe's Story: A Holocaust Memoir,* Abram Korn and Joseph Korn (RL; included in the module materials)	• "The Simplest Lesson of Internment," *Los Angeles Times* (RI, included in module materials)
		• Excerpts from *Night,* Elie Wiesel, translated by Marion Wiesel (RL 570L; included in the module materials)	• "Psychological Effects of Camp," Donna K. Nagata. *Densho Encyclopedia*. (RI 1390L; included in the module materials)
		• Excerpts from *The Other Victims: First-Person Stories of Non-Jews Persecuted by the Nazis,* Ina R. Friedman (RI; included in the module materials)	• "Japanese Internment Camp Survivors Protest Ft. Sill Migrant Detention Center," Molly Hennessy-Fiske. *The Los Angeles Times*. (RI; included in module materials)

Texts and Resources (central text[s] in bold)[1]

[1] Texts are listed in this order: literature first, then informational texts. Both categories shown from most to least quantitatively complex (based on Lexile®). See the Required Trade Books and Resources Procurement List for ISBNs, etc.

	Module 1	Module 2	Module 3	Module 4
Texts and Resources (central text[s] in bold)[2]			• "Johtje Vos, 97; Sheltered Jews in Her Home in WWII Holland, Saving 36," Jocelyn Y. Stewart. *The Los Angeles Times*. (RI; included in the module materials) • "The Forgotten Swiss Diplomat Who Rescued Thousands from Holocaust," *BBC News* (RI; included in the module materials) • "Marek Edelman Obituary," Lawrence Joffe. *The Guardian*. (RI; included in the module materials) • "1994, Miep Gies," Wallenberg Committee (RI; included in the module materials)	
Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 6–8[3]: 925L–1185L			
Performance Task	**Product:** Class Website: Folklore of Latin America **Format:** Webpage as part of a class website **CCSS:** RI.8.1, W.8.2, W.8.4, W.8.6, W.8.9, W.8.9b, W.8.10, L.8.6	**Product:** Roundtable Presentations of Food Choices **Format:** Infographic and interactive presentation **CCSS:** SL.8.4, SL.8.5, SL.8.6, L.8.6	**Product:** Create and Present a Graphic Panel Depiction of a Fictional Holocaust Upstander **Format:** Graphic panel, written reflection, and interactive presentation **CCSS:** W.8.3, W.8.4, W.8.5, SL.8.1, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6	**Product:** Activist Assembly **Format:** Collaborative discussion **CCSS:** W.8.8, W.8.10, SL.8.1, SL.8.5, SL.8.6

[2] Texts are listed in this order: literature first, then informational texts. Both categories shown from most to least quantitatively complex (based on Lexile®). See the Required Trade Books and Resources Procurement List for ISBNs, etc.

[3] Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf

Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2	Module 3	Module 4
Mid-Unit 1	**Title:** Analyze Point of View: *Summer of the Mariposas*, Chapter 9 **Format:** Selected response and short constructed response **CCSS:** RL.8.1, RL.8.4, RL.8.6, RL.8.10, L.8.4, L.8.5a, L.8.6	**Title:** Analyze Structure, Determine Point of View, and Evaluate Arguments **Format:** Selected response and short constructed response **CCSS:** RI.8.1, RI.8.5, RI.8.6, RI.8.8, RI.8.10, SL.8.3	**Title:** Analyze Character, Dialogue, and Word Choice: *Maus I*, Chapter 4 **Format:** Selected response and short constructed response **CCSS:** RL.8.1, RL.8.3, RL.8.4, RL.8.10	**Title:** Analyze Vocabulary, Connections, and Distinctions: *Farewell to Manzanar*, Chapter 5 **Format:** Selected response and short constructed response **CCSS:** RI.8.1, RI.8.3, RI.8.4, RI.8.10, W.8.10, L.8.4a, L.8.4b, L.8.5a, L.8.5c
End of Unit 1	**Title:** Aspects of Character: *Summer of the Mariposas* **Format:** Selected response, short constructed response, and graphic organizer **CCSS:** RL.8.1, RL.8.3	**Title:** Analyze the Purpose of Information, Evaluate Mediums, and Analyze Conflicting Information in Video and Text **Format:** Selected response **CCSS:** RI.8.1, RI.8.7, RI.8.9, SL.8.2	**Title:** Analyze Passive Voice and Active Voice and Summarize *Maus I* **Format:** Selected response questions and summary **CCSS:** RL.8.1, RL.8.2, W.8.9a, W.8.10, L.8.1b, L.8.3a	**Title:** Collaborative Discussion: *Farewell to Manzanar* **Format:** Text-based discussion **CCSS:** SL.8.1a, SL.8.1b
Mid-Unit 2	**Title:** Determine a Theme and Write a Literary Summary **Format:** Selected response, short constructed response, and paragraph **CCSS:** RL.8.1, RL.8.2, RL.8.4, RL.8.10, L.8.4	**Title:** Research Climate Change and Food Shortages **Format:** Selected response and short constructed response **CCSS:** RI.8.1, RI.8.4, W.8.7, W.8.8	**Title:** Compare and Contrast Structure and Meaning in a New Poem and *Maus I* **Format:** Selected response and short constructed response **CCSS:** RL.8.1, RL.8.2, RL.8.4, RL.8.5, RL.8.10, L.8.1a, L.8.5a	**Title:** Analyze Connections, Distinctions, and Point of View: *Farewell to Manzanar*, Chapter 22 **Format:** Selected response and short constructed response **CCSS:** RI.8.1, RI.8.3, RI.8.4, RI.8.6, RI.8.10, W.8.10, L.8.5a
End of Unit 2	**Title:** Write a Narrative **Format:** Essay **CCSS:** RL.8.9, W.8.3, W.8.4, W.8.6, W.8.10	**Title:** Desktop Teaching Activity: Access to Healthy Food **Format:** Written plan and verbal presentation **CCSS:** RI.8.1, SL.8.4, SL.8.5, L.8.6	**Title:** Language Assessment: Correct Verb Mood **Format:** Selected response and short constructed response **CCSS:** L.8.1c, L.8.1d, L.8.3	**Title:** Write a Literary Argument Essay: *Farewell to Manzanar* **Format:** Essay **CCSS:** RL.8.1, RL.8.7, RI.8.1, W.8.1, W.8.4, W.8.5, W.8.6, W.8.9b, W.8.10, L.8.2c, L.8.6 (L.8.1 and L.8.3 optional)
Mid-Unit 3	**Title:** Determine a Central Idea **Format:** Selected response and short constructed response **CCSS:** RI.8.1, RI.8.2, RI.8.4, RI.8.10, L.8.4a, L.8.4c, L.8.4d	**Title:** Analyze Language in *The Omnivore's Dilemma*, Pages 65–67 **Format:** Selected response **CCSS:** L.8.4a, L.8.4b, L.8.5b, L.8.5c	**Title:** Language Assessment: Correct Punctuation and Verb Voice and Mood **Format:** Selected response and short constructed response **CCSS:** L.8.1b, L.8.1c, L.8.1d, L.8.2a, L.8.2b	**Title:** Collaborative Discussion: Internment and Redress **Format:** Text-based discussion **CCSS:** SL.8.1c, SL.8.1d
End of Unit 3	**Title:** Write a Compare and Contrast Essay **Format:** Essay **CCSS:** RL.8.1, RL.8.9, RI.8.1, W.8.2, W.8.4, W.8.9a, W.8.10	**Title:** Write an Argument Essay: Defending a Healthy Food Choice **Format:** Essay **CCSS:** W.8.1, W.8.4, W.8.6, W.8.10, L.8.1, L.8.2, L.8.6	**Title:** Write a Narrative in Interview Form **Format:** Essay **CCSS:** W.8.3, W.8.4, W.8.6, W.8.10, L.8.1, L.8.2	**Title:** Activist Organization Presentation **Format:** Presentation **CCSS:** SL.8.5, SL.8.6, L.8.6

Common Core State Standards for ELA & Literacy Formally Assessed, by Module

- In the Curriculum Map on the following pages, any specific CCSS with a check mark indicates that standard is formally assessed in the given module.

- Some standards are formally assessed in multiple modules.

- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RL.1, RI.1). Refer to the Unit-at-a-Glance in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.

- Many standards (e.g., W.2) have a main standard and then subcomponents (e.g., W.2a). Sometimes, students' mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the Curriculum Map on the following pages, the "parent" standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.

  - An exception to this, when assessed through writing, is that the L.1, L.2, and L.3 "parent" standards may be checked without the subcomponents, as the language skills demonstrated through student writing will vary.

  - For Language standards: Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Reading Standards for Literature

CCS Standard	Module 1	Module 2	Module 3	Module 4
RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	✓		✓	✓
RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	✓		✓	
RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	✓		✓	
RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓		✓	
RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.			✓	
RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	✓			
RL.8.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.				✓
RL.8.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	✓			
RL.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	✓		✓	

Reading Standards for Informational Text

CCS Standard	Module 1	Module 2	Module 3	Module 4
RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓		✓
RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	✓			
RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).				✓
RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓	✓		✓

CCS Standard	Module 1	Module 2	Module 3	Module 4
RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		✓		
RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		✓		✓
RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		✓		
RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		✓		
RI.8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		✓		
RI.8.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	✓	✓		✓

Writing Standards

CCS Standard	Module 1	Module 2	Module 3	Module 4
W.8.1: Write arguments to support claims with clear reasons and relevant evidence.		✓		✓
W.8.1a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		✓		✓
W.8.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		✓		✓
W.8.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		✓		✓
W.8.1d: Establish and maintain a formal style.		✓		✓
W.8.1e: Provide a concluding statement or section that follows from and supports the argument presented.		✓		✓
W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓			
W.8.2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	✓			

CCS Standard	Module 1	Module 2	Module 3	Module 4
W.8.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	✓			
W.8.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	✓			
W.8.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓			
W.8.2e: Establish and maintain a formal style.	✓			
W.8.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓			
W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	✓		✓	
W.8.3a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	✓		✓	
W.8.3b: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	✓		✓	
W.8.3c: Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	✓		✓	
W.8.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	✓		✓	
W.8.3e: Provide a conclusion that follows from and reflects on the narrated experiences or events.	✓		✓	
W.8.4: 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.)	✓	✓	✓	✓
W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)				✓
W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	✓	✓	✓	✓
W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		✓		

CCS Standard	Module 1	Module 2	Module 3	Module 4
W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		✓		
W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.				
W.8.9a: Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").	✓		✓	
W.8.9b: Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").				✓
W.8.10: 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 discipline-specific tasks, purposes, and audiences.	✓	✓	✓	✓

Speaking and Listening Standards

CCS Standard	Module 1	Module 2	Module 3	Module 4
SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.				✓
SL.8.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.				✓
SL.8.1b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.				✓
SL.8.1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.				✓
SL.8.1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.				✓
SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		✓		
SL.8.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		✓		

CCS Standard	Module 1	Module 2	Module 3	Module 4
SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.		✓		
SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		✓		✓
SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)				✓

Language Standards

CCS Standard	Module 1	Module 2	Module 3	Module 4
L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		✓	✓	✓
L.8.1a: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.			✓	
L.8.1b: Form and use verbs in the active and passive voice.			✓	
L.8.1c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.			✓	
L.8.1d: Recognize and correct inappropriate shifts in verb voice and mood.*			✓	
L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		✓	✓	
L.8.2a: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.			✓	
L.8.2b: Use an ellipsis to indicate an omission.			✓	
L.8.2c: Spell correctly.				✓
L.8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.			✓	✓
L.8.3a: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).			✓	

CCS Standard	Module 1	Module 2	Module 3	Module 4
L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.	✓			
L.8.4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	✓	✓		✓
L.8.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	✓	✓		✓
L.8.4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	✓			
L.8.4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	✓			
L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		✓		
L.8.5a: Interpret figures of speech (e.g., verbal irony, puns) in context.	✓		✓	✓
L.8.5b: Use the relationship between particular words to better understand each of the words.		✓		
L.8.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).		✓		✓
L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓	✓		✓

GRADES 9-12 | Curriculum Map

Grade 9

	Module 9.1 *(52 Lessons)*	Module 9.2 *(50 Lessons)*	Module 9.3 *(35 Lessons)*	Module 9.4 *(34 Lessons)*
Title	"So you want a double life": Reading Closely and Writing to Analyze	Working with Evidence and Making Claims: How Do Authors Structure Texts and Develop Ideas?	Building and Communicating Knowledge through Research: The Inquiry and Writing Processes	Understanding and Evaluating Argument: Analyzing Text to Write Arguments
Texts	**Unit 1:** • "St. Lucy's Home for Girls Raised by Wolves," Karen Russell **Unit 2:** • *Letters to a Young Poet*,* Rainer Maria Rilke • *Black Swan Green*,* David Mitchell **Unit 3:** • *Romeo and Juliet*,* William Shakespeare	**Unit 1:** • "The Tell-Tale Heart," Edgar Allan Poe **Unit 2:** • *Oedipus the King,* Sophocles **Unit 3:** • "True Crime: The Roots of an American Obsession," Walter Mosley • "How Bernard Madoff Did It," Liaquat Ahamed • *The Wizard of Lies: Bernie Madoff and the Death of Trust *,* Diana Henriques	**Unit 1:** • *Animals in Translation: Using the Mysteries of Autism to Decode Animal Behavior*,* Temple Grandin and Catherine Johnson **Units 2 and 3:** • Additional Model Research Sources	**Unit 1:** • *Sugar Changed the World: A story of Magic, Spice, Slavery, Freedom and Science,* Marc Aronson and Marina Budhos • Supplementary Model Argument Texts

Assessed Standards	CCRA.R.9 RL.9-10.1, 2, 3, 4, 5, 7, 11 RI.9-10.2, 3, 4 W.9-10.2 (a, c, f) SL.9-10.1 (b, c) L.9-10.5 (a)	CCRA.R.6, 9 RL.9-10.2, 3, 4, 5, 11 RI.9-10.2, 5 W.9-10.2 (a-d, f), 5 SL.9-10.1 (a-d) L.9-10.1, 2	RI.9-10.1 (a), 2, 3, 5, 7 W.9-10.2 (a-f), 4, 5, 6, 7, 8, 9 L.9-10.1, 2, 3 (a), 6	CCRA.R.9, RI.9-10.2, 3, 4, 5, 6, 7, 8 W.9-10.1 (a-e), 5 L.9-10.1 (a-b), 2 (a-c), 5
Addressed Standards	SL.9-10.4 L.9-10.4 (a-c)	RI.9-10.7 W.9-10.9 (a, b) SL.9-10.4, 6 L.9-10.4 (a, b), 5 (a, b)	SL.9-10.1 L.9-10.2 (a-c), 4 (a-d)	W.9-10.4, 9 (b) SL.9-10.1 (c-d) L.9-10.3 (a), 4 (a-c), 6
Performance Assessment Prompt	Identify a specific phrase or central idea in paragraphs 4–9 of Rilke's "Letter Seven." Analyze how that phrase or central idea relates to one or more central ideas in "St. Lucy's Home for Girls Raised by Wolves" or *Romeo and Juliet.*	Identify a central idea shared by one literary text and one informational text. Use specific details to explain how this central idea develops over the course of each text, and compare how the authors' choices about text structure contribute to the development of this idea.	Create a blog post using information from your research paper and various multimedia components to enhance your research findings. Update or enhance the information from your research paper by linking to other supporting information and displaying the information flexibly and dynamically. Make effective use of available multimedia components, including hyperlinks, images, graphics, animation, charts, graphs, video, and audio clips.	For this assessment you must choose at least four of these texts and write a multi-paragraph argument essay in response to the following prompt: Is local food production an example of ethical consumption? Provide evidence from at least four sources in your response.

* Indicates excerpts

Grade 10

	Module 10.1 *(38 Lessons)*	Module 10.2 *(40 Lessons)*	Module 10.3 *(43 Lessons)*	Module 10.4 *(41 Lessons)*
Title	Reading Closely and Writing to Analyze: How do Authors Develop Complex Characters and Ideas?	"These are strange times, my dear.": How do Authors Use Rhetoric and Word Choice to Develop Ideas and Claims?	Researching Multiple Perspectives to Develop a Position	"It is a Tale … Full of Sound and Fury": How do authors use craft and structure to develop characters and ideas?
Texts	**Unit 1:** • "The Passionate Shepherd to his Love," Christopher Marlowe • "The Nymph's Reply to the Shepherd," Sir Walter Raleigh • "Raleigh Was Right," William Carlos Williams **Unit 2:** • "The Palace Thief," Ethan Canin **Unit 3:** • *The Joy Luck Club**, Amy Tan • *Friday Night Lights: A Town, a Team, and a Dream**, H.G. Bissinger	**Unit 1:** • "Letter from Birmingham Jail," Martin Luther King, Jr. • "In this Blind Alley," Ahmad Shamlu • "Freedom," Rabindranath Tagore • "Women," Alice Walker **Unit 2:** • "A Genetics of Justice," Julia Alvarez • "Remembering to Never Forget: Dominican Republic's 'Parsley Massacre,'" Mark Memmott **Unit 3:** • *Universal Declaration on Human Rights* • *"*On the Adoption of the Universal *Declaration of Human Rights*," Eleanor Roosevelt • "Address to the United Nations Youth Assembly," Malala Yousafzai	**Unit 1:** • *The Immortal Life of Henrietta Lacks**, Rebecca Skloot **Units 2 and 3:** • Additional Model Research Sources	**Unit 1:** • "Death of a Pig," E.B. White **Unit 2:** • *The Tragedy of Macbeth,* William Shakespeare **Unit 3:** • *The Prince**, Niccolo Machiavelli

Assessed Standards	CCRA.R.6, 9 RL.9-10.2, 3, 4, 5, 9, 11 RI.9-10.2, 3, 6 W.9-10.2 (a, b, d, f), 4, 9 (a, b) SL.9-10.1 (a) L.9-10.1, 2 (c)	RL.9-10.2, 4 RI.9-10.2, 3, 4, 5, 6, 7, 8 W.9-10.2 (a-f), 9 (b) L.9-10.1, 2, 5	RI.9-10.1 (a), 2, 3, 4, 5, 6, 8 W.9-10.1 (a-e), 2 (b, d, e), 4, 5, 7, 9 (b) SL.9-10.4, 5, 6 L.9-10.1, 2, 3 (a), 6	RL.9-10.2, 3, 4, 5, 7 (a), 9, 11 RI.9-10.2, 4, 5, 6 W.9-10.1 (a-e), 2 (a-f), 5, 9 (a, b) SL.9-10.1 (a-e), 4 L.9-10.1 (a, b), 2 (a-c)
Addressed Standards	RL.9-10.1 RI.9-10.1 W.9-10.2 (c) SL.9-10.1 (c-e) L.9-10.1 (a, b), 2 a), 3, 4 (a), 5 (a), 6	RL.9-10.6 RI.9-10.9 W.9-10.5, 9 (a) SL.9-10.1 (a-e) L.9-10.1 (a), 2 (a), 4 (a, b), 5 (a)	SL.9-10.1 (a, c) L.9-10.1 (a), 2 (a-c), 4 (a, c, d) 5 (a)	SL.9-10.6 L.9-10.3 (a), 4 (a-c), 5 (a, b)
Performance Assessment Prompt	Draw upon your analysis of two of the 10.1 texts in order to respond to the following prompt: How do the two narrators' different points of view impact the development of a common central idea?	Identify a purpose common to King's "Letter from Birmingham Jail," Alvarez's "A Genetics of Justice," and one of the texts from 10.2.3. Discuss how each of these texts uses at least one of the following to advance that purpose: structure, rhetoric, or impact of specific word choices.	Build on the analysis you did for your research-based argument paper by producing a five-minute podcast. Synthesize your research and offer salient points of the research in an engaging oral presentation that demonstrates command of formal spoken English. Your podcast should detail your central claim, two supporting claims with relevant and sufficient evidence, and one counterclaim with corresponding limitations (rebuttals). Further, your podcast should present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow your line of reasoning.	Select a central idea common to Macbeth and either White's "Death of a Pig" or Machiavelli's The Prince. Discuss how each author uses structure, character, word choice, and/or rhetoric to develop this common idea. Explain the nuances in each author's treatment of the idea.

* Indicates excerpts

Grade 11

	Module 11.1 *(42 Lessons)*	Module 11.2 *(42 Lessons)*	Module 11.3 *(42 Lessons)*	Module 11.4 *(42 Lessons)*
Title	"O, what a noble mind is here o'erthrown!": How do authors develop and relate elements of a text?	"There is within and without the sound of conflict": How do authors use figurative language or rhetoric to advance a point of view or purpose?	Researching Multiple Perspectives to Develop a Position	"This is one story I've never told before.": How do authors use narrative techniques to craft fiction writing?
Texts	**Unit 1:** • "My Last Duchess," Robert Browning **Unit 2:** • *Hamlet**, William Shakespeare *Unit 3:* • *A Room of One's Own**, Virginia Woolf	**Unit 1:** • *The Souls of Black Folks**, W.E.B. Du Bois • "Atlanta Compromise Speech," Booker T. Washington **Unit 2:** • "An Address by Elizabeth Cady Stanton" • "From the House of Yemanja," Audre Lorde **Performance Assessment:** • "How to Write the Great American Indian Novel," Sherman Alexie	**Unit 1:** • *"Hope, Despair and Memory,"* Elie Wiesel **Units 2 and 3:** • Additional Model Research Sources	**Unit 1:** • *The Things they Carried**, Tim O'Brien • *The Red Convertible: Selected and New Stories**, Louise Erdrich **Unit 2:** • *The Awakening*, Kate Chopin
Assessed Standards	CCRA.R.9 RL.11-12.2, 3, 4, 5, 6, 11 RI.11-12.2, 3, 6 W.11-12.2 (a-f), 9 (a, b) SL.11-12.1 (a-e) L.11-12.1, 2, 5	CCRA.R.8, 9 RL.11-12.2, 4 RI.11-12.2, 3, 4, 6 W.11-12.2 (a-f), 5 SL.11-12.1 (a, c) L.11-12.1, 2, 5 (a)	CCRA.R.8 RI.11-12.1 (a), 2, 6 W.11-12.1 (a-e), 2 (a, b, d, e, f), 4, 5, 7, 8, 9 (b) SL.11-12.1 (d), 3, 4, 5, 6 L.11-12.1, 2, 3	RL.11-12.2, 3, 4, 5, 6, 11 W.11-12.2 (a-f), 3 (a-e), 4, 5, 9 (a) SL.11-12.1 (a, c, d) L.11-12.1, 2

Addressed Standards	RI.11-12.1, 9 (a) W.11-12.5 L.11-12.4 (a-d), 5 (a, b)	W.11-12.4, 9 (a, b) SL.11-12.3 L.11-12.3 (a), 4 (a, b)	SL.11-12.1 (c) L.11-12.1 (a, b), 2 (a, b) 3 (a), 4 (a-d), 5 (a), 6	W.11-12.6, 7 L.11-12.4 (a, b), 5
Performance Assessment Prompt	Select a central idea common to all three texts. How do the authors develop this idea over the course of each text? How do the texts work together to build your understanding of this central idea?	Develop and present a claim about how Sherman Alexie's poem "How to Write the Great American Indian Novel" relates to central ideas and/or points of view developed in at least two of the four texts in this module. Support your claim with evidence and reasoning.	Build on the analysis you did for your research-based argument paper by producing a three- to five-minute video presentation. Distill and reorganize your research for a specific audience and offer essential points of the research in an engaging video presentation that demonstrates command of content and uses formal spoken English. Your presentation should make strategic use of the video format to enhance and add interest to your research findings. The presentation should also state your central claim, two supporting claims with relevant and sufficient evidence, and one counterclaim with corresponding limitations. Further, your video should also present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow your line of reasoning.	For this assessment, craft a 1–3 page narrative writing piece in response to the following prompt: Write an original narrative piece that assumes a specific point of view based on the setting of "On the Rainy River," "The Red Convertible," or *The Awakening*. Choose two narrative writing substandards (W.11-12.3.a-e) and develop the criteria of both substandards in your narrative writing piece.

* Indicates excerpts

Grade 12

	Module 12.1 *(43 Lessons)*	Module 12.2 *(41 Lessons)*	Module 12.3 *(41 Lessons)*	Module 12.4 *(42 Lessons)*
Title	"All of our experiences fuse into our personality. Everything that ever happened to us is an ingredient.": Reading and Writing Personal Narratives	"I ask for, not at once no government, but *at once* a better government.": Exploring Complex Ideas through Craft and Structure	Researching Multiple Perspectives to Develop a Position	"I continually find myself in the ruins/ of new beginnings": Analyzing the Interaction of Central Ideas and Character Development
Texts	**Unit 1:** • *The Autobiography of Malcolm X*, as told to Alex Haley **Unit 2:** • "Yellow Woman and a Beauty of the Spirit," Leslie Marmon Silko	**Unit 1:** • "Ideas Live On," Benazir Bhutto • "Civil Disobedience," Henry David Thoreau **Unit 2:** • *The Tragedy of Julius Caesar,* William Shakespeare	**Unit 1:** • *Guns, Germs, and Steel**, Jared Diamond • Additional Model Research Sources **Unit 2:** • Additional Model Research Sources	**Unit 1:** *A Streetcar Named Desire*, Tennessee Williams "A Daily Joy to Be Alive," Jimmy Santiago Baca **Unit 2:** "The Overcoat," Nikolai Gogol *The Namesake*, Jhumpa Lahiri
Assessed Standards	RI.11-12.2, 3, 4, 5, 6 W.11-12.2 (a-f), 3 (a-f), 4, 5, 9 (b) SL.11-12.4, 6 L.11-12.1, 2 (a-b), 4 (a-c)	CCRA.R.8, 9 RL.11-12.2, 3, 4, 5, 6, 11 RI.11-12.2, 3, 6 W.11-12.2 (a-f), 9 (a-b) SL.11-12.1 (a-c), 4, 6 L.11-12.1, 2 (a-b), 5 (a)	CCRA.R.8 RI.11-12.1 (a), 3, 6 W.11-12.1 (a-e), 2 (a-f), 4, 5, 7, 8, 9 SL.11-12.1 (d), 4, 5, 6 L.11-12.1, 2, 3	CCRA.R.9 RL.11-12.2, 3, 4, 5, 7, 11 W.11-12.1 (d, e), 2 (a-f), 3 (a-e), 4, 9 (a) SL.11-12.1 (a, c, d) L.11-12.1, 2

Addressed Standards	RI.11-12.1 W.11-12.6 SL.11-12.1 (a-c) L.11-12.3, 5 (a)	CCRA.R.6 SL.11-12.1 (b) L.11-12.4 (a-c), 5 (b)	W.11-12.9 (b) SL.11-12.1 (a, c), 3 L.11-12.1 (b), 2 (a, b), 3 (a), 4 (a, c) 6	L.11-12.4 (a, b), 5 (a), 6
Performance Assessment Prompt	Work in peer groups to practice responding orally to a series of questions that colleges may ask during an interview, and assess your peers on several aspects of their answers including the organization, development, substance, and style of their responses. Also, take your peers' feedback into account to prepare for the culminating assessment: a fishbowl activity in which students respond orally to one of the questions you have practiced and are assessed on their response.	For this assessment, draw upon your analysis of the three 12.2 texts in order to write a multi-paragraph response to one of the following prompts: Is democracy "the last improvement possible in government" (Thoreau, part 3, par. 19)? What is the role and responsibility of government? Who should have the power to make decisions in a society?	Build on your research and analysis by crafting a single 5–10 minute multimedia narrative that conveys how your research process led you to your findings. Using relevant excerpts from the multimedia journal entries you completed over the course of this module, your final product should depict cohesively the evolution of your research. Your final product should present a cohesive story of the research process that led you to your final central claim, and should therefore include your final central claim, several supporting claims, reasoning, and evidence. The final product should draw clear connections between early research and the final claims, as this project documents that development. Edit, delete, paste together, and add voiceover, interviews, and effects where appropriate in order to achieve this goal.	Choose from one of the two writing assessment options below. Option #1: Narrative + Informative Writing: This is a two-part writing assessment. Part A. Choose a key scene or critical moment from one of the module texts. Rewrite the key scene or critical moment so that the character(s) make a different choice than the one made in the actual text. Choose whichever genre (play or story) best fits the scene. The scene should have a narrative arc and the content should remain consistent with the original texts. Part B. After drafting the narrative, write a commentary on how the narrative choices you made shape or re-shape the character's identity and explain how your choices impact the original text. Option #2: Argument + Narrative Writing: This is a two-part writing assessment. Part A. Select 1-2 of the module texts and make an evidence-based

			claim about the role of place or culture in creating an identity. Discuss the role of place or culture in creating an identity using textual evidence for support. Part B. Write a 1-2 page personal narrative about the influence of place or culture on your identity. Ground your narrative in a quote from one of the module texts or an experience of one of the characters.

* Indicates excerpts

Unit 1: Overview and Lessons

Build Background Knowledge: Read and Analyze *Summer of the Mariposas*

S tudents begin Unit 1 by reading *Summer of the Mariposas* by Guadalupe Garcia McCall. Theme and point of view are introduced through the text, as well as discussion norms, as students discuss their responses to the text. They also analyze how differences in the points of view of the characters and the reader create effects like suspense or humor. While reading *Summer of the Mariposas*, they closely read complex informational texts about the folklore of Mexico. In the second half of Unit 1, students analyze how incidents in the story reveal aspects of a character in order to prepare for a Socratic Seminar discussion. Theme is introduced and tracked in preparation for Unit 2.

Summer of the Mariposas contains references to sensitive topics such as a family's abandonment by their father, a murder and children's discovery of the corpse, illegal crossing of the border between the United States and Mexico, and Latin American folklore that includes references to magic, spells, witchcraft, and monsters. The issues presented must be carefully and sensitively discussed to give students context as they read the story. Speak with students and families in advance, especially those who may have sensitivity to topics discussed.

In this unit, students begin to read literary nonfiction texts at their level as they choose independent research reading texts. There are Independent Reading Sample Plans located on the Tools Page (http://eled.org/tools) with ideas on how to launch independent reading. Students should complete 20 minutes of independent research reading each evening that they are not prereading a chapter from the whole-class anchor text and should also continue independent research reading over weekends.

The 4 Ts is the framework that drove the design of the module. They are highly interrelated and interact dynamically at every level of the module—for the module as a whole, for each unit, and even for discrete lessons.

The 4 Ts	
TOPIC	**TASK**
Folklore of Latin America	Analyze the impact of point of view and figurative language in a new excerpt of text.
	Analyze and discuss aspects of character revealed through events in the text.
TARGETS	**TEXTS**
RL.8.1, RL.8.3, RL.8.4, RL.8.6, RL.8.10, L.8.4a, L.8.4c, L.8.4d, L.8.5a, L.8.6	*Summer of the Mariposas* by Guadalupe Garcia McCall, excerpt from *The Latin American Story Finder*

CCS Standards

Below are the standards that are formally assessed in this unit.

Reading—Literature

- **RL.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.8.3:** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RL.8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RL.8.6:** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- **RL.8.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Language

- **L.8.4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- **L.8.4a:** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **L.8.4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- **L.8.4c:** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **L.8.4d:** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **L.8.5a:** Interpret figures of speech (e.g. verbal irony, puns) in context.
- **L.8.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Habits of Character | Social-Emotional Learning Focus

Central to the EL Education curriculum is a focus on "habits of character" and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); they work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and they work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

Working to become an ethical person is the habit of character that is emphasized in this unit. Students practice respect, empathy, and compassion as they respond to one another's ideas and skills in written work and in discussions. Students also focus on working to become ethical people as they analyze ways in which characters in their anchor text, *Summer of the Mariposas*, show compassion, empathy, integrity and respect in their actions. In particular, students look closely at Odilia's empathy and compassion for her sisters, and identify ways in which she demonstrates this throughout their journey. Student also find evidence of the compassion and empathy that La Llorona has for Odilia and her sisters, as she continually offers guidance and support on their journey. Students have the opportunity to think about the sisters' empathy and compassion toward one another, and any growth they show over time.

Habits of character connect students' growth as learners to their growth as people. They are explicitly embedded in lessons as both a means to help students master knowledge and skills and an important end in themselves.

Unit-at-a-Glance

This unit is approximately 3 weeks or 16 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment

Lesson 1
RL.8.1, RI.8.1, SL.8.1
	Discover Our Topic: *Summer of the Mariposas*
	
	Opening
	    A. Engage the Learner – SL.8.1 (5 minutes)
	Work Time
	    A. Infer the Topic – RL.8.1 (10 minutes)
	    B. Introduce the Performance Task and Module Guiding Questions (10 minutes)
	    C. Launch the Text: *Summer of the Mariposas* (10 minutes)
	    D. Introduce the Work to Become Ethical People Anchor Chart (5 minutes)
	Closing and Assessment
	    A. Reflect on Learning Targets (5 minutes)
	Homework
	    A. Read and Reflect: Students read and reflect on the guiding questions for the module and discuss them with their families. They should consider how the guiding questions make them feel. They can sketch or write about their ideas.
	    B. Preread Anchor Text: Students should preread chapter 1 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson.
	
	In this lesson, students observe multiple artifacts to infer the module topic, Latin American Folklore. They also create an anchor chart for Work to Become Ethical People.
		• I can infer the topic of this module from the resources. (RL.8.1, RI.8.1)	• Work Time A: Infer the Topic: I Notice/I Wonder note-catcher (RL.8.1, RI.8.1)

Unit-at-a-Glance summaries outline the gist of lessons including the standards, learning targets, and work products students will create.

Focus standards are the focus of explicit instruction in lessons in preparation for assessments.

Unit 1: Overview

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment

Lesson 2
RL.8.4, L.8.4
	Establish Reading Routines: *Summer of the Mariposas*, Chapter 1
	
	Opening
	    A. Launch Vocabulary Logs – RL.8.4 (5 minutes)
	    B. Engage the Learner – SL.8.1 (5 minutes)
	    C. Reflect on the Module Guiding Questions (5 minutes)
	Work Time
	    A. Read Aloud and Identify Vocabulary: *Summer of the Mariposas*, Chapter 1 Excerpt – RL.8.4 (15 minutes)
	    B. Find the Gist: *Summer of the Mariposas*, Chapter 1 Excerpt – SL.8.1 (10 minutes)
	Closing and Assessment
	    A. Reflect on Learning Targets (5 minutes)
	Homework
	    A. Selected Response Questions: Using Homework: Unfamiliar Vocabulary: *Summer of the Mariposas*, Chapter 1, students answer selected response questions about vocabulary and how the plot is unfolding in chapter 1 of *Summer of the Mariposas*.
	    B. Preread Anchor Text: Students should preread chapter 2 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson.
	
	In this lesson, students are introduced to the guiding questions of the module, are introduced to and begin to use their vocabulary logs, and begin to read their class novel, finding the gist of the first chapter excerpt.
		• I can show empathy and respect as I listen to my classmates. (SL.8.1)
		• I can find the gist of the chapter 1 excerpt of *Summer of the Mariposas*.
		• I can determine the difference between academic and domain-specific vocabulary. (RL.8.4, L.8.4)
			• Work Time B: Gist on sticky notes

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 3 RL.8.1, RL.8.6, SL.8.1	**Analyze Point of View: *Summer of the Mariposas*, Chapters 1–2** **Opening** A. Engage the Learner (5 minutes) B. Determine Strategies to Answer Selected Response Questions (5 minutes) **Work Time** A. Read *Summer of the Mariposas*, Chapter 2 Excerpt – SL.8.1 (15 minutes) B. Analyze Point of View*: Summer of the Mariposas*, Chapters 1–2 Excerpts – RL.8.6 (15 minutes) **Closing and Assessment** A. Exit Ticket: Analyze Point of View: *Summer of the Mariposas,* Chapter 2 Excerpt – RL.8.6 (5 minutes) **Homework** A. Determine the Meaning of Unfamiliar Vocabulary: Using Homework: Unfamiliar Vocabulary: *Summer of the Mariposas*, Chapter 2, students answer a combination of selected response and short constructed response questions that ask them to determine the meaning of unfamiliar vocabulary and state their strategies for doing so. B. Preread Anchor Text: Students should preread chapter 3 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson. In this lesson, students continue to read their class novel, finding gist and identifying unknown vocabulary, and are introduced to how to analyze point of view in the novel.	• I can identify strategies to answer selected response questions. • I can find the gist of chapter 2 of *Summer of the Mariposas*. • I can explain what effect is created by differences in the points of view of the characters and the reader in the chapter 2 excerpt of *Summer of the Mariposas*. (RL.8.1, RL.8.6)	• Opening A: Entrance Ticket (RL.8.6) • Opening B: Strategies to Answer Selected Response Questions anchor chart • Work Time A: Gist on sticky notes • Work Time B: QuickWrite: *Summer of the Mariposas*, Chapter 2 excerpt (RL.8.6) • Closing and Assessment A: Exit Ticket: Analyze Point of View: *Summer of the Mariposas*, Chapter 2 excerpt (RL.8.6)
Lesson 4 RL.8.1, RL.8.4, RL.8.6, L.8.4	**Analyze Point of View: *Summer of the Mariposas*, Chapter 3** **Opening** A. Engage the Learner (5 minutes) B. Strategies to Determine the Meaning of Unfamiliar Vocabulary – RL.8.4 (5 minutes) **Work Time** A. Read *Summer of the Mariposas*, Chapter 3 Excerpt (15 minutes) B. Analyze Point of View: *Summer of the Mariposas*, Chapter 3 Excerpt – RL.8.6 (15 minutes) **Closing and Assessment** A. Review Answers: Point of View: *Summer of the Mariposas*, Chapter 3 Excerpt – RL.8.6 (5 minutes) **Homework** A. Determine Meanings of Unfamiliar Words and Phrases: Using Homework: Unfamiliar Vocabulary: *Summer of the Mariposas*, Chapter 3 Part I, students answer a combination of selected response and short constructed response questions that ask them to determine the meanings of unfamiliar words and phrases. In this lesson, students continue to read their class novel, find the gist of chapter 3, identify unknown vocabulary, and analyze point of view.	• I can identify strategies to determine the meaning of unfamiliar vocabulary. (RL.8.4, L.8.4) • I can find the gist of chapter 3 of *Summer of the Mariposas*. • I can explain what effect is created by differences in the points of view of the characters and the reader in the chapter 3 excerpt of *Summer of the Mariposas*. (RL.8.1, RL.8.6)	• Opening A: Entrance Ticket (RL.8.4, L.8.4a) • Work Time A: Gist on sticky notes • Work Time B: Text-Dependent Questions: *Summer of the Mariposas*, Chapter 3 Excerpt (RL.8.1, RL.8.4, RL.8.6, L.8.4)

Unit 1: Overview

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 5 RI.8.1, RI.8.2, SL.8.1, L.8.4, L.8.4a, L.8.4b	**Close Read: *The Latin American Story Finder* Excerpt** **Opening** 　A. Engage the Learner (5 minutes) **Work Time** 　A. Close Read: *The Latin American Story Finder* Excerpt – RI.8.2 (25 minutes) 　B. Language Dive: *The Latin American Story Finder* Excerpt – L.8.4 (10 minutes) **Closing and Assessment** 　A. Make Connections between Texts (5 minutes) **Homework** 　A. Determine Meanings of Unfamiliar Words and Phrases: Using Homework: Unfamiliar Vocabulary: *Summer of the Mariposas*, Chapter 3 Part II, students answer a combination of selected response and short constructed response questions that ask them to determine the meanings of unfamiliar words and phrases. 　B. Preread Anchor Text: Students should preread chapter 4 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson. In this lesson, students engage in a close reading of an informational text about folklore in Latin America and participate in their first Language Dive.	• I can determine a central idea and how it is developed in an excerpt from *The Latin American Story Finder*. (RI.8.1, RI.8.2) • I can write an objective summary of an excerpt of *The Latin American Story Finder*. (RI.8.1, RI.8.2) • I can identify strategies to determine the meaning of unfamiliar vocabulary. (RI.8.4)	• Opening A: Entrance Ticket (RL.8.4) • Work Time A: Close Read: *The Latin American Story Finder* Excerpt, Page 1 note-catcher (RI.8.1, RI.8.2) Work Time B: Language Dive*: The Latin American Story Finder* Excerpt, Page 1 note-catcher (RI.8.1, L.8.4)
Lesson 6 RL.8.4, RI.8.10, L.8.4, L.8.4a, L.8.4c, L.8.4d	**Launch Independent Reading** **Opening** 　A. Engage the Learner – RL.8.4 (5 minutes) **Work Time** 　A. Read *Summer of the Mariposas*, Chapter 4 Excerpt (20 minutes) 　B. Launch Independent Research Reading – RI.8.10 (15 minutes) **Closing and Assessment** 　A. Reflect on Learning Targets (5 minutes) **Homework** 　A. Determine the Meanings of Unfamiliar Words and Phrases: Using Homework: Unfamiliar Vocabulary: *Summer of the Mariposas*, Chapter 4, students answer a combination of selected response and short constructed response questions that ask them to determine the meanings of unfamiliar words and phrases. 　B. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. 　C. Preread Anchor Text: Students should preread chapter 5 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson. In this lesson, students continue to read their class novel and are introduced to independent research reading.	• I can determine the meaning of new vocabulary (RL.8.4, L.8.4) • I can demonstrate understanding of the excerpt of chapter 4 of *Summer of the Mariposas*. • I can select a research reading text that I want to read. (RI.8.10)	• Opening A: Entrance Ticket (RL.8.4, L.8.4a, L.8.5a) • Work Time A: Sticky notes for recording gist • Work Time B: Independent reading journals (RL.8.10, RI.8.10)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 7 RL.8.1, RL.8.6	**Analyze Point of View: *Summer of the Mariposas*, Chapter 5** **Opening** A. Engage the Learner – RL.8.4 (5 minutes) **Work Time** A. Read *Summer of the Mariposas,* Chapter 5 Excerpt (15 minutes) B. Analyze Point of View: *Summer of the Mariposas*, Chapter 5 Excerpt – RL.8.6 (15 minutes) **Closing and Assessment** A. Review Answers: Point of View: *Summer of the Mariposas,* Chapter 5 – RL.8.6 (10 minutes) **Homework** A. Determine the Meaning of Unfamiliar Vocabulary: Using Homework: Unfamiliar Vocabulary: *Summer of the Mariposas,* Chapter 5, students answer a combination of selected response and short constructed response questions that ask them to determine the meaning of unfamiliar vocabulary and state their strategies for doing so. B. Preread Anchor Text: Students should preread chapter 6 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson. In this lesson, students continue to read their class novel, find the gist of chapter 5, identify unknown vocabulary, and analyze point of view.	• I can determine the meaning of new vocabulary (RL.8.4, L.8.4b, L.8.6) • I can demonstrate understanding of the excerpt of chapter 5 of *Summer of the Mariposas.* • I can explain what effect is created by differences in the points of view of the characters and the reader in the chapter 5 excerpt of *Summer of the Mariposas.* (RL.8.1, RL.8.6)	• Opening A: Entrance Ticket (L.8.4b) • Work Time A: Gist on sticky notes • Work Time B: Text-Dependent Questions: *Summer of the Mariposas,* Chapter 3 (RL.8.1, RL.8.6)
Lesson 8 RL.8.4, L.8.5a, L.8.5b	**Demonstrate Understanding of Figurative Language: *Summer of the Mariposas*, Chapter 6** **Opening** A. Engage the Learner (5 minutes) **Work Time** A. Review Figurative Language – RL.8.4 (15 minutes) B. Read *Summer of the Mariposas,* Chapter 6 Excerpt (15 minutes) C. Figurative Language: *Summer of the Mariposas,* Chapter 6 Excerpt – RL.8.4 (5 minutes) **Closing and Assessment** A. Reflect on Learning Targets (5 minutes) **Homework** A. Determine the Meaning of Figurative Language: Using Homework: Unfamiliar Vocabulary and Figurative Language: *Summer of the Mariposas*, Chapter 6, students answer a combination of selected response and short constructed response questions that ask them to determine the meaning of figurative language. B. Preread Anchor Text: Students should preread chapter 7 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson. In this lesson, students are introduced to the different types of figurative language and begin to identify this language and its meaning in chapter 6 of their class novel.	• I can determine the meaning of figurative language in *Summer of the Mariposas.* (RL.8.4, L.8.5) • I can demonstrate understanding of the excerpt of chapter 6 of *Summer of the Mariposas.*	• Opening A: Entrance Ticket (L.8.5b) • Work Time A: Analyze Figurative Language note-catcher (RL.8.4, L.8.5a) • Work Time B: Gist on sticky notes

Unit 1: Overview

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment

Lesson 9
RL.8.1, RL.8.4, RL.8.6, L.8.5, L.8.5a, L.8.5b, L.8.5c
	Analyze Point of View and Figurative Language: *Summer of the Mariposas*, **Chapter 7**
	
	Opening
	    A. Engage the Learner (5 minutes)
	Work Time
	    A. Read *Summer of the Mariposas*, Chapter 7 Excerpt (20 minutes)
	    B. Language Dive Part I: *Summer of the Mariposas*, Page 110 – RL.8.4 (10 minutes)
	Closing and Assessment
	    A. Exit Ticket: Analyze Point of View: *Summer of the Mariposas*, Chapter 7 – RL.8.6 (10 minutes)
	Homework
	    A. Connotations: Using Homework: Unfamiliar Vocabulary and Connotations: *Summer of the Mariposas*, Chapter 7, students answer a combination of selected response and short constructed response questions requiring them to distinguish among the connotations of words with similar definitions.
	    B. Preread Anchor Text: Students should preread chapter 8 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson.
	
	In this lesson, students continue to read their class novel, find the gist of chapter 7, identify unknown vocabulary, and analyze point of view.
		• I can demonstrate understanding of the excerpt of chapter 7 of *Summer of the Mariposas*.
		• I can determine the meaning of figurative language in *Summer of the Mariposas*. (RL.8.4, L.8.5)
		• I can explain what effect is created by differences in the points of view of the characters and the reader in chapter 7 of *Summer of the Mariposas*. (RL.8.1, RL.8.6)
			• Opening A: Entrance Ticket (RL.8.4, L.8.4a)
			• Work Time A: Gist on sticky notes
			• Work Time B: Language Dive: *Summer of the Mariposas*, Page 110 note-catcher (RL.8.4, L.8.5a, L.8.5b)
			• Closing and Assessment A: Exit Ticket: Analyze Point of View: *Summer of the Mariposas*, Chapter 7 (RL.8.1, RL.8.6)

Lesson 10
RL.8.1, RL.8.4, RL.8.6, L.8.5, L.8.5a, L.8.5b
	Analyze Point of View and Figurative Language: *Summer of the Mariposas,* **Chapter 8**
	
	Opening
	    A. Engage the Learner (5 minutes)
	Work Time
	    A. Language Dive Part II: *Summer of the Mariposas*, Page 110 – RL.8.4 (10 minutes)
	    B. Read *Summer of the Mariposas*, Chapter 8 Excerpt (25 minutes)
	Closing and Assessment
	    A. Exit Ticket: Analyze Point of View: *Summer of the Mariposas*, Chapter 8 – RL.8.6 (5 minutes)
	Homework
	    A. Determine Meanings of Unfamiliar Words and Phrases: Using Homework: Figurative Language and Connotations, students answer a combination of selected response and short constructed response questions requiring them to determine and analyze the meanings of unfamiliar words and phrases including figurative language and connotations.
	    B. Preread Anchor Text: Students should preread chapter 9 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson.
	
	In this lesson, students continue to read their class novel, find the gist of chapter 8, identify unknown vocabulary, and analyze point of view.
		• I can determine the meaning of figurative language in *Summer of the Mariposas*. (RL.8.4, L.8.5)
		• I can demonstrate understanding of the excerpt of chapter 8 of *Summer of the Mariposas*.
		• I can explain what effect is created by differences in the points of view of the characters and the reader in chapter 8 of *Summer of the Mariposas*. (RL.8.1, RL.8.6)
			• Opening A: Entrance Ticket (RL.8.3)
			• Work Time A: Language Dive: *Summer of the Mariposas*, Page 110 note-catcher (RL.8.4, L.8.5a, L.8.5b)
			• Work Time B: Gist on sticky notes
			• Closing and Assessment A: Exit Ticket: Analyze Point of View: *Summer of the Mariposas*, Chapter 8 (RL.8.1, RL.8.6)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 11 RL.8.1, RL.8.4, RL.8.6, L.4a, L.8.4b, L.8.4c, L.8.4d, L.8.5a, L.8.6	**Mid-Unit 1 Assessment: Analyze Point of View:** *Summer of the Mariposas*, **Chapter 9** **Opening** A. Engage the Learner (5 minutes) **Work Time** A. Read *Summer of the Mariposas*, Chapter 9 Excerpt (15 minutes) B. Mid-Unit 1 Assessment: Analyze Point of View: *Summer of the Mariposas*, Chapter 9 (20 minutes) **Closing and Assessment** A. Reflect on Learning Targets (5 minutes) **Homework** A. Preread Anchor Text: Students should preread chapter 10 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson. In this lesson, students read chapter 9 of their class novel and take their mid-unit assessment, identifying the meaning of unknown vocabulary and analyzing point of view in chapter 9.	• I can determine the meanings of words and phrases in *Summer of the Mariposas*. (RL.8.4, L.8.4) • I can explain what effect is created by differences in the points of view of the characters and the reader in chapter 9 of *Summer of the Mariposas*. (RL.8.1, RL.8.6)	• Work Time A: Gist on sticky notes • Work Time B: Mid-Unit 1 Assessment: Analyze Point of View: *Summer of the Mariposas*, Chapter 9 (RL.8.1, RL.8.4, RL.8.6, RL.8.10, L.8.4, L.8.5a, L.8.6)
Lesson 12 RL.8.1, RL.8.2	**Introduce Themes:** *Summer of the Mariposas* **Opening** A. Engage the Learner (5 minutes) **Work Time** A. Read *Summer of the Mariposas*, Chapter 10 Excerpt (15 minutes) B. Introduce Themes: *Summer of the Mariposas* – RL.8.2 (20 minutes) **Closing and Assessment** A. Reflect on Learning Targets (5 minutes) **Homework** A. Preread Anchor Text: Students should preread chapter 11 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson. In this lesson, students read chapter 10 of their class novel, are introduced to theme, and begin to identify themes in their class novel.	• I can demonstrate understanding of the excerpt of chapter 10 of *Summer of the Mariposas*. • I can identify themes in *Summer of the Mariposas* and how they have developed over the course of the text. (RL.8.1, RL.8.2)	• Opening A: Entrance Ticket (L.8.1) • Closing and Assessment A: Theme and evidence on index cards (RL.8.1, RL.8.2)

Unit 1: Overview

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 13 RL.8.1, RL.8.3,	**Analyze Aspects of Character:** *Summer of the Mariposas* **Opening** A. Engage the Learner (5 minutes) **Work Time** A. Read *Summer of the Mariposas*, Chapter 11 Excerpt (15 minutes) B. Analyze Aspects of Character – RL.8.3 (20 minutes) **Closing and Assessment** A. Reflect on Learning Targets (5 minutes) **Homework** A. Selected Response Questions: Using Homework: Selected Response Questions: Analyze Aspects of Character 1, students answer selected response questions to analyze how incidents in *Summer of the Mariposas* reveal aspects of a character. B. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. In this lesson, students begin to analyze how incidents in the text, and the way in which characters respond, reveal aspects of character.	• I can demonstrate understanding of the excerpt of chapter 11 of *Summer of the Mariposas*. • I can analyze how incidents in a story reveal aspects of character (RL.8.1, RL.8.3)	• Opening A: Entrance Ticket (L.8.1) • Work Time A: Gist on sticky notes • Work Time B: Analyze Aspects of Character (RL.8.1, RL.8.3)
Lesson 14 RL.8.1, RL.8.3, W.8.8, SL.8.1, SL.8.1a, SL.8.1b	**Analyze Aspects of Character and Generate Discussion Norms:** *Summer of the Mariposas* **Opening** A. Engage the Learner – W.8.8 (10 minutes) **Work Time** A. Analyze Aspects of Character – RL.8.3 (15 minutes) B. Generate Discussion Norms – SL.8.1 (15 minutes) **Closing and Assessment** A. Set Goals – SL.8.1 (5 minutes) **Homework** A. Selected Response Questions: Using Homework: Selected Response Questions: Analyze Aspects of Character 2, students answer selected response questions to analyze how incidents in *Summer of the Mariposas* reveal aspects of a character. B. Preread Anchor Text: Students should preread chapter 12 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson. In this lesson, students analyze aspects of character and prepare for a text-based discussion.	• I can quote accurately from the text. (W.8.8) • I can analyze how incidents in *Summer of the Mariposas* reveal aspects of the characters. (RL.8.1, RL.8.3, SL.8.1) • I can generate norms for a productive discussion. (SL.8.1)	• Opening A: Entrance Ticket (RL.8.1, W.8.8) • Work Time A: Analyze Aspects of Character (RL.8.1, RL.8.3) • Work Time B: Discussion Norms Anchor Chart (SL.8.1)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 15 RL.8.1, RL.8.3, SL.8.1, SL.8.1a, SL.8.1b	**Analyze Aspects of Character and Participate in a Text-Based Discussion: *Summer of the Mariposas*** **Opening** A. Engage the Learner (5 minutes) **Work Time** A. Read *Summer of the Mariposas*, Chapter 12 Excerpt (15 minutes) B. Analyze Aspects of Character – RL.8.3 (10 minutes) C. Text-Based Discussion – SL.8.1 (10 minutes) **Closing and Assessment** A. Peer Feedback – SL.8.1 (5 minutes) **Homework** A. Selected Response Questions: Using Homework: Selected Response Questions: Analyze Aspects of Character 3, students answer selected response questions to analyze how incidents in *Summer of the Mariposas* reveal aspects of a character. B. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. In this lesson, students read chapter 12, analyze aspects of character, and participate in a text-based discussion.	• I can analyze how incidents in *Summer of the Mariposas* reveal aspects of the characters. (RL.8.1, RL.8.3) • I can come to a discussion prepared and draw on that preparation by referring to evidence on the text and topic. (SL.8.1) • I can follow discussion norms to have an effective text-based discussion. (SL.8.1)	• Opening A: Entrance Ticket (RL.8.3) • Work Time A: Gist statement for chapter 12 • Work Time B: Aspects of Character Graphic Organizer – Chapter 12 (RL.8.1, RL.8.3)
Lesson 16 RL.8.1, RL.8.3, SL.8.1	**End of Unit 1 Assessment: Aspects of Character: *Summer of the Mariposas*** **Opening** A. Return the Mid-Unit Assessments and Engage the Learner (5 minutes) **Work Time** A. End of Unit 1 Assessment: Aspects of Character: *Summer of the Mariposas* (20 minutes) B. Text-Based Discussion – SL.8.1 (15 minutes) **Closing and Assessment** A. Reflect on Learning Targets (5 minutes) **Homework** A. Preread Anchor Text: Students should preread chapter 13 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson. In this lesson, students participate in their End of Unit Assessment on aspects of character and then participate in a text-based discussion.	• I can analyze how incidents in *Summer of the Mariposas* reveal aspects of the characters. (RL.8.1, RL.8.3) • I can come to a discussion prepared and draw on that preparation by referring to evidence on the text and topic. (SL.8.1) • I can follow discussion norms to have an effective text-based discussion. (SL.8.1)	• Opening A: Entrance Ticket • Work Time A: End of Unit 1 Assessment: Aspects of Character: *Summer of the Mariposas* (RL.8.1, RL.8.3)

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Agenda

1. **Opening**

   A. Engage the Learner (5 minutes)

   B. Determine Strategies to Answer Selected Response Questions (5 minutes)

2. **Work Time**

   A. Read *Summer of the Mariposas*, Chapter 2 Excerpt – SL.8.1 (15 minutes)

   B. Analyze Point of View: *Summer of the Mariposas*, Chapters 1–2 Excerpts – RL.8.6 (15 minutes)

3. **Closing and Assessment**

   A. Exit Ticket: Analyze Point of View: *Summer of the Mariposas*, Chapter 2 Excerpt – RL.8.6 (5 minutes)

4. **Homework**

   A. Determine the Meaning of Unfamiliar Vocabulary: Using Homework: Unfamiliar Vocabulary: *Summer of the Mariposas,* Chapter 2, students answer a combination of selected response and short constructed response questions that ask them to determine the meaning of unfamiliar vocabulary and state their strategies for doing so.

   B. Preread Anchor Text: Students should preread chapter 3 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson.

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Teaching Notes

Alignment to Assessment Standards and Purpose of Lesson

- In Opening A of this lesson, students complete an entrance ticket to engage them in work related to one of the targets for this lesson. Students use this entrance ticket as a way to focus; it is similar to a "Do Now" activity. This routine occurs in many lessons throughout this module and will become familiar to students. Student entrance tickets are found in the Student Workbook, and answers for teacher reference exist for each entrance ticket.

- In Opening B of this lesson, students contribute to create the Strategies to Answer Selected Response Questions anchor chart. Throughout the modules, in lessons, assessments, and homework, students answer selected response questions and therefore need to have some strategies to do so effectively.

- In Work Time A of this lesson, students read an excerpt from chapter 2 of *Summer of the Mariposas*. As they did with chapter 1 in the previous lesson, they continue to identify both new vocabulary and the gist of the chapter.

- SL.8.1 – in Work Time A, students engage in the following new protocol in this lesson (instructions for which appear at the first point of use in the lesson):

  – **Back-to-Back and Face-to-Face** promotes productive and equitable conversations and provides a method for sharing information and gaining multiple perspectives on a topic through partner interaction. It can be used for reviewing and sharing academic material, as a personal "ice breaker," or as a means of engaging in critical thinking

about a topic of debate. It also has the added advantage of involving movement to appeal to kinesthetic learners.

- RL.8.6 – In Work Time B, students begin to analyze the effect created by the differences in points of view between the reader and the characters. In addition to aiding students in their analysis of the author's use of point of view, this will also help prepare students to write their own narrative in Unit 2 of this module. Students will practice this skill independently in their exit ticket in the Closing and Assessment.

- RL.8.1 – In Work Time B, students use evidence to support their analysis of the effect created by differences in point of view between the reader and the characters.

- RL.8.6 – In Closing and Assessment A, students answer selected and constructed response questions about the effect created by the differences in points of view between the reader and the characters.

- RL.8.1 – In Closing and Assessment A, students support their selected and constructed response questions about the effect created by the differences in points of view between the reader and the characters using strong evidence.

Opportunities to Extend Learning

- Invite students to write about the difference in impact the first two chapters of *Summer of the Mariposas* might have if they were written from the point of view of Pita, Juanita, Mama, or another character. Students could also rewrite the chapter(s) from another perspective.

- Invite students to rewrite a small part of the chapter from their own (the reader's) point of view and discuss how this is different from the narrator's point of view in the story.

How It Builds on Previous Work

- The work in this lesson builds on the previous lessons as students continue reading *Summer of the Mariposas* while using their vocabulary logs and gist-note strategies to acquire new vocabulary and build their comprehension of the class novel.

Support All Students

- In Work Time A, provide choice in how to carry out the reading portion of the lesson: some students may prefer to read independently and silently, while others (especially ELLs) may wish to read aloud in groups with peers and/or with support. Still others may wish to read silently for a few pages and then process with a group. ▲

- In Work Time A, present additional options for recording gist rather than just the sticky note, such as using a separate notebook, using a graphic organizer, using highlighters and annotating, or using a voice recorder. Give students options for expressing their understanding of gist (oral, written, drawing). ▲ Build in different options for expressing comprehension of the text (written reflection, voice recording, discussion with partners/groups). ▲

- Students may struggle to keep track of the multiple characters in the anchor text. Create a characterization chart for each main character in *Summer of the Mariposas*, and track character traits and supporting evidence as they appear in the book.

- Note that chapter 2 of *Summer of the Mariposas* brings up potentially sensitive topics such as the sisters stealing their father's car and running away from home. Allow for time to process and respond to these topics during discussion.

Assessment Guidance

- The assessment today is students' first practice with analyzing the impact of different points of view. This will be somewhat scaffolded, and students will complete this more independently in coming lessons. Review student QuickWrites after the lesson to determine any common issues to use in later lessons, and review student exit tickets to determine how close students are to understanding how to answer questions related to RL.8.6.

Down the Road

- In the next lesson, students will continue to focus on point of view and how it impacts the story, using the strategies introduced in this lesson.

In Advance

- Prepare:
  - Entrance Ticket: Unit 1, Lesson 3
  - Analyze Point of View anchor chart
  - Strategies to Answer Selected Response Questions anchor chart
- Ensure there is a copy of Entrance Ticket: Unit 1, Lesson 3 at each student's workspace
- Post the learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Opening B: Create the Strategies to Answer Selected Response Questions anchor chart in an online format—for example, a Google Doc—to share with families to reinforce at home.

- Closing and Assessment A: Students complete their QuickWrite and exit ticket online—for example, using Google Forms—or they complete it in a word-processing document, such as a Google Doc, using speech-to-text facilities activated on devices or using an app or software such as http://eled.org/0103.

Vocabulary

- effects, point of view, strategies (A)

Key

(A): Academic Vocabulary

(DS): Domain-Specific Vocabulary

Materials from Previous Lessons

Teacher

- ☑ Academic word wall (one for display; from Unit 1, Lesson 1, Opening A)

- ☑ Work to Become Ethical People anchor chart (one for display; from Unit 1, Lesson 2, Work Time D)

- ☑ Chart paper of Spanish words (one for display; from Unit 1, Lesson 2, Work Time A)

- ☑ Text Guide: *Summer of the Mariposas* (for teacher reference) (Unit 1, Lesson 2, Work Time A)

Student

- ☑ Vocabulary logs (one per student; from Unit 1, Lesson 2, Opening A)

- ☑ *Summer of the Mariposas* (text; one per student; from Unit 1, Lesson 1)

New Materials

Teacher

- ☑ Entrance Ticket: Unit 1, Lesson 3 (answers for teacher reference)

- ☑ Strategies to Answer Selected Response Questions anchor chart (co-created during Opening B)

- ☑ Strategies to Answer Selected Response Questions anchor chart (for teacher reference)

- ☑ Analyze Point of View anchor chart (example for teacher reference)

- ☑ Analyze Point of View anchor chart (see Teaching Notes)

- ☑ QuickWrite: *Summer of the Mariposas*, Chapter 2 (example for teacher reference)

- ☑ Exit Ticket: Analyze Point of View: *Summer of the Mariposas*, Chapter 2 (answers for teacher reference)

Student

- ☑ Entrance Ticket: Unit 1, Lesson 3 (one per student)

- ☑ Sticky notes (one per student)

- ☑ Synopsis: *Summer of the Mariposas*, Chapter 2 (one per student)

- ☑ QuickWrite: *Summer of the Mariposas*, Chapter 2 (one per student and one for display)

- ☑ Exit Ticket: Analyze Point of View: *Summer of the Mariposas*, Chapter 2 Excerpt (one per student and one for display)

- ☑ Homework: Unfamiliar Vocabulary: *Summer of the Mariposas*, Chapter 2 (one per student; from Homework Resources)

Opening

A. Engage the Learner (5 minutes)

■ As students enter the classroom, invite them to respond to the questions on **Entrance Ticket: Unit 1, Lesson 3.**

■ Direct students' attention to the posted learning targets, and select a volunteer to read them aloud:

"I can identify strategies to answer selected response questions."

"I can find the gist of chapter 2 of **Summer of the Mariposas.***"*

"I can explain what effect is created by differences in the points of view of the characters and the reader in the chapter 2 excerpt of **Summer of the Mariposas.***"*

■ Present the learning targets in writing, orally, and accompanied by symbols, and then check for understanding by given students time both to write or sketch and to orally paraphrase these targets. ▲

■ Invite students to Turn and Talk about the most important words in the learning targets and to underline or circle those words.

■ Focus students on the words *strategies* and *effects* and on the phrase *point of view*. Use total participation techniques to select students to share what they think these terms mean. If they don't know the meanings, share strategies they could use to determine them (context, affixes and roots, dictionary).

■ Model using context to determine the meanings of these words. Students may also look up each term in a print or online dictionary.

■ Use a sentence frame to boost confidence and encourage participation (e.g., "Another word for or way of saying *point of view* is ____").

■ If productive, use a Goal 1 Conversation Cue to encourage students to expand their ideas about the word *point of view* by giving examples.

"Can you say more about that?"

"Can you give an example?"

■ With students' support, record the meanings of the words and phrase on the **academic word wall**, with translations in students' home languages (*strategies*—plans of action or policy designed to achieve a major or overall aim; *effects*—changes that are a result or consequence of an action or other cause; *point of view*—in narrative texts, the narrator's position in relation to the story being told; it shows the opinions or feelings of the characters involved in a situation; it is the way the author allows the reader to "hear" and "see" what is happening). Write synonyms or sketch a visual above each key term to scaffold students' understanding. ▲

■ Invite students to record these words in their **vocabulary logs**. Prompt students to use the word or phrase in a new sentence by either writing that sentence down or thinking of that sentence silently, then sharing with a partner.

■ Turn and Talk:

"What do you think you will be doing in this lesson based on these learning targets?" (We will be determining strategies that we can use to answer multiple choice questions,

we will be reading our class novel and determining the gist while identifying new vocabulary, and then we will be analyzing the way the characters' points of view, and the differences in our point of view, affect the story.)

"Why are we doing this? How is it meaningful to you? How will it help you to be successful?" (Similarly to yesterday, discovering new vocabulary increases our ability to use that vocabulary to communicate well. Identifying the gist of a chapter helps check our understanding and allows us to easily refer to and remember what the chapter is mostly about. Looking at a character's point of view and how it affects the text will help us understand why the author wrote the text this way and how it impacts us as readers.)

- If productive, use a Goal 1 Conversation Cue to encourage students to expand their ideas by giving examples.

   "Can you say more about that?"

   "Can you give an example?"

Opening

B. Determine Strategies to Answer Selected Response Questions (5 minutes)

- Review the learning target relevant to the work to be completed in this section of the lesson:

   "I can identify strategies to answer selected response questions."

- At this time, address the prompts from the entrance ticket students responded to as they entered the classroom, and ask students to Turn and Talk:

   "What strategies did you use to answer this question and the selected response questions in your homework?"

- Review the answers to the selected response question from the entrance ticket and address any questions or misconceptions. Refer to **Entrance Ticket: Unit 1, Lesson 3 (answers for teacher reference)** as needed.

- Emphasize that students will dig more into point of view later in the lesson.

- As students share out, capture their responses on the **Strategies to Answer Selected Response Questions anchor chart.**

- Invite students to Turn and Talk to their partner, and then select students to share out:

   "How did these strategies help you to better understand the text?" (Responses will vary.)

- If productive, use a Goal 1 Conversation Cue to encourage students to expand their ideas by giving examples.

   "Can you say more about that?"

   "Can you give an example?"

- Invite students to reflect on their ability to use strategies to answer selected response questions, using a checking for understanding technique—for example, showing thumbs-up or traffic light signal cards. Scan student responses, and make a note of students who might need support. Check in with them moving forward.

Work Time

A. Read *Summer of the Mariposas*, Chapter 2 Excerpt – SL.8.1 (15 minutes)

- Review the learning target relevant to the work to be completed in this section of the lesson:

  "I can find the gist of chapter 2 of **Summer of the Mariposas."**

- Invite students to retrieve **Summer of the Mariposas**, and have them look back at their chapter 1 gist notes as a reminder of what was read in the previous lesson.

- Read aloud the excerpt of chapter 2 as students read along silently. Refer to the **Text Guide: *Summer of the Mariposas* (for teacher reference)** for excerpt, questions, and vocabulary. If students are able to read independently or in small groups, group students accordingly and set the time for them to read the excerpt.

- After the allotted reading time, distribute **Synopsis: *Summer of the Mariposas,* Chapter 2** to each student.

- Throughout the reading, students should record new words in their vocabulary logs. Collect Spanish words encountered on the same **chart paper of Spanish words**, inviting Spanish speakers to translate the words.

- After reading, give students 2 minutes to silently reflect on the text. Encourage them to consider how the chapter made them feel. They can write or sketch, or just sit and think.

- Direct students' attention to the **Work to Become Ethical People anchor chart**, and review "respect," "compassion," and "empathy" as needed before inviting students to share their reflections if they choose. Remind students that it is okay to have different feelings and reactions in response to the reading.

- Guide students through an intentional Back-to-Back and Face-to-Face protocol on the questions listed below:

  1. Have students find a partner (or assign partners) and stand back-to-back, being respectful of space.

  2. Have students wait for the question that they will be asked to discuss with their partner.

  3. Have students think about what they want to share and how they might best express themselves.

  4. When you say, "face to face," have students turn, face their partners, and decide who will share first (if you have not indicated that a certain person should go first).

  5. Have students listen carefully when their partner is speaking and be sure to make eye contact.

  6. When given the signal, students should find a new partner (or assign a new partner), stand back to back, and wait for the new question.

  7. This may be repeated for as many rounds as needed or appropriate.

- Pose questions orally and/or post them on the board.

  "What happened? What are the main events? How is the plot unfolding?" (We learn that Velia took the dead man's money, and she and Delia want to use it to take the dead man home to Mexico. Odilia, on the other hand, thinks this is too dangerous and reminds the girls that they have no way to get there. Odilia feels responsible for her sisters and

is worried about getting in trouble with the authorities or with her mother for even being at the swimming hole to begin with. Odilia goes to speak with her mother, but her mother will not talk to her because she is busy at work. So, Odilia makes up a plan to pretend she is going to a sleepover and then act as if she is their mother coming home from work so that the girls will not leave the house. However, the girls still attempt to leave, and, in the end, Odilia jumps in the car with them.)

"What is the gist? What is this chapter mostly about?" (This chapter is mostly about how the sisters continue to argue about what to do, and even though Odilia tries to stop them, they eventually all get in the car to drive to Mexico.)

"In what ways did characters show respect or empathy in this chapter? Did any characters face challenges in showing respect and/or empathy?" (Odilia feels responsible for her family and tries to prevent them for traveling to Mexico to return the body. She is showing empathy in her own way. On the other hand, Juanita thinks it is respectful to return the body to his family, and motivates them to do so. The sisters are challenged in their ability to understand each other's perspectives or motives, which makes it difficult for them to show empathy for one another.) Direct students to the Working to be Ethical People anchor chart for reference.

- If productive, use a Goal 1 Conversation Cue to encourage students to expand their ideas by giving examples.

    "Can you say more about that?"

    "Can you give an example?"

- Invite a student to paraphrase the key points in more comprehensible language for those who need heavier support. ▲

- Invite students to record the gist (key words, not full sentences) onto a **sticky note**, sticking it at the front of the chapter for quick reference (e.g., ch2: Odilia tries to stop them, but sisters get in car to go to Mexico). Alternatively, give students a different option for recording gist, such as writing a margin note or using a graphic organizer that they will return to in the future.

- Think-Pair-Share:

    "What is your point of view on this situation? Did the girls do the right thing? Why or why not?" (Student responses will vary, but may include the following: no, because stealing a car is not only against the law, but is also very dangerous.)

- Ensure students are made aware of the danger and consequences of this kind of action and of the appropriate action instead.

- Select a page from the text, and invite students to suggest academic and domain-specific words on that page to check their understanding for these definitions.

- Invite students to reflect on their progress toward the relevant learning target, using a checking for understanding technique—for example, showing thumbs-up or traffic light signal cards. Scan student responses, and make a note of students who might need support. Check in with them moving forward.

Work Time

B. Analyze Point of View: *Summer of the Mariposas,* **Chapters 1–2 Excerpts – RL.8.6 (15 minutes)**

- Review the learning target relevant to the work to be completed in this section of the lesson:

  "I can explain what effect is created by differences in the points of view of the characters and the reader in the chapter 2 excerpt of **Summer of the Mariposas.***"*

- Direct students' attention to the **Analyze Point of View anchor chart**, and invite a volunteer to read the definition of *point of view* aloud. Draw connections between the selected response question asked at the beginning of the lesson and the definition on the anchor chart.

- Invite students to turn to page 32. Read aloud the excerpt beginning at "What are you doing here?" on page 32 and ending at "it's not an emergency" on page 33 as students read along silently.

- Think-Pair-Share:

  "From what point of view is this novel written? How do you know?" (First person, because the narrator says "I.")

  "Who is the narrator? Who is talking to Mama? How do you know?" (Odilia, because she is the narrator of the novel.)

- Distribute **QuickWrite:** *Summer of the Mariposas,* **Chapter 2**, and invite students to read the directions and prompt aloud chorally:

  "From reading this excerpt, what do you, the reader, know that Mama doesn't know? What effect does this create?"

- Using the directions on the student material, ensure students understand what a QuickWrite is, and invite them to work in pairs on their QuickWrite. Tell students that this is a first attempt at answering a question like this, so they don't need to worry about getting everything right. This exercise is to see what they notice.

- After 5 minutes, invite students to share out their ideas with the whole group. Listen for students to explain that the reader knows that there really is an emergency because the girls found a body and want to take it back to Mexico, and it creates a sense frustration because we want Mama to listen to Odilia to help her solve this problem. See **QuickWrite:** *Summer of the Mariposas,* **Chapter 2 (example for teacher reference).**

- As students respond, model completing the Analyze Point of View anchor chart. See **Analyze Point of View anchor chart (example for teacher reference).**

- Read aloud as students read chorally the question on the Analyze Point of View anchor chart and then Think-Pair-Share their ideas about the answer:

  "How does the author use differences in the points of view of the characters and the reader to create effects like suspense or humor?" (Using first person point of view, the author enables the reader to see some events that the other characters don't see.)

- Record this strategy under the question on the anchor chart. See Analyze Point of View anchor chart (example for teacher reference).

▪ Ensure students understand that, particularly in a first person point of view narrative, by showing experiences that the narrator has that other characters haven't had, the author can have a certain effect on the reader. Knowing things that the characters don't yet and might never know can make the reader feel particularly anxious or amused, or even excited. Remind students that thinking about the difference in points of view between the reader and the characters may make their own narratives more interesting when they write them in Unit 2.

Closing and Assessment

A. Exit Ticket: Analyze Point of View: *Summer of the Mariposas*, **Chapter 2 Excerpt – RL.8.6 (5 minutes)**

▪ Display and distribute the **Exit Ticket: Analyze Point of View:** *Summer of the Mariposas,* **Chapter 2 excerpt**, and invite students to use the Strategies to Answer Selected Response Questions anchor chart to select the appropriate responses on the exit ticket. Read aloud the responses for students who need to hear them.

▪ Invite students to reflect on their progress toward the relevant learning target, using a checking for understanding technique—Thumb-O-Meter. Scan student responses, and make a note of students who might need support. Check in with them moving forward.

▪ Collect exit tickets.

Homework

A. Determine the Meaning of Unfamiliar Vocabulary

▪ Using **Homework: Unfamiliar Vocabulary:** *Summer of the Mariposas,* **Chapter 2**, students answer a combination of selected response and short constructed response questions that ask them to determine the meaning of unfamiliar vocabulary and state their strategies for doing so.

B. Preread Anchor Text

▪ Students should preread chapter 3 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson.

Mid-Unit 1 Assessment: Analyze Point of View: *Summer of the Mariposas*, Chapter 9

(For Teacher Reference)

Students read a new chapter from *Summer of the Mariposas*. Then students use strategies to determine the meaning of unfamiliar words in selected response questions. Students also respond to short response questions, analyzing points of view. Students make sure to include textual evidence to support their responses throughout the assessment.

CCSS Assessed

- **RL.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- **RL.8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- **RL.8.6:** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

- **RL.8.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

- **L.8.4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- **L.8.4a:** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- **L.8.4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

- **L.8.4c:** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

- **L.8.4d:** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- **L.8.5a:** Interpret figures of speech (e.g. verbal irony, puns) in context.

- **L.8.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mid-Unit 1 Assessment: Analyze Point of View: *Summer of the Mariposas*, Chapter 9

(Answers for Teacher Reference)

Part I

Directions: Reread each quote from chapter 9 of *Summer of the Mariposas*. Then answer the question(s).

1. "It is a **sedative** more potent than any sleeping pill you can buy at a *farmacia*."

    Which word in this sentence <u>best</u> helps in understanding the meaning of **sedative**? (L.8.4b)

    A. potent

    B. sleeping

    C. *farmacia*

    D. <u>pill</u>

2. "My husband angered the ancient ones and I've been paying for it ever since, doomed to **dwell** in this empty shell of a house."

    What does **dwell** most likely mean in this sentence? (L.8.4a, L.8.6)

    A. pay for

    B. clean

    C. sleep

    D. <u>live in</u>

3. "And no one—absolutely no one—is allowed to **mock** me!"

    Use a print or online dictionary. Below, copy the meaning of the word **mock** as it is used in this sentence. (L.8.4c, L.8.4d, L.8.6)

    to make fun of in a mean way (definition from Wordsmyth.net)

4. "I made my way back to the bed and sat on the edge because the room was still **spinning a little**."

    Part A

    How does Odilia feel after La Llorona gives her the sprigs of *jojotle*? (RL.8.4)

    Odilia feels very sick and dizzy.

Part B

How do the words in bold add to the reader's understanding of how Odilia feels? (RL.8.4, L.8.5a)

The words help the reader understand that Odilia is so dizzy that it looks

like things are spinning around.

5. "What we saw was not the same house we had believed we had **inhabited** if only for a day."

Part A

Complete the chart below to break up the word **inhabited** into a prefix, Latin root, and suffix. You may use your affix list as a resource. (L.8.4b)

	inhabited	**Meaning**
Prefix	in-	into, in, on, upon
Latin Root	habitare	dwell, live
Suffix	-ed	past tense

Part B

Use what you know about these word parts to write a definition of **inhabited** in your own words. (RL.8.4, L.8.6)

Inhabit means to dwell, or live, in.

6. Carefully read these two sentences:

"You must prepare yourself for the **confrontation** that will ensue with her arrival."

"You must prepare yourself for the **encounter** that will ensue with her arrival."

The words in bold have very similar meanings. How does the author's choice to use the word **confrontation** affect our understanding of the first sentence? (RL.8.4, L.8.4c, L.8.6)

A. It implies that the meeting will be a surprise.

B. It emphasizes how soon Cecilia will be there.

C. It suggests that they have met before.

D. <u>It warns that there will be a conflict or problem.</u>

Part II

Directions: Use the text to answer these questions about the author's craft in chapter 9 of *Summer of the Mariposas*.

7. "'Whoa! Someone got a wicked makeover!'" Delia said, bursting into peals of laughter."

   Part A

   When Delia says these lines, what does the reader know that Delia does not know? (RL.8.6)

   A. that Cecilia has been disguising her appearance

   B. that Cecilia is evil

   C. that Cecilia has taken off her makeup

   D. that Cecilia is actually beautiful

   Part B

   What effect does this create?

   A. The lines create suspense for the reader.

   B. The lines create a humorous feeling for the reader.

   C. The lines create a feeling of surprise for the reader.

   D. The lines create a feeling of dread for the reader.

8. "'Come on, old woman, what are you waiting for?' Juanita yelled from behind me, to which Cecilia responded with a bloodcurdling wail that made us all stop. 'Come on, give it your best shot!'"

   Part A

   At this point in the chapter, what does the reader know that Juanita does not? (RL.8.6)

   A. that Cecilia is a witch

   B. that Cecilia could easily be defeated

   C. that La Llorona had warned the girls to remain kind and honorable on this journey

   D. that La Llorona had given the girls a secret tonic to use against Cecilia

Part B

Which line from the text best supports your response? (RL.8.1)

A. "I wondered if it was her miraculous tonic making me feel so weightless and swift."

B. "I stood in front of the girls, ready to protect them from the witch's rage."

C. <u>"Be courageous but remember to also be noble and everything will be all right."</u>

D. "Her hair, however, was as gray and dusty as moth wings . . . ."

Part C

How does the author use the narrator's point of view and Juanita's taunting to create tension in this scene? Use details from the text to support your response.

In this scene Juanita's words create tension because the reader knows that

La Llorona has told Odilia that everything would be alright as long as the

girls stay "good hearted." Juanita does not know this when she makes fun

of Cecilia. Her teasing is mean, and the reader knows that this is going to

cause some kind of trouble for the sisters later on.

All quotations in this assessment from:
McCall, Guadalupe Garcia. *Summer of the Mariposas*. Lee & Low, New York, 2012.

Mid-Unit 1 Assessment: Analyze Point of View: *Summer of the Mariposas,* Chapter 9

Name: _____ **Date:**_____

Part I

Directions: Reread each quote from chapter 9 of *Summer of the Mariposas*. Then answer the question(s).

1. "It is a **sedative** more potent than any sleeping pill you can buy at a *farmacia*."

   Which word in this sentence <u>best</u> helps in understanding the meaning of **sedative**? (L.8.4b)

   A. potent

   B. sleeping

   C. *farmacia*

   D. pill

2. "My husband angered the ancient ones and I've been paying for it ever since, doomed to **dwell** in this empty shell of a house."

   What does **dwell** most likely mean in this sentence? (L.8.4a, L.8.6)

   A. pay for

   B. clean

   C. sleep

   D. live in

3. "And no one—absolutely no one—is allowed to **mock** me!"

   Use a print or online dictionary. Below, copy the meaning of the word **mock** as it is used in this sentence. (L.8.4c, L.8.4d, L.8.6)

   _____

   _____

   _____

4. "I made my way back to the bed and sat on the edge because the room was still **spinning a little**."

   Part A

   How does Odilia feel after La Llorona gives her the sprigs of *jojotle*? (RL.8.4)

   _____

   _____

   _____

   _____

   Part B

   How do the words in bold add to the reader's understanding of how Odilia feels? (RL.8.4, L.8.5a)

   _____

   _____

   _____

   _____

5. "What we saw was not the same house we had believed we had **inhabited** if only for a day."

   Part A

   Complete the chart below to break up the word **inhabited** into a prefix, Latin root, and suffix. You may use your affix list as a resource. (L.8.4b)

	Meaning
Prefix	
Latin Root	
Suffix	

Part B

Use what you know about these word parts to write a definition of **inhabited** in your own words. (RL.8.4, L.8.6)

_____

_____

_____

6. Carefully read these two sentences:

    "You must prepare yourself for the **confrontation** that will ensue with her arrival."

    "You must prepare yourself for the **encounter** that will ensue with her arrival."

    The words in bold have very similar meanings. How does the author's choice to use the word **confrontation** affect our understanding of the first sentence? (RL.8.4, L.8.4c, L.8.6)

    A. It implies that the meeting will be a surprise.

    B. It emphasizes how soon Cecilia will be there.

    C. It suggests that they have met before.

    D. It warns that there will be a conflict or problem.

Part II

Directions: Use the text to answer these questions about the author's craft in chapter 9 of _Summer of the Mariposas_.

7. "'Whoa! Someone got a wicked makeover!'" Delia said, bursting into peals of laughter."

    Part A

    When Delia says these lines, what does the reader know that Delia does not know? (RL.8.6)

    A. that Cecilia has been disguising her appearance

    B. that Cecilia is evil

    C. that Cecilia has taken off her makeup

    D. that Cecilia is actually beautiful

Part B

What effect does this create?

A.   The lines create suspense for the reader.

B.   The lines create a humorous feeling for the reader.

C.   The lines create a feeling of surprise for the reader.

D.   The lines create a feeling of dread for the reader.

8.   "'Come on, old woman, what are you waiting for?' Juanita yelled from behind me, to which Cecilia responded with a bloodcurdling wail that made us all stop. 'Come on, give it your best shot!'"

Part A

At this point in the chapter, what does the reader know that Juanita does not? (RL.8.6)

A.   that Cecilia is a witch

B.   that Cecilia could easily be defeated

C.   that La Llorona had warned the girls to remain kind and honorable on this journey

D.   that La Llorona had given the girls a secret tonic to use against Cecilia

Part B

Which line from the text best supports your response? (RL.8.1)

A.   "I wondered if it was her miraculous tonic making me feel so weightless and swift."

B.   "I stood in front of the girls, ready to protect them from the witch's rage."

C.   "Be courageous but remember to also be noble and everything will be all right."

D.   "Her hair, however, was as gray and dusty as moth wings . . . ."

Part C

How does the author use the narrator's point of view and Juanita's taunting to create tension in this scene? Use details from the text to support your response.

_____

_____

_____

_____

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_____

_____

12.2	Module Overview

"I ask for, not at once no government, but *at once* a better government."

Texts	**Unit 1:** "Ideas Live on" by Benazir Bhutto; "Civil Disobedience" by Henry David Thoreau
	Unit 2: *The Tragedy of Julius Caesar* by William Shakespeare
Number of Lessons in Module	41 (including Module Performance Assessment)

Introduction

In this module, students read and analyze two literary nonfiction texts and a drama, examining how the texts treat similar central ideas.

Over the course of Module 12.2, students practice and refine their informative writing and speaking and listening skills through formative assessments, and apply these skills in the Mid-Unit and End-of-Unit Assessments as well as the Module 12.2 Performance Assessment. Module 12.2 consists of two units: 12.2.1 and 12.2.2.

In 12.2.1, students first read "Ideas Live On," a speech that Benazir Bhutto delivered in 2007. Students consider how Bhutto introduces and develops central ideas in the text, such as exercise of power and the relationship between the individual and the state, paying particular attention to her use of rhetoric. Next, students analyze the complex ideas and language in Henry David Thoreau's essay, "Civil Disobedience." In addition to exploring Thoreau's ideas, students consider the power of his language, in particular how his use of rhetoric and figurative language establishes his point of view.

In 12.2.2, students read William Shakespeare's *The Tragedy of Julius Caesar* in its entirety. Students continue to work with central ideas such as the relationship between the individual and the state and exercise of power, as well as new central ideas of social bonds and ethics of honor. Students' work with *Julius Caesar* includes exploring Shakespeare's craft in structuring the play and developing characters, along with analyzing the impact of powerful rhetorical language, not only on the aesthetic effects of the

play but also on the plot. In addition, students refine their speaking and listening skills as they prepare to present small-group dramatic readings of key scenes from the play.

Students' engagement with Bhutto, Thoreau, and Shakespeare over the course of Module 12.2 prepares them for the Module 12.2 Performance Assessment. Students first engage in a fishbowl discussion in which they consider one of three possible prompts from the point of view of an author or character from the Module 12.2 texts. Students then write a multi-paragraph response to one of the possible prompts from their own perspective, drawing upon evidence from the texts.

Students also continue their Accountable Independent Reading (AIR) in Module 12.2. Although students are expected to continue to read independently several nights a week, in-class discussion and check-ins around AIR occur less frequently, to encourage greater individual responsibility. Students may also engage in Accountable Independent Writing (AIW) in 12.2.1 through optional written homework assignments that scaffold toward an alternate End-of-Unit Assessment prompt.

Literacy Skills & Habits

- Read closely for textual details.

- Annotate texts to support comprehension and analysis.

- Engage in productive, evidence-based discussions about texts.

- Collect and organize evidence from texts to support analysis in writing.

- Make claims about texts using specific textual evidence.

- Use vocabulary strategies to define unknown words.

- Trace the development of ideas over the course of the text.

- Examine the use and refinement of a key term over the course of the text.

- Paraphrase and quote relevant evidence from texts.

- Independently preview texts in preparation for supported analysis.

- Independently develop questions for further textual analysis.

- Write informative texts to examine and convey complex ideas.

- Independently practice the writing process outside of class.

- Use rubrics and checklists for self-assessment of writing and discussion.

- Practice speaking and listening skills in preparation for a dramatic reading performance.

English Language Arts Outcomes

Yearlong Target Standards

These standards embody the pedagogical shifts required by the Common Core State Standards and will be a strong focus in every English Language Arts module and unit in grades 9–12.

CCS Standards: 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.11-12.4	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.)
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.
CCS Standards: Reading—Informational Text	
RI.11-12.1.a	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. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(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).
RI.11-12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
CCS Standards: Writing	
W.11-12.9.a,b	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "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").
	b.	Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").
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.
CCS Standards: 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.
CCS Standards: Language		
L.11-12.4.a-d		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.
	a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	b.	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
	c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
	d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Module-Specific Assessed Standards

These standards will be the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in this module.

College and Career Readiness Anchor Standards for Reading	
CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance of and sufficiency of the evidence.
CCS Standards: 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.)
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.
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.11-12.11	Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.
CCS Standards: 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.11-12.6	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.

CCS Standards: Writing	
W.11-12.2.a-f	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.
	a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CCS Standards: Speaking & Listening	
SL.11-12.1.a,c	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.
	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
	c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCS Standards: Language	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2.a,b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
L.11-12.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Addressed Standards

These standards will be addressed at the unit or module level, and may be considered in assessment, but will not be the focus of extended instruction in this module.

College and Career Readiness Anchor Standards for Reading	
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCS Standards: Reading – Literature	
None.	
CCS Standards: Reading – Informational Text	
None.	
CCS Standards: Writing	
W.11-12.9.a,b	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "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"). b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "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

	Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").
CCS Standards: Speaking & Listening	
SL.11-12.1.b	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. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CCS Standards: Language	
L.11-12.4.a-c	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. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.11-12.5.b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Analyze nuances in the meaning of words with similar denotations.

Module Performance Assessment

Prompt

In this three-lesson Performance Assessment, students analyze complex ideas about government, power, and democracy from the perspectives of different authors and characters from the Module 12.2 texts. Students engage in an in-depth discussion of three prompts and then choose one prompt as the focus of a multi-paragraph written analysis.

Prompts:

- Is democracy "the last improvement possible in government" (Thoreau, part 3, par.19)?
- What is the role and responsibility of government?
- Who should have the power to make decisions in a society?

Lesson 1

In Lesson 1, students discuss the Performance Assessment prompts in small groups, from the perspective of a character or author from one of the Module 12.2 texts. Each student group considers one of the following perspectives: Bhutto (author), Thoreau (author), Brutus (character), or Antony (character). Student groups discuss each of the Performance Assessment prompts from the perspective of their assigned author or character. Groups gather textual evidence to make inferences about their character or author's response to each prompt. For homework, students review their notes from this lesson and identify additional evidence from each Module 12.2 text that supports analysis of the Performance Assessment prompts.

Lesson 2

In Lesson 2, students participate in a fishbowl conversation in which a representative from each group discusses each of the Performance Assessment prompts from the point of view of the group's assigned author or character. At each point in the fishbowl conversation, one student represents each of the following four perspectives: Bhutto, Thoreau, Brutus, and Antony. Students use the Speaking and Listening Rubric and Checklist for standard SL.11-12.4 to guide their discussion and to help them present their ideas and information clearly.

Four students at a time—each student representing a different author or character—enter the fishbowl conversation and respond to one of the Performance Assessment prompts. After students have discussed the prompt for about three minutes, students exit the fishbowl, and four new students enter the fishbowl. After all students have participated in the fishbowl discussion, students form pairs with the partners they identified earlier in the lesson and briefly peer-assess their

application of standard SL.11-12.4 during the conversation. Students use the 12.2 Performance Assessment Rubric to assess their application of SL.11-12.4.

For homework, students review their notes, annotations, and tools associated with the Module 12.2 texts and select one of the Performance Assessment prompts as a focus for a multi-paragraph written response.

Lesson 3

In Lesson 3, students synthesize their understanding of the various perspectives presented in the previous lesson's fishbowl discussions as they independently draft a multi-paragraph response to one of the Performance Assessment prompts. Students write the response from their own perspectives, supporting their analysis with evidence drawn from each of the Module 12.2 texts. Students review the 12.2 Performance Assessment Text Analysis Rubric and Checklist and have the remainder of the class time to draft a multi-paragraph written response one of the Performance Assessment prompts. Students write the response from their own perspective and use evidence from all three module texts to support their analysis. Students who finish early use the remainder of the class period to edit and revise their responses.

Texts

Unit 1: "[A] free and enlightened state."
Bhutto, Benazir. "Ideas Live On." http://benazir.bhutto.org/
Thoreau, Henry David. "Civil Disobedience." http://thoreau.eserver.org/civil.html
Unit 2: "Th'abuse of greatness is when it disjoins / remorse from power."
Shakespeare, William. *The Tragedy of Julius Caesar*, eds. Barbara A. Mowat and Paul Werstine. New York: Simon & Schuster, 1992.

Module-at-a-Glance Calendar

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1: "[A] free and enlightened state."				
"Ideas Live On" (Benazir Bhutto)	16	• Read closely for textual details.	**CCRA.R.8** CCRA.R.9 **RI.11-12.2**	**End-of-Unit:** Students write a formal, multi-paragraph

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
"Civil Disobedience" (Henry David Thoreau)		• Annotate texts to support comprehension and analysis. • Engage in productive evidence-based discussions about texts. • Collect and organize evidence from texts to support analysis in writing. • Make claims about texts using specific textual evidence. • Use vocabulary strategies to define unknown words. • Trace the development of ideas over the course of the text. • Examine the use and refinement of a key term over the course of the text. • Delineate and evaluate the reasoning in a text. • Paraphrase and quote relevant evidence from texts. • Independently preview texts in preparation for supported analysis.	**RI.11-12.3** **RI.11-12.6** **W.11-12.2.a-f** W.11-12.9.b **SL.11-12.1.a, c** **L.11-12.1** **L.11-12.2.a, b** L.11-12.4.a- c **L.11-12.5.a**	response to the following prompt: What does Thoreau mean by "a better government"?

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		• Independently develop questions for further textual analysis. • Write informative texts to convey complex ideas. • Independently practice the writing process outside of class. • Use rubrics and checklists for self-assessment of discussion.		
Unit 2: "Th'abuse of greatness is when it disjoins / remorse from power."				
Julius Caesar (William Shakespeare)	22	• Read closely for textual details. • Annotate texts to support comprehension and analysis. • Engage in productive evidence-based discussions about the text. • Collect and organize evidence from the text to support analysis in writing. • Make claims about texts using specific textual evidence. • Use vocabulary strategies to define unknown words.	CCRA.R.6 **RL.11-12.2** **RL.11-12.3** **RL.11-12.4** **RL.11-12.5** **RL.11-12.6** **W.11-12.2.a-f** W.11-12.9.a SL.11-12.1.b, c **SL.11-12.6** **L.11-12.1** **L.11-12.2.a, b** L.11-12.4.a, c L.11-12.5.a, b	**Mid-Unit:** Students write a formal, multi-paragraph response to the following prompt: Is Caesar's death a "sacrifice" or a "butchery"? **End-of-Unit:** Students write a formal, multi-paragraph response to the following prompt: Explain how the title *The Tragedy of Julius Caesar* is appropriate for the play, or propose a new title and explain why it is more appropriate.

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		• Trace the development of ideas over the course of the text.		
		• Examine the use and refinement of a key term over the course of the text.		
		• Paraphrase and quote relevant evidence from the text.		
		• Independently preview text in preparation for supported analysis.		
		• Independently develop questions for further textual analysis.		
		• Write informative texts to examine and convey complex ideas.		
		• Use rubrics and checklists for self-assessment and peer review of writing.		
		• Practice speaking and listening skills in preparation for an interpretive dramatic reading performance.		

Note: Bold text indicates targeted standards that will be assessed in the module.

12.2.1 | Lesson 12

Introduction

In this lesson, students read part 2, paragraphs 13 and 14 of "Civil Disobedience" (from "I have paid no poll-tax for six years" to "live according to its nature, it dies; and so a man"), in which Thoreau recounts his night in prison and explains how this experience influenced his perspective on his relationship to the state. Students discuss and analyze how Thoreau develops his point of view that the individual cannot be controlled by the state. Student learning is assessed via a Quick Write at the end of the lesson: How does Thoreau develop his point of view in part 2, paragraphs 13 and 14?

For homework, students review central ideas in part 2, identify at least one central idea, and add at least two central ideas to their Central Ideas Tracking Tools. Additionally, students preview part 3, paragraphs 1–8, box unfamiliar words and look up their definitions, and respond briefly in writing to a series of questions.

Standards

Assessed Standard(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.
Addressed Standard(s)	
W. 11-12.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").
L. 11-12.4.c	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. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage
L. 11-12.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. • How does Thoreau develop his point of view in part 2, paragraphs 13 and 14?
High Performance Response(s)
A High Performance Response should: • Identify Thoreau's point of view in part 2, paragraphs 13 and 14 (e.g., the individual cannot be controlled by the state). • Analyze how Thoreau develops his point of view (e.g., In paragraphs 13 and 14, Thoreau expresses his point of view that the individual cannot be controlled by the state because the state relies solely upon "superior physical strength" to control individuals, and so fails to control the "intellectual or moral" aspects of a man's "senses" (part 2, par. 14). Thoreau develops and supports his point of view by recounting his night in jail, during which he realizes that the state's attempt to control him by imprisoning him is ineffective "foolishness" (part 2, par. 13). Although jail may restrict and "punish" Thoreau's body, it cannot control his thoughts or "meditations," which are far more "dangerous" and remain "free" (part 2, par. 13). In paragraph 14, Thoreau develops his point of view further by using the metaphor of an acorn and a chestnut to compare the individual and the state: neither has any power over the other, but rather they must coexist if they are both to live. Since, according to Thoreau, there is no "higher law" that gives one power over the other, each must be allowed to "obey their own laws," or "live according to [their] nature" or they will "die" (part 2, par. 14).).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- poll-tax (n.) – a tax that each adult has to pay in order to vote in an election
- avail (v). – to be useful or helpful to (someone or something)
- underbred (adj.) – having inferior breeding or manners; vulgar
- blunder (n.) – a gross, stupid, or careless mistake
- let (n.) – something that impedes; obstruction
- higher law (n.) – a principle of divine or moral law that is considered to be superior to constitutions and enacted legislation
- strait (n.) – a position of difficulty, distress, or need
- inert (adj.) – having no inherent power of action, motion, or resistance

Vocabulary to teach (may include direct word work and/or questions)

- None.

Additional vocabulary to support English Language Learners (to provide directly)

- confined (adj.) – kept within limits; prevented from going beyond a particular limit, area, etc.
- mortar (n.) – a wet substance that is spread between bricks or stones that holds them together when it hardens
- meditations (n.) – the act or process of spending time in quiet thought
- hindrance (n.) – the act of making it difficult for someone to act or for something to be done
- half-witted (adj.) – foolish or stupid
- timid (adj.) – feeling or showing a lack of courage or confidence
- sense (n.) – a faculty or function of the mind
- senses (n.) – any one of the five natural powers (touch, taste, smell, sight, and hearing) through which one receives information about the world around one
- wit (n.) – an ability to say or write things that are clever and usually funny
- fashion (n.) – a specified way of acting or behaving
- snivel (v.) – to complain or cry in an annoying way

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standards: RI.11-12.6, W.11-12.9.b, L.11-12.4.c, L.11-12.5.a • Text: "Civil Disobedience" by Henry David Thoreau, Part 2, paragraphs 13–14	
Learning Sequence: 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Quick Write 5. Closing	1. 5% 2. 20% 3. 60% 4. 10% 5. 5%

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 12.2.1 Lesson 1) (optional)
- Student copies of the Central Ideas Tracking Tool (refer to 12.2.1 Lesson 4)—students may need additional blank copies

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	**Percentage indicates the percentage of lesson time each activity should take.**
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▶	Indicates student action(s).
🗩	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.11-12.6. In this lesson, students read part 2, paragraphs 13 and 14 of "Civil Disobedience" (from "I have paid no poll-tax for six years" to "live according to its nature, it dies; and so a man") and analyze how Thoreau develops his point of view over the course of this passage.

- Students look at the agenda.

Activity 2: Homework Accountability   20%

Instruct students to take out their responses to the previous lesson's homework assignment. (Read part 2, paragraphs 10–12 of "Civil Disobedience." Respond briefly in writing to the following questions.) Instruct students to Turn-and-Talk in pairs about their responses.

What relationship does Thoreau establish between wealth and morality in part 2, paragraph 10?

- Thoreau argues, "the more money, the less virtue" (part 2, par. 10), or that wealth compromises the morality of the individual. Thoreau explains that when people make a lot of money, the important questions they ask themselves that establish their "moral ground" are replaced with the single "hard but superfluous" question of "how

to spend" their money (part 2, par. 10). In other words, wealthy individuals are guided by thoughts of their wealth, rather than their consciences.

What advice does Thoreau offer those who are afraid to "deny the authority" of the state (part 2, par. 11)? What is the rationale behind this advice?

- Student responses should include:

    ○ Thoreau advises those who are afraid to deny the authority of the state to "live within yourself, and depend upon yourself" (part 2, par. 11). To Thoreau, this means that one should not "accumulate property" or gather many possessions; one should "hire or squat" on land rather than buy it; and one should "raise but a small crop" to grow only enough food to eat (part 2, par. 11).

    ○ Thoreau believes that if people rely upon themselves rather than the government, then the government has no "right to [their] property and life," and therefore has no means by which to punish them (part 2, par. 11).

How does Thoreau develop the central idea of the relationship between the individual and the state in part 2, paragraphs 10-12?

- Thoreau's advice to give up worldly possessions and live simply and self-reliantly develops the idea of the relationship between the individual and the state by suggesting that the individual must be completely independent from the state, and not rely upon the state for anything.

Lead a brief whole-class discussion of student responses.

Activity 3: Reading and Discussion   60%

Instruct students to form small groups. Post or project each set of questions below for students to discuss. Instruct students to continue to annotate the text as they read and discuss (W.11-12.9.b).

- If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

- **Differentiation Consideration**: Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

    How much control does Thoreau believe the state has over an individual?

Instruct student groups to read part 2, paragraph 13 (from "I have paid no poll-tax for six years" to "I lost all my remaining respect for it, and pitied it") and answer the following questions before sharing out with the class.

Provide students with the definitions of *poll-tax*, *avail*, *underbred*, *blunder,* and *let*.

- Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the group.

  - Students write the definitions of *poll-tax*, *avail*, *underbred*, *blunder*, and *let* on their copies of the text or in a vocabulary journal.

- **Differentiation Consideration:** Consider providing students with the definitions of *confined*, *mortar*, *meditations*, *hindrance*, *half-witted*, and *timid*.

  - Students write the definitions of *confined*, *mortar*, *meditations*, *hindrance*, *half-witted*, and *timid* on their copies of the text or in a vocabulary journal.

What does Thoreau's statement that he was "treated … as if [he] were mere flesh and blood and bones" suggest about how he views his role in society (part 2, par. 13)?

- The phrase "as if" implies that this belief is misplaced, and therefore suggests that Thoreau understands himself as more than "flesh and blood and bones" (part 2, par. 13), or more than his physical body. Thoreau's use of the word *mere* suggests that these physical components are relatively unimportant, and suggests that Thoreau believes that prison is not "the best use [the state] could put [him] to" (part 2, par. 13), because there is something more important, or essential, about him than his body (part 2, par. 13).

How does Thoreau's experience in jail support his point of view that jail is a "foolish[] … institution" (part 2, par. 13)?

- Rather than feeling "confined" in jail, Thoreau feels as if he is more "free" than his "townsmen" who are not imprisoned (part 2, par. 13), because the jail operates on the mistaken idea that Thoreau is only his physical body, or "mere flesh and blood and bones, to be locked up" (part 2, par. 13). Although the jail can confine Thoreau's body, it has not "locked the door" on his "meditations" or thoughts, which are the most "dangerous" or powerful part of him (part 2, par. 13). Thoreau's feeling of freedom supports his point of view that jail is a foolish institution, because the state's attempt to punish or confine Thoreau by putting him in jail has failed, and actually results in the opposite effect.

How does Thoreau's night in jail affect his relationship with the state?

- After spending a night in jail, Thoreau loses all "respect" for the state because he sees that the punishment it has devised for him is ineffective "foolishness," because it does not take into account the power of his thoughts (part 2, par. 13). Thoreau sees this misjudgment as evidence that the state is "half-witted," or stupid, and "timid," or cowardly. He therefore "lost all [his] remaining respect for it, and pitied it" (part 2, par. 13). Thoreau feels that he is superior to, or more powerful than, the state because of his intelligence.

Lead a brief whole-class discussion of student responses.

Instruct student groups to read part 2, paragraph 14 (from "Thus the State never intentionally confronts a man's sense" to "live according to its nature, it dies; and so a man") and answer the following questions before sharing out with the class.

Provide students with the definitions of *higher law*, *strait*, and *inert*.

- Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the group.
  - Students write the definitions of *higher law*, *strait*, and *inert* on their copies of the text or in a vocabulary journal.
- **Differentiation Consideration:** Consider providing students with the definitions of *sense*, *senses*, *wit*, *fashion*, and *snivel*.
  - Students write the definitions of *sense*, *senses*, *wit*, *fashion*, and *snivel* on their copies of the text or in a vocabulary journal.

According to Thoreau, with what are he and the state "armed" (part 2, par. 14)? How does Thoreau's account of his night in jail support this point of view?

- Student responses should include:

  - The state is "armed with … superior physical strength" rather than intellectual or moral superiority (part 2, par. 14), while he is armed with "superior wit or honesty" (part 2, par. 14).

  - Thoreau's account of his night in jail supports his statement that the state is "armed with … superior physical strength," because jail is an example of how the state tries to control citizens like Thoreau by "punish[ing] [his] body" (part 2, par. 13). Thoreau's account of his night in jail supports his point that he is armed with "superior wit or honesty" (part 2, par. 14); his "meditations," or thoughts, are

powerful enough to escape the confines of the jail, so he feels "free" even though he is imprisoned (part 2, par. 13).

- **Differentiation Consideration:** If students struggle, consider posing the following scaffolding question:

  How does Thoreau describe "wit or honesty" and "physical strength" (part 2, par. 14)? What does this description suggest about the purpose of these qualities?

  - Student responses should include:

    ○ Thoreau describes "wit or honesty" and "physical strength" (part 2, par. 14) as weapons, or elements with which one can be "armed" (part 2, par. 14).

    ○ This description suggests that Thoreau believes that "wit" and "strength" are sources from which individuals and the state can derive power, and use to their advantage in a conflict (part 2, par. 14).

Who has the power to "force" Thoreau (part 2, par. 14)? From where do they derive their power?

- Student responses should include:

  ○ Thoreau believes that the only people who have the power to force him are those who "obey a higher law" than himself (part 2, par. 14).

  ○ Since those who can "force" Thoreau are those who "obey a higher law," their power comes from intellectual or moral superiority over Thoreau, rather than physical superiority, as with the "masses of men" (part 2, par. 14).

- If students struggle with this analysis, consider defining *higher law* as "a principle of divine or moral law that is considered to be superior to constitutions and enacted legislation."

- **Differentiation Consideration**: Consider encouraging students to discuss how Thoreau uses the term *forced* in this passage, in order to draw out the ways in which physical force, as applied by the state, is secondary to the power of those acting in accordance to a higher law.

How does Thoreau's statement, "They only can force me who obey a higher law than I" (part 2, par. 14) develop his point of view about his relationship to the state?

- Thoreau's assertion that the only people who have the power to control him are those who are morally superior, or "obey a higher law" than he does, develops his point of view that the state, which relies only on "superior physical strength" (part 2, par. 14), has no power over Thoreau and "could not reach [him]" (part 2, par. 13).

How does Thoreau use figurative language to develop his point of view of his relationship with
the state? (L.11-12.5.a)

- Thoreau uses the metaphor of the acorn and the chestnut that "fall side by side" to develop his point of view that neither the individual nor the state has any "higher law" over the other. Rather, they must coexist. Thoreau explains, "the one does not remain inert to make way for the other, but both obey their own laws, and spring and grow and flourish as best they can" (part 2, par. 14). If the acorn and chestnut do not live independently and equally, then one of them will die: "If a plant cannot live according to its nature, it dies; and so a man" (part 2, par. 14). In other words, "higher law" does not give the state control over the individual. Individuals must be allowed to "obey their own laws," or "live according to [their] nature" or they will "die" (part 2, par. 14).

- **Differentiation Consideration**: If students struggle, consider providing the following scaffolding question:

  How does the phrase "and so a man" clarify the meaning of the metaphor of the acorn and the chestnut in the text (part 2, par. 14)?

  - The phrase "and so a man" clarifies that the metaphor of the acorn and the chestnut describes the relationship between the individual and the state.

Lead a brief whole-class discussion of student responses.

- Consider asking students which passages they found difficult or problematic. Lead a brief whole-class discussion of student responses.

Activity 4: Quick Write   10%

Instruct students to respond briefly in writing to the following prompt:

How does Thoreau develop his point of view in part 2, paragraphs 13 and 14?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses.

- Students listen and read the Quick Write prompt.

- Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- Students independently answer the prompt using evidence from the text.

- See the High Performance Response at the beginning of this lesson.

- Consider using the Short Response Rubric to assess students' writing. Students may use the Short Response Rubric and Checklist to guide their written responses.

Activity 5: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to add at least two ideas to their Central Ideas Tracking Tool and identify at least one central idea.

Additionally, instruct students to preview part 3, paragraphs 1–8 of "Civil Disobedience" (from "The night in prison was novel and interesting enough" to "This is the whole history of 'My Prisons'"). Direct students to box any unfamiliar words and look up their definitions. Instruct them to choose the definition that makes the most sense in context and write a brief definition above or near the word in the text (L.11-12.4.c). Additionally, instruct students to respond briefly in writing to the following questions:

How does Thoreau describe his experience in the jail?

What effect does Thoreau create through his descriptions of the jail?

What does Thoreau do when he is freed from jail? How do his descriptions of his actions develop a central idea?

Ask students to use this lesson's vocabulary wherever possible in their written responses.

- Students follow along.

Homework

Add at least two ideas to your Central Ideas Tracking Tool and identify at least one central idea.

Additionally, preview part 3, paragraphs 1–8 of "Civil Disobedience" (from "The night in prison was novel and interesting enough" to "This is the whole history of 'My Prisons'"), and box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text.

Additionally, respond briefly in writing to the following questions:

How does Thoreau describe his experience in the jail?

What effect does Thoreau create through his description of the jail?

What does Thoreau do when he is freed from jail? How do his descriptions of his actions develop a central idea?

Use this lesson's vocabulary wherever possible in your written responses.

12.2.1 End-of-Unit Assessment

Text-Based Response

Your Task: Rely on your reading and analysis of "Civil Disobedience" to write a well-developed response to the following prompt:

What does Thoreau mean by "a better government"? Use evidence from throughout the text to support your response.

Your writing will be assessed using the 12.2.1 End-of-Unit Text Analysis Rubric.

Guidelines

Be sure to:
- Closely read the prompt
- Address all elements of the prompt in your response
- Paraphrase, quote, and reference relevant evidence to support your claim
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

CCSS: RI.11-12.2, RI.11-12.3, W.11-12.2.a-f, L.11-12.1, L.11-12.2.a, b

Commentary on the Task:

This task measures RI.11-12.2 because it demands that students:

- 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.

This task measures RI.11-12.3 because it demands that students:

- 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.

This task measures W.11-12.2.a-f because it demands that students:

- 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.

  - Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

  - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

  - Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

  - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

  - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing

  - Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

This task measures L.11-12.1 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

This task measures L.11-12.2.a, b because it demands that students:

- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

  - Observe hyphenation conventions.

  - Spell correctly.

End-of-Unit Text Analysis Rubric

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	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
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http://creativecommons.org/licenses/by-nc-sa/3.0/

PUBLIC CONSULTING GROUP

	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Conventions — to which the observes n conventions. iteracy.L.11-12.2 e command of the s of standard English on, punctuation, and en writing. iteracy.L.11-12.2.a phenation s.	Observe hyphenation conventions with no errors. (L.11-12.2.a)	Often observe hyphenation conventions with occasional errors that do not hinder comprehension. (L.11-12.2.a)	Occasionally observe hyphenation conventions with several errors that hinder comprehension. (L. 11-12.2.a)	Rarely observe hyphenation conventions with frequent errors that make comprehension difficu (L.11-12.2.a)
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nse that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
nse that is totally copied from the text with no original writing must be given a 0.
nse that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

.2.1 End-of-Unit Text Analysis Checklist

essed Standards: _____

	Does my response…	✔
ontent and Analysis	Identify two or more central ideas from the text and analyze their development? **(RI.11-12.2)**	☐
	Provide examples to support analysis of how the central ideas interact and build on one another? **(RI.11-12.2)**	☐
	If necessary, include a brief summary of the text to frame the development of the central ideas? **(RI.11-12.2)**	☐
	Analyze a complex set of ideas or sequence of events? **(RI.11-12.3)**	☐
	Explain how specific individuals, ideas, or events interact and develop? **(RI.11-12.3)**	☐
ommand of Evidence nd Reasoning	Develop the topic with the most significant and relevant textual evidence? **(W.11-12.2.b)**	☐
oherence, rganization, and tyle	Introduce a topic? **(W.11-12.2.a)**	☐

	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole? **(W.11-12.2.a)**	☐
	When useful to aiding comprehension, include formatting, graphics, and multimedia? **(W.11-12.2.a)**	☐
	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts? **(W.11-12.2.c)**	☐
	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic? **(W.11-12.2.d)**	☐
	Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline? **(W.11-12.2.e)**	☐
	Provide a concluding statement or section that follows from and supports the explanation or analysis? **(W.11-12.2.f)**	☐
ontrol of Conventions	Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? **(L.11-12.1, L.11-12.2)**	☐
	Demonstrate command of hyphenation conventions? **(L.11-12.2.a)**	☐
	Demonstrate accurate spelling? **(L.11-12.2.b)**	☐

2019

EL Education 6–8 Language Arts

PUBLISHER
Open Up Resources

SUBJECT	**GRADES**
ELA	**6-8**
REPORT RELEASE	**REVIEW TOOL VERSION**
02/11/2021	**v1.5**
ALIGNMENT	**USABILITY**
Meets Expectations	Meets Expectations

Report Overview

Summary of Alignment & Usability: EL Education 6–8 Language Arts | ELA

ELA 6-8

The instructional materials for grades 6, 7, and 8 meet the expectations of alignment and usability. Over each grade, texts are of high quality and include rigorous reading, writing, speaking and listening, and language practice. Students have opportunity to engage with texts and tasks that promote knowledge

building and are engaging. Supports for teachers to implement the materials with fidelity are clear and include guidance for differentiating to authentically grow students' skills.

6th Grade

GATEWAY 1

Text Quality and Complexity

35/36   0   18   32 36

GATEWAY 2

Building Knowledge

30/32   0   15   28 32

ALIGNMENT

Meets Expectations

7th Grade

GATEWAY 1

Text Quality and Complexity

35/36   0   18   32 36

GATEWAY 2

Building Knowledge

30/32   0   15   28 32

ALIGNMENT

Meets Expectations

GATEWAY 3

Usability

23/25   0   15   22 25

USABILITY

Meets Expectations

GATEWAY 3

Usability

23/25   0   15   22 25

USABILITY

Meets Expectations

8th Grade

GATEWAY 1

Text Quality and Complexity

35/36

0	18	32 36

GATEWAY 2

Building Knowledge

30/32

0	15	28 32

ALIGNMENT

Meets Expectations

GATEWAY 3

Usability

23/25

0	15	22 25

USABILITY

Meets Expectations

UNCOMMONLY ENGAGING?

A Review of the EngageNY English Language Arts Common Core Curriculum

BY ELIZABETH HAYDEL AND SHEILA BYRD CARMICHAEL

Foreword by Kathleen Porter-Magee and Victoria Sears

THOMAS B.
FORDHAM
INSTITUTE
ADVANCING EDUCATIONAL EXCELLENCE

CONTENTS

FOREWORD

by Kathleen Porter-Magee and Victoria Sears

Since we at Fordham began reviewing state academic standards in 1997, we've understood—and made clear—that standards alone are insufficient to drive improvements in student achievement. They describe the destination, but they don't chart the journey for leaders, teachers, or schools. Which means that for standards to have any impact on what students actually learn, they need to influence curriculum, assessment, and accountability. It's far better to have a desirable destination than an unworthy one—better to aspire to reach the mountains than the recycling plant—but standards by themselves won't get you there.

...fewer than one-third of educators report having access to high-quality textbooks that are well aligned to the new standards.

Educators understand this. The need for standards-aligned curricula is undoubtedly the most cited implementation challenge for states, districts, and schools. It's also why "access to high-quality, standards-aligned curricular resources" is cited in nearly every discussion of the implementation challenges that teachers, schools, and districts face as they ramp up to meet the content and rigor demands of the Common Core State Standards (CCSS).

This near-universal need for properly aligned curricula and curricular materials is also why so many publishers rushed to slap shiny "CCSS-aligned!" stickers on their products, regardless of how much those products did or did not change between the release of the standards and the claims of alignment.

Yet five years into Common Core implementation, teachers still report scrambling to find high-quality, standards-aligned materials. Results from a survey conducted by the Center on Education Policy (CEP) in October 2014 showed 45 percent of districts report having "major problems" finding Common Core-aligned curricular resources; an additional 45 percent experience "minor problems." That means fully *90 percent* of surveyed districts are struggling to find the materials they need to teach the new standards. Findings from an Education Week Research Center study echoed the CEP report and showed that fewer than one-third of educators report having access to high-quality textbooks that are well aligned to the new standards.

Take note of the phrase "*well* aligned." Despite publishers' claims, there is a dearth of programs that are well and truly aligned to the content and rigor demands of the CCSS. For example, in a forthcoming paper, Morgan Polikoff analyzed the alignment of seven popular mathematics textbooks: three explicitly billed as "Common Core-aligned," three pre-CCSS editions of those same textbooks aligned to Florida's previous state standards, and one text not explicitly aligned to any standards.[1] Polikoff found that "for these three textbooks produced by major publishers and marketed as Common Core-aligned, there are substantial alignment problems." More specifically, the materials generally covered the requisite content, but they focused unevenly on certain areas (overemphasizing some and neglecting others) and often did not reach the desired level of cognitive demand.

EdReports.org, a new organization with a mission to provide educators with information on high-quality, Common Core-aligned instructional materials via free, online, *Consumer Reports*-style reviews, recently came to a similar conclusion. In March 2015, it released findings from its initial reviews of twenty digital and print-based

K–8 math series. Among these, just one met the full criteria EdReports.org outlines for alignment at all grades: Eureka Math, a program first developed as a free, open-source curriculum for the EngageNY website.[2]

Now *that*'s an interesting development.

Enter EngageNY

It wasn't hard to anticipate the need for high-quality, well-aligned Common Core curricula. Educators and policymakers have complained for decades about the poor quality of most textbook series and the unwillingness of many for-profit publishers to invest the time and money to get it right. Plus, the Common Core called for significant instructional shifts that would require an overhaul in curricular and instructional materials, such as including more content-rich nonfiction and requiring students to use evidence from texts in English language arts (ELA). Fixing America's curriculum problem is no small challenge.

Still, most Common Core advocates hoped that a nationwide market would provide the necessary incentives for the commercial publishers to get their acts together—or, alternatively, would give an opening to new for-profit upstarts that might enter the game and deliver better products (Amplify, for example). Another possibility was that teachers themselves would create excellent materials, especially if they had a portal where they could post their best work (such as BetterLesson or the American Federation of Teachers' Share My Lesson). To ensure quality control, several funders supported a variety of tools to vet materials, such as the aforementioned EdReports.org, EQuIP, IMET, and the Publishers' Criteria. (See "Monitoring Quality" sidebar.) And a few states, including Louisiana and Tennessee, developed their own rating systems.

But only one state contemplated a completely different approach: Building a brand-new, Common Core-aligned curriculum from scratch and making it available online, for free, for all to use.[3]

Fixing America's curriculum problem is no small challenge.

After adopting the Common Core standards and receiving almost $700 million in the second round of the federal Race to the Top competition in 2010, New York State embarked on an ambitious (and unprecedented) effort to develop its own comprehensive, Common Core-aligned ELA and mathematics curricula.[4] The process kicked off in early 2012, when the New York State Education Department (NYSED) issued a request for proposals to develop "modules of learning" aligned to the new standards. Common Core Inc. (now Great Minds), a Washington, D.C.-based nonprofit and curriculum developer, was contracted to develop mathematics materials for the state. The Core Knowledge Foundation, Expeditionary Learning, and the Public Consulting Group (PCG) were awarded contracts to develop ELA materials for grades pre-K–2, 3–5, and 6–12 respectively.[5] (PCG later subcontracted the grades 6–8 portion of their contract to Expeditionary Learning and focused on materials for grades 9–12). Today, EngageNY comprises a nearly complete set of curricular materials for math and ELA. The materials are now freely available online to anyone—not just Empire State educators—at EngageNY.org.

However, if New York State Superintendent John King and his colleagues were expecting thanks for building a free, open-source curriculum, they were sorely disappointed. EngageNY has been controversial almost since the beginning. On the right, it's seen as an inappropriate, anti-competitive governmental intrusion in the textbook market. After all, how can commercial publishers compete with a product funded by $26.6 million in federal dollars?[6]

On the left, and particularly among educators, it was seen as a top-down mandate. While that was not the intention of New York officials (who stress the materials are "optional and supplemental"), reports surfaced of principals, and maybe even superintendents, telling their teachers that its use was mandatory. Not surprisingly, considering America's traditions of local control and teacher autonomy, that has contributed to the anti-Common Core backlash in the Empire State.

Ironically, EngageNY may be more popular outside of New York than within it. (Or maybe not ironically—surely no superintendents in *other* states are mandating its use.) When working on our 2014 study *Common Core in the Districts: An Early Look at Early Implementers*, we found many educators elsewhere who were using EngageNY as a resource, if not a full curriculum. While the NYSED does not track use geographically, staff report that as of April 2015, the math and ELA modules have been downloaded nationally more than twenty million times.

But is it a high-quality product? Is it well aligned to the Common Core? Is it teachable? That's what we wanted to know. When we launched this review, EdReports.org was working on its math analyses, so we decided to tackle English language arts. We recruited two of the country's leading ELA content experts, Elizabeth Haydel and Sheila Byrd Carmichael, each with more than twenty years of experience in developing and reviewing standards, standards-aligned curricula, and assessments, to conduct an in-depth review of EngageNY's alignment to the CCSS ELA standards. (See Appendix B for more on our evaluation criteria.)

While imperfect, the materials offer educators—both inside and outside New York State—an important alternative to traditional textbooks of questionable quality and alignment.

What did we find?

- Impressively, the alignment to the Common Core is generally strong.
- Selected texts are high-quality and appropriately rigorous, and the program allows educators greater flexibility than other scripted programs.
- But because New York engaged multiple curriculum developers to create separate resources for specific grade bands, each set of materials reflects a distinctive underlying approach to curriculum and literacy, meaning that the progression across grade bands is bumpy.
- While content and foundational skills in the early grades appear thoughtfully developed, the sheer quantity of content across all grade bands can be overwhelming.
- Additionally, EngageNY's high school curriculum (not yet complete) lacks a critical emphasis on literary content, a problem that is amplified by the fact that students read mostly excerpts of great books rather than full novels, biographies, and so on.

While imperfect, the materials offer educators—both inside and outside New York State—an important alternative to traditional textbooks of questionable quality and alignment.

MONITORING QUALITY

Even as more evaluation resources become available, the need mounts for teachers and local leaders to obtain better information about the quality, content, and rigor of the instructional materials being developed. Since the CCSS were unveiled in 2010, several other groups have developed rubrics and evaluation tools meant to help state, district, and school leaders judge the quality, content, rigor, and alignment of existing curricular resources. These include:[7]

EQuIP

Achieve's Educators Evaluating Quality Instructional Products (EQuIP) rubric is intended to help educators gauge the CCSS alignment of individual lessons and units of instruction.[8] The tool grew out of a project called the "Tri-State Collaborative," in which educators and leaders from New York, Massachusetts, and Rhode Island came together to develop a tool that could be used to judge CCSS materials alignment. The final version of the tool includes three rubrics (for K–12 math, K–2 ELA/literacy, and 3–12 ELA/literacy) that rate alignment to the key shifts and depth of the CCSS, as well as the quality of instructional supports and student assessment components. To further assist states and districts, EQuIP's website now includes a lengthy set of "exemplar" and "exemplar if improved" lessons and units that "best illustrate the cognitive demands of the CCSS." [9]

IMET

Developed by Achieve, Student Achievement Partners (SAP), and the Council of Chief State School Officers (CCSSO), the Instructional Materials Evaluation Tool (IMET) aims to help educators evaluate entire textbooks and textbook series for alignment to the Common Core in both math and ELA. It's intended to inform educators as they purchase new materials, evaluate materials already in use, and develop new ones. Each of four tools is organized into two sections: "non-negotiable" criteria that must be fully met for materials to be deemed well aligned to the CCSS, and additional alignment criteria and indicators of quality.

Publishers' Criteria

SAP developed the Publishers' Criteria to help educators and curriculum developers identify, develop, and revise instructional materials to ensure CCSS alignment.[10] Released in 2012, the criteria are broken into four sets of guidance (K–8 and high school math materials and K–2 and 3–12 ELA/literacy materials). They highlight the most significant elements for both subjects, including focus, coherence, and rigor in math and text selection in ELA.

* * * * * * * * * * *

In addition to the current review of EngageNY English language arts, Fordham plans to release several additional curriculum reviews later this year. Stay tuned for more.

Acknowledgments

OVERVIEW

New York State moved ahead quickly in its efforts to create and adopt a curriculum aligned to the CCSS. The depth, breadth, and quality of the materials exhibit, on balance, strong results. (The curriculum was still under development during the time of the review, thus gaps remain in the high school modules.)

The New York State Education Department (NYSED) has engaged vendors, educators, and experts nationwide to create curricular resources and instructional materials (both of which are reviewed here), professional development resources, samples of test questions, and other test-related material to support state educators and students as they transition to the New York State P–12 Common Core Learning Standards (CCLS).[11] (See Appendix A for details on the implementation rollout.) According to the state's website:

> *The optional curricular materials on EngageNY are designed to be adopted or adapted. Some lessons provide detailed instructions or recommendations but it is important to note that the lessons are not scripts and rather should be viewed as vignettes so that the reader can imagine how the class could look.[12]*

While the materials comprise a nearly comprehensive ELA curriculum, multiple vendors developed materials for different grade bands:

- The Core Knowledge Foundation (pre-K–2);
- Expeditionary Learning (grades 3–8); and
- Public Consulting Group (grades 9–12).[13]

In addition, for grades 6–12, New York provides educators with program units developed by Odell Education known as "Developing Core Proficiencies." These materials focus on core literary and research skills in the Common Core at various grade levels—such as "Making Evidence-Based Claims" in grade six.

Evaluation Criteria

This evaluation provides an in-depth, contextualized review of EngageNY's ELA curriculum (as opposed to a checklist of characteristics). Though it examines subject matter content and alignment to the CCSS, the review is not a one-to-one match of standards to curricular elements. Rather, we focus our energies on the key dimensions of the CCSS, such as coverage of foundational reading skills in the early elementary grades and the use of increasingly complex texts and evidence-based reading in the middle and upper grades.

In addition, we examine criteria that classroom teachers tend to prioritize: coherence and clarity across lessons and grades. Relative to the former, we assess whether materials are a logical progression of activities and themes or an assembly of isolated lessons or activities. For example, are meaningful connections made among units and topics? As for clarity, we examine whether topics and activities are organized logically and covered clearly. We also consider instructional quality and delivery: Do materials include ample guidance for teachers? Do they offer recommendations for meeting the needs of all students, and are they explicit about how students will demonstrate learning?

For a complete list of the evaluation criteria, please see Appendix B.

Bottom Line

For readers interested in a summary of findings for EngageNY, we offer this "bottom line" first.

OVERALL STRENGTHS

New York has provided a wealth of materials for teachers at all grade levels. Especially in grades pre-K–8, the materials are detailed enough to guide less experienced teachers and those who may be anxious about Common Core implementation.

In general, alignment to the Common Core State Standards is strong—and the materials go beyond the standards in specifying important content and skills for each year of instruction, as would be expected in a curricular document (as opposed to a standards document). This specification is especially important in English language arts because the standards only specify the *skills* students must master, but leave to state and local leaders the decision about what *content* students need to learn at each grade level.

> In general, alignment to the Common Core State Standards is strong—and the materials go beyond the standards in specifying important content and skills for each year of instruction…

The quality of texts is generally high across the grades. Students are exposed to intellectually challenging material—whether the focus of the activity is listening, reading, writing, or discussion and collaboration.

The pre-K–12 curriculum provides detailed, focused materials and includes a heavy dose of high-quality, sufficiently complex texts through the grades. In addition, the material for the early grades (pre-K–2) thoughtfully and purposefully sequences content and skills within each grade and across the grade band. The sequencing and alignment of content from grade band to grade band is less seamless, in part because different vendors—each with its own distinct philosophy and approach to literacy—developed materials for different grade bands.

OVERALL WEAKNESSES

The New York ELA curriculum is extremely detailed, and in the early grades, heavily scripted. While Core Knowledge clarified that it does not intend these modules to be mandatory scripts and encourages educators to adapt the materials as they see fit, this clarification was not immediately apparent to reviewers.

Providing lesson-by-lesson scripts to guide planning and instruction can be useful. Unfortunately, the level of detail in the materials can sometimes obscure the larger picture. The sheer quantity of text can be difficult to navigate.[14] To put a finer point on the volume of materials provided, Expeditionary Learning provides teachers with 2,520 pages of materials, scripts, and resources to guide planning and instruction.[15]

Further, because of the use of multiple vendors, different grade bands have different underlying philosophies (which are not stated explicitly). Consequently, while the sequencing of content and skills is strong *within* grade bands (i.e., from grades pre-K–2, 3–5, 6–8, and 9–12), that is not the case *across* grade bands. Similarly, the

approach to instruction and the specific curricular strategies employed are also far less coherent across grade bands than within them.

At the high school level, the NYSED provides supplemental resources from Odell Education. The Odell Education Units focus on developing literary and research skills. While some PCG materials integrate Odell, the two sets of resources are separately presented. For the purposes of this review, PCG materials are evaluated because they are intended to inform the full-year curriculum for students in grades 9–12.

Furthermore, because the Common Core explicitly calls for students to split their reading time between literary and informational texts, the New York materials for grades 3–8 pair literary with informational texts. This approach to developing an ELA curriculum introduces a few challenges. First, the pairing of texts is sometimes too forced or artificial. Second, it results in tipping the balance of coverage too far toward informational over literary texts—more than an *English* curriculum should. (The CCSS intend for students to read the balance of informational and literary texts across the curriculum, not only within the confines of the ELA classroom.) Finally, by the time students reach middle and high school, literary study should include the study and analysis of full books. Unfortunately, the New York curriculum focuses mostly on excerpts, leaving little time for the teaching of novels.

> Unfortunately, the New York curriculum focuses mostly on excerpts, leaving little time for the teaching of novels.

As different vendors were contracted to develop materials for specific grade bands, a more thorough analysis of each grade band below offers further insight into these issues. But first, a note about how the review is organized.

Organization of the Review

As indicated earlier, this review is organized by grade band (pre-K–2, 3–8, and 9–12). Each grade band review first explains how the materials are organized before delving into the review itself, which is broken into six key areas:

- Text complexity, quality, and balance
- Evidence-based reading
- Content knowledge and vocabulary
- Writing, language, listening, and speaking
- K–3 foundational reading skills (when applicable)
- Instructional coherence, delivery, and assessment

All three curriculum developers reviewed and provided feedback on prior report drafts. When relevant, we have noted some of their feedback in the review and in the endnotes.

ORGANIZATION AND REVIEW OF PRE-K-2 MATERIALS

Original Developer: Core Knowledge

The EngageNY ELA curriculum for grades pre-K–2 consists of the following components:

- Listening and Learning Strand (to build background knowledge and vocabulary);

- Skills Strand (to build decoding skills, grammar, spelling, punctuation, and writing skills); and

- Guided Reading and Accountable Independent Reading (GRAIR).

The Listening and Learning Strand and the Skills Strand converge by the end of grade two. Until that time, the two strands have complementary but different goals. The Listening and Learning Strand seeks to expose students to complex texts (above their reading level) in order to build their content knowledge, develop vocabulary, and familiarize students with academic language; the Skills Strand seeks simultaneously to build their decoding skills. Both strands involve working with and discussing texts—but the texts are different. For example, first-grade students hear about and discuss Mesopotamia, but they are not expected to spell or decode the word itself.

In Listening and Learning, each grade has up to twelve anthologies, each of which covers a specific content-area domain and contains read-alouds (i.e., advanced, content- and vocabulary-rich texts that are meant to be read by teachers to students). In Skills, Core Knowledge offers workbooks and readers. The workbooks correspond with the instructional units and contain worksheets for each lesson. The readers include 100 percent decodable texts for students to read in the later units.[16] There are 150 spelling patterns taught in over 150 lessons in each grade, with an emphasis on mastery. The materials are intended to provide teachers with a full year of instructional activities. In addition, Core Knowledge provides an Assessment and Remediation Guide that provides guidance about how to interpret assessment results and how to use those results to inform instruction and remediation. These Assessment and Remediation Guides are provided for all but the last unit in each grade, K–2.

GRAIR is a resource that gives teachers the opportunity to provide additional literacy time within the school day to work with students in developmentally appropriate groups. This is an opportunity for traditional read-aloud work, literacy-based centers, and immersion in a "whole-class" text. Or, if desired, teachers can facilitate students choosing texts from leveled libraries based on student interest, the availability of texts, and their readability. The purpose of this time is to build independent, interested, and capable readers. Because this is an optional part of the CKLA program, we did not review GRAIR.

Content Review

TEXT COMPLEXITY, QUALITY, AND BALANCE

Strengths

The texts in the Listening and Learning Strand are sufficiently complex—often difficult—as well as important, worthy of rereading, and well chosen to build students' cultural and academic literacy. There is also an excellent balance of fiction and nonfiction, including a significant number of high-quality informational texts.

EVIDENCE-BASED READING

Strengths

The read-aloud texts include embedded questions to ask during reading. The post-reading comprehension questions include literal, inferential, and evaluative questions for students to consider.

Weaknesses

Comprehension questions in the CKLA curriculum tend to focus more on factual recall than the Common Core standards demand. For instance, RL1.3 states that students will:

> "Describe characters, settings, and major events in a story, using key details."

In the Core Knowledge curriculum, students are asked to name the characters—but not *describe* them. ("The people or animals in a story are called the characters of the story. Who are the characters in 'The Boy Who Cried Wolf?'" or "There are only two characters, or people, in this fable. Who are they?") That is to say, the Core Knowledge goals tilt toward literal comprehension and factual recall, whereas the CCSS expectation suggests that students should use textual evidence to interpret and describe. That said, a limited number of recall questions have their place, especially at the early grades.[17]

In addition, the comprehension questions tend to look like familiar reading-strategies prompts (e.g., "Make a prediction about what will happen next") and lack an evaluative element.

The materials also encourage students to make personal connections—which may be appropriate instructionally, but is generally discouraged by the Common Core. For example, in Grade 1, Domain 1, students are asked the following:

> "Do you think you could feel lonely if you were tending the sheep? Why or why not?" (page 15)

Such questions do not require students to use evidence from the text, or even to have read and understood the text.[18]

CONTENT KNOWLEDGE AND VOCABULARY

Strengths

The pre-K–2 curriculum places knowledge—including literary knowledge—at the center. This emphasis is grounded in research that demonstrates a strong link between reading comprehension and content knowledge.[19] The more children know about a given domain, the better equipped they will be to read in that domain—and even across domains. At the same time, knowledge is not sufficient for building literacy in the early years; students must also learn how to decode. Thus, the pre-K–2 curriculum consists of two complementary but separate strands (Listening and Learning as well as Skills) that ultimately converge.

> The pre-K–2 curriculum places knowledge—including literary knowledge—at the center. This emphasis is grounded in research that demonstrates a strong link between reading comprehension and content knowledge.

The Core Knowledge curriculum sets a strong and compelling example for curriculum developers, as it lays out a detailed sequence of instruction across a range of domains. (In second grade, for instance, the domains include Early Asian Civilizations and the Ancient Greek Civilization.)

Weaknesses

The "content" focus is on engaging and interesting content-area topics. Because the development of content knowledge and vocabulary is a primary focus of CKLA, the instructional guidance occasionally conflicts with guidance found in the CCSS and the related Publishers' Criteria for the Common Core State Standards grades K–2.[20] Specifically, the Publishers' Criteria advise against activities—including prefatory instruction—that delay entry into the text. CKLA, by contrast, provides teachers with considerable guidance about what vocabulary and content should be taught before students dive into a text. Note, however, that this is a "weakness" only inasmuch as it deviates from the instructional guidance provided by the Publishers' Criteria, not because it conflicts with the skills in the Common Core itself.

WRITING, LANGUAGE, LISTENING, AND SPEAKING

Strengths

Overall, CKLA's coverage of writing, language, listening, and speaking is very strong.

Speaking and listening skills are thoughtfully and intentionally developed from pre-K to second grade. Speaking and listening exercises are a part of daily activities, and there are formative assessments that provide teachers with useful information about student progress. Furthermore, the progression of skills is thoughtful and age-appropriate. The program requires almost entirely oral language response in pre-K and kindergarten, then shifts seamlessly to oral and written responses in grades 1–2.

FOUNDATIONAL READING SKILLS

Strengths

The coverage of foundational reading skills in CKLA is outstanding. In fact, in many places, the CKLA Skills Strand includes a level of detail that is absent from the standards themselves. For example, the CCSS read, "RF.1.3.e: Decode two-syllable words following basic patterns by breaking the words into syllables," whereas the Core Knowledge expectation states (in Grade 1, Domain 11), "Read and/or write two-syllable words composed of the following syllable types: closed syllables; magic 'e' syllables; vowel digraph syllables; r-controlled syllables." Here and elsewhere, the added level of detail helps to organize and focus the instruction.

INSTRUCTIONAL COHERENCE, DELIVERY, AND ASSESSMENT

Strengths

The Core Knowledge lessons (pre-K–2) offer a predictable lesson structure: overview, key vocabulary, at-a-glance overview, materials, introducing the read-aloud, presenting it, discussing, and extensions.

The materials assume some teacher autonomy—teachers decide how to fit the skills into instruction—but offer ample detail (including actual teacher talk text) that teachers can follow if they lack the time or expertise to make their own instructional plans/decisions.

The "Supplemental Guide" is helpful for teachers in determining how to meet the needs of all students instructionally—with suggestions specific to the Listening and Learning Strand for students with limited English proficiency and students struggling with language skills.[21]

Weaknesses

Teachers, and particularly teachers of struggling students, may find the volume of content and skills that need to be mastered within a lesson intimidating. This is particularly true in writing. Open-ended questions are exceptionally rigorous and require the use of evidence from difficult texts to respond. While this is the kind of writing required by the Common Core, the CKLA program doesn't consistently build in the time and space teachers would need to grow those evidence-based writing skills and offer reteaching or remediation as necessary before moving forward.

ORGANIZATION AND REVIEW OF GRADES 3-8 MATERIALS

Original Developer: Expeditionary Learning and Odell Education

For each grade, 3–8, Expeditionary Learning provides a full year of English language arts instruction in four modules that cover 160 days of instruction. (The curriculum actually provides six modules from which to choose, with the intent that teachers can teach four of the modules: Module 1, then Module 2A or 2B, then Module 3A or 3B, and finally Module 4. This gives teachers the flexibility to dive deeper in at least a few areas.) These modules are developed down to the level of daily lessons so that teachers have everyday guidance they can use to drive their planning and instruction.

Each module is about eight weeks long and consists of three units; each unit contains anywhere from six to twenty lessons that link reading and writing with speaking and listening skills.[22] Like Core Knowledge, Expeditionary Learning approaches this task with a strong instructional philosophy, which seems to have student motivation and engagement as a primary goal (rather than building content knowledge, an emphasis of Core Knowledge).

For grades 6–8, New York also includes supplemental Odell Education units (the Developing Core Proficiencies Series), which appear designed to teach important Common Core skills. For example, Grade 8 includes units titled "Reading Closely," "Making Evidence-Based Claims," "Researching to Deepen Understanding," and "Building Evidence-Based Arguments." These materials are separate from the core Expeditionary Learning curriculum.

Content Review

TEXT COMPLEXITY, QUALITY, AND BALANCE

Strengths

The modules exhibit a strong emphasis on texts, and the curriculum includes appropriately and increasingly complex texts within and across grades. In addition, the text types listed include suitably varied genres, such as articles, short stories, poetry, speeches, essays, letters, full-length novels, and a balance of literary and informational texts. The connection to social studies and science content seems deliberate.

Weaknesses

As mentioned previously, the Expeditionary Learning curriculum focuses more heavily on informational text than is appropriate for grades 6–8 ELA classrooms.[23] Worse, this overemphasis on nonliterary study means that, in some cases, the curriculum occasionally subjects literature to nonliterary interpretation.

For example, in Grade 8, Module 1, students read *Inside Out and Back Again* by Thanhha Lai (a Newbery Honor Book that is a coming-of-age immigrant story told in verse) and pair it with multiple informational texts on Vietnam and the experiences of immigrants across cultures. At the end, students "write two free verse narrative poems that capture the universal refugee experience." Thus, the focus is on reading for content more than for literary analysis.

> ...the Expeditionary Learning curriculum focuses more heavily on informational text than is appropriate for grades 6–8 ELA classrooms.

In addition, the texts selected as the primary focus for instruction—not just those on the suggested reading lists—are not as representative of classical literature as reviewers would like. For example, in Grade 8, two of the four modules include contemporary popular works—*The Omnivore's Dilemma* by Michael Pollan and *Unbroken* by Laura Hillenbrand—as the central texts. These texts offer the chance to engage in interesting content discussions—such as historical and social issues—but may lack the levels of deeper meaning and author's craft that would make them rich enough for the kind of thoughtful, thorough reading that the CCSS encourage.

In addition, Module 2 is the only module that focuses on classic literature as the central text—Module 2A includes *To Kill a Mockingbird* and Module 2B includes *A Midsummer Night's Dream*. Modules 1, 3 (A and B), and 4 are almost entirely focused on informational texts, with *Inside Out and Back Again* as the only example of literature. These three modules do not include a variety of important or classic literary texts as the central texts of study.

EVIDENCE-BASED READING

Strengths

Most of the lessons show evidence of attention to the Common Core instructional shifts, with a particular emphasis on using the text and textual evidence to drive comprehension and analysis. For example, the "Teaching Notes" in Grade 3, Module 1, Lesson 2 remind teachers that:

> *The read-aloud should be "pure": Simply read the text. Do NOT start with a picture walk, pause to discuss key passages, etc. During the lesson, students will reread the text multiple times on their own to understand the text more fully. The read-aloud is just a taste: to get the beautiful language, rich images, and important ideas swimming in the classroom.* (page 1)

Included throughout the lessons are repeated references to and activities around close reading—answering text-dependent questions and so forth. In Grade 8, Module 1, students are reminded of an anchor chart called "Things Close Readers Do" that was previously introduced in the curriculum, and "things" are added as the year progresses—and as students practice those tasks. There are plentiful reminders that students must cite evidence to support their assertions.

The modules also build CCSS analysis skills over the course of each year and from one grade band to the next. For example, in Grades 3–5, Module 1, students focus on becoming close readers and writing to learn. In Module 2, they engage in research in order to build knowledge and teach others. In Module 3, they consider perspectives and supporting opinions. And finally, in Module 4, they focus on gathering evidence and speaking to others. (There is an implicit increase in the complexity of the tasks across the four modules within the grade.)

The modules for grades 6–8 appear to build on the skills taught in grades 3–5. The skills for this grade band include: close reading and writing to learn; working with evidence; understanding perspectives; and research, decision making, and taking positions.

Finally, the reading skills and strategies taught and practiced throughout the curriculum are used in service of understanding appropriately complex and mostly worthwhile texts. While that makes it difficult to track the progression and coverage of particular CCSS expectations and skills (discussed in greater detail below), it puts the emphasis where it should be: on text comprehension over reading skills and strategies development.

Weaknesses

While the modules do emphasize CCSS instructional shifts, they miss some opportunities for text-based analysis.

For example, in Grade 4, Module 1, Unit 1, students read the laws of the first Native American settlers in the area that is now New York. Students could extend these ideas; they could extrapolate what Native Americans prioritized and valued, using evidence from the text to support their inferences.

Instead, students write a postcard to a Native American boy explaining the symbols of the Iroquois. Then they make their own flag with symbols to represent their own classroom. Finally, they write about the flags—something completely detached from the text.[24]

Given that each module ostensibly addresses multiple standards—each carefully paired to drive textual comprehension and analysis—it is not always easy to tell which standards are and are not addressed. In fact, the "NYS Common Core Aligned Curriculum Maps," created to show module/standard correspondence, reveal many holes in important areas of focus in the CCSS. For example, in grade eight, standards such as RL.8.2 are assessed in only two of six modules, and teachers are to choose only *one* of those two to teach in a year. (That standard reads, "Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.") The same is true of standards RL.8.5 and RL.8.6, which address comparing and contrasting two or more texts—and analyzing differences in points of view of the characters and the audience/reader. Because teachers choose only four of the six modules to teach, it's possible for students to finish the year without having studied or been tested on several standards.

Where informational texts are concerned, essential standards such as RI.8.4 ("Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts") and RI.8.8 ("Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced") are both assessed in only one module of six. Given the emphasis in the CCSS on students' ability to analyze and produce logical arguments, it seems troublesome that these crucial standards are given short shrift, especially as eighth-grade students are preparing to enter high school, where much will be expected of them in this area.

Yet another important standard, particularly for students about to enter high school, is RI.8.9 ("Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation"), which is assessed only in two modules (3A and 3B). In effect, it will only be assessed in *one* of six modules because, again, teachers may choose from these two modules; they will not be teaching both.

Speaking and Listening standards are sparsely assessed, as are Language standards. In general, neither grammar nor word analysis is explicitly included in most modules. The "main" grammar standards for grades 6–8 (L.6–8.1) are assessed only in one or two modules per year. The lack of focus on grammar and word analysis could seriously slow students' progress in both reading and writing comprehension.

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CONTENT KNOWLEDGE AND VOCABULARY

Strengths

Expeditionary Learning's materials demonstrate a welcome focus on reading for building content knowledge and learning content-area and academic vocabulary. In fact, the Teaching Notes include reminders about how students should approach unknown vocabulary while reading. There are many examples of vocabulary being embedded into instruction and discussion of texts.

Weaknesses

While content is robust and presented coherently throughout the Expeditionary Learning materials for grades 3–8, there is nonetheless a near-exclusion of literature in the upper grades.

WRITING, LANGUAGE, LISTENING, AND SPEAKING

Strengths

The New York materials include many opportunities for sharing and discussing in small and large groups (oral responses to text-dependent questions, Write-Pair-Share, Think-Pair-Share, Turn and Talk) and for oral presentations in the form of Readers Theater, speeches, and other oral presentations. Reminders that students must cite evidence to support their assertions are plentiful and a focus of instruction/assessment.

In terms of vocabulary, the materials demonstrate a focus on reading for building content knowledge and learning content-area and academic vocabulary. The Teaching Notes include reminders about how students should approach unknown vocabulary while reading.

There are many examples of vocabulary being embedded into instruction and discussion of texts.

The lessons include specific instructional ideas for teaching students skills related to vocabulary acquisition—such as using context clues to determine the meaning of unknown words (for example, see Grade 3, Module 1, Unit 1, Lesson 3, on page 5 and Grade 6, Module 1, Unit 1, Lesson 2, on page 7).

Weaknesses

In terms of language, grammar study seems to be a weakness of the program—less apparent and not as well integrated. In fact, most assessments do not appear to place the necessary emphasis on correct grammar, punctuation, and spelling as a matter of course. Indeed, the lessons themselves hardly mention grammar and mechanics.

Adding the study of morphemes such as roots and affixes, especially derivational suffixes, could strengthen the teaching of vocabulary acquisition. Such study of etymology helps to build understanding of the parts of speech and assists students with word analysis over the long term.

FOUNDATIONAL READING SKILLS

Not applicable.

INSTRUCTIONAL COHERENCE, DELIVERY, AND ASSESSMENT

Strengths

For each lesson, the EngageNY modules provide all of the resources, details, and information a teacher might need to drive daily, step-by-step instruction.

Weaknesses

Although the EngageNY site states that its lessons for grades 3–8 "are adaptable and allow for teacher preference and flexibility," they are so prescriptive (without a general outline or overview) that they do not lend themselves to easy adjustment. In addition, their sheer length can be overwhelming. For example, Grade 3, Module 1, Unit 1 is one hundred pages long—and this is just for one unit of one module—so the total grade level would be many hundreds of pages.[25] That makes it easy to miss the forest for the trees.

In a number of instances, the rigor of the activity does not match that of the stated standard. For example, in Grade 3, Module 1, the Performance Task asks students to write a "bookmark" about a librarian from another country:

- *You are an author and advocate of reading. After reading about librarians and organizations from around the world, select one to write an informational text about. Your text should describe whom the person or what the organization is, where they are from, and how they help readers to access books in a unique way. Support your writing with specific evidence from the texts you have read.*

- *On the other side of your bookmark, draw a picture showing a specific geographical feature from the region where your librarian or organization works. Also, write a list of three to five of the most important words to tell readers what this geographic region is like. Your bookmark will be shared with others in our school or in our local community.*

In the "Key Criteria for Success," students are instructed to include: "specific facts, definitions, and details (in your informative paragraph) from the texts you read that describe your librarian/ librarians/organization from this country (RI.3.2)." This does not fully address the cited standard: "Determine the main idea of a text; recount the key details and explain how they support the main idea." It is not clear why creating a simple bookmark would be the chosen medium for a complex writing activity of this kind. Perhaps the authors were hoping to add a creative element to the task—which is commendable, if (a) it does not create excessive work and (b) the educational goal is not distorted.

ORGANIZATION AND REVIEW OF GRADES 9-12 MATERIALS

Original Developer: Public Consulting Group

Public Consulting Group (PCG) developed modules for each grade, 9–12. The curriculum is divided into four grade levels. Each grade level includes four modules, each module consists of up to three units, and each unit comprises a set of lesson plans. PCG illustrates the organization like this:

HIGH SCHOOL GRADE LEVELS			
Grade 9	Grade 10	Grade 11	Grade 12

GRADE 9 MODULES			
1	2	3	4

MODULE 1 UNITS		
1	2	3

UNIT 1 LESSONS								
1	2	3	4	5	6	7	...	n

In addition, Odell Education Units are provided and can be used to supplement the core PCG units and lessons. These Odell resources focus on skills development, such as making evidence-based claims and arguments, reading closely for textual details, and researching to deepen understanding. They are brief units (together they amount to only a few weeks of instruction), and each provides instruction on specific literacy skills.

Content Review

TEXT COMPLEXITY, QUALITY, AND BALANCE

Strengths

The New York curriculum materials for grades 9–12 are geared toward literary study. They place texts at the center and include many high-quality, appropriately complex literary texts.

The text selection seems very thoughtful, representing a pretty good sampling of literary texts—classic and contemporary, American and international, poetry, drama, novel excerpts, short fiction—as well as literary nonfiction.

Weaknesses

While the texts for grades 9–12 are complex and worthy of close reading and analysis, at the time of review, the modules did not appear to follow a clear, purposeful sequence or form a coherent whole. Perhaps they will show greater coherence once fully developed.

In addition, the preface to the high school curriculum declares that:

> [T]eachers will no longer translate or explain texts that are complex; all students—regardless of current ability—will be unpacking, chunking, deconstructing, seeking meaning, conducting analysis, defining words in context, using and developing background knowledge, and working to understand what they can of the text at hand.

While students should be doing all of these things, why discourage—even forbid—teachers' explications of the text? In college and graduate school, professors do a great deal of explication—not at the literal levels, but at higher levels of analysis. If students are unused to comparing their own insights to those of a teacher, or if they don't get the benefit of listening to complex and nuanced presentations, they will be ill prepared for higher studies.

Finally, at this level, students should read not just excerpts, but full books (novels, biographies, etc.). The New York curriculum includes only excerpted passages, leaving little time or space for teachers to incorporate novel study into their planning and instruction.

EVIDENCE-BASED READING

Strengths

Close, evidence-based reading is a clear emphasis in the New York high school curricular materials. The lessons of Grade 9, Module 1, Unit 1—the first high school unit—focus on setting the norms, habits, and practices to be employed during close reading. Teachers guide students through the first text—asking text-dependent questions about the author's language, style, and content as well as requiring textual evidence in support of responses. They employ a model of working through a sequence of lessons where students experience the entire text read aloud before they deeply analyze the text.

Instruction is slowed down to a pace that is truly needed to read texts closely—and this is stated explicitly in the prefatory materials so that teachers know not to rush through texts to "check them off" a reading list.

Rather, students read texts repeatedly (as in Grade 9, Module 1, Unit 1) to practice close reading and to study vocabulary and annotate with partners.

In the modules that follow, each text is read closely through a series of text-dependent questions that focus largely on the author's craft and how it relates to the central ideas of the text. Sample student responses are offered. Many of the units ask students to compare works to each other in thoughtful ways.

Instruction is slowed down to a pace that is truly needed to read texts closely—and this is stated explicitly in the prefatory materials so that teachers know not to rush through texts to "check them off" a reading list.

CONTENT KNOWLEDGE AND VOCABULARY

Weaknesses

Although vocabulary is an emphasis, insufficient attention is devoted to morphology and etymology. Instead, students are encouraged to infer definitions through context (not always a reliable method) or to learn the meaning from the teacher.

In addition, as in grades 3–8, there is insufficient attention to grammar and spelling.

WRITING, LANGUAGE, LISTENING, AND SPEAKING

Strengths

In terms of speaking and listening, the high school lessons include collaborative conversations and evidence-based discussions.

The text-based vocabulary study is thoughtfully presented—with words separated between those that will need to be defined for students without extended study versus those that will be taught with direct word work and/or text-dependent questions. They are the kinds of Tier II/III words and academic vocabulary that students will want to learn more deeply.

FOUNDATIONAL READING SKILLS

Not applicable.

INSTRUCTIONAL COHERENCE, DELIVERY, AND ASSESSMENT

Strengths

The materials are clear and detailed, and though they include scripts (which are off-putting to some teachers), those are voluntary. The modules and lessons are easy to follow and include summaries and overviews for each unit. They note the materials that will be needed, the standards assessed and addressed, recommended percentages of time for each lesson, and reminders for teachers about how the units function. Rubrics and sample student responses are included throughout the modules.

CONCLUSION

Overall, the New York ELA curriculum provides a thorough, evidenced-based approach to literary instruction across all grades (though the study of vocabulary and grammar is not as strong). The coverage of foundational reading skills is outstanding, text selection across all grades is mostly good, and content development and sequencing is generally strong. While the presentation of content and philosophy of instruction varies as students move from grade band to grade band, alignment to essential Common Core expectations and skills does not suffer.

In the end, EngageNY's ELA materials offer a high-quality, comprehensive resource for educators teaching to the Common Core State Standards and may offer an excellent (and freely available) alternative to other programs that do not meet the criteria for alignment to the Common Core as thoughtfully or comprehensively.

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Educators using EngageNY resources should be aware that revisions and additions to the materials are ongoing (and as of April 2015, several ELA modules remain incomplete). These changes are now incorporated by the NYSED, raising important questions about the role the original curriculum developers will play in updating or supplementing materials in the future.

CCSS IMPLEMENTATION ROLLOUT IN NEW YORK

Common Core State Standards Adoption and Rollout	▪ New York adopted the Common Core State Standards (CCSS) in July 2010. ▪ The same year, the state received almost $700 million in the second round of the federal Race to the Top competition. Common Core implementation began in the 2011–12 school year, with plans to fully implement the standards in all grades by 2013–14.[26] ▪ In January 2011, New York's Board of Regents approved state-specific additions to the Common Core State Standards for math and ELA, as well as a new set of pre-kindergarten standards. The newly branded New York State P–12 Common Core Learning Standards (CCLS) were implemented in schools beginning with the 2012–13 school year.
CCSS-aligned Instructional Materials	▪ In early 2012, the NYSED issued a request for proposals to develop ELA and mathematics "modules of learning" aligned to the Common Core. The NYSED hired Student Achievement Partners (SAP), nationally recognized CCSS experts, to help conduct the review process and involved educators and experts from across the state in reviewing and providing feedback on submissions. ▪ The NYSED awarded Common Core Inc. (now Great Minds), a Washington, D.C.-based nonprofit and curriculum developer, with the contract to develop mathematics materials for the state. The Core Knowledge Foundation, Expeditionary Learning, and the Public Consulting Group (PCG) were awarded contracts to develop ELA materials for grades pre-K–2, 3–5, and 6–12 respectively. In 2012, PCG subcontracted the grades 6–8 portion of their contract to Expeditionary Learning to enable consistency in the 3–8 grade band. ▪ The state also funded Odell Education to create "Developing Core Proficiencies," a set of four ELA units for grades 6–12 focusing on a set of literacy proficiencies at the heart of the Common Core State Standards. ▪ New York's ELA and mathematics curricular modules are now publicly available at EngageNY.org, along with a wider suite of instructional materials and resources (including resources on teacher-leader effectiveness and data-driven instruction). New York's curricular modules are voluntary, free, and available to all districts in New York State (and nationally). As of April 2015, NYSED staff report that the math and ELA modules have been downloaded more than twenty million times.

CCSS-aligned Instructional Materials *(cont'd.)*	▪ Materials continue to be added to EngageNY.org on an "as available" basis. As of April 2015, staff report that several twelfth-grade ELA modules are still in development. ▪ Revisions to EngageNY's existing curriculum are also ongoing. Over the last several years, curriculum vendors have made substantive updates and corrections to their materials based on feedback received from teachers, NYSED, and the individual vendors themselves. Updates continue on a rolling basis, with all changes tracked on EngageNY's website.[27]
CCSS-aligned Professional Development (PD)	▪ EngageNY curriculum developers design and perform statewide professional development (PD) for their materials. Trainings have been primarily conducted via Network Team Institutes (NTIs), large, multi-day sessions held across the state several times a year focusing on New York's major Race to the Top school-based initiatives (including Common Core). ▪ First offered in August 2011, NTIs aim to familiarize attendees with the new curricular resources and address broader Common Core implementation issues surrounding the curricula, such as strategies for improving Common Core instructional skills. The sessions are designed as "turnkey" (train-the-trainer) trainings where select attendees return to their respective districts and schools to share and deliver information.
CCSS-aligned Assessments	▪ New York rolled out brand-new tests aligned to the Common Core standards and New York's state-specific additions for grades 3–8 math and ELA in the 2012–13 school year. New CCLS-aligned Regents (high school) tests for algebra 1 and ELA followed in 2013–14, and geometry in 2014–15. New tests for algebra 2 are planned for 2015–16.[28] ▪ In addition to its own assessment efforts, New York is a governing state in the Partnership for the Assessment of Readiness for College and Careers (PARCC), one of two multi-state consortia developing K–12 Common Core assessment systems. While New York conducted field tests of the new PARCC assessments in select schools from March to June 2014, the state has no current plans to administer the now-operational PARCC tests for statewide purposes.

APPENDIX B:

REVIEW CRITERIA OF CCSS-ALIGNED INSTRUCTIONAL MATERIALS FOR ENGLISH LANGUAGE ARTS

Text Complexity, Quality, and Balance

- Quality: Are the texts worthy of close reading and analysis? Are they well written, compelling, of an enduring nature? Are they written carefully enough to elicit effective questions about author's craft?

- Complexity: Are texts thoughtfully sequenced to intentionally build knowledge and vocabulary, and do they increase in complexity both within and across units of study and grades? Do provided texts give students regular practice with grade-appropriate texts?

- Balance: Do the materials include a balance of text types reflective of the emphases suggested by the Common Core—and/or the recognition of how these varied texts will be included in the student's entire academic day? Particularly in the upper grades (from six to twelve), does the curriculum focus on literary study and analysis?

Evidence-Based Reading

- Is the text central to the instructional activities? Are a majority of questions and tasks text-dependent—i.e., do they require students to go back to the text to find evidence that supports answers and analysis?

- Are text-dependent questions thoughtfully sequenced to deepen student understanding of the text?

- Do the questions address important ideas/details, author's craft and structure, and the integration of ideas and knowledge, as described in the CCSS?

Content Knowledge and Vocabulary

- Content: In the elementary and middle grades particulary, do the materials/units/lessons attempt to build a body of content knowledge through the inclusion of texts on specific topics, a sustained focus on those topics, and a sequencing of texts and topics with the purpose of building knowledge and vocabulary within and across grades? At the high school level, are the texts rigorous and of high quality?

- Vocabulary: Do the instructional materials build students' skills in analyzing figurative language and determining the meaning of unknown words through context (if useful), morphology, connotation, and learning the efficacy of reference materials?

Writing, Language, Listening, and Speaking

- Balance of Writing: Do the materials include instruction on specific writing skills and a balance of writing text types that reflect what the CCSS suggest for grades K–5 and 6–12 (informational/explanatory, literary/ fictional, persuasive/argument)?

- Speaking/Listening: Are thoughtful exchanges among students a requirement, in which they must cite evidence from texts to support their assertions?

- Language: Do the materials include language study that attempts, in largely text-based ways, to build students' knowledge and use of grammar and conventions?

K–3 Foundational Reading Skills

Do materials for grades K–3 include the following:

- Explicit and systematic instruction in concepts of print, phonological awareness, phonics, vocabulary development, syntax, and fluency?

- Ample opportunities to learn and practice spelling/sound patterns?

- An evidence-based, purposeful sequence for the instruction of foundational skills?

- Systematic and cumulative fluency instruction with research-supported techniques, including partner reading, repeated reading, and choral reading?

- Instruction in academic vocabulary?

- Regular assessments of foundational reading skills?

- Diagnostic support to ensure that all students' needs are met?

Instructional Coherence, Delivery, and Assessment

- Coherence: Do the materials offer a coherent overview for activities/themes/units (e.g., are they not just a collection of isolated lessons or activities)? OR: Is good guidance provided to teachers about how to choose from among sample units/lessons?

- Coherence: Do the materials put lessons/units into context (e.g., what happens before and after)?

- Coherence: Are meaningful connections made among the various strands of the standards (e.g., are materials not just a checklist of activities by standard)? Do the materials highlight ideas that are integrated across all CCSS strands—such as research?

- Organization/Clarity: Are activities clearly and well written? Organized logically? Easily accessed?

- Instruction: Do the lessons exhibit well-considered and consistent instructional guidance for teachers? Do they offer suggestions for instructional delivery that would be helpful to new teachers/teachers unsure of how to address the CCSS instructionally?

- Meeting the Needs of All Students: Do the materials offer guidance for how to meet the needs of *all* students (not through leveled texts, but through scaffolding of instructional activities and other means of instructional support to enable *all* to read and produce complex texts)? OR: If they do not meet the needs of all students, are the materials clear about their intended target audience?

- Assessment: Do the materials show how students will demonstrate what they have learned? Do the materials include or provide guidance about quality formative, interim, and summative assessments? (Do they also include student samples, rubrics, etc.? These may be in development, but are they planned?

ABOUT THE AUTHORS

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Elizabeth Haydel has over twenty years of experience in standards development, benchmarking, and review and in standards-aligned curriculum and assessment development. She has worked for the Ohio Department of Education, the American Institutes for Research (AIR), Achieve, and Great Minds (previously Common Core Inc.) and as a contractor for Houghton Mifflin Harcourt and the Indiana Department of Education. Ms. Haydel has a BA in American Studies from Stanford University and an EdM in Language Education from Indiana University.

Sheila Byrd Carmichael

Sheila Byrd Carmichael is one of the nation's foremost experts on standards-based education reform, assisting over twenty states on the development, review, and implementation of their K–12 academic standards, curricula, and assessments. She has been particularly active in the District of Columbia, serving as an advisor for the D.C. Public Charter School Board, the Center City Consortium, and the Friendship Public Charter Schools. She previously served on the Board of Trustees at the Capital City Public Charter School. She was the founding director of the American Diploma Project and the former deputy executive director of the California Academic Standards Commission.

ENDNOTES

1. M. S. Polikoff, "How Well Aligned are Textbooks to the Common Core Standards in Mathematics?" *American Educational Research Journal*, in press.

2. EdReports.org, "Independent Reviews of Educational Materials," http://www.edreports.org/.

3. Notably, District of Columbia Public Schools (DCPS) also created "scope and sequence" documents for kindergarten through grade twelve as well as optional model curriculum units and modules (only accessible by those in the school system).

4. New York's P–12 Common Core Learning Standards were approved by the Board of Regents in January 2011. They align with the CCSS but also include a limited number of state-specific additions. See "New York State P–12 Common Core Learning Standards for English Language Arts and Literacy," http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela.pdf.

5. The state also funded Odell Education to create "Developing Core Proficiencies," a set of four ELA units for grades 6–12 focusing on a set of literacy proficiencies at the heart of the Common Core State Standards.

6. This figure is the amount requested in the state's Race to the Top application. See: New York State, "Race to the Top, Application Phase 2: Selection Criteria and Competition Priorities, " June 1, 2010, http://usny.nysed.gov/rttt/application/criteriapriorities.pdf. Upon requesting confirmation of the awarded grant funds, the New York State Department of Education asked that we complete a FOIA request (Freedom of Information Act), which our publication deadline prohibited us from doing.

7. In addition to EQuIP, IMET, and the Publishers' Criteria, many other resources are available to assist educators in vetting alignment of instructional materials to the Common Core. The Open Educational Resources (OER) rubric and evaluation tool, developed by the OER Institute in collaboration with Achieve, includes eight rubrics, one of which focuses on "degree of alignment to the standards" (other rubrics gauge accessibility and the quality of instructional tasks and practice exercises). See https://www.oercommons.org/authoring/1506-oer-evaluation-tool. Another source is Learning List (https://www.learninglist.com), a fee-based subscription service that rates online and print instructional materials on their alignment to state standards (including but not limited to the Common Core). Additional organizations providing materials for math instruction—some of which are less targeted to *alignment*—include Illustrative Mathematics (https://www.illustrativemathematics.org/); the National Council of Teachers of Mathematics (http://www.nctm.org/ccssmresources/); and the Charles A. Dana Center at the University of Texas at Austin (http://www.ccsstoolbox.org/).

8. Achieve, "Educators Evaluating Quality Instructional Products," www.achieve.org/equip.

9. EQuIP's Peer Review Panel recently rated EngageNY's ELA Grade 11, Module 4, Unit 1 as "Exemplar," one of fourteen Exemplar ratings for 9–12 ELA materials that have been awarded by the panel nationwide.

10. Achieve the Core, "Publishers' Criteria," http://achievethecore.org/page/686/publishers-criteria.

11. An overview of the state's efforts, with links to the available documents and resources, can be found at the EngageNY website, http://www.engageny.org/english-language-arts and http://www.engageny.org/common-core-curriculum-assessments.

12. EngageNY, https://www.engageny.org/common-core-curriculum, retrieved October 1, 2014.

13. Public Consulting Group was actually awarded the contract for grades 6–12, but subcontracted with Expeditionary Learning for grades 6–8.

14. In response to this critique, Core Knowledge indicated that it is revising the materials to make them easier to navigate and slim down the volume of text. These types of revision and design changes will further strengthen the materials for the early grades.

15. Each grade has four modules; each module has multiple units; each unit has multiple lessons. So Grade 6, Module 1 consists of three units. Each averages fourteen lessons (range is from seventeen to twenty); each lesson averages fifteen pages. Hence, for a total grade: 4 modules x 3 units x 14 lessons x 15 pages = 2,520 pages for the grade.

16. Core Knowledge indicated that they include these readers because of the research that suggests students will have more success with early reading development when reading decodable texts that include only the sound-letter correspondences that they have been taught. Students move quickly from basic to more complex, longer texts, and by first grade, the readers appear much more similar to authentic texts.

17. In response to this review, Core Knowledge reported that the heavier balance on factual recall was intentional. Because the texts are rigorous, students begin with basic comprehension questions that prepare them for more sophisticated work in later grades.

18. In response, Core Knowledge explained that these questions were meant to align with the standards that New York added to supplement the CCSS during the standards adoption phase. They plan to pare back these types of questions in their own versions of these lessons designed for a wider audience beyond New York.

19. A. E. Cunningham and K. E. Stanovich, "Early Reading Acquisition and its Relation to Reading Experience and Ability 10 Years Later," *Developmental Psychology*, 33 (1997): 934–945; D. R. Recht and L. Leslie, "Effect of Prior Knowledge on Good and Poor Readers' Memory of Text," *Journal of Educational Psychology*, 80 (1988), 16–20.

20. David Coleman and Susan Pimentel, "Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K–2," April 12, 2012, http://achievethecore.org/content/upload/2._Publishers_Criteria_for_Literacy_for_Grades_K-2.pdf.

21. Core Knowledge intends to develop supports to the program for students with special needs, but those were not yet available for review.

22. See Expeditionary Learning's website; http://commoncoresuccess.elschools.org/.

23. Note that in grades 3–5, the same teacher is often responsible for teaching social studies, science, reading, and writing. So she can balance appropriately the teaching of literary and informational texts within the day; whereas in grades 6–8, the content in the ELA classroom is primarily literature. In our view, the intent of

the CCSS is to encourage teachers across content areas to engage in reading instruction and content-based literacy development—not to push science and social studies into the ELA classroom and literature out.

24. Regarding this critique, Expeditionary Learning responded that this module was revised by New York and is not the intellectual property of Expeditionary Learning. This response points to a larger issue about the ownership of materials once they have been developed for a state and suggests that states or districts seeking external groups to develop curricular materials may want to consider the length of such contracts and the need for ongoing review and revisions.

25. Expeditionary Learning, "Grade 3: Module 1: Overview," June 2013, http://www.engageny.org/sites/default/files/resource/attachments/3m1.1.pdf.

26. Common Core State Standards Initiative, "Standards in Your State," http://www.corestandards.org/standards-in-your-state/.

27. EngageNY, "Curriculum Module Updates," NYSED, https://www.engageny.org/resource/curriculum-module-updates.

28. EngageNY, "Common Core Assessments," https://www.engageny.org/common-core-assessments.

Professional Learning at Freire Wilmington - ELA

At Freire Charter School Wilmington, we believe that all members of our community are learners who deserve opportunities to continue growing. As a result, we are committed to providing a robust and engaging professional learning structure for all of our teachers, who are supported by a team of instructional coaches, our Head of School, and our Assistant Head of Academics. Our professional learning structures align with DDOE's description of high-quality professional learning, as well as the standards for professional learning. Our ELA teachers are engaged in ongoing professional learning communities that specifically focus on supporting our teachers with our high-quality instructional materials, EL Education in Grade 8 and EngageNY in Grades 9-12. In our planning of professional learning, we prioritize equity, and use our structures to create lasting transformational change that impacts outcomes for all of our students.

There are several professional learning structures that help us achieve this goal:

- **Summer PL for teachers** - Freire strategically allocates **resources** to align the professional learning opportunities we provide to our teachers. As a result, teachers have access to both internal and external professional learning opportunities throughout the summer to prepare for the following school year.
    - Internal - Prior to the start of the school year, all new-to-Freire staff engage in one week of new staff development, which acclimates them to Freire's college-preparatory mission, instructional vision, and curriculum, as well as schoolwide systems and routines. The following week, they are joined by the entire staff for all-staff professional development focused on the year's instructional priorities.
    - External - We strategically enroll teachers in external professional learning opportunities that are relevant to the instructional goals we have for the year. For example, in the summer of 2023, we enrolled a group of special educators, ELA teacher-leaders, and ELA teachers in Lexia's Aspire training, which provides evidence-based professional learning grounded in the science of reading and structured literacy in order to deepen the support they are able to provide to struggling readers at the secondary level. This opportunity aligns with Freire's ELA instructional priority of supporting all students in reaching the demands of complex texts within our EngageNY and EL Education curriculum.

- **Professional learning for instructional leaders** - Freire encourages and develops teams of teacher-leaders to **build capacity** and drive professional learning. In particular, we identify strong teachers and ask them to take on an instructional leadership role as a department head or an instructional coach. Our ELA department leader facilitates PLCs for all ELA teachers, is an instructional coach, and supports use of our high-quality instructional materials. In this role, he receives ongoing internal and external training to support his development as an instructional leader. Internally, he meets regularly with our Assistant Head of Academics and our Head of School. In the 2022-2023 school year, he also participated in the Freire Teacher-Leader Fellowship with ELA leaders across other Freire schools. The purpose of this fellowship was to ground Freire leaders in theories of adult learning and change management so that all professional learning activities achieved these goals. Externally, he was part of a group of teacher-leaders and academic administrators who participated in Elena Aguilar's Art of Coaching workshop.

- **PLCs** - Our ELA teachers engage in biweekly **professional learning communities**, which occur on Mondays after school or on schoolwide professional development days. During PLCs, teachers engage in ongoing inquiry cycles driven by **student learning data**, discuss curriculum internalization, and deepen their understanding of the ELA standards. All PLCs are grounded in our commitment to raising the bar academically for all of our students by using high-quality instructional materials to deepen student learning, specifically EngageNY for grades 9-12 and EL Education for grade 8. Teachers frequently have opportunities to provide feedback about PLCs to ensure that they remain **relevant** and grounded in both teachers' learning needs and student data.

- **Instructional Coaching** - Because Freire is committed to continuous improvement, all ELA teachers, regardless of their level of experience, work with an instructional coach around **curriculum**

implementation, **data** that provides evidence of student learning, and the **outcomes** described in Feire's vision for excellent teaching and learning, which is found in our Deeper Learning Rubric. Teachers set goals alongside their instructional coach, and work towards these goals through coaching conversations, classroom observations, and debriefs.

- **Professional Development:** Independent research evaluating Engage NY identified that vocabulary is a weakness in the curriculum. As a result, we enrolled our ELA teacher-leader as well as our ELA special education teachers in the Aspire Structured Literacy professional development series for the 23-24 school year, offered through Lexia. In this training, teachers learned specific instructional strategies that teachers can use for both explicit vocabulary instruction and incidental vocabulary acquisition. These strategies will supplement the limited vocabulary instruction in our existing EngageNY curricular materials. Teachers will plan opportunities for explicit vocabulary instruction using the high-quality texts that students read throughout the curriculum.

Sample Professional Learning Goals
At Freire Wilmington, our professional learning responds to the needs of our community–both the learning needs of our students, and of our teachers. Below are examples of learning goals that have been the focus of PLCs and ongoing professional development for ELA teachers.

- Leveraging our curriculum's structure to support student writing - Teachers worked together to adapt EngageNY's Quick Write rubric, then used this rubric when assessing student writing. After examining student work, teachers identified a next step, which was to teach students to use the rubric to assess their own writing and revise based on the criteria of the rubric.

- Creating learning targets from an assessment prompt within the EngageNY curriculum - Teachers looked at an assessment prompt, and used this prompt to create a list of learning targets that students would need to master in order to be successful on the assessment. Then, they created mini-lessons within their writing instruction to focus on these learning targets, and analyzed student work to see which parts of the learning targets were met and by which students.

- Benchmark data analysis - Teachers analyzed data from a recent schoolwide benchmark in order to identify standards to prioritize in an upcoming unit

- New learning about effective feedback - Teachers read research related to the qualities of effective feedback, and used this research to engage in an inquiry cycle focused on how student work improved when teachers provided effective feedback.

MTSS: Freire Wilmington is committed to ensuring that all students receive rigorous academic instruction and the holistic social and emotional supports that they deserve to achieve at the highest levels. We employ a Multi-Tiered System of Supports (MTSS) framework to continuously shape key programmatic initiatives that drive positive student outcomes. This framework incorporates data across four domains (academics, attendance, social/emotional, and behavior) to problem-solve in the areas of instruction and intervention at three tiers of support. Our approach to MTSS is continuously evolving to meet the growing needs of our community of learners. We have established a culture where team members value and employ data regularly and with integrity when reflecting on student outcomes.

Schoolwide Universal Screening and Progress Monitoring: Universal Screening is one piece of data regarding students' progress that we consider during PLC, MTSS and/or grade-level team meetings. Freire Schools uses Star Math and Star Reading as its benchmarking assessment, with the following Performance Tiers at FCSW:

Performance Level	Description	Star Reading (PR)	Star Math (PR)
At/Above Benchmark	Students meeting/exceeding the benchmark	≥ 40	≥ 70
On Watch (Tier 2)	Students slightly below the benchmark score	25-39	25-69
Intervention (Tier 2)	Students below the benchmark score	10-24	10-24
Urgent Intervention (Tier 3)	Students far below the benchmark score	<10	<10

Source: Renaissance-Defining Benchmarks in Star Assessments, https://doc.renlearn.com/KMNet/R62855.pdf

We administer Star assessments during the Fall (finalize assessments by 9/30); Winter (finalize assessments by 1/31); and Spring (finalize assessments by End of Year). These Benchmark assessments: (1) serve as universal screeners, (2) allow students to be screened to monitor their academic progress, and (3) provide data on school programming effectiveness.

Tiers of Support:
- **Tier I:** Universal Core Programming: Proactive/Preventative Strategies to support *all* students.
- **Tier II:** Selected Small Groups: Classroom and small group strategies to support at-risk students (identified through screenings for poor academic outcomes; students performing "on-watch" or "intervention" on Star screener – approx. 71% of general education students in Math and 46% in Reading)

- **Tier III:** Targeted/Intensive: Individualized strategies for high-risk students (students performing at "urgent intervention" on Star screener – approx. 18% of general education students in Math and 31% in Reading)

MTSS Team Members: Our MTSS team ensures collaboration and communication between community members, students, and parents. Our team is made up of:
- **MTSS Coordinator** – The coordinator oversees the MTSS program, including convening regular meetings to review data and referrals; providing interventions and tracking progress monitoring data for each student at Tiers II and III; and coordinating various team members to ensure effective implementation of supports.
- **Academic Advisors** – Academic Advisors work in tandem with other members of the MTSS team to identify students for additional support, as well as track progress, ensure parental communication, and maintain student motivation. Our Academic Advisors are uniquely situated to provide insight as they connect regularly with students and families surrounding academic, social, emotional, and behavioral concerns and celebrations.
- **Deans** – Deans work closely with the MTSS coordinator, Academic Advisors, and Administrators to ensure that students receive appropriate behavioral supports to address classroom behavior, attendance, and interpersonal interactions within the school day.

Identification & Progress Monitoring: We administer the Star Reading and Math benchmarks (our universal screener) at least three times per year to help identify students in need of additional academic support. Teacher referrals, grades, and social and behavioral data are also considered to identify at-risk students. This data, combined with the Star assessments, monitors response to intervention. The Freire Schools Network Office (Network Office) has invested enormously in ensuring that school-based teams have access to real-time data to shape timely conversations with members of the school community and ensure students are receiving effective support. During the charter term, Freire Schools launched Schoolzilla, a data warehouse and live dashboard, and Branching Minds, MTSS software, to aggregate numerous data points for each student, and to drive key performance indicators.
- **Tier I:** Deeper Learning, acceleration over remediation, and integrated and comprehensive supports are fundamental to our Tier I universal core programming.
  - **Deeper learning–** Deeper learning is at the core of our educational practice. We promote a student-centered learning environment where cognitive load is shifted to our students so that they build their critical thinking skills and find their voice. To foster deeper learning, we developed the Freire Deeper Learning Rubric, to focus teacher evaluation on observable student outcomes over teacher inputs.
  - **Acceleration Over Remediation** — Rather than talk of remediation and the COVID slide, Freire Schools is focusing on accelerating learning, continuing to teach on grade level while providing supports to help students develop the foundational skills and content knowledge needed to achieve the grade level standard.
  - **Integrated & Comprehensive Supports** — Academic, behavioral, and emotional supports help ensure that our students are succeeding in school and developing the skills and

knowledge they will need in college. Every student has a dedicated Academic Advisor who supports their academic growth by tracking academic progress, communicating with families in times of concern, and linking students to extra help, resources, and support. Academic Advisors also help students plan for college, find the right school, and apply for scholarships and financial aid. Students also have access to daily after-school Learning Cafes/LIT Cafes, where teachers and peers offer subject-specific tutoring and homework help.

- **Tier II:** Whole class and small group interventions
  - o Star data helps to identify skill gaps
  - o Classroom teachers or co-teachers review data and provide targeted lessons and practice on those focus skills
- **Tier III:** Intensive and individualized supports reflective of student need.
  - o MTSS Coordinator utilizes Star data to identify and address skill gaps
  - o MTSS Coordinator conducts individualized pull-outs/push-ins at varied frequency pending student need

Appendix 3 - Curriculum Documents :: ELA

FCSW ELA CURRICULUM

Grade 8 Curriculum Map

	Module 1	Module 2	Module 3	Module 4
Focus	Reading, Writing, and Speaking Grounded in Evidence	Researching to Build and Present Knowledge (Science)	Analyzing, Interpreting, and Evaluating Text	Researching to Write and Present Arguments
Title	Folklore of Latin America	Food Choices	Voices of the Holocaust	Lessons from Japanese American Internment
Description	Students read *Summer of the Mariposas* and analyze theme, point of view, and characterization. Students write their own narrative scene in which they modernize a character from Latin American folklore. Finally, students write expository essays about the modernization of Latin American folklore and create a website to house their narratives and essays.	Students read *The Omnivore's Dilemma* and watch related video clips from NourishLife. Students then evaluate the authors' motives, purposes, and points of view, including whether and how conflicting viewpoints are addressed. Additionally, students evaluate the advantages and disadvantages of using different mediums to convey information. Students research different topics that impact access to healthy food and write an expository essay. Students then write an argumentative essay about the food choices they think would most benefit their community and present their claim to an audience.	Students read *Maus I* and analyze dialogue, tone, characterization, and theme. They write literary analysis essays to compare the structure and meaning of two texts. Students read accounts of victims and survivors of the Holocaust, analyze language, and write summaries. Students read accounts of upstanders during the Holocaust and write reflections on what qualities and actions made them upstanders. Students write a narrative interview about a fictional upstander, create a graphic panel based on this narrative, and present it to an audience.	Students read *Farewell to Manzanar* and analyze connections and distinctions among individuals, ideas, and events in the text. Students watch the film adaptation of *Farewell to Manzanar* and analyze how the film stays faithful to or departs from the text. Students write a literary argument essay to evaluate the filmmakers' choices and analyze how faithful the film is in developing a significant idea in the text. Additionally, students generate lessons from Japanese American internment from their reading of *Farewell to Manzanar* and other informational texts. Finally, they research how community organizations are applying these lessons from Japanese American internment today and present their findings to an audience.

Module 1	Module 2	Module 3	Module 4
• *Summer of the Mariposas*, Guadalupe Garcia McCall (RL 840L; one per student) • "The Peuchen," EL Education (RL 840L; included in the module materials) • "La Llorona—A Hispanic Legend" from *La Llorona*, Joe Hayes (RL; included in the module materials) • Excert from *The Latin American Story Finder*, S. B. Elswit (RI; included in the module materials) • Model Essay: "The Peuchen," EL Education (RI; included in the module materials)	• *The Omnivore's Dilemma (Young Readers Edition)*, Michael Pollan (RI 930L; one per student) • *Nourish: Short Films: 54 Bite-Sized Videos about the Story of Your Food*, NourishLife (RI film; one per class) • Excerpts from *Chew on This: What You Don't Want to Know about Fast Food*, Eric Schlosser and Charles Wilson (RI; included in the module materials) • "Is Eating Healthy Really More Expensive?" Margaret Marshall. *Huffington Post*. (RI 1050L; included in the module materials) • "To GMO or NOT to GMO?," George Erdosh and Marcia Amidon Lusted. *Odyssey Magazine*. (RI; included in the module materials) • "Sticking Up for Coke, Sort Of," Froma Harrop. *The Seattle Times*. (RI; included in the module materials) • "The Advantages and Disadvantages of Pesticides," *ChefsBest*, (RI 1190L; included in the module materials) • "Food Desert," Kara Rogers. *Encyclopædia Britannica*. (RI; included in the module materials) • "Organic Food," Leslie A. Duram. *Encyclopædia Britannica*. (RI; included in the module materials)	• *Maus I: A Survivor's Tale: My Father Bleeds History*, Art Spiegelman (RL NP; one per student) • "The Holocaust: An Introductory History," *Jewish Virtual Library* (RI; included in the module materials) • "The Blind Men and the Elephant," John Godfrey Saxe (RL; included in the module materials) • "Often a Minute," Magdalena Klein, translated by Susan Geroe (RL; included in the module materials) • "In Flanders Fields," John McCrae (RL; included in the module materials) • "The Owl," Edward Thomas (RL; included in the module materials) • "We Wear the Mask," Paul Laurence Dunbar (RL; included in the module materials) • "The Creed of a Holocaust Survivor," Alexander Kimel (RL; included in the module materials) • "The Action in the Ghetto of Rohatyn, March 1942" Alexander Kimel (RL; included in the module materials) • Excerpts from *Abe's Story: A Holocaust Memoir*, Abram Korn and Joseph Korn (RL; included in the module materials) • Excerpts from *Night*, Elie Wiesel, translated by Marion Wiesel (RL 570L; included in the module materials) • Excerpts from *The Other Victims: First-Person Stories of Non-Jews Persecuted by the Nazis*, Ina R. Friedman (RI; included in the module materials)	• *Farewell to Manzanar*, Jeanne Wakatsuki Houston and James D. Houston (RI 1040L; one per student) • *Farewell to Manzanar*, Japanese American National Museum (RI film; one per class) • "Japanese Relocation during World War II," *National Archives* (RI 1220L; included in the module materials) • "Life in the Camp," Norman Mineta. *Scholastic.com*. (RI; included in the module materials) • "Clara Breed," *Japanese American National Museum* (RI; included in the module materials) • "Letter from Louise Ogawa, January 6, 1942," *Japanese American National Museum* (RI; included in the module materials) • "Letter from Louise Ogawa, November 30, 1942," *Japanese American National Museum* (RI; included in the module materials) • "In Response to Executive Order 9066," Dwight Okita (RI 570L: included in the module materials) • "Seeking Redress," *APM Reports* (RI; included in module materials) • "The Simplest Lesson of Internment," *Los Angeles Times* (RI, included in module materials) • "Psychological Effects of Camp," Donna K. Nagata. *Densho Encyclopedia*. (RI 1390L; included in the module materials) • "Japanese Internment Camp Survivors Protest Ft. Sill Migrant Detention Center," Molly Hennessy-Fiske. *The Los Angeles Times*. (RI; included in module materials)

Texts and Resources (central text[s] in bold)[1]

[1] Texts are listed in this order: literature first, then informational texts. Both categories shown from most to least quantitatively complex (based on Lexile®). See the Required Trade Books and Resources Procurement List for ISBNs, etc.

	Module 1	Module 2	Module 3	Module 4
Texts and Resources (central text[s] in bold)[2]			• "Johtje Vos, 97; Sheltered Jews in Her Home in WWII Holland, Saving 36," Jocelyn Y. Stewart. *The Los Angeles Times*. (RI; included in the module materials) • "The Forgotten Swiss Diplomat Who Rescued Thousands from Holocaust," *BBC News* (RI; included in the module materials) • "Marek Edelman Obituary," Lawrence Joffe. *The Guardian*. (RI; included in the module materials) • "1994, Miep Gies," Wallenberg Committee (RI; included in the module materials)	
Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 6–8[3]: 925L–1185L			
Performance Task	**Product:** Class Website: Folklore of Latin America **Format:** Webpage as part of a class website **CCSS:** RI.8.1, W.8.2, W.8.4, W.8.6, W.8.9, W.8.9b, W.8.10, L.8.6	**Product:** Roundtable Presentations of Food Choices **Format:** Infographic and interactive presentation **CCSS:** SL.8.4, SL.8.5, SL.8.6, L.8.6	**Product:** Create and Present a Graphic Panel Depiction of a Fictional Holocaust Upstander **Format:** Graphic panel, written reflection, and interactive presentation **CCSS:** W.8.3, W.8.4, W.8.5, SL.8.1, SL.8.6, L.8.1, L.8.2, L.8.3, L.8.6	**Product:** Activist Assembly **Format:** Collaborative discussion **CCSS:** W.8.8, W.8.10, SL.8.1, SL.8.5, SL.8.6

[2] Texts are listed in this order: literature first, then informational texts. Both categories shown from most to least quantitatively complex (based on Lexile®). See the Required Trade Books and Resources Procurement List for ISBNs, etc.

[3] Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf

Unit-Level Assessments (ELA CCSS)

	Module 1	Module 2	Module 3	Module 4
Mid-Unit 1	**Title:** Analyze Point of View: *Summer of the Mariposas*, Chapter 9 **Format:** Selected response and short constructed response **CCSS:** RL.8.1, RL.8.4, RL.8.6, RL.8.10, L.8.4, L.8.5a, L.8.6	**Title:** Analyze Structure, Determine Point of View, and Evaluate Arguments **Format:** Selected response and short constructed response **CCSS:** RI.8.1, RI.8.5, RI.8.6, RI.8.8, RI.8.10, SL.8.3	**Title:** Analyze Character, Dialogue, and Word Choice: *Maus I*, Chapter 4 **Format:** Selected response and short constructed response **CCSS:** RL.8.1, RL.8.3, RL.8.4, RL.8.10	**Title:** Analyze Vocabulary, Connections, and Distinctions: *Farewell to Manzanar*, Chapter 5 **Format:** Selected response and short constructed response **CCSS:** RI.8.1, RI.8.3, RI.8.4, RI.8.10, W.8.10, L.8.4a, L.8.4b, L.8.5a, L.8.5c
End of Unit 1	**Title:** Aspects of Character: *Summer of the Mariposas* **Format:** Selected response, short constructed response, and graphic organizer **CCSS:** RL.8.1, RL.8.3	**Title:** Analyze the Purpose of Information, Evaluate Mediums, and Analyze Conflicting Information in Video and Text **Format:** Selected response **CCSS:** RI.8.1, RI.8.7, RI.8.9, SL.8.2	**Title:** Analyze Passive Voice and Active Voice and Summarize *Maus I* **Format:** Selected response questions and summary **CCSS:** RL.8.1, RL.8.2, W.8.9a, W.8.10, L.8.1b, L.8.3a	**Title:** Collaborative Discussion: *Farewell to Manzanar* **Format:** Text-based discussion **CCSS:** SL.8.1a, SL.8.1b
Mid-Unit 2	**Title:** Determine a Theme and Write a Literary Summary **Format:** Selected response, short constructed response, and paragraph **CCSS:** RL.8.1, RL.8.2, RL.8.4, RL.8.10, L.8.4	**Title:** Research Climate Change and Food Shortages **Format:** Selected response and short constructed response **CCSS:** RI.8.1, RI.8.4, W.8.7, W.8.8	**Title:** Compare and Contrast Structure and Meaning in a New Poem and *Maus I* **Format:** Selected response and short constructed response **CCSS:** RL.8.1, RL.8.2, RL.8.4, RL.8.5, RL.8.10, L.8.1a, L.8.5a	**Title:** Analyze Connections, Distinctions, and Point of View: *Farewell to Manzanar*, Chapter 22 **Format:** Selected response and short constructed response **CCSS:** RI.8.1, RI.8.3, RI.8.4, RI.8.6, RI.8.10, W.8.10, L.8.5a
End of Unit 2	**Title:** Write a Narrative **Format:** Essay **CCSS:** RL.8.9, W.8.3, W.8.4, W.8.6, W.8.10	**Title:** Desktop Teaching Activity: Access to Healthy Food **Format:** Written plan and verbal presentation **CCSS:** RI.8.1, SL.8.4, SL.8.5, L.8.6	**Title:** Language Assessment: Correct Verb Mood **Format:** Selected response and short constructed response **CCSS:** L.8.1c, L.8.1d, L.8.3	**Title:** Write a Literary Argument Essay: *Farewell to Manzanar* **Format:** Essay **CCSS:** RL.8.1, RL.8.7, RI.8.1, W.8.1, W.8.4, W.8.5, W.8.6, W.8.9b, W.8.10, L.8.2c, L.8.6 (L.8.1 and L.8.3 optional)
Mid-Unit 3	**Title:** Determine a Central Idea **Format:** Selected response and short constructed response **CCSS:** RI.8.1, RI.8.2, RI.8.4, RI.8.10, L.8.4a, L.8.4c, L.8.4d	**Title:** Analyze Language in *The Omnivore's Dilemma*, Pages 65–67 **Format:** Selected response **CCSS:** L.8.4a, L.8.4b, L.8.5b, L.8.5c	**Title:** Language Assessment: Correct Punctuation and Verb Voice and Mood **Format:** Selected response and short constructed response **CCSS:** L.8.1b, L.8.1c, L.8.1d, L.8.2a, L.8.2b	**Title:** Collaborative Discussion: Internment and Redress **Format:** Text-based discussion **CCSS:** SL.8.1c, SL.8.1d
End of Unit 3	**Title:** Write a Compare and Contrast Essay **Format:** Essay **CCSS:** RL.8.1, RL.8.9, RI.8.1, W.8.2, W.8.4, W.8.9a, W.8.10	**Title:** Write an Argument Essay: Defending a Healthy Food Choice **Format:** Essay **CCSS:** W.8.1, W.8.4, W.8.6, W.8.10, L.8.1, L.8.2, L.8.6	**Title:** Write a Narrative in Interview Form **Format:** Essay **CCSS:** W.8.3, W.8.4, W.8.6, W.8.10, L.8.1, L.8.2	**Title:** Activist Organization Presentation **Format:** Presentation **CCSS:** SL.8.5, SL.8.6, L.8.6

Common Core State Standards for ELA & Literacy Formally Assessed, by Module

- In the Curriculum Map on the following pages, any specific CCSS with a check mark indicates that standard is formally assessed in the given module.

- Some standards are formally assessed in multiple modules.

- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RL.1, RI.1). Refer to the Unit-at-a-Glance in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.

- Many standards (e.g., W.2) have a main standard and then subcomponents (e.g., W.2a). Sometimes, students' mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the Curriculum Map on the following pages, the "parent" standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.

  - An exception to this, when assessed through writing, is that the L.1, L.2, and L.3 "parent" standards may be checked without the subcomponents, as the language skills demonstrated through student writing will vary.

  - For Language standards: Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*).

Reading Standards for Literature

CCS Standard	Module 1	Module 2	Module 3	Module 4
RL.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	✓		✓	✓
RL.8.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.	✓		✓	
RL.8.3: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	✓		✓	
RL.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓		✓	
RL.8.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.			✓	
RL.8.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	✓			
RL.8.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.				✓
RL.8.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.	✓			
RL.8.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.	✓		✓	

Reading Standards for Informational Text

CCS Standard	Module 1	Module 2	Module 3	Module 4
RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	✓	✓		✓
RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	✓			
RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).				✓
RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.	✓	✓		✓

CCS Standard	Module 1	Module 2	Module 3	Module 4
RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.		✓		
RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		✓		✓
RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.		✓		
RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.		✓		
RI.8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		✓		
RI.8.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.	✓	✓		✓

Writing Standards

CCS Standard	Module 1	Module 2	Module 3	Module 4
W.8.1: Write arguments to support claims with clear reasons and relevant evidence.		✓		✓
W.8.1a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.		✓		✓
W.8.1b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.		✓		✓
W.8.1c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.		✓		✓
W.8.1d: Establish and maintain a formal style.		✓		✓
W.8.1e: Provide a concluding statement or section that follows from and supports the argument presented.		✓		✓
W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	✓			
W.8.2a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	✓			

CCS Standard	Module 1	Module 2	Module 3	Module 4
W.8.2b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	✓			
W.8.2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	✓			
W.8.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.	✓			
W.8.2e: Establish and maintain a formal style.	✓			
W.8.2f: Provide a concluding statement or section that follows from and supports the information or explanation presented.	✓			
W.8.3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	✓		✓	
W.8.3a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	✓		✓	
W.8.3b: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.	✓		✓	
W.8.3c: Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	✓		✓	
W.8.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	✓		✓	
W.8.3e: Provide a conclusion that follows from and reflects on the narrated experiences or events.	✓		✓	
W.8.4: 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.)	✓	✓	✓	✓
W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)				✓
W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.	✓	✓	✓	✓
W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.		✓		

CCS Standard	Module 1	Module 2	Module 3	Module 4
W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.		✓		
W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.				
W.8.9a: Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").	✓		✓	
W.8.9b: Apply *grade 8 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").				✓
W.8.10: 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 discipline-specific tasks, purposes, and audiences.	✓	✓	✓	✓

Speaking and Listening Standards

CCS Standard	Module 1	Module 2	Module 3	Module 4
SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.				✓
SL.8.1a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.				✓
SL.8.1b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.				✓
SL.8.1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.				✓
SL.8.1d: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.				✓
SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.		✓		
SL.8.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.		✓		

CCS Standard	Module 1	Module 2	Module 3	Module 4
SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.		✓		
SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.		✓		✓
SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.)				✓

Language Standards

CCS Standard	Module 1	Module 2	Module 3	Module 4
L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		✓	✓	✓
L.8.1a: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.			✓	
L.8.1b: Form and use verbs in the active and passive voice.			✓	
L.8.1c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.			✓	
L.8.1d: Recognize and correct inappropriate shifts in verb voice and mood.*			✓	
L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		✓	✓	
L.8.2a: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.			✓	
L.8.2b: Use an ellipsis to indicate an omission.			✓	
L.8.2c: Spell correctly.				✓
L.8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.			✓	✓
L.8.3a: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).			✓	

CCS Standard	Module 1	Module 2	Module 3	Module 4
L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.	✓			
L.8.4a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	✓	✓		✓
L.8.4b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).	✓	✓		✓
L.8.4c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	✓			
L.8.4d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	✓			
L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		✓		
L.8.5a: Interpret figures of speech (e.g., verbal irony, puns) in context.	✓		✓	✓
L.8.5b: Use the relationship between particular words to better understand each of the words.		✓		
L.8.5c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*).		✓		✓
L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	✓	✓		✓

GRADES 9-12 | Curriculum Map

Grade 9

	Module 9.1 *(52 Lessons)*	Module 9.2 *(50 Lessons)*	Module 9.3 *(35 Lessons)*	Module 9.4 *(34 Lessons)*
Title	"So you want a double life": Reading Closely and Writing to Analyze	Working with Evidence and Making Claims: How Do Authors Structure Texts and Develop Ideas?	Building and Communicating Knowledge through Research: The Inquiry and Writing Processes	Understanding and Evaluating Argument: Analyzing Text to Write Arguments
Texts	**Unit 1:** • "St. Lucy's Home for Girls Raised by Wolves," Karen Russell **Unit 2:** • *Letters to a Young Poet*,* Rainer Maria Rilke • *Black Swan Green*,* David Mitchell **Unit 3:** • *Romeo and Juliet*,* William Shakespeare	**Unit 1:** • "The Tell-Tale Heart," Edgar Allan Poe **Unit 2:** • *Oedipus the King,* Sophocles **Unit 3:** • "True Crime: The Roots of an American Obsession," Walter Mosley • "How Bernard Madoff Did It," Liaquat Ahamed • *The Wizard of Lies: Bernie Madoff and the Death of Trust *,* Diana Henriques	**Unit 1:** • *Animals in Translation: Using the Mysteries of Autism to Decode Animal Behavior*,* Temple Grandin and Catherine Johnson **Units 2 and 3:** • Additional Model Research Sources	**Unit 1:** • *Sugar Changed the World: A story of Magic, Spice, Slavery, Freedom and Science,* Marc Aronson and Marina Budhos • Supplementary Model Argument Texts

Assessed Standards	CCRA.R.9 RL.9-10.1, 2, 3, 4, 5, 7, 11 RI.9-10.2, 3, 4 W.9-10.2 (a, c, f) SL.9-10.1 (b, c) L.9-10.5 (a)	CCRA.R.6, 9 RL.9-10.2, 3, 4, 5, 11 RI.9-10.2, 5 W.9-10.2 (a-d, f), 5 SL.9-10.1 (a-d) L.9-10.1, 2	RI.9-10.1 (a), 2, 3, 5, 7 W.9-10.2 (a-f), 4, 5, 6, 7, 8, 9 L.9-10.1, 2, 3 (a), 6	CCRA.R.9, RI.9-10.2, 3, 4, 5, 6, 7, 8 W.9-10.1 (a-e), 5 L.9-10.1 (a-b), 2 (a-c), 5
Addressed Standards	SL.9-10.4 L.9-10.4 (a-c)	RI.9-10.7 W.9-10.9 (a, b) SL.9-10.4, 6 L.9-10.4 (a, b), 5 (a, b)	SL.9-10.1 L.9-10.2 (a-c), 4 (a-d)	W.9-10.4, 9 (b) SL.9-10.1 (c-d) L.9-10.3 (a), 4 (a-c), 6
Performance Assessment Prompt	Identify a specific phrase or central idea in paragraphs 4–9 of Rilke's "Letter Seven." Analyze how that phrase or central idea relates to one or more central ideas in "St. Lucy's Home for Girls Raised by Wolves" or *Romeo and Juliet.*	Identify a central idea shared by one literary text and one informational text. Use specific details to explain how this central idea develops over the course of each text, and compare how the authors' choices about text structure contribute to the development of this idea.	Create a blog post using information from your research paper and various multimedia components to enhance your research findings. Update or enhance the information from your research paper by linking to other supporting information and displaying the information flexibly and dynamically. Make effective use of available multimedia components, including hyperlinks, images, graphics, animation, charts, graphs, video, and audio clips.	For this assessment you must choose at least four of these texts and write a multi-paragraph argument essay in response to the following prompt: Is local food production an example of ethical consumption? Provide evidence from at least four sources in your response.

* Indicates excerpts

Grade 10

	Module 10.1 *(38 Lessons)*	Module 10.2 *(40 Lessons)*	Module 10.3 *(43 Lessons)*	Module 10.4 *(41 Lessons)*
Title	Reading Closely and Writing to Analyze: How do Authors Develop Complex Characters and Ideas?	"These are strange times, my dear.": How do Authors Use Rhetoric and Word Choice to Develop Ideas and Claims?	Researching Multiple Perspectives to Develop a Position	"It is a Tale … Full of Sound and Fury": How do authors use craft and structure to develop characters and ideas?
Texts	**Unit 1:** • "The Passionate Shepherd to his Love," Christopher Marlowe • "The Nymph's Reply to the Shepherd," Sir Walter Raleigh • "Raleigh Was Right," William Carlos Williams **Unit 2:** • "The Palace Thief," Ethan Canin **Unit 3:** • *The Joy Luck Club*,* Amy Tan • *Friday Night Lights: A Town, a Team, and a Dream**, H.G. Bissinger	**Unit 1:** • "Letter from Birmingham Jail," Martin Luther King, Jr. • "In this Blind Alley," Ahmad Shamlu • "Freedom," Rabindranath Tagore • "Women," Alice Walker **Unit 2:** • "A Genetics of Justice," Julia Alvarez • "Remembering to Never Forget: Dominican Republic's 'Parsley Massacre,'" Mark Memmott **Unit 3:** • *Universal Declaration on Human Rights* • *"*On the Adoption of the Universal *Declaration of Human Rights*," Eleanor Roosevelt • "Address to the United Nations Youth Assembly," Malala Yousafzai	**Unit 1:** • *The Immortal Life of Henrietta Lacks**, Rebecca Skloot **Units 2 and 3:** • Additional Model Research Sources	**Unit 1:** • "Death of a Pig," E.B. White **Unit 2:** • *The Tragedy of Macbeth,* William Shakespeare **Unit 3:** • *The Prince*,* Niccolo Machiavelli

Assessed Standards	CCRA.R.6, 9 RL.9-10.2, 3, 4, 5, 9, 11 RI.9-10.2, 3, 6 W.9-10.2 (a, b, d, f), 4, 9 (a, b) SL.9-10.1 (a) L.9-10.1, 2 (c)	RL.9-10.2, 4 RI.9-10.2, 3, 4, 5, 6, 7, 8 W.9-10.2 (a-f), 9 (b) L.9-10.1, 2, 5	RI.9-10.1 (a), 2, 3, 4, 5, 6, 8 W.9-10.1 (a-e), 2 (b, d, e), 4, 5, 7, 9 (b) SL.9-10.4, 5, 6 L.9-10.1, 2, 3 (a), 6	RL.9-10.2, 3, 4, 5, 7 (a), 9, 11 RI.9-10.2, 4, 5, 6 W.9-10.1 (a-e), 2 (a-f), 5, 9 (a, b) SL.9-10.1 (a-e), 4 L.9-10.1 (a, b), 2 (a-c)
Addressed Standards	RL.9-10.1 RI.9-10.1 W.9-10.2 (c) SL.9-10.1 (c-e) L.9-10.1 (a, b), 2 a), 3, 4 (a), 5 (a), 6	RL.9-10.6 RI.9-10.9 W.9-10.5, 9 (a) SL.9-10.1 (a-e) L.9-10.1 (a), 2 (a), 4 (a, b), 5 (a)	SL.9-10.1 (a, c) L.9-10.1 (a), 2 (a-c), 4 (a, c, d) 5 (a)	SL.9-10.6 L.9-10.3 (a), 4 (a-c), 5 (a, b)
Performance Assessment Prompt	Draw upon your analysis of two of the 10.1 texts in order to respond to the following prompt: How do the two narrators' different points of view impact the development of a common central idea?	Identify a purpose common to King's "Letter from Birmingham Jail," Alvarez's "A Genetics of Justice," and one of the texts from 10.2.3. Discuss how each of these texts uses at least one of the following to advance that purpose: structure, rhetoric, or impact of specific word choices.	Build on the analysis you did for your research-based argument paper by producing a five-minute podcast. Synthesize your research and offer salient points of the research in an engaging oral presentation that demonstrates command of formal spoken English. Your podcast should detail your central claim, two supporting claims with relevant and sufficient evidence, and one counterclaim with corresponding limitations (rebuttals). Further, your podcast should present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow your line of reasoning.	Select a central idea common to Macbeth and either White's "Death of a Pig" or Machiavelli's The Prince. Discuss how each author uses structure, character, word choice, and/or rhetoric to develop this common idea. Explain the nuances in each author's treatment of the idea.

* Indicates excerpts

Grade 11

	Module 11.1 *(42 Lessons)*	Module 11.2 *(42 Lessons)*	Module 11.3 *(42 Lessons)*	Module 11.4 *(42 Lessons)*
Title	"O, what a noble mind is here o'erthrown!": How do authors develop and relate elements of a text?	"There is within and without the sound of conflict": How do authors use figurative language or rhetoric to advance a point of view or purpose?	Researching Multiple Perspectives to Develop a Position	"This is one story I've never told before.": How do authors use narrative techniques to craft fiction writing?
Texts	**Unit 1:** • "My Last Duchess," Robert Browning **Unit 2:** • *Hamlet**, William Shakespeare *Unit 3:* • *A Room of One's Own**, Virginia Woolf	**Unit 1:** • *The Souls of Black Folks**, W.E.B. Du Bois • "Atlanta Compromise Speech," Booker T. Washington **Unit 2:** • "An Address by Elizabeth Cady Stanton" • "From the House of Yemanja," Audre Lorde **Performance Assessment:** • "How to Write the Great American Indian Novel," Sherman Alexie	**Unit 1:** • "Hope, Despair and Memory," Elie Wiesel **Units 2 and 3:** • Additional Model Research Sources	**Unit 1:** • *The Things they Carried**, Tim O'Brien • *The Red Convertible: Selected and New Stories**, Louise Erdrich **Unit 2:** • *The Awakening,* Kate Chopin
Assessed Standards	CCRA.R.9 RL.11-12.2, 3, 4, 5, 6, 11 RI.11-12.2, 3, 6 W.11-12.2 (a-f), 9 (a, b) SL.11-12.1 (a-e) L.11-12.1, 2, 5	CCRA.R.8, 9 RL.11-12.2, 4 RI.11-12.2, 3, 4, 6 W.11-12.2 (a-f), 5 SL.11-12.1 (a, c) L.11-12.1, 2, 5 (a)	CCRA.R.8 RI.11-12.1 (a), 2, 6 W.11-12.1 (a-e), 2 (a, b, d, e, f), 4, 5, 7, 8, 9 (b) SL.11-12.1 (d), 3, 4, 5, 6 L.11-12.1, 2, 3	RL.11-12.2, 3, 4, 5, 6, 11 W.11-12.2 (a-f), 3 (a-e), 4, 5, 9 (a) SL.11-12.1 (a, c, d) L.11-12.1, 2

Addressed Standards	RI.11-12.1, 9 (a) W.11-12.5 L.11-12.4 (a-d), 5 (a, b)	W.11-12.4, 9 (a, b) SL.11-12.3 L.11-12.3 (a), 4 (a, b)	SL.11-12.1 (c) L.11-12.1 (a, b), 2 (a, b) 3 (a), 4 (a-d), 5 (a), 6	W.11-12.6, 7 L.11-12.4 (a, b), 5
Performance Assessment Prompt	Select a central idea common to all three texts. How do the authors develop this idea over the course of each text? How do the texts work together to build your understanding of this central idea?	Develop and present a claim about how Sherman Alexie's poem "How to Write the Great American Indian Novel" relates to central ideas and/or points of view developed in at least two of the four texts in this module. Support your claim with evidence and reasoning.	Build on the analysis you did for your research-based argument paper by producing a three- to five-minute video presentation. Distill and reorganize your research for a specific audience and offer essential points of the research in an engaging video presentation that demonstrates command of content and uses formal spoken English. Your presentation should make strategic use of the video format to enhance and add interest to your research findings. The presentation should also state your central claim, two supporting claims with relevant and sufficient evidence, and one counterclaim with corresponding limitations. Further, your video should also present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow your line of reasoning.	For this assessment, craft a 1–3 page narrative writing piece in response to the following prompt: Write an original narrative piece that assumes a specific point of view based on the setting of "On the Rainy River," "The Red Convertible," or *The Awakening*. Choose two narrative writing substandards (W.11-12.3.a-e) and develop the criteria of both substandards in your narrative writing piece.

* Indicates excerpts

Grade 12

	Module 12.1 *(43 Lessons)*	Module 12.2 *(41 Lessons)*	Module 12.3 *(41 Lessons)*	Module 12.4 *(42 Lessons)*
Title	"All of our experiences fuse into our personality. Everything that ever happened to us is an ingredient.": Reading and Writing Personal Narratives	"I ask for, not at once no government, but *at once* a better government.": Exploring Complex Ideas through Craft and Structure	Researching Multiple Perspectives to Develop a Position	"I continually find myself in the ruins/ of new beginnings": Analyzing the Interaction of Central Ideas and Character Development
Texts	**Unit 1:** • *The Autobiography of Malcolm X*, as told to Alex Haley **Unit 2:** • "Yellow Woman and a Beauty of the Spirit," Leslie Marmon Silko	**Unit 1:** • "Ideas Live On," Benazir Bhutto • "Civil Disobedience," Henry David Thoreau **Unit 2:** • *The Tragedy of Julius Caesar,* William Shakespeare	**Unit 1:** • *Guns, Germs, and Steel**, Jared Diamond • Additional Model Research Sources **Unit 2:** • Additional Model Research Sources	**Unit 1:** *A Streetcar Named Desire*, Tennessee Williams "A Daily Joy to Be Alive," Jimmy Santiago Baca **Unit 2:** "The Overcoat," Nikolai Gogol *The Namesake*, Jhumpa Lahiri
Assessed Standards	RI.11-12.2, 3, 4, 5, 6 W.11-12.2 (a-f), 3 (a-f), 4, 5, 9 (b) SL.11-12.4, 6 L.11-12.1, 2 (a-b), 4 (a-c)	CCRA.R.8, 9 RL.11-12.2, 3, 4, 5, 6, 11 RI.11-12.2, 3, 6 W.11-12.2 (a-f), 9 (a-b) SL.11-12.1 (a-c), 4, 6 L.11-12.1, 2 (a-b), 5 (a)	CCRA.R.8 RI.11-12.1 (a), 3, 6 W.11-12.1 (a-e), 2 (a-f), 4, 5, 7, 8, 9 SL.11-12.1 (d), 4, 5, 6 L.11-12.1, 2, 3	CCRA.R.9 RL.11-12.2, 3, 4, 5, 7, 11 W.11-12.1 (d, e), 2 (a-f), 3 (a-e), 4, 9 (a) SL.11-12.1 (a, c, d) L.11-12.1, 2

Addressed Standards	RI.11-12.1 W.11-12.6 SL.11-12.1 (a-c) L.11-12.3, 5 (a)	CCRA.R.6 SL.11-12.1 (b) L.11-12.4 (a-c), 5 (b)	W.11-12.9 (b) SL.11-12.1 (a, c), 3 L.11-12.1 (b), 2 (a, b), 3 (a), 4 (a, c) 6	L.11-12.4 (a, b), 5 (a), 6
Performance Assessment Prompt	Work in peer groups to practice responding orally to a series of questions that colleges may ask during an interview, and assess your peers on several aspects of their answers including the organization, development, substance, and style of their responses. Also, take your peers' feedback into account to prepare for the culminating assessment: a fishbowl activity in which students respond orally to one of the questions you have practiced and are assessed on their response.	For this assessment, draw upon your analysis of the three 12.2 texts in order to write a multi-paragraph response to one of the following prompts: Is democracy "the last improvement possible in government" (Thoreau, part 3, par. 19)? What is the role and responsibility of government? Who should have the power to make decisions in a society?	Build on your research and analysis by crafting a single 5–10 minute multimedia narrative that conveys how your research process led you to your findings. Using relevant excerpts from the multimedia journal entries you completed over the course of this module, your final product should depict cohesively the evolution of your research. Your final product should present a cohesive story of the research process that led you to your final central claim, and should therefore include your final central claim, several supporting claims, reasoning, and evidence. The final product should draw clear connections between early research and the final claims, as this project documents that development. Edit, delete, paste together, and add voiceover, interviews, and effects where appropriate in order to achieve this goal.	Choose from one of the two writing assessment options below. Option #1: Narrative + Informative Writing: This is a two-part writing assessment. Part A. Choose a key scene or critical moment from one of the module texts. Rewrite the key scene or critical moment so that the character(s) make a different choice than the one made in the actual text. Choose whichever genre (play or story) best fits the scene. The scene should have a narrative arc and the content should remain consistent with the original texts. Part B. After drafting the narrative, write a commentary on how the narrative choices you made shape or re-shape the character's identity and explain how your choices impact the original text. Option #2: Argument + Narrative Writing: This is a two-part writing assessment. Part A. Select 1-2 of the module texts and make an evidence-based

			claim about the role of place or culture in creating an identity. Discuss the role of place or culture in creating an identity using textual evidence for support.
			Part B. Write a 1-2 page personal narrative about the influence of place or culture on your identity. Ground your narrative in a quote from one of the module texts or an experience of one of the characters.

* Indicates excerpts

Unit 1: Overview and Lessons

Unit 1: Overview

Build Background Knowledge: Read and Analyze *Summer of the Mariposas*

tudents begin Unit 1 by reading *Summer of the Mariposas* by Guadalupe Garcia McCall. Theme and point of view are introduced through the text, as well as discussion norms, as students discuss their responses to the text. They also analyze how differences in the points of view of the characters and the reader create effects like suspense or humor. While reading *Summer of the Mariposas*, they closely read complex informational texts about the folklore of Mexico. In the second half of Unit 1, students analyze how incidents in the story reveal aspects of a character in order to prepare for a Socratic Seminar discussion. Theme is introduced and tracked in preparation for Unit 2.

Summer of the Mariposas contains references to sensitive topics such as a family's abandonment by their father, a murder and children's discovery of the corpse, illegal crossing of the border between the United States and Mexico, and Latin American folklore that includes references to magic, spells, witchcraft, and monsters. The issues presented must be carefully and sensitively discussed to give students context as they read the story. Speak with students and families in advance, especially those who may have sensitivity to topics discussed.

In this unit, students begin to read literary nonfiction texts at their level as they choose independent research reading texts. There are Independent Reading Sample Plans located on the Tools Page (http://eled.org/tools) with ideas on how to launch independent reading. Students should complete 20 minutes of independent research reading each evening that they are not prereading a chapter from the whole-class anchor text and should also continue independent research reading over weekends.

The 4 Ts is the framework that drove the design of the module. They are highly interrelated and interact dynamically at every level of the module—for the module as a whole, for each unit, and even for discrete lessons.

The 4 Ts	
TOPIC	**TASK**
Folklore of Latin America	Analyze the impact of point of view and figurative language in a new excerpt of text.
	Analyze and discuss aspects of character revealed through events in the text.
TARGETS	**TEXTS**
RL.8.1, RL.8.3, RL.8.4, RL.8.6, RL.8.10, L.8.4a, L.8.4c, L.8.4d, L.8.5a, L.8.6	*Summer of the Mariposas* by Guadalupe Garcia McCall, excerpt from *The Latin American Story Finder*

CCS Standards

Below are the standards that are formally assessed in this unit.

Reading—Literature

- **RL.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.8.3:** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
- **RL.8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- **RL.8.6:** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
- **RL.8.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

Language

- **L.8.4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
- **L.8.4a:** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **L.8.4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- **L.8.4c:** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- **L.8.4d:** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **L.8.5a:** Interpret figures of speech (e.g. verbal irony, puns) in context.
- **L.8.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Habits of Character | Social-Emotional Learning Focus

Central to the EL Education curriculum is a focus on "habits of character" and social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); they work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and they work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

Working to become an ethical person is the habit of character that is emphasized in this unit. Students practice respect, empathy, and compassion as they respond to one another's ideas and skills in written work and in discussions. Students also focus on working to become ethical people as they analyze ways in which characters in their anchor text, *Summer of the Mariposas*, show compassion, empathy, integrity and respect in their actions. In particular, students look closely at Odilia's empathy and compassion for her sisters, and identify ways in which she demonstrates this throughout their journey. Student also find evidence of the compassion and empathy that La Llorona has for Odilia and her sisters, as she continually offers guidance and support on their journey. Students have the opportunity to think about the sisters' empathy and compassion toward one another, and any growth they show over time.

Habits of character connect students' growth as learners to their growth as people. They are explicitly embedded in lessons as both a means to help students master knowledge and skills and an important end in themselves.

Unit-at-a-Glance

This unit is approximately 3 weeks or 16 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment

Lesson 1
RL.8.1, RI.8.1, SL.8.1
	Discover Our Topic: *Summer of the Mariposas*
	
	Opening
	  A. Engage the Learner – SL.8.1 (5 minutes)
	Work Time
	  A. Infer the Topic – RL.8.1 (10 minutes)
	  B. Introduce the Performance Task and Module Guiding Questions (10 minutes)
	  C. Launch the Text: *Summer of the Mariposas* (10 minutes)
	  D. Introduce the Work to Become Ethical People Anchor Chart (5 minutes)
	Closing and Assessment
	  A. Reflect on Learning Targets (5 minutes)
	Homework
	  A. Read and Reflect: Students read and reflect on the guiding questions for the module and discuss them with their families. They should consider how the guiding questions make them feel. They can sketch or write about their ideas.
	  B. Preread Anchor Text: Students should preread chapter 1 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson.
	
	In this lesson, students observe multiple artifacts to infer the module topic, Latin American Folklore. They also create an anchor chart for Work to Become Ethical People.
		• I can infer the topic of this module from the resources. (RL.8.1, RI.8.1)	• Work Time A: Infer the Topic: I Notice/I Wonder note-catcher (RL.8.1, RI.8.1)

Unit-at-a-Glance summaries outline the gist of lessons including the standards, learning targets, and work products students will create.

Focus standards are the focus of explicit instruction in lessons in preparation for assessments.

Unit 1: Overview

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment

Lesson 2
RL.8.4, L.8.4
	Establish Reading Routines: *Summer of the Mariposas*, Chapter 1
	
	Opening
	   A. Launch Vocabulary Logs – RL.8.4 (5 minutes)
	   B. Engage the Learner – SL.8.1 (5 minutes)
	   C. Reflect on the Module Guiding Questions (5 minutes)
	Work Time
	   A. Read Aloud and Identify Vocabulary: *Summer of the Mariposas*, Chapter 1 Excerpt – RL.8.4 (15 minutes)
	   B. Find the Gist: *Summer of the Mariposas*, Chapter 1 Excerpt – SL.8.1 (10 minutes)
	Closing and Assessment
	   A. Reflect on Learning Targets (5 minutes)
	Homework
	   A. Selected Response Questions: Using Homework: Unfamiliar Vocabulary: *Summer of the Mariposas*, Chapter 1, students answer selected response questions about vocabulary and how the plot is unfolding in chapter 1 of *Summer of the Mariposas*.
	   B. Preread Anchor Text: Students should preread chapter 2 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson.
	
	In this lesson, students are introduced to the guiding questions of the module, are introduced to and begin to use their vocabulary logs, and begin to read their class novel, finding the gist of the first chapter excerpt.
		• I can show empathy and respect as I listen to my classmates. (SL.8.1)
		• I can find the gist of the chapter 1 excerpt of *Summer of the Mariposas*.
		• I can determine the difference between academic and domain-specific vocabulary. (RL.8.4, L.8.4)
			• Work Time B: Gist on sticky notes

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 3 RL.8.1, RL.8.6, SL.8.1	**Analyze Point of View: *Summer of the Mariposas*, Chapters 1–2** **Opening** A. Engage the Learner (5 minutes) B. Determine Strategies to Answer Selected Response Questions (5 minutes) **Work Time** A. Read *Summer of the Mariposas*, Chapter 2 Excerpt – SL.8.1 (15 minutes) B. Analyze Point of View*: Summer of the Mariposas*, Chapters 1–2 Excerpts – RL.8.6 (15 minutes) **Closing and Assessment** A. Exit Ticket: Analyze Point of View: *Summer of the Mariposas,* Chapter 2 Excerpt – RL.8.6 (5 minutes) **Homework** A. Determine the Meaning of Unfamiliar Vocabulary: Using Homework: Unfamiliar Vocabulary: *Summer of the Mariposas*, Chapter 2, students answer a combination of selected response and short constructed response questions that ask them to determine the meaning of unfamiliar vocabulary and state their strategies for doing so. B. Preread Anchor Text: Students should preread chapter 3 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson. In this lesson, students continue to read their class novel, finding gist and identifying unknown vocabulary, and are introduced to how to analyze point of view in the novel.	• I can identify strategies to answer selected response questions. • I can find the gist of chapter 2 of *Summer of the Mariposas*. • I can explain what effect is created by differences in the points of view of the characters and the reader in the chapter 2 excerpt of *Summer of the Mariposas*. (RL.8.1, RL.8.6)	• Opening A: Entrance Ticket (RL.8.6) • Opening B: Strategies to Answer Selected Response Questions anchor chart • Work Time A: Gist on sticky notes • Work Time B: QuickWrite: *Summer of the Mariposas*, Chapter 2 excerpt (RL.8.6) • Closing and Assessment A: Exit Ticket: Analyze Point of View: *Summer of the Mariposas*, Chapter 2 excerpt (RL.8.6)
Lesson 4 RL.8.1, RL.8.4, RL.8.6, L.8.4	**Analyze Point of View: *Summer of the Mariposas*, Chapter 3** **Opening** A. Engage the Learner (5 minutes) B. Strategies to Determine the Meaning of Unfamiliar Vocabulary – RL.8.4 (5 minutes) **Work Time** A. Read *Summer of the Mariposas*, Chapter 3 Excerpt (15 minutes) B. Analyze Point of View: *Summer of the Mariposas*, Chapter 3 Excerpt – RL.8.6 (15 minutes) **Closing and Assessment** A. Review Answers: Point of View: *Summer of the Mariposas*, Chapter 3 Excerpt – RL.8.6 (5 minutes) **Homework** A. Determine Meanings of Unfamiliar Words and Phrases: Using Homework: Unfamiliar Vocabulary: *Summer of the Mariposas*, Chapter 3 Part I, students answer a combination of selected response and short constructed response questions that ask them to determine the meanings of unfamiliar words and phrases. In this lesson, students continue to read their class novel, find the gist of chapter 3, identify unknown vocabulary, and analyze point of view.	• I can identify strategies to determine the meaning of unfamiliar vocabulary. (RL.8.4, L.8.4) • I can find the gist of chapter 3 of *Summer of the Mariposas*. • I can explain what effect is created by differences in the points of view of the characters and the reader in the chapter 3 excerpt of *Summer of the Mariposas*. (RL.8.1, RL.8.6)	• Opening A: Entrance Ticket (RL.8.4, L.8.4a) • Work Time A: Gist on sticky notes • Work Time B: Text-Dependent Questions: *Summer of the Mariposas*, Chapter 3 Excerpt (RL.8.1, RL.8.4, RL.8.6, L.8.4)

Unit 1: Overview

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment

Lesson 5
RI.8.1, RI.8.2, SL.8.1, L.8.4, L.8.4a, L.8.4b
	Close Read: *The Latin American Story Finder* Excerpt
	
	Opening
	    A. Engage the Learner (5 minutes)
	Work Time
	    A. Close Read: *The Latin American Story Finder* Excerpt – RI.8.2 (25 minutes)
	    B. Language Dive: *The Latin American Story Finder* Excerpt – L.8.4 (10 minutes)
	Closing and Assessment
	    A. Make Connections between Texts (5 minutes)
	Homework
	    A. Determine Meanings of Unfamiliar Words and Phrases: Using Homework: Unfamiliar Vocabulary: *Summer of the Mariposas*, Chapter 3 Part II, students answer a combination of selected response and short constructed response questions that ask them to determine the meanings of unfamiliar words and phrases.
	    B. Preread Anchor Text: Students should preread chapter 4 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson.
	
	In this lesson, students engage in a close reading of an informational text about folklore in Latin America and participate in their first Language Dive.
		• I can determine a central idea and how it is developed in an excerpt from *The Latin American Story Finder*. (RI.8.1, RI.8.2)
		• I can write an objective summary of an excerpt of *The Latin American Story Finder*. (RI.8.1, RI.8.2)
		• I can identify strategies to determine the meaning of unfamiliar vocabulary. (RI.8.4)
			• Opening A: Entrance Ticket (RL.8.4)
			• Work Time A: Close Read: *The Latin American Story Finder* Excerpt, Page 1 note-catcher (RI.8.1, RI.8.2) Work Time B: Language Dive*: The Latin American Story Finder* Excerpt, Page 1 note-catcher (RI.8.1, L.8.4)

Lesson 6
RL.8.4, RI.8.10, L.8.4, L.8.4a, L.8.4c, L.8.4d
	Launch Independent Reading
	
	Opening
	    A. Engage the Learner – RL.8.4 (5 minutes)
	Work Time
	    A. Read *Summer of the Mariposas*, Chapter 4 Excerpt (20 minutes)
	    B. Launch Independent Research Reading – RI.8.10 (15 minutes)
	Closing and Assessment
	    A. Reflect on Learning Targets (5 minutes)
	Homework
	    A. Determine the Meanings of Unfamiliar Words and Phrases: Using Homework: Unfamiliar Vocabulary: *Summer of the Mariposas*, Chapter 4, students answer a combination of selected response and short constructed response questions that ask them to determine the meanings of unfamiliar words and phrases.
	    B. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.
	    C. Preread Anchor Text: Students should preread chapter 5 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson.
	
	In this lesson, students continue to read their class novel and are introduced to independent research reading.
		• I can determine the meaning of new vocabulary (RL.8.4, L.8.4)
		• I can demonstrate understanding of the excerpt of chapter 4 of *Summer of the Mariposas*.
		• I can select a research reading text that I want to read. (RI.8.10)
			• Opening A: Entrance Ticket (RL.8.4, L.8.4a, L.8.5a)
			• Work Time A: Sticky notes for recording gist
			• Work Time B: Independent reading journals (RL.8.10, RI.8.10)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 7 RL.8.1, RL.8.6	**Analyze Point of View: *Summer of the Mariposas*, Chapter 5** **Opening** A. Engage the Learner – RL.8.4 (5 minutes) **Work Time** A. Read *Summer of the Mariposas,* Chapter 5 Excerpt (15 minutes) B. Analyze Point of View: *Summer of the Mariposas*, Chapter 5 Excerpt – RL.8.6 (15 minutes) **Closing and Assessment** A. Review Answers: Point of View: *Summer of the Mariposas,* Chapter 5 – RL.8.6 (10 minutes) **Homework** A. Determine the Meaning of Unfamiliar Vocabulary: Using Homework: Unfamiliar Vocabulary: *Summer of the Mariposas,* Chapter 5, students answer a combination of selected response and short constructed response questions that ask them to determine the meaning of unfamiliar vocabulary and state their strategies for doing so. B. Preread Anchor Text: Students should preread chapter 6 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson. In this lesson, students continue to read their class novel, find the gist of chapter 5, identify unknown vocabulary, and analyze point of view.	• I can determine the meaning of new vocabulary (RL.8.4, L.8.4b, L.8.6) • I can demonstrate understanding of the excerpt of chapter 5 of *Summer of the Mariposas*. • I can explain what effect is created by differences in the points of view of the characters and the reader in the chapter 5 excerpt of *Summer of the Mariposas*. (RL.8.1, RL.8.6)	• Opening A: Entrance Ticket (L.8.4b) • Work Time A: Gist on sticky notes • Work Time B: Text-Dependent Questions: *Summer of the Mariposas,* Chapter 3 (RL.8.1, RL.8.6)
Lesson 8 RL.8.4, L.8.5a, L.8.5b	**Demonstrate Understanding of Figurative Language: *Summer of the Mariposas*, Chapter 6** **Opening** A. Engage the Learner (5 minutes) **Work Time** A. Review Figurative Language – RL.8.4 (15 minutes) B. Read *Summer of the Mariposas,* Chapter 6 Excerpt (15 minutes) C. Figurative Language: *Summer of the Mariposas,* Chapter 6 Excerpt – RL.8.4 (5 minutes) **Closing and Assessment** A. Reflect on Learning Targets (5 minutes) **Homework** A. Determine the Meaning of Figurative Language: Using Homework: Unfamiliar Vocabulary and Figurative Language: *Summer of the Mariposas*, Chapter 6, students answer a combination of selected response and short constructed response questions that ask them to determine the meaning of figurative language. B. Preread Anchor Text: Students should preread chapter 7 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson. In this lesson, students are introduced to the different types of figurative language and begin to identify this language and its meaning in chapter 6 of their class novel.	• I can determine the meaning of figurative language in *Summer of the Mariposas*. (RL.8.4, L.8.5) • I can demonstrate understanding of the excerpt of chapter 6 of *Summer of the Mariposas*.	• Opening A: Entrance Ticket (L.8.5b) • Work Time A: Analyze Figurative Language note-catcher (RL.8.4, L.8.5a) • Work Time B: Gist on sticky notes

Unit 1: Overview

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 9 RL.8.1, RL.8.4, RL.8.6, L.8.5, L.8.5a, L.8.5b, L.8.5c	**Analyze Point of View and Figurative Language:** *Summer of the Mariposas*, **Chapter 7** **Opening** A. Engage the Learner (5 minutes) **Work Time** A. Read *Summer of the Mariposas*, Chapter 7 Excerpt (20 minutes) B. Language Dive Part I: *Summer of the Mariposas*, Page 110 – RL.8.4 (10 minutes) **Closing and Assessment** A. Exit Ticket: Analyze Point of View: *Summer of the Mariposas*, Chapter 7 – RL.8.6 (10 minutes) **Homework** A. Connotations: Using Homework: Unfamiliar Vocabulary and Connotations: *Summer of the Mariposas*, Chapter 7, students answer a combination of selected response and short constructed response questions requiring them to distinguish among the connotations of words with similar definitions. B. Preread Anchor Text: Students should preread chapter 8 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson. In this lesson, students continue to read their class novel, find the gist of chapter 7, identify unknown vocabulary, and analyze point of view.	• I can demonstrate understanding of the excerpt of chapter 7 of *Summer of the Mariposas*. • I can determine the meaning of figurative language in *Summer of the Mariposas*. (RL.8.4, L.8.5) • I can explain what effect is created by differences in the points of view of the characters and the reader in chapter 7 of *Summer of the Mariposas*. (RL.8.1, RL.8.6)	• Opening A: Entrance Ticket (RL.8.4, L.8.4a) • Work Time A: Gist on sticky notes • Work Time B: Language Dive: *Summer of the Mariposas*, Page 110 note-catcher (RL.8.4, L.8.5a, L.8.5b) • Closing and Assessment A: Exit Ticket: Analyze Point of View: *Summer of the Mariposas*, Chapter 7 (RL.8.1, RL.8.6)
Lesson 10 RL.8.1, RL.8.4, RL.8.6, L.8.5, L.8.5a, L.8.5b	**Analyze Point of View and Figurative Language:** *Summer of the Mariposas,* **Chapter 8** **Opening** A. Engage the Learner (5 minutes) **Work Time** A. Language Dive Part II: *Summer of the Mariposas*, Page 110 – RL.8.4 (10 minutes) B. Read *Summer of the Mariposas*, Chapter 8 Excerpt (25 minutes) **Closing and Assessment** A. Exit Ticket: Analyze Point of View: *Summer of the Mariposas*, Chapter 8 – RL.8.6 (5 minutes) **Homework** A. Determine Meanings of Unfamiliar Words and Phrases: Using Homework: Figurative Language and Connotations, students answer a combination of selected response and short constructed response questions requiring them to determine and analyze the meanings of unfamiliar words and phrases including figurative language and connotations. B. Preread Anchor Text: Students should preread chapter 9 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson. In this lesson, students continue to read their class novel, find the gist of chapter 8, identify unknown vocabulary, and analyze point of view.	• I can determine the meaning of figurative language in *Summer of the Mariposas*. (RL.8.4, L.8.5) • I can demonstrate understanding of the excerpt of chapter 8 of *Summer of the Mariposas*. • I can explain what effect is created by differences in the points of view of the characters and the reader in chapter 8 of *Summer of the Mariposas*. (RL.8.1, RL.8.6)	• Opening A: Entrance Ticket (RL.8.3) • Work Time A: Language Dive: *Summer of the Mariposas*, Page 110 note-catcher (RL.8.4, L.8.5a, L.8.5b) • Work Time B: Gist on sticky notes • Closing and Assessment A: Exit Ticket: Analyze Point of View: *Summer of the Mariposas*, Chapter 8 (RL.8.1, RL.8.6)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment

Lesson 11
RL.8.1, RL.8.4, RL.8.6, L.8.4a, L.8.4b, L.8.4c, L.8.4d, L.8.5a, L.8.6
	Mid-Unit 1 Assessment: Analyze Point of View: *Summer of the Mariposas*, **Chapter 9**
	
	Opening
	   A. Engage the Learner (5 minutes)
	Work Time
	   A. Read *Summer of the Mariposas*, Chapter 9 Excerpt (15 minutes)
	   B. Mid-Unit 1 Assessment: Analyze Point of View: *Summer of the Mariposas*, Chapter 9 (20 minutes)
	Closing and Assessment
	   A. Reflect on Learning Targets (5 minutes)
	Homework
	   A. Preread Anchor Text: Students should preread chapter 10 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson.
	
	In this lesson, students read chapter 9 of their class novel and take their mid-unit assessment, identifying the meaning of unknown vocabulary and analyzing point of view in chapter 9.
		• I can determine the meanings of words and phrases in *Summer of the Mariposas*. (RL.8.4, L.8.4)
		• I can explain what effect is created by differences in the points of view of the characters and the reader in chapter 9 of *Summer of the Mariposas*. (RL.8.1, RL.8.6)
			• Work Time A: Gist on sticky notes
			• Work Time B: Mid-Unit 1 Assessment: Analyze Point of View: *Summer of the Mariposas*, Chapter 9 (RL.8.1, RL.8.4, RL.8.6, RL.8.10, L.8.4, L.8.5a, L.8.6)

Lesson 12
RL.8.1, RL.8.2
	Introduce Themes: *Summer of the Mariposas*
	
	Opening
	   A. Engage the Learner (5 minutes)
	Work Time
	   A. Read *Summer of the Mariposas*, Chapter 10 Excerpt (15 minutes)
	   B. Introduce Themes: *Summer of the Mariposas* – RL.8.2 (20 minutes)
	Closing and Assessment
	   A. Reflect on Learning Targets (5 minutes)
	Homework
	   A. Preread Anchor Text: Students should preread chapter 11 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson.
	
	In this lesson, students read chapter 10 of their class novel, are introduced to theme, and begin to identify themes in their class novel.
		• I can demonstrate understanding of the excerpt of chapter 10 of *Summer of the Mariposas*.
		• I can identify themes in *Summer of the Mariposas* and how they have developed over the course of the text. (RL.8.1, RL.8.2)
			• Opening A: Entrance Ticket (L.8.1)
			• Closing and Assessment A: Theme and evidence on index cards (RL.8.1, RL.8.2)

Unit 1: Overview

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 13 RL.8.1, RL.8.3,	**Analyze Aspects of Character:** ***Summer of the Mariposas*** **Opening** A. Engage the Learner (5 minutes) **Work Time** A. Read *Summer of the Mariposas*, Chapter 11 Excerpt (15 minutes) B. Analyze Aspects of Character – RL.8.3 (20 minutes) **Closing and Assessment** A. Reflect on Learning Targets (5 minutes) **Homework** A. Selected Response Questions: Using Homework: Selected Response Questions: Analyze Aspects of Character 1, students answer selected response questions to analyze how incidents in *Summer of the Mariposas* reveal aspects of a character. B. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. In this lesson, students begin to analyze how incidents in the text, and the way in which characters respond, reveal aspects of character.	• I can demonstrate understanding of the excerpt of chapter 11 of *Summer of the Mariposas*. • I can analyze how incidents in a story reveal aspects of character (RL.8.1, RL.8.3)	• Opening A: Entrance Ticket (L.8.1) • Work Time A: Gist on sticky notes • Work Time B: Analyze Aspects of Character (RL.8.1, RL.8.3)
Lesson 14 RL.8.1, RL.8.3, W.8.8, SL.8.1, SL.8.1a, SL.8.1b	**Analyze Aspects of Character and Generate Discussion Norms: *Summer of the Mariposas*** **Opening** A. Engage the Learner – W.8.8 (10 minutes) **Work Time** A. Analyze Aspects of Character – RL.8.3 (15 minutes) B. Generate Discussion Norms – SL.8.1 (15 minutes) **Closing and Assessment** A. Set Goals – SL.8.1 (5 minutes) **Homework** A. Selected Response Questions: Using Homework: Selected Response Questions: Analyze Aspects of Character 2, students answer selected response questions to analyze how incidents in *Summer of the Mariposas* reveal aspects of a character. B. Preread Anchor Text: Students should preread chapter 12 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson. In this lesson, students analyze aspects of character and prepare for a text-based discussion.	• I can quote accurately from the text. (W.8.8) • I can analyze how incidents in *Summer of the Mariposas* reveal aspects of the characters. (RL.8.1, RL.8.3, SL.8.1) • I can generate norms for a productive discussion. (SL.8.1)	• Opening A: Entrance Ticket (RL.8.1, W.8.8) • Work Time A: Analyze Aspects of Character (RL.8.1, RL.8.3) • Work Time B: Discussion Norms Anchor Chart (SL.8.1)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 15 RL.8.1, RL.8.3, SL.8.1, SL.8.1a, SL.8.1b	**Analyze Aspects of Character and Participate in a Text-Based Discussion:** *Summer of the Mariposas* **Opening** A. Engage the Learner (5 minutes) **Work Time** A. Read *Summer of the Mariposas*, Chapter 12 Excerpt (15 minutes) B. Analyze Aspects of Character – RL.8.3 (10 minutes) C. Text-Based Discussion – SL.8.1 (10 minutes) **Closing and Assessment** A. Peer Feedback – SL.8.1 (5 minutes) **Homework** A. Selected Response Questions: Using Homework: Selected Response Questions: Analyze Aspects of Character 3, students answer selected response questions to analyze how incidents in *Summer of the Mariposas* reveal aspects of a character. B. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal. In this lesson, students read chapter 12, analyze aspects of character, and participate in a text-based discussion.	• I can analyze how incidents in *Summer of the Mariposas* reveal aspects of the characters. (RL.8.1, RL.8.3) • I can come to a discussion prepared and draw on that preparation by referring to evidence on the text and topic. (SL.8.1) • I can follow discussion norms to have an effective text-based discussion. (SL.8.1)	• Opening A: Entrance Ticket (RL.8.3) • Work Time A: Gist statement for chapter 12 • Work Time B: Aspects of Character Graphic Organizer – Chapter 12 (RL.8.1, RL.8.3)
Lesson 16 RL.8.1, RL.8.3, SL.8.1	**End of Unit 1 Assessment: Aspects of Character:** *Summer of the Mariposas* **Opening** A. Return the Mid-Unit Assessments and Engage the Learner (5 minutes) **Work Time** A. End of Unit 1 Assessment: Aspects of Character: *Summer of the Mariposas* (20 minutes) B. Text-Based Discussion – SL.8.1 (15 minutes) **Closing and Assessment** A. Reflect on Learning Targets (5 minutes) **Homework** A. Preread Anchor Text: Students should preread chapter 13 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson. In this lesson, students participate in their End of Unit Assessment on aspects of character and then participate in a text-based discussion.	• I can analyze how incidents in *Summer of the Mariposas* reveal aspects of the characters. (RL.8.1, RL.8.3) • I can come to a discussion prepared and draw on that preparation by referring to evidence on the text and topic. (SL.8.1) • I can follow discussion norms to have an effective text-based discussion. (SL.8.1)	• Opening A: Entrance Ticket • Work Time A: End of Unit 1 Assessment: Aspects of Character: *Summer of the Mariposas* (RL.8.1, RL.8.3)

Agenda

1. **Opening**

   A. Engage the Learner (5 minutes)

   B. Determine Strategies to Answer Selected Response Questions (5 minutes)

2. **Work Time**

   A. Read *Summer of the Mariposas*, Chapter 2 Excerpt – SL.8.1 (15 minutes)

   B. Analyze Point of View: *Summer of the Mariposas*, Chapters 1–2 Excerpts – RL.8.6 (15 minutes)

3. **Closing and Assessment**

   A. Exit Ticket: Analyze Point of View: *Summer of the Mariposas*, Chapter 2 Excerpt – RL.8.6 (5 minutes)

4. **Homework**

   A. Determine the Meaning of Unfamiliar Vocabulary: Using Homework: Unfamiliar Vocabulary: *Summer of the Mariposas,* Chapter 2, students answer a combination of selected response and short constructed response questions that ask them to determine the meaning of unfamiliar vocabulary and state their strategies for doing so.

   B. Preread Anchor Text: Students should preread chapter 3 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson.

Teaching Notes

Alignment to Assessment Standards and Purpose of Lesson

- In Opening A of this lesson, students complete an entrance ticket to engage them in work related to one of the targets for this lesson. Students use this entrance ticket as a way to focus; it is similar to a "Do Now" activity. This routine occurs in many lessons throughout this module and will become familiar to students. Student entrance tickets are found in the Student Workbook, and answers for teacher reference exist for each entrance ticket.

- In Opening B of this lesson, students contribute to create the Strategies to Answer Selected Response Questions anchor chart. Throughout the modules, in lessons, assessments, and homework, students answer selected response questions and therefore need to have some strategies to do so effectively.

- In Work Time A of this lesson, students read an excerpt from chapter 2 of *Summer of the Mariposas*. As they did with chapter 1 in the previous lesson, they continue to identify both new vocabulary and the gist of the chapter.

- SL.8.1 – in Work Time A, students engage in the following new protocol in this lesson (instructions for which appear at the first point of use in the lesson):

  – **Back-to-Back and Face-to-Face** promotes productive and equitable conversations and provides a method for sharing information and gaining multiple perspectives on a topic through partner interaction. It can be used for reviewing and sharing academic material, as a personal "ice breaker," or as a means of engaging in critical thinking

about a topic of debate. It also has the added advantage of involving movement to appeal to kinesthetic learners.

- RL.8.6 – In Work Time B, students begin to analyze the effect created by the differences in points of view between the reader and the characters. In addition to aiding students in their analysis of the author's use of point of view, this will also help prepare students to write their own narrative in Unit 2 of this module. Students will practice this skill independently in their exit ticket in the Closing and Assessment.

- RL.8.1 – In Work Time B, students use evidence to support their analysis of the effect created by differences in point of view between the reader and the characters.

- RL.8.6 – In Closing and Assessment A, students answer selected and constructed response questions about the effect created by the differences in points of view between the reader and the characters.

- RL.8.1 – In Closing and Assessment A, students support their selected and constructed response questions about the effect created by the differences in points of view between the reader and the characters using strong evidence.

Opportunities to Extend Learning

- Invite students to write about the difference in impact the first two chapters of *Summer of the Mariposas* might have if they were written from the point of view of Pita, Juanita, Mama, or another character. Students could also rewrite the chapter(s) from another perspective.

- Invite students to rewrite a small part of the chapter from their own (the reader's) point of view and discuss how this is different from the narrator's point of view in the story.

How It Builds on Previous Work

- The work in this lesson builds on the previous lessons as students continue reading *Summer of the Mariposas* while using their vocabulary logs and gist-note strategies to acquire new vocabulary and build their comprehension of the class novel.

Support All Students

- In Work Time A, provide choice in how to carry out the reading portion of the lesson: some students may prefer to read independently and silently, while others (especially ELLs) may wish to read aloud in groups with peers and/or with support. Still others may wish to read silently for a few pages and then process with a group. ▲

- In Work Time A, present additional options for recording gist rather than just the sticky note, such as using a separate notebook, using a graphic organizer, using highlighters and annotating, or using a voice recorder. Give students options for expressing their understanding of gist (oral, written, drawing). ▲ Build in different options for expressing comprehension of the text (written reflection, voice recording, discussion with partners/groups). ▲

- Students may struggle to keep track of the multiple characters in the anchor text. Create a characterization chart for each main character in *Summer of the Mariposas*, and track character traits and supporting evidence as they appear in the book.

- Note that chapter 2 of *Summer of the Mariposas* brings up potentially sensitive topics such as the sisters stealing their father's car and running away from home. Allow for time to process and respond to these topics during discussion.

Assessment Guidance

■ The assessment today is students' first practice with analyzing the impact of different points of view. This will be somewhat scaffolded, and students will complete this more independently in coming lessons. Review student QuickWrites after the lesson to determine any common issues to use in later lessons, and review student exit tickets to determine how close students are to understanding how to answer questions related to RL.8.6.

Down the Road

■ In the next lesson, students will continue to focus on point of view and how it impacts the story, using the strategies introduced in this lesson.

In Advance

■ Prepare:

– Entrance Ticket: Unit 1, Lesson 3

– Analyze Point of View anchor chart

– Strategies to Answer Selected Response Questions anchor chart

■ Ensure there is a copy of Entrance Ticket: Unit 1, Lesson 3 at each student's workspace

■ Post the learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

■ Opening B: Create the Strategies to Answer Selected Response Questions anchor chart in an online format—for example, a Google Doc—to share with families to reinforce at home.

■ Closing and Assessment A: Students complete their QuickWrite and exit ticket online—for example, using Google Forms—or they complete it in a word-processing document, such as a Google Doc, using speech-to-text facilities activated on devices or using an app or software such as http://eled.org/0103.

Vocabulary

■ effects, point of view, strategies (A)

Key

(A): Academic Vocabulary

(DS): Domain-Specific Vocabulary

Materials from Previous Lessons

Teacher

☑ Academic word wall (one for display; from Unit 1, Lesson 1, Opening A)

☑ Work to Become Ethical People anchor chart (one for display; from Unit 1, Lesson 2, Work Time D)

☑ Chart paper of Spanish words (one for display; from Unit 1, Lesson 2, Work Time A)

☑ Text Guide: *Summer of the Mariposas* (for teacher reference) (Unit 1, Lesson 2, Work Time A)

Student

☑ Vocabulary logs (one per student; from Unit 1, Lesson 2, Opening A)

☑ *Summer of the Mariposas* (text; one per student; from Unit 1, Lesson 1)

New Materials

Teacher

☑ Entrance Ticket: Unit 1, Lesson 3 (answers for teacher reference)

☑ Strategies to Answer Selected Response Questions anchor chart (co-created during Opening B)

☑ Strategies to Answer Selected Response Questions anchor chart (for teacher reference)

☑ Analyze Point of View anchor chart (example for teacher reference)

☑ Analyze Point of View anchor chart (see Teaching Notes)

☑ QuickWrite: *Summer of the Mariposas*, Chapter 2 (example for teacher reference)

☑ Exit Ticket: Analyze Point of View: *Summer of the Mariposas*, Chapter 2 (answers for teacher reference)

Student

☑ Entrance Ticket: Unit 1, Lesson 3 (one per student)

☑ Sticky notes (one per student)

☑ Synopsis: *Summer of the Mariposas*, Chapter 2 (one per student)

☑ QuickWrite: *Summer of the Mariposas*, Chapter 2 (one per student and one for display)

☑ Exit Ticket: Analyze Point of View: *Summer of the Mariposas*, Chapter 2 Excerpt (one per student and one for display)

☑ Homework: Unfamiliar Vocabulary: *Summer of the Mariposas*, Chapter 2 (one per student; from Homework Resources)

Opening

A. Engage the Learner (5 minutes)

- As students enter the classroom, invite them to respond to the questions on **Entrance Ticket: Unit 1, Lesson 3.**

- Direct students' attention to the posted learning targets, and select a volunteer to read them aloud:

    "I can identify strategies to answer selected response questions."

    "I can find the gist of chapter 2 of **Summer of the Mariposas.***"*

    "I can explain what effect is created by differences in the points of view of the characters and the reader in the chapter 2 excerpt of **Summer of the Mariposas.***"*

- Present the learning targets in writing, orally, and accompanied by symbols, and then check for understanding by given students time both to write or sketch and to orally paraphrase these targets. ▲

- Invite students to Turn and Talk about the most important words in the learning targets and to underline or circle those words.

- Focus students on the words *strategies* and *effects* and on the phrase *point of view*. Use total participation techniques to select students to share what they think these terms mean. If they don't know the meanings, share strategies they could use to determine them (context, affixes and roots, dictionary).

- Model using context to determine the meanings of these words. Students may also look up each term in a print or online dictionary.

- Use a sentence frame to boost confidence and encourage participation (e.g., "Another word for or way of saying *point of view* is ____").

- If productive, use a Goal 1 Conversation Cue to encourage students to expand their ideas about the word *point of view* by giving examples.

    "Can you say more about that?"

    "Can you give an example?"

- With students' support, record the meanings of the words and phrase on the **academic word wall**, with translations in students' home languages (*strategies*—plans of action or policy designed to achieve a major or overall aim; *effects*—changes that are a result or consequence of an action or other cause; *point of view*—in narrative texts, the narrator's position in relation to the story being told; it shows the opinions or feelings of the characters involved in a situation; it is the way the author allows the reader to "hear" and "see" what is happening). Write synonyms or sketch a visual above each key term to scaffold students' understanding. ▲

- Invite students to record these words in their **vocabulary logs**. Prompt students to use the word or phrase in a new sentence by either writing that sentence down or thinking of that sentence silently, then sharing with a partner.

- Turn and Talk:

    "What do you think you will be doing in this lesson based on these learning targets?" (We will be determining strategies that we can use to answer multiple choice questions,

we will be reading our class novel and determining the gist while identifying new vocabulary, and then we will be analyzing the way the characters' points of view, and the differences in our point of view, affect the story.)

"Why are we doing this? How is it meaningful to you? How will it help you to be successful?" (Similarly to yesterday, discovering new vocabulary increases our ability to use that vocabulary to communicate well. Identifying the gist of a chapter helps check our understanding and allows us to easily refer to and remember what the chapter is mostly about. Looking at a character's point of view and how it affects the text will help us understand why the author wrote the text this way and how it impacts us as readers.)

- If productive, use a Goal 1 Conversation Cue to encourage students to expand their ideas by giving examples.

  "Can you say more about that?"

  "Can you give an example?"

Opening

B. Determine Strategies to Answer Selected Response Questions (5 minutes)

- Review the learning target relevant to the work to be completed in this section of the lesson:

  "I can identify strategies to answer selected response questions."

- At this time, address the prompts from the entrance ticket students responded to as they entered the classroom, and ask students to Turn and Talk:

  "What strategies did you use to answer this question and the selected response questions in your homework?"

- Review the answers to the selected response question from the entrance ticket and address any questions or misconceptions. Refer to **Entrance Ticket: Unit 1, Lesson 3 (answers for teacher reference)** as needed.

- Emphasize that students will dig more into point of view later in the lesson.

- As students share out, capture their responses on the **Strategies to Answer Selected Response Questions anchor chart.**

- Invite students to Turn and Talk to their partner, and then select students to share out:

  "How did these strategies help you to better understand the text?" (Responses will vary.)

- If productive, use a Goal 1 Conversation Cue to encourage students to expand their ideas by giving examples.

  "Can you say more about that?"

  "Can you give an example?"

- Invite students to reflect on their ability to use strategies to answer selected response questions, using a checking for understanding technique—for example, showing thumbs-up or traffic light signal cards. Scan student responses, and make a note of students who might need support. Check in with them moving forward.

Work Time

A. Read *Summer of the Mariposas*, Chapter 2 Excerpt – SL.8.1 (15 minutes)

- Review the learning target relevant to the work to be completed in this section of the lesson:

  "I can find the gist of chapter 2 of **Summer of the Mariposas."**

- Invite students to retrieve **Summer of the Mariposas**, and have them look back at their chapter 1 gist notes as a reminder of what was read in the previous lesson.

- Read aloud the excerpt of chapter 2 as students read along silently. Refer to the **Text Guide: *Summer of the Mariposas* (for teacher reference)** for excerpt, questions, and vocabulary. If students are able to read independently or in small groups, group students accordingly and set the time for them to read the excerpt.

- After the allotted reading time, distribute **Synopsis: *Summer of the Mariposas*, Chapter 2** to each student.

- Throughout the reading, students should record new words in their vocabulary logs. Collect Spanish words encountered on the same **chart paper of Spanish words**, inviting Spanish speakers to translate the words.

- After reading, give students 2 minutes to silently reflect on the text. Encourage them to consider how the chapter made them feel. They can write or sketch, or just sit and think.

- Direct students' attention to the **Work to Become Ethical People anchor chart**, and review "respect," "compassion," and "empathy" as needed before inviting students to share their reflections if they choose. Remind students that it is okay to have different feelings and reactions in response to the reading.

- Guide students through an intentional Back-to-Back and Face-to-Face protocol on the questions listed below:

  1. Have students find a partner (or assign partners) and stand back-to-back, being respectful of space.

  2. Have students wait for the question that they will be asked to discuss with their partner.

  3. Have students think about what they want to share and how they might best express themselves.

  4. When you say, "face to face," have students turn, face their partners, and decide who will share first (if you have not indicated that a certain person should go first).

  5. Have students listen carefully when their partner is speaking and be sure to make eye contact.

  6. When given the signal, students should find a new partner (or assign a new partner), stand back to back, and wait for the new question.

  7. This may be repeated for as many rounds as needed or appropriate.

- Pose questions orally and/or post them on the board.

  "What happened? What are the main events? How is the plot unfolding?" (We learn that Velia took the dead man's money, and she and Delia want to use it to take the dead man home to Mexico. Odilia, on the other hand, thinks this is too dangerous and reminds the girls that they have no way to get there. Odilia feels responsible for her sisters and

is worried about getting in trouble with the authorities or with her mother for even being at the swimming hole to begin with. Odilia goes to speak with her mother, but her mother will not talk to her because she is busy at work. So, Odilia makes up a plan to pretend she is going to a sleepover and then act as if she is their mother coming home from work so that the girls will not leave the house. However, the girls still attempt to leave, and, in the end, Odilia jumps in the car with them.)

"What is the gist? What is this chapter mostly about?" (This chapter is mostly about how the sisters continue to argue about what to do, and even though Odilia tries to stop them, they eventually all get in the car to drive to Mexico.)

"In what ways did characters show respect or empathy in this chapter? Did any characters face challenges in showing respect and/or empathy?" (Odilia feels responsible for her family and tries to prevent them for traveling to Mexico to return the body. She is showing empathy in her own way. On the other hand, Juanita thinks it is respectful to return the body to his family, and motivates them to do so. The sisters are challenged in their ability to understand each other's perspectives or motives, which makes it difficult for them to show empathy for one another.) Direct students to the Working to be Ethical People anchor chart for reference.

- If productive, use a Goal 1 Conversation Cue to encourage students to expand their ideas by giving examples.

    "Can you say more about that?"

    "Can you give an example?"

- Invite a student to paraphrase the key points in more comprehensible language for those who need heavier support. ▲

- Invite students to record the gist (key words, not full sentences) onto a **sticky note**, sticking it at the front of the chapter for quick reference (e.g., ch2: Odilia tries to stop them, but sisters get in car to go to Mexico). Alternatively, give students a different option for recording gist, such as writing a margin note or using a graphic organizer that they will return to in the future.

- Think-Pair-Share:

    "What is your point of view on this situation? Did the girls do the right thing? Why or why not?" (Student responses will vary, but may include the following: no, because stealing a car is not only against the law, but is also very dangerous.)

- Ensure students are made aware of the danger and consequences of this kind of action and of the appropriate action instead.

- Select a page from the text, and invite students to suggest academic and domain-specific words on that page to check their understanding for these definitions.

- Invite students to reflect on their progress toward the relevant learning target, using a checking for understanding technique—for example, showing thumbs-up or traffic light signal cards. Scan student responses, and make a note of students who might need support. Check in with them moving forward.

Work Time

B. Analyze Point of View: *Summer of the Mariposas,* **Chapters 1–2 Excerpts – RL.8.6 (15 minutes)**

- Review the learning target relevant to the work to be completed in this section of the lesson:

  "I can explain what effect is created by differences in the points of view of the characters and the reader in the chapter 2 excerpt of Summer of the Mariposas.*"*

- Direct students' attention to the **Analyze Point of View anchor chart**, and invite a volunteer to read the definition of *point of view* aloud. Draw connections between the selected response question asked at the beginning of the lesson and the definition on the anchor chart.

- Invite students to turn to page 32. Read aloud the excerpt beginning at "What are you doing here?" on page 32 and ending at "it's not an emergency" on page 33 as students read along silently.

- Think-Pair-Share:

  "From what point of view is this novel written? How do you know?" (First person, because the narrator says "I.")

  "Who is the narrator? Who is talking to Mama? How do you know?" (Odilia, because she is the narrator of the novel.)

- Distribute **QuickWrite:** *Summer of the Mariposas,* **Chapter 2**, and invite students to read the directions and prompt aloud chorally:

  "From reading this excerpt, what do you, the reader, know that Mama doesn't know? What effect does this create?"

- Using the directions on the student material, ensure students understand what a QuickWrite is, and invite them to work in pairs on their QuickWrite. Tell students that this is a first attempt at answering a question like this, so they don't need to worry about getting everything right. This exercise is to see what they notice.

- After 5 minutes, invite students to share out their ideas with the whole group. Listen for students to explain that the reader knows that there really is an emergency because the girls found a body and want to take it back to Mexico, and it creates a sense frustration because we want Mama to listen to Odilia to help her solve this problem. See **QuickWrite:** *Summer of the Mariposas,* **Chapter 2 (example for teacher reference).**

- As students respond, model completing the Analyze Point of View anchor chart. See **Analyze Point of View anchor chart (example for teacher reference).**

- Read aloud as students read chorally the question on the Analyze Point of View anchor chart and then Think-Pair-Share their ideas about the answer:

  "How does the author use differences in the points of view of the characters and the reader to create effects like suspense or humor?" (Using first person point of view, the author enables the reader to see some events that the other characters don't see.)

- Record this strategy under the question on the anchor chart. See Analyze Point of View anchor chart (example for teacher reference).

■ Ensure students understand that, particularly in a first person point of view narrative, by showing experiences that the narrator has that other characters haven't had, the author can have a certain effect on the reader. Knowing things that the characters don't yet and might never know can make the reader feel particularly anxious or amused, or even excited. Remind students that thinking about the difference in points of view between the reader and the characters may make their own narratives more interesting when they write them in Unit 2.

Closing and Assessment

A. Exit Ticket: Analyze Point of View: *Summer of the Mariposas*, **Chapter 2 Excerpt – RL.8.6 (5 minutes)**

■ Display and distribute the **Exit Ticket: Analyze Point of View:** *Summer of the Mariposas,* **Chapter 2 excerpt**, and invite students to use the Strategies to Answer Selected Response Questions anchor chart to select the appropriate responses on the exit ticket. Read aloud the responses for students who need to hear them.

■ Invite students to reflect on their progress toward the relevant learning target, using a checking for understanding technique—Thumb-O-Meter. Scan student responses, and make a note of students who might need support. Check in with them moving forward.

■ Collect exit tickets.

Homework

A. Determine the Meaning of Unfamiliar Vocabulary

■ Using **Homework: Unfamiliar Vocabulary:** *Summer of the Mariposas,* **Chapter 2**, students answer a combination of selected response and short constructed response questions that ask them to determine the meaning of unfamiliar vocabulary and state their strategies for doing so.

B. Preread Anchor Text

■ Students should preread chapter 3 of *Summer of the Mariposas* in preparation for studying an excerpt from the chapter in the next lesson.

Mid-Unit 1 Assessment: Analyze Point of View: *Summer of the Mariposas*, Chapter 9

(For Teacher Reference)

Students read a new chapter from *Summer of the Mariposas*. Then students use strategies to determine the meaning of unfamiliar words in selected response questions. Students also respond to short response questions, analyzing points of view. Students make sure to include textual evidence to support their responses throughout the assessment.

CCSS Assessed

- **RL.8.1:** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

- **RL.8.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

- **RL.8.6:** Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

- **RL.8.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

- **L.8.4:** Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- **L.8.4a:** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- **L.8.4b:** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).

- **L.8.4c:** Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

- **L.8.4d:** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- **L.8.5a:** Interpret figures of speech (e.g. verbal irony, puns) in context.

- **L.8.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Mid-Unit 1 Assessment: Analyze Point of View: *Summer of the Mariposas*, Chapter 9

(Answers for Teacher Reference)

Part I

Directions: Reread each quote from chapter 9 of *Summer of the Mariposas*. Then answer the question(s).

1. "It is a **sedative** more potent than any sleeping pill you can buy at a *farmacia*."

   Which word in this sentence <u>best</u> helps in understanding the meaning of **sedative**? (L.8.4b)

   A. potent

   B. sleeping

   C. *farmacia*

   D. <u>pill</u>

2. "My husband angered the ancient ones and I've been paying for it ever since, doomed to **dwell** in this empty shell of a house."

   What does **dwell** most likely mean in this sentence? (L.8.4a, L.8.6)

   A. pay for

   B. clean

   C. sleep

   D. <u>live in</u>

3. "And no one—absolutely no one—is allowed to **mock** me!"

   Use a print or online dictionary. Below, copy the meaning of the word **mock** as it is used in this sentence. (L.8.4c, L.8.4d, L.8.6)

   to make fun of in a mean way (definition from Wordsmyth.net)

4. "I made my way back to the bed and sat on the edge because the room was still **spinning a little**."

   Part A

   How does Odilia feel after La Llorona gives her the sprigs of *jojotle*? (RL.8.4)

   Odilia feels very sick and dizzy.

Part B

How do the words in bold add to the reader's understanding of how Odilia feels? (RL.8.4, L.8.5a)

The words help the reader understand that Odilia is so dizzy that it looks

like things are spinning around.

5. "What we saw was not the same house we had believed we had **inhabited** if only for a day."

    Part A

    Complete the chart below to break up the word **inhabited** into a prefix, Latin root, and suffix. You may use your affix list as a resource. (L.8.4b)

	inhabited	Meaning
Prefix	in-	into, in, on, upon
Latin Root	habitare	dwell, live
Suffix	-ed	past tense

    Part B

    Use what you know about these word parts to write a definition of **inhabited** in your own words. (RL.8.4, L.8.6)

    Inhabit means to dwell, or live, in.

6. Carefully read these two sentences:

    "You must prepare yourself for the **confrontation** that will ensue with her arrival."

    "You must prepare yourself for the **encounter** that will ensue with her arrival."

    The words in bold have very similar meanings. How does the author's choice to use the word **confrontation** affect our understanding of the first sentence? (RL.8.4, L.8.4c, L.8.6)

    A. It implies that the meeting will be a surprise.

    B. It emphasizes how soon Cecilia will be there.

    C. It suggests that they have met before.

    D. <u>It warns that there will be a conflict or problem.</u>

Part II

Directions: Use the text to answer these questions about the author's craft in chapter 9 of *Summer of the Mariposas*.

7. "'Whoa! Someone got a wicked makeover!'" Delia said, bursting into peals of laughter."

Part A

When Delia says these lines, what does the reader know that Delia does not know? (RL.8.6)

A. <u>that Cecilia has been disguising her appearance</u>

B. that Cecilia is evil

C. that Cecilia has taken off her makeup

D. that Cecilia is actually beautiful

Part B

What effect does this create?

A. The lines create suspense for the reader.

B. <u>The lines create a humorous feeling for the reader.</u>

C. The lines create a feeling of surprise for the reader.

D. The lines create a feeling of dread for the reader.

8. "'Come on, old woman, what are you waiting for?' Juanita yelled from behind me, to which Cecilia responded with a bloodcurdling wail that made us all stop. 'Come on, give it your best shot!'"

Part A

At this point in the chapter, what does the reader know that Juanita does not? (RL.8.6)

A. that Cecilia is a witch

B. that Cecilia could easily be defeated

C. <u>that La Llorona had warned the girls to remain kind and honorable on this journey</u>

D. that La Llorona had given the girls a secret tonic to use against Cecilia

Part B

Which line from the text best supports your response? (RL.8.1)

A. "I wondered if it was her miraculous tonic making me feel so weightless and swift."

B. "I stood in front of the girls, ready to protect them from the witch's rage."

C. <u>"Be courageous but remember to also be noble and everything will be all right."</u>

D. "Her hair, however, was as gray and dusty as moth wings . . . ."

Part C

How does the author use the narrator's point of view and Juanita's taunting to create tension in this scene? Use details from the text to support your response.

In this scene Juanita's words create tension because the reader knows that

La Llorona has told Odilia that everything would be alright as long as the

girls stay "good hearted." Juanita does not know this when she makes fun

of Cecilia. Her teasing is mean, and the reader knows that this is going to

cause some kind of trouble for the sisters later on.

All quotations in this assessment from:
McCall, Guadalupe Garcia. *Summer of the Mariposas*. Lee & Low, New York, 2012.

Mid-Unit 1 Assessment: Analyze Point of View: *Summer of the Mariposas,* Chapter 9

Name: _____ **Date:**_____

Part I

Directions: Reread each quote from chapter 9 of *Summer of the Mariposas.* Then answer the question(s).

1. "It is a **sedative** more potent than any sleeping pill you can buy at a *farmacia*."

    Which word in this sentence <u>best</u> helps in understanding the meaning of **sedative**? (L.8.4b)

    A. potent

    B. sleeping

    C. *farmacia*

    D. pill

2. "My husband angered the ancient ones and I've been paying for it ever since, doomed to **dwell** in this empty shell of a house."

    What does **dwell** most likely mean in this sentence? (L.8.4a, L.8.6)

    A. pay for

    B. clean

    C. sleep

    D. live in

3. "And no one—absolutely no one—is allowed to **mock** me!"

    Use a print or online dictionary. Below, copy the meaning of the word **mock** as it is used in this sentence. (L.8.4c, L.8.4d, L.8.6)

    _____

    _____

    _____

4. "I made my way back to the bed and sat on the edge because the room was still **spinning a little**."

    Part A

    How does Odilia feel after La Llorona gives her the sprigs of *jojotle*? (RL.8.4)

    _____

    _____

    _____

    _____

    Part B

    How do the words in bold add to the reader's understanding of how Odilia feels? (RL.8.4, L.8.5a)

    _____

    _____

    _____

    _____

5. "What we saw was not the same house we had believed we had **inhabited** if only for a day."

    Part A

    Complete the chart below to break up the word **inhabited** into a prefix, Latin root, and suffix. You may use your affix list as a resource. (L.8.4b)

		Meaning
Prefix		
Latin Root		
Suffix		

Part B

Use what you know about these word parts to write a definition of **inhabited** in your own words. (RL.8.4, L.8.6)

_____

_____

_____

6. Carefully read these two sentences:

   "You must prepare yourself for the **confrontation** that will ensue with her arrival."

   "You must prepare yourself for the **encounter** that will ensue with her arrival."

   The words in bold have very similar meanings. How does the author's choice to use the word **confrontation** affect our understanding of the first sentence? (RL.8.4, L.8.4c, L.8.6)

   A. It implies that the meeting will be a surprise.

   B. It emphasizes how soon Cecilia will be there.

   C. It suggests that they have met before.

   D. It warns that there will be a conflict or problem.

Part II

Directions: Use the text to answer these questions about the author's craft in chapter 9 of *Summer of the Mariposas*.

7. "'Whoa! Someone got a wicked makeover!'" Delia said, bursting into peals of laughter."

   Part A

   When Delia says these lines, what does the reader know that Delia does not know? (RL.8.6)

   A. that Cecilia has been disguising her appearance

   B. that Cecilia is evil

   C. that Cecilia has taken off her makeup

   D. that Cecilia is actually beautiful

Part B

What effect does this create?

A. The lines create suspense for the reader.

B. The lines create a humorous feeling for the reader.

C. The lines create a feeling of surprise for the reader.

D. The lines create a feeling of dread for the reader.

8. "'Come on, old woman, what are you waiting for?' Juanita yelled from behind me, to which Cecilia responded with a bloodcurdling wail that made us all stop. 'Come on, give it your best shot!'"

Part A

At this point in the chapter, what does the reader know that Juanita does not? (RL.8.6)

A. that Cecilia is a witch

B. that Cecilia could easily be defeated

C. that La Llorona had warned the girls to remain kind and honorable on this journey

D. that La Llorona had given the girls a secret tonic to use against Cecilia

Part B

Which line from the text best supports your response? (RL.8.1)

A. "I wondered if it was her miraculous tonic making me feel so weightless and swift."

B. "I stood in front of the girls, ready to protect them from the witch's rage."

C. "Be courageous but remember to also be noble and everything will be all right."

D. "Her hair, however, was as gray and dusty as moth wings . . . ."

Part C

How does the author use the narrator's point of view and Juanita's taunting to create tension in this scene? Use details from the text to support your response.

_____

_____

_____

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_____

12.2	Module Overview

"I ask for, not at once no government, but *at once* a better government."

Texts	**Unit 1:** "Ideas Live on" by Benazir Bhutto; "Civil Disobedience" by Henry David Thoreau
	Unit 2: *The Tragedy of Julius Caesar* by William Shakespeare
Number of Lessons in Module	41 (including Module Performance Assessment)

Introduction

In this module, students read and analyze two literary nonfiction texts and a drama, examining how the texts treat similar central ideas.

Over the course of Module 12.2, students practice and refine their informative writing and speaking and listening skills through formative assessments, and apply these skills in the Mid-Unit and End-of-Unit Assessments as well as the Module 12.2 Performance Assessment. Module 12.2 consists of two units: 12.2.1 and 12.2.2.

In 12.2.1, students first read "Ideas Live On," a speech that Benazir Bhutto delivered in 2007. Students consider how Bhutto introduces and develops central ideas in the text, such as exercise of power and the relationship between the individual and the state, paying particular attention to her use of rhetoric. Next, students analyze the complex ideas and language in Henry David Thoreau's essay, "Civil Disobedience." In addition to exploring Thoreau's ideas, students consider the power of his language, in particular how his use of rhetoric and figurative language establishes his point of view.

In 12.2.2, students read William Shakespeare's *The Tragedy of Julius Caesar* in its entirety. Students continue to work with central ideas such as the relationship between the individual and the state and exercise of power, as well as new central ideas of social bonds and ethics of honor. Students' work with *Julius Caesar* includes exploring Shakespeare's craft in structuring the play and developing characters, along with analyzing the impact of powerful rhetorical language, not only on the aesthetic effects of the

play but also on the plot. In addition, students refine their speaking and listening skills as they prepare to present small-group dramatic readings of key scenes from the play.

Students' engagement with Bhutto, Thoreau, and Shakespeare over the course of Module 12.2 prepares them for the Module 12.2 Performance Assessment. Students first engage in a fishbowl discussion in which they consider one of three possible prompts from the point of view of an author or character from the Module 12.2 texts. Students then write a multi-paragraph response to one of the possible prompts from their own perspective, drawing upon evidence from the texts.

Students also continue their Accountable Independent Reading (AIR) in Module 12.2. Although students are expected to continue to read independently several nights a week, in-class discussion and check-ins around AIR occur less frequently, to encourage greater individual responsibility. Students may also engage in Accountable Independent Writing (AIW) in 12.2.1 through optional written homework assignments that scaffold toward an alternate End-of-Unit Assessment prompt.

Literacy Skills & Habits

- Read closely for textual details.
- Annotate texts to support comprehension and analysis.
- Engage in productive, evidence-based discussions about texts.
- Collect and organize evidence from texts to support analysis in writing.
- Make claims about texts using specific textual evidence.
- Use vocabulary strategies to define unknown words.
- Trace the development of ideas over the course of the text.
- Examine the use and refinement of a key term over the course of the text.
- Paraphrase and quote relevant evidence from texts.
- Independently preview texts in preparation for supported analysis.
- Independently develop questions for further textual analysis.
- Write informative texts to examine and convey complex ideas.
- Independently practice the writing process outside of class.
- Use rubrics and checklists for self-assessment of writing and discussion.
- Practice speaking and listening skills in preparation for a dramatic reading performance.

English Language Arts Outcomes

Yearlong Target Standards

These standards embody the pedagogical shifts required by the Common Core State Standards and will be a strong focus in every English Language Arts module and unit in grades 9–12.

CCS Standards: 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.11-12.4	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.)
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.
CCS Standards: Reading—Informational Text	
RI.11-12.1.a	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. a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(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).
RI.11-12.10	By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
CCS Standards: Writing	
W.11-12.9.a,b	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "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").
	b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").
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.

CCS Standards: 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.

CCS Standards: Language	
L.11-12.4.a-d	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.
	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).
	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Module-Specific Assessed Standards

These standards will be the specific focus of instruction and assessment, based on the texts studied and proficiencies developed in this module.

College and Career Readiness Anchor Standards for Reading	
CCRA.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance of and sufficiency of the evidence.
CCS Standards: 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.)
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.
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.11-12.11	Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and philosophically by making connections to: other texts, ideas, cultural perspectives, eras, personal events, and situations.
CCS Standards: 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.11-12.6	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.

CCS Standards: Writing	
W.11-12.2.a-f	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. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
CCS Standards: Speaking & Listening	
SL.11-12.1.a,c	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. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCS Standards: Language	
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2.a,b	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.
L.11-12.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Addressed Standards

These standards will be addressed at the unit or module level, and may be considered in assessment, but will not be the focus of extended instruction in this module.

College and Career Readiness Anchor Standards for Reading	
CCRA.R.6	Assess how point of view or purpose shapes the content and style of a text.
CCRA.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CCS Standards: Reading – Literature	
None.	
CCS Standards: Reading – Informational Text	
None.	
CCS Standards: Writing	
W.11-12.9.a,b	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply *grades 11–12 Reading standards* to literature (e.g., "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"). b. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "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

	Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").
CCS Standards: Speaking & Listening	
SL.11-12.1.b	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. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
CCS Standards: Language	
L.11-12.4.a-c	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. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.11-12.5.b	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Analyze nuances in the meaning of words with similar denotations.

Module Performance Assessment

Prompt

In this three-lesson Performance Assessment, students analyze complex ideas about government, power, and democracy from the perspectives of different authors and characters from the Module 12.2 texts. Students engage in an in-depth discussion of three prompts and then choose one prompt as the focus of a multi-paragraph written analysis.

Prompts:

- Is democracy "the last improvement possible in government" (Thoreau, part 3, par.19)?
- What is the role and responsibility of government?
- Who should have the power to make decisions in a society?

Lesson 1

In Lesson 1, students discuss the Performance Assessment prompts in small groups, from the perspective of a character or author from one of the Module 12.2 texts. Each student group considers one of the following perspectives: Bhutto (author), Thoreau (author), Brutus (character), or Antony (character). Student groups discuss each of the Performance Assessment prompts from the perspective of their assigned author or character. Groups gather textual evidence to make inferences about their character or author's response to each prompt. For homework, students review their notes from this lesson and identify additional evidence from each Module 12.2 text that supports analysis of the Performance Assessment prompts.

Lesson 2

In Lesson 2, students participate in a fishbowl conversation in which a representative from each group discusses each of the Performance Assessment prompts from the point of view of the group's assigned author or character. At each point in the fishbowl conversation, one student represents each of the following four perspectives: Bhutto, Thoreau, Brutus, and Antony. Students use the Speaking and Listening Rubric and Checklist for standard SL.11-12.4 to guide their discussion and to help them present their ideas and information clearly.

Four students at a time—each student representing a different author or character—enter the fishbowl conversation and respond to one of the Performance Assessment prompts. After students have discussed the prompt for about three minutes, students exit the fishbowl, and four new students enter the fishbowl. After all students have participated in the fishbowl discussion, students form pairs with the partners they identified earlier in the lesson and briefly peer-assess their

application of standard SL.11-12.4 during the conversation. Students use the 12.2 Performance Assessment Rubric to assess their application of SL.11-12.4.

For homework, students review their notes, annotations, and tools associated with the Module 12.2 texts and select one of the Performance Assessment prompts as a focus for a multi-paragraph written response.

Lesson 3

In Lesson 3, students synthesize their understanding of the various perspectives presented in the previous lesson's fishbowl discussions as they independently draft a multi-paragraph response to one of the Performance Assessment prompts. Students write the response from their own perspectives, supporting their analysis with evidence drawn from each of the Module 12.2 texts. Students review the 12.2 Performance Assessment Text Analysis Rubric and Checklist and have the remainder of the class time to draft a multi-paragraph written response one of the Performance Assessment prompts. Students write the response from their own perspective and use evidence from all three module texts to support their analysis. Students who finish early use the remainder of the class period to edit and revise their responses.

Texts

Unit 1: "[A] free and enlightened state."
Bhutto, Benazir. "Ideas Live On." http://benazir.bhutto.org/
Thoreau, Henry David. "Civil Disobedience." http://thoreau.eserver.org/civil.html
Unit 2: "Th'abuse of greatness is when it disjoins / remorse from power."
Shakespeare, William. *The Tragedy of Julius Caesar*, eds. Barbara A. Mowat and Paul Werstine. New York: Simon & Schuster, 1992.

Module-at-a-Glance Calendar

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1: "[A] free and enlightened state."				
"Ideas Live On" (Benazir Bhutto)	16	• Read closely for textual details.	**CCRA.R.8** CCRA.R.9 **RI.11-12.2**	**End-of-Unit:** Students write a formal, multi-paragraph

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
"Civil Disobedience" (Henry David Thoreau)		• Annotate texts to support comprehension and analysis. • Engage in productive evidence-based discussions about texts. • Collect and organize evidence from texts to support analysis in writing. • Make claims about texts using specific textual evidence. • Use vocabulary strategies to define unknown words. • Trace the development of ideas over the course of the text. • Examine the use and refinement of a key term over the course of the text. • Delineate and evaluate the reasoning in a text. • Paraphrase and quote relevant evidence from texts. • Independently preview texts in preparation for supported analysis.	**RI.11-12.3** **RI.11-12.6** **W.11-12.2.a-f** W.11-12.9.b **SL.11-12.1.a, c** **L.11-12.1** **L.11-12.2.a, b** L.11-12.4.a- c **L.11-12.5.a**	response to the following prompt: What does Thoreau mean by "a better government"?

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		• Independently develop questions for further textual analysis. • Write informative texts to convey complex ideas. • Independently practice the writing process outside of class. • Use rubrics and checklists for self-assessment of discussion.		
Unit 2: "Th'abuse of greatness is when it disjoins / remorse from power."				
Julius Caesar (William Shakespeare)	22	• Read closely for textual details. • Annotate texts to support comprehension and analysis. • Engage in productive evidence-based discussions about the text. • Collect and organize evidence from the text to support analysis in writing. • Make claims about texts using specific textual evidence. • Use vocabulary strategies to define unknown words.	CCRA.R.6 **RL.11-12.2** **RL.11-12.3** **RL.11-12.4** **RL.11-12.5** **RL.11-12.6** **W.11-12.2.a-f** W.11-12.9.a SL.11-12.1.b, c **SL.11-12.6** **L.11-12.1** **L.11-12.2.a, b** L.11-12.4.a, c L.11-12.5.a, b	**Mid-Unit:** Students write a formal, multi-paragraph response to the following prompt: Is Caesar's death a "sacrifice" or a "butchery"? **End-of-Unit:** Students write a formal, multi-paragraph response to the following prompt: Explain how the title *The Tragedy of Julius Caesar* is appropriate for the play, or propose a new title and explain why it is more appropriate.

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
		• Trace the development of ideas over the course of the text.		
		• Examine the use and refinement of a key term over the course of the text.		
		• Paraphrase and quote relevant evidence from the text.		
		• Independently preview text in preparation for supported analysis.		
		• Independently develop questions for further textual analysis.		
		• Write informative texts to examine and convey complex ideas.		
		• Use rubrics and checklists for self-assessment and peer review of writing.		
		• Practice speaking and listening skills in preparation for an interpretive dramatic reading performance.		

Note: Bold text indicates targeted standards that will be assessed in the module.

12.2.1 | Lesson 12

Introduction

In this lesson, students read part 2, paragraphs 13 and 14 of "Civil Disobedience" (from "I have paid no poll-tax for six years" to "live according to its nature, it dies; and so a man"), in which Thoreau recounts his night in prison and explains how this experience influenced his perspective on his relationship to the state. Students discuss and analyze how Thoreau develops his point of view that the individual cannot be controlled by the state. Student learning is assessed via a Quick Write at the end of the lesson: How does Thoreau develop his point of view in part 2, paragraphs 13 and 14?

For homework, students review central ideas in part 2, identify at least one central idea, and add at least two central ideas to their Central Ideas Tracking Tools. Additionally, students preview part 3, paragraphs 1–8, box unfamiliar words and look up their definitions, and respond briefly in writing to a series of questions.

Standards

Assessed Standard(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.
Addressed Standard(s)	
W. 11-12.9.b	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "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 Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").
L. 11-12.4.c	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. c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage
L. 11-12.5.a	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

Assessment

Assessment(s)
Student learning is assessed via a Quick Write at the end of the lesson. Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text. •   How does Thoreau develop his point of view in part 2, paragraphs 13 and 14?
High Performance Response(s)
A High Performance Response should: •   Identify Thoreau's point of view in part 2, paragraphs 13 and 14 (e.g., the individual cannot be controlled by the state). •   Analyze how Thoreau develops his point of view (e.g., In paragraphs 13 and 14, Thoreau expresses his point of view that the individual cannot be controlled by the state because the state relies solely upon "superior physical strength" to control individuals, and so fails to control the "intellectual or moral" aspects of a man's "senses" (part 2, par. 14). Thoreau develops and supports his point of view by recounting his night in jail, during which he realizes that the state's attempt to control him by imprisoning him is ineffective "foolishness" (part 2, par. 13). Although jail may restrict and "punish" Thoreau's body, it cannot control his thoughts or "meditations," which are far more "dangerous" and remain "free" (part 2, par. 13). In paragraph 14, Thoreau develops his point of view further by using the metaphor of an acorn and a chestnut to compare the individual and the state: neither has any power over the other, but rather they must coexist if they are both to live. Since, according to Thoreau, there is no "higher law" that gives one power over the other, each must be allowed to "obey their own laws," or "live according to [their] nature" or they will "die" (part 2, par. 14).).

Vocabulary

Vocabulary to provide directly (will not include extended instruction)

- poll-tax (n.) – a tax that each adult has to pay in order to vote in an election
- avail (v). – to be useful or helpful to (someone or something)
- underbred (adj.) – having inferior breeding or manners; vulgar
- blunder (n.) – a gross, stupid, or careless mistake
- let (n.) – something that impedes; obstruction
- higher law (n.) – a principle of divine or moral law that is considered to be superior to constitutions and enacted legislation
- strait (n.) – a position of difficulty, distress, or need
- inert (adj.) – having no inherent power of action, motion, or resistance

Vocabulary to teach (may include direct word work and/or questions)

- None.

Additional vocabulary to support English Language Learners (to provide directly)

- confined (adj.) – kept within limits; prevented from going beyond a particular limit, area, etc.
- mortar (n.) – a wet substance that is spread between bricks or stones that holds them together when it hardens
- meditations (n.) – the act or process of spending time in quiet thought
- hindrance (n.) – the act of making it difficult for someone to act or for something to be done
- half-witted (adj.) – foolish or stupid
- timid (adj.) – feeling or showing a lack of courage or confidence
- sense (n.) – a faculty or function of the mind
- senses (n.) – any one of the five natural powers (touch, taste, smell, sight, and hearing) through which one receives information about the world around one
- wit (n.) – an ability to say or write things that are clever and usually funny
- fashion (n.) – a specified way of acting or behaving
- snivel (v.) – to complain or cry in an annoying way

Lesson Agenda/Overview

Student-Facing Agenda	% of Lesson
Standards & Text: • Standards: RI.11-12.6, W.11-12.9.b, L.11-12.4.c, L.11-12.5.a • Text: "Civil Disobedience" by Henry David Thoreau, Part 2, paragraphs 13–14	
Learning Sequence: 1. Introduction of Lesson Agenda 2. Homework Accountability 3. Reading and Discussion 4. Quick Write 5. Closing	1. 5% 2. 20% 3. 60% 4. 10% 5. 5%

Materials

- Student copies of the Short Response Rubric and Checklist (refer to 12.2.1 Lesson 1) (optional)
- Student copies of the Central Ideas Tracking Tool (refer to 12.2.1 Lesson 4)—students may need additional blank copies

Learning Sequence

How to Use the Learning Sequence	
Symbol	**Type of Text & Interpretation of the Symbol**
10%	Percentage indicates the percentage of lesson time each activity should take.
no symbol	Plain text indicates teacher action.
	Bold text indicates questions for the teacher to ask students.
	Italicized text indicates a vocabulary word.
▶	Indicates student action(s).
💬	Indicates possible student response(s) to teacher questions.
ⓘ	Indicates instructional notes for the teacher.

Activity 1: Introduction of Lesson Agenda   5%

Begin by reviewing the agenda and the assessed standard for this lesson: RI.11-12.6. In this lesson, students read part 2, paragraphs 13 and 14 of "Civil Disobedience" (from "I have paid no poll-tax for six years" to "live according to its nature, it dies; and so a man") and analyze how Thoreau develops his point of view over the course of this passage.

- Students look at the agenda.

Activity 2: Homework Accountability   20%

Instruct students to take out their responses to the previous lesson's homework assignment. (Read part 2, paragraphs 10–12 of "Civil Disobedience." Respond briefly in writing to the following questions.) Instruct students to Turn-and-Talk in pairs about their responses.

What relationship does Thoreau establish between wealth and morality in part 2, paragraph 10?

- Thoreau argues, "the more money, the less virtue" (part 2, par. 10), or that wealth compromises the morality of the individual. Thoreau explains that when people make a lot of money, the important questions they ask themselves that establish their "moral ground" are replaced with the single "hard but superfluous" question of "how

to spend" their money (part 2, par. 10). In other words, wealthy individuals are guided by thoughts of their wealth, rather than their consciences.

What advice does Thoreau offer those who are afraid to "deny the authority" of the state (part 2, par. 11)? What is the rationale behind this advice?

- Student responses should include:

  ○ Thoreau advises those who are afraid to deny the authority of the state to "live within yourself, and depend upon yourself" (part 2, par. 11). To Thoreau, this means that one should not "accumulate property" or gather many possessions; one should "hire or squat" on land rather than buy it; and one should "raise but a small crop" to grow only enough food to eat (part 2, par. 11).

  ○ Thoreau believes that if people rely upon themselves rather than the government, then the government has no "right to [their] property and life," and therefore has no means by which to punish them (part 2, par. 11).

How does Thoreau develop the central idea of the relationship between the individual and the state in part 2, paragraphs 10-12?

- Thoreau's advice to give up worldly possessions and live simply and self-reliantly develops the idea of the relationship between the individual and the state by suggesting that the individual must be completely independent from the state, and not rely upon the state for anything.

Lead a brief whole-class discussion of student responses.

Activity 3: Reading and Discussion   60%

Instruct students to form small groups. Post or project each set of questions below for students to discuss. Instruct students to continue to annotate the text as they read and discuss (W.11-12.9.b).

- If necessary to support comprehension and fluency, consider using a masterful reading of the focus excerpt for the lesson.

- **Differentiation Consideration**: Consider posting or projecting the following guiding question to support students in their reading throughout this lesson:

  How much control does Thoreau believe the state has over an individual?

Instruct student groups to read part 2, paragraph 13 (from "I have paid no poll-tax for six years" to "I lost all my remaining respect for it, and pitied it") and answer the following questions before sharing out with the class.

Provide students with the definitions of *poll-tax*, *avail*, *underbred*, *blunder*, and *let*.

- Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the group.

  - Students write the definitions of *poll-tax*, *avail*, *underbred*, *blunder*, and *let* on their copies of the text or in a vocabulary journal.

- **Differentiation Consideration:** Consider providing students with the definitions of *confined*, *mortar*, *meditations*, *hindrance*, *half-witted*, and *timid*.

  - Students write the definitions of *confined*, *mortar*, *meditations*, *hindrance*, *half-witted*, and *timid* on their copies of the text or in a vocabulary journal.

What does Thoreau's statement that he was "treated … as if [he] were mere flesh and blood and bones" suggest about how he views his role in society (part 2, par. 13)?

- The phrase "as if" implies that this belief is misplaced, and therefore suggests that Thoreau understands himself as more than "flesh and blood and bones" (part 2, par. 13), or more than his physical body. Thoreau's use of the word *mere* suggests that these physical components are relatively unimportant, and suggests that Thoreau believes that prison is not "the best use [the state] could put [him] to" (part 2, par. 13), because there is something more important, or essential, about him than his body (part 2, par. 13).

How does Thoreau's experience in jail support his point of view that jail is a "foolish[] … institution" (part 2, par. 13)?

- Rather than feeling "confined" in jail, Thoreau feels as if he is more "free" than his "townsmen" who are not imprisoned (part 2, par. 13), because the jail operates on the mistaken idea that Thoreau is only his physical body, or "mere flesh and blood and bones, to be locked up" (part 2, par. 13). Although the jail can confine Thoreau's body, it has not "locked the door" on his "meditations" or thoughts, which are the most "dangerous" or powerful part of him (part 2, par. 13). Thoreau's feeling of freedom supports his point of view that jail is a foolish institution, because the state's attempt to punish or confine Thoreau by putting him in jail has failed, and actually results in the opposite effect.

How does Thoreau's night in jail affect his relationship with the state?

- After spending a night in jail, Thoreau loses all "respect" for the state because he sees that the punishment it has devised for him is ineffective "foolishness," because it does not take into account the power of his thoughts (part 2, par. 13). Thoreau sees this misjudgment as evidence that the state is "half-witted," or stupid, and "timid," or cowardly. He therefore "lost all [his] remaining respect for it, and pitied it" (part 2, par. 13). Thoreau feels that he is superior to, or more powerful than, the state because of his intelligence.

Lead a brief whole-class discussion of student responses.

Instruct student groups to read part 2, paragraph 14 (from "Thus the State never intentionally confronts a man's sense" to "live according to its nature, it dies; and so a man") and answer the following questions before sharing out with the class.

Provide students with the definitions of *higher law*, *strait*, and *inert*.

- Students may be familiar with some of these words. Consider asking students to volunteer definitions before providing them to the group.
  - Students write the definitions of *higher law*, *strait*, and *inert* on their copies of the text or in a vocabulary journal.
- **Differentiation Consideration:** Consider providing students with the definitions of *sense*, *senses*, *wit*, *fashion*, and *snivel*.
  - Students write the definitions of *sense*, *senses*, *wit*, *fashion*, and *snivel* on their copies of the text or in a vocabulary journal.

According to Thoreau, with what are he and the state "armed" (part 2, par. 14)? How does Thoreau's account of his night in jail support this point of view?

- Student responses should include:
  - The state is "armed with … superior physical strength" rather than intellectual or moral superiority (part 2, par. 14), while he is armed with "superior wit or honesty" (part 2, par. 14).
  - Thoreau's account of his night in jail supports his statement that the state is "armed with … superior physical strength," because jail is an example of how the state tries to control citizens like Thoreau by "punish[ing] [his] body" (part 2, par. 13). Thoreau's account of his night in jail supports his point that he is armed with "superior wit or honesty" (part 2, par. 14); his "meditations," or thoughts, are

powerful enough to escape the confines of the jail, so he feels "free" even though he is imprisoned (part 2, par. 13).

- **Differentiation Consideration:** If students struggle, consider posing the following scaffolding question:

  How does Thoreau describe "wit or honesty" and "physical strength" (part 2, par. 14)? What does this description suggest about the purpose of these qualities?

  - Student responses should include:

    - Thoreau describes "wit or honesty" and "physical strength" (part 2, par. 14) as weapons, or elements with which one can be "armed" (part 2, par. 14).

    - This description suggests that Thoreau believes that "wit" and "strength" are sources from which individuals and the state can derive power, and use to their advantage in a conflict (part 2, par. 14).

Who has the power to "force" Thoreau (part 2, par. 14)? From where do they derive their power?

- Student responses should include:

  - Thoreau believes that the only people who have the power to force him are those who "obey a higher law" than himself (part 2, par. 14).

  - Since those who can "force" Thoreau are those who "obey a higher law," their power comes from intellectual or moral superiority over Thoreau, rather than physical superiority, as with the "masses of men" (part 2, par. 14).

- If students struggle with this analysis, consider defining *higher law* as "a principle of divine or moral law that is considered to be superior to constitutions and enacted legislation."

- **Differentiation Consideration**: Consider encouraging students to discuss how Thoreau uses the term *forced* in this passage, in order to draw out the ways in which physical force, as applied by the state, is secondary to the power of those acting in accordance to a higher law.

How does Thoreau's statement, "They only can force me who obey a higher law than I" (part 2, par. 14) develop his point of view about his relationship to the state?

- Thoreau's assertion that the only people who have the power to control him are those who are morally superior, or "obey a higher law" than he does, develops his point of view that the state, which relies only on "superior physical strength" (part 2, par. 14), has no power over Thoreau and "could not reach [him]" (part 2, par. 13).

How does Thoreau use figurative language to develop his point of view of his relationship with
the state? (L.11-12.5.a)

- Thoreau uses the metaphor of the acorn and the chestnut that "fall side by side" to develop his point of view that neither the individual nor the state has any "higher law" over the other. Rather, they must coexist. Thoreau explains, "the one does not remain inert to make way for the other, but both obey their own laws, and spring and grow and flourish as best they can" (part 2, par. 14). If the acorn and chestnut do not live independently and equally, then one of them will die: "If a plant cannot live according to its nature, it dies; and so a man" (part 2, par. 14). In other words, "higher law" does not give the state control over the individual. Individuals must be allowed to "obey their own laws," or "live according to [their] nature" or they will "die" (part 2, par. 14).

- **Differentiation Consideration**: If students struggle, consider providing the following scaffolding question:

  How does the phrase "and so a man" clarify the meaning of the metaphor of the acorn and the chestnut in the text (part 2, par. 14)?

  - The phrase "and so a man" clarifies that the metaphor of the acorn and the chestnut describes the relationship between the individual and the state.

 Lead a brief whole-class discussion of student responses.

- Consider asking students which passages they found difficult or problematic. Lead a brief whole-class discussion of student responses.

Activity 4: Quick Write   10%

Instruct students to respond briefly in writing to the following prompt:

How does Thoreau develop his point of view in part 2, paragraphs 13 and 14?

Instruct students to look at their annotations to find evidence. Ask students to use this lesson's vocabulary wherever possible in their written responses.

- Students listen and read the Quick Write prompt.

- Display the prompt for students to see, or provide the prompt in hard copy.

Transition to the independent Quick Write.

- Students independently answer the prompt using evidence from the text.

- See the High Performance Response at the beginning of this lesson.

- Consider using the Short Response Rubric to assess students' writing. Students may use the Short Response Rubric and Checklist to guide their written responses.

Activity 5: Closing   5%

Display and distribute the homework assignment. For homework, instruct students to add at least two ideas to their Central Ideas Tracking Tool and identify at least one central idea.

Additionally, instruct students to preview part 3, paragraphs 1–8 of "Civil Disobedience" (from "The night in prison was novel and interesting enough" to "This is the whole history of 'My Prisons'"). Direct students to box any unfamiliar words and look up their definitions. Instruct them to choose the definition that makes the most sense in context and write a brief definition above or near the word in the text (L.11-12.4.c). Additionally, instruct students to respond briefly in writing to the following questions:

How does Thoreau describe his experience in the jail?

What effect does Thoreau create through his descriptions of the jail?

What does Thoreau do when he is freed from jail? How do his descriptions of his actions develop a central idea?

Ask students to use this lesson's vocabulary wherever possible in their written responses.

- Students follow along.

Homework

Add at least two ideas to your Central Ideas Tracking Tool and identify at least one central idea.

Additionally, preview part 3, paragraphs 1–8 of "Civil Disobedience" (from "The night in prison was novel and interesting enough" to "This is the whole history of 'My Prisons'"), and box any unfamiliar words and look up their definitions. Choose the definition that makes the most sense in context, and write a brief definition above or near the word in the text.

Additionally, respond briefly in writing to the following questions:

How does Thoreau describe his experience in the jail?

What effect does Thoreau create through his description of the jail?

What does Thoreau do when he is freed from jail? How do his descriptions of his actions develop a central idea?

Use this lesson's vocabulary wherever possible in your written responses.

12.2.1 End-of-Unit Assessment

Text-Based Response

Your Task: Rely on your reading and analysis of "Civil Disobedience" to write a well-developed response to the following prompt:

What does Thoreau mean by "a better government"? Use evidence from throughout the text to support your response.

Your writing will be assessed using the 12.2.1 End-of-Unit Text Analysis Rubric.

Guidelines

Be sure to:
- Closely read the prompt
- Address all elements of the prompt in your response
- Paraphrase, quote, and reference relevant evidence to support your claim
- Organize your ideas in a cohesive and coherent manner
- Maintain a formal style of writing
- Follow the conventions of standard written English

CCSS: RI.11-12.2, RI.11-12.3, W.11-12.2.a-f, L.11-12.1, L.11-12.2.a, b

Commentary on the Task:

This task measures RI.11-12.2 because it demands that students:

- 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.

This task measures RI.11-12.3 because it demands that students:

- 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.

This task measures W.11-12.2.a-f because it demands that students:

- 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.

  o Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

  o Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

  o Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

  o Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

  o Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing

  o Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

This task measures L.11-12.1 because it demands that students:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

This task measures L.11-12.2.a, b because it demands that students:

- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

  o Observe hyphenation conventions.

  o Spell correctly.

End-of-Unit Text Analysis Rubric

_____ /_____ (Total)

	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
d Analysis to which the etermines two or al ideas of a text es in detail their nt over the course , including how they d build on one nd provides an ummary of a text. iteracy.RI.11-12.2 wo or more central ext and analyze their nt over the course of cluding how they d build on one rovide a complex ovide an objective the text.	Precisely determine two or more central ideas of a text and skillfully analyze their development by providing precise and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide a concise and accurate objective summary of a text.	Accurately determine two or more central ideas of a text and accurately analyze their development by providing relevant and sufficient examples of how the central ideas interact and build on one another; (when necessary) provide an accurate objective summary of a text.	Determine two central ideas of a text and with partial accuracy, analyze their development by providing relevant but insufficient examples of how the central ideas interact and build on one another; (when necessary) provide a partially accurate and somewhat objective summary of a text.	Fail to determine at least two central ideas of a text or inaccurately determine the centr ideas of a text. Provide no examples or irrelevant and insufficient examples of how the central ideas interact and build o one another; (when necessary) provide a lengthy, inaccurate, or subjective summary of a text.

	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
d Analysis to which the nalyzes a complex s or sequence of explains how ividuals, ideas, or ract and develop. iteracy.RI.11-12.3 omplex set of ideas of events and specific individuals, ents interact and r the course of the	Skillfully analyze a complex set of ideas or sequence of events and thoroughly explain how specific individuals, ideas, or events interact and develop.	Accurately analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop.	With partial accuracy, analyze a complex set of ideas or sequence of events and partially explain how specific individuals, ideas, or events interact and develop.	Inaccurately analyze a complex s of ideas or sequence of events an minimally explain how specific individuals, ideas, or events interact and develop.

	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
of Evidence and to which the horoughly develops hrough the effective nd analysis of the icant and relevant nded definitions, etails, quotations, formation and appropriate to the knowledge of the iteracy.W.11-12.2 native/explanatory mine and convey eas, concepts, and clearly and hrough the effective rganization, and content. iteracy.W.11-12.2.b topic thoroughly by e most significant t facts, extended concrete details, or other information es appropriate to e's knowledge of the	Thoroughly and skillfully develop the topic with the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)	Develop the topic with significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.11-12.2.b)	Partially develop the topic with weak facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W. 11-12.2.b)	Minimally develop the topic, providing few or irrelevant facts, extended definitions, details, quotations, or other information and examples appropriate to the audience's knowledge of the topi (W.11-12.2.b)

	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
, Organization, and to which the ntroduces a topic es complex ideas, nd information so ew element builds ch precedes it to ified whole; when ding sion, includes graphics, and . iteracy.W.11-12.2 native/explanatory mine and convey eas, concepts, and clearly and through the effective rganization, and content. iteracy.W.11-12.2.a topic; organize eas, concepts, and so that each new lds on that which to create a unified ude formatting (e.g., graphics (e.g., es), and multimedia to aiding sion. to which the es appropriate and	Skillfully introduce a topic; effectively organize complex ideas, concepts, and information so that each new element clearly builds on that which precedes it to create a unified whole; when useful to aiding comprehension, skillfully include formatting, graphics, and multimedia. (W.11-12.2.a) Skillfully use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.2.c) Skillfully use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d) Skillfully establish and maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e) Provide a concluding statement or section that clearly follows from and skillfully supports the information or explanation presented. (W.11-12.2.f)	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; when useful to aiding comprehension, include formatting, graphics, and multimedia. (W.11-12.2.a) Effectively use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.11-12.2.c) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d) Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e) Provide a concluding statement or section that follows from and supports the information or explanation presented. (W.11-12.2.f)	Ineffectively introduce a topic; organize complex ideas, concepts, and information so that each new element partially builds on that which precedes it to create a loosely unified whole; when useful to aiding comprehension, somewhat effectively include formatting, graphics, and multimedia. (W.11-12.2.a) Somewhat effectively use transitions or use unvaried transitions and syntax to link the major sections of the text, creating limited cohesion or clarity in the relationships among complex ideas and concepts. (W.11-12.2.c) Inconsistently use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. (W.11-12.2.d) Establish but fail to maintain a formal style and objective tone that is appropriate for the norms and conventions of the discipline. (W.11-12.2.e) Provide a concluding statement or section that loosely follows from and so ineffectively supports the information or explanation presented. (W.11-12.2.f)	Lack a clear topic; illogically arrange ideas, concepts, and information, failing to create a unified whole; when useful to aiding comprehension, ineffectively include formatting, graphics, and multimedia. (W.11-12.2.a) Ineffectively use transitions and syntax to link the major sections the text, creating incoherent or unclear relationships among complex ideas and concepts. (W.11-12.2.c) Rarely or inaccurately use precis language, domain-specific vocabulary, or any techniques su as metaphor, simile, and analogy manage the complexity of the topic. (W.11-12.2.d) Lack a formal style and objective tone that adheres to the norms a conventions of the discipline. (W 11-12.2.e) Provide a concluding statement section that does not follow from or support the information or explanation presented. (W. 11-12.2.f)

	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Conventions to which the oserves n conventions. iteracy.L.11-12.2 e command of the s of standard English on, punctuation, and en writing. iteracy.L.11-12.2.a phenation .	Observe hyphenation conventions with no errors. (L.11-12.2.a)	Often observe hyphenation conventions with occasional errors that do not hinder comprehension. (L.11-12.2.a)	Occasionally observe hyphenation conventions with several errors that hinder comprehension. (L.11-12.2.a)	Rarely observe hyphenation conventions with frequent errors that make comprehension difficu (L.11-12.2.a)
Conventions to which the spelled correctly. iteracy.L.11-12.2 e command of the s of standard English on, punctuation, and en writing. iteracy.L.11-12.2.b tly.	Spell correctly with no errors. (L.11-12.2.b)	Often spell correctly with occasional errors that do not hinder comprehension. (L.11-12.2.b)	Occasionally spell correctly with several errors that hinder comprehension. (L.11-12.2.b)	Rarely spell correctly with freque errors that make comprehension difficult. (L.11-12.2.b)

http://creativecommons.org/licenses/by-nc-sa/3.0/

	4 – Responses at this Level:	3 – Responses at this Level:	2 – Responses at this Level:	1 – Responses at this Level:
Conventions to which the emonstrates of the conventions English grammar, talization, n, and spelling. iteracy.L.11-12.1 iteracy.L.11-12.2 e command of the s of standard English sage, capitalization, , and spelling when peaking.	Demonstrate skillful command of conventions with no grammar, usage, capitalization, punctuation, or spelling errors.	Demonstrate command of conventions with occasional grammar, usage, capitalization, punctuation, or spelling errors that do not hinder comprehension.	Demonstrate partial command of conventions with several grammar, usage, capitalization, punctuation, or spelling errors that hinder comprehension.	Demonstrate insufficient comman of conventions with frequent grammar, usage, capitalization, punctuation, or spelling errors th make comprehension difficult.

nse that is a personal response and makes little or no reference to the task or text can be scored no higher than a 1.
nse that is totally copied from the text with no original writing must be given a 0.
nse that is totally unrelated to the task, illegible, incoherent, blank, or unrecognizable as English must be scored as a 0.

.2.1 End-of-Unit Text Analysis Checklist

essed Standards: _____

	Does my response…	✔
ontent and Analysis	Identify two or more central ideas from the text and analyze their development? **(RI.11-12.2)**	☐
	Provide examples to support analysis of how the central ideas interact and build on one another? **(RI.11-12.2)**	☐
	If necessary, include a brief summary of the text to frame the development of the central ideas? **(RI.11-12.2)**	☐
	Analyze a complex set of ideas or sequence of events? **(RI.11-12.3)**	☐
	Explain how specific individuals, ideas, or events interact and develop? **(RI.11-12.3)**	☐
ommand of Evidence nd Reasoning	Develop the topic with the most significant and relevant textual evidence? **(W.11-12.2.b)**	☐
oherence, rganization, and tyle	Introduce a topic? **(W.11-12.2.a)**	☐

	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole? **(W.11-12.2.a)**	☐
	When useful to aiding comprehension, include formatting, graphics, and multimedia? **(W.11-12.2.a)**	☐
	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts? **(W.11-12.2.c)**	☐
	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic? **(W.11-12.2.d)**	☐
	Establish a formal style and objective tone that is appropriate for the norms and conventions of the discipline? **(W.11-12.2.e)**	☐
	Provide a concluding statement or section that follows from and supports the explanation or analysis? **(W.11-12.2.f)**	☐
ontrol of Conventions	Demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling? **(L.11-12.1, L.11-12.2)**	☐
	Demonstrate command of hyphenation conventions? **(L.11-12.2.a)**	☐
	Demonstrate accurate spelling? **(L.11-12.2.b)**	☐

2019

EL Education 6–8 Language Arts

PUBLISHER
Open Up Resources

SUBJECT	GRADES
ELA	**6-8**

REPORT RELEASE	REVIEW TOOL VERSION
02/11/2021	**v1.5**

ALIGNMENT	USABILITY
Meets Expectations	Meets Expectations

Report Overview

Summary of Alignment & Usability: EL Education 6–8 Language Arts | ELA

ELA 6-8

The instructional materials for grades 6, 7, and 8 meet the expectations of alignment and usability. Over each grade, texts are of high quality and include rigorous reading, writing, speaking and listening, and language practice. Students have opportunity to engage with texts and tasks that promote knowledge

building and are engaging. Supports for teachers to implement the materials with fidelity are clear and
include guidance for differentiating to authentically grow students' skills.

6th Grade

GATEWAY 1

Text Quality and Complexity

35/36

0   18   32 36

GATEWAY 2

Building Knowledge

30/32

0   15   28 32

ALIGNMENT

Meets Expectations

GATEWAY 3

Usability

23/25

0   15   22 25

USABILITY

Meets Expectations

7th Grade

GATEWAY 1

Text Quality and Complexity

35/36

0   18   32 36

GATEWAY 2

Building Knowledge

30/32

0   15   28 32

ALIGNMENT

Meets Expectations

GATEWAY 3

Usability

23/25

0   15   22 25

USABILITY

Meets Expectations

8th Grade

GATEWAY 1

Text Quality and Complexity

35/36

0   18   32 36

GATEWAY 2

Building Knowledge

30/32

0   15   28 32

ALIGNMENT

Meets Expectations

GATEWAY 3

Usability

23/25

0   15   22 25

USABILITY

Meets Expectations

UNCOMMONLY ENGAGING?

A Review of the EngageNY English Language Arts Common Core Curriculum

BY ELIZABETH HAYDEL AND SHEILA BYRD CARMICHAEL

Foreword by Kathleen Porter-Magee and Victoria Sears

THOMAS B.
FORDHAM
INSTITUTE
ADVANCING EDUCATIONAL EXCELLENCE

CONTENTS

FOREWORD

by Kathleen Porter-Magee and Victoria Sears

Since we at Fordham began reviewing state academic standards in 1997, we've understood—and made clear—that standards alone are insufficient to drive improvements in student achievement. They describe the destination, but they don't chart the journey for leaders, teachers, or schools. Which means that for standards to have any impact on what students actually learn, they need to influence curriculum, assessment, and accountability. It's far better to have a desirable destination than an unworthy one—better to aspire to reach the mountains than the recycling plant—but standards by themselves won't get you there.

...fewer than one-third of educators report having access to high-quality textbooks that are well aligned to the new standards.

Educators understand this. The need for standards-aligned curricula is undoubtedly the most cited implementation challenge for states, districts, and schools. It's also why "access to high-quality, standards-aligned curricular resources" is cited in nearly every discussion of the implementation challenges that teachers, schools, and districts face as they ramp up to meet the content and rigor demands of the Common Core State Standards (CCSS).

This near-universal need for properly aligned curricula and curricular materials is also why so many publishers rushed to slap shiny "CCSS-aligned!" stickers on their products, regardless of how much those products did or did not change between the release of the standards and the claims of alignment.

Yet five years into Common Core implementation, teachers still report scrambling to find high-quality, standards-aligned materials. Results from a survey conducted by the Center on Education Policy (CEP) in October 2014 showed 45 percent of districts report having "major problems" finding Common Core-aligned curricular resources; an additional 45 percent experience "minor problems." That means fully *90 percent* of surveyed districts are struggling to find the materials they need to teach the new standards. Findings from an Education Week Research Center study echoed the CEP report and showed that fewer than one-third of educators report having access to high-quality textbooks that are well aligned to the new standards.

Take note of the phrase "*well* aligned." Despite publishers' claims, there is a dearth of programs that are well and truly aligned to the content and rigor demands of the CCSS. For example, in a forthcoming paper, Morgan Polikoff analyzed the alignment of seven popular mathematics textbooks: three explicitly billed as "Common Core-aligned," three pre-CCSS editions of those same textbooks aligned to Florida's previous state standards, and one text not explicitly aligned to any standards.[1] Polikoff found that "for these three textbooks produced by major publishers and marketed as Common Core-aligned, there are substantial alignment problems." More specifically, the materials generally covered the requisite content, but they focused unevenly on certain areas (overemphasizing some and neglecting others) and often did not reach the desired level of cognitive demand.

EdReports.org, a new organization with a mission to provide educators with information on high-quality, Common Core-aligned instructional materials via free, online, *Consumer Reports*-style reviews, recently came to a similar conclusion. In March 2015, it released findings from its initial reviews of twenty digital and print-based

K–8 math series. Among these, just one met the full criteria EdReports.org outlines for alignment at all grades: Eureka Math, a program first developed as a free, open-source curriculum for the EngageNY website.[2]

Now *that*'s an interesting development.

Enter EngageNY

It wasn't hard to anticipate the need for high-quality, well-aligned Common Core curricula. Educators and policymakers have complained for decades about the poor quality of most textbook series and the unwillingness of many for-profit publishers to invest the time and money to get it right. Plus, the Common Core called for significant instructional shifts that would require an overhaul in curricular and instructional materials, such as including more content-rich nonfiction and requiring students to use evidence from texts in English language arts (ELA). Fixing America's curriculum problem is no small challenge.

Still, most Common Core advocates hoped that a nationwide market would provide the necessary incentives for the commercial publishers to get their acts together—or, alternatively, would give an opening to new for-profit upstarts that might enter the game and deliver better products (Amplify, for example). Another possibility was that teachers themselves would create excellent materials, especially if they had a portal where they could post their best work (such as BetterLesson or the American Federation of Teachers' Share My Lesson). To ensure quality control, several funders supported a variety of tools to vet materials, such as the aforementioned EdReports.org, EQuIP, IMET, and the Publishers' Criteria. (See "Monitoring Quality" sidebar.) And a few states, including Louisiana and Tennessee, developed their own rating systems.

But only one state contemplated a completely different approach: Building a brand-new, Common Core-aligned curriculum from scratch and making it available online, for free, for all to use.[3]

> Fixing America's curriculum problem is no small challenge.

After adopting the Common Core standards and receiving almost $700 million in the second round of the federal Race to the Top competition in 2010, New York State embarked on an ambitious (and unprecedented) effort to develop its own comprehensive, Common Core-aligned ELA and mathematics curricula.[4] The process kicked off in early 2012, when the New York State Education Department (NYSED) issued a request for proposals to develop "modules of learning" aligned to the new standards. Common Core Inc. (now Great Minds), a Washington, D.C.-based nonprofit and curriculum developer, was contracted to develop mathematics materials for the state. The Core Knowledge Foundation, Expeditionary Learning, and the Public Consulting Group (PCG) were awarded contracts to develop ELA materials for grades pre-K–2, 3–5, and 6–12 respectively.[5] (PCG later subcontracted the grades 6–8 portion of their contract to Expeditionary Learning and focused on materials for grades 9–12). Today, EngageNY comprises a nearly complete set of curricular materials for math and ELA. The materials are now freely available online to anyone—not just Empire State educators—at EngageNY.org.

However, if New York State Superintendent John King and his colleagues were expecting thanks for building a free, open-source curriculum, they were sorely disappointed. EngageNY has been controversial almost since the beginning. On the right, it's seen as an inappropriate, anti-competitive governmental intrusion in the textbook market. After all, how can commercial publishers compete with a product funded by $26.6 million in federal dollars?[6]

On the left, and particularly among educators, it was seen as a top-down mandate. While that was not the intention of New York officials (who stress the materials are "optional and supplemental"), reports surfaced of principals, and maybe even superintendents, telling their teachers that its use was mandatory. Not surprisingly, considering America's traditions of local control and teacher autonomy, that has contributed to the anti-Common Core backlash in the Empire State.

Ironically, EngageNY may be more popular outside of New York than within it. (Or maybe not ironically—surely no superintendents in *other* states are mandating its use.) When working on our 2014 study *Common Core in the Districts: An Early Look at Early Implementers*, we found many educators elsewhere who were using EngageNY as a resource, if not a full curriculum. While the NYSED does not track use geographically, staff report that as of April 2015, the math and ELA modules have been downloaded nationally more than twenty million times.

But is it a high-quality product? Is it well aligned to the Common Core? Is it teachable? That's what we wanted to know. When we launched this review, EdReports.org was working on its math analyses, so we decided to tackle English language arts. We recruited two of the country's leading ELA content experts, Elizabeth Haydel and Sheila Byrd Carmichael, each with more than twenty years of experience in developing and reviewing standards, standards-aligned curricula, and assessments, to conduct an in-depth review of EngageNY's alignment to the CCSS ELA standards. (See Appendix B for more on our evaluation criteria.)

While imperfect, the materials offer educators—both inside and outside New York State—an important alternative to traditional textbooks of questionable quality and alignment.

What did we find?

- Impressively, the alignment to the Common Core is generally strong.
- Selected texts are high-quality and appropriately rigorous, and the program allows educators greater flexibility than other scripted programs.
- But because New York engaged multiple curriculum developers to create separate resources for specific grade bands, each set of materials reflects a distinctive underlying approach to curriculum and literacy, meaning that the progression across grade bands is bumpy.
- While content and foundational skills in the early grades appear thoughtfully developed, the sheer quantity of content across all grade bands can be overwhelming.
- Additionally, EngageNY's high school curriculum (not yet complete) lacks a critical emphasis on literary content, a problem that is amplified by the fact that students read mostly excerpts of great books rather than full novels, biographies, and so on.

While imperfect, the materials offer educators—both inside and outside New York State—an important alternative to traditional textbooks of questionable quality and alignment.

MONITORING QUALITY

Even as more evaluation resources become available, the need mounts for teachers and local leaders to obtain better information about the quality, content, and rigor of the instructional materials being developed. Since the CCSS were unveiled in 2010, several other groups have developed rubrics and evaluation tools meant to help state, district, and school leaders judge the quality, content, rigor, and alignment of existing curricular resources. These include:[7]

EQuIP

Achieve's Educators Evaluating Quality Instructional Products (EQuIP) rubric is intended to help educators gauge the CCSS alignment of individual lessons and units of instruction.[8] The tool grew out of a project called the "Tri-State Collaborative," in which educators and leaders from New York, Massachusetts, and Rhode Island came together to develop a tool that could be used to judge CCSS materials alignment. The final version of the tool includes three rubrics (for K–12 math, K–2 ELA/literacy, and 3–12 ELA/literacy) that rate alignment to the key shifts and depth of the CCSS, as well as the quality of instructional supports and student assessment components. To further assist states and districts, EQuIP's website now includes a lengthy set of "exemplar" and "exemplar if improved" lessons and units that "best illustrate the cognitive demands of the CCSS." [9]

IMET

Developed by Achieve, Student Achievement Partners (SAP), and the Council of Chief State School Officers (CCSSO), the Instructional Materials Evaluation Tool (IMET) aims to help educators evaluate entire textbooks and textbook series for alignment to the Common Core in both math and ELA. It's intended to inform educators as they purchase new materials, evaluate materials already in use, and develop new ones. Each of four tools is organized into two sections: "non-negotiable" criteria that must be fully met for materials to be deemed well aligned to the CCSS, and additional alignment criteria and indicators of quality.

Publishers' Criteria

SAP developed the Publishers' Criteria to help educators and curriculum developers identify, develop, and revise instructional materials to ensure CCSS alignment.[10] Released in 2012, the criteria are broken into four sets of guidance (K–8 and high school math materials and K–2 and 3–12 ELA/literacy materials). They highlight the most significant elements for both subjects, including focus, coherence, and rigor in math and text selection in ELA.

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In addition to the current review of EngageNY English language arts, Fordham plans to release several additional curriculum reviews later this year. Stay tuned for more.

Acknowledgments

OVERVIEW

New York State moved ahead quickly in its efforts to create and adopt a curriculum aligned to the CCSS. The depth, breadth, and quality of the materials exhibit, on balance, strong results. (The curriculum was still under development during the time of the review, thus gaps remain in the high school modules.)

The New York State Education Department (NYSED) has engaged vendors, educators, and experts nationwide to create curricular resources and instructional materials (both of which are reviewed here), professional development resources, samples of test questions, and other test-related material to support state educators and students as they transition to the New York State P–12 Common Core Learning Standards (CCLS).[11] (See Appendix A for details on the implementation rollout.) According to the state's website:

> The optional curricular materials on EngageNY are designed to be adopted or adapted. Some lessons provide detailed instructions or recommendations but it is important to note that the lessons are not scripts and rather should be viewed as vignettes so that the reader can imagine how the class could look.[12]

While the materials comprise a nearly comprehensive ELA curriculum, multiple vendors developed materials for different grade bands:

- The Core Knowledge Foundation (pre-K–2);
- Expeditionary Learning (grades 3–8); and
- Public Consulting Group (grades 9–12).[13]

In addition, for grades 6–12, New York provides educators with program units developed by Odell Education known as "Developing Core Proficiencies." These materials focus on core literary and research skills in the Common Core at various grade levels—such as "Making Evidence-Based Claims" in grade six.

Evaluation Criteria

This evaluation provides an in-depth, contextualized review of EngageNY's ELA curriculum (as opposed to a checklist of characteristics). Though it examines subject matter content and alignment to the CCSS, the review is not a one-to-one match of standards to curricular elements. Rather, we focus our energies on the key dimensions of the CCSS, such as coverage of foundational reading skills in the early elementary grades and the use of increasingly complex texts and evidence-based reading in the middle and upper grades.

In addition, we examine criteria that classroom teachers tend to prioritize: coherence and clarity across lessons and grades. Relative to the former, we assess whether materials are a logical progression of activities and themes or an assembly of isolated lessons or activities. For example, are meaningful connections made among units and topics? As for clarity, we examine whether topics and activities are organized logically and covered clearly. We also consider instructional quality and delivery: Do materials include ample guidance for teachers? Do they offer recommendations for meeting the needs of all students, and are they explicit about how students will demonstrate learning?

For a complete list of the evaluation criteria, please see Appendix B.

Bottom Line

For readers interested in a summary of findings for EngageNY, we offer this "bottom line" first.

OVERALL STRENGTHS

New York has provided a wealth of materials for teachers at all grade levels. Especially in grades pre-K–8, the materials are detailed enough to guide less experienced teachers and those who may be anxious about Common Core implementation.

In general, alignment to the Common Core State Standards is strong—and the materials go beyond the standards in specifying important content and skills for each year of instruction, as would be expected in a curricular document (as opposed to a standards document). This specification is especially important in English language arts because the standards only specify the *skills* students must master, but leave to state and local leaders the decision about what *content* students need to learn at each grade level.

> In general, alignment to the Common Core State Standards is strong—and the materials go beyond the standards in specifying important content and skills for each year of instruction...

The quality of texts is generally high across the grades. Students are exposed to intellectually challenging material—whether the focus of the activity is listening, reading, writing, or discussion and collaboration.

The pre-K–12 curriculum provides detailed, focused materials and includes a heavy dose of high-quality, sufficiently complex texts through the grades. In addition, the material for the early grades (pre-K–2) thoughtfully and purposefully sequences content and skills within each grade and across the grade band. The sequencing and alignment of content from grade band to grade band is less seamless, in part because different vendors—each with its own distinct philosophy and approach to literacy—developed materials for different grade bands.

OVERALL WEAKNESSES

The New York ELA curriculum is extremely detailed, and in the early grades, heavily scripted. While Core Knowledge clarified that it does not intend these modules to be mandatory scripts and encourages educators to adapt the materials as they see fit, this clarification was not immediately apparent to reviewers.

Providing lesson-by-lesson scripts to guide planning and instruction can be useful. Unfortunately, the level of detail in the materials can sometimes obscure the larger picture. The sheer quantity of text can be difficult to navigate.[14] To put a finer point on the volume of materials provided, Expeditionary Learning provides teachers with 2,520 pages of materials, scripts, and resources to guide planning and instruction. [15]

Further, because of the use of multiple vendors, different grade bands have different underlying philosophies (which are not stated explicitly). Consequently, while the sequencing of content and skills is strong *within* grade bands (i.e., from grades pre-K–2, 3–5, 6–8, and 9–12), that is not the case *across* grade bands. Similarly, the

approach to instruction and the specific curricular strategies employed are also far less coherent across grade bands than within them.

At the high school level, the NYSED provides supplemental resources from Odell Education. The Odell Education Units focus on developing literary and research skills. While some PCG materials integrate Odell, the two sets of resources are separately presented. For the purposes of this review, PCG materials are evaluated because they are intended to inform the full-year curriculum for students in grades 9–12.

Furthermore, because the Common Core explicitly calls for students to split their reading time between literary and informational texts, the New York materials for grades 3–8 pair literary with informational texts. This approach to developing an ELA curriculum introduces a few challenges. First, the pairing of texts is sometimes too forced or artificial. Second, it results in tipping the balance of coverage too far toward informational over literary texts—more than an *English* curriculum should. (The CCSS intend for students to read the balance of informational and literary texts across the curriculum, not only within the confines of the ELA classroom.) Finally, by the time students reach middle and high school, literary study should include the study and analysis of full books. Unfortunately, the New York curriculum focuses mostly on excerpts, leaving little time for the teaching of novels.

> Unfortunately, the New York curriculum focuses mostly on excerpts, leaving little time for the teaching of novels.

As different vendors were contracted to develop materials for specific grade bands, a more thorough analysis of each grade band below offers further insight into these issues. But first, a note about how the review is organized.

Organization of the Review

As indicated earlier, this review is organized by grade band (pre-K–2, 3–8, and 9–12). Each grade band review first explains how the materials are organized before delving into the review itself, which is broken into six key areas:

- Text complexity, quality, and balance
- Evidence-based reading
- Content knowledge and vocabulary
- Writing, language, listening, and speaking
- K–3 foundational reading skills (when applicable)
- Instructional coherence, delivery, and assessment

All three curriculum developers reviewed and provided feedback on prior report drafts. When relevant, we have noted some of their feedback in the review and in the endnotes.

ORGANIZATION AND REVIEW OF PRE-K-2 MATERIALS

Original Developer: Core Knowledge

The EngageNY ELA curriculum for grades pre-K–2 consists of the following components:

- Listening and Learning Strand (to build background knowledge and vocabulary);
- Skills Strand (to build decoding skills, grammar, spelling, punctuation, and writing skills); and
- Guided Reading and Accountable Independent Reading (GRAIR).

The Listening and Learning Strand and the Skills Strand converge by the end of grade two. Until that time, the two strands have complementary but different goals. The Listening and Learning Strand seeks to expose students to complex texts (above their reading level) in order to build their content knowledge, develop vocabulary, and familiarize students with academic language; the Skills Strand seeks simultaneously to build their decoding skills. Both strands involve working with and discussing texts—but the texts are different. For example, first-grade students hear about and discuss Mesopotamia, but they are not expected to spell or decode the word itself.

In Listening and Learning, each grade has up to twelve anthologies, each of which covers a specific content-area domain and contains read-alouds (i.e., advanced, content- and vocabulary-rich texts that are meant to be read by teachers to students). In Skills, Core Knowledge offers workbooks and readers. The workbooks correspond with the instructional units and contain worksheets for each lesson. The readers include 100 percent decodable texts for students to read in the later units.[16] There are 150 spelling patterns taught in over 150 lessons in each grade, with an emphasis on mastery. The materials are intended to provide teachers with a full year of instructional activities. In addition, Core Knowledge provides an Assessment and Remediation Guide that provides guidance about how to interpret assessment results and how to use those results to inform instruction and remediation. These Assessment and Remediation Guides are provided for all but the last unit in each grade, K–2.

GRAIR is a resource that gives teachers the opportunity to provide additional literacy time within the school day to work with students in developmentally appropriate groups. This is an opportunity for traditional read-aloud work, literacy-based centers, and immersion in a "whole-class" text. Or, if desired, teachers can facilitate students choosing texts from leveled libraries based on student interest, the availability of texts, and their readability. The purpose of this time is to build independent, interested, and capable readers. Because this is an optional part of the CKLA program, we did not review GRAIR.

Content Review

TEXT COMPLEXITY, QUALITY, AND BALANCE

Strengths

The texts in the Listening and Learning Strand are sufficiently complex—often difficult—as well as important, worthy of rereading, and well chosen to build students' cultural and academic literacy. There is also an excellent balance of fiction and nonfiction, including a significant number of high-quality informational texts.

EVIDENCE-BASED READING

Strengths

The read-aloud texts include embedded questions to ask during reading. The post-reading comprehension questions include literal, inferential, and evaluative questions for students to consider.

Weaknesses

Comprehension questions in the CKLA curriculum tend to focus more on factual recall than the Common Core standards demand. For instance, RL1.3 states that students will:

> "Describe characters, settings, and major events in a story, using key details."

In the Core Knowledge curriculum, students are asked to name the characters—but not *describe* them. ("The people or animals in a story are called the characters of the story. Who are the characters in 'The Boy Who Cried Wolf?'" or "There are only two characters, or people, in this fable. Who are they?") That is to say, the Core Knowledge goals tilt toward literal comprehension and factual recall, whereas the CCSS expectation suggests that students should use textual evidence to interpret and describe. That said, a limited number of recall questions have their place, especially at the early grades.[17]

In addition, the comprehension questions tend to look like familiar reading-strategies prompts (e.g., "Make a prediction about what will happen next") and lack an evaluative element.

The materials also encourage students to make personal connections—which may be appropriate instructionally, but is generally discouraged by the Common Core. For example, in Grade 1, Domain 1, students are asked the following:

> "Do you think you could feel lonely if you were tending the sheep? Why or why not?" (page 15)

Such questions do not require students to use evidence from the text, or even to have read and understood the text.[18]

CONTENT KNOWLEDGE AND VOCABULARY

Strengths

The pre-K–2 curriculum places knowledge—including literary knowledge—at the center. This emphasis is grounded in research that demonstrates a strong link between reading comprehension and content knowledge.[19] The more children know about a given domain, the better equipped they will be to read in that domain—and even across domains. At the same time, knowledge is not sufficient for building literacy in the early years; students must also learn how to decode. Thus, the pre-K–2 curriculum consists of two complementary but separate strands (Listening and Learning as well as Skills) that ultimately converge.

> The pre-K–2 curriculum places knowledge—including literary knowledge—at the center. This emphasis is grounded in research that demonstrates a strong link between reading comprehension and content knowledge.

The Core Knowledge curriculum sets a strong and compelling example for curriculum developers, as it lays out a detailed sequence of instruction across a range of domains. (In second grade, for instance, the domains include Early Asian Civilizations and the Ancient Greek Civilization.)

Weaknesses

The "content" focus is on engaging and interesting content-area topics. Because the development of content knowledge and vocabulary is a primary focus of CKLA, the instructional guidance occasionally conflicts with guidance found in the CCSS and the related Publishers' Criteria for the Common Core State Standards grades K–2.[20] Specifically, the Publishers' Criteria advise against activities—including prefatory instruction—that delay entry into the text. CKLA, by contrast, provides teachers with considerable guidance about what vocabulary and content should be taught before students dive into a text. Note, however, that this is a "weakness" only inasmuch as it deviates from the instructional guidance provided by the Publishers' Criteria, not because it conflicts with the skills in the Common Core itself.

WRITING, LANGUAGE, LISTENING, AND SPEAKING

Strengths

Overall, CKLA's coverage of writing, language, listening, and speaking is very strong.

Speaking and listening skills are thoughtfully and intentionally developed from pre-K to second grade. Speaking and listening exercises are a part of daily activities, and there are formative assessments that provide teachers with useful information about student progress. Furthermore, the progression of skills is thoughtful and age-appropriate. The program requires almost entirely oral language response in pre-K and kindergarten, then shifts seamlessly to oral and written responses in grades 1–2.

FOUNDATIONAL READING SKILLS

Strengths

The coverage of foundational reading skills in CKLA is outstanding. In fact, in many places, the CKLA Skills Strand includes a level of detail that is absent from the standards themselves. For example, the CCSS read, "RF.1.3.e: Decode two-syllable words following basic patterns by breaking the words into syllables," whereas the Core Knowledge expectation states (in Grade 1, Domain 11), "Read and/or write two-syllable words composed of the following syllable types: closed syllables; magic 'e' syllables; vowel digraph syllables; r-controlled syllables." Here and elsewhere, the added level of detail helps to organize and focus the instruction.

INSTRUCTIONAL COHERENCE, DELIVERY, AND ASSESSMENT

Strengths

The Core Knowledge lessons (pre-K–2) offer a predictable lesson structure: overview, key vocabulary, at-a-glance overview, materials, introducing the read-aloud, presenting it, discussing, and extensions.

The materials assume some teacher autonomy—teachers decide how to fit the skills into instruction—but offer ample detail (including actual teacher talk text) that teachers can follow if they lack the time or expertise to make their own instructional plans/decisions.

The "Supplemental Guide" is helpful for teachers in determining how to meet the needs of all students instructionally—with suggestions specific to the Listening and Learning Strand for students with limited English proficiency and students struggling with language skills.[21]

Weaknesses

Teachers, and particularly teachers of struggling students, may find the volume of content and skills that need to be mastered within a lesson intimidating. This is particularly true in writing. Open-ended questions are exceptionally rigorous and require the use of evidence from difficult texts to respond. While this is the kind of writing required by the Common Core, the CKLA program doesn't consistently build in the time and space teachers would need to grow those evidence-based writing skills and offer reteaching or remediation as necessary before moving forward.

ORGANIZATION AND REVIEW OF GRADES 3-8 MATERIALS

Original Developer: Expeditionary Learning and Odell Education

For each grade, 3–8, Expeditionary Learning provides a full year of English language arts instruction in four modules that cover 160 days of instruction. (The curriculum actually provides six modules from which to choose, with the intent that teachers can teach four of the modules: Module 1, then Module 2A or 2B, then Module 3A or 3B, and finally Module 4. This gives teachers the flexibility to dive deeper in at least a few areas.) These modules are developed down to the level of daily lessons so that teachers have everyday guidance they can use to drive their planning and instruction.

Each module is about eight weeks long and consists of three units; each unit contains anywhere from six to twenty lessons that link reading and writing with speaking and listening skills.[22] Like Core Knowledge, Expeditionary Learning approaches this task with a strong instructional philosophy, which seems to have student motivation and engagement as a primary goal (rather than building content knowledge, an emphasis of Core Knowledge).

For grades 6–8, New York also includes supplemental Odell Education units (the Developing Core Proficiencies Series), which appear designed to teach important Common Core skills. For example, Grade 8 includes units titled "Reading Closely," "Making Evidence-Based Claims," "Researching to Deepen Understanding," and "Building Evidence-Based Arguments." These materials are separate from the core Expeditionary Learning curriculum.

Content Review

TEXT COMPLEXITY, QUALITY, AND BALANCE

Strengths

The modules exhibit a strong emphasis on texts, and the curriculum includes appropriately and increasingly complex texts within and across grades. In addition, the text types listed include suitably varied genres, such as articles, short stories, poetry, speeches, essays, letters, full-length novels, and a balance of literary and informational texts. The connection to social studies and science content seems deliberate.

Weaknesses

As mentioned previously, the Expeditionary Learning curriculum focuses more heavily on informational text than is appropriate for grades 6–8 ELA classrooms.[23] Worse, this overemphasis on nonliterary study means that, in some cases, the curriculum occasionally subjects literature to nonliterary interpretation.

For example, in Grade 8, Module 1, students read *Inside Out and Back Again* by Thanhha Lai (a Newbery Honor Book that is a coming-of-age immigrant story told in verse) and pair it with multiple informational texts on Vietnam and the experiences of immigrants across cultures. At the end, students "write two free verse narrative poems that capture the universal refugee experience." Thus, the focus is on reading for content more than for literary analysis.

...the Expeditionary Learning curriculum focuses more heavily on informational text than is appropriate for grades 6–8 ELA classrooms.

In addition, the texts selected as the primary focus for instruction—not just those on the suggested reading lists—are not as representative of classical literature as reviewers would like. For example, in Grade 8, two of the four modules include contemporary popular works—*The Omnivore's Dilemma* by Michael Pollan and *Unbroken* by Laura Hillenbrand—as the central texts. These texts offer the chance to engage in interesting content discussions—such as historical and social issues—but may lack the levels of deeper meaning and author's craft that would make them rich enough for the kind of thoughtful, thorough reading that the CCSS encourage.

In addition, Module 2 is the only module that focuses on classic literature as the central text—Module 2A includes *To Kill a Mockingbird* and Module 2B includes *A Midsummer Night's Dream*. Modules 1, 3 (A and B), and 4 are almost entirely focused on informational texts, with *Inside Out and Back Again* as the only example of literature. These three modules do not include a variety of important or classic literary texts as the central texts of study.

EVIDENCE-BASED READING

Strengths

Most of the lessons show evidence of attention to the Common Core instructional shifts, with a particular emphasis on using the text and textual evidence to drive comprehension and analysis. For example, the "Teaching Notes" in Grade 3, Module 1, Lesson 2 remind teachers that:

> The read-aloud should be "pure": Simply read the text. Do NOT start with a picture walk, pause to discuss key passages, etc. During the lesson, students will reread the text multiple times on their own to understand the text more fully. The read-aloud is just a taste: to get the beautiful language, rich images, and important ideas swimming in the classroom. (page 1)

Included throughout the lessons are repeated references to and activities around close reading—answering text-dependent questions and so forth. In Grade 8, Module 1, students are reminded of an anchor chart called "Things Close Readers Do" that was previously introduced in the curriculum, and "things" are added as the year progresses—and as students practice those tasks. There are plentiful reminders that students must cite evidence to support their assertions.

The modules also build CCSS analysis skills over the course of each year and from one grade band to the next. For example, in Grades 3–5, Module 1, students focus on becoming close readers and writing to learn. In Module 2, they engage in research in order to build knowledge and teach others. In Module 3, they consider perspectives and supporting opinions. And finally, in Module 4, they focus on gathering evidence and speaking to others. (There is an implicit increase in the complexity of the tasks across the four modules within the grade.)

The modules for grades 6–8 appear to build on the skills taught in grades 3–5. The skills for this grade band include: close reading and writing to learn; working with evidence; understanding perspectives; and research, decision making, and taking positions.

Finally, the reading skills and strategies taught and practiced throughout the curriculum are used in service of understanding appropriately complex and mostly worthwhile texts. While that makes it difficult to track the progression and coverage of particular CCSS expectations and skills (discussed in greater detail below), it puts the emphasis where it should be: on text comprehension over reading skills and strategies development.

Weaknesses

While the modules do emphasize CCSS instructional shifts, they miss some opportunities for text-based analysis.

For example, in Grade 4, Module 1, Unit 1, students read the laws of the first Native American settlers in the area that is now New York. Students could extend these ideas; they could extrapolate what Native Americans prioritized and valued, using evidence from the text to support their inferences.

Instead, students write a postcard to a Native American boy explaining the symbols of the Iroquois. Then they make their own flag with symbols to represent their own classroom. Finally, they write about the flags—something completely detached from the text.[24]

Given that each module ostensibly addresses multiple standards—each carefully paired to drive textual comprehension and analysis—it is not always easy to tell which standards are and are not addressed. In fact, the "NYS Common Core Aligned Curriculum Maps," created to show module/standard correspondence, reveal many holes in important areas of focus in the CCSS. For example, in grade eight, standards such as RL.8.2 are assessed in only two of six modules, and teachers are to choose only *one* of those two to teach in a year. (That standard reads, "Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.") The same is true of standards RL.8.5 and RL.8.6, which address comparing and contrasting two or more texts—and analyzing differences in points of view of the characters and the audience/reader. Because teachers choose only four of the six modules to teach, it's possible for students to finish the year without having studied or been tested on several standards.

Where informational texts are concerned, essential standards such as RI.8.4 ("Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts") and RI.8.8 ("Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced") are both assessed in only one module of six. Given the emphasis in the CCSS on students' ability to analyze and produce logical arguments, it seems troublesome that these crucial standards are given short shrift, especially as eighth-grade students are preparing to enter high school, where much will be expected of them in this area.

Yet another important standard, particularly for students about to enter high school, is RI.8.9 ("Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation"), which is assessed only in two modules (3A and 3B). In effect, it will only be assessed in *one* of six modules because, again, teachers may choose from these two modules; they will not be teaching both.

Speaking and Listening standards are sparsely assessed, as are Language standards. In general, neither grammar nor word analysis is explicitly included in most modules. The "main" grammar standards for grades 6–8 (L.6–8.1) are assessed only in one or two modules per year. The lack of focus on grammar and word analysis could seriously slow students' progress in both reading and writing comprehension.

> The lack of focus on grammar and word analysis could seriously slow students' progress in both reading and writing comprehension.

CONTENT KNOWLEDGE AND VOCABULARY

Strengths

Expeditionary Learning's materials demonstrate a welcome focus on reading for building content knowledge and learning content-area and academic vocabulary. In fact, the Teaching Notes include reminders about how students should approach unknown vocabulary while reading. There are many examples of vocabulary being embedded into instruction and discussion of texts.

Weaknesses

While content is robust and presented coherently throughout the Expeditionary Learning materials for grades 3–8, there is nonetheless a near-exclusion of literature in the upper grades.

WRITING, LANGUAGE, LISTENING, AND SPEAKING

Strengths

The New York materials include many opportunities for sharing and discussing in small and large groups (oral responses to text-dependent questions, Write-Pair-Share, Think-Pair-Share, Turn and Talk) and for oral presentations in the form of Readers Theater, speeches, and other oral presentations. Reminders that students must cite evidence to support their assertions are plentiful and a focus of instruction/assessment.

In terms of vocabulary, the materials demonstrate a focus on reading for building content knowledge and learning content-area and academic vocabulary. The Teaching Notes include reminders about how students should approach unknown vocabulary while reading.

There are many examples of vocabulary being embedded into instruction and discussion of texts.

The lessons include specific instructional ideas for teaching students skills related to vocabulary acquisition—such as using context clues to determine the meaning of unknown words (for example, see Grade 3, Module 1, Unit 1, Lesson 3, on page 5 and Grade 6, Module 1, Unit 1, Lesson 2, on page 7).

Weaknesses

In terms of language, grammar study seems to be a weakness of the program—less apparent and not as well integrated. In fact, most assessments do not appear to place the necessary emphasis on correct grammar, punctuation, and spelling as a matter of course. Indeed, the lessons themselves hardly mention grammar and mechanics.

Adding the study of morphemes such as roots and affixes, especially derivational suffixes, could strengthen the teaching of vocabulary acquisition. Such study of etymology helps to build understanding of the parts of speech and assists students with word analysis over the long term.

FOUNDATIONAL READING SKILLS

Not applicable.

INSTRUCTIONAL COHERENCE, DELIVERY, AND ASSESSMENT

Strengths

For each lesson, the EngageNY modules provide all of the resources, details, and information a teacher might need to drive daily, step-by-step instruction.

Weaknesses

Although the EngageNY site states that its lessons for grades 3–8 "are adaptable and allow for teacher preference and flexibility," they are so prescriptive (without a general outline or overview) that they do not lend themselves to easy adjustment. In addition, their sheer length can be overwhelming. For example, Grade 3, Module 1, Unit 1 is one hundred pages long—and this is just for one unit of one module—so the total grade level would be many hundreds of pages.[25] That makes it easy to miss the forest for the trees.

In a number of instances, the rigor of the activity does not match that of the stated standard. For example, in Grade 3, Module 1, the Performance Task asks students to write a "bookmark" about a librarian from another country:

- *You are an author and advocate of reading. After reading about librarians and organizations from around the world, select one to write an informational text about. Your text should describe whom the person or what the organization is, where they are from, and how they help readers to access books in a unique way. Support your writing with specific evidence from the texts you have read.*

- *On the other side of your bookmark, draw a picture showing a specific geographical feature from the region where your librarian or organization works. Also, write a list of three to five of the most important words to tell readers what this geographic region is like. Your bookmark will be shared with others in our school or in our local community.*

In the "Key Criteria for Success," students are instructed to include: "specific facts, definitions, and details (in your informative paragraph) from the texts you read that describe your librarian/ librarians/organization from this country (RI.3.2)." This does not fully address the cited standard: "Determine the main idea of a text; recount the key details and explain how they support the main idea." It is not clear why creating a simple bookmark would be the chosen medium for a complex writing activity of this kind. Perhaps the authors were hoping to add a creative element to the task—which is commendable, if (a) it does not create excessive work and (b) the educational goal is not distorted.

ORGANIZATION AND REVIEW OF GRADES 9-12 MATERIALS

Original Developer: Public Consulting Group

Public Consulting Group (PCG) developed modules for each grade, 9–12. The curriculum is divided into four grade levels. Each grade level includes four modules, each module consists of up to three units, and each unit comprises a set of lesson plans. PCG illustrates the organization like this:

HIGH SCHOOL GRADE LEVELS			
Grade 9	Grade 10	Grade 11	Grade 12

GRADE 9 MODULES			
1	2	3	4

MODULE 1 UNITS		
1	2	3

UNIT 1 LESSONS								
1	2	3	4	5	6	7	…	n

In addition, Odell Education Units are provided and can be used to supplement the core PCG units and lessons. These Odell resources focus on skills development, such as making evidence-based claims and arguments, reading closely for textual details, and researching to deepen understanding. They are brief units (together they amount to only a few weeks of instruction), and each provides instruction on specific literacy skills.

Content Review

TEXT COMPLEXITY, QUALITY, AND BALANCE

Strengths

The New York curriculum materials for grades 9–12 are geared toward literary study. They place texts at the center and include many high-quality, appropriately complex literary texts.

The text selection seems very thoughtful, representing a pretty good sampling of literary texts—classic and contemporary, American and international, poetry, drama, novel excerpts, short fiction—as well as literary nonfiction.

Weaknesses

While the texts for grades 9–12 are complex and worthy of close reading and analysis, at the time of review, the modules did not appear to follow a clear, purposeful sequence or form a coherent whole. Perhaps they will show greater coherence once fully developed.

In addition, the preface to the high school curriculum declares that:

> [T]eachers will no longer translate or explain texts that are complex; all students—regardless of current ability—will be unpacking, chunking, deconstructing, seeking meaning, conducting analysis, defining words in context, using and developing background knowledge, and working to understand what they can of the text at hand.

While students should be doing all of these things, why discourage—even forbid—teachers' explications of the text? In college and graduate school, professors do a great deal of explication—not at the literal levels, but at higher levels of analysis. If students are unused to comparing their own insights to those of a teacher, or if they don't get the benefit of listening to complex and nuanced presentations, they will be ill prepared for higher studies.

Finally, at this level, students should read not just excerpts, but full books (novels, biographies, etc.). The New York curriculum includes only excerpted passages, leaving little time or space for teachers to incorporate novel study into their planning and instruction.

EVIDENCE-BASED READING

Strengths

Close, evidence-based reading is a clear emphasis in the New York high school curricular materials. The lessons of Grade 9, Module 1, Unit 1—the first high school unit—focus on setting the norms, habits, and practices to be employed during close reading. Teachers guide students through the first text—asking text-dependent questions about the author's language, style, and content as well as requiring textual evidence in support of responses. They employ a model of working through a sequence of lessons where students experience the entire text read aloud before they deeply analyze the text.

Instruction is slowed down to a pace that is truly needed to read texts closely—and this is stated explicitly in the prefatory materials so that teachers know not to rush through texts to "check them off" a reading list.

Rather, students read texts repeatedly (as in Grade 9, Module 1, Unit 1) to practice close reading and to study vocabulary and annotate with partners.

In the modules that follow, each text is read closely through a series of text-dependent questions that focus largely on the author's craft and how it relates to the central ideas of the text. Sample student responses are offered. Many of the units ask students to compare works to each other in thoughtful ways.

Instruction is slowed down to a pace that is truly needed to read texts closely—and this is stated explicitly in the prefatory materials so that teachers know not to rush through texts to "check them off" a reading list.

CONTENT KNOWLEDGE AND VOCABULARY

Weaknesses

Although vocabulary is an emphasis, insufficient attention is devoted to morphology and etymology. Instead, students are encouraged to infer definitions through context (not always a reliable method) or to learn the meaning from the teacher.

In addition, as in grades 3–8, there is insufficient attention to grammar and spelling.

WRITING, LANGUAGE, LISTENING, AND SPEAKING

Strengths

In terms of speaking and listening, the high school lessons include collaborative conversations and evidence-based discussions.

The text-based vocabulary study is thoughtfully presented—with words separated between those that will need to be defined for students without extended study versus those that will be taught with direct word work and/or text-dependent questions. They are the kinds of Tier II/III words and academic vocabulary that students will want to learn more deeply.

FOUNDATIONAL READING SKILLS

Not applicable.

INSTRUCTIONAL COHERENCE, DELIVERY, AND ASSESSMENT

Strengths

The materials are clear and detailed, and though they include scripts (which are off-putting to some teachers), those are voluntary. The modules and lessons are easy to follow and include summaries and overviews for each unit. They note the materials that will be needed, the standards assessed and addressed, recommended percentages of time for each lesson, and reminders for teachers about how the units function. Rubrics and sample student responses are included throughout the modules.

CONCLUSION

Overall, the New York ELA curriculum provides a thorough, evidenced-based approach to literary instruction across all grades (though the study of vocabulary and grammar is not as strong). The coverage of foundational reading skills is outstanding, text selection across all grades is mostly good, and content development and sequencing is generally strong. While the presentation of content and philosophy of instruction varies as students move from grade band to grade band, alignment to essential Common Core expectations and skills does not suffer.

In the end, EngageNY's ELA materials offer a high-quality, comprehensive resource for educators teaching to the Common Core State Standards and may offer an excellent (and freely available) alternative to other programs that do not meet the criteria for alignment to the Common Core as thoughtfully or comprehensively.

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Educators using EngageNY resources should be aware that revisions and additions to the materials are ongoing (and as of April 2015, several ELA modules remain incomplete). These changes are now incorporated by the NYSED, raising important questions about the role the original curriculum developers will play in updating or supplementing materials in the future.

APPENDIX A:
CCSS IMPLEMENTATION ROLLOUT IN NEW YORK

Common Core State Standards Adoption and Rollout	▪ New York adopted the Common Core State Standards (CCSS) in July 2010. ▪ The same year, the state received almost $700 million in the second round of the federal Race to the Top competition. Common Core implementation began in the 2011–12 school year, with plans to fully implement the standards in all grades by 2013–14.[26] ▪ In January 2011, New York's Board of Regents approved state-specific additions to the Common Core State Standards for math and ELA, as well as a new set of pre-kindergarten standards. The newly branded New York State P–12 Common Core Learning Standards (CCLS) were implemented in schools beginning with the 2012–13 school year.
CCSS-aligned Instructional Materials	▪ In early 2012, the NYSED issued a request for proposals to develop ELA and mathematics "modules of learning" aligned to the Common Core. The NYSED hired Student Achievement Partners (SAP), nationally recognized CCSS experts, to help conduct the review process and involved educators and experts from across the state in reviewing and providing feedback on submissions. ▪ The NYSED awarded Common Core Inc. (now Great Minds), a Washington, D.C.-based nonprofit and curriculum developer, with the contract to develop mathematics materials for the state. The Core Knowledge Foundation, Expeditionary Learning, and the Public Consulting Group (PCG) were awarded contracts to develop ELA materials for grades pre-K–2, 3–5, and 6–12 respectively. In 2012, PCG subcontracted the grades 6–8 portion of their contract to Expeditionary Learning to enable consistency in the 3–8 grade band. ▪ The state also funded Odell Education to create "Developing Core Proficiencies," a set of four ELA units for grades 6–12 focusing on a set of literacy proficiencies at the heart of the Common Core State Standards. ▪ New York's ELA and mathematics curricular modules are now publicly available at EngageNY.org, along with a wider suite of instructional materials and resources (including resources on teacher-leader effectiveness and data-driven instruction). New York's curricular modules are voluntary, free, and available to all districts in New York State (and nationally). As of April 2015, NYSED staff report that the math and ELA modules have been downloaded more than twenty million times.

CCSS-aligned Instructional Materials *(cont'd.)*	▪ Materials continue to be added to EngageNY.org on an "as available" basis. As of April 2015, staff report that several twelfth-grade ELA modules are still in development. ▪ Revisions to EngageNY's existing curriculum are also ongoing. Over the last several years, curriculum vendors have made substantive updates and corrections to their materials based on feedback received from teachers, NYSED, and the individual vendors themselves. Updates continue on a rolling basis, with all changes tracked on EngageNY's website.[27]
CCSS-aligned Professional Development (PD)	▪ EngageNY curriculum developers design and perform statewide professional development (PD) for their materials. Trainings have been primarily conducted via Network Team Institutes (NTIs), large, multi-day sessions held across the state several times a year focusing on New York's major Race to the Top school-based initiatives (including Common Core). ▪ First offered in August 2011, NTIs aim to familiarize attendees with the new curricular resources and address broader Common Core implementation issues surrounding the curricula, such as strategies for improving Common Core instructional skills. The sessions are designed as "turnkey" (train-the-trainer) trainings where select attendees return to their respective districts and schools to share and deliver information.
CCSS-aligned Assessments	▪ New York rolled out brand-new tests aligned to the Common Core standards and New York's state-specific additions for grades 3–8 math and ELA in the 2012–13 school year. New CCLS-aligned Regents (high school) tests for algebra 1 and ELA followed in 2013–14, and geometry in 2014–15. New tests for algebra 2 are planned for 2015–16.[28] ▪ In addition to its own assessment efforts, New York is a governing state in the Partnership for the Assessment of Readiness for College and Careers (PARCC), one of two multi-state consortia developing K–12 Common Core assessment systems. While New York conducted field tests of the new PARCC assessments in select schools from March to June 2014, the state has no current plans to administer the now-operational PARCC tests for statewide purposes.

APPENDIX B:

REVIEW CRITERIA OF CCSS-ALIGNED INSTRUCTIONAL MATERIALS FOR ENGLISH LANGUAGE ARTS

Text Complexity, Quality, and Balance

- Quality: Are the texts worthy of close reading and analysis? Are they well written, compelling, of an enduring nature? Are they written carefully enough to elicit effective questions about author's craft?

- Complexity: Are texts thoughtfully sequenced to intentionally build knowledge and vocabulary, and do they increase in complexity both within and across units of study and grades? Do provided texts give students regular practice with grade-appropriate texts?

- Balance: Do the materials include a balance of text types reflective of the emphases suggested by the Common Core—and/or the recognition of how these varied texts will be included in the student's entire academic day? Particularly in the upper grades (from six to twelve), does the curriculum focus on literary study and analysis?

Evidence-Based Reading

- Is the text central to the instructional activities? Are a majority of questions and tasks text-dependent—i.e., do they require students to go back to the text to find evidence that supports answers and analysis?

- Are text-dependent questions thoughtfully sequenced to deepen student understanding of the text?

- Do the questions address important ideas/details, author's craft and structure, and the integration of ideas and knowledge, as described in the CCSS?

Content Knowledge and Vocabulary

- Content: In the elementary and middle grades particulary, do the materials/units/lessons attempt to build a body of content knowledge through the inclusion of texts on specific topics, a sustained focus on those topics, and a sequencing of texts and topics with the purpose of building knowledge and vocabulary within and across grades? At the high school level, are the texts rigorous and of high quality?

- Vocabulary: Do the instructional materials build students' skills in analyzing figurative language and determining the meaning of unknown words through context (if useful), morphology, connotation, and learning the efficacy of reference materials?

Writing, Language, Listening, and Speaking

- <u>Balance of Writing</u>: Do the materials include instruction on specific writing skills and a balance of writing text types that reflect what the CCSS suggest for grades K–5 and 6–12 (informational/explanatory, literary/fictional, persuasive/argument)?

- <u>Speaking/Listening</u>: Are thoughtful exchanges among students a requirement, in which they must cite evidence from texts to support their assertions?

- <u>Language</u>: Do the materials include language study that attempts, in largely text-based ways, to build students' knowledge and use of grammar and conventions?

K–3 Foundational Reading Skills

Do materials for grades K–3 include the following:

- Explicit and systematic instruction in concepts of print, phonological awareness, phonics, vocabulary development, syntax, and fluency?

- Ample opportunities to learn and practice spelling/sound patterns?

- An evidence-based, purposeful sequence for the instruction of foundational skills?

- Systematic and cumulative fluency instruction with research-supported techniques, including partner reading, repeated reading, and choral reading?

- Instruction in academic vocabulary?

- Regular assessments of foundational reading skills?

- Diagnostic support to ensure that all students' needs are met?

Instructional Coherence, Delivery, and Assessment

- <u>Coherence</u>: Do the materials offer a coherent overview for activities/themes/units (e.g., are they not just a collection of isolated lessons or activities)? OR: Is good guidance provided to teachers about how to choose from among sample units/lessons?

- <u>Coherence</u>: Do the materials put lessons/units into context (e.g., what happens before and after)?

- <u>Coherence</u>: Are meaningful connections made among the various strands of the standards (e.g., are materials not just a checklist of activities by standard)? Do the materials highlight ideas that are integrated across all CCSS strands—such as research?

- <u>Organization/Clarity</u>: Are activities clearly and well written? Organized logically? Easily accessed?

- <u>Instruction</u>: Do the lessons exhibit well-considered and consistent instructional guidance for teachers? Do they offer suggestions for instructional delivery that would be helpful to new teachers/teachers unsure of how to address the CCSS instructionally?

- <u>Meeting the Needs of All Students</u>: Do the materials offer guidance for how to meet the needs of *all* students (not through leveled texts, but through scaffolding of instructional activities and other means of instructional support to enable *all* to read and produce complex texts)? OR: If they do not meet the needs of all students, are the materials clear about their intended target audience?

- <u>Assessment</u>: Do the materials show how students will demonstrate what they have learned? Do the materials include or provide guidance about quality formative, interim, and summative assessments? (Do they also include student samples, rubrics, etc.? These may be in development, but are they planned?

ABOUT THE AUTHORS

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Elizabeth Haydel has over twenty years of experience in standards development, benchmarking, and review and in standards-aligned curriculum and assessment development. She has worked for the Ohio Department of Education, the American Institutes for Research (AIR), Achieve, and Great Minds (previously Common Core Inc.) and as a contractor for Houghton Mifflin Harcourt and the Indiana Department of Education. Ms. Haydel has a BA in American Studies from Stanford University and an EdM in Language Education from Indiana University.

Sheila Byrd Carmichael

Sheila Byrd Carmichael is one of the nation's foremost experts on standards-based education reform, assisting over twenty states on the development, review, and implementation of their K–12 academic standards, curricula, and assessments. She has been particularly active in the District of Columbia, serving as an advisor for the D.C. Public Charter School Board, the Center City Consortium, and the Friendship Public Charter Schools. She previously served on the Board of Trustees at the Capital City Public Charter School. She was the founding director of the American Diploma Project and the former deputy executive director of the California Academic Standards Commission.

ENDNOTES

1. M. S. Polikoff, "How Well Aligned are Textbooks to the Common Core Standards in Mathematics?" *American Educational Research Journal*, in press.

2. EdReports.org, "Independent Reviews of Educational Materials," http://www.edreports.org/.

3. Notably, District of Columbia Public Schools (DCPS) also created "scope and sequence" documents for kindergarten through grade twelve as well as optional model curriculum units and modules (only accessible by those in the school system).

4. New York's P–12 Common Core Learning Standards were approved by the Board of Regents in January 2011. They align with the CCSS but also include a limited number of state-specific additions. See "New York State P–12 Common Core Learning Standards for English Language Arts and Literacy," http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela.pdf.

5. The state also funded Odell Education to create "Developing Core Proficiencies," a set of four ELA units for grades 6–12 focusing on a set of literacy proficiencies at the heart of the Common Core State Standards.

6. This figure is the amount requested in the state's Race to the Top application. See: New York State, "Race to the Top, Application Phase 2: Selection Criteria and Competition Priorities, " June 1, 2010, http://usny.nysed.gov/rttt/application/criteriapriorities.pdf. Upon requesting confirmation of the awarded grant funds, the New York State Department of Education asked that we complete a FOIA request (Freedom of Information Act), which our publication deadline prohibited us from doing.

7. In addition to EQuIP, IMET, and the Publishers' Criteria, many other resources are available to assist educators in vetting alignment of instructional materials to the Common Core. The Open Educational Resources (OER) rubric and evaluation tool, developed by the OER Institute in collaboration with Achieve, includes eight rubrics, one of which focuses on "degree of alignment to the standards" (other rubrics gauge accessibility and the quality of instructional tasks and practice exercises). See https://www.oercommons.org/authoring/1506-oer-evaluation-tool. Another source is Learning List (https://www.learninglist.com), a fee-based subscription service that rates online and print instructional materials on their alignment to state standards (including but not limited to the Common Core). Additional organizations providing materials for math instruction—some of which are less targeted to *alignment*—include Illustrative Mathematics (https://www.illustrativemathematics.org/); the National Council of Teachers of Mathematics (http://www.nctm.org/ccssmresources/); and the Charles A. Dana Center at the University of Texas at Austin (http://www.ccsstoolbox.org/).

8. Achieve, "Educators Evaluating Quality Instructional Products," www.achieve.org/equip.

9. EQuIP's Peer Review Panel recently rated EngageNY's ELA Grade 11, Module 4, Unit 1 as "Exemplar," one of fourteen Exemplar ratings for 9–12 ELA materials that have been awarded by the panel nationwide.

10. Achieve the Core, "Publishers' Criteria," http://achievethecore.org/page/686/publishers-criteria.

11. An overview of the state's efforts, with links to the available documents and resources, can be found at the EngageNY website, http://www.engageny.org/english-language-arts and http://www.engageny.org/common-core-curriculum-assessments.

12. EngageNY, https://www.engageny.org/common-core-curriculum, retrieved October 1, 2014.

13. Public Consulting Group was actually awarded the contract for grades 6–12, but subcontracted with Expeditionary Learning for grades 6–8.

14. In response to this critique, Core Knowledge indicated that it is revising the materials to make them easier to navigate and slim down the volume of text. These types of revision and design changes will further strengthen the materials for the early grades.

15. Each grade has four modules; each module has multiple units; each unit has multiple lessons. So Grade 6, Module 1 consists of three units. Each averages fourteen lessons (range is from seventeen to twenty); each lesson averages fifteen pages. Hence, for a total grade: 4 modules x 3 units x 14 lessons x 15 pages = 2,520 pages for the grade.

16. Core Knowledge indicated that they include these readers because of the research that suggests students will have more success with early reading development when reading decodable texts that include only the sound-letter correspondences that they have been taught. Students move quickly from basic to more complex, longer texts, and by first grade, the readers appear much more similar to authentic texts.

17. In response to this review, Core Knowledge reported that the heavier balance on factual recall was intentional. Because the texts are rigorous, students begin with basic comprehension questions that prepare them for more sophisticated work in later grades.

18. In response, Core Knowledge explained that these questions were meant to align with the standards that New York added to supplement the CCSS during the standards adoption phase. They plan to pare back these types of questions in their own versions of these lessons designed for a wider audience beyond New York.

19. A. E. Cunningham and K. E. Stanovich, "Early Reading Acquisition and its Relation to Reading Experience and Ability 10 Years Later," *Developmental Psychology*, 33 (1997): 934–945; D. R. Recht and L. Leslie, "Effect of Prior Knowledge on Good and Poor Readers' Memory of Text," *Journal of Educational Psychology*, 80 (1988), 16–20.

20. David Coleman and Susan Pimentel, "Revised Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy, Grades K–2," April 12, 2012, http://achievethecore.org/content/upload/2._Publishers_Criteria_for_Literacy_for_Grades_K-2.pdf.

21. Core Knowledge intends to develop supports to the program for students with special needs, but those were not yet available for review.

22. See Expeditionary Learning's website; http://commoncoresuccess.elschools.org/.

23. Note that in grades 3–5, the same teacher is often responsible for teaching social studies, science, reading, and writing. So she can balance appropriately the teaching of literary and informational texts within the day; whereas in grades 6–8, the content in the ELA classroom is primarily literature. In our view, the intent of

the CCSS is to encourage teachers across content areas to engage in reading instruction and content-based literacy development—not to push science and social studies into the ELA classroom and literature out.

24. Regarding this critique, Expeditionary Learning responded that this module was revised by New York and is not the intellectual property of Expeditionary Learning. This response points to a larger issue about the ownership of materials once they have been developed for a state and suggests that states or districts seeking external groups to develop curricular materials may want to consider the length of such contracts and the need for ongoing review and revisions.

25. Expeditionary Learning, "Grade 3: Module 1: Overview," June 2013, http://www.engageny.org/sites/default/files/resource/attachments/3m1.1.pdf.

26. Common Core State Standards Initiative, "Standards in Your State," http://www.corestandards.org/standards-in-your-state/.

27. EngageNY, "Curriculum Module Updates," NYSED, https://www.engageny.org/resource/curriculum-module-updates.

28. EngageNY, "Common Core Assessments," https://www.engageny.org/common-core-assessments.

Professional Learning at Freire Wilmington - ELA

At Freire Charter School Wilmington, we believe that all members of our community are learners who deserve opportunities to continue growing. As a result, we are committed to providing a robust and engaging professional learning structure for all of our teachers, who are supported by a team of instructional coaches, our Head of School, and our Assistant Head of Academics. Our professional learning structures align with DDOE's description of high-quality professional learning, as well as the standards for professional learning. Our ELA teachers are engaged in ongoing professional learning communities that specifically focus on supporting our teachers with our high-quality instructional materials, EL Education in Grade 8 and EngageNY in Grades 9-12. In our planning of professional learning, we prioritize equity, and use our structures to create lasting transformational change that impacts outcomes for all of our students.

There are several professional learning structures that help us achieve this goal:

- **Summer PL for teachers** - Freire strategically allocates **resources** to align the professional learning opportunities we provide to our teachers. As a result, teachers have access to both internal and external professional learning opportunities throughout the summer to prepare for the following school year.
    - Internal - Prior to the start of the school year, all new-to-Freire staff engage in one week of new staff development, which acclimates them to Freire's college-preparatory mission, instructional vision, and curriculum, as well as schoolwide systems and routines. The following week, they are joined by the entire staff for all-staff professional development focused on the year's instructional priorities.
    - External - We strategically enroll teachers in external professional learning opportunities that are relevant to the instructional goals we have for the year. For example, in the summer of 2023, we enrolled a group of special educators, ELA teacher-leaders, and ELA teachers in Lexia's Aspire training, which provides evidence-based professional learning grounded in the science of reading and structured literacy in order to deepen the support they are able to provide to struggling readers at the secondary level. This opportunity aligns with Freire's ELA instructional priority of supporting all students in reaching the demands of complex texts within our EngageNY and EL Education curriculum.

- **Professional learning for instructional leaders** - Freire encourages and develops teams of teacher-leaders to **build capacity** and drive professional learning. In particular, we identify strong teachers and ask them to take on an instructional leadership role as a department head or an instructional coach. Our ELA department leader facilitates PLCs for all ELA teachers, is an instructional coach, and supports use of our high-quality instructional materials. In this role, he receives ongoing internal and external training to support his development as an instructional leader. Internally, he meets regularly with our Assistant Head of Academics and our Head of School. In the 2022-2023 school year, he also participated in the Freire Teacher-Leader Fellowship with ELA leaders across other Freire schools. The purpose of this fellowship was to ground Freire leaders in theories of adult learning and change management so that all professional learning activities achieved these goals. Externally, he was part of a group of teacher-leaders and academic administrators who participated in Elena Aguilar's Art of Coaching workshop.

- **PLCs** - Our ELA teachers engage in biweekly **professional learning communities**, which occur on Mondays after school or on schoolwide professional development days. During PLCs, teachers engage in ongoing inquiry cycles driven by **student learning data**, discuss curriculum internalization, and deepen their understanding of the ELA standards. All PLCs are grounded in our commitment to raising the bar academically for all of our students by using high-quality instructional materials to deepen student learning, specifically EngageNY for grades 9-12 and EL Education for grade 8. Teachers frequently have opportunities to provide feedback about PLCs to ensure that they remain **relevant** and grounded in both teachers' learning needs and student data.

- **Instructional Coaching** - Because Freire is committed to continuous improvement, all ELA teachers, regardless of their level of experience, work with an instructional coach around **curriculum**

implementation, **data** that provides evidence of student learning, and the **outcomes** described in Feire's vision for excellent teaching and learning, which is found in our Deeper Learning Rubric. Teachers set goals alongside their instructional coach, and work towards these goals through coaching conversations, classroom observations, and debriefs.

- **Professional Development:** Independent research evaluating Engage NY identified that vocabulary is a weakness in the curriculum. As a result, we enrolled our ELA teacher-leader as well as our ELA special education teachers in the Aspire Structured Literacy professional development series for the 23-24 school year, offered through Lexia. In this training, teachers learned specific instructional strategies that teachers can use for both explicit vocabulary instruction and incidental vocabulary acquisition. These strategies will supplement the limited vocabulary instruction in our existing EngageNY curricular materials. Teachers will plan opportunities for explicit vocabulary instruction using the high-quality texts that students read throughout the curriculum.

Sample Professional Learning Goals

At Freire Wilmington, our professional learning responds to the needs of our community–both the learning needs of our students, and of our teachers. Below are examples of learning goals that have been the focus of PLCs and ongoing professional development for ELA teachers.

- Leveraging our curriculum's structure to support student writing - Teachers worked together to adapt EngageNY's Quick Write rubric, then used this rubric when assessing student writing. After examining student work, teachers identified a next step, which was to teach students to use the rubric to assess their own writing and revise based on the criteria of the rubric.

- Creating learning targets from an assessment prompt within the EngageNY curriculum - Teachers looked at an assessment prompt, and used this prompt to create a list of learning targets that students would need to master in order to be successful on the assessment. Then, they created mini-lessons within their writing instruction to focus on these learning targets, and analyzed student work to see which parts of the learning targets were met and by which students.

- Benchmark data analysis - Teachers analyzed data from a recent schoolwide benchmark in order to identify standards to prioritize in an upcoming unit

- New learning about effective feedback - Teachers read research related to the qualities of effective feedback, and used this research to engage in an inquiry cycle focused on how student work improved when teachers provided effective feedback.

MTSS: Freire Wilmington is committed to ensuring that all students receive rigorous academic instruction and the holistic social and emotional supports that they deserve to achieve at the highest levels. We employ a Multi-Tiered System of Supports (MTSS) framework to continuously shape key programmatic initiatives that drive positive student outcomes. This framework incorporates data across four domains (academics, attendance, social/emotional, and behavior) to problem-solve in the areas of instruction and intervention at three tiers of support. Our approach to MTSS is continuously evolving to meet the growing needs of our community of learners. We have established a culture where team members value and employ data regularly and with integrity when reflecting on student outcomes.

Schoolwide Universal Screening and Progress Monitoring: Universal Screening is one piece of data regarding students' progress that we consider during PLC, MTSS and/or grade-level team meetings. Freire Schools uses Star Math and Star Reading as its benchmarking assessment, with the following Performance Tiers at FCSW:

Performance Level	Description	Star Reading (PR)	Star Math (PR)
At/Above Benchmark	Students meeting/exceeding the benchmark	≥ 40	≥ 70
On Watch (Tier 2)	Students slightly below the benchmark score	25-39	25-69
Intervention (Tier 2)	Students below the benchmark score	10-24	10-24
Urgent Intervention (Tier 3)	Students far below the benchmark score	<10	<10

Source: Renaissance-Defining Benchmarks in Star Assessments,
https://doc.renlearn.com/KMNet/R62855.pdf

We administer Star assessments during the Fall (finalize assessments by 9/30); Winter (finalize assessments by 1/31); and Spring (finalize assessments by End of Year). These Benchmark assessments: (1) serve as universal screeners, (2) allow students to be screened to monitor their academic progress, and (3) provide data on school programming effectiveness.

Tiers of Support:
- **Tier I:** Universal Core Programming: Proactive/Preventative Strategies to support *all* students.
- **Tier II:** Selected Small Groups: Classroom and small group strategies to support at-risk students (identified through screenings for poor academic outcomes; students performing "on-watch" or "intervention" on Star screener – approx. 71% of general education students in Math and 46% in Reading)

- **Tier III:** Targeted/Intensive: Individualized strategies for high-risk students (students performing at "urgent intervention" on Star screener – approx. 18% of general education students in Math and 31% in Reading)

MTSS Team Members: Our MTSS team ensures collaboration and communication between community members, students, and parents. Our team is made up of:
- **MTSS Coordinator** – The coordinator oversees the MTSS program, including convening regular meetings to review data and referrals; providing interventions and tracking progress monitoring data for each student at Tiers II and III; and coordinating various team members to ensure effective implementation of supports.
- **Academic Advisors** – Academic Advisors work in tandem with other members of the MTSS team to identify students for additional support, as well as track progress, ensure parental communication, and maintain student motivation. Our Academic Advisors are uniquely situated to provide insight as they connect regularly with students and families surrounding academic, social, emotional, and behavioral concerns and celebrations.
- **Deans** – Deans work closely with the MTSS coordinator, Academic Advisors, and Administrators to ensure that students receive appropriate behavioral supports to address classroom behavior, attendance, and interpersonal interactions within the school day.

Identification & Progress Monitoring: We administer the Star Reading and Math benchmarks (our universal screener) at least three times per year to help identify students in need of additional academic support. Teacher referrals, grades, and social and behavioral data are also considered to identify at-risk students. This data, combined with the Star assessments, monitors response to intervention. The Freire Schools Network Office (Network Office) has invested enormously in ensuring that school-based teams have access to real-time data to shape timely conversations with members of the school community and ensure students are receiving effective support. During the charter term, Freire Schools launched Schoolzilla, a data warehouse and live dashboard, and Branching Minds, MTSS software, to aggregate numerous data points for each student, and to drive key performance indicators.
- **Tier I:** Deeper Learning, acceleration over remediation, and integrated and comprehensive supports are fundamental to our Tier I universal core programming.
  - **Deeper learning**– Deeper learning is at the core of our educational practice. We promote a student-centered learning environment where cognitive load is shifted to our students so that they build their critical thinking skills and find their voice. To foster deeper learning, we developed the Freire Deeper Learning Rubric, to focus teacher evaluation on observable student outcomes over teacher inputs.
  - **Acceleration Over Remediation** — Rather than talk of remediation and the COVID slide, Freire Schools is focusing on accelerating learning, continuing to teach on grade level while providing supports to help students develop the foundational skills and content knowledge needed to achieve the grade level standard.
  - **Integrated & Comprehensive Supports** — Academic, behavioral, and emotional supports help ensure that our students are succeeding in school and developing the skills and

knowledge they will need in college. Every student has a dedicated Academic Advisor who supports their academic growth by tracking academic progress, communicating with families in times of concern, and linking students to extra help, resources, and support. Academic Advisors also help students plan for college, find the right school, and apply for scholarships and financial aid. Students also have access to daily after-school Learning Cafes/LIT Cafes, where teachers and peers offer subject-specific tutoring and homework help.

- **Tier II:** Whole class and small group interventions
  - o Star data helps to identify skill gaps
  - o Classroom teachers or co-teachers review data and provide targeted lessons and practice on those focus skills
- **Tier III:** Intensive and individualized supports reflective of student need.
  - o MTSS Coordinator utilizes Star data to identify and address skill gaps
  - o MTSS Coordinator conducts individualized pull-outs/push-ins at varied frequency pending student need

Appendix 3 - Curriculum Documents :: Health

FCSW HEALTH CURRICULUM

Freire Charter School Wilmington
Health Education Program Overview

This document outlines adherence to the hours requirements for specific health concepts in Regulation 551.

Freire Charter School Wilmington has used the Delaware Department of Health's guidelines to construct a robust health program incorporating all state requirements. This program has been designed to help students understand the relationship between personal behavior and health outcomes. Using the most up to date, evidence-based approaches, Freire Wilmington's Health offerings endeavor to ensure its students will be able to (1) *understand essential health concepts* in order to transfer knowledge into healthy actions for life; (2) *analyze the influence* of family, peers, culture, media, technology and other factors on health behaviors; (3) *access information*, products and services to enhance health; (4) use interpersonal *communication skills* to enhance health and avoid or reduce health risks; (5) use *decision-making skills* to enhance health, (6) use *goal-setting skills* to enhance health; (7) *practice health-enhancing behaviors* and avoid or reduce health risks. (self-management), and (8) *advocate* for personal, family and community health.

At the District level, Head of School Madeline Weckel serves as the coordinator of the school's overall health program. At the school level, Assistant Head of Academics Sean Hamilton serves as coordinator to assure compliance. The program facilitator is Cody Shanklin, Health teacher. FCSW's health team consists of these three educators plus other teachers and staff including the school nurse, school support coordinator, emotional supports coordinator, and school psychologist. Consulting partners with whom we collaborate in the areas of health, wellness, and safety include parents, community leaders, representatives from the Wilmington police department, the ACLU of Delaware, the Mazzoni Center, Children and Families First DE, and local EMT's (e.g., those from Five Points Fire Company in Elsmere), among others. Community members' expertise in the areas of health, family life and safe and drug-free schools and communities strengthen our Health program and inform its ongoing monitoring and evaluation. It is our hope that Freire health educators will attend the SHAPE Delaware Annual Convention on Friday Oct. 13, 2023, at Odessa High School.

Eighth graders take an Essential Skills class which incorporates a comprehensive Health education module in the spring. This module spans nine weeks and consists of four mini units around the essential topics of (1) sexuality education, consent, and safety; (2) nutrition and personal wellness; (3) family life, community health and environmental health; and (4) injury prevention, interpersonal violence and mental health. Instruction is engaging and hands-on, and is meant to pave the way for more in-depth study of Health topics in 10th grade.

The centerpiece of the Health program is our comprehensive, semester-long 10th grade Health course. It extends and deepens topics students first encounter with the topics in their eighth grade Health education module. It addresses injury prevention and safety, nutrition and physical activity, family life and sexuality (including a focus on consent, HIV prevention, and abstinence), personal health and wellness including nutrition, mental health, community health (including an interpersonal violence prevention program) and environmental health, as well as tobacco, alcohol and other drugs. The grade 10 Health curriculum serves the relevant specifications articulated in section 2.1.3.4 for grades 9 to 12 of 14 DE Admin Code 551-2.0:

- This course provides one half (1/2) credit of comprehensive health education.
- It is required for graduation.
- In keeping with the requirement of fifteen (15) hours addressing drug and alcohol education, Health class's Unit 5 (Alcohol, Tobacco and Drugs) occurs over 3 weeks of instruction for 15 class sessions/ 15 hours. Instruction is evidence-based for all units, including this critical unit.
- In the first unit of the course, "Injury Prevention and Safety," students learn basic CPR skills in three (3) classes, exceeding the two (2) hour requirement of cardiopulmonary resuscitation (CPR) instruction.
- These CPR courses are taught by a visiting external partner and use the most current evidence-based emergency cardiovascular care guidelines. They incorporate psychomotor skills-learning and show students use of an Automated External Defibrillator (AED).
- Students learn about the life-saving and life-enhancing effects of organ and tissue donation.

In addition to this Health course, both 8th and 11th graders take a full year of Physical Education and use required Focused Fitness metrics.

Finally, in addition to the Drug and Alcohol Education unit within the 10th grade Health course, Freire provides Drug and Alcohol Education for students in all other grades, as well, in grade-specific spring symposia where students study topics outlined below. The school exceeds the time requirements for Drug and Alcohol Education in eighth grade through this spring time symposium and the quarter-long eighth grade Health class.

FCSW's Health education from grades 8-12 is summarized in the chart below.

Health Education by Grade

Level	Duration	Content	Delivery	Key Assessments	Evaluation
Grade 8	15 hours in Spring symposium	Drug and Alcohol Education	Spring Symposium	(1) Project Alert Drug IQ (2) Structured reflection on winter symposium (3) Personal repertoire of refusal responses (4) Structured reflections on Spring Symposium	Student perception surveys Annual curriculum review by school leadership
	45 hours (9 weeks) in Comprehensive Health class	• Sexuality education, consent, and safety • Nutrition and personal wellness • Family life, community health and environmental health • Injury prevention, interpersonal violence and mental health	Quarter-long course for all eighth graders	Each unit is assessed via traditional tests and projects. See sample assessment here. The course culminates in a student-run exhibition/ Health Fair.	Teach Consent evaluation Curriculum audit Student perception surveys Annual curriculum review by school leadership

Grade 9	15 hours	Drug and Alcohol Education	Spring Symposium	(1) Content quiz (2) Structured student reflection on symposium	Student perception surveys Annual curriculum review by school leadership
Grade 10	15 hours	Drug and Alcohol Education	3 week instructional unit within comprehensive health education course	(1) Unit content exam	Student perception surveys Annual curriculum review by school leadership
	24 weeks	Comprehensive health education	½ credit course	Each unit is assessed via tests and projects; sample test (A variety of assessments can be found in the requested Health 10 lessons and materials folder; the original sample assessment can be found here)	Curriculum audit Student perception surveys Annual curriculum review by school leadership
Grade 11	15 hours	Drug and Alcohol Education	Spring Symposium	(1) Presentation on a single drug, researched and prepared by small group (2) Structured student reflection on Symposium	Student perception surveys Annual curriculum review by school leadership
Grade 12	15 hours	Drug and Alcohol Education	Spring Symposium	Structured student reflection on Symposium	Student perception surveys Annual curriculum review by school leadership

Grade 8- Health

Eighth graders at Freire Wilmington take a 45-hour comprehensive Health class in the spring semester. This course features hands-on learning around the essential topics of sexuality education, consent, and safety: nutrition and personal wellness: family life, community health and environmental health; and injury prevention, interpersonal violence and mental health. Instruction incorporates guest speakers, and interactive activities to enhance student engagement and understanding. Our focus is on building students' resilience and enhancing protective factors to promote safety, positive development and healthy relationships. Community partners play an important role in raising students' awareness about the local resources available to support them. These include the Wilmington Police department, the ACLU of Delaware, the Mazzoni Center, and Children and Families First DE. The course outline below is "chunked" into four separate modules, each consisting of two or three individual but thematically related themes. The course culminates with an end-of-year Health Fair, during which students will prepare exhibitions on select topics of their choice, to be held in the school for Freire families.

Unit 1: Sexuality Education and Consent Education
Timeline: 2 weeks

This first unit sets the tone for the whole Comprehensive Health education course. In it, students begin to gain the knowledge, skills, and attitudes they need to navigate the complex landscape of relationships, sexual health, and consent in a responsible and informed manner. Lessons in this unit promote healthy decision-making, respect for others, and personal empowerment while reducing the risk of negative consequences related to sexual activity. We use the video and facilitation guide from Teach Consent (teachconsent.org) to study consent, and will have guest speakers in to talk with students about this and related topics. Students engage in more thorough study of gender, reproduction and more detailed aspects of sexuality in their tenth grade Health class.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. What does effective communication look like and sound like in relationships? 2. What does consent mean in different contexts? 3. How can we define sexual health?	1. Consent is a fundamental aspect of healthy relationships. 2. Knowledge about HIV and STI's and prevention strategies is crucial for maintaining good health in general and good sexual health, specifically.	SWBAT 1. Define and understand consent 2. Understand the importance of consent in relationships 3. Understand the root causes of youth violence, dating and sexual violence, sexual harassment, and bullying

4. What are common STI's, how do they spread, and how can they be prevented? 5. How does HIV spread, and how can it be prevented?	3. People have different gender identities, sexual orientations, and cultural backgrounds, all of which must be respected when we talk about sex, consent, and sexuality.	4. Create personal goals relating to communication in relationships 5. Identify common STI's 6. Identify the risks associated with HIV and methods of prevention 7. Identify local / accessible organizations for support with questions about sexuality, HIV, STIs, and related issues

ASSESSMENTS	DE STATE STANDARDS
FORMATIVE ASSESSMENTS • Response to scenarios: Accountable group discussions on the importance of consent and good communication • Reflection and follow-up questions for visiting sexual health educator • Teach Consent discussions, reflection and feedback • Exit slips (definitions of consent, sexual health) **SUMMATIVE ASSESSMENTS** ● Written unit test	DE-HEALTH- 1 DE-HEALTH- 2 DE-HEALTH- 3 DE-HEALTH- 4 DE-HEALTH- 5 DE-HEALTH- 6

TIER 2/ ACADEMIC VOCABULARY	SCAFFOLDING AND EXTENSIONS FOR DIVERSE LEARNERS AND ELS
Consent Free and informed consent Personal space Coercion Sexual Health Reproduction HIV AIDS Sexually Transmitted Infections	● Provide guided notes ● Modified or reduced assignments ● Reduce length of assignment ● Vary outcome mode ● Increase one-to-one time ● Present new content in concrete terms and provide hands-on-tasks ● Position student near helping peer or have quick access to teacher ● Break tasks down in smaller increments ● Pair students in buddies/ teams ● Provide materials ahead of scheduled class times

	● Record instruction and make available in Google Classroom ● Enrichment activities for gifted and talented students including 　○ Read excerpts from Students may also read excerpts from *It Doesn't Have to Be Awkward: Dealing with Relationships, Consent, and Other Hard-To-Talk-About-Stuff* (Pinsky and Pinsky, 2021) and prepare a report 　○ Develop and annotate a presentation/ playlist depicting healthy and unhealthy teen relationships in current media

Unit 2: Nutrition and Personal Wellness
Time: 2 weeks

In this unit, students explore what it means to maintain a healthy body, including eating nutritious foods, staying active, and getting enough sleep. They focus on nutrition, beginning with the fundamentals of a balanced diet, and analyzing how what we treat our bodies now affects how we feel physically and emotionally in the short run, and may impact health over our lifetimes. The emphasis is on the holistic nature of health and wellness. Students do explore the connections among physical and mental in this unit, but go into them more in depth in this course's unit 4.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. What is personal wellness, and why is it important for our overall health? 2. How does nutrition impact our health and well-being? 3. What are the components of a balanced diet, and how can we maintain one? 4. How can we make informed food choices, what impacts these choices, and why is it important to make our own decisions?	1. Personal wellness involves taking care of our physical, mental, and emotional health. It's not just about the absence of illness. 2. Good nutrition supports growth, energy, and overall health. 3. Adequate sleep is crucial for overall health and especially for teen brain development. 4. A balanced diet includes a variety of foods from different food groups and provides all the	SWBAT 1. Define the physical, mental, and emotional aspects of personal wellness and explain why they are crucial for overall health. 2. Identify healthy strategies for managing stress and promoting good mental health. 3. Identify the key nutrients required for good health (e.g., vitamins, minerals, proteins).

5. How does sleep affect personal wellness, and what strategies can we use to get enough of it? 6. Why is it especially hard for teens to get enough sleep? 7. What role does physical activity play in personal wellness, and how can we incorporate it into our lives? 8. How can we manage stress and maintain good mental health as part of our overall wellness?	necessary nutrients for good health. 5. Being informed about nutrition helps us make healthier food choices and take control of our well-being. 6. Regular physical activity is essential for maintaining a healthy body and mind. 7. Learning to manage stress is a lifelong skill that contributes to good mental health and overall wellness.	4. Explain the importance of a balanced diet in meeting nutritional needs. 5. Analyze food labels to make healthy food choices. 6. Keep a food diary for 1-2 days and note any impact of food choices on energy levels and mood. 7. Record and analyze sleep habits for a week. 8. Create a personal fitness plan that includes preferred forms of physical activity.

ASSESSMENTS	DE STATE STANDARDS
FORMATIVE ASSESSMENTS • Food label analysis • Sleep diary • Personal Fitness plan • Track one meal using online tracker of nutritional content • Reflection: group interview of a visiting guest speaker (nutritionist, school social worker or outside counselor) **SUMMATIVE ASSESSMENTS** ● Unit test and/or ● Group research and presentation on one type of self care	DE-HEALTH- 1 DE-HEALTH- 2 DE-HEALTH- 3 DE-HEALTH- 5 DE-HEALTH- 6 DE-HEALTH- 7

TIER 2/ ACADEMIC VOCABULARY	SCAFFOLDING AND EXTENSIONS FOR DIVERSE LEARNERS AND ELS

Nutrient
Hydration
Stress management
Wellness
Light sleep
Deep sleep
REM
Sleep hygiene
Serving Size
Dietary fiber
Antioxidant
	● Provide guided notes
	● Modified or reduced assignments
	● Reduce length of assignment
	● Vary outcome mode
	● Increase one-to-one time
	● Present new content in concrete terms and provide hands-on-tasks
	● Position student near helping peer or have quick access to teacher
	● Break tasks down in smaller increments
	● Pair students in buddies
	● Provide materials ahead of scheduled class times
	● Record instruction and make available in Google Classroom
	● Enrichment activities for gifted and talented students including
	   ○ Research into select self-care online groups for teens
	   ○ Analyze nutritional values of select school lunch(es)
	   ○ What kinds of support would benefit Freire eighth graders' personal wellness? Conduct a survey and report findings to administration
	   ○ Analyze nutritional values of select school lunch(es)

Unit 3: Family Life, Community & Environmental Health
Time: 2 weeks
This unit has two interwoven strands. In the first, students investigate dynamics of healthy family relationships. In the second, they strive to understand the impact of environmental factors on individual, family, and community health. This unit is a practical one, in which students will interact with local community health professionals and learn how to access local health supports for

themselves, their families, and their community. Exploring these two strands– the dynamics of healthy family relationships, and the effects of environmental factors on individual, family, and community health– will foster critical thinking, empowerment, and help students develop an understanding of the unique challenges and opportunities present in the community.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. What are the key qualities that make a family's relationships healthy and supportive? 2. What resources for family health are available to us, and how can we access them? 3. How do your/our cultural backgrounds and traditions influence family dynamics? 4. What environmental factors in the community might affect our health, and how can we address them? 5. How do disparities in access to resources like clean air, safe housing, and nutritious food impact different neighborhoods?	1. Healthy family relationships are built on open communication, mutual respect, and support for each other's well-being. 2. Families can be diverse in structure and cultural background, but they all play a crucial role in shaping the community. 3. The physical environment can have a significant impact on the health and well-being of residents. 4. Access to clean air, safe housing, nutritious food, and green spaces is essential for promoting individual and community health.	SWBAT 1. Identify the key components of healthy family relationships 2. Evaluate the roles and responsibilities within a family, and explain how these might vary depending on a family's culture and circumstances 3. Identify and investigate environmental factors in Wilmington that can affect individual and community health (clean air, safe housing, access to green spaces, and access to healthy food) 4. Analyze how environmental disparities can impact different neighborhoods

ASSESSMENTS	DE STATE STANDARDS
FORMATIVE ASSESSMENTS • Exit slips • Group discussions on healthy family dynamics • Content quizzes • Letters and follow-up questions for community health professionals who have visited and presented in the class. **SUMMATIVE ASSESSMENTS** ● Written test and/or	DE-HEALTH- 1 DE-HEALTH- 2 DE-HEALTH- 3 DE-HEALTH- 4 DE-HEALTH- 5 DE-HEALTH- 6 DE-HEALTH- 7 DE-HEALTH- 8

● Small group presentation on one or more environmental issues and their impact on community health	
TIER 2/ ACADEMIC VOCABULARY Resilience Community Health Environmental Disparities Air Quality Food Security Green Spaces. Housing Quality Environmental Justice	SCAFFOLDING AND EXTENSIONS FOR DIVERSE LEARNERS AND ELS ● Provide guided notes ● Modified or reduced assignments ● Reduce length of assignment ● Vary outcome mode ● Increase one-to-one time ● Present new content in concrete terms and provide hands-on-tasks ● Position student near helping peer or have quick access to teacher ● Break tasks down in smaller increments ● Pair students in buddies ● Provide materials ahead of scheduled class times ● Record instruction and make available in Google Classroom ● Enrichment activities for gifted and talented students including 　○ Identification and report on self-care groups available for teens online 　○ What kinds of support at school would benefit Freire eighth graders' personal wellness? Conduct a survey and report findings to administration

Unit 4:   Injury Prevention, Interpersonal Violence Prevention, and Mental Health **Time: 3 weeks**

In the final weeks of this course, students turn their attention to staying safe and mentally healthy. They identify common causes of injuries and preventive measures, discuss interpersonal violence and strategies for its prevention (including bullying), and, tying together previous studies in this course, focus on ways to stay well and mentally healthy. To engage students and foster a deeper understanding of these critical topics, learning objectives are as active as possible, empowering students not only to acquire knowledge about injury prevention, interpersonal violence prevention, and mental health, but also to apply that knowledge through hands-on experiences and activities. At the end of this unit, students will work in small groups to prepare presentations on health topics of their choices, so they can share their Health understanding through a real or virtual Health Fair for Freire families.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. How can I prevent injuries at home and outside the home? 2. What is interpersonal violence? 3. What is bullying? 4. How can I avoid interpersonal violence and bullying, and what can I do about them, when I see them happening? 5. What are the components of conflict resolution? 6. What does it mean to be mentally healthy, and why is it important? 7. What are common stressors in middle and high school, and how can I manage them effectively? 8. How can I build self-esteem and a positive self-image? 9. How can I recognize and seek help for mental health challenges in myself and others? 10. What are healthy ways to manage emotions like anger, sadness, and anxiety? 11. How do positive relationships with friends, family, and peers contribute to mental health?	1. Taking responsibility for the safety of self and others is essential in preventing accidents and injuries, and is also empowering. 2. Many injuries can be prevented through awareness, precaution, and safe behaviors. 3. Respect for others, including sensitivity to cultural norms, boundaries, and consent, is crucial in preventing interpersonal violence. 4. Communication is required to resolve conflicts and prevent violence. 5. Bullying is unwanted, aggressive behavior that involves a real or perceived power imbalance. Bullying may result in serious, lasting problems for both the bully and the bullied person. 6. Conflict resolution is an informal or formal process that two or more parties use to find a peaceful solution to a dispute 7. When young teens face interpersonal violence in	SWBAT 1. Create safety videos for environments they frequent in their daily lives (crossing busy streets, using public transportation, or participating in sports). 2. Role-play exercises to practice responding to emergency situations, such as calling 911 or assisting an injured classmate. 3. Identify potential hazards in one of these environments and present appropriate actions and safety plans to mitigate risks. 4. Identify warning signs of unhealthy relationships, bullying, and/or or potential violence, both in person and online. 5. Practice conflict resolution and upstander skills through analysis of scenarios and in-person role plays Create Awareness Campaigns 6. Identify common stressors in their lives and create a menu of

12. What are the benefits of mindfulness and relaxation techniques for mental well-being, and how can I incorporate them into my daily life?	relationships, they must prioritize safety, find a safe space, call for help, avoid escalation, and seek out the help of a trusted adult. 8. We can all a) learn to identify warning signs of potentially violent situations, b) understand the need to seek help when necessary, and c) recognize the responsibilities of the bystander and the "upstander." 9. Everyone has different mental health needs at various times. 10. To maintain good mental health, we need to practice self-care (stress management, nutrition, hygiene, sleep, physical activity) and maintain relationships with peers and supportive communities 11. Seeking help to deal with mental stress is a strength.	supportive strategies to manage stress in healthy ways. 7. Create a contact list of personal resources to contact in need, including friends, trusted adults and local professionals 8. Develop a script a teen might use in a phonecall, email, or text to reach out for support when needed. 9. Work with peers to create a display or presentation that reflects learning on one topic they found most compelling in this course.

ASSESSMENTS	DE STATE STANDARDS
FORMATIVE ASSESSMENTS • Exit slips • Group discussions • Content quizzes • Letters and follow-up questions for community health professionals who have visited and presented in the class.	DE-HEALTH- 1 DE-HEALTH- 2 DE-HEALTH- 3 DE-HEALTH- 4 DE-HEALTH- 5 DE-HEALTH- 6

SUMMATIVE ASSESSMENTS ● Virtual or in-person health fair	DE-HEALTH- 7 DE-HEALTH- 8

TIER 2/ ACADEMIC VOCABULARY
This unit repeats terms and concepts from prior units (esp. Unit 2):
 	
    Nutrient
    Hydration
    Dietary fiber
    Serving Size
    Antioxidant
    Carbohydrate
    Proteins
    Minerals
    Saturated Fat
    Aerobic Exercise
    Body Mass Index (BMI)
    Circadian rhythm
    Sleep hygiene
    Stress management
    Wellness
    Light sleep
    Deep sleep
    REM sleep
    Outreach
    Stressor
    Mediate
    Upstander
    Bystander
	SCAFFOLDING AND EXTENSIONS
	FOR DIVERSE LEARNERS AND ELS
	
	● Provide guided notes
	● Modified or reduced assignments
	● Reduce length of assignment
	● Vary outcome mode
	● Increase one-to-one time
	● Present new content in concrete terms and provide hands-on-tasks
	● Position student near helping peer or have quick access to teacher
	● Break tasks down in smaller increments
	● Pair students in buddies
	● Provide materials ahead of scheduled class times
	● Record instruction and make available in Google Classroom
	● Enrichment activities for gifted and talented students including
	    ○ Create videos/ PSA-style TikToks about unit content (in addition to the safety videos that the whole class is making)
	    ○ Cook a healthy meal and articulate its nutritional value
	    ○ Write and submit an OpEd piece/ blog entry (in sites like Youth Voices) about why middle and high schools should have later start times

Grade 8 Nutrition and Personal Wellness Unit Test

1. What is the physical aspect of personal wellness primarily concerned with? (5 pts)
    a. Exercise and fitness
    b. Emotional well-being
    c. Social interactions
    d. Intellectual growth
2. Why is regular physical activity important for personal wellness? (5 pts)
    a. It helps you make more friends.
    b. It can prevent chronic diseases and improve overall health.
    c. It increases self esteem.
    d. It makes you more competitive in sports
3. What is a biological reason it's hard for teens to get enough sleep? (5 pts)
    a. They stay up late playing video games.
    b. Hormone changes
    c. School starts too early.
    d. They have too many friends.
4. How does sleep affect personal wellness? (5 pts)
    a. It affects growth and stress hormones.
    b. It impacts our immune system, appetite, breathing, blood pressure and cardiovascular health.
    c. If we don't get enough sleep, it increases the risk for obesity, heart disease and infections.
    d. All of the above
5. Why is it important to eat a balanced diet? (5 pts)
    a. To lose weight and look healthy
    b. To reduce stress
    c. To meet nutritional needs and maintain overall health
    d. To increase energy levels
6. Which meal is healthy? (5 pts)
    a. A large green salad topped with grilled chicken and tomatoes
    b. A double cheeseburger with cheese fries and a small blue Gatorade
    c. A large pepperoni pizza with extra cheese and 16 ounces of chocolate milk
    d. A small bacon-wrapped hot dog with a side of Takis Zombie chips

Use complete sentences in your responses to the next four questions.

7. What action step would it be good for you to take, based on your food diary? (10 pts)

_____

_____

_____

8. What conclusion did you draw from keeping a sleep diary? (10 pts)

_____

_____

_____

9. List three forms of physical activity that you enjoy and would include in your personal fitness plan. Use complete sentences to describe one barrier you may face when trying to maintain a regular exercise routine, and suggest a solution to overcome it. (25 pts)

1 _____

2 _____

3 _____

Barrier:

_____

_____

Solution:

_____

_____

10. List three strategies for managing stress and promoting good mental health. Explain how each strategy can be effective. (25 pts)

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Answer Key:

1. A

2. B

3. B

4. D

5. C

6. A

7. Answers will vary.

8. Answers will vary. Correct answers include getting more hours of sleep, not trying to "catch up," and any factors related to improving sleep hygiene.

9. Answers will vary. Correct answers include getting more hours of sleep, not trying to "catch up," and any factors related to improving sleep hygiene.

10. Answers will vary. Correct answers include maintaining a healthy weight, having close friendships, eating well, exercise, and getting enough sleep.

Grade 10 Health
One-semester course

Course Overview:. In this one semester Health course, which all tenth graders take, students learn how to keep themselves and others safe, and how to respond in emergencies. They establish ground rules for candid, safe conversations, learn decision and communication skills, and devote considerable time to a variety of wellness issues which matter most to teens right now. Best-practice instruction, including respect for others' personal boundaries and differences, is evidence-based. To that end, teachers work to develop a shared vocabulary, create a safe space in the classroom by laying the necessary social-emotional groundwork, and model respect and sensitivity in their teaching practices. In all units, students are encouraged to apply decision-making skills to high-risk situations.

This curriculum addresses the relevant specifications articulated in section 2.1.3.4 of <u>14 DE Admin Code 551-2.0</u> for grades 9 to 12:
- This course provides one half (1/2) credit of comprehensive health education.
- It is required for graduation.
- In keeping with the requirement of fifteen (15) hours of this 1/2 credit course addressing drug and alcohol education, Unit 6 occurs over 3 weeks of instruction, resulting in 15 class sessions, i.e., 15 hours of instruction. Lessons follow evidence-based practices outlined in Delaware Health Education's Alcohol, Drug and Tobacco Resources.
- In the first unit of the course, students learn basic CPR skills in three (3) classes, exceeding the two (2) hour requirement of cardiopulmonary resuscitation (CPR) instruction.
- These CPR lessons are taught by experts from outside groups such as Lifesavers, Inc. They use the most current evidence-based emergency cardiovascular care guidelines. They incorporate psychomotor skills-learning and show students use of an Automated External Defibrillator (AED). There is also the option for online training through multiple groups such as Student CPR. Students learn about the life-saving and life-enhancing effects of organ and tissue donation in this first unit.

UNIT 1: FIRST AID, CPR, INJURY PREVENTION AND SAFETY
2 weeks
In this unit, students learn how to avoid injuries in everyday life, transportation, and when playing sports. Health learning is hands-on and engaging in this unit. There are three lessons dedicated to CPR, and this unit goes beyond this life saving technique to include general first aid care, basic acute injury care, and the life-saving and life-enhancing effects of organ and tissue donation.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES SWBAT

1. What can we do if we or someone around us is injured? 2. What can we do to keep ourselves and those around us from getting injured? 3. What are the differences between a strain and a sprain, a fracture and a dislocation? 4. What is a concussion? 5. What are the signs of cardiac arrest? 6. How can we perform CPR? 7. What is rescue breathing? 8. What is an AED and where is one located on our school campus or in the community? 9. What factors impact teen driver safety? 10. What are the life-saving and life-enhancing effects of organ and tissue donation?	1. When a person becomes unconscious, the primary things that need to be checked when you approach the victim are ABC: Airway, Breathing, and Circulation. 2. Typical causes of a concussion are sports, fights, falls, car or bicycle injury. 3. The signs of cardiac arrest are sudden collapse without warning, unconsciousness or unresponsiveness, abnormal grunting, gasping or snoring (Agonal breathing), and looking dead. 4. Effective bystander CPR provided immediately after sudden cardiac arrest can double or triple a victim's chance of survival 5. Teens are especially prone to distracted driving 6. There are multiple life-saving and life-enhancing effects of organ and tissue donation.	1. Learn and practice basic safety measures when playing sports, in cars as drivers and passengers, and riding a bicycle 2. Understand to identify a few basic acute injuries and how to treat them 3. Learn the signs and symptoms of sudden cardiac arrest 4. Learn and practice the psychomotor skills necessary to perform CPR: compression rate, compression depth, duration of interruptions to compressions, chest recoil, hand placement, proportion of adequate or 'correct' compressions, ventilation volume, compression-to-ventilation ratio, duty cycle and overall skills. 5. Practice performing two- person CPR for Adult/Child/Infant 6. Explain the life-saving and life-enhancing effects of organ and tissue donation.

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ● Label and diagnose injury diagrams ● First Aid Quiz **SUMMATIVE** ● Create a PSA about distracted driving ● Unit content test	DE-HEALTH- 1 DE-HEALTH- 3 DE-HEALTH- 4 DE-HEALTH- 5 DE-HEALTH- 7 CCSS.ELA-LITERACY.SL.9-10.1

TIER 2/ ACADEMIC VOCABULARY	SCAFFOLDING AND EXTENSIONS FOR DIVERSE LEARNERS AND ELS
● Performance assessment: [American Heart Association's Adult CPR and AED Skills Testing Checklist](#) (and corrective feedback)	

TIER 2/ ACADEMIC VOCABULARY	SCAFFOLDING AND EXTENSIONS FOR DIVERSE LEARNERS AND ELS
Acute Chronic Strain Sprain Dislocation Fracture Tendon vs. muscle Concussion Rescue breathing Chain of Survival Cardiopulmonary resuscitation Defibrillator / AED (Automated External Defibrillator)	Preteach vocabulary Guided notes Illustrated anchor charts Record instruction and make available in Google Classroom Enrichment activities for gifted and talented students ● Additional readings and analyses ● Open-ended thinking and extended response questions ● Project-based learning with real-world audience, deadlines, evaluations and evaluative criteria

UNIT 2: PHYSICAL AND MENTAL WELLNESS
6 weeks
This unit encompasses both physical and mental wellness. Students explore the need for lifelong physical activity, and consider ways they might incorporate more activity into (increasingly sedentary) lifestyles. Mental health problems, such as anxiety, depression, and stress, are increasingly common among teenagers. By addressing mental health openly in the safe space of the Health classroom, students can learn to recognize and cope with these challenges early, and gain strategies to manage stress and anxiety. In this unit, we work to increase empathy and reduce the stigma associated with mental illness. By educating students about the signs of suicidal behavior and how to seek help for themselves or others, schools can play a vital role in preventing tragedies.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES SWBAT

1. Do we get enough physical activity? 2. Why is physical activity important? 3. What is mental health and why is it important? 4. What kinds of symptoms require professional help and what kinds can be handled with self-care?	1. We need 30 minutes of moderate physical activity a day 2. Physical activity benefits the body, mind, and emotions 3. It is also essential to nourish and take care of mental health; mental and emotional health affect a person's physical health and overall well-being. 4. 60% of people with mental illness don't seek help they need due to associated stigma 5. Anxiety disorders are diagnosed if a person's response is not appropriate for the situation, if the person cannot control the response, or if the anxiety interferes with normal functioning 6. Developing and maintaining a healthy lifestyle, accessing health care services regularly, performing self-screenings, and having good hygiene reduce the chances of developing physical and mental illness 7. Suicidal people do not want to die-- they want their problems to end. 8. When a friend expresses suicidal thoughts, we should talk and tell: Talk to them and tell a trusted adult.	1. Identify factors that impact our overall health 2. Articulate the need for physical health and regular physical activity 3. Use a tracker or activity journal to document physical activity over one weekend 4. Assess personal health using a series of factors and criteria 5. Define and identify examples of stressors and explain how they affect the body 6. Create DIY tactile stress management toys 7. Define, understand, and identify ways to reduce negative attitudes toward stigma around mental health

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ● Self health assessment ● Content quizzes ● Weekend Health journal entries	DE-HEALTH- 1 DE-HEALTH- 3 DE-HEALTH-4 DE-HEALTH-7

SUMMATIVE ● Individual research project on a specific mental illness, and class presentation ● Unit content test	CCSS.ELA-LITERACY.RST.9-10.7 CCSS.ELA-LITERACY.SL.9-10.2 CCSS.ELA-LITERACY.SL.9-10.4 CCSS.ELA-LITERACY.SL.9-10.5
TIER 2/ ACADEMIC VOCABULARY Controllable and Uncontrollable Risk factors Coping mechanism Stress, distress, eustress Anxiety Disorder Stigma Distraction/ grounding/ emotional release Panic attack Phobia OCD PTSD	**SCAFFOLDING AND EXTENSIONS FOR DIVERSE LEARNERS AND ELS** Preteach vocabulary Guided notes Illustrated anchor charts Record instruction and make available in Google Classroom Allow students to work with partners for research and presentation project Create illustrated flash cards together for unit vocabulary Develop scenarios to teach abstract conditions inductively Enrichment activities for gifted and talented students ● Additional readings and analyses ● Open-ended thinking and extended response questions ● Project-based learning with real-world audiences, deadlines, evaluations and evaluative criteria

Unit 3: COMMUNICATION IN THE FAMILY AND THE COMMUNITY **4 weeks**

This unit builds on the lessons and learning goals of the previous unit, teaching students resilience-building strategies that can help them adapt to life's challenges more effectively and develop the skills they need to thrive in adulthood. In this unit, students investigate the ways individuals, family relationships and communities influence each other through communication. Using a variety of resources including DDOE-recommended lessons from CASEL's Core Competencies of SEL, and select modules from the "Overcoming Obstacles" online curriculum together as a class, students learn and practice decision making, goal-setting, and communication skills, including refusal skills. They use Digital Citizenship lessons from Common Sense Media to explore the health messages that teens consume online. Students also explore some of the historical sources of cultural and family norms in the minority communities in Wilmington, explore COVID scenarios through the lens of decision-making and communication skills, and access community resources. Guest speakers from the community are an important part of this unit.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
		SWBAT
1. How can effective communication strengthen family bonds and community relationships?	1. Effective communication is the foundation of healthy relationships within families and communities.	1. Identify different styles of communication, and where they tend to show up in students' lives
2. What are the barriers to open and honest communication, and how can they be overcome?	2. Effective communication involves active listening, empathy, and clear expression of thoughts and feelings.	2. Illustrate pros and cons of different communication styles
3. What kinds of messages come to me about health through digital media?	3. Setting and working toward health-related goals is essential for personal growth and for positively impacting the well-being of family and community.	3. Learn and practice the G.R.E.A.T decision making model
4. How does communication impact my health, my family's health, and the health of my community?		4. Identify types of pressure a teen may face in family and social situations
5. Why is it important to set health-related goals for the self, the family, and my community?	4. Ethical and informed decision-making is crucial for addressing health-related issues and challenges that affect families and communities.	5. Identify and analyze persuasive appeal techniques in advertisements and digital media messages
6. What can I do to achieve these goals?	5. There are community health resources and services which we can access, along with reliable information about self-care practices and products	6. Discover local resources that can help students and their families get and stay healthy
7. What factors influence the decisions I make about family and community health?		7. Set realistic and achievable health-related goals for themselves, their families, and their communities
8. How can I make ethical and informed decisions that benefit my family and my community?	6. COVID-19 is the disease caused by the virus (SARS-CoV-2). It has killed millions around the world and continues to spread.	8. Develop critical thinking skills and ethical decision-making processes to make informed choices regarding family and community health
5. What community health services are available to me, and how do I access them?		
6. What is COVID-19, and how can I use good decision-making, communication, and		

goal-setting skills to keep myself and others safe from it?	7. Vaccines, masking, hand washing, and social distancing are the tools we have to combat COVID-19's spread.	9. Identify and present local resources focused on a concern of their own choosing 10. Understand and take action to stay safe from COVID-19

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ● Communication quiz ● Media/ digital messages activities **SUMMATIVE** ● Decision-Making and Communication for Health project ● Unit content test	DE-HEALTH- 1 DE-HEALTH- 2 DE-HEALTH- 3 DE-HEALTH- 4 DE-HEALTH- 5 DE-HEALTH- 6 DE-HEALTH- 7 DE-HEALTH- 8 CCSS.ELA-LITERACY.RST.9-10.7 CCSS.ELA-LITERACY.SL.9-10.2 CCSS.ELA-LITERACY.SL.9-10.4 CCSS.ELA-LITERACY.SL.9-10.5

TIER 2/ ACADEMIC VOCABULARY	SCAFFOLDING AND EXTENSIONS FOR DIVERSE LEARNERS AND ELS
Pandemic Herd immunity Epidemic Vaccine Passive, assertive, aggressive communication styles Pressure (peer, direct, indirect)	Preteach vocabulary Guided notes Illustrated anchor charts Record instruction and make available in Google Classroom

Target audience Direct and indirect messages	Allow students to work with partners for research and presentation project Create illustrated flash cards together for unit vocabulary Develop scenarios to teach abstract conditions inductively Enrichment activities for gifted and talented students ● Additional readings and analyses ● Open-ended thinking and extended response questions ● Analysis of local, state, and nation-level COVID data

UNIT 4: NUTRITION
2 weeks

In this unit, students learn the basics of healthful eating, how and where to access nutrition information and products. They learn how to use online Fitness apps to analyze food choices. Students will explore the factors that influence their food choices and learn about balancing food intake and physical activity. They learn the basics of food safety, the physical consequences of eating only highly processed foods, and create a culturally-responsive nutrition plan for their families and/or for the school.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. What is good nutrition? 2. What are calories, carbs, proteins, minerals, and vitamins? 3. How much water do we really need to drink every day, and why? 4. Do I eat in a healthy way now? 5. What are the relationships between calories, energy, metabolism, physical activity levels, and nutrients? 6. How processed is the food I like to eat? 7. Can I plan a healthy meal that reflects my cultural traditions?	1. We get many kinds of messages and information about eating, and many of them do not relate to health 2. It is possible for each of us to make good decisions about nutrition 3. Healthy eating has a multitude of benefits 4. What we believe and what others believe influences our eating habits, and thus our health 5. I can determine the validity of nutrition information, products, and services through objective criteria	**SWBAT** 1. Describe how the body uses macronutrients and micronutrients and where they can be found in our food **2.** Understand what calories are and why we need them 3. Read and analyze food labels from foods eaten recently and typically 4. Distinguish between natural/ minimally processed foods and highly processed foods 5. Analyze one day's food intake re: carbs, calories, protein, and other nutrients using a nutrition analysis tool

8. What are trustworthy and valid sources of information about diets and foods?		6. Determine one healthy choice or change we might make to improve nutrition 7. Demonstrate an understanding of how to determine the validity of nutrition information

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ● Exit slips: Misconceptions and new understandings about eating ● Nutritional analysis of one day's food intake **SUMMATIVE** ● One week meal plan for my family OR for Freire cafeteria	DE-HEALTH- 2 DE-HEALTH- 3 DE-HEALTH- 5 DE-HEALTH- 6 DE-HEALTH- 7 DE-HEALTH- 8 CSS.ELA- LITERACY.SL.9-10.1 CSS.ELA- LITERACY.SL.9-10.4 CCSS.ELA- LITERACY.WHST.9-10.4

TIER 2/ ACADEMIC VOCABULARY	SCAFFOLDING AND EXTENSIONS FOR DIVERSE LEARNERS AND ELS
Macronutrient Micronutrient Carbohydrates Calories Proteins Fats/ Lipids Minerals Vitamins Hydration/Dehydration	Preteach vocabulary Guided notes Illustrated anchor charts Record instruction and make available in Google Classroom Pre-populate nutrition analysis tool with available nutritional data Enrichment activities for gifted and talented students

Processed food	● Additional readings and analyses, especially of trendy diets ● Open-ended thinking and extended response questions ● Increase audiences for project-based learning in this unit, and add nutritionist as external evaluator of meal plan

UNIT 5: SEXUALITY AND REPRODUCTIVE HEALTH
6 weeks

This unit provides comprehensive sexuality education, divided into four broad areas of instruction. In week one, students study differences among gender identity, biological sex, and sexual orientation. Discussion rules, boundaries, and expectations for universal respect and maturity are reinforced. At the end of week one, and extending into week two, they learn about conception and fetal development. They also explore the financial costs of having a baby. Week three is devoted to consent, communication, and other features of healthy relationships. We use the video and facilitation guide from Teach Consent in this unit. Other instructional resources used for this unit include "Advocates for Youth: Rights. Respect. Responsibility." During week 4, students focus on HIV and other STI prevention, and pregnancy prevention. Lessons from ETR's "Reducing the Risk," an evidence-based, safer-sex approach to teen pregnancy and HIV/STI prevention, are used in this strand. The sexuality and reproductive health unit provides students with opportunities to practice using the decision-making routine practiced in unit 3 to high-risk behaviors associated with sexuality. Instructional resources used for this unit include

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
		SWBAT
1. What are the differences among gender identity, biological sex, and sexual orientation? 2. What are the characteristics of a healthy relationship? 3. What Is consent? What does consent mean in different contexts? 4. How can we end unhealthy relationships? 5. What are some risk factors associated with sexual activity? 6. What communication skills and strategies can we develop to maintain and enhance healthy relationships?	1. Effective communication and correct information about sexuality and gender can help you live a healthy life. 2. Trust and safety are essential in close relationships. 3. When self esteem is high and we have a positive self concept, we are more likely to choose a partner who is good for us. 4. Delaying sexual activity allows teens to pursue their hopes and dreams. 5. STIs can cause lifelong problems for sexually active teens.	1. Define the characteristics of a healthy relationship 2. Define consent in your own words 3. Generate questions you would feel are necessary to confirm a partner's consent 4. Read and analyze scenarios where teens encounter risk factors and make smart decisions about sexual activity 5. Learn strategies to help with abstinence 6. Describe the role of the reproductive systems and the function of the organs found there. 7. Identify examples of bacterial and viral STIs, and explain the differences

7. When and how does conception result in pregnancy? 8. What is the 100% effective way to protect yourself against STDs and prevent pregnancy? 9. What are the categories of contraceptives and why do the differences matter? 10. How do you know if you are ready for sexual activity?	6. The only 100% safe method of birth control and STI prevention is abstinence. **7.** Consent is clear, freely-given, informed, changeable, and enthusiastic.	8. Identify examples of different contraceptive methods, and explain the pros and cons of each method.

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ● Consent discussions and reflection ● STI and contraception quiz **SUMMATIVE** ● Unit test ● Baby project	DE-HEALTH- 1 DE-HEALTH- 2 DE-HEALTH- 3 DE-HEALTH- 5 DE-HEALTH- 6 DE-HEALTH- 7 CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.4

TIER 2/ ACADEMIC VOCABULARY	SCAFFOLDING AND EXTENSIONS FOR DIVERSE LEARNERS AND ELS
Gender identity AMAB AFAB Biological sex Sexual orientation Contraception Fetus Identical Fraternal Intimacy Abstinence Hormonal Consent Viral STI Bacterial STI	Preteach vocabulary Guided notes Illustrated anchor charts Record instruction and make available in Google Classroom Dual-language terminology lists as needed Enrichment activities for gifted and talented students ● Additional readings and analyses ● Open-ended thinking and extended response questions ● Project-based learning with real-world audiences, deadlines, evaluations and evaluative criteria

UNIT 6: TOBACCO, DRUGS AND ALCOHOL
4 weeks

In this unit, students learn the short - and long - term benefits and risks of medicinal drugs, and the short- and long-term effects of alcohol, tobacco, and other drug use. This unit builds on the information students learn in their eighth grade Health class, as well as their grade 8 and 9 Drug and Alcohol Education Symposia. In this unit, students practice using tools to make healthful choices and communicate effectively and candidly about alcohol, tobacco, and other drug use. They look closely at the cultural messages that surround the use of these substances, and clarify their own opinions and actions regarding alcohol, tobacco, and other drugs.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
		SWBAT 1. Identify tobacco products

1. Why do people choose to use alcohol, tobacco and other drugs when they are aware of the detrimental effects? 2. How can I make the "right" decisions in the face of peer, media and other pressures? 3. What are the major risk factors associated with tobacco? 4. What are the major risk factors associated with alcohol? 5. What are the major risk factors associated with specific other drugs? 6. What is addiction and how does it impact people?	1. Alcohol, tobacco, other drugs and medicines are all around us 2. It is important for all people, and especially teenagers, to make decisions around these substances that support a healthy, active lifestyle. 3. Knowledge is power when dealing with and making decisions around alcohol, tobacco, and other drugs 4. There are significant dangers and legal consequences of driving under the influence for all people-- especially teens 5. About 3 in every 10 people in the United States will be involved in an alcohol-related crash at some point in their lives.	2. Identify short and long-term dangers and risks associated with each type of tobacco product 3. Define alcohol and identify the associated long term and short term dangers and risks 4. Determine the effect of various BACs on different activities 5. Define and identify examples of prescription, over the counter and illicit drugs 6. Define and identify examples of stimulants, depressants, opiates, hallucinogens, cannabinoids, and synthetic (club) drugs 7. Define and identify short and long-term effects of the uses of all these substances 8. Practice refusal skills

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ● Research, create a substance profile, and present a single drug to the class ● Create role plays and develop scenarios showing refusal skills **SUMMATIVE** ● Cumulative content exam ● Final exam	DE- HEALTH- 2 DE-HEALTH- 5 DE-HEALTH- 6 DE-HEALTH- 7 DE-HEALTH- 8 CCSS- ELA-Lit. SL.9-12.1 CCSS-ELA LIT.WHST-9-10.1 CCSS-ELA LIT.WHST-9-10.4 CCSS-ELA LIT.WHST-9-10.5

TIER 2/ ACADEMIC VOCABULARY	SCAFFOLDING AND EXTENSIONS FOR DIVERSE LEARNERS AND ELS
Depressant Stimulant Narcotic Opiate Hallucinogen Blood alcohol concentration (BAC) Binge Cannabinoid Synthetic Gateway Addict	Preteach vocabulary Guided notes Illustrated content charts Record instruction and make available in Google Classroom Allow students to work with partners for research and presentation project Create illustrated flash cards together for unit vocabulary/ specific substances Develop scenarios to teach refusal skills in concrete, hands-on ways Enrichment activities for gifted and talented students ● Additional readings and analyses, especially of synthetic drugs ● Open-ended thinking and extended response questions ● Project-based learning with real-world audiences, deadlines, evaluations and evaluative criteria

NAME:_____

DATE:_____

PERIOD:_____

<u>Grade 10 First Aid and Sleep Quiz</u>

(DE Health standards served are noted in parentheses)

<u>Emergencies and Rescue Breathing:</u>

After we watch the video of Patrick performing rescue breathing on Squidward, please answer

the following questions (2 points each).

1.) What is the first thing Patrick should have done in this situation? (DE1, DE2, DE5)

2.) What is the second thing Patrick should have done in this situation? (DE1, DE2, DE4, DE5)

3.) Patrick also did not check Squidward's ABCs. What are the ABCs? (DE1)

4.) What are two things Patrick did incorrectly while attempting to perform rescue breathing? (DE1, DE5)

Sprains, Strains, Dislocations, and Fractures:

Use the following terms to accurately complete each of the scenarios below (1 point each word).

Joint	Applying Heat	Ligaments	Break
Bones	Cartilage	Fractured	Ice
Tendons	Dislocated	R.I.C.E	

5.) When Qamar was playing in his last football game of the season, he was tackled by the cornerback and twisted his ankle. The medic told him that he had a sprained ankle because he had torn a _____ in his ankle that connects bones to _____. (DE1)

6.) Susie was skateboarding on her way home from school and fell off when she hit a pothole in the road. When she got up, her shoulder was in severe pain and realized that she had _____ her shoulder- meaning that the _____ was forced out of its normal position. (DE1)

7.) Adam was rock climbing when he fell and landed on his leg. When he tried to get up or move he was in excruciating pain. The doctor performed an x-ray and concluded that he had _____ his femur- a complete _____ of the bone. (DE1)

8.) Mia was running her race in the 100 meter dash when suddenly their leg gave out. By closer examination, the athletic trainer said that they had strained a muscle or _____- connects bones to muscles, because they had not stretched properly before their race. The trainer said that Mia should treat their leg by _____. (DE1)

<u>**CPR:**</u>
Please read each question and select the best possible answer. (2 points each)

9.) When performing CPR with rescue breaths on an infant, it is important to use

_____ when doing compressions (DE1, DE5)

  a.) 2 fingers

  b.) One hand

  c.) 2 hands

  d.) The palm of your hand

10.) When performing CPR, there should be _____ compressions per minute.

(DE1)

  a.) 60-80

  b.) 40-60

  c.) 100-120

  d.) 80-100

11.) When someone is conducting CPR, they should do _____ rescue breaths per

_____ compressions (DE1)

  a.) 3 rescue breaths per 40 compressions

  b.) 2 rescue breaths per 60 compressions

  c.) 1 rescue breathe per 15 compressions

  d.) 2 rescue breaths per 30 compressions

12.) When performing CPR, the palm of your hand or fingers should be placed below the

person's _____? (DE1)

  a.) Clavicle

  b.) Scapula

  c.) Sternum

  d.) Rib Cage

Concussions:

Scenario: Sonia was playing soccer with her friends and tripped and landed on her head. When she got up, she immediately puked, was very dizzy, and had a headache. She decided to sit out on the rest of the game for a little bit to see if her head felt better. By the time the game ended, she thought she had felt better so she went home. Over the course of the next few days she was having frequent headaches and was having difficulty remembering things. She decided to go to the doctor where she diagnosed her with a concussion. (DE1, DE3, DE4, DE5)

13.) What are two other symptoms that Sonia might experience?

14.) What are two possible treatments the doctor might recommend for Sonia?

15.) What are three things Sonia should not do with her concussion?

Bonus:

16.) What is CTE and how does it impact our brain? (**Another bonus** if you can tell me the proteins it releases and what they do) (DE1)

NAME:

DATE:_____

PERIOD:_____

<u>Grade 10 First Aid and Sleep Quiz Answer Key</u>

(DE Health standards served are noted in parentheses)

<u>Emergencies and Rescue Breathing:</u>

After we watch the video of Patrick performing rescue breathing on Squidward, please answer

the following questions (2 points each).

1.) What is the first thing Patrick should have done in this situation? (DE1, DE2, DE5)

<mark>Surveyed the scene to check to make sure it is safe for him to intervene</mark>

2.) What is the second thing Patrick should have done in this situation? (DE1, DE2, DE4, DE5)

<mark>Ask the victim if they are okay/see if they are responsive</mark>

3.) Patrick also did not check Squidward's ABCs. What are the ABCs? (DE1)

<mark>Airways, breathing, circulation</mark>

4.) What are two things Patrick did incorrectly while attempting to perform rescue breathing? (DE1, DE5)

<mark>Did not tilt squidawards head back, did not check for heart beat</mark>

Sprains, Strains, Dislocations, and Fractures:

Use the following terms to accurately complete each of the scenarios below (1 point each word).

Joint	Applying Heat	Ligaments	Break
Bones	Cartilage	Fractured	Ice
Tendons	Dislocated	R.I.C.E	

5.) When Qamar was playing in his last football game of the season, he was tackled by the cornerback and twisted his ankle. The medic told him that he had a sprained ankle because he had torn a Ligament in his ankle that connects bones to bones. (DE1)

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CPR:

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13.)   What are two other symptoms that Sonia might experience?

Slurred speech and blurry vision

14.)   What are two possible treatments the doctor might recommend for Sonia?

Rest, CAT Scan and potentially therapy depending on the amount of concussions and severity

15.)   What are three things Sonia should not do with her concussion?
No screens, driving, or strenuous activities

Bonus:

16.)   What is CTE and how does it impact our brain? (**Another bonus** if you can tell me the proteins it releases and what they do) (DE1)

Chronic Traumatic Encephalopathy- brain degeneration

Tau proteins

Grade 10 Baby Expense Worksheet

First Year	Expense Worksheet	**If you have more than one baby to care for, then you will have to double everything		
	ITEM	**STORE**	**PRICE OF ITEM**	**NUMBER**	**TOTAL**
Baby Gear	infant car seat			1	
	stroller			1	
	stroller toy			(1-2)	
	baby carrier			1	
	baby walker			1	
	car seat toys			1	
	exersaucer OR jumper			1	
	playmat/gym			1	
	baby sunshade for car			2	
Health & Safety	safety gates for 2 rooms			2	
	outlet plugs and plate covers			20-36	
	crib rail cover			1	
	baby monitor			1 set	
Nursery	cradle, bassinet (newborns)			1	
	crib (4 months & up)			1	
	changing table			1	
	dresser/chest			1	
	crib mattress			1	
	playplen (pack n play)			1	
	crib bedding sheets			1	
	baby swing			1	
	bouncy seat			1	
	high chair			1	
	crib mobile			1	
Nursing/Feeding	**Formula**				
1- 2 months	20.5 oz Container			18	
3 - 12 months	20.5 oz Container			89	

	Food				
4-9 months	jar food (5 a day)			900	
	rice cereal			6 boxes	
Diapers/Wipes	**Diapers/Wipes**				
365 DAYS	diapers 8 a day			365 days	
	wipes			36 boxes of wipes	
	ITEM	**STORE**	**COST**	**NUMBER**	**TOTAL**
Feeding, Bathing	diaper bag			1	
and Toiletries	receiving blankets (swaddle blankets)			10	
	8 bottles for formula			8	
	bottle brush for cleaning			6	
	sippy cups			6	
	spoons			6	
	bowls			6	
	burp clothes			6	
	bibs			10	
	pacifers			4	
	humidifier/vaporizer			1	
	baby bathtub			1	
	bath toys			3	
	baby washcloths			12	
	body wash			3	
	shampoo			1	
	lotion			1	
	baby towels			3	
	diaper ointment/desotine			1	
	pacifers			5	
Clothing	bodysuits (onesies)			12	
	baby socks (pairs)			8	

	sleepers/pajamas			8	
	outfits to wear			15	
Toys	Various baby toys to play with				
	(up to 1 year old toys)				
				1	
				1	
				1	
				1	
			Total price for all the items =		$

Do Now
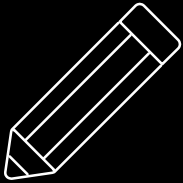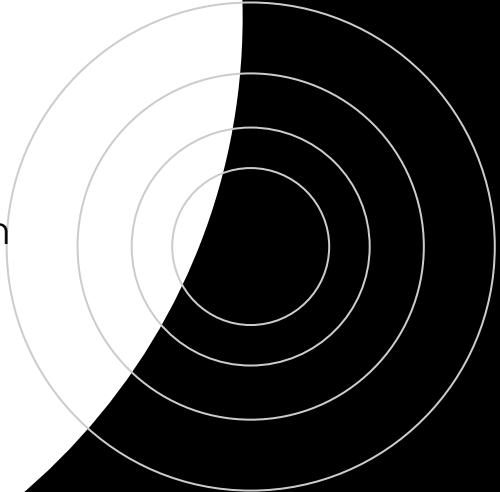
1. What was 1 main role of the AFAB reproductive system?

2. What is 1 main role of the AMAB Reproductive System?

3. What is the AMAB sex cell?

4. What is the AFAB sex cell?

1

Understanding Conception

Objective: Describe the stages of Conception and why they are important in creating human life.

How the AMAB and AFAB Reproductive Systems work together

1. AFAB Reproductive System releases and Ovum

2. Sperm are released from the AMAB Reproductive System

3. Sperm travel to find a Ovum in the Fallopian tubes.

4. Ovum travels from Fallopian Tubes to Uterus

5. If Ovum is fertilized, It attaches to Uterus.
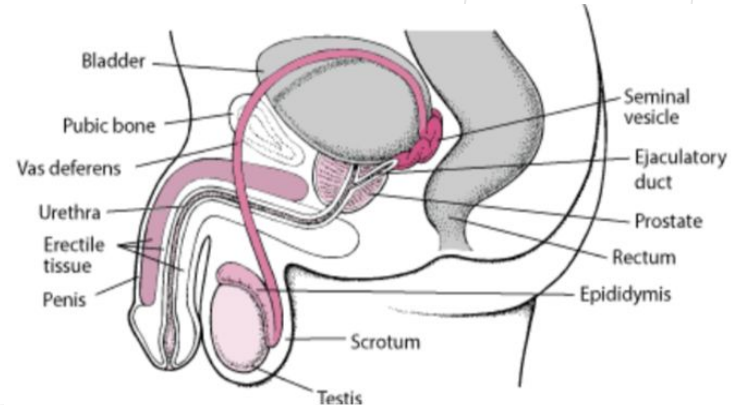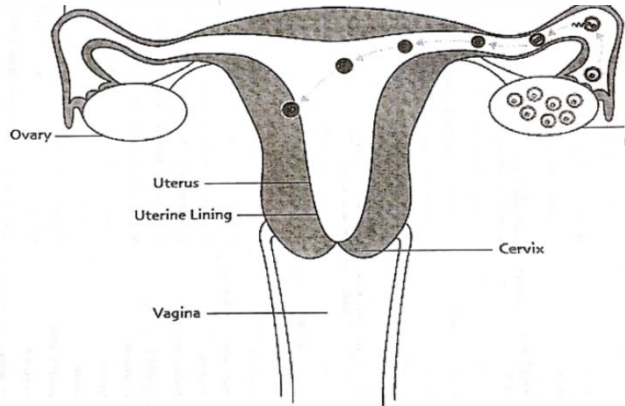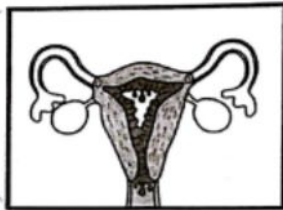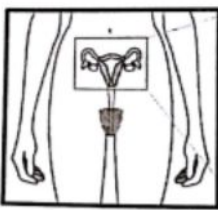
Beginning of cycle (menstruation)
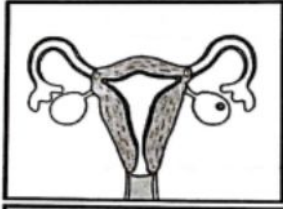
Ovum starts to mature
(lining begins to thicken to
prepare for possible pregnancy)
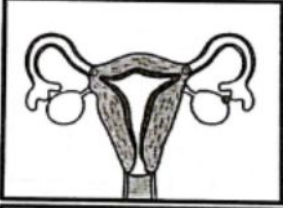
Release of mature ovum
(ovulation)
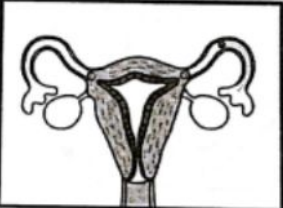
Ovum travels to uterus
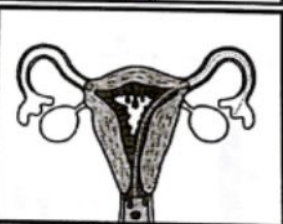
Beginning of next cycle
(menstration)

If no sperm are present, A
female has her menstrual cycle
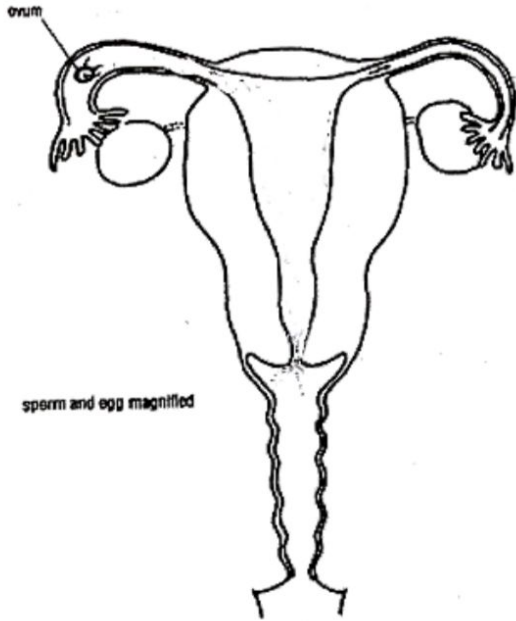
https://kidshealth.org/en/teens/menstruation.html

4

Stages of Conception

Ovulation

ovum

sperm and egg magnified

Fertilization

ovum and sperm meet

sperm and egg magnified

Ovulation- When the mature Ovum is released from the ovary

Fertilization- The joining of a sperm and ovum

5

Stages of Conception

Ovulation Is when-
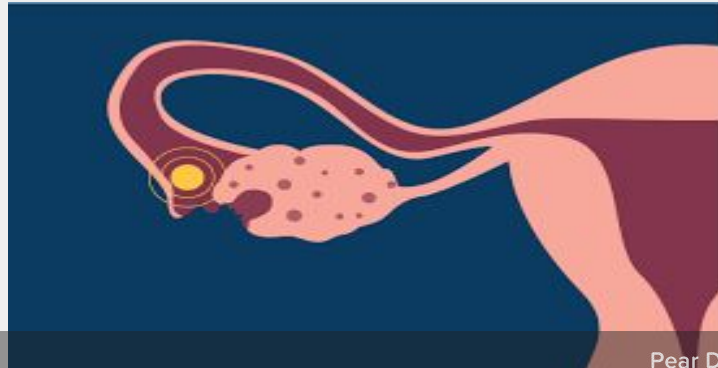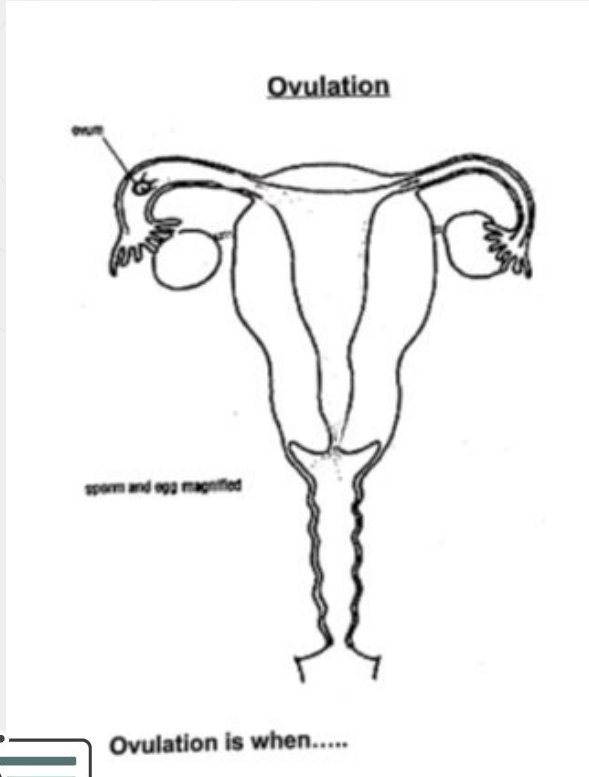
Stages of Conception

ovum and sperm meet
sperm and egg magnified
Fertilization

Fertilization is when-

Zygote

1 fertilized egg multiplies into a ball of cells as it travels

2 ball of cells "nests" in uterus
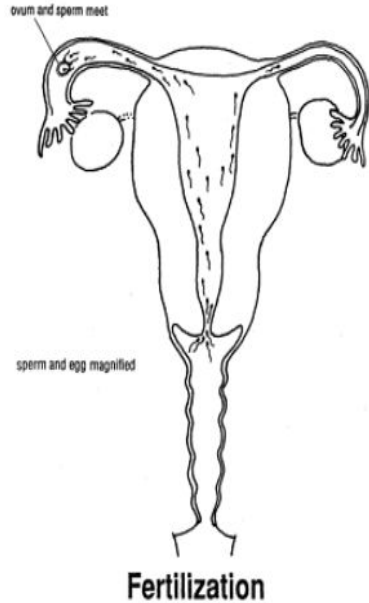
+ fertilization implantation
―――――――――
conception
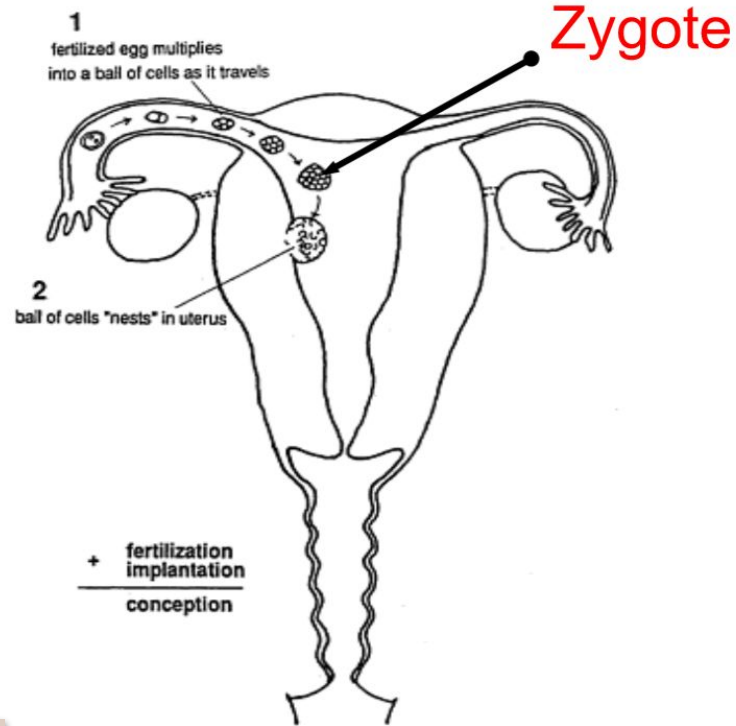
Implantation

Third Step

Implantation- a fertilized egg attaching to the wall of the uterus

Stages of Conception

Implantation is when-

1
fertilized egg multiplies
into a ball of cells as it travels

2
ball of cells "nests" in uterus

+ fertilization
implantation
_____
conception
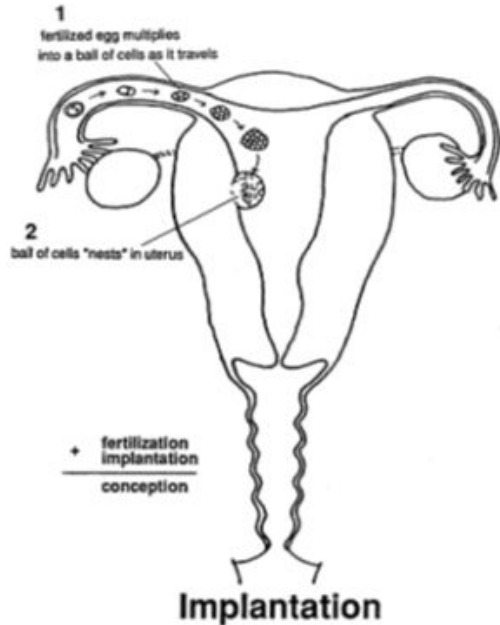
Implantation

Ovulation +Fertilization+Implantation = Conception
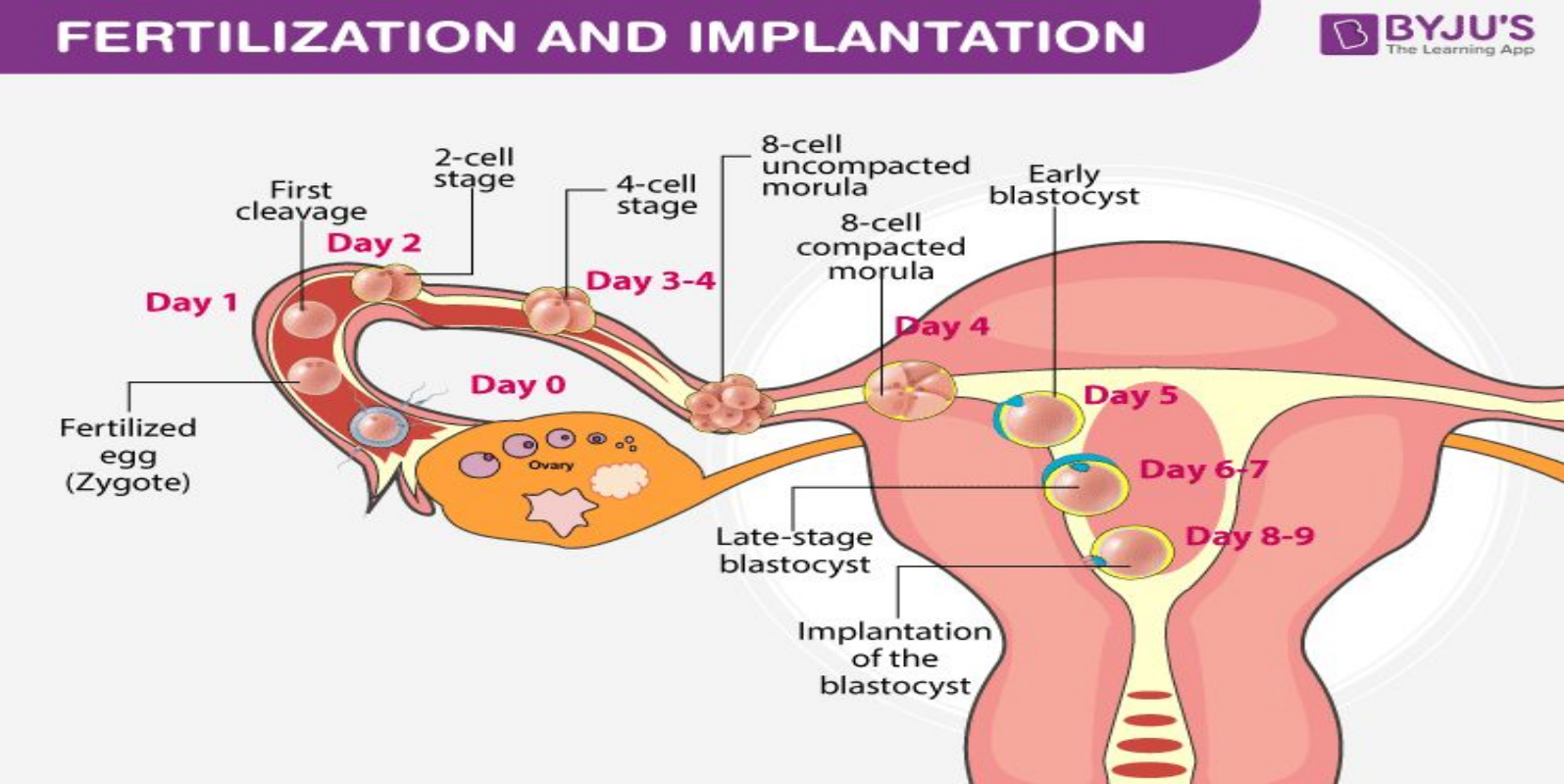
Conception is the beginning of Pregnancy
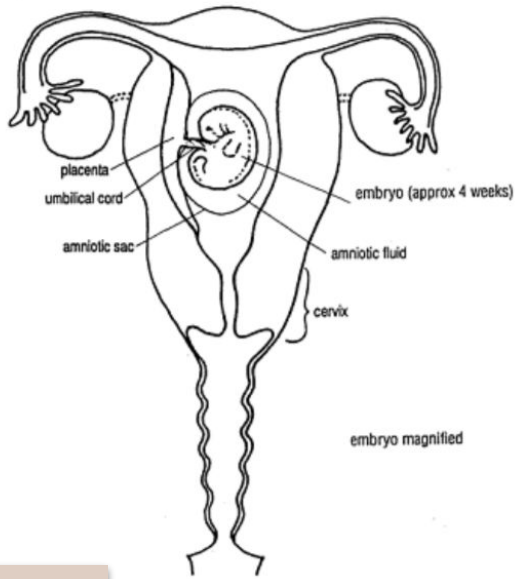
Pregnancy

Placenta- An organ that grows inside
the uterus during pregnancy to carry food and oxygen from the mother and waste from the embryo/fetus

Amniotic Sac- A Sac that contains fluid and the fetus

Umbilical Cord- The tube leading from the baby to the placenta

Conception- The beginning of Pregnancy. Ovulation + Fertilization + Implantation.

11

Put in the Correct order. Write 1-3 next to each step.

_____ Ovum travels from Fallopian Tubes to Uterus and **Implants** on the uterus walls.

_____ Sperm travel to find a Ovum in the fallopian tubes . This is where **Fertilization** happens.

_____ Female Reproductive System releases an Ovum. This is known as **Ovulation.** Sperm are released from Male Reproductive System

Liver

Xiphoid
Cartilage

Diaphragm

Stomach

Plug of Mucous

Cervix

Vagina

Urethra

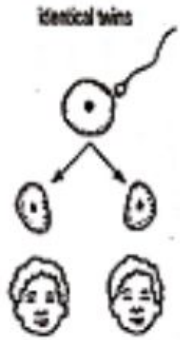Perineum
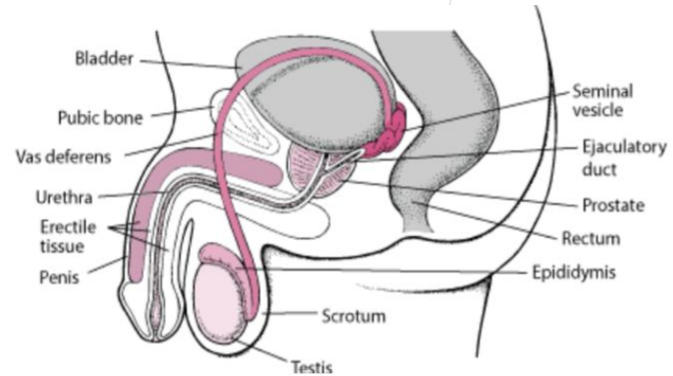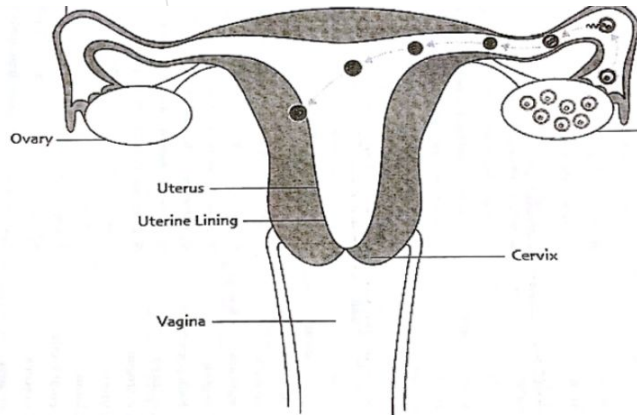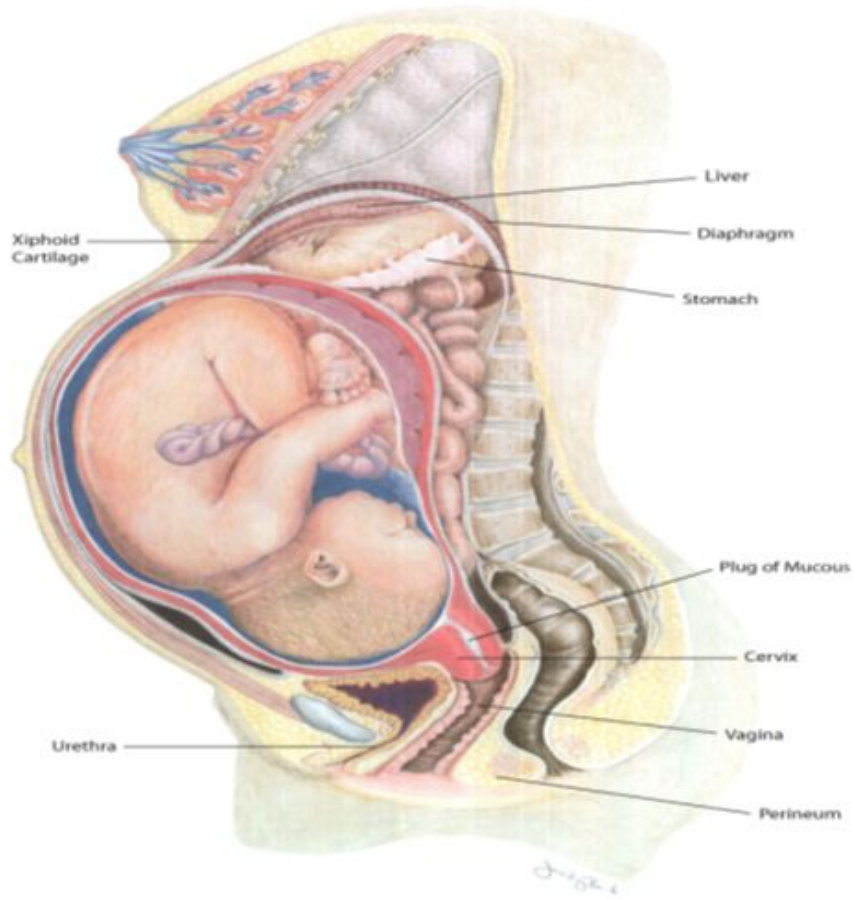
The Foetus at
Development
Stage 8 weeks

2

Understanding Multiple Babies

Objective: Explain how multiple births can happen and the difference between Identical and Fraternal.

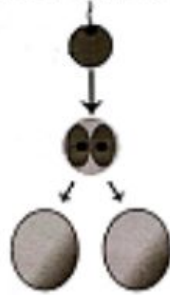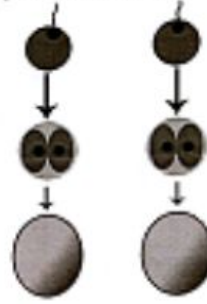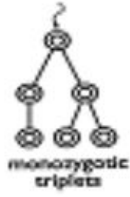# How the Biological Sex is Determined

identical twins

fraternal twins

mother
xx

father
xy

egg
x + female sperm x = girl
xx

egg
x + male sperm y = boy
xy

Muscle Cell
cell membrane — nucleus
cytoplasm — 46 chromosomes made of DNA

Egg Cell (ovum)
23 chromosomes

Sperm Cell
23 chromosomes

15
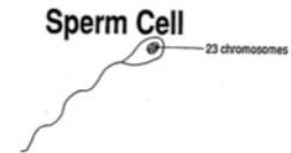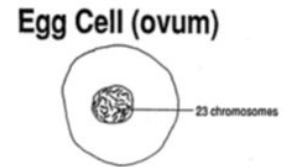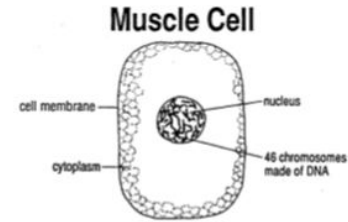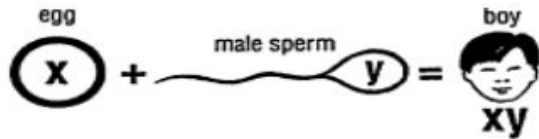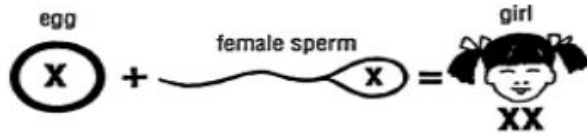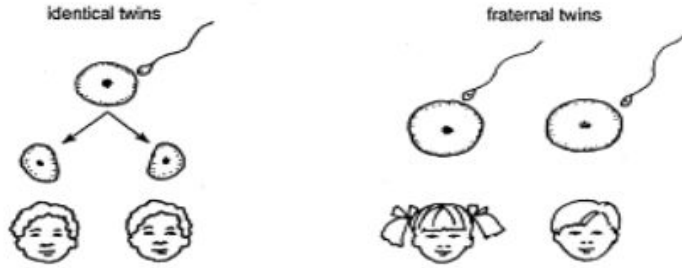
Fraternal vs Identical twins
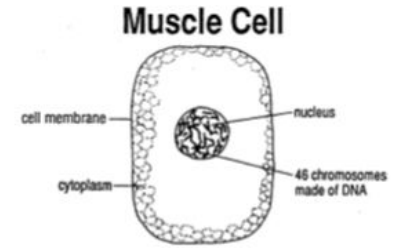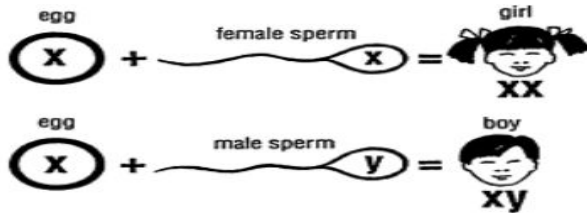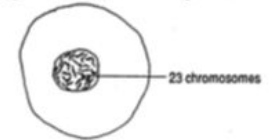
Who determines the sex of the baby?

PRACTICE

1. How many ovums and sperm would Identical twins have?

2. How many ovums and sperm would fraternals twins have?

3. A Mom had triples. Two of the babies are identical. One is fraternal. How many ovums and sperm were needed to create these children?

4. A Mom had triples. All 3 babies are identical. How many ovums and sperm were needed to create these children?

5. A Mom had quadruplets. Two of the babies are identical. Two are fraternal. How many ovums and sperm were needed to create these children?

6. A Mom had quadruplets. All of the babies are fraternal. How many ovums and sperm were needed to create these children?

3

Review

Match the term to the definition

Ovulation

When the mature Ovum is released from the ovary

Fertilization

The joining of a sperm and ovum

Implantation

a fertilized egg attaching to the wall of the uterus

Put in the Correct order. Write 1-3 next to each step.

_____ Sperm travel to find a Ovum in the fallopian tubes . This is where **Fertilization** happens.

_____ Ovum travels from Fallopian Tubes to Uterus and **Implants** on the uterus walls.

_____ Female Reproductive System releases an Ovum. This is known as **Ovulation.** Sperm are released from Male Reproductive System
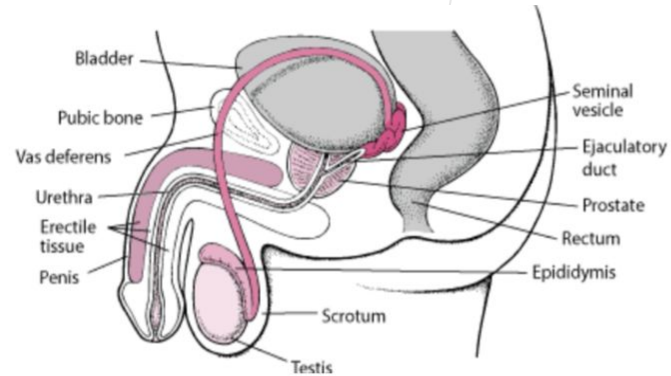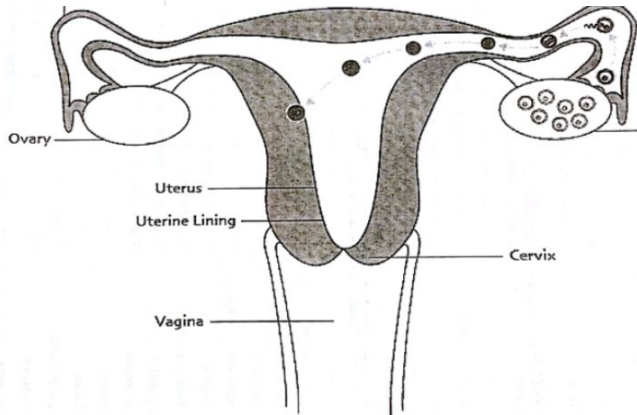
Who determines the sex of the baby?

Male   Female

What is the correct chromosomes for a biological Male?

XX   XY

What is the correct chromosomes for a biological Female?

XX   XY

Do Now

1. How do nonverbal and verbal communication work together each time we communicate?

2. Why are communication styles, speaking skills and listening skills all important to communicate effectively?

Agenda

3. Today we are going to be talking about types of pressure including Peer Pressure and Direct/Indirect Pressure as well as look at examples of Indirect pressure and explain how it can impact our Health.

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

I'm ok to learn about this topic

I'm ok to learn about this topic, but might need some breaks

This topic makes me uncomfortable and I would like to work on something else
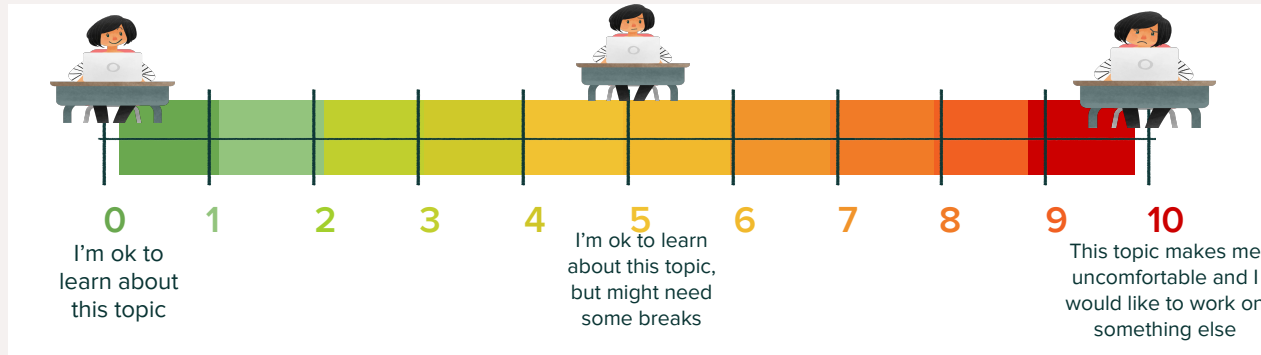
Objectives

- Analyze different indirect pressures that we come in contact, how they are communicated to us and how they can impact our Health.

Announcements

Have a great weekend!

Peer Pressure

A Feeling that you should do something because that is what your peers want

Types of Pressure

Can be positive or negative

Direct Pressure

When a person **asks you directly to do something** or says things to you that **push you toward a certain choice**.

Indirect Pressure

When **nothing is actually said to you**, but because you see others doing something, **you feel pressure to do the same.**

Communicated to us Verbally and Nonverbally
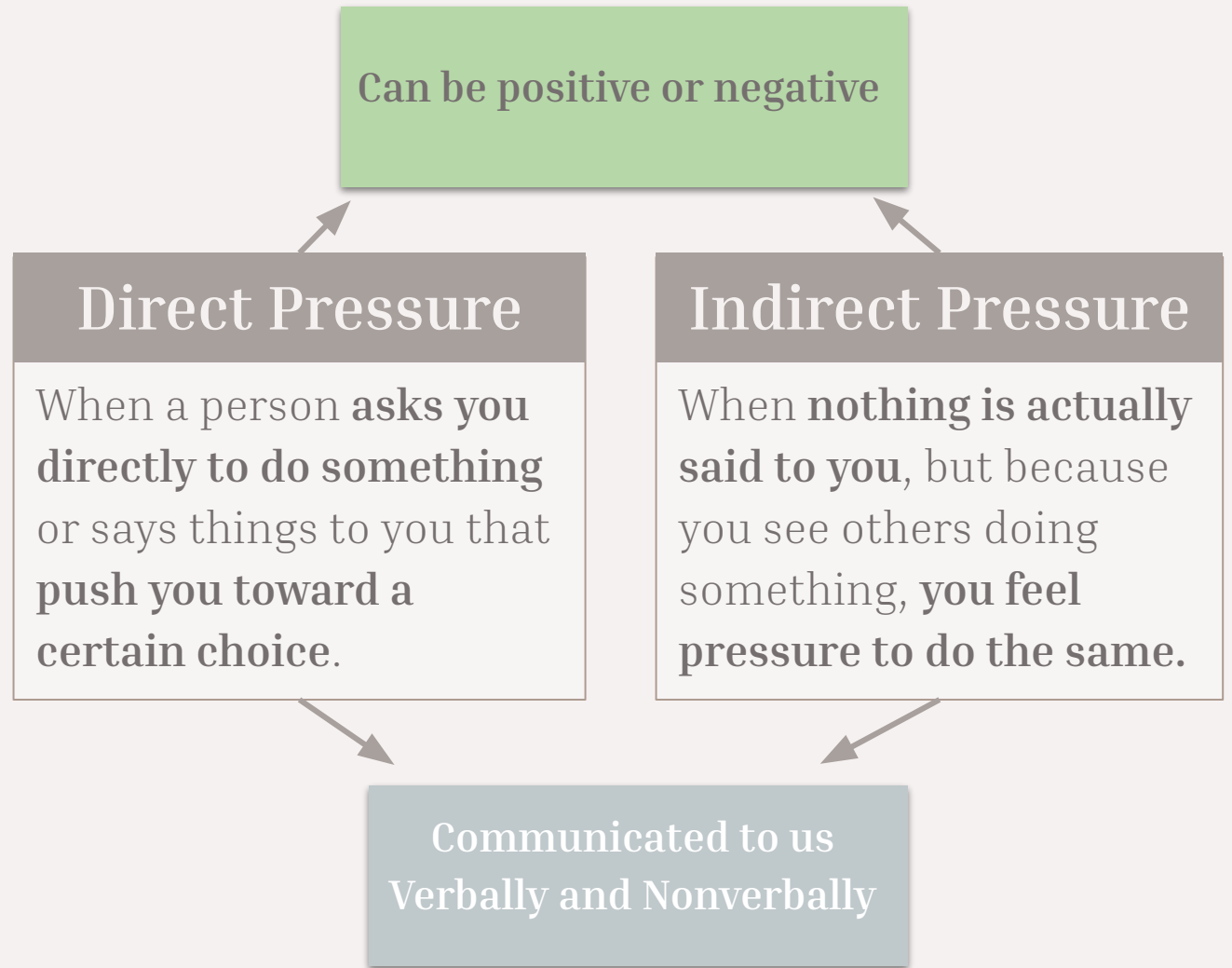
What are Examples of:

Indirect Pressure

Examples of Indirect Pressure

Indirect Pressure

- Peers
- TV/Movies/Radio
- Social Media
- Advertising
- Role Models
- Popular People
- Famous People

MEDIA
INTERNET
RADIO TELEVISION
MAGAZINES NEWSPAPERS

CINEMA

Celebrity

How can our peers indirectly pressure us?

How can these be communicated?
Verbal, Nonverbal or both?

7

How can Social Media indirectly pressure us?

How can Music indirectly pressure us?

How can these be communicated?
Verbal, Nonverbal or both?

How can Movies/Tv Shows indirectly pressure us?

How can famous people or role models indirectly pressure us?

How can these be communicated?
Verbal, Nonverbal or both?

1. What type of Pressure is going on throughout the video?

   Direct   or   **Indirect**

2. What type of communication is going on here?

   Verbal   or   **Nonverbal**

3. **What were they trying to get others to do?**

4. **How do you think this could impact someone's health?**

1. **What kind of pressure is going on here?**

   Direct   **or**   Indirect

2. **What type of communication is going on here?**

   Verbal   **or**   Nonverbal

3. **What are they trying to pressure the viewer to do?**

4. **How do you think this could impact someone's health?**

1. **What kind of pressure is going on here?**

   Direct   **or**   Indirect

2. **What type of communication is going on here?**

   Verbal   **or**   Nonverbal

3. **What are they trying to pressure the viewer to do?**

4. **How do you think this could impact someone's health?**

1. What kind of pressure is going on here?

   Direct   or   **Indirect**

2. What type of communication is going on here?

   Verbal   or   **Nonverbal**

3. What did the advertisement do to through the commercial to pressure the audience?

4. What was the advertisement trying to pressure the audience to do?

1. What kind of pressure is going on here?

   Direct   or   **Indirect**

2. What type of communication is going on here?

   Verbal   or   **Nonverbal**

3. What did the advertisement do to through the commercial to pressure the audience?

4. What was the advertisement trying to pressure the audience to do?

Exit Ticket

1. What is indirect pressure?

2. How can someone be indirectly pressured?

3. How can indirect pressures be communicated to us verbally and nonverbally. Explain both.

Exit Ticket

1. What is ovulation, implantation, conception and fertilization?

2. What order do the terms above go it?

3. How are Identical children created?

4. How are fraternal children created?

23

Do Now

1. How was your weekend?

2. What is a calorie?

3. What are macronutrients?

4. What is the formula to convert grams into teaspoons?

Objectives

- Explain the importance of being able to understand and read a food label.

- Demonstrate how to correctly find the serving amount and calculate food label information based on the serving we ate.

Fat in 1 Beef and Bean Burrito

Nutrition Facts
Serving Size: 1
Servings Per Container: 1

Calories 380

Total Fat 18g
  Sat Fat 6g

Fat in 1 small can of almonds

Nutrition Facts
Serving Size: 1 0z.
Servings Per Container: 6

Calories 170

Total Fat 16g
   Sat. Fat 1g

Fat in 1 frozen Red Baron Supreme Pizza

Nutrition Facts
Serving Size: 1/3 pizza
Servings Per Container: 3

Calories 390

Total Fat 17g
  Sat Fat 9g

Fat in 2 Cups (servings) of lasagna

Nutrition Facts
Serving Size: 1
Servings Per Container: 2

Calories: 400

Total Fat 25g
    Sat Fat 11g

Fat in 1 bottle of chocolate milk

Nutrition Facts
Serving Size: 8 fl 0z.
Servings Per Container:2

Calories 260

Total Fat 15g
   Sat Fat 8g

Sugar	Tsp.	Correct order:
in	9.5	1. sprite
Drinks	9.5	2. apple juice
	12.7	3. Green Tea
	14	4. Gatorade
	20	5. monster

Sugar	Tsp.	Correct order:
in Foods	5.5	Power bar
2.	8	Pop Tart
3.	11	Ice-cream
4.	11.25	Skittles
5.	31	Choc. raisins

Sat. Fats	Tsp.	Correct order:
1.	1.5	almonds
2.	1.5	burrito
3.	4	choc. milk
4.	5.5	lasagna
5.	6.75	pizza

How many did you get right???? _____ /15

Beware if a label advertises "Low-fat" or "fat-free" it may mean high sugar!:

Gummy Fish: (fat free!!)

Nutrition Facts
Serving Size: 7 pieces
Servings Per Container: 2
Calories 150

Total Fat 0g

Total Carbohydrate 38g

Sugars 31g

•*Simple carbs...spike* **blood sugar and then blood sugar levels crash and you feel tired and crave more sugar!**

<u>Sugars</u>:

these are all considered "simple sugars"

WORST

BEST

maltose (beer)
sucrose (table sugar)
honey
lactose (milk sugar)
fructose (fruit sugar)

Why do you think it is important for us to know how to read food labels?

Food Labels

- Labels give you information that can help you decide what to choose as part of an overall healthy eating plan.

- The nutrition label tells you how many nutrients are in that amount of food.

Nutrition Facts

1. 8 servings per container
   Serving size 2/3 cup (55g)

2. **Amount per serving**
   Calories **230**

   % Daily Value*

3.
Total Fat 8g	**10%**
Saturated Fat 1g	**5%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 160mg	**7%**
Total Carbohydrate 37g	**13%**
Dietary Fiber 4g	**14%**
Total Sugars 12g	
Includes 10g Added Sugars	**20%**
Protein 3g	

4.
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 8mg	45%
Potassium 235mg	6%

5. * The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Food Labels

1. **Serving Size-** Always start with the serving size amount. That's because all the information on the rest of the label - from calories to vitamins - is based on that amount

2. **Calories-** The number on the food label shows how many calories are in one serving of that food.

Nutrition Facts

1

8 servings per container
Serving size 2/3 cup (55g)

2

Amount per serving
Calories 230

3

	% Daily Value*
Total Fat 8g	**10%**
Saturated Fat 1g	**5%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 160mg	**7%**
Total Carbohydrate 37g	**13%**
Dietary Fiber 4g	**14%**
Total Sugars 12g	
Includes 10g Added Sugars	**20%**
Protein 3g	

4

Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 8mg	45%
Potassium 235mg	6%

5

* The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Pick one part of the food label and explain why this section is important.

Nutrition Facts

1 — 8 servings per container
Serving size 2/3 cup (55g)

2 — Amount per serving
Calories 230

% Daily Value*

3 — **Total Fat** 8g — 10%
Saturated Fat 1g — 5%
Trans Fat 0g
Cholesterol 0mg — 0%
Sodium 160mg — 7%
Total Carbohydrate 37g — 13%
Dietary Fiber 4g — 14%
Total Sugars 12g
Includes 10g Added Sugars — 20%
Protein 3g

4 — Vitamin D 2mcg — 10%
Calcium 260mg — 20%
Iron 8mg — 45%
Potassium 235mg — 6%

5 — * The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Food Labels

3. Nutrients (Macro)- See where your energy is coming from by looking at the Fats, Carbs and Proteins. Limit items that come with Macronutrients such as cholesterol, Sodium and Sugar

4. Nutrients (Micro)- Make sure you get enough of the vitamin and minerals your body needs.

5. The % Daily Value (DV)- tells you the percentage of each nutrient in a single serving, in terms of the daily recommended amount.

Nutrition Facts

1 8 servings per container
Serving size   2/3 cup (55g)

2 **Amount per serving**
Calories   **230**

	% Daily Value*
Total Fat 8g	10%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 160mg	7%
Total Carbohydrate 37g	13%
Dietary Fiber 4g	14%
Total Sugars 12g	
Includes 10g Added Sugars	20%
Protein 3g	

3

4
Vitamin D 2mcg	10%
Calcium 260mg	20%
Iron 8mg	45%
Potassium 235mg	6%

5 * The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

1 **Serving Size**

- "Serving size" is the official term used on food labels. The nutrition label **always** lists a serving size.
  - Example sizes: 1 cup of cereal, two cookies, or five pretzels.
  - **1 Serving = _____ Cup(s)**

- Nutrition facts given on the food label are based on **one serving.**
  - **Ex: 1 cup (1 Serving) = _____ Calories**

Nutrition Facts

1 → Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving

Calories 260 . . . . Calories from Fat 120

	% Daily Value*
Total Fat 13g	**20%**
Saturated Fat 5g	**25%**
Trans Fat 0g	
Cholesterol 30mg	**10%**
Sodium 660 mg	**28%**
Total Carbohydrate 31g	**10%**
Dietary Fiber 1g	**4%**
Sugars 5g	
Protein 5g	

Vitamin A 4%	•	Vitamin C 2%
Calcium 15%	•	Iron 4%

* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories:	2000	2500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2,400mg	2,400mg
Total Carbohydrates		300mg	375mg
Dietery Fiber		25g	30g

1 Serving Per Container

- Serving Per Container is how many servings are in **the entire** bag, box, etc.

- If you eat the whole container, then you must multiply the nutrition values by the number of servings in the container
  - If I ate this whole container, how many servings did I have?

    _____ **Servings**

Nutrition Facts

1 →

Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving

Calories 260 . . . . Calories from Fat 120

	% Daily Value*
Total Fat 13g	**20%**
Saturated Fat 5g	**25%**
Trans Fat 0g	
Cholesterol 30mg	**10%**
Sodium 660 mg	**28%**
Total Carbohydrate 31g	**10%**
Dietary Fiber 1g	**4%**
Sugars 5g	
Protein 5g	

Vitamin A 4%	●	Vitamin C 2%
Calcium 15%	●	Iron 4%

* Percent Daly Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

		Calories:	2000	2500
Total Fat		Less than	65g	80g
Sat Fat		Less than	20g	25g
Cholesterol		Less than	300mg	300mg
Sodium		Less than	2,400mg	2,400mg
Total Carbohydrates			300mg	375mg
Dietery Fiber			25g	30g

Students, draw anywhere on this slide!

Nutrition Facts

Serving Size 1/2 a muffin

Amount Per Serving

Calories 125

	% Daily Values*
Total Fat 3.5g	5%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 311mg	13%
Total Carbohydrate 16.6g	6%
Dietary Fiber 1.5g	6%
Sugars 0g	
Protein 6.7g	13%

* Percent Daily Values are based on a 2,000 calorie diet.
Your Daily Values may be higher or lower depending
on your calorie needs.

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2400mg	2400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Nutrition Facts

Serving Size 2 Cookies (26g)
Servings Per Container About 10

Amount Per Serving

Calories 120   Calories from Fat 40

	% Daily Value*
Total Fat 5g	8%
Saturated Fat 0g	0%
Trans Fat 0g	
Polyunsaturated Fat 0.5g	
Monounsaturated Fat 3.5g	
Cholesterol 0mg	0%
Sodium 100mg	4%
Total Carbohydrate 18g	6%
Dietary Fiber less than 1g	2%
Sugars 8g	
Protein 1g	

What is the Serving Size of the Muffin?

_____

What is the serving Size of the Cookies?

_____

Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2

Amount per serving
Calories 250   Calories From Fat 110

Take a food label and practice!

Step 1: Look at the Servings Information:

How many servings on the package? _____

What is the serving size? _____

If you ate the whole package, how many servings would you have eaten?

serving size _____ x number of servings in package _____ = _____

Step 2: Look at the Calorie Information:

What is the Calories for one serving? _____

If you ate the whole package, how many calories would you have eaten?

calories _____ x number of servings in package _____ = _____ total calories
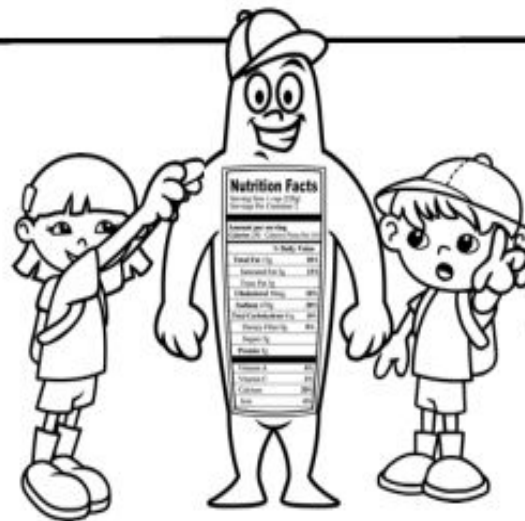
1 Serving Size

- If you eat more than one serving, you need to multiple **EVERYTHING** on the food label by the **amount of servings** you had.

- If I had 2 cups, how many calories did I have?
  - **2 Cups (2 Servings) = _____ Calories**

- If I had 3 cups, how many calories did I have?
  - **3 Cups (___Servings) = _____ Calories**

Nutrition Facts

Serving Size 1 cup (228g)
Servings Per Container 2

Amount Per Serving

Calories 260 . . . . Calories from Fat 120

	% Daily Value*
Total Fat 13g	**20**%
Saturated Fat 5g	**25**%
Trans Fat 0g	
Cholesterol 30mg	**10**%
Sodium 660 mg	**28**%
Total Carbohydrate 31g	**10**%
Dietary Fiber 1g	**4**%
Sugars 5g	
Protein 5g	

Vitamin A 4%	•	Vitamin C 2%
Calcium 15%	•	Iron 4%

* Percent Daly Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

		Calories:	2000	2500
Total Fat	Less than		65g	80g
Sat Fat	Less than		20g	25g
Cholesterol	Less than		300mg	300mg
Sodium	Less than		2,400mg	2,400mg
Total Carbohydrates			300mg	375mg
Dietary Fiber			25g	30g

Nutrition Facts

Serving Size 1/2 a muffin

Amount Per Serving

Calories 125

	% Daily Values*
Total Fat 3.5g	5%
Saturated Fat 0g	0%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 311mg	13%
Total Carbohydrate 16.6g	6%
Dietary Fiber 1.5g	6%
Sugars 0g	
Protein 6.7g	13%

* Percent Daily Values are based on a 2,000 calorie diet.
Your Daily Values may be higher or lower depending
on your calorie needs.

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2400mg	2400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g

Nutrition Facts

Serving Size 2 Cookies (26g)
Servings Per Container About 10

Amount Per Serving

Calories 120   Calories from Fat 40

	% Daily Value*
Total Fat 5g	8%
Saturated Fat 0g	0%
Trans Fat 0g	
Polyunsaturated Fat 0.5g	
Monounsaturated Fat 3.5g	
Cholesterol 0mg	0%
Sodium 100mg	4%
Total Carbohydrate 18g	6%
Dietary Fiber less than 1g	2%
Sugars 8g	
Protein 1g	

If I had a ½ muffin, how many calories did I have?

_____ Servings

_____ Calories

If I had 4 cookies, how many Calories did I have?

_____ Servings

_____ Calories

Nutrition Facts

Serving Size 1 medium apple (125g)

Amount Per Serving

Calories 65   Calories from Fat 2

% Daily Value*

Total Fat 0g	0%
Saturated Fat 0g	0%
Trans Fat	
Cholesterol 0mg	0%
Sodium 1mg	0%
Total Carbohydrate 17g	6%
Dietary Fiber 3g	12%
Sugars 13g	
Protein 0g	

Vitamin A	1%	• Vitamin C	10%
Calcium	1%	• Iron	1%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

NutritionData.com

Your serving: 1 apple

Serving Size on label: _____

_____

Calories per serving: _____

Total Fat grams per serving: _____

Calories in your serving: _____

Total Fat grams in your serving: _____

Nutrition Facts

Serving Size 10 twists 60g (60g)

Amount Per Serving

Calories 228   Calories from Fat 14

	% Daily Value*
Total Fat 2g	2%
Saturated Fat 0g	1%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 814mg	34%
Total Carbohydrate 48g	16%
Dietary Fiber 2g	7%
Sugars 2g	
Protein 6g	

Vitamin A	0%	Vitamin C	0%
Calcium	1%	Iron	17%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

NutritionData.com

Your serving: 20 twists

Serving Size on label: _____

_____

Calories per serving:_____

Total Fat grams per serving: _____

Calories in your serving: _____

Total Fat grams in your serving: _____

Nutrition Facts

Serving Size ¼ cup
Servings Per Container 45

Amount Per Serving

Calories 150   Calories from Fat 80

%Daily Value*

Total Fat 9g	**14%**
Saturated Fat 2g	**10%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 65mg	**3%**
Total Carbohydrate 14g	**5%**
Dietary Fiber 2g	**8%**
Sugars 10g	
Protein 4g	

Vitamin A 0%	•	Vitamin C 0%
Calcium 0%	•	Iron 20%

Label Logic — *What's in it for me?*

Your serving: 1/2 cup Trail Mix

Serving Size on label: _____

_____

Calories per serving: _____

Total Fat grams per serving: _____

Calories in your serving: _____

Total Fat grams in your serving: _____

Label Logic

What's in it for me?

Based on your servings:

Which snack is the lowest in Total Fat? _____

Which snack is the lowest in Saturated Fat? _____

Which snack is the lowest in calories? _____

Which snack would you choose? _____

Credits

- Sources:
  https://www.heart.org/en/healthy-living/healthy-eating/eat-smart/nutrition-basics/understanding-food-nutrition-labels

- https://kidshealth.org/en/teens/food-labels.html

<u>Grade 10 Drug Presentation Project</u>
<u>Directions</u>

You will get into groups of 2-3 individuals and will choose a drug to present. Your presentation must
- be 8-10 minutes long (this includes a 1-2 minute video about the drug you have chosen)
- Be at least 7 slides including a title slide and resource slide

The order of the slides is as follows:
1. Slide 1- Title Slide
   a. Please include the name of the drug and each group members name **(2 points)**
2. Slide 2- What is it?
   a. On this slide, you will name the category this drug belongs to (i.e. depressants, stimulants, hallucinogens, cannabinoids, opiates, or club drugs) (**2 points**)
   b. You will provide **three facts** about what this drug is **(5 points)**
      i. What is in this drug?
      ii. What is it used for?
      iii. Does it have other names?
      iv. Statistics about its prevalence
   c. Picture must be included **(1 point)**
3. Slide 3- Origins/History of the Drug or Use of the Drug
   a. In this section, you will include **three facts** about how the drug was started and why people started using the drug **(5 points)**
      i. Who first created this drug?
      ii. What was this drug originally used for?
      iii. How has the use of this drug changed over time?
      iv. Statistics about its use over time
   b. Picture must be included **(1 point)**
4. Slide 4- The drug's Impact on health
   a. Give a detailed explanation of why this drug is dangerous **(2-3 sentences)(5 points)**
   b. Explain **three short-term** effects **(3 points)**
   c. Explain **three long-term** effects **(3 points)**
   d. Picture must be included **(1 point)**
5. Slide 5- Why do people use this drug?
   a. On this slide you will provide three facts about why people use your drug **(5 points)**
      i. What causes someone to want to start using this drug? (i.e. it is prescribed to them, it is a common party drug, it is easily accessible)
      ii. Why do people continue to use this drug?
      iii. How does someone get addicted to this drug?
   b. Picture included **(1 point)**
6. Slide 6- Video

        a.   Please include a 2-3 minute video about the drug your group has chosen **(2 points)**
7.   Slide 7- References
        a.   Your group must have **at least 4 references (4 points)**
        b.   You will probably have more and that is more than okay!

To get started, please use this list as a checklist to evaluate our demo presentation. Please check off everything that is completed.

Group members:

Due date:

Name:_____ Alcohol and Tobacco

Review From Class:

1. **What category of drug is tobacco? Alcohol?**

2. **What are 3 reasons tobacco is dangerous? Explain**

3. **What are 3 reasons alcohol is dangerous? Explain**

Alcohol True or False

Directions: Read the following true or false statements below. If the answer is false, please correct the statement so that it is true.

1. A given amount of alcohol has the same effect on an adult as it does on a younger, smaller person.

2. Alcohol can affect women differently than men.

3. Long term alcohol use can lead to some types of cancer.

4. Alcohol can make your senses, such as vision, work better.

5. Drinking a lot of alcohol at one time can lead to a coma.

6. Heavy alcohol use has no risk of any long-lasting effects on the body.

Alcohol Effects on the Body

Directions: Read the following Effects of Alcohol on the body, then fill out the chart below.

Heart
Alcohol causes the heart rate to slow. Heavy drinking over a long period of time can also increase the risk of heart disease, stroke, and high blood pressure.[1]

Stomach
Alcohol can give you an upset stomach because it makes you produce more stomach acid. Drinking a lot of alcohol over a long period of time can damage the lining of the stomach—causing ulcers or stomach cancer.

Kidneys
Drinking alcohol causes your body to produce more urine, making your kidneys work overtime. Heavy drinking over a long period of time may lead to kidney failure.

Skin
Drinking alcohol can give your skin a red appearance similar to blushing because it allows more blood to flow near the skin surface. Drinking a lot of alcohol over a long period of time can cause acne to become worse and make your skin look puffy.

Eyes
Alcohol can blur your eyesight. Your pupils (the black center of the eye) may get small, making it difficult for your eyes to adjust to light.

Bones
Drinking a lot of alcohol over a long period of time makes it more difficult for the body to soak up bone-building calcium. Eventually, that makes the bones thinner and easier to break.

Liver
Your liver is a critical organ; it helps filter poisons out of the blood and makes body-building proteins. Your liver breaks down alcohol so that your body can get rid of it. Heavy drinking over a long period of time can permanently damage your liver, causing a disease called cirrhosis.

[1] NIAAA, www.niaaa.nih.gov/FAQs/General-English.

Organ	Short Term Effects	Long Term Effects
Stomach		
Heart		
Kidneys		
Skin		
Liver		
Eyes		
Bones		

Alcohol and Your Brain
• What to Know •

Drinking alcohol affects the way your brain works—changing everything from the way you act to your ability to walk. Some effects can be long-lasting. Learn about how alcohol affects different parts of the brain.[1]
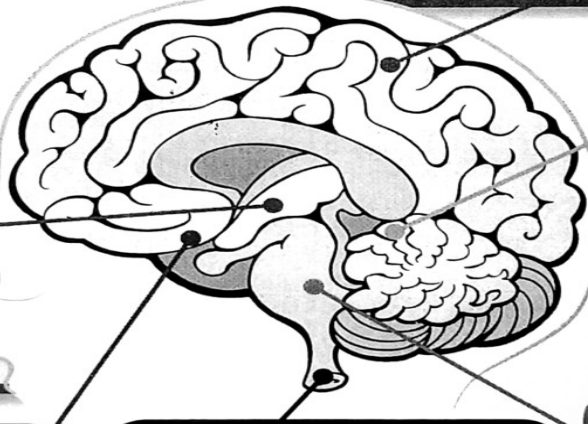
Cerebral Cortex: This is the main area involved in thinking, decision-making, emotions, and the five senses. Alcohol's effects on this area can impair your ability to think clearly and lower your inhibitions. It may make you act without thinking or make you angry for no reason. Alcohol may affect your senses, such as blurring your vision. Long-term alcohol abuse can permanently damage this region.

Cerebellum: This part of the brain is important for coordinating many of your daily movements, such as walking and grabbing objects. Alcohol can slow your reflexes. It may cause you to lose your balance or make your hands shake.

Hippocampus: Your memory is controlled by the hippocampus. Drinking a lot of alcohol at one time can cause you to blackout, or forget a period of time. Long-term alcohol abuse can permanently damage the hippocampus, making it difficult for a person to learn.

Hypothalamus: Many body processes, such as heart rate and the feeling of hunger or thirst, are controlled in this small area. Alcohol can slow your heart rate and may make you hungrier and thirstier.

Central Nervous System: Alcohol slows down this system, which is made up of the brain, spinal cord, and nerves. That affects how signals flow through your body, making you think, speak, and move more slowly.

Medulla: Involuntary processes, such as breathing and maintaining body temperature, are controlled here. Drinking a lot of alcohol at one time can shut down the medulla, leading to a coma.

Alcohol Effects on the Brain

Directions: Read the following effects of alcohol on the brain above. Match the brain function from the word bank to the part of the brain, and match the effect of alcohol to each part of the brain

Brain Functions Word Bank:	Effect of Alcohol:
Memory	Loss of Balance
Conducting everyday movement	Slow movement
Sending signals through the brain	Act without thinking
Breathing	Coma
Heart rate	Difficulty learning
Decision making	Increase hunger

Part of the Brain	Brain Function	Effect of Alcohol
Cerebral Cortex		
Hippocampus		
Hypothalamus		
Central Nervous System		
Medulla		
Cerebellum		

Drug and Alcohol Education Symposia

In addition to the Drug and Alcohol education provided in Freire Charter School Wilmington's Health class, all Freire students get at least 15 hours of drug and alcohol education each year. This education happens in three- day Drug and Alcohol Education symposia. Materials for these symposia have been constructed using the resources identified in Delaware's 2021 Drug and Alcohol Prevention Education Survey Report.

Eighth grade Spring Symposium

Overall goals

The purpose of this symposium is to help eighth graders strengthen concepts of self-awareness and self-worth, and begin to build skills and awareness to resist pressures to use drugs and alcohol. It is intended to help students build understanding of the relationship between personal behavior and health outcomes relating to drugs and alcohol. By providing straightforward content and establishing ground rules of respect, participation, confidentiality and privacy, these three days give students opportunities to generate and pose questions, and to begin to discuss and reflect on the choices they will face as teenagers in regards to drugs and alcohol.. The three days of this symposium are specifically designed to help students explore self-image and motivate them to identify immediate and later consequences of vaping/ cigarettes, drinking alcohol, and using marijuana.

Focus standards:
DE- HEALTH 1
DE- HEALTH 2
DE- HEALTH 4
DE- HEALTH 5
DE- HEALTH 7

Organization

For 3 days in the winter, students' regular class schedules will be suspended so they can attend this 15-hour Drug and Alcohol Education Symposium. All sessions will be facilitated by Freire 8th grade teachers with support from community partners. Materials for the symposium come from BOTVIN's Life Skills Training and the Rand Corporation's Project Alert. Letters will be sent out to parents in advance of all symposia (Sample letter here)

Summative Assessments

Project Alert Drug IQ (Post Test)
Structured reflection on winter symposium

SYMPOSIUM GRADE 8 DAILY OUTLINE

Day 1	Day 2	Day 3
Goals	Goals	Goals
Students learn terminology and skills around defining self-image,	Students apply awareness and 3C's of decision making to situations	Students apply awareness and 3C's of decision making to a variety of

self-worth, making decisions, and practicing awareness regarding advertising and the media.	involving smoking and alcohol. They are introduced to the ideas of consent and boundaries.	real-life situations, including those that involve marijuana.
Materials	Materials	Materials
BOTVIN LST Middle School lessons (Foundation level) ; Project Alert Drug IQ pretest	BOTVIN LST Middle School lessons (Foundation level);Project Alert E Cig and Vaping Supplement (June 2022)	BOTVIN LST Middle School lessons (Foundation level) Project Alert Marijuana Supplement (April 2022)
Key questions	Key questions	Key questions
What is self-image and how is it formed? What is self-worth? What communities do I belong to? How/ do my behaviors change in each community? How do I solve problems and make decisions? What messages about big issues (such as violence, safety, and identity) am I aware of, and where do these messages come from? Are they based in reality?	What are the 3C's of decision making? What forms does tobacco use take? What myths and facts surround cigarette smoking, e-cigarettes, and vaping? What are the physiological effects of smoking? What forms does alcohol ingestion take? What myths and facts surround drinking of alcohol? What are the physiological effects of drinking alcohol? What is consent? What are personal boundaries, and why is it important to respect them? How can we make others know about our own personal boundaries?	What are the 3C's of decision making? What forms does marijuana use take? Is it legal? For whom, where, when? What myths and facts surround all forms of marijuana? What are the physiological effects of marijuana?
Key skills	Key skills	Key skills
Self- analysis, self-improvement, goal-setting, reframing thoughts	Checking assumptions, considering pros and cons, measuring heart rate, scientific method, analyzing data, separating fact from fiction	Checking assumptions, considering pros and cons, online research, analyzing data, separating fact from fiction
Lessons	Lessons	Lessons
Discussions, roles plays, worksheets, videos, small group activities ● Self-Image & Self-Improvement ● Making Decisions ● Advertising ● Violence and the Media	Discussions, roles plays, worksheets, videos, small group activities ● Smoking: Myths and Realities ● Smoking and biofeedback ● Alcohol: Myths and Realities ● Consent and Boundaries	Discussions, roles plays, worksheets, videos, small group activities ● Marijuana facts ● Social scenes ● Legal Issues ● Pop culture
Outcomes	Outcomes	Outcomes
Student reflections, completed handouts, Project Alert pretest	Student reflections, completed handouts	Student reflections, completed handouts, list of additional questions and topics students

		want to address in Spring Symposium

Ninth Grade Spring Symposium

Overall goals

In the spring symposium, ninth graders continue and extend their learning about drug and alcohol use, decision making, and communication. They dig deeper into some of the same topics they addressed in the eighth grade symposia, and supplement these with a more detailed look at drug and alcohol challenges facing teens today, including vaping, opioids, and quasi-legalized forms of marijuana. Over three days they tackle issues such as media influences and social media influencers' promotion of drugs and alcohol, and continue to develop awareness and practice skills around clear communication, assertiveness and resisting peer pressure. There is a dual focus on drug education and prevention. Materials for the symposium come from BOTVIN's Life Skills Training and the Rand Corporation's Project Alert's Core lessons.

Focus standards:

DE- HEALTH 1
DE- HEALTH 2
DE- HEALTH 3
DE- HEALTH 4
DE- HEALTH 7
DE- HEALTH 8

Organization

For 3 days in the spring, students' regular class schedules will be suspended so they can attend this 15-hour Drug and Alcohol Education Symposium. All sessions will be facilitated by Freire 9th grade teachers with support from community partners. Materials for the symposium come from BOTVIN's Life Skills Training and the Rand Corporation's Project Alert's Core lessons. Letters will be sent out to parents in advance of all symposia. Sample: https://drive.google.com/drive/folders/1yCftObn0nwNjTfQ20A4BJ_eBZZw89a5E

Summative Assessments

   (1) Content quiz
   (2) Structured student reflection on symposium

SPRING SYMPOSIUM GRADE 9 DAILY OUTLINE

Day 1	Day 2	Day 3
Goals	Goals	Goals
Students build and deepen knowledge around drug abuse causes and consequences. They also increase their ability to make informed and responsible decisions, taking into account the impact of media and social media in shaping attitudes and behavior. They focus on alcohol, which is the most commonly used drug among America's	Students review and extend knowledge and skills around anxiety and anger, and how these impact decisions around drug and alcohol use. Students explore the social, psychological, and physical consequences of cigarettes, vaping and marijuana.	Students build skills and awareness around communication in personal and social interactions, assertiveness and conflict resolution, all in an effort to increase the ability to resist peer pressure to smoke, drink and /or use other drugs.

youth, and kills 4,300 teens a year.		
Materials	Materials	Materials
BOTVIN LST Middle School lessons (Booster Level 3); Project Alert Core Lesson 3 (alcohol)	BOTVIN LST Middle School lessons (Booster Level 3); Project Alert Core Lesson 2 (smoking, vaping, marijuana) ; Talk2Kids About Drugs test (Kahoot)	BOTVIN LST Middle School lessons (Booster Level 3); Project Alert Core Lesson 8 (opioids and other prescription drugs)
Key questions	Key questions	Key questions
What are some causes of drug and alcohol abuse? What factors put a person at risk for abusing drugs and alcohol? What are the consequences for individuals? How can we make informed and responsible decisions about drugs and alcohol? Why would we want to? How are our attitudes and behaviors toward drugs and alcohol shaped by all media (including social media)?	What is anxiety? What situations commonly cause anxiety? What techniques can help us cope with it? What is anger? How do we recognize anger? What techniques can help us cope with it? What happens immediately and over time when you smoke cigarettes, vape, or a pipe? What happens immediately and over time when you eat an edible? How long does it take to develop dependence, and what does dependence do to a frequent user?	What does effective communication look like? How can we become more effective as communicators in personal relationships, social relationships? What does it mean to be assertive in general? How can we be assertive and resist peer pressure to use drugs? What are effective ways to resolve conflicts?
Key skills	Key skills	Key skills
Identifying risk factors, analyzing risk factors, personalizing information, making generalizations based on data and other information, decision analysis, recognizing options, applying a decision-making technique, analyzing and resisting media influence in general and in respect to drug and alcohol use.	Recognizing situations in students' lives that cause anxiety, building a repertoire of healthy stress-reduction techniques. Recognizing anger and its physical effects, identifying reasons and learning techniques to control anger. Smoking and ingesting marijuana produce some immediate negative consequences and negative consequences over time.	Practicing greetings and brief social exchanges. Differentiating between superficial, informative, and deep conversations, analyzing situations. Identifying and practicing effective responses, saying no, making requests, asserting rights, expressing feelings, analyzing conflict resolution choices, applying life skills, and assertive skills in peer situations consequences.
Lessons	Lessons	Lessons
Discussions, roles plays, worksheets, videos, small group activities - Drug abuse: Causes and Effects - Making Decisions - Media Influences - What Teens Want to Know about Alcohol	Discussions, roles plays, worksheets, videos, small group activities - Kahoot: Drugs and anxiety - Coping with Anxiety - Coping with Anger - Smoking and Vaping - Ingesting Marijuana	Discussions, roles plays, worksheets, videos, small group activities - Social Skills - Assertiveness - Resolving Conflicts - Resisting Peer Pressure - Teen Brain Development
Outcomes	Outcomes	Outcomes
Student reflections, completed handouts	Student reflections, completed handouts	Content Quiz

		Structured student reflection on Symposium: Learnings, Wonderings;

Eleventh Grade Spring Symposium

Overall goals

Eleventh graders' spring symposium provides opportunities for students to learn about other drugs that young people may encounter as they get older: "club drugs," and prescription medications including opioids and amphetamines. They explore the larger social impacts that drugs have had on communities. As always, teachers use these three days to establish community ground rules of respect, participation, confidentiality and privacy, so that students can use these spaces to voice authentic questions and concerns. The focus is on drug education and prevention. Students work in teams and take on the roles of researchers in some symposium lessons.

Focus standards:

DE- HEALTH 1
DE- HEALTH 2
DE- HEALTH 3
DE- HEALTH 4
DE- HEALTH 5
DE- HEALTH 6

Organization

For 3 days in the spring, students' regular class schedules will be suspended so they can attend this 15-hour Drug and Alcohol Education Symposium. All sessions will be facilitated by Freire 11th grade teachers with support from community partners. Materials for the symposium come from Project Alert Supplements , the video Drug Wars, and other teacher-made resources. Letters will be sent out to parents in advance of all symposia. Sample: https://drive.google.com/drive/folders/1yCftObn0nwNjTfQ20A4BJ_eBZZw89a5E

Summative Assessments

(1) Presentation on a single drug, researched and prepared by small group
(2) Structured student reflection on Symposium

SPRING SYMPOSIUM GRADE 11 DAILY OUTLINE

Day 1	Day 2	Day 3
Goals	Goals	Goals
Students will learn about prescription drugs and club drugs- their names, effects, uses and consequences. They will practice applying resistance and refusal strategies in hypothetical situations where these drugs might be available.	Students will learn about prescription drugs and club drugs- their names, effects, uses and consequences. They will practice applying resistance and refusal strategies in hypothetical situations where these drugs might be available.	Students learn about heroin, revisit alcohol use and abuse, and also study the effect of alcohol and drugs on the community
Materials	Materials	Materials

Teacher-made; Project Alert Supplements	Teacher-made; Project Alert Supplements	Teacher-made; guest speakers; Project Alert Supplements; excerpts from video- Drug Wars
Key questions	Key questions	Key questions
Ecstasy, methamphetamine, OTC cough and cold medicines containing DXM, opioids, heroin, amphetamines, sedatives, steroids: What is each substance? What other names are they known by? What are their effects? Why do teens take them? How are they taken or used? What are the dangers of using them? Are they legal for teens? What are long term consequences?	Ecstasy, methamphetamine, OTC cough and cold medicines containing DXM, opioids, heroin, amphetamines, sedatives, steroids: What is each substance? What other names are they known by? What are their effects? Why do teens take them? How are they taken or used? What are the dangers of using them? Are they legal for teens? What are long term consequences?	Is alcohol a drug? What does its use say about our culture? How do media depictions of drug and alcohol vary by class, race, and gender? How do these same factors influence legal and criminal outcomes? In what ways do alcohol and other drugs affect our community?
Key skills	Key skills	Key skills
Recognizing other types of drugs that they may encounter, and the accompanying dangers and consequences of those drugs. Practice applying effective responses to external and internal pressures that might lead a student toward any of these drugs.	Recognizing other types of drugs that they may encounter, and the accompanying dangers and consequences of those drugs. Practice applying effective responses to external and internal pressures that might lead a student toward any of these drugs.	Investigating social phenomena. Listening to and asking questions of expert speakers. Research local and national trends.
Lessons	Lessons	Lessons
Pretest: Club Drugs and Rx drugs, discussions, worksheets, videos, small group research, role plays, and presentations: • Ecstasy • Methamphetamine • Ketamine • OTC cough and cold medicines containing DXM • Amphetamines (Ritalin, Adderall) • Oxycontin • Heroin • Sedatives • Steroids	Discussions, worksheets, videos, small group research, role plays, and presentations: • Ecstasy • Methamphetamine • Ketamine • OTC cough and cold medicines containing DXM • Amphetamines (Ritalin, Adderall) • Oxycontin • Heroin • Sedatives • Steroids	• Guest speaker • Drug Wars
Outcomes	Outcomes	Outcomes
Student reflections, completed handouts	Student reflections, completed handouts	Group presentation Structured student reflection on Symposium; completed handouts

Twelfth Grade Spring Symposium

Overall goals

In Freire students' final spring Drug and Alcohol Education symposium, seniors review prior lessons, continue and extend their learning about drug and alcohol use, decision-making, and communication. Over three days they study the consequences of drunk driving, explore the impact that drug and alcohol use have on college campuses, and learn about resources available for addicts, alcoholics, and their families. Materials for the symposium are teacher-made, and come from resources such as Responsibility.org and MADD, studies of college drinking, and Al Anon.

Focus standards:

DE- HEALTH 1
DE- HEALTH 2
DE- HEALTH 3
DE- HEALTH 4
DE- HEALTH 5
DE- HEALTH 6
DE- HEALTH 7
DE- HEALTH 8

Organization

For 3 days in the spring, students' regular class schedules will be suspended so they can attend this 15-hour Drug and Alcohol Education Symposium. All sessions will be facilitated by Freire 12th grade teachers with support from community partners. Materials for the senior symposium are teacher-made. Letters will be sent out to parents in advance of all symposia. Sample:
https://drive.google.com/drive/folders/1yCftObn0nwNjTfQ20A4BJ_eBZZw89a5E

Summative Assessments

Structured student reflection on Symposium

SPRING SYMPOSIUM GRADE 12 DAILY OUTLINE

Day 1	Day 2	Day 3
Goals	Goals	Goals
Investigate statistics and learn about the toll of drunk driving in the US. Understand the amounts of alcohol and cannabis that are sufficient to impair driver's reaction time and judgment legally and physically. Commit to practices that keep self and others safe.	Consider the conditions that enable binge drinking and drug use for college students on campus and for all young adults. Create a personal plan to master those conditions and stay healthy.	Learn about the programs and resources available to support people with drugs and alcohol problems, and to support their families as well. Learn how to access such programs. Become familiar with terms such as "codependent" and "addiction."
Materials	Materials	Materials
Teacher made- using resources from sources such as MADD, Students Against Destructive	Teacher made- using resources related to College party culture,	Teacher made- using resources from sources such as Al-Anon,

Decisions, and Teens Against Drunk Driving.	National Institute of Health on Binge Drinking,	AlaTeen, Alcoholics Anonymous, and Narcotics Anonymous
Key questions	Key questions	Key questions
How much of a problem is drunk driving? Is it safer to drive under the influence of cannabis? How much can a person drink and still be safe to drive? What are some strategies teens can use when they go out to stay safe?	What are the stereotypes and truths about college drug and alcohol use? Are these stereotypes also true for young adults who are not in college? How can a student/ any young person be responsible and safe at parties? How does binge drinking impact sex and consent?	What is alcoholism? How does alcoholism affect drinkers and their families? What is an alcoholic? What organizations exist to help alcoholics, drug addicts and their families, especially teens? How do they help? How does their support work- is it private? Is it religious? Does it cost?
Key skills	Key skills	Key skills
Identifying risk factors, analyzing risk factors, personalizing information, making generalizations based on data and other information, decision analysis, recognizing options, applying a decision-making technique, analyzing and resisting peer group influence in respect to drug and alcohol use.	Recognizing situations in college students' lives that cause anxiety, building a repertoire of healthy stress-reduction techniques. consequences and negative consequences over time. Identifying and analyzing risk factors, recognizing options, analyzing and resisting peer group influence in respect to drug and alcohol use.	Investigating and researching social support groups. Generating lists of questions. Research local and national trends.
Lessons	Lessons	Lessons
Discussions, roles plays, worksheets, videos, small group activities ● Drinking and driving ● Driving under the influence of cannabis ● Legal consequences ● Strategies for staying safe	Discussions, roles plays, worksheets, videos, small group activities ● Alcohol use on college campuses ● Why college students turn to drugs ● How to negotiate drugs and alcohol on campus ● Identifying a drug or alcohol problem	Discussions, roles plays, worksheets, videos, small group activities ● Addiction & Alcoholism ● Family and Friend Dynamics ● 12-step groups and other groups ● Shame, healing, and recovery
Outcomes	Outcomes	Outcomes
Student reflections, completed handouts	Student reflections, completed handouts	Structured student reflection on Symposium; completed handouts

Freire Charter School Wilmington

Drug and Alcohol Education Program Assessments (all Google forms)

Grade 8
- [Structured Reflection on Grade 8 Symposium](#)

Grade 9
- [Structured Reflection on Grade 9 Symposium](#)

Grade 11
- [Structured Reflection on Grade 11 Symposium](#)

Grade 12
- [Structured Reflection on Grade 12 Symposium](#)

Appendix 3 - Curriculum Documents :: Math

Math Course Progression

Students at Freire Charter School Wilmington take math courses in grades 8-12. The course progression is as follows:
- 8th Grade Math
- 9th Grade Algebra I
- 10th Grade Geometry
- 11th Grade Algebra II
- 12th Grade Precalculus or AP Calculus

Scope and Sequence - 8th Grade Mathematics

Freire Wilmington uses Illustrative Mathematics (IM) as our math curriculum in grade 8 (as well as high school). We chose this curriculum because of its perfect scores from EdReports on both Focus & Coherence, and Rigor & Mathematical Practices. There are several key indicators from the EdReports review of Focus & Coherence that reveal that IM's curriculum fully and appropriately addresses all of the CCSS for 8th grade mathematics. Specifically, Indicator 1B of EdReports' review states, "The instructional materials reviewed for LearnZillion Illustrative Mathematics 6-8 Math, Grade 8 meet expectations for spending a majority of instructional time on major work of the grade…A lesson-level analysis is most representative of the instructional materials because this calculation includes all lessons with connections to major work with no additional days factored in. As a result, approximately 85 percent of the instructional materials focus on major work of the grade." The report goes on to state, "The instructional materials for LearnZillion Illustrative Mathematics 6-8 Math, Grade 8 meet expectations for being consistent with the progressions in the standards. The instructional materials clearly identify content from prior and future grade levels and use it to support the progressions of the grade-level standards…The materials are intentionally designed to address the standards the way they are laid out in the progressions, and the full unit narrative in the Unit Overview describes how the standards and progressions are connected." (Indicator 1E). Evidence for this statement is provided within the report, and includes examples of how students interact with the standards in ways that allow them to fully attend to the major work of the grade and the 8th grade CCSS standards more generally. Freire Wilmington believes that using high-quality instructional materials is of the utmost importance in achieving our mission and preparing our students for college and career, so we rely on curricular review experts like EdReports when evaluating our curriculum.

In the IM materials, teachers are provided with a list of all of the CCSS standards for their course, and are able to click on lessons that address that standard, which allows them to see the full lesson narrative as well as the materials students will interact with throughout the lesson. This facilitates teacher preparation and internalization of the standards, and is designed primarily to be used by teachers. Since we appreciate IM's intentional focus on usability for teachers, we have provided that list here as our scope and sequence for our 8th grade mathematics course.

Grade 8 overview and standards breakdown

Students begin grade 8 with transformational geometry. They study rigid transformations and congruence, then dilations and similarity (this provides background for understanding the slope of a line in the coordinate plane). Next, they build on their understanding of proportional relationships from grade 7 to study linear relationships. They express linear relationships using equations, tables, and graphs, and make connections across these representations. They expand their ability to work with linear equations in one and two variables. Building on their understanding of a solution to an equation in one or two variables, they understand what is meant by a solution to a system of equations in two variables. They learn that linear relationships are an example of a special kind of relationship called a function. They apply their understanding of linear relationships and functions to contexts involving data with variability. They extend the definition of exponents to include all integers, and in the process codify the properties of exponents. They learn about orders of magnitude and scientific notation in order to represent and compute with very large and very small quantities. They encounter irrational numbers for the first time and informally extend the rational number system to the real number system, motivated by their work with the Pythagorean Theorem.

Summary of instructional focus and time

Quick facts

- There are a total of **149 instructional days**, including time for assessments in the Grade 8 course.
- There are a total of **131 lessons** in the course.
  - 10 of the lessons are considered "optional" and include guidance to teachers about when and why to use them.
  - 121 lessons are not optional.

The table below summarizes the focus of each unit in the curriculum, by standard cluster, and denotes whether the overall focus of the unit is on major, supporting, or additional work of the grade.

Focus of each unit by cluster

Grade 8								
8.1 Rigid transformat-ions and congruence 8.G.A	**8.2 Dilations, similarity, and introducing slope** 8.G.A, 8.EE.B	**8.3 Linear relationships** 8.EE.B, 8.EE.C	**8.4 Linear equations and linear systems** 8.EE.C	**8.5 Functions and volume** 8.F.A, 8.F.B, 8.EE.C, 8.G.C	**8.6 Associations in data** 8.SP.A	**8.7 Exponents and scientific notation** 8.EE.A	**8.8 Pythagorean theorem and irrational numbers** 8.NS.A, 8.EE.A, 8.G.B	**8.9 Putting it all together** 8.F.A, 8.F.B, 8.SP.A, 8.G.A *Optional*

Key:

Focus of unit is on **major-work** standards

Focus of unit is on **supporting-work** standards

Focus of unit is on **additional** standards

Lessons by Standard

Standard	Aligned Lessons
CCSS.8.EE.A	Lesson 14: Decimal Representations of Rational Numbers, 8.8.14 Spotlight Lesson: Decimal Representations of Rational Numbers
CCSS.8.EE.A.1	Lesson 1: Exponent Review, Lesson 2: Multiplying Powers of Ten, Lesson 3: Powers of Powers of 10, Lesson 4: Dividing Powers of 10, Lesson 5: Negative Exponents with Powers of 10, Lesson 6: What about Other Bases?, Lesson 7: Practice with Rational Bases, Lesson 8: Combining Bases, Lesson 11: Representing Small Numbers on the Number Line, Lesson 14: Multiplying, Dividing, and Estimating with Scientific Notation, 8.7.1 Spotlight Lesson: Exponent Review, 8.7.2 Spotlight Lesson: Multiplying Powers of Ten, 8.7.3 Spotlight Lesson: Powers of Powers of 10, 8.7.4 Spotlight Lesson: Dividing Powers of 10, 8.7.5 Spotlight Lesson: Negative Exponents with Powers of 10, 8.7.6 Spotlight Lesson: What about Other Bases?, 8.7.7 Spotlight Lesson: Practice with Rational Bases, 8.7.8 Spotlight Lesson: Combining Bases, 8.7.11 Spotlight Lesson:

	Representing Small Numbers on the Number Line, 8.7.14 Spotlight Lesson: Multiplying, Dividing, and Estimating with Scientific Notation
CCSS.8.EE.A.2	**Lesson 2: Side Lengths and Areas, Lesson 3: Rational and Irrational Numbers, Lesson 4: Square Roots on the Number Line, Lesson 5: Reasoning About Square Roots, Lesson 10: Applications of the Pythagorean Theorem, Lesson 12: Edge Lengths and Volumes, Lesson 13: Cube Roots, 8.8.2 Spotlight Lesson: Side Lengths and Areas, 8.8.3 Spotlight Lesson: Rational and Irrational Numbers, 8.8.4 Spotlight Lesson: Square Roots on the Number Line, 8.8.5 Spotlight Lesson: Reasoning About Square Roots, 8.8.10 Spotlight Lesson: Applications of the Pythagorean Theorem, 8.8.12 Spotlight Lesson: Edge Lengths and Volumes, 8.8.13 Spotlight Lesson: Cube Roots**
CCSS.8.EE.A.3	**Lesson 9: Describing Large and Small Numbers Using Powers of 10, Lesson 10: Representing Large Numbers on the Number Line, Lesson 11: Representing Small Numbers on the Number Line, Lesson 12: Applications of Arithmetic with Powers of 10, Lesson 14: Multiplying, Dividing, and Estimating with Scientific Notation, Lesson 16: Is a Smartphone Smart Enough to Go to the Moon?, 8.7.9 Spotlight Lesson: Describing Large and Small Numbers Using Powers of 10, 8.7.10 Spotlight Lesson: Representing Large Numbers on the Number Line, 8.7.11 Spotlight Lesson: Representing Small Numbers on the Number Line, 8.7.12 Spotlight Lesson: Applications of Arithmetic with Powers of 10, 8.7.14 Spotlight Lesson: Multiplying, Dividing, and Estimating with Scientific Notation, 8.7.16 Spotlight Lesson: Is a Smartphone Smart Enough to Go to the Moon?**
CCSS.8.EE.A.4	**Lesson 10: Representing Large Numbers on the Number Line, Lesson 11: Representing Small Numbers on the Number Line, Lesson 12: Applications of Arithmetic with Powers of 10, Lesson 13: Definition of Scientific Notation, Lesson 14: Multiplying, Dividing, and Estimating with Scientific Notation, Lesson 15: Adding and Subtracting with Scientific Notation, Lesson 16: Is a Smartphone Smart Enough to Go to the Moon?, 8.7.10 Spotlight Lesson: Representing Large Numbers on the Number Line, 8.7.11 Spotlight Lesson: Representing Small Numbers on the Number Line, 8.7.12 Spotlight Lesson: Applications of Arithmetic with Powers of 10, 8.7.13 Spotlight Lesson: Definition of Scientific Notation, 8.7.14 Spotlight Lesson: Multiplying, Dividing, and Estimating with Scientific Notation, 8.7.15 Spotlight Lesson: Adding and Subtracting with Scientific Notation, 8.7.16 Spotlight Lesson: Is a Smartphone Smart Enough to Go to the Moon?**
CCSS.8.EE.B	**Lesson 1: Understanding Proportional Relationships, Lesson 2: Graphs of Proportional Relationships, Lesson 3: Representing Proportional Relationships, Lesson 4: Comparing Proportional Relationships, Lesson 5: Introduction to Linear Relationships, Lesson 6: More Linear Relationships, Lesson 7: Representations of Linear Relationships, Lesson 8: Translating to y=mx+b, Lesson 9: Slopes Don't Have to be Positive, Lesson 10: Calculating Slope, Lesson 11: Equations of All Kinds of Lines, Lesson 12: Solutions to Linear Equations, 8.3.1 Spotlight Lesson: Understanding Proportional Relationships, 8.3.2 Spotlight Lesson: Graphs of Proportional Relationships, 8.3.3 Spotlight Lesson: Representing Proportional Relationships, 8.3.4 Spotlight Lesson: Comparing Proportional Relationships, 8.3.5 Spotlight Lesson: Introduction to Linear Relationships, 8.3.6 Spotlight Lesson: More Linear Relationships, 8.3.7 Spotlight Lesson: Representations of Linear Relationships, 8.3.8 Spotlight Lesson: Translating to y=mx+b, 8.3.9 Spotlight Lesson: Slopes Don't Have to be Positive, 8.3.10 Spotlight Lesson: Calculating Slope, 8.3.11 Spotlight Lesson: Equations of All Kinds of Lines, 8.3.12 Spotlight Lesson: Solutions to Linear Equations**
CCSS.8.EE.B.5	**Lesson 2: Graphs of Proportional Relationships, Lesson 3: Representing Proportional Relationships, Lesson 4: Comparing Proportional Relationships, Lesson 6: More Linear Relationships, 8.3.2 Spotlight Lesson: Graphs of Proportional Relationships, 8.3.3 Spotlight Lesson: Representing Proportional Relationships, 8.3.4 Spotlight Lesson: Comparing Proportional Relationships, 8.3.6 Spotlight Lesson: More Linear Relationships**
CCSS.8.EE.B.6	**Lesson 10: Meet Slope, Lesson 11: Writing Equations for Lines, Lesson 12: Using Equations for Lines, Lesson 7: Representations of Linear Relationships, Lesson 10: Calculating Slope, Lesson 11: Equations of All Kinds of Lines, Lesson 14: Using Linear Relations to Solve Problems, 8.2.10 Spotlight Lesson: Meet Slope, 8.2.11 Spotlight Lesson: Writing Equations for Lines, 8.2.12 Spotlight Lesson: Using Equations for Lines, 8.3.7 Spotlight Lesson: Representations of Linear Relationships, 8.3.10 Spotlight Lesson: Calculating Slope, 8.3.11 Spotlight Lesson: Equations of All Kinds of Lines, 8.3.14 Spotlight Lesson: Using Linear Relations to Solve Problems**

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CCSS.8.EE.C	**Lesson 12: Solutions to Linear Equations, Lesson 13: More Solutions to Linear Equations, Lesson 2: Keeping the Equation Balanced, Lesson 3: Balanced Moves, Lesson 4: More Balanced Moves, Lesson 5: Solving Any Linear Equation, Lesson 9: When Are They the Same?, Lesson 10: On or Off the Line?, 8.3.12 Spotlight Lesson: Solutions to Linear Equations, 8.3.13 Spotlight Lesson: More Solutions to Linear Equations, 8.4.2 Spotlight Lesson: Keeping the Equation Balanced, 8.4.3 Spotlight Lesson: Balanced Moves, 8.4.4. Spotlight Lesson: More Balanced Moves, 8.4.5 Spotlight Lesson:**

	Solving Any Linear Equation, 8.4.9 Spotlight Lesson: When Are They the Same?, 8.4.10 Spotlight Lesson: On or Off the Line?
CCSS.8.EE.C.7	**Lesson 1: Number Puzzles, Lesson 3: Balanced Moves, Lesson 4: More Balanced Moves, Lesson 5: Solving Any Linear Equation, Lesson 6: Strategic Solving, Lesson 9: When Are They the Same?, 8.4.1 Spotlight Lesson: Number Puzzles, 8.4.3 Spotlight Lesson: Balanced Moves, 8.4.4. Spotlight Lesson: More Balanced Moves, 8.4.5 Spotlight Lesson: Solving Any Linear Equation, 8.4.6 Spotlight Lesson: Strategic Solving, 8.4.9 Spotlight Lesson: When Are They the Same?**
CCSS.8.EE.C.7.a	**Lesson 7: All, Some, or No Solutions, Lesson 8: How Many Solutions?, 8.4.7 Spotlight Lesson: All, Some, or No Solutions, 8.4.8 Spotlight Lesson: How Many Solutions?**
CCSS.8.EE.C.7.b	**Lesson 6: Strategic Solving, 8.4.6 Spotlight Lesson: Strategic Solving**
CCSS.8.EE.C.8	**Lesson 9: When Are They the Same?, Lesson 10: On or Off the Line?, Lesson 11: On Both of the Lines, Lesson 12: Systems of Equations, Lesson 13: Solving Systems of Equations, Lesson 14: Solving More Systems, Lesson 15: Writing Systems of Equations, 8.4.9 Spotlight Lesson: When Are They the Same?, 8.4.10 Spotlight Lesson: On or Off the Line?, 8.4.11 Spotlight Lesson: On Both of the Lines, 8.4.12 Spotlight Lesson: Systems of Equations, 8.4.13 Spotlight Lesson: Solving Systems of Equations, 8.4.14 Spotlight Lesson: Solving More Systems, 8.4.15 Spotlight Lesson: Writing Systems of Equations**
CCSS.8.EE.C.8.a	**Lesson 13: More Solutions to Linear Equations, Lesson 14: Using Linear Relations to Solve Problems, Lesson 12: Systems of Equations, Lesson 13: Solving Systems of Equations, 8.3.13 Spotlight Lesson: More Solutions to Linear Equations, 8.3.14 Spotlight Lesson: Using Linear Relations to Solve Problems, 8.4.12 Spotlight Lesson: Systems of Equations, 8.4.13 Spotlight Lesson: Solving Systems of Equations**
CCSS.8.EE.C.8.b	**Lesson 12: Systems of Equations, Lesson 15: Writing Systems of Equations, 8.4.12 Spotlight Lesson: Systems of Equations, 8.4.15 Spotlight Lesson: Writing Systems of Equations**
CCSS.8.EE.C.8.c	**Lesson 15: Writing Systems of Equations, Lesson 16: Solving Problems with Systems of Equations, 8.4.15 Spotlight Lesson: Writing Systems of Equations, 8.4.16 Spotlight Lesson: Solving Problems with Systems of Equations**
CCSS.8.F.A	**Lesson 3: Equations for Functions, Lesson 22: Volume As a Function of..., 8.5.3 Spotlight Lesson: Equations for Functions, 8.5.22 Spotlight Lesson: Volume As a Function of...**
CCSS.8.F.A.1	**Lesson 1: Inputs and Outputs, Lesson 2: Introduction to Functions, Lesson 3: Equations for Functions, Lesson 4: Tables, Equations, and Graphs of Functions, Lesson 5: More Graphs of Functions, Lesson 17: Scaling One Dimension, Lesson 4: What Influences Temperature?, 8.5.1 Spotlight Lesson: Inputs and Outputs, 8.5.2 Spotlight Lesson: Introduction to Functions, 8.5.3 Spotlight Lesson: Equations for Functions, 8.5.4 Spotlight Lesson: Tables, Equations, and Graphs of Functions, 8.5.5 Spotlight Lesson: More Graphs of Functions, 8.5.17 Spotlight Lesson: Scaling One Dimension**
CCSS.8.F.A.2	**Lesson 7: Connecting Representations of Functions, Lesson 8: Linear Functions, 8.5.7 Spotlight Lesson: Connecting Representations of Functions, 8.5.8 Spotlight Lesson: Linear Functions**
CCSS.8.F.A.3	**Lesson 4: Tables, Equations, and Graphs of Functions, Lesson 7: Connecting Representations of Functions, Lesson 8: Linear Functions, Lesson 18: Scaling Two Dimensions, 8.5.4 Spotlight Lesson: Tables, Equations, and Graphs of Functions, 8.5.7 Spotlight Lesson: Connecting Representations of Functions, 8.5.8 Spotlight Lesson: Linear Functions, 8.5.18 Spotlight Lesson: Scaling Two Dimensions**
CCSS.8.F.B	**Lesson 10: Piecewise Linear Functions, Lesson 11: Filling Containers, Lesson 17: Scaling One Dimension, Lesson 18: Scaling Two Dimensions, Lesson 2: Side Lengths and Areas, Lesson 4: What Influences Temperature?, Lesson 6: Using and Interpreting a Mathematical Model, 8.5.10 Spotlight Lesson: Piecewise Linear Functions, 8.5.11 Spotlight Lesson: Filling Containers, 8.5.17 Spotlight Lesson: Scaling One Dimension, 8.5.18 Spotlight Lesson: Scaling Two Dimensions, 8.8.2 Spotlight Lesson: Side Lengths and Areas**
CCSS.8.F.B.4	**Lesson 8: Linear Functions, Lesson 9: Linear Models, Lesson 10: Piecewise Linear Functions, Lesson 11: Filling Containers, 8.5.8 Spotlight Lesson: Linear Functions, 8.5.9 Spotlight Lesson: Linear Models, 8.5.10 Spotlight Lesson: Piecewise Linear Functions, 8.5.11 Spotlight Lesson: Filling Containers**

CCSS.8.F.B.5	Lesson 5: More Graphs of Functions, Lesson 6: Even More Graphs of Functions, Lesson 10: Piecewise Linear Functions, 8.5.5 Spotlight Lesson: More Graphs of Functions, 8.5.6 Spotlight Lesson: Even More Graphs of Functions, 8.5.10 Spotlight Lesson: Piecewise Linear Functions

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CCSS.8.G.A	Lesson 17: Rotate and Tessellate, Lesson 1: Projecting and Scaling, Lesson 2: Circular Grid, Lesson 3: Dilations with no Grid, Lesson 4: Dilations on a Square Grid, Lesson 5: More Dilations, Lesson 8: Similar Triangles, Lesson 9: Side Length Quotients in Similar Triangles, Lesson 11: Writing Equations for Lines, Lesson 12: Using Equations for Lines, Lesson 1: Tessellations of the Plane, Lesson 2: Regular Tessellations, Lesson 3: Tessellating Polygons, 8.1.17 Spotlight Lesson: Rotate and Tessellate, 8.2.1 Spotlight Lesson: Projecting and Scaling, 8.2.2 Spotlight Lesson: Circular Grid, 8.2.3 Spotlight Lesson: Dilations with no Grid, 8.2.4 Spotlight Lesson: Dilations on a Square Grid, 8.2.5 Spotlight Lesson: More Dilations, 8.2.8 Spotlight Lesson: Similar Triangles, 8.2.9 Spotlight Lesson: Side Length Quotients in Similar Triangles, 8.2.11 Spotlight Lesson: Writing Equations for Lines, 8.2.12 Spotlight Lesson: Using Equations for Lines
CCSS.8.G.A.1	Lesson 1: Moving in the Plane, Lesson 2: Naming the Moves, Lesson 3: Grid Moves, Lesson 4: Making the Moves, Lesson 6: Describing Transformations, Lesson 11: What Is the Same?, Lesson 14: Alternate Interior Angles, Lesson 8: Translating to y=mx+b, 8.1.1 Spotlight Lesson: Moving in the Plane, 8.1.2 Spotlight Lesson: Naming the Moves, 8.1.3 Spotlight Lesson: Grid Moves, 8.1.4 Spotlight Lesson: Making the Moves, 8.1.6 Spotlight Lesson: Describing Transformations, 8.1.11 Spotlight Lesson: What Is the Same?, 8.1.14 Spotlight Lesson: Alternate Interior Angles, 8.3.8 Spotlight Lesson: Translating to y=mx+b
CCSS.8.G.A.1.a	Lesson 7: No Bending or Stretching, Lesson 8: Rotation Patterns, Lesson 9: Moves in Parallel, Lesson 10: Composing Figures, Lesson 13: Congruence, 8.1.7 Spotlight Lesson: No Bending or Stretching, 8.1.8 Spotlight Lesson: Rotation Patterns, 8.1.9 Spotlight Lesson: Moves in Parallel, 8.1.10 Spotlight Lesson: Composing Figures, 8.1.13 Spotlight Lesson: Congruence
CCSS.8.G.A.1.b	Lesson 7: No Bending or Stretching, Lesson 8: Rotation Patterns, Lesson 9: Moves in Parallel, Lesson 10: Composing Figures, 8.1.7 Spotlight Lesson: No Bending or Stretching, 8.1.8 Spotlight Lesson: Rotation Patterns, 8.1.9 Spotlight Lesson: Moves in Parallel, 8.1.10 Spotlight Lesson: Composing Figures
CCSS.8.G.A.1.c	Lesson 9: Moves in Parallel, 8.1.9 Spotlight Lesson: Moves in Parallel
CCSS.8.G.A.2	Lesson 11: What Is the Same?, Lesson 12: Congruent Polygons, Lesson 13: Congruence, Lesson 15: Adding the Angles in a Triangle, Lesson 6: Similarity, Lesson 7: Similar Polygons, 8.1.11 Spotlight Lesson: What Is the Same?, 8.1.12 Spotlight Lesson: Congruent Polygons, 8.1.13 Spotlight Lesson: Congruence, 8.1.15 Spotlight Lesson: Adding the Angles in a Triangle, 8.2.6 Spotlight Lesson: Similarity, 8.2.7 Spotlight Lesson: Similar Polygons
CCSS.8.G.A.3	Lesson 5: Coordinate Moves, Lesson 6: Describing Transformations, Lesson 4: Dilations on a Square Grid, Lesson 5: More Dilations, Lesson 12: Using Equations for Lines, 8.1.5 Spotlight Lesson: Coordinate Moves, 8.1.6 Spotlight Lesson: Describing Transformations, 8.2.4 Spotlight Lesson: Dilations on a Square Grid, 8.2.5 Spotlight Lesson: More Dilations, 8.2.12 Spotlight Lesson: Using Equations for Lines
CCSS.8.G.A.4	Lesson 6: Similarity, Lesson 7: Similar Polygons, Lesson 9: Side Length Quotients in Similar Triangles, 8.2.6 Spotlight Lesson: Similarity, 8.2.7 Spotlight Lesson: Similar Polygons, 8.2.9 Spotlight Lesson: Side Length Quotients in Similar Triangles
CCSS.8.G.A.5	Lesson 14: Alternate Interior Angles, Lesson 15: Adding the Angles in a Triangle, Lesson 16: Parallel Lines and the Angles in a Triangle, Lesson 8: Similar Triangles, Lesson 13: The Shadow Knows, Lesson 2: Regular Tessellations, 8.1.14 Spotlight Lesson: Alternate Interior Angles, 8.1.15 Spotlight Lesson: Adding the Angles in a Triangle, 8.1.16 Spotlight Lesson: Parallel Lines and the Angles in a Triangle, 8.2.8 Spotlight Lesson: Similar Triangles, 8.2.13 Spotlight Lesson: The Shadow Knows
CCSS.8.G.B	Lesson 6: Finding Side Lengths of Triangles, Lesson 7: A Proof of the Pythagorean Theorem, Lesson 9: The Converse, 8.8.6 Spotlight Lesson: Finding Side Lengths of Triangles, 8.8.7 Spotlight Lesson: A Proof of the Pythagorean Theorem, 8.8.9 Spotlight Lesson: The Converse

CCSS.8.G.B.6	Lesson 7: A Proof of the Pythagorean Theorem, Lesson 9: The Converse, 8.8.7 Spotlight Lesson: A Proof of the Pythagorean Theorem, 8.8.9 Spotlight Lesson: The Converse
CCSS.8.G.B.7	Lesson 6: Finding Side Lengths of Triangles, Lesson 7: A Proof of the Pythagorean Theorem, Lesson 8: Finding Unknown Side Lengths, Lesson 10: Applications of the Pythagorean Theorem, Lesson 16: When Is the Same Size Not the Same Size?, 8.8.6 Spotlight Lesson: Finding Side Lengths of Triangles, 8.8.7 Spotlight Lesson: A Proof of the Pythagorean Theorem, 8.8.8 Spotlight Lesson: Finding Unknown Side Lengths, 8.8.10 Spotlight Lesson: Applications of the Pythagorean Theorem, 8.8.16 Spotlight Lesson: When Is the Same Size Not the Same Size?
CCSS.8.G.B.8	Lesson 11: Finding Distances in the Coordinate Plane, 8.8.11 Spotlight Lesson: Finding Distances in the Coordinate Plane
CCSS.8.G.C	Lesson 12: How Much Will Fit?, Lesson 17: Scaling One Dimension, Lesson 19: Estimating a Hemisphere, Lesson 20: The Volume of a Sphere, 8.5.12 Spotlight Lesson: How Much Will Fit?, 8.5.17 Spotlight Lesson: Scaling One Dimension, 8.5.19 Spotlight Lesson: Estimating a Hemisphere, 8.5.20 Spotlight Lesson: The Volume of a Sphere
CCSS.8.G.C.9	Lesson 13: The Volume of a Cylinder, Lesson 14: Finding Cylinder Dimensions, Lesson 15: The Volume of a Cone, Lesson 16: Finding Cone Dimensions, Lesson 17: Scaling One Dimension, Lesson 18: Scaling Two Dimensions, Lesson 19: Estimating a Hemisphere, Lesson 20: The Volume of a Sphere, Lesson 21: Cylinders, Cones, and Spheres, Lesson 22: Volume As a Function of..., 8.5.13 Spotlight Lesson: The Volume of a Cylinder, 8.5.14 Spotlight Lesson: Finding Cylinder Dimensions, 8.5.15 Spotlight Lesson: The Volume of a Cone, 8.5.16 Spotlight Lesson: Finding Cone Dimensions, 8.5.17 Spotlight Lesson: Scaling One Dimension, 8.5.18 Spotlight Lesson: Scaling Two Dimensions, 8.5.19 Spotlight Lesson: Estimating a Hemisphere, 8.5.20 Spotlight Lesson: The Volume of a Sphere, 8.5.21 Spotlight Lesson: Cylinders, Cones, and Spheres, 8.5.22 Spotlight Lesson: Volume As a Function of...

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CCSS.8.NS.A	Lesson 2: Side Lengths and Areas, Lesson 3: Rational and Irrational Numbers, Lesson 10: Applications of the Pythagorean Theorem, Lesson 14: Decimal Representations of Rational Numbers, 8.8.2 Spotlight Lesson: Side Lengths and Areas, 8.8.3 Spotlight Lesson: Rational and Irrational Numbers, 8.8.10 Spotlight Lesson: Applications of the Pythagorean Theorem, 8.8.14 Spotlight Lesson: Decimal Representations of Rational Numbers
CCSS.8.NS.A.1	Lesson 14: Decimal Representations of Rational Numbers, Lesson 15: Infinite Decimal Expansions, 8.8.14 Spotlight Lesson: Decimal Representations of Rational Numbers, 8.8.15 Spotlight Lesson: Infinite Decimal Expansions
CCSS.8.NS.A.2	Lesson 1: The Areas of Squares and Their Side Lengths, Lesson 4: Square Roots on the Number Line, Lesson 5: Reasoning About Square Roots, Lesson 12: Edge Lengths and Volumes, Lesson 13: Cube Roots, 8.8.1 Spotlight Lesson: The Areas of Squares and Their Side Lengths, 8.8.4 Spotlight Lesson: Square Roots on the Number Line, 8.8.5 Spotlight Lesson: Reasoning About Square Roots, 8.8.12 Spotlight Lesson: Edge Lengths and Volumes, 8.8.13 Spotlight Lesson: Cube Roots
CCSS.8.SP.A	Lesson 11: Gone In 30 Seconds, Lesson 4: What Influences Temperature?, Lesson 5: Plotting the Weather, Lesson 6: Using and Interpreting a Mathematical Model, 8.6.11 Spotlight Lesson: Gone In 30 Seconds
CCSS.8.SP.A.1	Lesson 1: Organizing Data, Lesson 2: Plotting Data, Lesson 3: What a Point in a Scatter Plot Means, Lesson 4: Fitting a Line to Data, Lesson 5: Describing Trends in Scatter Plots, Lesson 6: The Slope of a Fitted Line, Lesson 7: Observing More Patterns in Scatter Plots, Lesson 8: Analyzing Bivariate Data, 8.6.1 Spotlight Lesson: Organizing Data, 8.6.2 Spotlight Lesson: Plotting Data, 8.6.3 Spotlight Lesson: What a Point in a Scatter Plot Means, 8.6.4 Spotlight Lesson: Fitting a Line to Data, 8.6.5 Spotlight Lesson: Describing Trends in Scatter Plots, 8.6.6 Spotlight Lesson: The Slope of a Fitted Line, 8.6.7 Spotlight Lesson: Observing More Patterns in Scatter Plots, 8.6.8 Spotlight Lesson: Analyzing Bivariate Data
CCSS.8.SP.A.2	Lesson 4: Fitting a Line to Data, Lesson 5: Describing Trends in Scatter Plots, Lesson 6: The Slope of a Fitted Line, Lesson 8: Analyzing Bivariate Data, 8.6.4 Spotlight Lesson: Fitting a Line to Data, 8.6.5 Spotlight Lesson: Describing Trends in Scatter Plots, 8.6.6 Spotlight Lesson: The Slope of a Fitted Line, 8.6.8 Spotlight Lesson: Analyzing Bivariate Data
CCSS.8.SP.A.3	Lesson 3: What a Point in a Scatter Plot Means, Lesson 6: The Slope of a Fitted Line, Lesson 8: Analyzing Bivariate Data, 8.6.3 Spotlight Lesson: What a Point in a Scatter Plot Means, 8.6.6 Spotlight Lesson: The Slope of a Fitted Line, 8.6.8 Spotlight Lesson: Analyzing Bivariate Data

CCSS.8.SP.A.4	Lesson 9: Looking for Associations, Lesson 10: Using Data Displays to Find Associations, 8.6.9 Spotlight Lesson: Looking for Associations, 8.6.10 Spotlight Lesson: Using Data Displays to Find Associations
CCSS.MP1	Lesson 6: Describing Transformations, Lesson 3: Dilations with no Grid, Lesson 5: More Dilations, Lesson 13: The Shadow Knows, Lesson 3: Representing Proportional Relationships, Lesson 16: Solving Problems with Systems of Equations, Lesson 21: Cylinders, Cones, and Spheres, Lesson 7: Observing More Patterns in Scatter Plots, Lesson 9: Looking for Associations, Lesson 12: Applications of Arithmetic with Powers of 10, Lesson 15: Adding and Subtracting with Scientific Notation, Lesson 1: The Areas of Squares and Their Side Lengths, Lesson 7: A Proof of the Pythagorean Theorem, 8.1.6 Spotlight Lesson: Describing Transformations, 8.2.3 Spotlight Lesson: Dilations with no Grid, 8.2.5 Spotlight Lesson: More Dilations, 8.2.13 Spotlight Lesson: The Shadow Knows, 8.3.3 Spotlight Lesson: Representing Proportional Relationships, 8.4.16 Spotlight Lesson: Solving Problems with Systems of Equations, 8.5.21 Spotlight Lesson: Cylinders, Cones, and Spheres, 8.6.7 Spotlight Lesson: Observing More Patterns in Scatter Plots, 8.6.9 Spotlight Lesson: Looking for Associations, 8.7.12 Spotlight Lesson: Applications of Arithmetic with Powers of 10, 8.7.15 Spotlight Lesson: Adding and Subtracting with Scientific Notation, 8.8.1 Spotlight Lesson: The Areas of Squares and Their Side Lengths, 8.8.7 Spotlight Lesson: A Proof of the Pythagorean Theorem
CCSS.MP2	Lesson 17: Rotate and Tessellate, Lesson 5: Introduction to Linear Relationships, Lesson 6: More Linear Relationships, Lesson 14: Using Linear Relations to Solve Problems, Lesson 2: Keeping the Equation Balanced, Lesson 12: Systems of Equations, Lesson 4: Tables, Equations, and Graphs of Functions, Lesson 5: More Graphs of Functions, Lesson 1: Organizing Data, Lesson 3: What a Point in a Scatter Plot Means, Lesson 4: Fitting a Line to Data, Lesson 6: The Slope of a Fitted Line, Lesson 8: Analyzing Bivariate Data, Lesson 11: Gone In 30 Seconds, Lesson 2: Multiplying Powers of Ten, Lesson 3: Powers of Powers of 10, Lesson 10: Representing Large Numbers on the Number Line, Lesson 12: Applications of Arithmetic with Powers of 10, Lesson 14: Multiplying, Dividing, and Estimating with Scientific Notation, Lesson 15: Adding and Subtracting with Scientific Notation, Lesson 16: Is a Smartphone Smart Enough to Go to the Moon?, Lesson 10: Applications of the Pythagorean Theorem, 8.1.17 Spotlight Lesson: Rotate and Tessellate, 8.3.5 Spotlight Lesson: Introduction to Linear Relationships, 8.3.6 Spotlight Lesson: More Linear Relationships, 8.3.14 Spotlight Lesson: Using Linear Relations to Solve Problems, 8.4.2 Spotlight Lesson: Keeping the Equation Balanced, 8.4.12 Spotlight Lesson: Systems of Equations, 8.5.4 Spotlight Lesson: Tables, Equations, and Graphs of Functions, 8.5.5 Spotlight Lesson: More Graphs of Functions, 8.6.1 Spotlight Lesson: Organizing Data, 8.6.3 Spotlight Lesson: What a Point in a Scatter Plot Means, 8.6.4 Spotlight Lesson: Fitting a Line to Data, 8.6.6 Spotlight Lesson: The Slope of a Fitted Line, 8.6.8 Spotlight Lesson: Analyzing Bivariate Data, 8.6.11 Spotlight Lesson: Gone In 30 Seconds, 8.7.2 Spotlight Lesson: Multiplying Powers of Ten, 8.7.3 Spotlight Lesson: Powers of Powers of 10, 8.7.10 Spotlight Lesson: Representing Large Numbers on the Number Line, 8.7.12 Spotlight Lesson: Applications of Arithmetic with Powers of 10, 8.7.14 Spotlight Lesson: Multiplying, Dividing, and Estimating with Scientific Notation, 8.7.15 Spotlight Lesson: Adding and Subtracting with Scientific Notation, 8.7.16 Spotlight Lesson: Is a Smartphone Smart Enough to Go to the Moon?, 8.8.10 Spotlight Lesson: Applications of the Pythagorean Theorem

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| CCSS.MP3 | Lesson 2: Naming the Moves, Lesson 6: Describing Transformations, Lesson 11: What Is the Same?, Lesson 12: Congruent Polygons, Lesson 13: Congruence, Lesson 2: Circular Grid, Lesson 7: Similar Polygons, Lesson 10: Meet Slope, Lesson 13: The Shadow Knows, Lesson 3: Representing Proportional Relationships, Lesson 11: Equations of All Kinds of Lines, Lesson 12: Solutions to Linear Equations, Lesson 3: Balanced Moves, Lesson 4: More Balanced Moves, Lesson 5: Solving Any Linear Equation, Lesson 14: Solving More Systems, Lesson 16: Solving Problems with Systems of Equations, Lesson 6: Even More Graphs of Functions, Lesson 16: Finding Cone Dimensions, Lesson 5: Describing Trends in Scatter Plots, Lesson 10: Using Data Displays to Find Associations, Lesson 4: Dividing Powers of 10, Lesson 5: Negative Exponents with Powers of 10, Lesson 8: Combining Bases, Lesson 11: Representing Small Numbers on the Number Line, Lesson 15: Adding and Subtracting with Scientific Notation, Lesson 1: The Areas of Squares and Their Side Lengths, Lesson 5: Reasoning About Square Roots, Lesson 13: Cube Roots, 8.1.2 Spotlight Lesson: Naming the Moves, 8.1.6 Spotlight Lesson: Describing Transformations, 8.1.11 Spotlight Lesson: What Is the Same?, 8.1.12 Spotlight Lesson: Congruent Polygons, 8.1.13 Spotlight Lesson: Congruence, 8.2.2 Spotlight Lesson: Circular Grid, 8.2.7 Spotlight Lesson: Similar Polygons, 8.2.10 Spotlight Lesson: Meet Slope, 8.2.13 Spotlight Lesson: The Shadow Knows, 8.3.3 Spotlight Lesson: Representing Proportional Relationships, 8.3.11 Spotlight Lesson: Equations of All Kinds of Lines, 8.3.12 Spotlight Lesson: Solutions to Linear Equations, 8.4.3 Spotlight Lesson: Balanced Moves, 8.4.4. Spotlight Lesson: More Balanced Moves, 8.4.5 Spotlight Lesson: Solving Any Linear Equation, 8.4.14 Spotlight Lesson: Solving More Systems, 8.4.16 Spotlight Lesson: Solving Problems with Systems of Equations, 8.5.6 Spotlight Lesson: Even More Graphs of Functions, 8.5.16 Spotlight Lesson: Finding Cone Dimensions, 8.6.5 Spotlight Lesson: Describing Trends in Scatter Plots, 8.6.10 Spotlight Lesson: Using Data Displays to Find Associations, 8.7.4 Spotlight Lesson: Dividing Powers of 10, 8.7.5 Spotlight Lesson: Negative Exponents with Powers of 10, 8.7.8 Spotlight Lesson: Combining Bases, 8.7.11 Spotlight Lesson: Representing Small Numbers on the Number Line, 8.7.15 Spotlight Lesson: Adding and Subtracting with Scientific |

	Notation, 8.8.1 Spotlight Lesson: The Areas of Squares and Their Side Lengths, 8.8.5 Spotlight Lesson: Reasoning About Square Roots, 8.8.13 Spotlight Lesson: Cube Roots
CCSS.MP4	Lesson 13: The Shadow Knows, Lesson 6: More Linear Relationships, Lesson 8: Translating to y=mx+b, Lesson 14: Using Linear Relations to Solve Problems, Lesson 15: Writing Systems of Equations, Lesson 5: More Graphs of Functions, Lesson 6: Even More Graphs of Functions, Lesson 9: Linear Models, Lesson 10: Piecewise Linear Functions, Lesson 11: Filling Containers, Lesson 2: Plotting Data, Lesson 4: Fitting a Line to Data, Lesson 6: The Slope of a Fitted Line, Lesson 7: Observing More Patterns in Scatter Plots, Lesson 8: Analyzing Bivariate Data, Lesson 10: Using Data Displays to Find Associations, Lesson 11: Gone In 30 Seconds, Lesson 12: Applications of Arithmetic with Powers of 10, Lesson 16: Is a Smartphone Smart Enough to Go to the Moon?, 8.2.13 Spotlight Lesson: The Shadow Knows, 8.3.6 Spotlight Lesson: More Linear Relationships, 8.3.8 Spotlight Lesson: Translating to y=mx+b, 8.3.14 Spotlight Lesson: Using Linear Relations to Solve Problems, 8.4.15 Spotlight Lesson: Writing Systems of Equations, 8.5.5 Spotlight Lesson: More Graphs of Functions, 8.5.6 Spotlight Lesson: Even More Graphs of Functions, 8.5.9 Spotlight Lesson: Linear Models, 8.5.10 Spotlight Lesson: Piecewise Linear Functions, 8.5.11 Spotlight Lesson: Filling Containers, 8.6.2 Spotlight Lesson: Plotting Data, 8.6.4 Spotlight Lesson: Fitting a Line to Data, 8.6.6 Spotlight Lesson: The Slope of a Fitted Line, 8.6.7 Spotlight Lesson: Observing More Patterns in Scatter Plots, 8.6.8 Spotlight Lesson: Analyzing Bivariate Data, 8.6.10 Spotlight Lesson: Using Data Displays to Find Associations, 8.6.11 Spotlight Lesson: Gone In 30 Seconds, 8.7.12 Spotlight Lesson: Applications of Arithmetic with Powers of 10, 8.7.16 Spotlight Lesson: Is a Smartphone Smart Enough to Go to the Moon?
CCSS.MP5	Lesson 1: Moving in the Plane, Lesson 3: Grid Moves, Lesson 4: Making the Moves, Lesson 7: No Bending or Stretching, Lesson 12: Congruent Polygons, Lesson 14: Alternate Interior Angles, Lesson 2: Circular Grid, Lesson 3: Dilations with no Grid, Lesson 1: Number Puzzles, Lesson 2: Plotting Data, Lesson 5: Describing Trends in Scatter Plots, Lesson 1: The Areas of Squares and Their Side Lengths, 8.1.1 Spotlight Lesson: Moving in the Plane, 8.1.3 Spotlight Lesson: Grid Moves, 8.1.4 Spotlight Lesson: Making the Moves, 8.1.7 Spotlight Lesson: No Bending or Stretching, 8.1.12 Spotlight Lesson: Congruent Polygons, 8.1.14 Spotlight Lesson: Alternate Interior Angles, 8.2.2 Spotlight Lesson: Circular Grid, 8.2.3 Spotlight Lesson: Dilations with no Grid, 8.4.1 Spotlight Lesson: Number Puzzles, 8.6.2 Spotlight Lesson: Plotting Data, 8.6.5 Spotlight Lesson: Describing Trends in Scatter Plots, 8.8.1 Spotlight Lesson: The Areas of Squares and Their Side Lengths
CCSS.MP6	Lesson 1: Moving in the Plane, Lesson 2: Naming the Moves, Lesson 3: Grid Moves, Lesson 4: Making the Moves, Lesson 6: Describing Transformations, Lesson 11: What Is the Same?, Lesson 12: Congruent Polygons, Lesson 13: Congruence, Lesson 4: Dilations on a Square Grid, Lesson 5: More Dilations, Lesson 1: Understanding Proportional Relationships, Lesson 3: Representing Proportional Relationships, Lesson 10: Calculating Slope, Lesson 4: More Balanced Moves, Lesson 6: Even More Graphs of Functions, Lesson 21: Cylinders, Cones, and Spheres, Lesson 2: Plotting Data, Lesson 3: What a Point in a Scatter Plot Means, Lesson 5: Describing Trends in Scatter Plots, Lesson 6: The Slope of a Fitted Line, Lesson 9: Describing Large and Small Numbers Using Powers of 10, Lesson 11: Representing Small Numbers on the Number Line, Lesson 12: Applications of Arithmetic with Powers of 10, Lesson 13: Definition of Scientific Notation, Lesson 15: Adding and Subtracting with Scientific Notation, Lesson 3: Rational and Irrational Numbers, 8.1.1 Spotlight Lesson: Moving in the Plane, 8.1.2 Spotlight Lesson: Naming the Moves, 8.1.3 Spotlight Lesson: Grid Moves, 8.1.4 Spotlight Lesson: Making the Moves, 8.1.6 Spotlight Lesson: Describing Transformations, 8.1.11 Spotlight Lesson: What Is the Same?, 8.1.12 Spotlight Lesson: Congruent Polygons, 8.1.13 Spotlight Lesson: Congruence, 8.2.4 Spotlight Lesson: Dilations on a Square Grid, 8.2.5 Spotlight Lesson: More Dilations, 8.3.1 Spotlight Lesson: Understanding Proportional Relationships, 8.3.3 Spotlight Lesson: Representing Proportional Relationships, 8.3.10 Spotlight Lesson: Calculating Slope, 8.4.4. Spotlight Lesson: More Balanced Moves, 8.5.6 Spotlight Lesson: Even More Graphs of Functions, 8.5.21 Spotlight Lesson: Cylinders, Cones, and Spheres, 8.6.2 Spotlight Lesson: Plotting Data, 8.6.3 Spotlight Lesson: What a Point in a Scatter Plot Means, 8.6.5 Spotlight Lesson: Describing Trends in Scatter Plots, 8.6.6 Spotlight Lesson: The Slope of a Fitted Line, 8.7.9 Spotlight Lesson: Describing Large and Small Numbers Using Powers of 10, 8.7.11 Spotlight Lesson: Representing Small Numbers on the Number Line, 8.7.12 Spotlight Lesson: Applications of Arithmetic with Powers of 10, 8.7.13 Spotlight Lesson: Definition of Scientific Notation, 8.7.15 Spotlight Lesson: Adding and Subtracting with Scientific Notation, 8.8.3 Spotlight Lesson: Rational and Irrational Numbers

Grade 8 overview and standards breakdown

CCSS.MP7	Lesson 3: Grid Moves, Lesson 4: Making the Moves, Lesson 5: Coordinate Moves, Lesson 7: No Bending or Stretching, Lesson 8: Rotation Patterns, Lesson 9: Moves in Parallel, Lesson 10: Composing Figures, Lesson 11: What Is the Same?, Lesson 12: Congruent Polygons, Lesson 13: Congruence, Lesson 15: Adding the Angles in a Triangle, Lesson 16: Parallel Lines and the Angles in a Triangle, Lesson 17: Rotate and Tessellate, Lesson 2: Circular Grid, Lesson 4: Dilations on a Square Grid, Lesson 10: Meet Slope, Lesson 11: Writing Equations for Lines, Lesson 13: More Solutions to Linear Equations, Lesson 6: Strategic Solving, Lesson 8: How Many Solutions?, Lesson 13: Solving Systems of Equations, Lesson 14: Solving More Systems, Lesson 2: Introduction to Functions, Lesson 1: Organizing Data, Lesson 2: Plotting Data, Lesson 4: Fitting a Line to Data, Lesson 6: The Slope of a Fitted Line, Lesson 7: Observing More Patterns in Scatter Plots, Lesson 7: Practice with Rational Bases, Lesson 8: Combining Bases, Lesson 10: Representing Large Numbers on the Number Line, Lesson 2: Side Lengths and Areas, Lesson 4: Square Roots on the Number Line, Lesson 11: Finding Distances in the Coordinate Plane, Lesson 15: Infinite Decimal Expansions, 8.1.3 Spotlight Lesson: Grid Moves, 8.1.4 Spotlight Lesson: Making the Moves, 8.1.5 Spotlight Lesson: Coordinate Moves, 8.1.7 Spotlight Lesson: No Bending or Stretching, 8.1.8 Spotlight Lesson: Rotation Patterns, 8.1.9 Spotlight Lesson: Moves in Parallel, 8.1.10 Spotlight Lesson: Composing Figures, 8.1.11 Spotlight Lesson: What Is the Same?, 8.1.12 Spotlight Lesson: Congruent Polygons, 8.1.13 Spotlight Lesson: Congruence, 8.1.15 Spotlight Lesson: Adding the Angles in a Triangle, 8.1.16 Spotlight Lesson: Parallel Lines and the Angles in a Triangle, 8.1.17 Spotlight Lesson: Rotate and Tessellate, 8.2.2 Spotlight Lesson: Circular Grid, 8.2.4 Spotlight Lesson: Dilations on a Square Grid, 8.2.10 Spotlight Lesson: Meet Slope, 8.2.11 Spotlight Lesson: Writing Equations for Lines, 8.3.13 Spotlight Lesson: More Solutions to Linear Equations, 8.4.6 Spotlight Lesson: Strategic Solving, 8.4.8 Spotlight Lesson: How Many Solutions?, 8.4.13 Spotlight Lesson: Solving Systems of Equations, 8.4.14 Spotlight Lesson: Solving More Systems, 8.5.2 Spotlight Lesson: Introduction to Functions, 8.6.1 Spotlight Lesson: Organizing Data, 8.6.2 Spotlight Lesson: Plotting Data, 8.6.4 Spotlight Lesson: Fitting a Line to Data, 8.6.6 Spotlight Lesson: The Slope of a Fitted Line, 8.6.7 Spotlight Lesson: Observing More Patterns in Scatter Plots, 8.7.7 Spotlight Lesson: Practice with Rational Bases, 8.7.8 Spotlight Lesson: Combining Bases, 8.7.10 Spotlight Lesson: Representing Large Numbers on the Number Line, 8.8.2 Spotlight Lesson: Side Lengths and Areas, 8.8.4 Spotlight Lesson: Square Roots on the Number Line, 8.8.11 Spotlight Lesson: Finding Distances in the Coordinate Plane, 8.8.15 Spotlight Lesson: Infinite Decimal Expansions
CCSS.MP8	Lesson 5: Coordinate Moves, Lesson 8: Rotation Patterns, Lesson 10: Composing Figures, Lesson 14: Alternate Interior Angles, Lesson 6: Similarity, Lesson 12: Using Equations for Lines, Lesson 5: Introduction to Linear Relationships, Lesson 7: Representations of Linear Relationships, Lesson 8: Translating to y=mx+b, Lesson 9: Slopes Don't Have to be Positive, Lesson 3: Equations for Functions, Lesson 2: Multiplying Powers of Ten, Lesson 3: Powers of Powers of 10, Lesson 4: Dividing Powers of 10, Lesson 5: Negative Exponents with Powers of 10, Lesson 8: Combining Bases, Lesson 6: Finding Side Lengths of Triangles, Lesson 14: Decimal Representations of Rational Numbers, Lesson 15: Infinite Decimal Expansions, 8.1.5 Spotlight Lesson: Coordinate Moves, 8.1.8 Spotlight Lesson: Rotation Patterns, 8.1.10 Spotlight Lesson: Composing Figures, 8.1.14 Spotlight Lesson: Alternate Interior Angles, 8.2.6 Spotlight Lesson: Similarity, 8.2.12 Spotlight Lesson: Using Equations for Lines, 8.3.5 Spotlight Lesson: Introduction to Linear Relationships, 8.3.7 Spotlight Lesson: Representations of Linear Relationships, 8.3.8 Spotlight Lesson: Translating to y=mx+b, 8.3.9 Spotlight Lesson: Slopes Don't Have to be Positive, 8.5.3 Spotlight Lesson: Equations for Functions, 8.7.2 Spotlight Lesson: Multiplying Powers of Ten, 8.7.3 Spotlight Lesson: Powers of Powers of 10, 8.7.4 Spotlight Lesson: Dividing Powers of 10, 8.7.5 Spotlight Lesson: Negative Exponents with Powers of 10, 8.7.8 Spotlight Lesson: Combining Bases, 8.8.6 Spotlight Lesson: Finding Side Lengths of Triangles, 8.8.14 Spotlight Lesson: Decimal Representations of Rational Numbers, 8.8.15 Spotlight Lesson: Infinite Decimal Expansions

Scope and Sequence - High School Mathematics

Freire Wilmington uses Illustrative Mathematics (IM) as our math curriculum in grades 9-11, followed by either Precalculus or AP Calculus in 12th grade. We chose this curriculum because of its perfect scores from EdReports on both Focus & Coherence, and Rigor & Mathematical Practices. There are several key indicators from the EdReports review of Focus & Coherence that reveal that IM's curriculum fully addresses all of the CCSS for high school mathematics. Specifically, Indicator 1A of EdReports' review states, "The instructional materials reviewed for LearnZillion Illustrative Mathematics Traditional series meet expectations for attending to the full intent of the mathematical content contained in the high school standards for all students." The report goes on to state, "The materials provide students with opportunities to work with all high school standards and do not distract students with prerequisite or additional topics" (Indicator 1B). Evidence for this statement is provided within the report, and includes examples of how students interact with the standards in ways that allow them to fully attend to all high school standards. Freire Wilmington believes that using high-quality instructional materials is of the utmost importance in achieving our mission and preparing our students for college and career, so we rely on curricular review experts like EdReports when evaluating our curriculum.

In the IM materials, teachers are provided with a list of all of the CCSS standards for their course, and are able to click on lessons that address that standard, which allows them to see the full lesson narrative as well as the materials students will interact with throughout the lesson. This facilitates teacher preparation and internalization of the standards, and is designed primarily to be used by teachers. Since we appreciate IM's intentional focus on usability for teachers, we have provided that list here as our scope and sequence for each high school mathematics course.

Algebra 1 overview and standards breakdown

Students begin the course with one-variable statistics, building on ideas from middle school. Starting with data collection and analysis sets a tone for the course of understanding quantities in context. It also allows students to access grade-level mathematics that isn't as dependent on prior skills as some other topics. Gathering and displaying data, measuring data distribution, and interpreting statistical results encourages students to collaborate, communicate, and explore new tools and routines.

From there, students move on to expand their understanding of linear equations, inequalities, and systems of linear equations and inequalities. They use these representations to model relationships and constraints but also reason with them abstractly. Students write, rearrange, evaluate, and solve equations and inequalities, explaining and validating their reasoning with increased precision. They then take these insights to a unit on two-variable statistics, where they extend their prior knowledge of scatter plots and lines of best fit. Students use residuals and correlation coefficients to assess linear models, interpret quantitative data, and distinguish correlation and causality. They also determine associations in categorical data, by using two-way tables and relative frequencies.

Next, students study functions, continuing the work begun in grade 8. Over the next few units, they deepen their understanding of functions and deepen their ability to represent, interpret, and communicate about them—using function notation, domain and range, average rate of change, and features of graphs. They also see categories of functions, starting with linear functions (including their inverses) and piecewise-defined functions (including absolute value functions), followed by exponential and quadratic functions. For each function type, students begin their investigation with real-world and mathematical contexts, look closely at the structural attributes of the function, and analyze how these attributes are expressed in different representations.

The course ends with a close look at quadratic equations. Students extend their ability to use equations to model relationships and solve problems. They develop their capacity to write, transform, graph, and solve equations—by reasoning, rearranging equations into useful forms, and applying the quadratic formula. In solving quadratic equations students encounter rational and irrational solutions, providing an opportunity to deepen their understanding of the real number system.

Within the classroom activities, students have opportunities to engage in aspects of mathematical modeling. Additionally, modeling prompts are provided for use throughout the course. Modeling prompts offer opportunities for students to engage in the full modeling cycle. These can be implemented in a variety of ways. Please see the course guide for a more detailed explanation of modeling prompts.

Summary of instructional time

Quick facts:

- There are a total of **151 instructional days, including time for assessments** in the Algebra 1 course.
- There are a total of **132 lessons** in the course.
    - 9 of the lessons are considered "**optional**" and include guidance to teachers about when and why to use them.
    - 123 lessons are not optional.

Standards by Lesson

Algebra 1 Standards by Lesson
ILLUSTRATIVE MATHEMATICS
Link: https://freire.ilclassroom.com/wikis/2868775-algebra-1-standards-by-lesson

Lessons by Standard

Standard	Aligned Lessons
CCSS.1	Lesson 22: Rewriting Quadratic Expressions in Vertex Form
CCSS.HSA-CED.A.1	Alg1.7.2 Spotlight Lesson: When and Why Do We Write Quadratic Equations?, Lesson 20: Writing and Solving Inequalities in One Variable, Lesson 1: Finding Unknown Inputs, Lesson 2: When and Why Do We Write Quadratic Equations?, Lesson 17: Applying the Quadratic Formula (Part 1), Lesson 18: Applying the Quadratic Formula (Part 2)
CCSS.HSA-CED.A.2	Alg1.2.3 Spotlight Lesson: Writing Equations to Model Relationships (Part 2), Alg1.2.6 Spotlight Lesson: Equivalent Equations, Alg1.5.3 Spotlight Lesson: Representing Exponential Growth, Alg1.5.4 Spotlight Lesson: Understanding Decay, Alg1.5.5 Spotlight Lesson: Representing Exponential Decay, Lesson 1: Planning a Pizza Party, Lesson 2: Writing Equations to Model Relationships (Part 1), Lesson 3: Writing Equations to Model Relationships (Part 2), Lesson 5: Equations and Their Graphs, Lesson 6: Equivalent Equations, Lesson 3: Representing Exponential Growth, Lesson 4: Understanding Decay, Lesson 5: Representing Exponential Decay, Lesson 6: Analyzing Graphs, Lesson 7: Using Negative Exponents
CCSS.HSA-CED.A.3	Alg1.2.3 Spotlight Lesson: Writing Equations to Model Relationships (Part 2), Alg1.2.10 Spotlight Lesson: Connecting Equations to Graphs (Part 1), Alg1.2.17 Spotlight Lesson: Systems of Linear Equations and Their Solutions, Alg1.2.23 Spotlight Lesson: Solving Problems with Inequalities in Two Variables, Lesson 1: Planning a Pizza Party, Lesson 2: Writing Equations to Model Relationships (Part 1), Lesson 3: Writing Equations to Model Relationships (Part 2), Lesson 5: Equations and Their Graphs, Lesson 9: Which Variable to Solve for? (Part 2), Lesson 10: Connecting Equations to Graphs (Part 1), Lesson 12: Writing and Graphing Systems of Linear Equations, Lesson 17: Systems of Linear Equations and Their Solutions, Lesson 18: Representing Situations with Inequalities, Lesson 20: Writing and Solving Inequalities in One Variable, Lesson 22: Graphing Linear Inequalities in Two Variables (Part 2), Lesson 23: Solving Problems with Inequalities in Two Variables, Lesson 24: Solutions to Systems of Linear Inequalities in Two Variables, Lesson 26: Modeling with Systems of Inequalities in Two Variables

Algebra 1 overview and standards breakdown

| CCSS.HSA-CED.A.4 | Alg1.2.10 Spotlight Lesson: Connecting Equations to Graphs (Part 1), Lesson 8: Which Variable to Solve for? (Part 1), Lesson 9: Which Variable to Solve for? (Part 2), Lesson 10: Connecting Equations to Graphs (Part 1), Lesson 11: Connecting Equations to Graphs (Part 2), Lesson 16: Finding and Interpreting Inverse Functions |

CCSS.HSA-REI.A	Alg1.2.4 Spotlight Lesson: Equations and Their Solutions, Lesson 4: Equations and Their Solutions, Lesson 7: Explaining Steps for Rewriting Equations, Lesson 12: Writing and Graphing Systems of Linear Equations, Lesson 13: Completing the Square (Part 2), Lesson 17: Applying the Quadratic Formula (Part 1)
CCSS.HSA-REI.A.1	Alg1.2.6 Spotlight Lesson: Equivalent Equations, Alg1.7.2 Spotlight Lesson: When and Why Do We Write Quadratic Equations?, Alg1.7.3 Spotlight Lesson: Solving Quadratic Equations by Reasoning, Alg1.7.5 Spotlight Lesson: How Many Solutions?, Lesson 6: Equivalent Equations, Lesson 7: Explaining Steps for Rewriting Equations, Lesson 5: Using Function Notation to Describe Rules (Part 2), Lesson 2: When and Why Do We Write Quadratic Equations?, Lesson 3: Solving Quadratic Equations by Reasoning, Lesson 5: How Many Solutions?
CCSS.HSA-REI.B.3	Alg1.2.4 Spotlight Lesson: Equations and Their Solutions, Alg1.7.2 Spotlight Lesson: When and Why Do We Write Quadratic Equations?, Lesson 4: Equations and Their Solutions, Lesson 8: Which Variable to Solve for? (Part 1), Lesson 9: Which Variable to Solve for? (Part 2), Lesson 19: Solutions to Inequalities in One Variable, Lesson 20: Writing and Solving Inequalities in One Variable, Lesson 2: When and Why Do We Write Quadratic Equations?
CCSS.HSA-REI.B.4	Alg1.7.2 Spotlight Lesson: When and Why Do We Write Quadratic Equations?, Alg1.7.4 Spotlight Lesson: Solving Quadratic Equations with the Zero Product Property, Alg1.7.5 Spotlight Lesson: How Many Solutions?, Lesson 2: When and Why Do We Write Quadratic Equations?, Lesson 4: Solving Quadratic Equations with the Zero Product Property, Lesson 5: How Many Solutions?
CCSS.HSA-REI.B.4.a	Alg1.7.12 Spotlight Lesson: Completing the Square (Part 1), Lesson 12: Completing the Square (Part 1), Lesson 14: Completing the Square (Part 3), Lesson 15: Quadratic Equations with Irrational Solutions, Lesson 19: Deriving the Quadratic Formula
CCSS.HSA-REI.B.4.b	Alg1.7.3 Spotlight Lesson: Solving Quadratic Equations by Reasoning, Alg1.7.5 Spotlight Lesson: How Many Solutions?, Alg1.7.9 Spotlight Lesson: Solving Quadratic Equations by Using Factored Form, Alg1.7.12 Spotlight Lesson: Completing the Square (Part 1), Alg1.7.16 Spotlight Lesson: The Quadratic Formula, Lesson 3: Solving Quadratic Equations by Reasoning, Lesson 5: How Many Solutions?, Lesson 9: Solving Quadratic Equations by Using Factored Form, Lesson 10: Rewriting Quadratic Expressions in Factored Form (Part 4), Lesson 11: What are Perfect Squares?, Lesson 12: Completing the Square (Part 1), Lesson 13: Completing the Square (Part 2), Lesson 14: Completing the Square (Part 3), Lesson 15: Quadratic Equations with Irrational Solutions, Lesson 16: The Quadratic Formula, Lesson 17: Applying the Quadratic Formula (Part 1), Lesson 18: Applying the Quadratic Formula (Part 2), Lesson 20: Rational and Irrational Solutions, Lesson 21: Sums and Products of Rational and Irrational Numbers, Lesson 24: Using Quadratic Equations to Model Situations and Solve Problems
CCSS.HSA-REI.C.5	Lesson 16: Solving Systems by Elimination (Part 3)
CCSS.HSA-REI.C.6	Alg1.2.15 Spotlight Lesson: Solving Systems by Elimination (Part 2), Alg1.2.17 Spotlight Lesson: Systems of Linear Equations and Their Solutions, Lesson 12: Writing and Graphing Systems of Linear Equations, Lesson 13: Solving Systems by Substitution, Lesson 14: Solving Systems by Elimination (Part 1), Lesson 15: Solving Systems by Elimination (Part 2), Lesson 16: Solving Systems by Elimination (Part 3), Lesson 17: Systems of Linear Equations and Their Solutions
CCSS.HSA-REI.C.7	Lesson 24: Using Quadratic Equations to Model Situations and Solve Problems
CCSS.HSA-REI.D	Alg1.7.5 Spotlight Lesson: How Many Solutions?, Lesson 5: How Many Solutions?, Lesson 10: Rewriting Quadratic Expressions in Factored Form (Part 4), Lesson 15: Quadratic Equations with Irrational Solutions
CCSS.HSA-REI.D.10	Alg1.2.10 Spotlight Lesson: Connecting Equations to Graphs (Part 1), Alg1.7.5 Spotlight Lesson: How Many Solutions?, Lesson 5: Equations and Their Graphs, Lesson 10: Connecting Equations to Graphs (Part 1), Lesson 11: Connecting Equations to Graphs (Part 2), Lesson 22: Graphing Linear Inequalities in Two Variables (Part 2), Lesson 5: How Many Solutions?
CCSS.HSA-REI.D.11	Lesson 9: Comparing Graphs
CCSS.HSA-REI.D.12	Alg1.2.23 Spotlight Lesson: Solving Problems with Inequalities in Two Variables, Alg1.2.25 Spotlight Lesson: Solving Problems with Systems of Linear Inequalities in Two Variables, Lesson 21: Graphing Linear Inequalities in Two Variables (Part 1), Lesson 22: Graphing Linear Inequalities in Two Variables (Part 2), Lesson 23: Solving Problems with Inequalities in Two Variables, Lesson 24: Solutions to Systems of Linear Inequalities in Two Variables, Lesson 25: Solving Problems with Systems of Linear Inequalities in Two Variables, Lesson 26: Modeling with Systems of Inequalities in Two Variables

CCSS.HSA-S SE.A	Alg1.5.17 Spotlight Lesson: Different Compounding Intervals, Alg1.6.8 Spotlight Lesson: Equivalent Quadratic Expressions, Alg1.7.12 Spotlight Lesson: Completing the Square (Part 1), Alg1.7.16 Spotlight Lesson: The Quadratic Formula, Lesson 9: Interpreting Exponential Functions, Lesson 17: Different Compounding Intervals, Lesson 8: Equivalent Quadratic Expressions, Lesson 11: Graphing from the Factored Form, Lesson 10: Rewriting Quadratic Expressions in Factored Form (Part 4), Lesson 12: Completing the Square (Part 1), Lesson 16: The Quadratic Formula

Algebra 1 overview and standards breakdown

CCSS.HSA-S SE.A.1	Alg1.2.6 Spotlight Lesson: Equivalent Equations, Alg1.5.17 Spotlight Lesson: Different Compounding Intervals, Alg1.5.4 Spotlight Lesson: Understanding Decay, Alg1.6.2 Spotlight Lesson: How Does it Change?, Lesson 6: Equivalent Equations, Lesson 4: Understanding Decay, Lesson 7: Using Negative Exponents, Lesson 17: Different Compounding Intervals, Lesson 2: How Does it Change?, Lesson 3: Building Quadratic Functions from Geometric Patterns
CCSS.HSA-S SE.A.1.b	Lesson 18: Expressed in Different Ways
CCSS.HSA-S SE.A.2	Alg1.6.8 Spotlight Lesson: Equivalent Quadratic Expressions, Alg1.6.9 Spotlight Lesson: Standard Form and Factored Form, Alg1.7.6 Spotlight Lesson: Rewriting Quadratic Expressions in Factored Form (Part 1), Alg1.7.7 Spotlight Lesson: Rewriting Quadratic Expressions in Factored Form (Part 2), Alg1.7.8 Spotlight Lesson: Rewriting Quadratic Expressions in Factored Form (Part 3), Alg1.7.12 Spotlight Lesson: Completing the Square (Part 1), Lesson 8: Equivalent Quadratic Expressions, Lesson 9: Standard Form and Factored Form, Lesson 6: Rewriting Quadratic Expressions in Factored Form (Part 1), Lesson 7: Rewriting Quadratic Expressions in Factored Form (Part 2), Lesson 8: Rewriting Quadratic Expressions in Factored Form (Part 3), Lesson 10: Rewriting Quadratic Expressions in Factored Form (Part 4), Lesson 11: What are Perfect Squares?, Lesson 12: Completing the Square (Part 1), Lesson 14: Completing the Square (Part 3), Lesson 19: Deriving the Quadratic Formula, Lesson 22: Rewriting Quadratic Expressions in Vertex Form
CCSS.HSA-S SE.B.3	Alg1.6.2 Spotlight Lesson: How Does it Change?, Alg1.6.8 Spotlight Lesson: Equivalent Quadratic Expressions, Alg1.6.9 Spotlight Lesson: Standard Form and Factored Form, Alg1.6.10 Spotlight Lesson: Graphs of Functions in Standard and Factored Forms, Lesson 2: How Does it Change?, Lesson 8: Equivalent Quadratic Expressions, Lesson 9: Standard Form and Factored Form, Lesson 10: Graphs of Functions in Standard and Factored Forms, Lesson 13: Graphing the Standard Form (Part 2), Lesson 22: Rewriting Quadratic Expressions in Vertex Form
CCSS.HSA-S SE.B.3.a	Alg1.7.9 Spotlight Lesson: Solving Quadratic Equations by Using Factored Form, Lesson 9: Solving Quadratic Equations by Using Factored Form
CCSS.HSA-S SE.B.3.b	Lesson 22: Rewriting Quadratic Expressions in Vertex Form, Lesson 23: Using Quadratic Expressions in Vertex Form to Solve Problems
CCSS.HSA-S SE.B.3.c	Lesson 18: Expressed in Different Ways
CCSS.HSF-B F.A.1	Alg1.5.15 Spotlight Lesson: Functions Involving Percent Change, Alg1.6.6 Spotlight Lesson: Building Quadratic Functions to Describe Situations (Part 2), Lesson 17: Writing Inverse Functions to Solve Problems, Lesson 18: Using Functions to Model Battery Power, Lesson 11: Modeling Exponential Behavior, Lesson 15: Functions Involving Percent Change, Lesson 6: Building Quadratic Functions to Describe Situations (Part 2)
CCSS.HSF-B F.A.1.a	Alg1.4.14 Spotlight Lesson: Absolute Value Functions (Part 2), Alg1.4.4 Spotlight Lesson: Using Function Notation to Describe Rules (Part 1), Alg1.5.3 Spotlight Lesson: Representing Exponential Growth, Alg1.5.17 Spotlight Lesson: Different Compounding Intervals, Alg1.5.4 Spotlight Lesson: Understanding Decay, Alg1.5.15 Spotlight Lesson: Functions Involving Percent Change, Alg1.5.16 Spotlight Lesson: Compounding Interest, Alg1.6.2 Spotlight Lesson: How Does it Change?, Alg1.6.6 Spotlight Lesson: Building Quadratic Functions to Describe Situations (Part 2), Lesson 4: Using Function Notation to Describe Rules (Part 1), Lesson 14: Absolute Value Functions (Part 2), Lesson 2: Patterns of Growth, Lesson 3: Representing Exponential Growth, Lesson 4: Understanding Decay, Lesson 15: Functions Involving Percent Change, Lesson 16: Compounding Interest, Lesson 17: Different Compounding Intervals, Lesson 1: A Different Kind of Change, Lesson 2: How Does it Change?, Lesson 3: Building Quadratic Functions from Geometric Patterns, Lesson 4: Comparing Quadratic and Exponential Functions, Lesson 5: Building Quadratic Functions to Describe Situations (Part 1), Lesson 6: Building Quadratic Functions to Describe Situations (Part 2), Lesson 7: Building Quadratic Functions to Describe Situations (Part 3)

CCSS.HSF-B F.B.3	Alg1.4.14 Spotlight Lesson: Absolute Value Functions (Part 2), Alg1.6.15 Spotlight Lesson: Vertex Form, Lesson 14: Absolute Value Functions (Part 2), Lesson 12: Graphing the Standard Form (Part 1), Lesson 13: Graphing the Standard Form (Part 2), Lesson 15: Vertex Form, Lesson 17: Changing the Vertex
CCSS.HSF-B F.B.4	Lesson 15: Inverse Functions, Lesson 16: Finding and Interpreting Inverse Functions, Lesson 17: Writing Inverse Functions to Solve Problems
CCSS.HSF-B F.B.4.a	Lesson 17: Writing Inverse Functions to Solve Problems
CCSS.HSF-IF .A.1	Alg1.4.2 Spotlight Lesson: Function Notation, Alg1.4.4 Spotlight Lesson: Using Function Notation to Describe Rules (Part 1), Lesson 1: Describing and Graphing Situations, Lesson 2: Function Notation, Lesson 4: Using Function Notation to Describe Rules (Part 1)
CCSS.HSF-IF .A.2	Alg1.4.2 Spotlight Lesson: Function Notation, Alg1.4.4 Spotlight Lesson: Using Function Notation to Describe Rules (Part 1), Alg1.5.17 Spotlight Lesson: Different Compounding Intervals, Alg1.5.19 Spotlight Lesson: Which One Changes Faster?, Alg1.5.8 Spotlight Lesson: Exponential Situations as Functions, Alg1.6.14 Spotlight Lesson: Graphs That Represent Situations, Lesson 2: Function Notation, Lesson 3: Interpreting & Using Function Notation, Lesson 4: Using Function Notation to Describe Rules (Part 1), Lesson 5: Using Function Notation to Describe Rules (Part 2), Lesson 12: Piecewise Functions, Lesson 17: Writing Inverse Functions to Solve Problems, Lesson 8: Exponential Situations as Functions, Lesson 9: Interpreting Exponential Functions, Lesson 11: Modeling Exponential Behavior, Lesson 17: Different Compounding Intervals, Lesson 18: Expressed in Different Ways, Lesson 19: Which One Changes Faster?, Lesson 5: Building Quadratic Functions to Describe Situations (Part 1), Lesson 14: Graphs That Represent Situations, Lesson 18: Applying the Quadratic Formula (Part 2)

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CCSS.HSF-I F.B	Alg1.4.10 Spotlight Lesson: Domain and Range (Part 1), Alg1.5.8 Spotlight Lesson: Exponential Situations as Functions, Lesson 10: Domain and Range (Part 1), Lesson 8: Exponential Situations as Functions
CCSS.HSF-I F.B.4	Alg1.4.2 Spotlight Lesson: Function Notation, Alg1.4.11 Spotlight Lesson: Domain and Range (Part 2), Alg1.4.4 Spotlight Lesson: Using Function Notation to Describe Rules (Part 1), Alg1.5.1 Spotlight Lesson: Growing and Growing, Alg1.5.19 Spotlight Lesson: Which One Changes Faster?, Alg1.5.5 Spotlight Lesson: Representing Exponential Decay, Alg1.5.12 Spotlight Lesson: Reasoning about Exponential Graphs (Part 1), Alg1.6.14 Spotlight Lesson: Graphs That Represent Situations, Lesson 1: Describing and Graphing Situations, Lesson 2: Function Notation, Lesson 3: Interpreting & Using Function Notation, Lesson 4: Using Function Notation to Describe Rules (Part 1), Lesson 5: Using Function Notation to Describe Rules (Part 2), Lesson 6: Features of Graphs, Lesson 8: Interpreting and Creating Graphs, Lesson 9: Comparing Graphs, Lesson 11: Domain and Range (Part 2), Lesson 17: Writing Inverse Functions to Solve Problems, Lesson 1: Growing and Growing, Lesson 2: Patterns of Growth, Lesson 5: Representing Exponential Decay, Lesson 6: Analyzing Graphs, Lesson 11: Modeling Exponential Behavior, Lesson 12: Reasoning about Exponential Graphs (Part 1), Lesson 13: Reasoning about Exponential Graphs (Part 2), Lesson 19: Which One Changes Faster?, Lesson 14: Graphs That Represent Situations, Lesson 10: Rewriting Quadratic Expressions in Factored Form (Part 4)
CCSS.HSF-I F.B.5	Alg1.4.10 Spotlight Lesson: Domain and Range (Part 1), Alg1.4.11 Spotlight Lesson: Domain and Range (Part 2), Alg1.5.19 Spotlight Lesson: Which One Changes Faster?, Alg1.5.8 Spotlight Lesson: Exponential Situations as Functions, Alg1.6.6 Spotlight Lesson: Building Quadratic Functions to Describe Situations (Part 2), Lesson 10: Domain and Range (Part 1), Lesson 11: Domain and Range (Part 2), Lesson 12: Piecewise Functions, Lesson 8: Exponential Situations as Functions, Lesson 9: Interpreting Exponential Functions, Lesson 11: Modeling Exponential Behavior, Lesson 19: Which One Changes Faster?, Lesson 6: Building Quadratic Functions to Describe Situations (Part 2), Lesson 7: Building Quadratic Functions to Describe Situations (Part 3), Lesson 17: Applying the Quadratic Formula (Part 1)
CCSS.HSF-I F.B.6	Alg1.4.7 Spotlight Lesson: Using Graphs to Find Average Rate of Change, Alg1.5.10 Spotlight Lesson: Looking at Rates of Change, Alg1.5.15 Spotlight Lesson: Functions Involving Percent Change, Lesson 7: Using Graphs to Find Average Rate of Change, Lesson 8: Interpreting and Creating Graphs, Lesson 9: Comparing Graphs, Lesson 18: Using Functions to Model Battery Power, Lesson 10: Looking at Rates of Change, Lesson 15: Functions Involving Percent Change
CCSS.HSF-I F.C	Alg1.4.14 Spotlight Lesson: Absolute Value Functions (Part 2), Alg1.4.4 Spotlight Lesson: Using Function Notation to Describe Rules (Part 1), Alg1.6.6 Spotlight Lesson: Building Quadratic Functions to Describe Situations (Part 2), Alg1.6.15 Spotlight Lesson: Vertex Form, Lesson 4: Using Function Notation to Describe Rules (Part 1), Lesson 12: Piecewise Functions, Lesson 13: Absolute Value Functions (Part 1), Lesson 14: Absolute Value Functions (Part 2), Lesson 4: Comparing Quadratic and Exponential Functions, Lesson 6: Building Quadratic Functions to Describe Situations (Part 2), Lesson 12: Graphing the Standard Form (Part 1), Lesson 15: Vertex

	Form, Lesson 16: Graphing from the Vertex Form, Lesson 17: Changing the Vertex, Lesson 22: Rewriting Quadratic Expressions in Vertex Form, Lesson 23: Using Quadratic Expressions in Vertex Form to Solve Problems
CCSS.HSF-IF.C.7	Alg1.5.8 Spotlight Lesson: Exponential Situations as Functions, Lesson 12: Piecewise Functions, Lesson 8: Exponential Situations as Functions, Lesson 12: Graphing the Standard Form (Part 1), Lesson 13: Graphing the Standard Form (Part 2)
CCSS.HSF-IF.C.7.a	Alg1.6.6 Spotlight Lesson: Building Quadratic Functions to Describe Situations (Part 2), Alg1.6.14 Spotlight Lesson: Graphs That Represent Situations, Alg1.6.15 Spotlight Lesson: Vertex Form, Lesson 6: Building Quadratic Functions to Describe Situations (Part 2), Lesson 11: Graphing from the Factored Form, Lesson 13: Graphing the Standard Form (Part 2), Lesson 14: Graphs That Represent Situations, Lesson 15: Vertex Form, Lesson 16: Graphing from the Vertex Form, Lesson 17: Changing the Vertex, Lesson 20: Rational and Irrational Solutions
CCSS.HSF-IF.C.7.b	Alg1.4.14 Spotlight Lesson: Absolute Value Functions (Part 2), Lesson 12: Piecewise Functions, Lesson 13: Absolute Value Functions (Part 1), Lesson 14: Absolute Value Functions (Part 2)
CCSS.HSF-IF.C.7.c	Lesson 7: Building Quadratic Functions to Describe Situations (Part 3)
CCSS.HSF-IF.C.7.e	Alg1.5.15 Spotlight Lesson: Functions Involving Percent Change, Lesson 9: Interpreting Exponential Functions, Lesson 15: Functions Involving Percent Change
CCSS.HSF-IF.C.8	Alg1.6.14 Spotlight Lesson: Graphs That Represent Situations, Lesson 18: Expressed in Different Ways, Lesson 14: Graphs That Represent Situations
CCSS.HSF-IF.C.8.a	Lesson 24: Using Quadratic Equations to Model Situations and Solve Problems
CCSS.HSF-IF.C.8.b	Lesson 18: Expressed in Different Ways
CCSS.HSF-IF.C.9	Alg1.6.14 Spotlight Lesson: Graphs That Represent Situations, Lesson 14: Graphs That Represent Situations, Lesson 23: Using Quadratic Expressions in Vertex Form to Solve Problems
CCSS.HSF-LE.A.1	Alg1.5.19 Spotlight Lesson: Which One Changes Faster?, Lesson 11: Modeling Exponential Behavior, Lesson 19: Which One Changes Faster?, Lesson 21: Predicting Populations
CCSS.HSF-LE.A.1.a	Lesson 20: Changes over Equal Intervals

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CCSS.HSF-LE.A.1.b	Lesson 20: Changes over Equal Intervals, Lesson 21: Predicting Populations
CCSS.HSF-LE.A.1.c	Lesson 11: Modeling Exponential Behavior, Lesson 21: Predicting Populations
CCSS.HSF-LE.A.2	Alg1.5.19 Spotlight Lesson: Which One Changes Faster?, Alg1.5.8 Spotlight Lesson: Exponential Situations as Functions, Alg1.5.15 Spotlight Lesson: Functions Involving Percent Change, Lesson 8: Exponential Situations as Functions, Lesson 9: Interpreting Exponential Functions, Lesson 11: Modeling Exponential Behavior, Lesson 13: Reasoning about Exponential Graphs (Part 2), Lesson 15: Functions Involving Percent Change, Lesson 19: Which One Changes Faster?, Lesson 20: Changes over Equal Intervals, Lesson 21: Predicting Populations, Lesson 12: Graphing the Standard Form (Part 1)
CCSS.HSF-LE.A.3	Alg1.5.1 Spotlight Lesson: Growing and Growing, Alg1.5.19 Spotlight Lesson: Which One Changes Faster?, Lesson 1: Growing and Growing, Lesson 19: Which One Changes Faster?, Lesson 4: Comparing Quadratic and Exponential Functions

CCSS.HSF-LE.B.5	Alg1.5.3 Spotlight Lesson: Representing Exponential Growth, Alg1.5.4 Spotlight Lesson: Understanding Decay, Alg1.5.5 Spotlight Lesson: Representing Exponential Decay, Alg1.5.12 Spotlight Lesson: Reasoning about Exponential Graphs (Part 1), Lesson 3: Representing Exponential Growth, Lesson 4: Understanding Decay, Lesson 5: Representing Exponential Decay, Lesson 11: Modeling Exponential Behavior, Lesson 12: Reasoning about Exponential Graphs (Part 1), Lesson 13: Reasoning about Exponential Graphs (Part 2)
CCSS.HSN-Q.A.1	Alg1.5.8 Spotlight Lesson: Exponential Situations as Functions, Lesson 7: Using Negative Exponents, Lesson 8: Exponential Situations as Functions, Lesson 11: Modeling Exponential Behavior
CCSS.HSN-Q.A.2	Alg1.5.17 Spotlight Lesson: Different Compounding Intervals, Lesson 1: Planning a Pizza Party, Lesson 26: Modeling with Systems of Inequalities in Two Variables, Lesson 17: Different Compounding Intervals
CCSS.HSN-Q.A.3	Lesson 6: Residuals, Lesson 11: Modeling Exponential Behavior, Lesson 21: Predicting Populations
CCSS.HSN-RN.B	Lesson 21: Sums and Products of Rational and Irrational Numbers
CCSS.HSN-RN.B.3	Lesson 20: Rational and Irrational Solutions, Lesson 21: Sums and Products of Rational and Irrational Numbers
CCSS.HSS-ID.A	Lesson 16: Analyzing Data
CCSS.HSS-ID.A.1	Alg1.1.4 Spotlight Lesson: The Shape of Distributions, Alg1.1.14 Spotlight Lesson: Outliers, Alg1.1.15 Spotlight Lesson: Comparing Data Sets, Lesson 2: Data Representations, Lesson 3: A Gallery of Data, Lesson 4: The Shape of Distributions, Lesson 9: Technological Graphing, Lesson 10: The Effect of Extremes, Lesson 14: Outliers, Lesson 15: Comparing Data Sets, Lesson 16: Analyzing Data
CCSS.HSS-ID.A.2	Alg1.1.11 Spotlight Lesson: Comparing and Contrasting Data Distributions, Alg1.1.12 Spotlight Lesson: Standard Deviation, Alg1.1.13 Spotlight Lesson: More Standard Deviation, Alg1.1.14 Spotlight Lesson: Outliers, Alg1.1.15 Spotlight Lesson: Comparing Data Sets, Lesson 9: Technological Graphing, Lesson 10: The Effect of Extremes, Lesson 11: Comparing and Contrasting Data Distributions, Lesson 12: Standard Deviation, Lesson 13: More Standard Deviation, Lesson 14: Outliers, Lesson 15: Comparing Data Sets, Lesson 16: Analyzing Data
CCSS.HSS-ID.A.3	Alg1.1.12 Spotlight Lesson: Standard Deviation, Alg1.1.14 Spotlight Lesson: Outliers, Lesson 10: The Effect of Extremes, Lesson 12: Standard Deviation, Lesson 14: Outliers, Lesson 16: Analyzing Data
CCSS.HSS-ID.B.5	Lesson 1: Two-way Tables, Lesson 2: Relative Frequency Tables, Lesson 3: Associations in Categorical Data
CCSS.HSS-ID.B.6	Alg1.3.4 Spotlight Lesson: Linear Models, Alg1.3.7 Spotlight Lesson: The Correlation Coefficient, Alg1.3.8 Spotlight Lesson: Using the Correlation Coefficient, Lesson 4: Linear Models, Lesson 7: The Correlation Coefficient, Lesson 8: Using the Correlation Coefficient, Lesson 9: Causal Relationships, Lesson 10: Fossils and Flags
CCSS.HSS-ID.B.6.a	Alg1.3.4 Spotlight Lesson: Linear Models, Alg1.3.8 Spotlight Lesson: Using the Correlation Coefficient, Lesson 4: Linear Models, Lesson 6: Residuals, Lesson 8: Using the Correlation Coefficient, Lesson 17: Writing Inverse Functions to Solve Problems, Lesson 18: Using Functions to Model Battery Power, Lesson 11: Modeling Exponential Behavior, Lesson 21: Predicting Populations
CCSS.HSS-ID.B.6.b	Lesson 6: Residuals
CCSS.HSS-ID.B.6.c	Lesson 5: Fitting Lines, Lesson 6: Residuals, Lesson 17: Writing Inverse Functions to Solve Problems, Lesson 18: Using Functions to Model Battery Power

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CCSS.HSS-ID.C.7	Alg1.3.4 Spotlight Lesson: Linear Models, Alg1.3.8 Spotlight Lesson: Using the Correlation Coefficient, Lesson 4: Linear Models, Lesson 5: Fitting Lines, Lesson 8: Using the Correlation Coefficient, Lesson 10: Fossils and Flags
CCSS.HSS-ID.C.8	Alg1.3.7 Spotlight Lesson: The Correlation Coefficient, Alg1.3.8 Spotlight Lesson: Using the Correlation Coefficient, Lesson 7: The Correlation Coefficient, Lesson 8: Using the Correlation Coefficient, Lesson 10: Fossils and Flags
CCSS.HSS-ID.C.9	Lesson 9: Causal Relationships, Lesson 10: Fossils and Flags
CCSS.MP1	Alg1.1.13 Spotlight Lesson: More Standard Deviation, Alg1.2.3 Spotlight Lesson: Writing Equations to Model Relationships (Part 2), Alg1.2.25 Spotlight Lesson: Solving Problems with Systems of Linear Inequalities in Two Variables, Alg1.4.11 Spotlight Lesson: Domain and Range (Part 2), Alg1.6.14 Spotlight Lesson: Graphs That Represent Situations, Alg1.7.2 Spotlight Lesson: When and Why Do We Write Quadratic Equations?, Alg1.7.3 Spotlight Lesson: Solving Quadratic Equations by Reasoning, Alg1.7.9 Spotlight Lesson: Solving Quadratic Equations by Using Factored Form, Lesson 13: More Standard Deviation, Lesson 16: Analyzing Data, Lesson 3: Writing Equations to Model Relationships (Part 2), Lesson 5: Equations and Their Graphs, Lesson 19: Solutions to Inequalities in One Variable, Lesson 20: Writing and Solving Inequalities in One Variable, Lesson 24: Solutions to Systems of Linear Inequalities in Two Variables, Lesson 25: Solving Problems with Systems of Linear Inequalities in Two Variables, Lesson 26: Modeling with Systems of Inequalities in Two Variables, Lesson 1: Two-way Tables, Lesson 10: Fossils and Flags, Lesson 1: Describing and Graphing Situations, Lesson 6: Features of Graphs, Lesson 8: Interpreting and Creating Graphs, Lesson 11: Domain and Range (Part 2), Lesson 12: Piecewise Functions, Lesson 16: Finding and Interpreting Inverse Functions, Lesson 18: Using Functions to Model Battery Power, Lesson 9: Interpreting Exponential Functions, Lesson 21: Predicting Populations, Lesson 4: Comparing Quadratic and Exponential Functions, Lesson 14: Graphs That Represent Situations, Lesson 17: Changing the Vertex, Lesson 1: Finding Unknown Inputs, Lesson 2: When and Why Do We Write Quadratic Equations?, Lesson 3: Solving Quadratic Equations by Reasoning, Lesson 9: Solving Quadratic Equations by Using Factored Form, Lesson 10: Rewriting Quadratic Expressions in Factored Form (Part 4), Lesson 21: Sums and Products of Rational and Irrational Numbers, Lesson 24: Using Quadratic Equations to Model Situations and Solve Problems
CCSS.MP2	Alg1.1.11 Spotlight Lesson: Comparing and Contrasting Data Distributions, Alg1.1.12 Spotlight Lesson: Standard Deviation, Alg1.1.13 Spotlight Lesson: More Standard Deviation, Alg1.1.14 Spotlight Lesson: Outliers, Alg1.1.15 Spotlight Lesson: Comparing Data Sets, Alg1.2.3 Spotlight Lesson: Writing Equations to Model Relationships (Part 2), Alg1.2.4 Spotlight Lesson: Equations and Their Solutions, Alg1.2.6 Spotlight Lesson: Equivalent Equations, Alg1.2.10 Spotlight Lesson: Connecting Equations to Graphs (Part 1), Alg1.2.23 Spotlight Lesson: Solving Problems with Inequalities in Two Variables, Alg1.3.4 Spotlight Lesson: Linear Models, Alg1.3.7 Spotlight Lesson: The Correlation Coefficient, Alg1.3.8 Spotlight Lesson: Using the Correlation Coefficient, Alg1.4.2 Spotlight Lesson: Function Notation, Alg1.4.7 Spotlight Lesson: Using Graphs to Find Average Rate of Change, Alg1.4.10 Spotlight Lesson: Domain and Range (Part 1), Alg1.4.11 Spotlight Lesson: Domain and Range (Part 2), Alg1.4.4 Spotlight Lesson: Using Function Notation to Describe Rules (Part 1), Alg1.5.3 Spotlight Lesson: Representing Exponential Growth, Alg1.5.17 Spotlight Lesson: Different Compounding Intervals, Alg1.5.5 Spotlight Lesson: Representing Exponential Decay, Alg1.5.8 Spotlight Lesson: Exponential Situations as Functions, Alg1.5.10 Spotlight Lesson: Looking at Rates of Change, Alg1.6.6 Spotlight Lesson: Building Quadratic Functions to Describe Situations (Part 2), Alg1.6.8 Spotlight Lesson: Equivalent Quadratic Expressions, Alg1.6.14 Spotlight Lesson: Graphs That Represent Situations, Alg1.7.2 Spotlight Lesson: When and Why Do We Write Quadratic Equations?, Alg1.7.3 Spotlight Lesson: Solving Quadratic Equations by Reasoning, Alg1.7.16 Spotlight Lesson: The Quadratic Formula, Lesson 1: Getting to Know You, Lesson 2: Data Representations, Lesson 3: A Gallery of Data, Lesson 5: Calculating Measures of Center and Variability, Lesson 11: Comparing and Contrasting Data Distributions, Lesson 12: Standard Deviation, Lesson 13: More Standard Deviation, Lesson 14: Outliers, Lesson 15: Comparing Data Sets, Lesson 2: Writing Equations to Model Relationships (Part 1), Lesson 3: Writing Equations to Model Relationships (Part 2), Lesson 4: Equations and Their Solutions, Lesson 6: Equivalent Equations, Lesson 9: Which Variable to Solve for? (Part 2), Lesson 10: Connecting Equations to Graphs (Part 1), Lesson 11: Connecting Equations to Graphs (Part 2), Lesson 12: Writing and Graphing Systems of Linear Equations, Lesson 18: Representing Situations with Inequalities, Lesson 19: Solutions to Inequalities in One Variable, Lesson 20: Writing and Solving Inequalities in One Variable, Lesson 22: Graphing Linear Inequalities in Two Variables (Part 2), Lesson 23: Solving Problems with Inequalities in Two Variables, Lesson 24: Solutions to Systems of Linear Inequalities in Two Variables, Lesson 26: Modeling with Systems of Inequalities in Two Variables, Lesson 4: Linear Models, Lesson 5: Fitting Lines, Lesson 7: The Correlation Coefficient, Lesson 8: Using the Correlation Coefficient, Lesson 9: Causal Relationships, Lesson 2: Function Notation, Lesson 3: Interpreting & Using Function Notation, Lesson 4: Using Function Notation to Describe Rules (Part 1), Lesson 5: Using Function Notation to Describe Rules (Part 2), Lesson 6: Features of Graphs, Lesson 7: Using Graphs to Find Average Rate of Change, Lesson 9: Comparing Graphs, Lesson 10: Domain and Range (Part 1), Lesson 11: Domain and Range (Part 2), Lesson 15: Inverse Functions, Lesson 16: Finding and Interpreting Inverse Functions, Lesson 3: Representing Exponential Growth, Lesson 5: Representing Exponential Decay, Lesson 6: Analyzing Graphs, Lesson 7: Using Negative Exponents, Lesson 8: Exponential Situations as Functions, Lesson 9: Interpreting Exponential Functions, Lesson 10: Looking at Rates of Change, Lesson 17: Different Compounding Intervals, Lesson 18: Expressed in Different Ways, Lesson 1: A Different Kind of Change, Lesson 3: Building Quadratic Functions from Geometric Patterns, Lesson 6: Building Quadratic Functions to Describe Situations (Part 2), Lesson 7: Building

Quadratic Functions to Describe Situations (Part 3), Lesson 8: Equivalent Quadratic Expressions, Lesson 12: Graphing the Standard Form (Part 1), Lesson 14: Graphs That Represent Situations, Lesson 1: Finding Unknown Inputs, Lesson 2: When and Why Do We Write Quadratic Equations?, Lesson 3: Solving Quadratic Equations by Reasoning, Lesson 15: Quadratic Equations with Irrational Solutions, Lesson 16: The Quadratic Formula, Lesson 17: Applying the Quadratic Formula (Part 1), Lesson 18: Applying the Quadratic Formula (Part 2), Lesson 21: Sums and Products of Rational and Irrational Numbers

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CCSS.MP3	Alg1.1.4 Spotlight Lesson: The Shape of Distributions, Alg1.1.11 Spotlight Lesson: Comparing and Contrasting Data Distributions, Alg1.2.15 Spotlight Lesson: Solving Systems by Elimination (Part 2), Alg1.3.7 Spotlight Lesson: The Correlation Coefficient, Alg1.5.19 Spotlight Lesson: Which One Changes Faster?, Alg1.5.16 Spotlight Lesson: Compounding Interest, Alg1.6.2 Spotlight Lesson: How Does it Change?, Alg1.6.15 Spotlight Lesson: Vertex Form, Alg1.7.5 Spotlight Lesson: How Many Solutions?, Alg1.7.6 Spotlight Lesson: Rewriting Quadratic Expressions in Factored Form (Part 1), Lesson 4: The Shape of Distributions, Lesson 11: Comparing and Contrasting Data Distributions, Lesson 7: Explaining Steps for Rewriting Equations, Lesson 11: Connecting Equations to Graphs (Part 2), Lesson 14: Solving Systems by Elimination (Part 1), Lesson 15: Solving Systems by Elimination (Part 2), Lesson 16: Solving Systems by Elimination (Part 3), Lesson 6: Residuals, Lesson 7: The Correlation Coefficient, Lesson 3: Interpreting & Using Function Notation, Lesson 8: Interpreting and Creating Graphs, Lesson 11: Modeling Exponential Behavior, Lesson 16: Compounding Interest, Lesson 19: Which One Changes Faster?, Lesson 2: How Does it Change?, Lesson 3: Building Quadratic Functions from Geometric Patterns, Lesson 12: Graphing the Standard Form (Part 1), Lesson 15: Vertex Form, Lesson 16: Graphing from the Vertex Form, Lesson 17: Changing the Vertex, Lesson 5: How Many Solutions?, Lesson 6: Rewriting Quadratic Expressions in Factored Form (Part 1), Lesson 13: Completing the Square (Part 2), Lesson 14: Completing the Square (Part 3), Lesson 18: Applying the Quadratic Formula (Part 2), Lesson 19: Deriving the Quadratic Formula, Lesson 20: Rational and Irrational Solutions, Lesson 21: Sums and Products of Rational and Irrational Numbers, Lesson 23: Using Quadratic Expressions in Vertex Form to Solve Problems
CCSS.MP4	Alg1.1.14 Spotlight Lesson: Outliers, Alg1.2.4 Spotlight Lesson: Equations and Their Solutions, Alg1.2.10 Spotlight Lesson: Connecting Equations to Graphs (Part 1), Alg1.2.23 Spotlight Lesson: Solving Problems with Inequalities in Two Variables, Alg1.3.4 Spotlight Lesson: Linear Models, Alg1.3.8 Spotlight Lesson: Using the Correlation Coefficient, Alg1.4.7 Spotlight Lesson: Using Graphs to Find Average Rate of Change, Alg1.5.17 Spotlight Lesson: Different Compounding Intervals, Alg1.5.5 Spotlight Lesson: Representing Exponential Decay, Alg1.5.8 Spotlight Lesson: Exponential Situations as Functions, Alg1.6.6 Spotlight Lesson: Building Quadratic Functions to Describe Situations (Part 2), Alg1.7.2 Spotlight Lesson: When and Why Do We Write Quadratic Equations?, Lesson 10: The Effect of Extremes, Lesson 14: Outliers, Lesson 16: Analyzing Data, Lesson 1: Planning a Pizza Party, Lesson 4: Equations and Their Solutions, Lesson 9: Which Variable to Solve for? (Part 2), Lesson 10: Connecting Equations to Graphs (Part 1), Lesson 12: Writing and Graphing Systems of Linear Equations, Lesson 18: Representing Situations with Inequalities, Lesson 20: Writing and Solving Inequalities in One Variable, Lesson 22: Graphing Linear Inequalities in Two Variables (Part 2), Lesson 23: Solving Problems with Inequalities in Two Variables, Lesson 26: Modeling with Systems of Inequalities in Two Variables, Lesson 4: Linear Models, Lesson 8: Using the Correlation Coefficient, Lesson 9: Causal Relationships, Lesson 10: Fossils and Flags, Lesson 1: Describing and Graphing Situations, Lesson 7: Using Graphs to Find Average Rate of Change, Lesson 8: Interpreting and Creating Graphs, Lesson 17: Writing Inverse Functions to Solve Problems, Lesson 18: Using Functions to Model Battery Power, Lesson 5: Representing Exponential Decay, Lesson 8: Exponential Situations as Functions, Lesson 9: Interpreting Exponential Functions, Lesson 11: Modeling Exponential Behavior, Lesson 17: Different Compounding Intervals, Lesson 21: Predicting Populations, Lesson 6: Building Quadratic Functions to Describe Situations (Part 2), Lesson 7: Building Quadratic Functions to Describe Situations (Part 3), Lesson 17: Changing the Vertex, Lesson 1: Finding Unknown Inputs, Lesson 2: When and Why Do We Write Quadratic Equations?, Lesson 17: Applying the Quadratic Formula (Part 1)
CCSS.MP5	Alg1.2.15 Spotlight Lesson: Solving Systems by Elimination (Part 2), Alg1.2.17 Spotlight Lesson: Systems of Linear Equations and Their Solutions, Alg1.5.1 Spotlight Lesson: Growing and Growing, Alg1.5.3 Spotlight Lesson: Representing Exponential Growth, Alg1.5.19 Spotlight Lesson: Which One Changes Faster?, Alg1.5.5 Spotlight Lesson: Representing Exponential Decay, Alg1.5.8 Spotlight Lesson: Exponential Situations as Functions, Alg1.6.2 Spotlight Lesson: How Does it Change?, Alg1.6.6 Spotlight Lesson: Building Quadratic Functions to Describe Situations (Part 2), Alg1.7.3 Spotlight Lesson: Solving Quadratic Equations by Reasoning, Alg1.7.5 Spotlight Lesson: How Many Solutions?, Lesson 10: The Effect of Extremes, Lesson 16: Analyzing Data, Lesson 1: Planning a Pizza Party, Lesson 9: Which Variable to Solve for? (Part 2), Lesson 11: Connecting Equations to Graphs (Part 2), Lesson 12: Writing and Graphing Systems of Linear Equations, Lesson 15: Solving Systems by Elimination (Part 2), Lesson 17: Systems of Linear Equations and Their Solutions, Lesson 24: Solutions to Systems of Linear Inequalities in Two Variables, Lesson 26: Modeling with Systems of Inequalities in Two Variables, Lesson 2: Relative Frequency Tables, Lesson 3: Associations in Categorical Data, Lesson 10: Fossils and Flags, Lesson 13: Absolute Value Functions (Part 1), Lesson 15: Inverse Functions, Lesson 17: Writing Inverse Functions to Solve Problems, Lesson 18: Using Functions to Model Battery Power, Lesson 1: Growing and Growing, Lesson 3: Representing Exponential Growth, Lesson 5: Representing Exponential Decay, Lesson 7: Using Negative Exponents, Lesson 8: Exponential Situations as Functions, Lesson 11: Modeling Exponential Behavior, Lesson 18: Expressed in Different Ways, Lesson 19: Which One Changes Faster?, Lesson 21: Predicting Populations, Lesson 1: A Different Kind of Change, Lesson 2: How Does it Change?, Lesson 4: Comparing Quadratic and

Exponential Functions, Lesson 6: Building Quadratic Functions to Describe Situations (Part 2), Lesson 7: Building Quadratic Functions to Describe Situations (Part 3), Lesson 12: Graphing the Standard Form (Part 1), Lesson 17: Changing the Vertex, Lesson 3: Solving Quadratic Equations by Reasoning, Lesson 5: How Many Solutions?, Lesson 17: Applying the Quadratic Formula (Part 1), Lesson 18: Applying the Quadratic Formula (Part 2), Lesson 20: Rational and Irrational Solutions, Lesson 21: Sums and Products of Rational and Irrational Numbers

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CCSS.MP6	Alg1.1.4 Spotlight Lesson: The Shape of Distributions, Alg1.1.11 Spotlight Lesson: Comparing and Contrasting Data Distributions, Alg1.1.13 Spotlight Lesson: More Standard Deviation, Alg1.2.17 Spotlight Lesson: Systems of Linear Equations and Their Solutions, Alg1.2.23 Spotlight Lesson: Solving Problems with Inequalities in Two Variables, Alg1.2.25 Spotlight Lesson: Solving Problems with Systems of Linear Inequalities in Two Variables, Alg1.3.4 Spotlight Lesson: Linear Models, Alg1.3.7 Spotlight Lesson: The Correlation Coefficient, Alg1.4.2 Spotlight Lesson: Function Notation, Alg1.4.7 Spotlight Lesson: Using Graphs to Find Average Rate of Change, Alg1.4.11 Spotlight Lesson: Domain and Range (Part 2), Alg1.4.4 Spotlight Lesson: Using Function Notation to Describe Rules (Part 1), Alg1.6.9 Spotlight Lesson: Standard Form and Factored Form, Alg1.6.14 Spotlight Lesson: Graphs That Represent Situations, Alg1.6.15 Spotlight Lesson: Vertex Form, Alg1.7.9 Spotlight Lesson: Solving Quadratic Equations by Using Factored Form, Alg1.7.12 Spotlight Lesson: Completing the Square (Part 1), Alg1.7.16 Spotlight Lesson: The Quadratic Formula, Lesson 1: Getting to Know You, Lesson 4: The Shape of Distributions, Lesson 11: Comparing and Contrasting Data Distributions, Lesson 13: More Standard Deviation, Lesson 5: Equations and Their Graphs, Lesson 7: Explaining Steps for Rewriting Equations, Lesson 12: Writing and Graphing Systems of Linear Equations, Lesson 13: Solving Systems by Substitution, Lesson 17: Systems of Linear Equations and Their Solutions, Lesson 18: Representing Situations with Inequalities, Lesson 23: Solving Problems with Inequalities in Two Variables, Lesson 25: Solving Problems with Systems of Linear Inequalities in Two Variables, Lesson 1: Two-way Tables, Lesson 4: Linear Models, Lesson 7: The Correlation Coefficient, Lesson 9: Causal Relationships, Lesson 1: Describing and Graphing Situations, Lesson 2: Function Notation, Lesson 3: Interpreting & Using Function Notation, Lesson 4: Using Function Notation to Describe Rules (Part 1), Lesson 6: Features of Graphs, Lesson 7: Using Graphs to Find Average Rate of Change, Lesson 8: Interpreting and Creating Graphs, Lesson 9: Comparing Graphs, Lesson 11: Domain and Range (Part 2), Lesson 16: Finding and Interpreting Inverse Functions, Lesson 2: Patterns of Growth, Lesson 9: Interpreting Exponential Functions, Lesson 11: Modeling Exponential Behavior, Lesson 21: Predicting Populations, Lesson 7: Building Quadratic Functions to Describe Situations (Part 3), Lesson 9: Standard Form and Factored Form, Lesson 11: Graphing from the Factored Form, Lesson 14: Graphs That Represent Situations, Lesson 15: Vertex Form, Lesson 16: Graphing from the Vertex Form, Lesson 9: Solving Quadratic Equations by Using Factored Form, Lesson 10: Rewriting Quadratic Expressions in Factored Form (Part 4), Lesson 12: Completing the Square (Part 1), Lesson 13: Completing the Square (Part 2), Lesson 15: Quadratic Equations with Irrational Solutions, Lesson 16: The Quadratic Formula, Lesson 18: Applying the Quadratic Formula (Part 2), Lesson 20: Rational and Irrational Solutions, Lesson 21: Sums and Products of Rational and Irrational Numbers, Lesson 23: Using Quadratic Expressions in Vertex Form to Solve Problems

| CCSS.MP7 | Alg1.1.11 Spotlight Lesson: Comparing and Contrasting Data Distributions, Alg1.2.17 Spotlight Lesson: Systems of Linear Equations and Their Solutions, Alg1.2.23 Spotlight Lesson: Solving Problems with Inequalities in Two Variables, Alg1.3.7 Spotlight Lesson: The Correlation Coefficient, Alg1.3.8 Spotlight Lesson: Using the Correlation Coefficient, Alg1.4.11 Spotlight Lesson: Domain and Range (Part 2), Alg1.4.14 Spotlight Lesson: Absolute Value Functions (Part 2), Alg1.4.4 Spotlight Lesson: Using Function Notation to Describe Rules (Part 1), Alg1.5.1 Spotlight Lesson: Growing and Growing, Alg1.5.12 Spotlight Lesson: Reasoning about Exponential Graphs (Part 1), Alg1.6.2 Spotlight Lesson: How Does it Change?, Alg1.6.8 Spotlight Lesson: Equivalent Quadratic Expressions, Alg1.6.9 Spotlight Lesson: Standard Form and Factored Form, Alg1.6.10 Spotlight Lesson: Graphs of Functions in Standard and Factored Forms, Alg1.6.15 Spotlight Lesson: Vertex Form, Alg1.7.3 Spotlight Lesson: Solving Quadratic Equations by Reasoning, Alg1.7.4 Spotlight Lesson: Solving Quadratic Equations with the Zero Product Property, Alg1.7.6 Spotlight Lesson: Rewriting Quadratic Expressions in Factored Form (Part 1), Alg1.7.7 Spotlight Lesson: Rewriting Quadratic Expressions in Factored Form (Part 2), Alg1.7.8 Spotlight Lesson: Rewriting Quadratic Expressions in Factored Form (Part 3), Alg1.7.9 Spotlight Lesson: Solving Quadratic Equations by Using Factored Form, Alg1.7.12 Spotlight Lesson: Completing the Square (Part 1), Lesson 2: Data Representations, Lesson 3: A Gallery of Data, Lesson 10: The Effect of Extremes, Lesson 11: Comparing and Contrasting Data Distributions, Lesson 2: Writing Equations to Model Relationships (Part 1), Lesson 7: Explaining Steps for Rewriting Equations, Lesson 11: Connecting Equations to Graphs (Part 2), Lesson 13: Solving Systems by Substitution, Lesson 17: Systems of Linear Equations and Their Solutions, Lesson 20: Writing and Solving Inequalities in One Variable, Lesson 21: Graphing Linear Inequalities in Two Variables (Part 1), Lesson 23: Solving Problems with Inequalities in Two Variables, Lesson 1: Two-way Tables, Lesson 3: Associations in Categorical Data, Lesson 5: Fitting Lines, Lesson 7: The Correlation Coefficient, Lesson 8: Using the Correlation Coefficient, Lesson 4: Using Function Notation to Describe Rules (Part 1), Lesson 8: Interpreting and Creating Graphs, Lesson 11: Domain and Range (Part 2), Lesson 12: Piecewise Functions, Lesson 14: Absolute Value Functions (Part 2), Lesson 16: Finding and Interpreting Inverse Functions, Lesson 1: Growing and Growing, Lesson 2: Patterns of Growth, Lesson 6: Analyzing Graphs, Lesson 12: Reasoning about Exponential Graphs (Part 1), Lesson 13: Reasoning about Exponential Graphs (Part 2), Lesson 14: Recalling Percent Change, Lesson 18: Expressed in Different Ways, Lesson 20: Changes over Equal Intervals, Lesson 1: A Different Kind of Change, Lesson 2: How Does it Change?, Lesson 3: Building Quadratic Functions from Geometric Patterns, Lesson 4: Comparing Quadratic and Exponential Functions, Lesson 5: Building Quadratic Functions to Describe Situations (Part 1), Lesson 8: Equivalent Quadratic Expressions, Lesson 9: Standard Form and Factored Form, Lesson 10: Graphs of Functions in Standard and Factored Forms, Lesson 12: Graphing the Standard Form (Part 1), Lesson 13: Graphing the Standard Form (Part 2), Lesson 15: Vertex Form, Lesson 16: Graphing from the Vertex Form, Lesson 17: Changing the Vertex, Lesson 3: Solving Quadratic Equations by Reasoning, Lesson 4: Solving Quadratic Equations with the Zero Product Property, Lesson 6: Rewriting Quadratic Expressions in Factored Form (Part 1), Lesson 7: Rewriting Quadratic Expressions in Factored Form (Part 2), Lesson 8: Rewriting Quadratic Expressions in Factored Form (Part 3), Lesson 9: Solving Quadratic Equations by Using Factored Form, Lesson 10: Rewriting Quadratic Expressions in Factored Form (Part 4), Lesson 11: What are Perfect Squares?, Lesson 12: Completing the Square (Part 1), Lesson 13: Completing the Square (Part 2), Lesson 14: Completing the Square (Part 3), Lesson 19: Deriving the Quadratic Formula, Lesson 21: Sums and Products of Rational and Irrational Numbers, Lesson 22: Rewriting Quadratic Expressions in Vertex Form, Lesson 23: Using Quadratic Expressions in Vertex Form to Solve Problems |
| CCSS.MP8 | Alg1.2.3 Spotlight Lesson: Writing Equations to Model Relationships (Part 2), Alg1.5.3 Spotlight Lesson: Representing Exponential Growth, Alg1.5.4 Spotlight Lesson: Understanding Decay, Alg1.5.15 Spotlight Lesson: Functions Involving Percent Change, Alg1.5.16 Spotlight Lesson: Compounding Interest, Alg1.6.2 Spotlight Lesson: How Does it Change?, Alg1.6.6 Spotlight Lesson: Building Quadratic Functions to Describe Situations (Part 2), Alg1.6.15 Spotlight Lesson: Vertex Form, Alg1.7.4 Spotlight Lesson: Solving Quadratic Equations with the Zero Product Property, Alg1.7.7 Spotlight Lesson: Rewriting Quadratic Expressions in Factored Form (Part 2), Alg1.7.8 Spotlight Lesson: Rewriting Quadratic Expressions in Factored Form (Part 3), Lesson 6: Mystery Computations, Lesson 9: Technological Graphing, Lesson 2: Writing Equations to Model Relationships (Part 1), Lesson 3: Writing Equations to Model Relationships (Part 2), Lesson 8: Which Variable to Solve for? (Part 1), Lesson 22: Graphing Linear Inequalities in Two Variables (Part 2), Lesson 15: Inverse Functions, Lesson 16: Finding and Interpreting Inverse Functions, Lesson 3: Representing Exponential Growth, Lesson 4: Understanding Decay, Lesson 15: Functions Involving Percent Change, Lesson 16: Compounding Interest, Lesson 18: Expressed in Different Ways, Lesson 20: Changes over Equal Intervals, Lesson 2: How Does it Change?, Lesson 5: Building Quadratic Functions to Describe Situations (Part 1), Lesson 6: Building Quadratic Functions to Describe Situations (Part 2), Lesson 7: Building Quadratic Functions to Describe Situations (Part 3), Lesson 11: Graphing from the Factored Form, Lesson 12: Graphing the Standard Form (Part 1), Lesson 13: Graphing the Standard Form (Part 2), Lesson 15: Vertex Form, Lesson 4: Solving Quadratic Equations with the Zero Product Property, Lesson 7: Rewriting Quadratic Expressions in Factored Form (Part 2), Lesson 8: Rewriting Quadratic Expressions in Factored Form (Part 3), Lesson 11: What are Perfect Squares?, Lesson 14: Completing the Square (Part 3), Lesson 20: Rational and Irrational Solutions |

Geometry overview and standards breakdown

For the first several units, students practice generating conjectures and observations. This begins with work on compass and straightedge constructions. They gradually build up to formal proof, engaging in a cycle of conjecture, rough draft, peer feedback, and final draft narratives. To support their proof writing, students record definitions and theorems in a reference chart, which will be used and expanded throughout the course.

Students build on their middle school study of transformations of figures. Students use transformation-based definitions of congruence and similarity, allowing them to rigorously prove the triangle congruence and similarity theorems. They apply these theorems to prove results about quadrilaterals, isosceles triangles, and other figures. Students extend their understanding of similarity when they study right triangle trigonometry, which in future courses will be expanded into a study of periodic functions.

Next, students derive volume formulas and study the effect of dilation on both area and volume. They connect ideas from algebra and geometry through coordinate geometry, reviewing theorems and skills from prior units using the structure of the coordinate plane. They use transformations and the Pythagorean Theorem to build equations of circles, parabolas, parallel lines, and perpendicular lines from definitions, and they link transformations to the concept of functions.

Students analyze relationships between segments and angles in circles and develop the concept of radian measure for angles, which will be built upon in subsequent courses. They close the year by extending what they learned about probability in grade 7 to consider probabilities of combined events, including identifying when events are independent.

Within the classroom activities, students have opportunities to engage in aspects of mathematical modeling. Additionally, modeling prompts are provided for use throughout the course. Modeling prompts offer opportunities for students to engage in the full modeling cycle. These can be implemented in a variety of ways. Please see the course guide for a more detailed explanation of modeling prompts.

Summary of instructional time

Quick facts:

- There are a total of **141 instructional days, including time for assessments** in the Geometry course.
- There are a total of **124 lessons** in the course.
  - 12 of the lessons are considered "**optional**" and include guidance to teachers about when and why to use them.
  - 112 lessons are not optional.

Standards by Lesson

Geometry Standards by Lesson
ILLUSTRATIVE MATHEMATICS
Link: https://freire.ilclassroom.com/wikis/2868794-geometry-standards-by-lesson

Lessons by Standard

Standard	Aligned Lessons
CCSS.HSA-CED.A.2	Lesson 5: Scaling and Unscaling, Lesson 7: The Root of the Problem, Lesson 12: It's All on the Line, Lesson 13: Using Radians
CCSS.HSA-CED.A.4	Lesson 14: Proving the Pythagorean Theorem, Lesson 12: It's All on the Line
CCSS.HSA-REI.C.7	Lesson 13: Intersection Points
CCSS.HSA-SSE.A	Lesson 8: Equations and Graphs, Lesson 9: Equations of Lines
CCSS.HSA-SSE.A.1	Lesson 13: Using Radians
CCSS.HSA-SSE.A.1.a	Lesson 4: Scaling and Area, Lesson 6: Scaling Solids, Lesson 9: Equations of Lines, Lesson 15: Weighted Averages
CCSS.HSA-SSE.A.1.b	Lesson 9: Cylinder Volumes, Lesson 8: Arcs and Sectors, Lesson 11: A New Way to Measure Angles

CCSS.HSA-SSE.A.2	Lesson 5: Squares and Circles
CCSS.HSA-SSE.B.3	Lesson 5: Squares and Circles, Lesson 6: Completing the Square, Lesson 8: Equations and Graphs
CCSS.HSF-IF.C.7.b	Lesson 5: Scaling and Unscaling, Lesson 7: The Root of the Problem, Lesson 18: Volume and Graphing
CCSS.HSG-C.A.1	Lesson 8: Are They All Similar?

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CCSS.HSG-C.A.2	Lesson 14: Coordinate Proof, Lesson 1: Lines, Angles, and Curves, Lesson 2: Inscribed Angles, Lesson 3: Tangent Lines, Lesson 14: Putting It All Together
CCSS.HSG-C.A.3	Lesson 4: Quadrilaterals in Circles, Lesson 5: Triangles in Circles, Lesson 7: Circles in Triangles, Lesson 14: Putting It All Together
CCSS.HSG-C.B	Lesson 8: Arcs and Sectors, Lesson 9: Part to Whole, Lesson 14: Putting It All Together
CCSS.HSG-C.B.5	Lesson 8: Arcs and Sectors, Lesson 11: A New Way to Measure Angles, Lesson 12: Radian Sense, Lesson 13: Using Radians
CCSS.HSG-CO.A.1	Lesson 1: Build It, Lesson 2: Constructing Patterns, Lesson 3: Construction Techniques 1: Perpendicular Bisectors, Lesson 6: Construction Techniques 4: Parallel and Perpendicular Lines, Lesson 8: Using Technology for Constructions, Lesson 13: Incorporating Rotations, Lesson 20: Transformations, Transversals, and Proof, Lesson 4: Congruent Triangles, Part 2, Lesson 4: Distances and Circles
CCSS.HSG-CO.A.2	Lesson 10: Rigid Transformations, Lesson 11: Defining Reflections, Lesson 13: Incorporating Rotations, Lesson 15: Symmetry, Lesson 17: Working with Rigid Transformations, Lesson 18: Practicing Point by Point Transformations, Lesson 20: Transformations, Transversals, and Proof, Lesson 21: One Hundred and Eighty, Lesson 1: Scale Drawings, Lesson 3: Measuring Dilations, Lesson 1: Rigid Transformations in the Plane, Lesson 2: Transformations as Functions, Lesson 3: Types of Transformations, Lesson 11: Perpendicular Lines in the Plane, Lesson 15: Weighted Averages
CCSS.HSG-CO.A.3	Lesson 15: Symmetry, Lesson 16: More Symmetry
CCSS.HSG-CO.A.4	Lesson 11: Defining Reflections, Lesson 12: Defining Translations, Lesson 14: Defining Rotations
CCSS.HSG-CO.A.5	Lesson 10: Rigid Transformations, Lesson 13: Incorporating Rotations, Lesson 17: Working with Rigid Transformations, Lesson 18: Practicing Point by Point Transformations, Lesson 1: Congruent Parts, Part 1, Lesson 1: Rigid Transformations in the Plane, Lesson 2: Transformations as Functions, Lesson 3: Types of Transformations
CCSS.HSG-CO.B	Lesson 1: Rigid Transformations in the Plane
CCSS.HSG-CO.B.6	Lesson 1: Congruent Parts, Part 1, Lesson 2: Congruent Parts, Part 2, Lesson 5: Points, Segments, and Zigzags
CCSS.HSG-CO.B.7	Lesson 3: Congruent Triangles, Part 1
CCSS.HSG-CO.B.8	Lesson 4: Congruent Triangles, Part 2, Lesson 6: Side-Angle-Side Triangle Congruence, Lesson 7: Angle-Side-Angle Triangle Congruence, Lesson 9: Side-Side-Side Triangle Congruence
CCSS.HSG-CO.C.10	Lesson 21: One Hundred and Eighty, Lesson 6: Side-Angle-Side Triangle Congruence, Lesson 7: Angle-Side-Angle Triangle Congruence, Lesson 5: Splitting Triangle Sides with Dilation, Part 1, Lesson 16: Weighted Averages in a Triangle, Lesson 17: Lines in Triangles, Lesson 5: Triangles in Circles, Lesson 6: A Special Point, Lesson 7: Circles in Triangles

CCSS.HSG-CO.C.11	Lesson 7: Angle-Side-Angle Triangle Congruence, Lesson 9: Side-Side-Side Triangle Congruence, Lesson 10: Practicing Proofs, Lesson 12: Proofs about Quadrilaterals, Lesson 13: Proofs about Parallelograms, Lesson 15: Congruence for Quadrilaterals
CCSS.HSG-CO.C.9	Lesson 19: Evidence, Angles, and Proof, Lesson 20: Transformations, Transversals, and Proof, Lesson 21: One Hundred and Eighty, Lesson 8: The Perpendicular Bisector Theorem, Lesson 14: Bisect It, Lesson 6: A Special Point
CCSS.HSG-CO.D.12	Lesson 1: Build It, Lesson 2: Constructing Patterns, Lesson 3: Construction Techniques 1: Perpendicular Bisectors, Lesson 4: Construction Techniques 2: Equilateral Triangles, Lesson 5: Construction Techniques 3: Perpendicular Lines and Angle Bisectors, Lesson 6: Construction Techniques 4: Parallel and Perpendicular Lines, Lesson 8: Using Technology for Constructions, Lesson 9: Speedy Delivery, Lesson 22: Now What Can You Build?
CCSS.HSG-CO.D.13	Lesson 2: Constructing Patterns, Lesson 4: Construction Techniques 2: Equilateral Triangles, Lesson 7: Construction Techniques 5: Squares, Lesson 8: Using Technology for Constructions, Lesson 22: Now What Can You Build?
CCSS.HSG-GMD	Lesson 4: Scaling and Area, Lesson 5: Scaling and Unscaling, Lesson 6: Scaling Solids, Lesson 7: The Root of the Problem, Lesson 8: Speaking of Scaling
CCSS.HSG-GMD.A.1	Lesson 11: Approximating Pi, Lesson 9: Cylinder Volumes, Lesson 10: Cross Sections and Volume, Lesson 13: Building a Volume Formula for a Pyramid, Lesson 8: Arcs and Sectors, Lesson 10: Angles, Arcs, and Radii

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CCSS.HSG-GMD.A.3	Lesson 9: Cylinder Volumes, Lesson 11: Prisms Practice, Lesson 14: Working with Pyramids, Lesson 15: Putting All the Solids Together, Lesson 16: Surface Area and Volume
CCSS.HSG-GMD.B.4	Lesson 1: Solids of Rotation, Lesson 2: Slicing Solids, Lesson 3: Creating Cross Sections by Dilating, Lesson 8: Speaking of Scaling, Lesson 9: Cylinder Volumes, Lesson 10: Cross Sections and Volume, Lesson 11: Prisms Practice, Lesson 15: Putting All the Solids Together
CCSS.HSG-GPE.A.1	Lesson 4: Distances and Circles, Lesson 6: Completing the Square
CCSS.HSG-GPE.A.2	Lesson 8: Equations and Graphs
CCSS.HSG-GPE.B.4	Lesson 4: Distances and Circles, Lesson 7: Distances and Parabolas, Lesson 10: Parallel Lines in the Plane, Lesson 14: Coordinate Proof, Lesson 16: Weighted Averages in a Triangle, Lesson 17: Lines in Triangles
CCSS.HSG-GPE.B.5	Lesson 10: Parallel Lines in the Plane, Lesson 11: Perpendicular Lines in the Plane, Lesson 12: It's All on the Line, Lesson 13: Intersection Points, Lesson 14: Coordinate Proof, Lesson 17: Lines in Triangles
CCSS.HSG-GPE.B.6	Lesson 15: Weighted Averages, Lesson 16: Weighted Averages in a Triangle
CCSS.HSG-GPE.B.7	Lesson 14: Coordinate Proof
CCSS.HSG-MG.A.1	Lesson 8: Speaking of Scaling, Lesson 10: Cross Sections and Volume, Lesson 16: Surface Area and Volume, Lesson 18: Volume and Graphing
CCSS.HSG-MG.A.2	Lesson 17: Volume and Density
CCSS.HSG-MG.A.3	Lesson 9: Speedy Delivery, Lesson 10: Practicing Proofs, Lesson 2: Scale of the Solar System, Lesson 1: Angles and Steepness, Lesson 7: The Root of the Problem, Lesson 8: Speaking of Scaling, Lesson 14: Working with Pyramids, Lesson 16: Surface Area and Volume, Lesson 18: Volume and Graphing, Lesson 14: Putting It All Together

CCSS.HSG-SRT.A.1	Lesson 1: Scale Drawings, Lesson 3: Measuring Dilations, Lesson 4: Dilating Lines and Angles
CCSS.HSG-SRT.A.1.a	Lesson 4: Dilating Lines and Angles
CCSS.HSG-SRT.A.1.b	Lesson 1: Scale Drawings, Lesson 3: Measuring Dilations, Lesson 6: Connecting Similarity and Transformations
CCSS.HSG-SRT.A.2	Lesson 6: Connecting Similarity and Transformations, Lesson 7: Reasoning about Similarity with Transformations, Lesson 8: Are They All Similar?
CCSS.HSG-SRT.A.3	Lesson 9: Conditions for Triangle Similarity
CCSS.HSG-SRT.B.4	Lesson 5: Splitting Triangle Sides with Dilation, Part 1, Lesson 11: Splitting Triangle Sides with Dilation, Part 2, Lesson 14: Proving the Pythagorean Theorem
CCSS.HSG-SRT.B.5	Lesson 6: Connecting Similarity and Transformations, Lesson 11: Splitting Triangle Sides with Dilation, Part 2, Lesson 12: Practice With Proportional Relationships, Lesson 13: Using the Pythagorean Theorem and Similarity, Lesson 15: Finding All the Unknown Values in Triangles, Lesson 16: Bank Shot, Lesson 1: Angles and Steepness, Lesson 2: Half a Square, Lesson 3: Half an Equilateral Triangle, Lesson 3: Types of Transformations, Lesson 1: Lines, Angles, and Curves, Lesson 2: Inscribed Angles, Lesson 6: A Special Point
CCSS.HSG-SRT.C	Lesson 7: Applying Ratios in Right Triangles, Lesson 10: Solving Problems with Trigonometry, Lesson 11: Approximating Pi
CCSS.HSG-SRT.C.6	Lesson 4: Ratios in Right Triangles, Lesson 5: Working with Ratios in Right Triangles, Lesson 6: Working with Trigonometric Ratios, Lesson 9: Using Trigonometric Ratios to Find Angles
CCSS.HSG-SRT.C.7	Lesson 8: Sine and Cosine in the Same Right Triangle
CCSS.HSG-SRT.C.8	Lesson 7: Applying Ratios in Right Triangles, Lesson 9: Using Trigonometric Ratios to Find Angles, Lesson 10: Solving Problems with Trigonometry, Lesson 11: Prisms Practice, Lesson 14: Putting It All Together

Geometry overview and standards breakdown

CCSS.HSN-Q.A.1	Lesson 2: Scale of the Solar System, Lesson 12: Practice With Proportional Relationships, Lesson 6: Scaling Solids, Lesson 7: The Root of the Problem, Lesson 8: Speaking of Scaling, Lesson 17: Volume and Density, Lesson 10: Parallel Lines in the Plane, Lesson 11: Perpendicular Lines in the Plane, Lesson 16: Weighted Averages in a Triangle
CCSS.HSN-Q.A.2	Lesson 9: Speedy Delivery, Lesson 1: Angles and Steepness, Lesson 7: Applying Ratios in Right Triangles, Lesson 10: Solving Problems with Trigonometry, Lesson 11: Approximating Pi
CCSS.HSN-Q.A.3	Lesson 9: Speedy Delivery, Lesson 13: Incorporating Rotations, Lesson 14: Defining Rotations, Lesson 4: Congruent Triangles, Part 2, Lesson 16: Bank Shot, Lesson 2: Half a Square, Lesson 4: Ratios in Right Triangles
CCSS.HSS-CP.A.1	Lesson 2: Playing with Probability, Lesson 3: Sample Spaces, Lesson 5: Combining Events
CCSS.HSS-CP.A.2	Lesson 7: Related Events, Lesson 10: Using Probability to Determine Whether Events Are Independent, Lesson 11: Probabilities in Games
CCSS.HSS-CP.A.3	Lesson 8: Conditional Probability, Lesson 10: Using Probability to Determine Whether Events Are Independent, Lesson 11: Probabilities in Games

CCSS.HSS-CP.A.4	Lesson 4: Tables of Relative Frequencies, Lesson 7: Related Events, Lesson 9: Using Tables for Conditional Probability, Lesson 10: Using Probability to Determine Whether Events Are Independent
CCSS.HSS-CP.A.5	Lesson 7: Related Events, Lesson 10: Using Probability to Determine Whether Events Are Independent, Lesson 11: Probabilities in Games
CCSS.HSS-CP.B.6	Lesson 8: Conditional Probability, Lesson 11: Probabilities in Games
CCSS.HSS-CP.B.7	Lesson 6: The Addition Rule
CCSS.HSS-ID.B.5	Lesson 4: Tables of Relative Frequencies
CCSS.MP1	Lesson 4: Construction Techniques 2: Equilateral Triangles, Lesson 5: Construction Techniques 3: Perpendicular Lines and Angle Bisectors, Lesson 8: Using Technology for Constructions, Lesson 11: Defining Reflections, Lesson 12: Defining Translations, Lesson 14: Defining Rotations, Lesson 18: Practicing Point by Point Transformations, Lesson 19: Evidence, Angles, and Proof, Lesson 4: Congruent Triangles, Part 2, Lesson 12: Proofs about Quadrilaterals, Lesson 15: Congruence for Quadrilaterals, Lesson 14: Proving the Pythagorean Theorem, Lesson 15: Finding All the Unknown Values in Triangles, Lesson 4: Ratios in Right Triangles, Lesson 7: Applying Ratios in Right Triangles, Lesson 10: Solving Problems with Trigonometry, Lesson 11: Approximating Pi, Lesson 2: Slicing Solids, Lesson 8: Speaking of Scaling, Lesson 13: Building a Volume Formula for a Pyramid, Lesson 15: Putting All the Solids Together, Lesson 16: Surface Area and Volume, Lesson 18: Volume and Graphing, Lesson 4: Distances and Circles, Lesson 6: Completing the Square, Lesson 12: It's All on the Line, Lesson 15: Weighted Averages, Lesson 2: Inscribed Angles, Lesson 6: A Special Point, Lesson 9: Part to Whole, Lesson 5: Combining Events
CCSS.MP2	Lesson 10: Practicing Proofs, Lesson 2: Scale of the Solar System, Lesson 12: Practice With Proportional Relationships, Lesson 13: Using the Pythagorean Theorem and Similarity, Lesson 16: Bank Shot, Lesson 3: Half an Equilateral Triangle, Lesson 9: Using Trigonometric Ratios to Find Angles, Lesson 1: Solids of Rotation, Lesson 5: Scaling and Unscaling, Lesson 7: The Root of the Problem, Lesson 9: Cylinder Volumes, Lesson 12: Prisms and Pyramids, Lesson 2: Transformations as Functions, Lesson 8: Equations and Graphs, Lesson 13: Intersection Points, Lesson 3: Tangent Lines, Lesson 10: Angles, Arcs, and Radii, Lesson 11: A New Way to Measure Angles, Lesson 13: Using Radians, Lesson 5: Combining Events, Lesson 6: The Addition Rule, Lesson 7: Related Events
CCSS.MP3	Lesson 2: Constructing Patterns, Lesson 4: Construction Techniques 2: Equilateral Triangles, Lesson 5: Construction Techniques 3: Perpendicular Lines and Angle Bisectors, Lesson 10: Rigid Transformations, Lesson 11: Defining Reflections, Lesson 12: Defining Translations, Lesson 19: Evidence, Angles, and Proof, Lesson 20: Transformations, Transversals, and Proof, Lesson 1: Congruent Parts, Part 1, Lesson 3: Congruent Triangles, Part 1, Lesson 5: Points, Segments, and Zigzags, Lesson 7: Angle-Side-Angle Triangle Congruence, Lesson 8: The Perpendicular Bisector Theorem, Lesson 9: Side-Side-Side Triangle Congruence, Lesson 10: Practicing Proofs, Lesson 14: Bisect It, Lesson 4: Dilating Lines and Angles, Lesson 5: Splitting Triangle Sides with Dilation, Part 1, Lesson 8: Are They All Similar?, Lesson 10: Other Conditions for Triangle Similarity, Lesson 14: Proving the Pythagorean Theorem, Lesson 1: Angles and Steepness, Lesson 8: Sine and Cosine in the Same Right Triangle, Lesson 5: Scaling and Unscaling, Lesson 6: Scaling Solids, Lesson 9: Equations of Lines, Lesson 10: Parallel Lines in the Plane, Lesson 11: Perpendicular Lines in the Plane, Lesson 14: Coordinate Proof, Lesson 16: Weighted Averages in a Triangle, Lesson 6: A Special Point, Lesson 7: Circles in Triangles, Lesson 2: Playing with Probability, Lesson 6: The Addition Rule, Lesson 11: Probabilities in Games
CCSS.MP4	Lesson 9: Speedy Delivery, Lesson 2: Scale of the Solar System, Lesson 16: Bank Shot, Lesson 1: Angles and Steepness, Lesson 8: Speaking of Scaling, Lesson 18: Volume and Graphing, Lesson 14: Putting It All Together

Geometry overview and standards breakdown

CCSS.MP5	Lesson 2: Constructing Patterns, Lesson 3: Construction Techniques 1: Perpendicular Bisectors, Lesson 4: Construction Techniques 2: Equilateral Triangles, Lesson 5: Construction Techniques 3: Perpendicular Lines and Angle Bisectors, Lesson 6: Construction Techniques 4: Parallel and Perpendicular Lines, Lesson 7: Construction Techniques 5: Squares, Lesson 9: Speedy Delivery, Lesson 10: Rigid Transformations, Lesson 11: Defining Reflections, Lesson 12: Defining Translations, Lesson 13: Incorporating Rotations, Lesson 14: Defining Rotations, Lesson 17: Working with Rigid Transformations, Lesson 18: Practicing Point by Point Transformations, Lesson 19: Evidence, Angles, and Proof, Lesson 20: Transformations, Transversals, and Proof, Lesson 21: One Hundred and Eighty, Lesson 22: Now What Can You Build?, Lesson 1: Congruent Parts, Part 1, Lesson 2: Congruent Parts, Part 2, Lesson 4: Congruent Triangles, Part 2, Lesson 6: Side-Angle-Side Triangle Congruence, Lesson 7: Angle-Side-Angle Triangle Congruence, Lesson 8: The Perpendicular Bisector Theorem, Lesson 9: Side-Side-Side Triangle Congruence, Lesson 11: Side-Side-Angle (Sometimes) Congruence, Lesson 14: Bisect It, Lesson 15: Congruence for Quadrilaterals, Lesson 2: Scale of the Solar System, Lesson 7: Reasoning about Similarity with Transformations, Lesson 8: Are They All Similar?, Lesson 9: Conditions for Triangle Similarity, Lesson 10: Other Conditions for Triangle Similarity, Lesson 11: Splitting Triangle Sides with Dilation, Part 2, Lesson 16: Bank Shot, Lesson 1: Angles and Steepness, Lesson 2: Half a Square, Lesson 3: Half an Equilateral Triangle, Lesson 4: Scaling and Area, Lesson 15: Putting All the Solids Together, Lesson 16: Surface Area and Volume, Lesson 1: Rigid Transformations in the Plane, Lesson 2: Transformations as Functions, Lesson 6: Completing the Square, Lesson 10: Parallel Lines in the Plane, Lesson 11: Perpendicular Lines in the Plane, Lesson 13: Intersection Points, Lesson 14: Coordinate Proof, Lesson 16: Weighted Averages in a Triangle, Lesson 17: Lines in Triangles, Lesson 3: Tangent Lines, Lesson 5: Triangles in Circles, Lesson 7: Circles in Triangles, Lesson 14: Putting It All Together, Lesson 3: Sample Spaces, Lesson 6: The Addition Rule, Lesson 9: Using Tables for Conditional Probability, Lesson 10: Using Probability to Determine Whether Events Are Independent
CCSS.MP6	Lesson 1: Build It, Lesson 2: Constructing Patterns, Lesson 6: Construction Techniques 4: Parallel and Perpendicular Lines, Lesson 7: Construction Techniques 5: Squares, Lesson 11: Defining Reflections, Lesson 13: Incorporating Rotations, Lesson 14: Defining Rotations, Lesson 16: More Symmetry, Lesson 17: Working with Rigid Transformations, Lesson 18: Practicing Point by Point Transformations, Lesson 20: Transformations, Transversals, and Proof, Lesson 22: Now What Can You Build?, Lesson 2: Congruent Parts, Part 2, Lesson 4: Congruent Triangles, Part 2, Lesson 5: Points, Segments, and Zigzags, Lesson 7: Angle-Side-Angle Triangle Congruence, Lesson 8: The Perpendicular Bisector Theorem, Lesson 1: Scale Drawings, Lesson 3: Measuring Dilations, Lesson 12: Practice With Proportional Relationships, Lesson 15: Finding All the Unknown Values in Triangles, Lesson 6: Working with Trigonometric Ratios, Lesson 7: Applying Ratios in Right Triangles, Lesson 8: Sine and Cosine in the Same Right Triangle, Lesson 1: Solids of Rotation, Lesson 3: Creating Cross Sections by Dilating, Lesson 8: Speaking of Scaling, Lesson 12: Prisms and Pyramids, Lesson 17: Volume and Density, Lesson 7: Distances and Parabolas, Lesson 8: Equations and Graphs, Lesson 12: It's All on the Line, Lesson 13: Intersection Points, Lesson 14: Coordinate Proof, Lesson 1: Lines, Angles, and Curves, Lesson 2: Inscribed Angles, Lesson 3: Tangent Lines, Lesson 9: Part to Whole, Lesson 12: Radian Sense, Lesson 1: Up to Chance, Lesson 5: Combining Events, Lesson 10: Using Probability to Determine Whether Events Are Independent
CCSS.MP7	Lesson 2: Constructing Patterns, Lesson 3: Construction Techniques 1: Perpendicular Bisectors, Lesson 5: Construction Techniques 3: Perpendicular Lines and Angle Bisectors, Lesson 6: Construction Techniques 4: Parallel and Perpendicular Lines, Lesson 7: Construction Techniques 5: Squares, Lesson 15: Symmetry, Lesson 17: Working with Rigid Transformations, Lesson 19: Evidence, Angles, and Proof, Lesson 20: Transformations, Transversals, and Proof, Lesson 21: One Hundred and Eighty, Lesson 22: Now What Can You Build?, Lesson 6: Side-Angle-Side Triangle Congruence, Lesson 9: Side-Side-Side Triangle Congruence, Lesson 10: Practicing Proofs, Lesson 11: Side-Side-Angle (Sometimes) Congruence, Lesson 13: Proofs about Parallelograms, Lesson 14: Bisect It, Lesson 5: Splitting Triangle Sides with Dilation, Part 1, Lesson 6: Connecting Similarity and Transformations, Lesson 7: Reasoning about Similarity with Transformations, Lesson 9: Conditions for Triangle Similarity, Lesson 10: Other Conditions for Triangle Similarity, Lesson 11: Splitting Triangle Sides with Dilation, Part 2, Lesson 12: Practice With Proportional Relationships, Lesson 14: Proving the Pythagorean Theorem, Lesson 16: Bank Shot, Lesson 5: Working with Ratios in Right Triangles, Lesson 10: Solving Problems with Trigonometry, Lesson 6: Scaling Solids, Lesson 10: Cross Sections and Volume, Lesson 11: Prisms Practice, Lesson 12: Prisms and Pyramids, Lesson 13: Building a Volume Formula for a Pyramid, Lesson 14: Working with Pyramids, Lesson 15: Putting All the Solids Together, Lesson 1: Rigid Transformations in the Plane, Lesson 2: Transformations as Functions, Lesson 3: Types of Transformations, Lesson 5: Squares and Circles, Lesson 6: Completing the Square, Lesson 8: Equations and Graphs, Lesson 17: Lines in Triangles, Lesson 5: Triangles in Circles, Lesson 8: Arcs and Sectors, Lesson 10: Angles, Arcs, and Radii, Lesson 4: Tables of Relative Frequencies, Lesson 5: Combining Events, Lesson 9: Using Tables for Conditional Probability
CCSS.MP8	Lesson 6: Construction Techniques 4: Parallel and Perpendicular Lines, Lesson 4: Congruent Triangles, Part 2, Lesson 7: Angle-Side-Angle Triangle Congruence, Lesson 15: Congruence for Quadrilaterals, Lesson 6: Connecting Similarity and Transformations, Lesson 7: Reasoning about Similarity with Transformations, Lesson 10: Other Conditions for Triangle Similarity, Lesson 2: Half a Square, Lesson 11: Approximating Pi, Lesson 4: Scaling and Area, Lesson 4: Distances and Circles, Lesson 5: Squares and Circles, Lesson 4: Quadrilaterals in Circles, Lesson 8: Arcs and Sectors, Lesson 8: Conditional Probability

Algebra 2 overview and standards breakdown

Students begin the course with a study of sequences, which is also an opportunity to revisit linear and exponential functions. Students represent functions in a variety of ways while addressing some aspects of mathematical modeling. This work leads to looking at situations that are well modeled by polynomials before pivoting to a study of the structure of polynomial graphs and expressions. Students do arithmetic on polynomials and rational functions and use different forms to identify asymptotes and end behavior. Students also study polynomial identities and use some key identities to establish the formula for the sum of the first n terms of a geometric sequence.

Next, students extend exponent rules to include rational exponents. They solve equations involving square and cube roots before developing the idea of i, a number whose square is −1, expanding the number system to include complex numbers. This allows them to solve quadratic equations with non-real solutions.

Building on rational exponents, students return to their study of exponential functions and establish that the property of growth by equal factors over equal intervals holds even when the interval has non-integer length. They use logarithms to solve for unknown exponents, and are introduced to the number e and its use in modeling continuous growth. Logarithm functions and some situations they model well are also briefly addressed.

Students learn to transform functions graphically and algebraically. In previous courses and units, students adjusted the parameters of particular types of models to fit data. Here, they consolidate and generalize this understanding. This work is useful in the study of periodic functions that comes next. Students work with the unit circle to make sense of trigonometric functions and use those functions to model periodic relationships.

The last unit, on statistical inference, focuses on analyzing data from experiments using normal distributions. Students learn to account for variability in data and estimate population mean, margin of error, and proportions using sampling and simulations. They develop skepticism about news stories that summarize data inappropriately.

Within the classroom activities, students have opportunities to engage in aspects of mathematical modeling. Additionally, modeling prompts are provided for use throughout the course. Modeling prompts offer opportunities for students to engage in the full modeling cycle. These can be implemented in a variety of ways. Please see the course guide for a more detailed explanation of modeling prompts.

Summary of instructional time

Quick facts:

- There are a total of **138 instructional days, including time for assessments** in the Algebra 2 course.
- There are a total of **120 lessons** in the course.
  - 12 of the lessons are considered "**optional**" and include guidance to teachers about when and why to use them.
  - 108 lessons are not optional.

Standards by Lesson

Algebra 2 Standards by Lesson
ILLUSTRATIVE MATHEMATICS
Link: https://freire.ilclassroom.com/wikis/2868803-algebra-2-standards-by-lesson

Lessons by Standard

Standard	Aligned Lessons
CCSS.HSA-APR.A	Lesson 6: Different Forms, Lesson 12: Polynomial Division (Part 1), Lesson 13: Polynomial Division (Part 2), Lesson 14: What Do You Know About Polynomials?
CCSS.HSA-APR.A.1	Lesson 2: Funding the Future, Lesson 4: Combining Polynomials, Lesson 6: Different Forms
CCSS.HSA-APR.B	Lesson 5: Connecting Factors and Zeros, Lesson 6: Different Forms, Lesson 7: Using Factors and Zeros, Lesson 14: What Do You Know About Polynomials?
CCSS.HSA-APR.B.2	Lesson 15: The Remainder Theorem

CCSS.HSA-APR.B.3	Lesson 5: Connecting Factors and Zeros, Lesson 10: Multiplicity, Lesson 12: Polynomial Division (Part 1), Lesson 14: What Do You Know About Polynomials?
CCSS.HSA-APR.C	Lesson 25: Summing Up
CCSS.HSA-APR.C.4	Lesson 23: Polynomial Identities (Part 1), Lesson 24: Polynomial Identities (Part 2)
CCSS.HSA-APR.D	Lesson 24: Polynomial Identities (Part 2)

Algebra 2 overview and standards breakdown

CCSS.HSA-APR.D.6	Lesson 18: Graphs of Rational Functions (Part 2), Lesson 19: End Behavior of Rational Functions
CCSS.HSA-CED.A.1	Lesson 20: Rational Equations (Part 1), Lesson 21: Rational Equations (Part 2)
CCSS.HSA-CED.A.2	Lesson 1: Let's Make a Box, Lesson 2: Funding the Future, Lesson 16: Minimizing Surface Area, Lesson 17: Graphs of Rational Functions (Part 1), Lesson 20: Rational Equations (Part 1)
CCSS.HSA-CED.A.4	Lesson 16: Minimizing Surface Area
CCSS.HSA-REI.A.1	Lesson 20: Rational Equations (Part 1), Lesson 21: Rational Equations (Part 2), Lesson 7: Inequivalent Equations
CCSS.HSA-REI.A.2	Lesson 22: Solving Rational Equations, Lesson 6: Squares and Square Roots, Lesson 7: Inequivalent Equations, Lesson 8: Cubes and Cube Roots, Lesson 9: Solving Radical Equations
CCSS.HSA-REI.B.4	Lesson 18: The Quadratic Formula and Complex Solutions
CCSS.HSA-REI.B.4.a	Lesson 16: Solving Quadratics
CCSS.HSA-REI.B.4.b	Lesson 7: Inequivalent Equations, Lesson 16: Solving Quadratics, Lesson 17: Completing the Square and Complex Solutions, Lesson 19: Real and Non-Real Solutions
CCSS.HSA-REI.C.7	Lesson 11: Finding Intersections
CCSS.HSA-REI.D.11	Lesson 2: Funding the Future, Lesson 11: Finding Intersections, Lesson 21: Rational Equations (Part 2), Lesson 8: Cubes and Cube Roots, Lesson 17: Completing the Square and Complex Solutions, Lesson 15: Using Graphs and Logarithms to Solve Problems (Part 1), Lesson 16: Using Graphs and Logarithms to Solve Problems (Part 2)
CCSS.HSA-SSE.A	Lesson 3: Introducing Polynomials, Lesson 8: End Behavior (Part 1), Lesson 9: End Behavior (Part 2), Lesson 5: Changes Over Rational Intervals
CCSS.HSA-SSE.A.1	Lesson 2: Funding the Future, Lesson 18: Graphs of Rational Functions (Part 2), Lesson 19: End Behavior of Rational Functions, Lesson 26: Using the Sum, Lesson 2: Representations of Growth and Decay, Lesson 4: Representing Functions at Rational Inputs, Lesson 6: Writing Equations for Exponential Functions, Lesson 7: Interpreting and Using Exponential Functions
CCSS.HSA-SSE.A.1.a	Lesson 1: Let's Make a Box, Lesson 7: Using Factors and Zeros

CCSS.HSA-SSE.A.1.b	Lesson 13: Exponential Functions with Base e
CCSS.HSA-SSE.A.2	Lesson 23: Polynomial Identities (Part 1), Lesson 25: Summing Up
CCSS.HSA-SSE.B.3	Lesson 6: Different Forms, Lesson 7: Interpreting and Using Exponential Functions, Lesson 10: Interpreting and Writing Logarithmic Equations
CCSS.HSA-SSE.B.3.c	Lesson 4: Representing Functions at Rational Inputs
CCSS.HSA-SSE.B.4	Lesson 25: Summing Up, Lesson 26: Using the Sum
CCSS.HSF-BF.A.1	Lesson 7: Expressing Transformations of Functions Algebraically
CCSS.HSF-BF.A.1.a	Lesson 11: Adding Up, Lesson 8: Unknown Exponents
CCSS.HSF-BF.A.1.b	Lesson 10: Combining Functions, Lesson 11: Making a Model for Data
CCSS.HSF-BF.A.2	Lesson 5: Sequences are Functions, Lesson 6: Representing Sequences, Lesson 7: Representing More Sequences, Lesson 8: The nth Term, Lesson 9: What's the Equation?, Lesson 10: Situations and Sequence Types, Lesson 11: Adding Up

Algebra 2 overview and standards breakdown

CCSS.HSF-BF.B.3	Lesson 1: Matching up to Data, Lesson 2: Moving Functions, Lesson 3: More Movement, Lesson 4: Reflecting Functions, Lesson 5: Some Functions Have Symmetry, Lesson 6: Symmetry in Equations, Lesson 7: Expressing Transformations of Functions Algebraically, Lesson 8: Scaling the Outputs, Lesson 9: Scaling the Inputs, Lesson 11: Making a Model for Data, Lesson 15: Features of Trigonometric Graphs (Part 1), Lesson 17: Comparing Transformations
CCSS.HSF-IF.A.2	Lesson 2: Funding the Future, Lesson 12: The Number e
CCSS.HSF-IF.A.3	Lesson 5: Sequences are Functions, Lesson 7: Representing More Sequences, Lesson 9: What's the Equation?
CCSS.HSF-IF.B.4	Lesson 1: Let's Make a Box, Lesson 17: Graphs of Rational Functions (Part 1), Lesson 18: Applications of Logarithmic Functions, Lesson 11: Making a Model for Data, Lesson 8: Rising and Falling, Lesson 15: Features of Trigonometric Graphs (Part 1), Lesson 18: Modeling Circular Motion
CCSS.HSF-IF.B.5	Lesson 9: What's the Equation?, Lesson 1: Let's Make a Box
CCSS.HSF-IF.C	Lesson 3: Different Types of Sequences, Lesson 4: Using Technology to Work with Sequences, Lesson 6: Representing Sequences, Lesson 9: End Behavior (Part 2), Lesson 17: Graphs of Rational Functions (Part 1), Lesson 18: Graphs of Rational Functions (Part 2), Lesson 17: Logarithmic Functions, Lesson 5: Some Functions Have Symmetry, Lesson 10: Combining Functions, Lesson 8: Rising and Falling
CCSS.HSF-IF.C.7	Lesson 3: Introducing Polynomials, Lesson 17: Graphs of Rational Functions (Part 1), Lesson 13: Exponential Functions with Base e, Lesson 9: Introduction to Trigonometric Functions, Lesson 12: Tangent
CCSS.HSF-IF.C.7.c	Lesson 10: Multiplicity

CCSS.HSF-IF.C.7.e	Lesson 15: Using Graphs and Logarithms to Solve Problems (Part 1), Lesson 17: Logarithmic Functions, Lesson 13: Amplitude and Midline, Lesson 14: Transforming Trigonometric Functions, Lesson 15: Features of Trigonometric Graphs (Part 1), Lesson 16: Features of Trigonometric Graphs (Part 2), Lesson 17: Comparing Transformations, Lesson 18: Modeling Circular Motion, Lesson 19: Beyond Circles
CCSS.HSF-IF.C.8	Lesson 6: Symmetry in Equations
CCSS.HSF-IF.C.8.b	Lesson 6: Writing Equations for Exponential Functions
CCSS.HSF-LE.A	Lesson 13: Exponential Functions with Base e
CCSS.HSF-LE.A.1.a	Lesson 5: Changes Over Rational Intervals
CCSS.HSF-LE.A.1.b	Lesson 1: Growing and Shrinking, Lesson 5: Changes Over Rational Intervals
CCSS.HSF-LE.A.1.c	Lesson 1: Growing and Shrinking
CCSS.HSF-LE.A.2	Lesson 5: Sequences are Functions, Lesson 6: Representing Sequences, Lesson 7: Representing More Sequences, Lesson 8: The nth Term, Lesson 9: What's the Equation?, Lesson 10: Situations and Sequence Types, Lesson 1: Growing and Shrinking, Lesson 2: Representations of Growth and Decay, Lesson 3: Understanding Rational Inputs, Lesson 4: Representing Functions at Rational Inputs, Lesson 6: Writing Equations for Exponential Functions
CCSS.HSF-LE.A.4	Lesson 9: What is a Logarithm?, Lesson 10: Interpreting and Writing Logarithmic Equations, Lesson 11: Evaluating Logarithmic Expressions, Lesson 14: Solving Exponential Equations, Lesson 15: Using Graphs and Logarithms to Solve Problems (Part 1), Lesson 16: Using Graphs and Logarithms to Solve Problems (Part 2), Lesson 17: Logarithmic Functions, Lesson 18: Applications of Logarithmic Functions
CCSS.HSF-LE.B	Lesson 11: Making a Model for Data
CCSS.HSF-LE.B.5	Lesson 2: Representations of Growth and Decay, Lesson 7: Interpreting and Using Exponential Functions, Lesson 12: The Number e, Lesson 13: Exponential Functions with Base e, Lesson 15: Using Graphs and Logarithms to Solve Problems (Part 1)
CCSS.HSF-TF.A	Lesson 3: The Unit Circle (Part 1), Lesson 4: The Unit Circle (Part 2), Lesson 5: The Pythagorean Identity (Part 1), Lesson 9: Introduction to Trigonometric Functions

Algebra 2 overview and standards breakdown

CCSS.HSF-TF.A.1	Lesson 3: The Unit Circle (Part 1), Lesson 4: The Unit Circle (Part 2), Lesson 18: Modeling Circular Motion
CCSS.HSF-TF.A.2	Lesson 5: The Pythagorean Identity (Part 1), Lesson 6: The Pythagorean Identity (Part 2), Lesson 10: Beyond 2Pi, Lesson 11: Extending the Domain of Trigonometric Functions, Lesson 12: Tangent
CCSS.HSF-TF.B	Lesson 7: Finding Unknown Coordinates on a Circle, Lesson 14: Transforming Trigonometric Functions, Lesson 16: Features of Trigonometric Graphs (Part 2), Lesson 19: Beyond Circles
CCSS.HSF-TF.B.5	Lesson 13: Amplitude and Midline, Lesson 18: Modeling Circular Motion, Lesson 19: Beyond Circles
CCSS.HSF-TF.C.8	Lesson 5: The Pythagorean Identity (Part 1), Lesson 6: The Pythagorean Identity (Part 2)

CCSS.HSG-GPE.B.7	Lesson 6: Areas in Histograms
CCSS.HSN-CN.A.1	Lesson 10: A New Kind of Number, Lesson 11: Introducing the Number i, Lesson 12: Arithmetic with Complex Numbers, Lesson 13: Multiplying Complex Numbers, Lesson 14: More Arithmetic with Complex Numbers
CCSS.HSN-CN.A.2	Lesson 12: Arithmetic with Complex Numbers, Lesson 13: Multiplying Complex Numbers, Lesson 14: More Arithmetic with Complex Numbers, Lesson 15: Working Backwards
CCSS.HSN-CN.C.7	Lesson 17: Completing the Square and Complex Solutions, Lesson 18: The Quadratic Formula and Complex Solutions, Lesson 19: Real and Non-Real Solutions
CCSS.HSN-Q.A.1	Lesson 18: Modeling Circular Motion
CCSS.HSN-RN.A.1	Lesson 3: Exponents That Are Unit Fractions, Lesson 4: Positive Rational Exponents, Lesson 5: Negative Rational Exponents, Lesson 3: Understanding Rational Inputs, Lesson 6: Writing Equations for Exponential Functions, Lesson 7: Interpreting and Using Exponential Functions
CCSS.HSN-RN.A.2	Lesson 3: Exponents That Are Unit Fractions, Lesson 4: Positive Rational Exponents, Lesson 5: Negative Rational Exponents
CCSS.HSS-IC.A.1	Lesson 3: Randomness in Groups
CCSS.HSS-IC.A.2	Lesson 8: Not Always Ideal
CCSS.HSS-IC.B.3	Lesson 1: Being Skeptical, Lesson 2: Study Types, Lesson 3: Randomness in Groups, Lesson 13: Experimenting
CCSS.HSS-IC.B.4	Lesson 9: Variability in Samples, Lesson 10: Estimating Proportions from Samples, Lesson 11: Reducing Margin of Error, Lesson 12: Estimating a Population Mean
CCSS.HSS-IC.B.5	Lesson 13: Experimenting, Lesson 14: Using Normal Distributions for Experiment Analysis, Lesson 15: Questioning Experimenting, Lesson 16: Heart Rates
CCSS.HSS-IC.B.6	Lesson 1: Being Skeptical, Lesson 2: Study Types, Lesson 13: Experimenting
CCSS.HSS-ID.A.1	Lesson 4: Describing Distributions, Lesson 5: Normal Distributions, Lesson 6: Areas in Histograms
CCSS.HSS-ID.A.2	Lesson 4: Describing Distributions, Lesson 5: Normal Distributions
CCSS.HSS-ID.A.4	Lesson 6: Areas in Histograms, Lesson 7: Areas under a Normal Curve, Lesson 14: Using Normal Distributions for Experiment Analysis, Lesson 15: Questioning Experimenting
CCSS.HSS-ID.B.6.a	Lesson 7: Expressing Transformations of Functions Algebraically, Lesson 8: Scaling the Outputs, Lesson 11: Making a Model for Data

Algebra 2 overview and standards breakdown

CCSS.MP1	Lesson 1: A Towering Sequence, Lesson 5: Sequences are Functions, Lesson 7: Representing More Sequences, Lesson 10: Situations and Sequence Types, Lesson 11: Adding Up, Lesson 15: The Remainder Theorem, Lesson 16: Minimizing Surface Area, Lesson 24: Polynomial Identities (Part 2), Lesson 25: Summing Up, Lesson 26: Using the Sum, Lesson 3: Exponents That Are Unit Fractions, Lesson 9: Solving Radical Equations, Lesson 10: A New Kind of Number, Lesson 15: Working Backwards, Lesson 6: Writing Equations for Exponential Functions, Lesson 7: Interpreting and Using Exponential Functions, Lesson 8: Unknown Exponents, Lesson 18: Applications of Logarithmic Functions, Lesson 1: Matching up to Data, Lesson 8: Scaling the Outputs, Lesson 10: Combining Functions, Lesson 11: Making a Model for Data, Lesson 1: Moving in Circles, Lesson 4: The Unit Circle (Part 2), Lesson 6: The Pythagorean Identity (Part 2), Lesson 12: Tangent, Lesson 17: Comparing Transformations, Lesson 19: Beyond Circles, Lesson 15: Questioning Experimenting
CCSS.MP2	Lesson 9: What's the Equation?, Lesson 10: Situations and Sequence Types, Lesson 1: Let's Make a Box, Lesson 17: Graphs of Rational Functions (Part 1), Lesson 18: Graphs of Rational Functions (Part 2), Lesson 19: End Behavior of Rational Functions, Lesson 20: Rational Equations (Part 1), Lesson 21: Rational Equations (Part 2), Lesson 1: Properties of Exponents, Lesson 4: Positive Rational Exponents, Lesson 7: Inequivalent Equations, Lesson 8: Cubes and Cube Roots, Lesson 1: Growing and Shrinking, Lesson 2: Representations of Growth and Decay, Lesson 3: Understanding Rational Inputs, Lesson 4: Representing Functions at Rational Inputs, Lesson 7: Interpreting and Using Exponential Functions, Lesson 8: Unknown Exponents, Lesson 13: Exponential Functions with Base e, Lesson 15: Using Graphs and Logarithms to Solve Problems (Part 1), Lesson 16: Using Graphs and Logarithms to Solve Problems (Part 2), Lesson 17: Logarithmic Functions, Lesson 8: Scaling the Outputs, Lesson 1: Moving in Circles, Lesson 6: The Pythagorean Identity (Part 2), Lesson 8: Rising and Falling, Lesson 13: Amplitude and Midline, Lesson 14: Transforming Trigonometric Functions, Lesson 19: Beyond Circles, Lesson 1: Being Skeptical, Lesson 6: Areas in Histograms, Lesson 10: Estimating Proportions from Samples, Lesson 14: Using Normal Distributions for Experiment Analysis, Lesson 15: Questioning Experimenting, Lesson 16: Heart Rates
CCSS.MP3	Lesson 1: A Towering Sequence, Lesson 6: Representing Sequences, Lesson 4: Combining Polynomials, Lesson 5: Connecting Factors and Zeros, Lesson 9: End Behavior (Part 2), Lesson 12: Polynomial Division (Part 1), Lesson 8: Cubes and Cube Roots, Lesson 13: Multiplying Complex Numbers, Lesson 14: More Arithmetic with Complex Numbers, Lesson 16: Solving Quadratics, Lesson 18: The Quadratic Formula and Complex Solutions, Lesson 2: Representations of Growth and Decay, Lesson 4: Representing Functions at Rational Inputs, Lesson 7: Interpreting and Using Exponential Functions, Lesson 14: Solving Exponential Equations, Lesson 15: Using Graphs and Logarithms to Solve Problems (Part 1), Lesson 1: Matching up to Data, Lesson 6: Symmetry in Equations, Lesson 11: Making a Model for Data, Lesson 6: The Pythagorean Identity (Part 2), Lesson 19: Beyond Circles, Lesson 1: Being Skeptical, Lesson 2: Study Types, Lesson 4: Describing Distributions, Lesson 8: Not Always Ideal
CCSS.MP4	Lesson 9: What's the Equation?, Lesson 16: Minimizing Surface Area, Lesson 26: Using the Sum, Lesson 15: Using Graphs and Logarithms to Solve Problems (Part 1), Lesson 3: More Movement, Lesson 8: Scaling the Outputs, Lesson 10: Combining Functions, Lesson 11: Making a Model for Data, Lesson 19: Beyond Circles, Lesson 14: Using Normal Distributions for Experiment Analysis, Lesson 15: Questioning Experimenting
CCSS.MP5	Lesson 4: Using Technology to Work with Sequences, Lesson 5: Sequences are Functions, Lesson 6: Representing Sequences, Lesson 8: The nth Term, Lesson 10: Situations and Sequence Types, Lesson 2: Funding the Future, Lesson 8: End Behavior (Part 1), Lesson 9: End Behavior (Part 2), Lesson 21: Rational Equations (Part 2), Lesson 26: Using the Sum, Lesson 3: Exponents That Are Unit Fractions, Lesson 9: Solving Radical Equations, Lesson 1: Growing and Shrinking, Lesson 5: Changes Over Rational Intervals, Lesson 7: Interpreting and Using Exponential Functions, Lesson 8: Unknown Exponents, Lesson 15: Using Graphs and Logarithms to Solve Problems (Part 1), Lesson 16: Using Graphs and Logarithms to Solve Problems (Part 2), Lesson 17: Logarithmic Functions, Lesson 6: Symmetry in Equations, Lesson 11: Making a Model for Data, Lesson 7: Finding Unknown Coordinates on a Circle, Lesson 11: Extending the Domain of Trigonometric Functions, Lesson 12: Tangent, Lesson 14: Transforming Trigonometric Functions, Lesson 15: Features of Trigonometric Graphs (Part 1), Lesson 18: Modeling Circular Motion, Lesson 5: Normal Distributions, Lesson 6: Areas in Histograms, Lesson 13: Experimenting, Lesson 14: Using Normal Distributions for Experiment Analysis
CCSS.MP6	Lesson 2: Introducing Geometric Sequences, Lesson 3: Different Types of Sequences, Lesson 7: Representing More Sequences, Lesson 8: The nth Term, Lesson 1: Let's Make a Box, Lesson 3: Introducing Polynomials, Lesson 6: Different Forms, Lesson 8: End Behavior (Part 1), Lesson 9: End Behavior (Part 2), Lesson 14: What Do You Know About Polynomials?, Lesson 22: Solving Rational Equations, Lesson 1: Properties of Exponents, Lesson 3: Exponents That Are Unit Fractions, Lesson 6: Squares and Square Roots, Lesson 8: Cubes and Cube Roots, Lesson 11: Introducing the Number i, Lesson 12: Arithmetic with Complex Numbers, Lesson 14: More Arithmetic with Complex Numbers, Lesson 15: Working Backwards, Lesson 4: Representing Functions at Rational Inputs, Lesson 6: Writing Equations for Exponential Functions, Lesson 9: What is a Logarithm?, Lesson 10: Interpreting and Writing Logarithmic Equations, Lesson 14: Solving Exponential Equations, Lesson 15: Using Graphs and Logarithms to Solve Problems (Part 1), Lesson 17: Logarithmic Functions, Lesson 1: Matching up to Data, Lesson 3: More Movement, Lesson 5: Some Functions Have Symmetry, Lesson 9: Scaling the Inputs, Lesson 1: Moving in Circles, Lesson 3: The Unit Circle (Part 1), Lesson 8: Rising and Falling, Lesson 11: Extending the Domain of Trigonometric Functions, Lesson 13: Amplitude and Midline, Lesson 16: Features of Trigonometric Graphs (Part 2),

Lesson 17: Comparing Transformations, Lesson 1: Being Skeptical, Lesson 2: Study Types, Lesson 3: Randomness in Groups, Lesson 4: Describing Distributions, Lesson 5: Normal Distributions, Lesson 15: Questioning Experimenting

Algebra 2 overview and standards breakdown

CCSS.MP7	Lesson 2: Introducing Geometric Sequences, Lesson 2: Funding the Future, Lesson 3: Introducing Polynomials, Lesson 5: Connecting Factors and Zeros, Lesson 6: Different Forms, Lesson 7: Using Factors and Zeros, Lesson 8: End Behavior (Part 1), Lesson 9: End Behavior (Part 2), Lesson 10: Multiplicity, Lesson 11: Finding Intersections, Lesson 13: Polynomial Division (Part 2), Lesson 17: Graphs of Rational Functions (Part 1), Lesson 20: Rational Equations (Part 1), Lesson 21: Rational Equations (Part 2), Lesson 25: Summing Up, Lesson 1: Properties of Exponents, Lesson 4: Positive Rational Exponents, Lesson 5: Negative Rational Exponents, Lesson 9: Solving Radical Equations, Lesson 12: Arithmetic with Complex Numbers, Lesson 13: Multiplying Complex Numbers, Lesson 17: Completing the Square and Complex Solutions, Lesson 18: The Quadratic Formula and Complex Solutions, Lesson 19: Real and Non-Real Solutions, Lesson 2: Representations of Growth and Decay, Lesson 5: Changes Over Rational Intervals, Lesson 6: Writing Equations for Exponential Functions, Lesson 9: What is a Logarithm?, Lesson 10: Interpreting and Writing Logarithmic Equations, Lesson 11: Evaluating Logarithmic Expressions, Lesson 14: Solving Exponential Equations, Lesson 17: Logarithmic Functions, Lesson 18: Applications of Logarithmic Functions, Lesson 1: Matching up to Data, Lesson 2: Moving Functions, Lesson 4: Reflecting Functions, Lesson 6: Symmetry in Equations, Lesson 7: Expressing Transformations of Functions Algebraically, Lesson 9: Scaling the Inputs, Lesson 11: Making a Model for Data, Lesson 2: Revisiting Right Triangles, Lesson 6: The Pythagorean Identity (Part 2), Lesson 7: Finding Unknown Coordinates on a Circle, Lesson 9: Introduction to Trigonometric Functions, Lesson 11: Extending the Domain of Trigonometric Functions, Lesson 12: Tangent, Lesson 15: Features of Trigonometric Graphs (Part 1), Lesson 17: Comparing Transformations, Lesson 18: Modeling Circular Motion, Lesson 1: Being Skeptical, Lesson 7: Areas under a Normal Curve, Lesson 9: Variability in Samples, Lesson 11: Reducing Margin of Error, Lesson 12: Estimating a Population Mean, Lesson 13: Experimenting
CCSS.MP8	Lesson 1: A Towering Sequence, Lesson 5: Sequences are Functions, Lesson 8: The nth Term, Lesson 15: The Remainder Theorem, Lesson 16: Minimizing Surface Area, Lesson 19: End Behavior of Rational Functions, Lesson 23: Polynomial Identities (Part 1), Lesson 1: Properties of Exponents, Lesson 2: Square Roots and Cube Roots, Lesson 11: Introducing the Number i, Lesson 14: More Arithmetic with Complex Numbers, Lesson 1: Growing and Shrinking, Lesson 9: What is a Logarithm?, Lesson 10: Interpreting and Writing Logarithmic Equations, Lesson 11: Evaluating Logarithmic Expressions, Lesson 12: The Number e, Lesson 5: Some Functions Have Symmetry, Lesson 10: Combining Functions, Lesson 3: The Unit Circle (Part 1), Lesson 4: The Unit Circle (Part 2), Lesson 10: Beyond 2Pi, Lesson 13: Amplitude and Midline, Lesson 16: Features of Trigonometric Graphs (Part 2)

Illustrative Mathematics®
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Teacher Unit Guide

Unit 1

Geometry

imagine learning

Unit 1

In grade 8, students determine the angle-preserving and length-preserving properties of rigid transformations experimentally, mostly with the help of a coordinate grid. Students have previously studied angle properties, including the Triangle Angle Sum Theorem, but no formal proofs have been required. In this unit, students create rigid motions using construction tools with no coordinate grid. This leads to more rigorous definitions of rotations, reflections, and translations. Students begin to explain and prove angle relationships like the Triangle Angle Sum Theorem using these rigorous definitions and a few assertions.

In previous courses, students developed their understanding of the concept of functions. In this unit, the concept of a transformation is made somewhat more formal using the language of functions. While students do not use function notation, they do move away from describing transformations as "moves" that act on figures and towards describing them as taking points in the plane as inputs and producing points in the plane as outputs.

Constructions play a significant role in the logical foundation of geometry. A focus of this unit is for students to explore properties of shapes in the plane without the aid of given measurements. At this point, students have worked so much with numbers, equations, variables, coordinate grids, and other quantifiable structures, that it may come as a surprise just how far they can push concepts in geometry without measuring distances or angles. Constructions are used throughout several lessons to introduce students to reasoning about distances, generating conjectures, and attending to the level of precision required to define rigid motions later in the unit. The definition of a circle is an important foundation for concepts in this unit and throughout the course.

Then, students learn rigorous definitions of rigid motions without reference to a coordinate grid. In subsequent units, they use those definitions to prove theorems. To prepare students for future congruence proofs, students start to come up with a systematic, point-by-point sequence of transformations that will work to take *any* pair of congruent polygons onto one another. This point-by-point perspective also illustrates the transition from thinking about transformations as "moves" on the grid to thinking about transformations as functions that take points as inputs and produce points as outputs. Students also examine the rigid transformations that take some shapes to themselves, otherwise known as symmetries. The concept of transformations as functions is developed further in a later unit that explores coordinate geometry.

In the final lessons of the unit, students learn ways to express their reasoning more formally. Students create conjectures about angle relationships and prove them using what they know about rigid transformations. As a tool for communicating more precisely, students begin to label and mark figures to indicate congruence. In the culminating lesson of the study of constructions, students build on their experiences with perpendicular bisectors to answer questions about allocating resources in a real-world situation.

A blank reference chart is provided for students, and a completed reference chart for teachers. The purpose of the reference chart is to be a resource for students to reference as they make formal

arguments. Students will continue adding to it throughout the course. Refer to *About These Materials* in the Geometry course for more information.

Students have the opportunity to choose appropriate tools (MP5) in nearly ever lesson as they select among the options in their geometry toolkit as well as dynamic geometry software. For this reason, this math practice is only highlighted in lessons where it's particularly salient.

Required Materials

Copies of blackline master
Dynamic geometry software
Geometry toolkits (HS)
Index cards to use as straightedges, compasses, tracing paper, blank paper, colored pencils, and scissors.

Note: "Tracing paper" is easiest to use when it's a smaller size. Commercially-available "patty paper" is 5 inches by 5 inches and ideal for this. If using larger sheets of tracing paper, consider cutting them down for student use.

Masking tape
Measuring tapes
Pre-printed cards, cut from copies of the

blackline master
Pre-printed slips, cut from copies of the blackline master
Protractors
Clear protractors with no holes and with radial lines printed on them are recommended.

Sticky notes
Tools for creating a visual display
Any way for students to create work that can be easily displayed to the class. Examples: chart paper and markers, whiteboard space and markers, shared online drawing tool, access to a document camera.

iM

Assessment : Mid-Unit Assessment

Teacher Instructions

Give this assessment after lesson 9.

Students need access to a straightedge and a compass for this assessment.

Student Instructions

You may use construction tools.

Problem 1

Students may assume triangle ACD is equilateral, since many constructions they practiced produce equilateral triangles, which would lead them to choose B. The goal of this question is to find students who can accurately identify that two radii of the same circle are congruent.

Statement

This diagram is a straightedge and compass construction. C is the center of both circles.

Select **all** statements that must be true by construction.
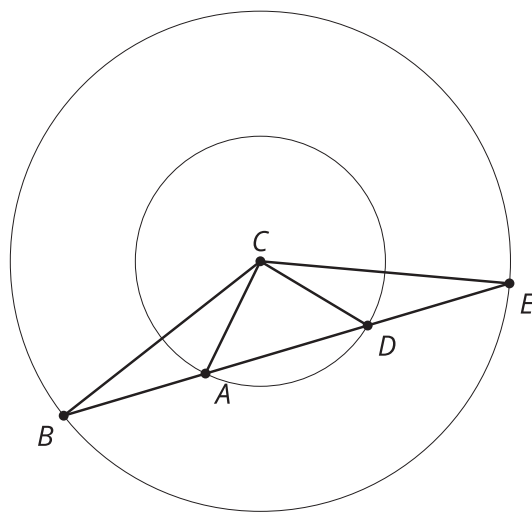
A. Segments AB and AD have the same length.

B. Segments AC and AD have the same length.

C. Segments AC and CD have the same length.

D. Triangle BCE is isosceles.

E. Triangle CDE is isosceles.

Solution

["C", "D"]

Aligned Standards

Problem 2

Students may find this challenging without a provided diagram. If students choose A or B they do not understand that the perpendicular bisector of a segment goes through the midpoint of that segment.

Statement

Line CD is the perpendicular bisector of segment AB. The lines intersect at point E. Which of these statements is true?

A. E is closer to A.

B. E is closer to B.

C. E is the same distance from A and B.

D. There is not enough information to be sure.

Solution

C

Aligned Standards

Problem 3

Students might choose A if they only recognize that AC is congruent to AD but don't see that the circle centered at B has the same radius. Students might choose B if they don't draw the construction, and immediately associate this process with perpendicular lines and therefore assume it has 4 right angles. Students might choose D if they make a rough sketch and assume the angles were supposed to be right.

Statement

Priya followed this set of instructions to make quadrilateral $ACBD$. Choose a description you can be sure is accurate for the shape she constructed.

1. Draw 2 points: A and B.

2. Draw a circle centered at A with radius AB.

3. Draw a circle centered at B with radius AB.

4. Label the intersection points of the circles C and D.

5. Draw segments AC, BC, AD, and BD.

A. 2 congruent sides, but not all 4

B. 4 congruent angles

C. 4 congruent sides

D. 4 congruent sides and 4 congruent angles

Solution

C

Aligned Standards

HSG-CO.D.12

Problem 4

Students need to use circles to justify congruent segments in many proofs. It is important they have a good working definition of a circle.

Statement

What is the definition of a circle?

Solution

The glossary definition: A circle of radius r with center O is the set of all points that are a distance r units from O.

Minimal Tier 1 response:

- Work is complete and correct.

- Acceptable errors: Including extra description or drawings; not using the term "center."

- Sample: A round shape of points that are all the same distance from a point.

Tier 2 response:

- Work shows good conceptual understanding and mastery, with either minor errors or correct work with insufficient explanation or justification.

- Sample errors: definition includes language like "same distance away," but does not mention a point; definition is so poorly worded as to be inaccurate but does indicate understanding along the lines of the glossary definition.

Tier 3 response:

- Significant errors in work demonstrate lack of conceptual understanding or mastery.

- Sample errors: Definition appeals only to roundness; definition consists only of a drawing; definition consists only of a comparison to an object like a pizza or a coaster.

Aligned Standards

Problem 5

The triangle is isosceles, so students can use the symmetry of the triangle to know whether they constructed the perpendicular bisector correctly. Students might also think about why the vertex of the triangle lies on the perpendicular bisector of the base of the triangle.

Statement

Triangle ABC is isosceles.

Use straightedge and compass tools to construct the perpendicular bisector for segment AB.
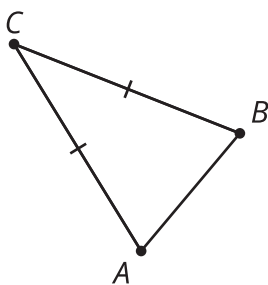
Solution
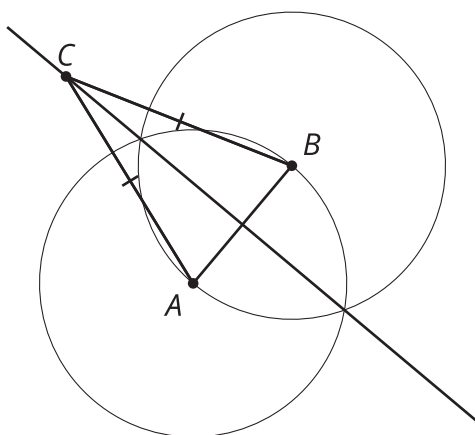
(or equivalent)

Minimal Tier 1 response:

- Work is complete and correct.

- Sample: see diagram. Another acceptable construction would be to use circles with centers A and B and radii AC and BC.

Tier 2 response:

- Work shows good conceptual understanding and mastery, with either minor errors or correct work with insufficient explanation or justification.

- Sample errors: method works but does not use straightedge and compass tools: reflecting the triangle over segment AB and connecting points C and C', folding the paper so that point B lands on point A and tracing the crease.

Tier 3 response:

- Significant errors in work demonstrate lack of conceptual understanding or mastery.

- Sample errors: construction does not involve circles (or arcs), construction does not take advantage of properties of circles: for instance, creating one circle with segment AB as diameter and then drawing in what appears to be the perpendicular diameter; construction uses circles that do not go through known points and therefore may be of different radii.

Aligned Standards

HSG-CO.D.12

Problem 6

Students read a construction to identify perpendicular lines, then recognize that two lines which are both perpendicular to the same line must be parallel.

> ## Statement
>
> Han followed these instructions to make the image.
>
> 1. Given line j, mark 2 points on the line.
>
> 2. Construct congruent circles a and b centered at the points on j.
>
> 3. Construct line g through the intersection points of a and b.
>
> 4. Construct circle c centered at 1 intersection point of a and b. Mark the 2 intersection points of c and g.
>
> 5. Construct congruent circles h and k centered at the points on g.
>
> 6. Construct line i through the intersection points of h and k.
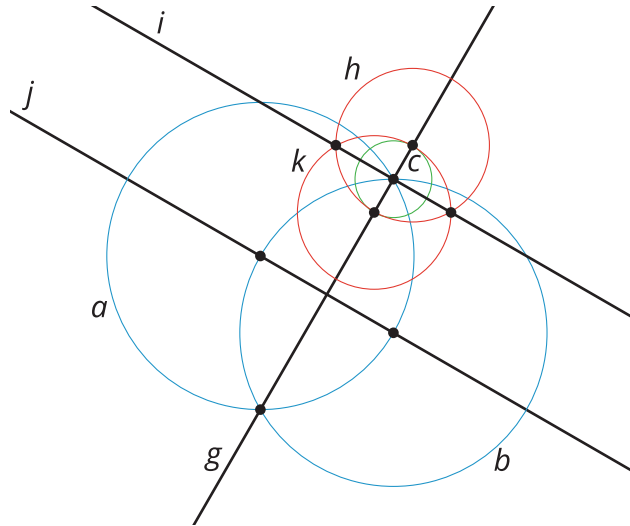
Write a statement about each pair of lines in this construction. (3 statements)

Solution

$j \perp g, g \perp i, i \parallel j$
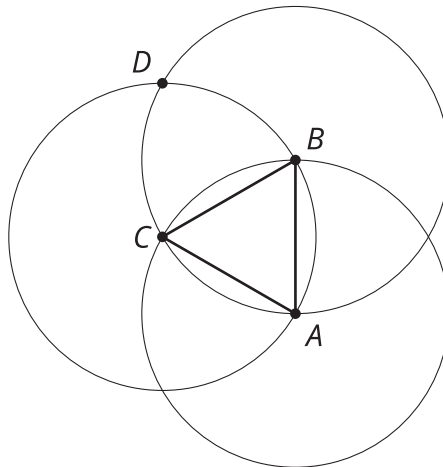
Aligned Standards

HSG-CO.D.12

Problem 7

Students build complexity in the problem by first identifying a simple part of a construction, then writing a short proof, and finally, critiquing a set of instructions.

Statement

The 3 circles in the diagram have centers A, B, and C.

1. Explain why segments AB and AC have the same length.

2. Classify triangle ABC. Justify your classification.

3. Mai wants to construct a regular hexagon inscribed in the circle centered at C. Will these instructions work to finish the hexagon from the construction given? If so, explain why Mai is correct. If not, finish the construction correctly.
   a. Draw the circle centered at D with radius CD.

   b. Mark the intersection of the circle with the circle centered at C, and label that point E.

   c. Draw the circle centered at E with radius DE.

   d. Mark the intersection of the circle with the circle centered at D, and label that point F.

   e. Connect $ABCDEF$ to make a regular hexagon.

Solution

1. They are both radii of the same circle.

2. It is equilateral. $AB = BC$, since they are also radii of the same circle. Therefore $AC = AB = BC$, and the triangle is equilateral.

3. No. Mai's construction creates point F, as shown.
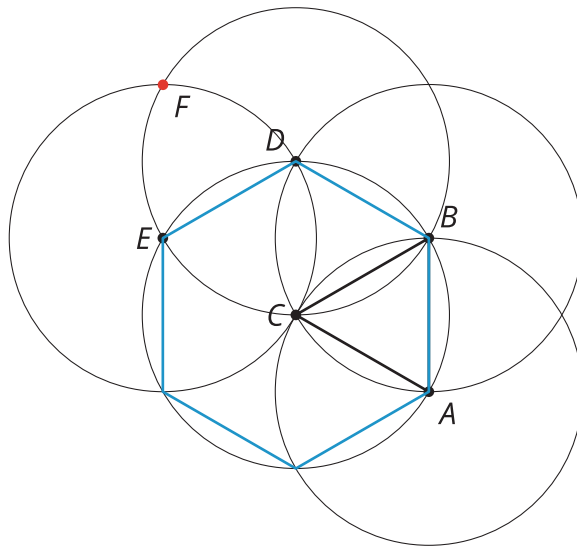
Minimal Tier 1 response:

- Work is complete and correct, with complete explanation or justification.

- Sample:
  a. There is one circle that has both points A and C, with B as the center.

  b. Equilateral, because points B and A are also on the same circle.

      c. No. See diagram.

Tier 2 response:

- Work shows good conceptual understanding and mastery, with either minor errors or correct work with insufficient explanation or justification.

- Sample errors: arguments for AB, BC, and AC being the same length appeal to circles, but are not specific enough about the fact that the pairs of points lie on the *same* circle; circular justification for part a or part b, such as "triangle ABC is equilateral because $AC = CB$"; the construction in part c is mostly correct but, say, includes all six points but not all sides of the hexagon.

Tier 3 response:

- Work shows a developing but incomplete conceptual understanding, with significant errors.

- Sample errors: circular justification for both of parts a and b; construction in part c does not use properties of circles or relies on circles that do not necessarily have the same radius; two Tier 2 error types.

Tier 4 response:

- Work includes major errors or omissions that demonstrate a lack of conceptual understanding and mastery.

- Sample errors: three or more Tier 2 error types.

Aligned Standards

HSG-CO.D.13

Assessment : End-of-Unit Assessment

Teacher Instructions

Students need access to a straightedge and a compass for this assessment. They shouldn't need a protractor, but they're welcome to use one. Tracing paper may also be useful.

The sentence frames in the reference chart will be particularly helpful.

Student Instructions

You may use construction tools, a protractor, and your reference chart.

Problem 1

Students might select A or D because they have reflection symmetry. Students might not select B or C because the base is neither horizontal nor vertical.

Statement

Select **all** the figures with 180-degree rotation symmetry.

A
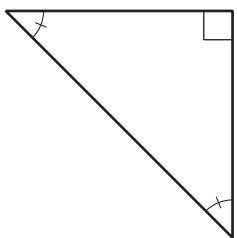
B
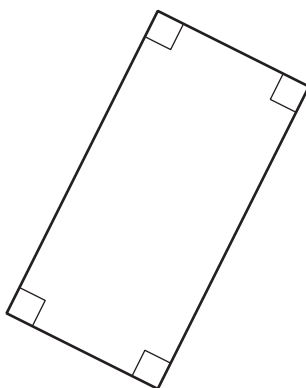
C
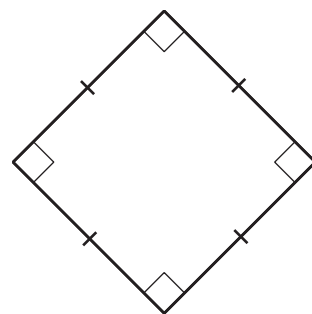
D
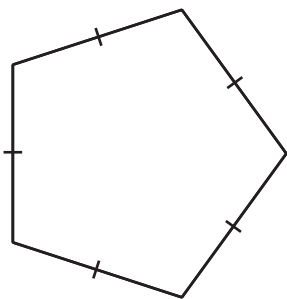
E
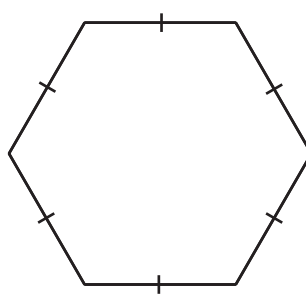
A. Image A: right, isosceles triangle

B. Image B: rectangle

C. Image C: square

D. Image D: regular pentagon

E. Image E: regular hexagon
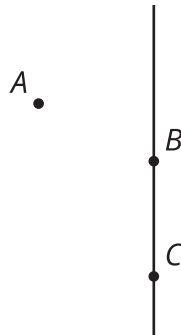
Solution

["B", "C", "E"]

Aligned Standards

Problem 2

Students might choose A because it is equidistant, but it's not perpendicular. Students might choose C because there are perpendiculars and A' is equidistant, but the perpendicular is not through A. Students might choose D because they are perpendicular, but it's not on the other side of the line.
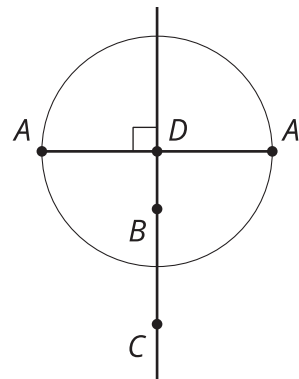
Statement

Select the construction that guarantees A' is a reflection of point A across line BC.
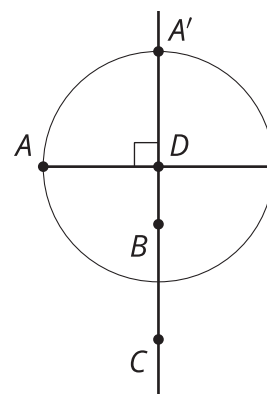
Construction A
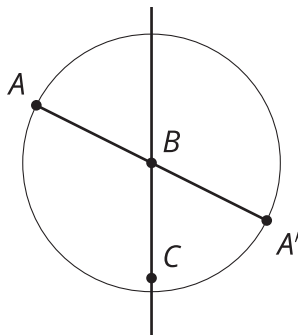
Construction B

A. Construction A

B. Construction B

C. Construction C

D. Construction D

## Solution

B

Aligned Standards

HSG-CO.A.2

Problem 3

Some students will select choice A because they think D is the image of B after a reflection across line EF. Some students will select choice D because the translation will result in the sharing of one vertex akin to vertical angles.

Statement

$ABCD$ is a rectangle. Trapezoid $AEFB$ is congruent to trapezoid $CFED$. G is the midpoint of segment EF.

Select **all** the ways we could describe the rigid transformation that takes $AEFB$ to $CFED$.
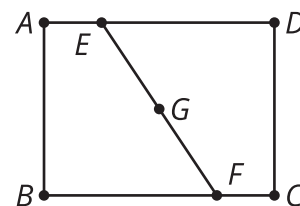
A. Reflect $AEFB$ across line EF.

B. Rotate $AEFB$ 180 degrees counterclockwise around point G.

C. Rotate $AEFB$ 180 degrees clockwise around point G.

D. Translate $AEFB$ by the directed line segment from F to E, and then reflect across line FE.

E. Translate $AEFB$ by the directed line segment from F to E, and then rotate 180 degrees clockwise around point E.

Solution

["B", "C", "E"]
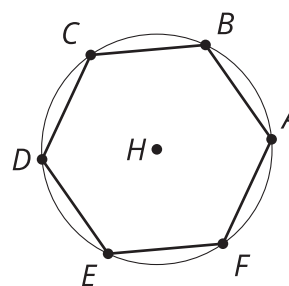
Aligned Standards

HSG-CO.A.5

Problem 4

Students determine the image of a side of a hexagon after a given rotation about the center. They will have to use their knowledge of regular hexagons to determine how much 120 degrees is. Students determine the image of a side of a hexagon after a reflection over a line that contains one of its diagonals.

Statement

Regular hexagon $ABCDEF$ is inscribed in a circle with center H.

1. What is the image of segment BC after a 120-degree clockwise rotation about point H?

2. What is the image of segment BC after a reflection over line FC?

Solution

1. Segment FA or AF

2. Segment DC or CD

## Aligned Standards

HSG-CO.A.5

Problem 5

Students determine the relationship between a pair of angles formed when a transversal crosses parallel lines. There are several ways students can reason about the given angles using corresponding angles, vertical angles, linear pairs, and alternate interior angles.

Statement

Lines x and y are parallel.

Write an equation that represents the relationship between b and e. Explain how you know this equation is always true.
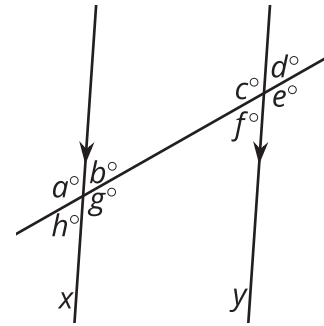
Solution

$b + e = 180$

Sample response: I know $b = d$ because their associated angles are congruent by translation. I also know $d + e = 180$, because they form a linear pair. Therefore, $b + e = 180$ by substituting b for d.

Minimal Tier 1 response:

- Work is complete and correct.

- Acceptable errors:

- Sample: $b + e = 180$. b and f are the same because they are alternate interior angles. f and e add up to 180 because they are a linear pair.

Tier 2 response:

- Work shows good conceptual understanding and mastery, with either minor errors or correct work with insufficient explanation or justification.

- Sample errors: a response such as "they add up to 180 degrees," which is correct but does not involve an equation; the equation $b + e = 180$ is correct but the explantion is absent or very poor; explanation appeals to a rotation without specificying a center of rotation, explanation appeals to a reflection without appealing to a line of reflection; an otherwise correct explanation involves some incorrect word usage (such as saying that angles b and f are vertical angles instead of alternate interior angles).

Tier 3 response:

- Significant errors in work demonstrate lack of conceptual understanding or mastery.

- Sample errors: work incorrectly identifies the relationship between b and e.
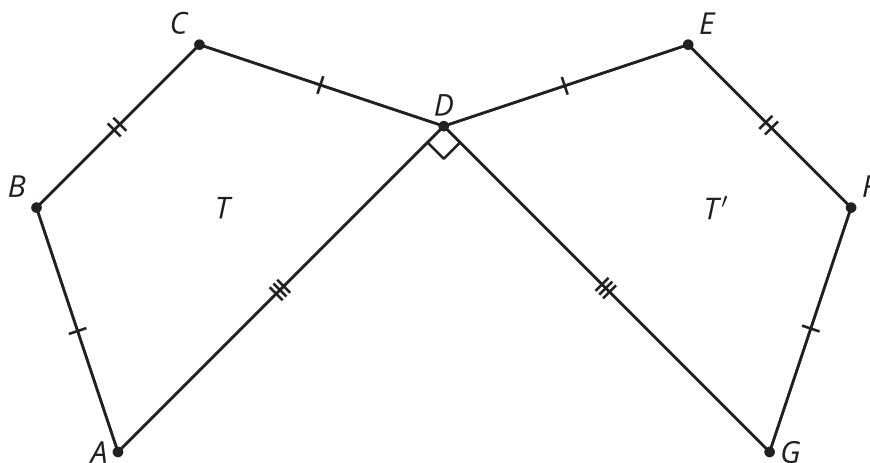
Aligned Standards

HSG-CO.C.9

Problem 6

The symmetry of the figure allows students a few options for transformations to take T to T'. Ideally, students will use the sentence frames from their reference chart, but any set of understandable instructions will suffice.

Statement

Describe a sequence of transformations that take isosceles trapezoid T to its image T'.

Solution

Sample responses: Translate figure T by directed line segment DG, then rotate the image 90 degrees clockwise around G.

Rotate figure T 90 degrees counterclockwise around D, then reflect the image across DG.

Reflect figure T across the perpendicular bisector of CE.

Minimal Tier 1 response:

- Work is complete and correct.

- Acceptable errors: Using nontechnical language for the transformations ("slide" instead of "translate") as long as the descriptions are still precise.

- Sample: Rotate 90 degrees counterclockwise around D, flip over GD.

Tier 2 response:

- Work shows good conceptual understanding and mastery, with either minor errors or correct work with insufficient explanation or justification.

- Sample errors: intention of the work is clearly correct, but the instructions leave out some crucial information, such as the direction/amount of rotation, line of reflection, or segment to translate along; work contains vague descriptions of this information such as "reflect over the line through point D."

Tier 3 response:

- Significant errors in work demonstrate lack of conceptual understanding or mastery.

- Sample errors: instructions are vague enough that the intention is not clear; a good-faith attempt to follow the instructions does not result in the image T'; instructions do not use transformations.
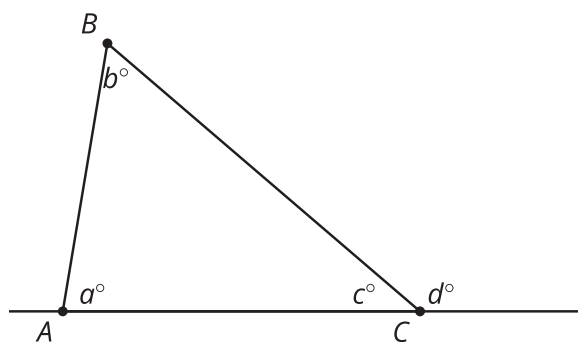
Aligned Standards

HSG-CO.A.5

Problem 7

Students encountered a similar diagram during the Triangle Sum Theorem proof, but exterior angles are not specifically addressed in this course, so they will have to do some reasoning.

Statement

Explain why $a + b = d$.

Solution

We know $a + b + c = 180$ by the Triangle Sum Theorem. We also know $c + d = 180$, because the angles form a linear pair. $a + b + c = c + d$ by substitution. Subtracting c from each side, $a + b = d$.

Minimal Tier 1 response:

- Work is complete and correct, with complete explanation or justification.

- Sample: Angles a, b, and c have to add up to 180 because they form a triangle. Angles c and d add up to 180, because they are on a line. This means $a + b + c = c + d$, so $a + b = d$.

Tier 2 response:

- Work shows good conceptual understanding and mastery, with either minor errors or correct work with insufficient explanation or justification.

- Sample errors: sequence of steps is correct and clear, but without the justification of the Triangle Sum Theorem or the linear pair property ($a + b + c = 180$ and $c + d = 180$, so $a + b + c = c + d$, which means $a + b = d$); argument has the right idea, but leaves out the intermediate step $a + b + c = c + d$.

Tier 3 response:

- Work shows a developing but incomplete conceptual understanding, with significant errors.

- Sample errors: work contains some correct, justified statements about the diagram, but does not come together to form an argument; work consists only of vague statements that get at the general idea such as "a and b are what it takes to make the rest of the 180 with c".

Tier 4 response:

- Work includes major errors or omissions that demonstrate a lack of conceptual understanding and mastery.

- Sample errors: work consists only of unjustified statements about the diagram, without the structure of an argument.

Aligned Standards

HSG-CO.C.10

Section: Constructions

Lesson 1: Build It

Goals

- Comprehend that compasses create circles and can be used to transfer distances across a construction.
- Create diagrams using a straightedge to produce a line or segment through two points.

Learning Targets

- I can create diagrams using a straightedge.
- I know to use a compass to construct a circle.

Lesson Narrative

This lesson establishes the straightedge and compass moves that students will use to perform various constructions. Students build on their previous understanding of **circles** as a set of points all equidistant from the center and **line segments** as a set of points on a line with two endpoints. Constructions are used in subsequent lessons to introduce students to reasoning about distances, generating conjectures, and attending to the level of precision required to define rigid motions later in the unit.

Students attend to precision when they discuss why straightedge and compass moves communicate geometric information consistently, as opposed to eyeballing (MP6).

These materials use words rather than symbolic notation to allow students to focus on the content. By using words, students do not need to translate the meaning of the symbol while reading. To increase exposure to different notations, images with given information marked using ticks, right angle marks, or arrows also have a caption with the symbolic notation ($\overline{AB} \cong \overline{AC}, \overline{AB} \perp \overline{AC}$ or $\overline{AB} \parallel \overline{AC}$). Feel free to use the symbolic notation when recording student responses, as that is an appropriate use of shorthand.

In this lesson and the subsequent lessons in this section, all constructions are accessible using physical straightedges and rigid compasses. If students have ready access to digital materials in class, they can choose to perform any or all construction activities with the GeoGebra Construction tool accessible in the Math Tools or available at **geogebra.org/m/VQ57WNyR**. The warm-up of the optional lesson "Using Technology for Constructions" is a good primer for the GeoGebra Construction tool. Do that warm-up with students before starting this lesson if students will use the digital tool rather than physical tools. If students do *not* have ready access to this digital tool in class, consider using the GeoGebra Construction tool to demonstrate constructions during the activity or lesson syntheses.

Alignments

Addressing

- HSG-CO.A.1: Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

- HSG-CO.D.12: Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

Building Towards

- HSG-CO.D.12: Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

- HSG-CO.D.13: Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Instructional Routines

- Construct It

- MLR1: Stronger and Clearer Each Time

Required Materials

Geometry toolkits (HS)
Index cards to use as straightedges, compasses, tracing paper, blank paper, colored pencils, and scissors.

Note: "Tracing paper" is easiest to use when it's a smaller size. Commercially-available "patty paper" is 5 inches by 5 inches and ideal for this. If using larger sheets of tracing paper, consider cutting them down for student use.

Required Preparation

Create a display of straightedge and compass moves that will remain displayed for all to see throughout the unit. See the warm-up synthesis for an example.

Assemble geometry toolkits. It would be best if students had access to these toolkits at all times throughout the unit.

> **Student Learning Goals**
> - Let's use tools to create shapes precisely.

1.1 The Right Tool

Warm Up: 10 minutes (there is a digital version of this activity)
The purpose of this warm-up is for students to familiarize themselves with the straightedge and compass.

They will learn to:

- draw a circle
- draw a line segment
- transfer a distance

Addressing

- HSG-CO.A.1

Building Towards

- HSG-CO.D.12
- HSG-CO.D.13

Launch

Give students 2 minutes of quiet work time.

Pause the class to:

- demonstrate how to use a compass by marking a point and creating a circle centered at that point
- demonstrate how to use a straightedge by marking a point on the circle and connecting it to the center to make a radius
- note that segment PQ is the part of the line through P and Q that has the endpoints P and Q
- note that length PQ is the distance from point P to point Q

Invite students to use their tools to complete the remaining questions.

Anticipated Misconceptions

If using rulers as straightedges, some students may wish to use the ruler to measure the length of PQ. Emphasize that our straightedge can only be used to create lines or line segments between two marked points, but that your compass can be set to the length between two points and then moved to create a circle with that radius at any marked point.

> **Student Task Statement**
> 1. Copy this figure using only a pencil and no other tools.
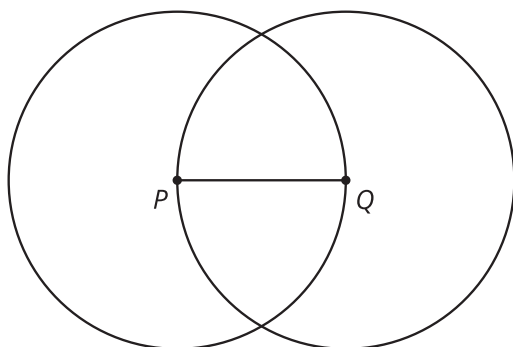
2. Familiarize yourself with your straightedge and compass by drawing a few **circles** of different sizes, a few **line segments** of different lengths, and extending some of those line segments in both directions.

3. Complete these steps with a straightedge and compass:
   a. Draw a point and label it A.

   b. Draw a circle centered at point A with a radius of length PQ.

   c. Mark a point on the circle and label it B.

   d. Draw another circle centered at point B that goes through point A.

   e. Draw a line segment between points A and B.

Student Response

The figure created by completing the steps should be identical to the given figure, except the two labeled points are labeled A and B.

Activity Synthesis

The goal is to make sure students understand the straightedge and compass moves that will be allowed during activities that involve constructions and why it is important to agree on standard construction moves. Ask students, "What is the difference between your attempt in the first question and what you came up with using the straightedge and compass?" (Sample response: Without the tools, it was difficult to make circles and straight lines. The compass makes it easier to make circles, and the straightedge makes it easier to make straight lines.)

Make one class display that incorporates all valid moves. This display should be posted in the classroom for the remaining lessons within this unit. It should include:

- If starting from a blank space, start by marking two points.

- You can create a line or line segment between two marked points.

- You can create a circle centered at a marked point going through another marked point.

- You can set your compass to the length between two marked points and create a circle with that radius centered at any marked point.

- You can mark intersection points.

- You can mark a point on a circle.

- You can mark a point on a line or line segment.

Tell students that using these moves guarantees a precise construction. Conversely, *eyeballing* where a point or segment should go means that there is no guarantee someone will be able to reproduce it accurately.

1.2 Illegal Construction Moves

15 minutes (there is a digital version of this activity)
The purpose of this activity is for students to explore why straightedge and compass constructions can be used to communicate geometric information precisely and consistently.

Identify a student who places point C closer to point A, and another student who places point C closer to point B to compare during discussion.

Addressing

- HSG-CO.A.1

- HSG-CO.D.12

Building Towards

- HSG-CO.D.13

Instructional Routines

- Construct It

Launch

Arrange students in groups of 2.

For students using the digital Constructions tool, recommend that students begin by drawing a segment AB.

Anticipated Misconceptions

If students do not remember how to find a midpoint, break the word down and explain that it is a point in the middle of the segment.

> ## Student Task Statement
>
>
>
> 1. Create a circle centered at A with radius AB.
>
> 2. Estimate the midpoint of segment AB and label it C.
>
> 3. Create a circle centered at B with radius BC. This creates 2 intersection points. Label the one toward the top of the page as D and the one toward the bottom as E.
>
> 4. Use your straightedge to connect points A, D, and E to make triangle ADE and lightly shade it in with your pencil.

Student Response

Sample response:
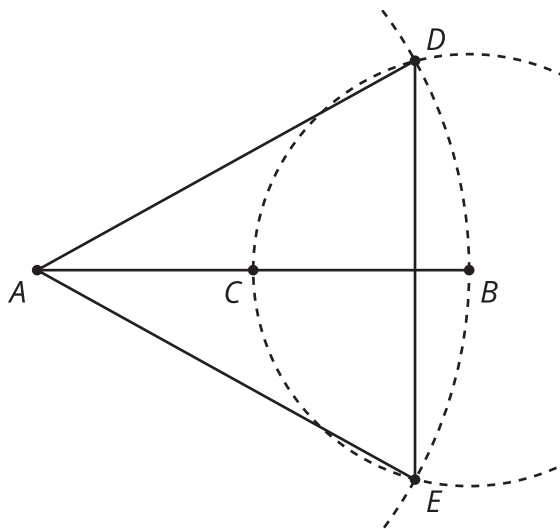
Activity Synthesis

The key point for discussion is that with constructions, it is possible to investigate geometry without numbers. Instead, students can use construction tools to transfer distances without measuring.

Ask students to trace triangle ADE onto tracing paper and compare their triangle with their partners. Here are some questions for discussion:

- "Which steps in the instructions made it possible for these triangles to look so different?" (Estimating the location of the midpoint.)

- "What is identical in every diagram?" (The first circle.)

- "Writing $AD = AE$ means the length of segment AD is equal to the length of segment AE. Is that true?" (Yes, they are both radii of the same circle.)

- "Writing $AB = 2AC$ means the length of segment AB is equal to twice the length of segment AC. Is that true?" (It looks like they might be, but we estimated the midpoint, so not necessarily.)

- "Why do valid straightedge and compass moves guarantee everyone will produce the same construction?" (There is never any estimating or eyeballing required. You are only ever using your tools to do one specific move.)

If question 2 were replaced with a method of finding the midpoint precisely with a straightedge and compass, then triangle ADE would be guaranteed to be consistent regardless of which student constructed it, up to the small error allowed by the tools. To be sure that a construction is valid, it must not include any estimation or eyeballing.

1.3 Can You Make a Perfect Copy?

10 minutes (there is a digital version of this activity)
The purpose of this activity is to let students determine how to use straightedge and compass moves to construct a regular hexagon precisely. Students should play with construction moves until they reach their goal rather than follow an explicit demonstration of construction steps. While the term *regular* appears in the task, it is not important for students to know the precise definition of *regular polygon* at this time.

Identify students whose explanations that the sides are congruent use tracing paper, or compare the radii of the different circles in the construction. Tracing paper connects to the idea of rigid motions, while comparing radii references the precise definition of a circle, which students will use throughout this unit and subsequent units.

Addressing

- HSG-CO.A.1
- HSG-CO.D.12

Building Towards

- HSG-CO.D.13

Instructional Routines

- Construct It
- MLR1: Stronger and Clearer Each Time

Launch

Arrange students in groups of 2. Provide access to tracing paper. Give students 10 minutes of work time followed by a whole-class discussion.

Support for Students with Disabilities

Engagement: Develop Effort and Persistence. Encourage and support opportunities for peer interactions. Invite students to talk about their ideas with a partner before writing them down. Display sentence frames to support students when they explain their reasoning. For example, "Each of the sides of the shape I constructed are the same length because...."
Supports accessibility for: Language; Social-emotional skills; Conceptual processing

Anticipated Misconceptions

If students spend more than a few minutes without significant progress, tell them the segment given in the figure is one of the 6 sides of the hexagon. Invite students to compare the given

hexagon to the start of the construction. Then ask if they can draw another segment to make an adjacent side of the hexagon.

Student Task Statement

Here is a hexagon with all congruent angles and all congruent sides (called a *regular* hexagon).
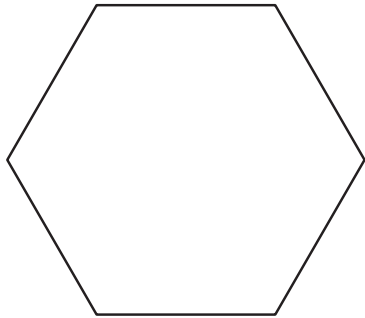
1. Draw a copy of the regular hexagon using only your pencil and no other tools. Trace your copy onto tracing paper. Try to fold it in half. What happened?

2. Here is a figure that shows the first few steps to constructing the regular hexagon. Use straightedge and compass moves to finish constructing the regular hexagon. Trace it onto tracing paper and confirm that when you fold it in half, the edges line up.
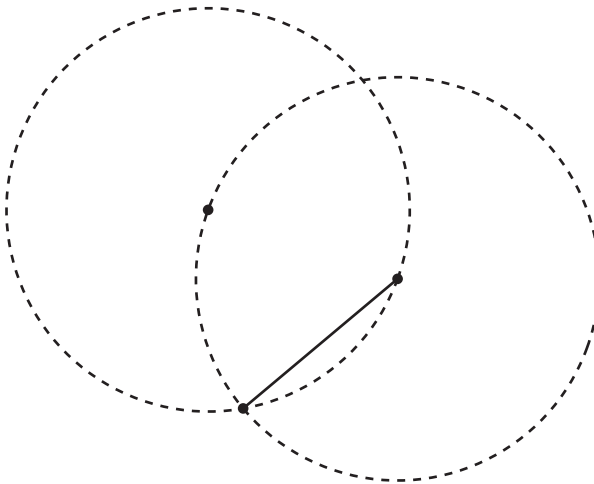
3. How do you know each of the sides of the shape are the same length? Show or explain your reasoning.

Student Response

1. Answers vary. It is likely that students will draw a figure with 6 sides, but the sides will be slightly different lengths and won't be perfectly straight, and the interior angles won't be congruent.

2. Sample construction:
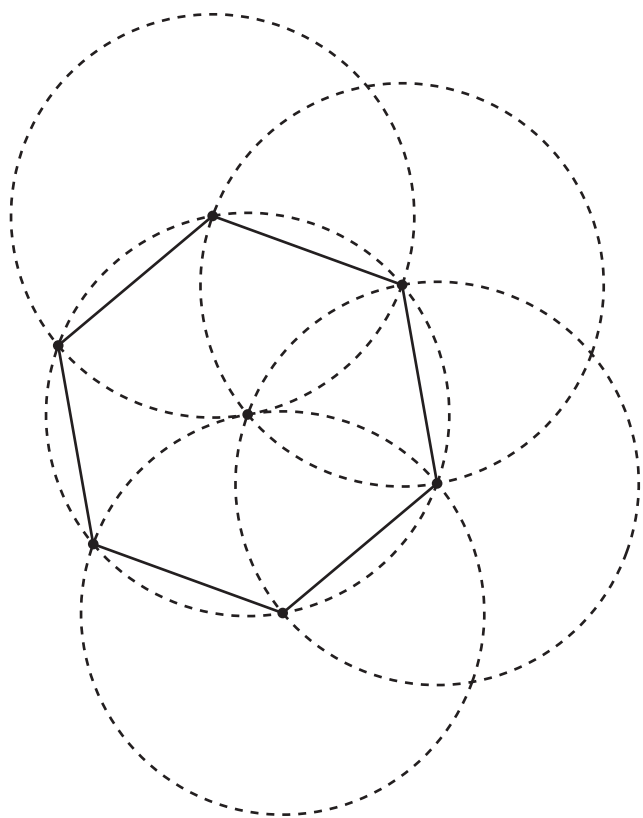
3. Each circle in the construction has the same radius, which is also the length of each side of the regular hexagon.

Are You Ready for More?

Why does the construction end up where it started? That is, how do we know the central angles go exactly 360 degrees around?

Student Response

Sample response: Our construction was made by repeatedly performing the first steps shown in the activity. If we refer to the centers of the two circles as points A and B and the point of intersection as C, then we know that $AB = AC$ and $AB = CB$, as they are radii of the same circles. It follows that ABC is an equilateral triangle and $m\angle CAB = 60°$. When we apply this reasoning to all six constructed segments and their related angles, we have a total of 360 degrees.

Activity Synthesis

The purpose of this discussion is to build toward the concept of a proof by asking students to informally explain why a fact about a geometric object must be true. Ask previously identified students to share their responses to "How do you know each of the sides of the shape are the same length?"

Lesson Synthesis

Point out the display of straightedge and compass moves again. Ask students to identify and define the geometric terms in the display.

- If starting from a blank space, start by marking 2 *points*.

- Create a *line* or **line segment** between 2 marked points.

- Create a **circle** centered at a marked point going through another marked point.

- Set your compass to the *length* between 2 marked points and create a circle with that *radius* centered at any marked point.

- Mark *intersection* points.

- Mark a point on a circle.

- Mark a point on a line or line segment.

After several students share, tell the class that point, line, and distance (or length) are undefined terms. We can use these undefined terms to define other terms. It is important to know that:

- points are infinitesimally small

- lines are infinitely long, extending in both directions

- part of a line with one endpoint is called a ray, and it extends in one direction

- part of a line with two endpoints is called a segment, and it has a measurable length

- a circle is made up of all the points a set distance from a point

- the point is called the center, and the set distance is called the radius

Tell students that, in this course, they will build on their previous understanding of these terms and others to use precise definitions to describe geometric figures.

1.4 Build It

Cool Down: 5 minutes
This cool-down assesses whether students are able to use construction tools to transfer distances and create lines through two points.

Addressing

- HSG-CO.A.1

- HSG-CO.D.12

Anticipated Misconceptions

Students may only draw segment CD and claim that there is no other intersection point. Remind these students lines extend infinitely in both directions.

> **Student Task Statement**
>
> Here is segment AB and a point C:
>
>
>
> Create a circle centered at C whose radius is the length of AB. Mark a point on the circle and label it D. Draw line CD and label its other intersection with the circle as point E.
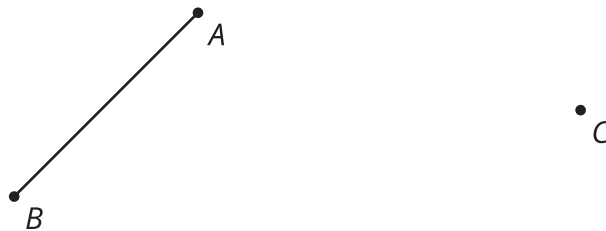
Student Response

Answers vary. A student should use a compass to transfer the distance AB to create a circle of radius AB centered at C, and then construct a line through the center of the circle.

Student Lesson Summary

To construct geometric figures, we use a straightedge and a compass. These tools allow us to create precise drawings that someone else could copy exactly.

- We use the straightedge to draw a **line segment**, which is a set of points on a line with 2 endpoints.

- We name a segment by its endpoints. Here is segment AB, with endpoints A and B.

- We use the compass to draw a **circle**, which is the set of all points the same distance from the center.

- We describe a circle by naming its center and radius. Here is the circle centered at F with radius FG.
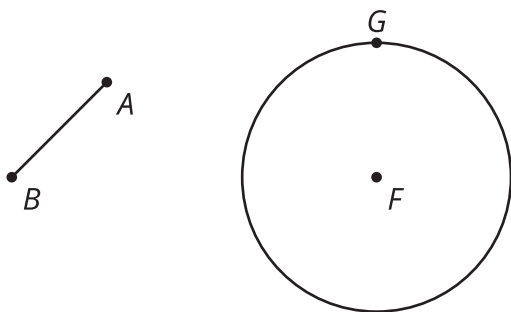
Early mathematicians noticed that certain properties of shapes were true regardless of how large or small they were. Constructions were used as a way to investigate what has to be true in geometry without referring to numbers or direct measurements.

Glossary

- circle
- line segment

Lesson 1 Practice Problems
Problem 1
Statement

Here is a diagram of a straightedge and compass construction. C is the center of one circle, and B is the center of the other. Explain why the length of segment BD is the same as the length of segment AB.
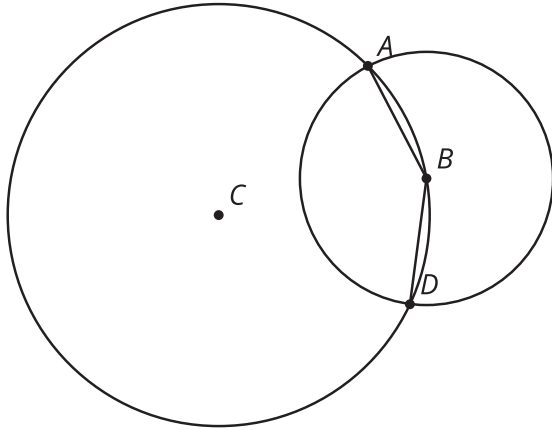
Solution

The two segments must be the same length since both are radii of the same circle centered at B.

Problem 2
Statement

Clare used a compass to make a circle with radius the same length as segment AB. She labeled the center C. Which statement is true?
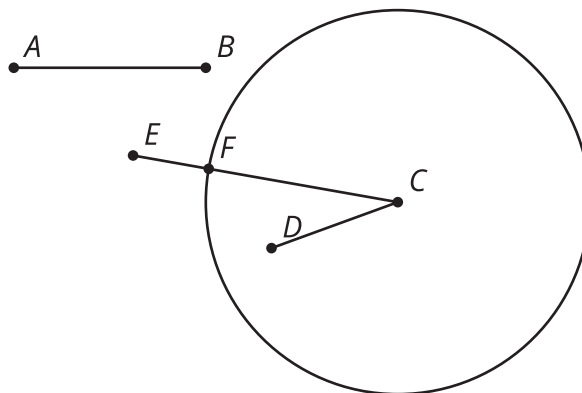
A. $AB > CD$

B. $AB = CD$

C. $AB > CE$

D. $AB = CE$

Solution

A

Problem 3

Statement

The diagram was constructed with straightedge and compass tools. Points A, B, C, D, and E are all on line segment CD. Name a line segment that is half the length of CD. Explain how you know.
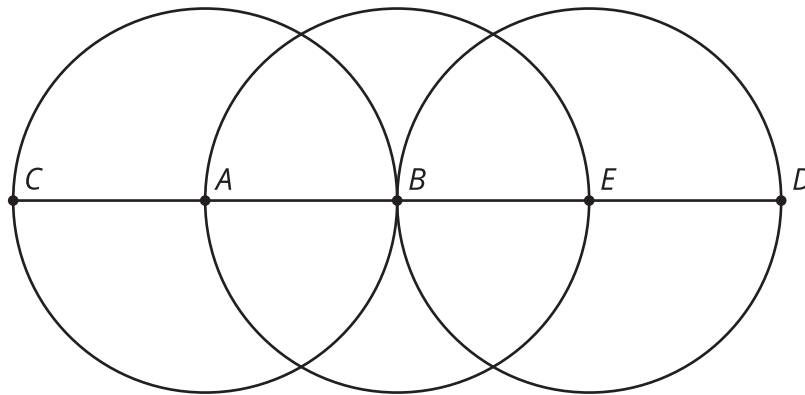
Solution

Sample response: CB. The line segments CA, AB, BE, and ED all have the same length. A line segment composed of two of these segments is half the length of CD.

Problem 4

Statement

This diagram was constructed with straightedge and compass tools. A is the center of one circle, and C is the center of the other.
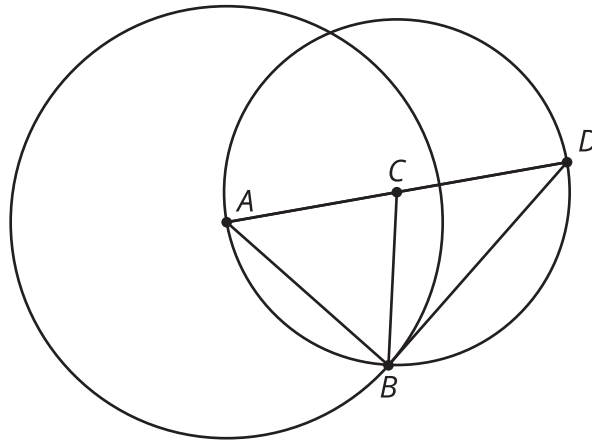
a. The 2 circles intersect at point B. Label the other intersection point E.

b. How does the length of segment CE compare to the length of segment AD?

Solution
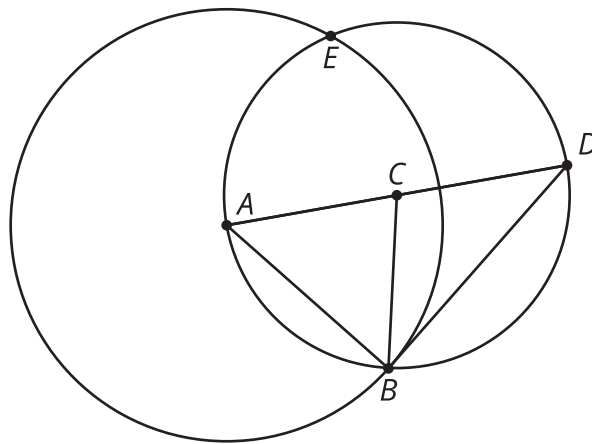
a.

b. Sample response: The length of segment CE is half the length of segment AD because it is a radius of circle C and line segment AD is a diameter of the same circle.

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Teacher Unit Guide

Unit 2

Grade

8

imagine learning

Unit 2

Work with transformations of plane figures in grade 8 builds on earlier work with geometry and geometric measurement, using students' familiarity with geometric figures, their knowledge of formulas for the areas of rectangles, parallelograms, and triangles, and their abilities to use rulers and protractors. Grade 7 work with scaled copies is especially relevant. This work was limited to pairs of figures with the same rotation and mirror orientations (i.e. that are not rotations or reflections of each other). In grade 8, students study pairs of scaled copies that have different rotation or mirror orientations, examining how one member of the pair can be transformed into the other, and describing these transformations. Initially, they view transformations as moving one figure in the plane onto another figure in the plane. As the unit progresses, they come to view transformations as moving the entire plane.

Through activities designed and sequenced to allow students to make sense of problems and persevere in solving them (MP1), students use and extend their knowledge of geometry and geometric measurement. Students begin the first lesson of the unit by looking at cut-out figures, first comparing them visually to determine if they are scaled copies of each other, then representing the figures in a diagram, and finally representing them on a circular grid with radial lines. They encounter the term "scale factor" (familiar from grade 7) and the new terms "dilation" and "center of dilation." In the next lesson, students again use a circular grid with radial lines to understand that under a dilation the image of a circle is a circle and the image of a line is a line parallel to the original. During the rest of the unit, students draw images of figures under dilations on and off square grids and the coordinate plane. In describing correspondences between a figure and its dilation, they use the terms "corresponding points," "corresponding sides," and "image." Students learn that angle measures are preserved under a dilation, but lengths in the image are multiplied by the scale factor. They learn the definition of "similar": two figures are said to be similar if there is a sequence of translations, rotations, reflections, and dilations that takes one figure to the other. They use the definition of "similar" and properties of similar figures to justify claims of similarity or non-similarity and to reason about similar figures (MP3). Using these properties, students conclude that if two triangles have two angles in common, then the triangles must be similar. Students also conclude that the quotient of a pair of side lengths in a triangle is equal to the quotient of the corresponding side lengths in a similar triangle. This conclusion is used in the lesson that follows: students learn the terms "slope" and "slope triangle," and use the similarity of slope triangles on the same line to understand that any two distinct points on a line determine the same slope (MP7). In the following lesson, students use their knowledge of slope to find an equation for a line. They will build on this initial work with slope in a subsequent grade 8 unit on linear relationships. Throughout the unit, students discuss their mathematical ideas and respond to the ideas of others (MP3, MP6).

Many of the lessons in this unit ask students to work on geometric figures that are not set in a real-world context. This design choice respects the significant intellectual work of reasoning about area. Tasks set in real-world contexts are sometimes contrived and hinder rather than help understanding. Moreover, mathematical contexts are legitimate contexts that are worthy of study.

Students do have opportunities in the unit to tackle real-world applications. In the culminating activity of the unit, students examine shadows cast by objects in the Sun. This is an opportunity for them to apply what they have learned about similar triangles (MP4).

In this unit, several lesson plans suggest that each student have access to a *geometry toolkit*. Each toolkit contains tracing paper, graph paper, colored pencils, scissors, ruler, protractor, and an index card to use as a straightedge or to mark right angles, giving students opportunities to develop their abilities to select appropriate tools and use them strategically to solve problems (MP5). Note that even students in a digitally enhanced classroom should have access to such tools; apps and simulations should be considered additions to their toolkits, not replacements for physical tools.

Progression of Disciplinary Language

In this unit, teachers can anticipate students using language for mathematical purposes such as describing, explaining, representing, and justifying. Throughout the unit, students will benefit from routines designed to grow robust disciplinary language, both for their own sense-making and for building shared understanding with peers. Teachers can formatively assess how students are using language in these ways, particularly when students are using language to:

Describe

- observations about scaled rectangles (Lesson 1)
- observations about dilated points, circles, and polygons (Lesson 2)
- sequences of transformations (Lesson 6)
- observations about side lengths in similar triangles (Lesson 9)

Explain

- how to apply dilations to find specific images (Lesson 5)
- how to determine whether triangles are congruent, similar, or neither (Lesson 8)
- strategies for finding missing side lengths (Lesson 9)
- how to apply dilations to find specific images of points (Lesson 12)
- reasoning for a conjecture (Lesson 13)

Represent

- dilations using given scale factors and coordinates (Lesson 4)
- figures using specific transformations (Lesson 6)
- graphs of lines using equations (Lesson 12)

In addition, students are expected to use language to interpret directions for dilating figures and for creating triangles; compare dilated polygons and methods for determining similarity; critique reasoning about angles, sides, and similarity; justify whether polygons are similar; and generalize about points on a line and similar triangles.

The table shows lessons where new terminology is first introduced, including when students are expected to understand the word or phrase receptively and when students are expected to produce the word or phrase in their own speaking or writing. Terms from the glossary appear bolded. Teachers should continue to support students' use of a new term in the lessons that follow the lesson in which it was first introduced.

lesson	new terminology	
	receptive	productive
8.2.1	**scale factor** scaled copy scaling	
8.2.2	**dilation** **center of a dilation** dilate	
8.2.4		**center of a dilation** **scale factor**
8.2.6	**similar**	dilate
8.2.7		**dilation**
8.2.9	quotient	
8.2.10	**similar**	**slope** slope triangle
8.2.11	similarity x-coordinate y-coordinate equation of a line	quotient
8.2.13	estimate approximate / approximately	

iM

Required Materials

Blank paper
Dried linguine pasta
We specified linguine since it is flatter and less likely to roll around than spaghetti.

Four-function calculators
Geometry toolkits
For grade 6: tracing paper, graph paper, colored pencils, scissors, and an index card to use as a straightedge or to mark right angles.

For grades 7 and 8: everything in grade 6, plus a ruler and protractor. Clear protractors with no holes and with radial lines printed on them are recommended.

Notes: (1) "Tracing paper" is easiest to use when it's a smaller size. Commercially-available "patty paper" is 5 inches by 5 inches and ideal for this. If using larger sheets of tracing paper, consider cutting them down for student use. (2) When compasses are required in grades 6-8 they are listed as a separate Required Material.

Long straightedge
Measuring tapes
Pre-printed slips, cut from copies of the blackline master
Rulers marked with inches
Scissors
Straightedges
A rigid edge that can be used for drawing line segments. Sometimes a ruler is okay to use as a straightedge, but sometimes it is preferable to use an unruled straightedge, like a blank index card.

Tape

Assessment : End-of-Unit Assessment (A)

Problem 1

Students selecting A may be thinking only of dilations with scale factor greater than one. Students failing to select B might not realize that "perpendicular lines to perpendicular lines" is a special case of dilations preserving angles. Students failing to select F have forgotten that similar figures are defined as figures which can be matched by a sequence of dilations and rigid transformations.

> ### Statement
>
> Select **all** the true statements.
>
> A. Dilations always increase the length of line segments.
>
> B. Dilations take perpendicular lines to perpendicular lines.
>
> C. Dilations of an angle are congruent to the original angle.
>
> D. Dilations increase the measure of angles.
>
> E. Dilations of a triangle are congruent to the original triangle.
>
> F. Dilations of a triangle are similar to the original triangle.

Solution

["B", "C", "F"]

Aligned Standards

8.G.A

Problem 2

This problem's focus is the angle-angle criterion for similarity.

Students selecting A may believe that triangles that share only one pair of congruent angles must be similar. Students selecting B might know the angle-angle criterion, but are making a subtler mistake. If the 40° angles are both vertex angles or both base angles of their respective isosceles triangles, then the remaining angle pairs across the triangles must be the same. However, if one is a vertex angle and the other is a base angle, this reasoning falls apart. Students selecting C may have made a calculation mistake, thinking that a remaining angle in one of the triangles is a match for an angle in the other. This type of reasoning works for choice D: using the fact that the angle measures of a triangle add up to $180°$, the remaining angle in Triangle 7 is $105°$ and the remaining angle in Triangle 8 is $25°$.

> ### Statement
>
> Which pair of triangles **must** be similar?

iM

Solution

D

Aligned Standards

8.G.A.5

Problem 3

Students selecting B have either miscounted the vertical length of the slope triangle or are simply eyeballing—this line has slope 2. Students selecting C or D (and not selecting A or E) are dividing horizontal length by vertical length rather than the other way around.

Statement

Select **all** the lines that have a slope of $\frac{5}{2}$.
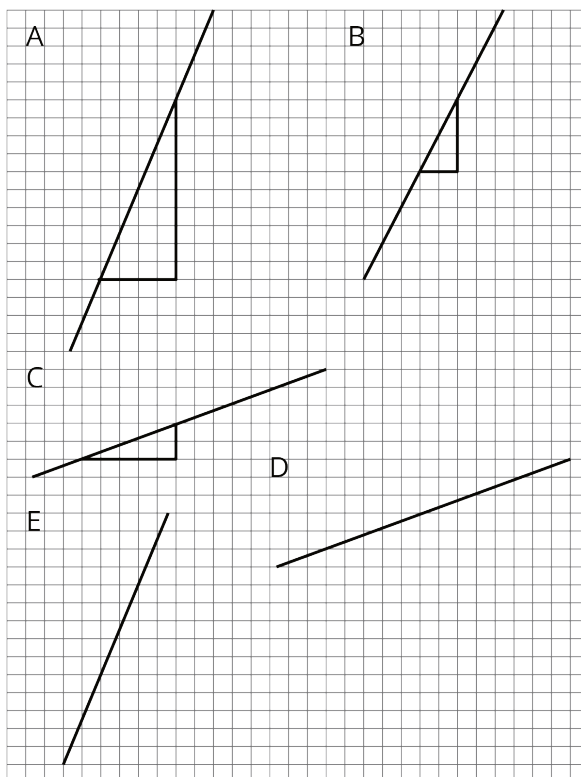
A. A

B. B

C. C

D. D

E. E

Solution

["A", "E"]

Aligned Standards

8.EE.B.6

Problem 4

Students identify which polygons are similar to a given polygon on a grid. For each similar polygon, they describe similarity transformations that take one figure to another. Watch for students who do not say Polygon E is similar; they likely believe that similar polygons cannot be congruent.

Statement

Here are some polygons:

1. Which of Polygons B, C, D, E, and F are similar to Polygon A?

2. Choose *one* of the polygons that are similar to Polygon A, and describe a sequence of transformations that take Polygon A to the selected polygon.
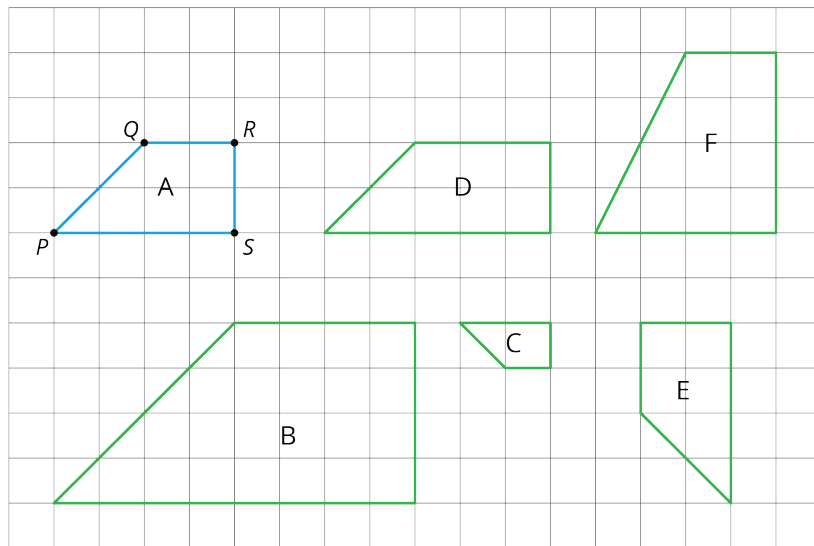
Solution

1. Polygons B, C, and E

2. Answers vary. For B, dilate with center P and a scale factor of 2, then translate 6 squares down. For C, dilate using scale factor of $\frac{1}{2}$ and center S, and then reflect over line PS and

translate 3 squares down and $7\frac{1}{2}$ squares to the right. For E, rotate 90 degrees counterclockwise around S, and then translate 2 squares down and 11 squares to the right.

Minimal Tier 1 response:

- Work is complete and correct.

- Acceptable errors: work does not specify which polygon they are working with in part b, but the chosen polygon is clear from a correct response; use of language like "move" or "shift" instead of "translate."

- Sample:

1. B, C, E

2. (for polygon B) Dilate with scale factor 2 from point P. Then move 6 units down.

Tier 2 response:

- Work shows general conceptual understanding and mastery, with some errors.

- Sample errors: centers of rotations/dilations, scale factors of dilations, or lines of reflection are omitted but the meaning is clear because of intermediate drawings; one incorrect (or missing) answer in part a; instructions for the sequence of rigid motions and dilations contain a small, easily identifiable error (such as saying to translate 7 units instead of 6 units).

Tier 3 response:

- Significant errors in work demonstrate lack of conceptual understanding or mastery.

- Sample errors: response to part b is based on an incorrect choice in part a, the sequence of rigid motions and dilations does not take Polygon A to the chosen polygon (and is not close), incorrect answer to part a.

Aligned Standards

8.G.A.4

Problem 5

When two shapes are similar, a scale factor relates lengths in one figure to the corresponding lengths in the other. At the same time, ratios of lengths in one figure (e.g., length to width) are the *same* as in the other figure. In this problem, it is simpler to use this second idea when calculating side lengths of the triangles.

> ## Statement
>
> Triangles ABC and DEF are similar.
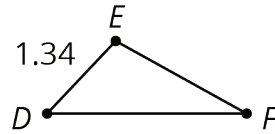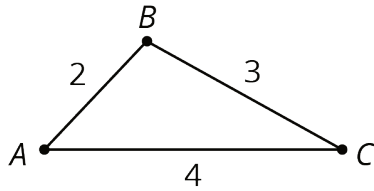
1. Find the length of segment DF.

2. Find the length of segment EF.

Solution

1. 2.68 units (twice as long as segment DE)

2. 2.01 units ($\frac{3}{2}$ as long as segment DE)

Aligned Standards

8.G.A.4

Problem 6

This problem has students use slope triangles to write an equation for a line. This equation can be used to find the unknown values later in the problem. However, students can just as easily reason about slope to find these values.

Statement

All of the points in the picture are on the same line.

1. Find the slope of the line. Explain or show your reasoning.

2. Write an equation for the line.

3. Find the values for a and b. Explain or show your reasoning.
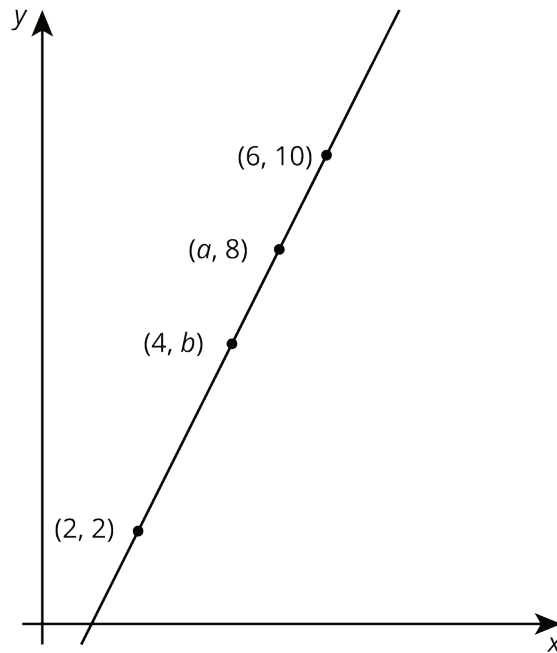
Solution

1. 2, because $\frac{10-2}{6-2} = \frac{8}{4} = 2$.

2. $\frac{y-10}{x-6} = 2$ or equivalent

3. $a = 5, b = 6$. These can be found by counting "over 1, up 2" from known points or by using the equation from part b.

Minimal Tier 1 response:

- Work is complete and correct.

- Sample:

1. $\frac{10-2}{6-2} = 2$

2. $\frac{y-10}{x-6} = 2$

3. When you go over one unit, you go up two to stay on the line. That means it goes $(2,2)$, $(3,4)$, $(4,6)$, $(5,8)$.... So $a = 5, b = 6$.

Tier 2 response:

- Work shows general conceptual understanding and mastery, with some errors.

- Sample errors: incorrect answers to parts c based on small algebra errors in using the equation of the line or on miscounting when finding intermediate points; finding that the slope

is $\frac{1}{2}$ or the equation for the line is $\frac{x-2}{y-2} = 2$ or $\frac{x-2}{y-2} = \frac{1}{2}$; correct answers to two problem parts with badly incorrect answer to one problem part.

Tier 3 response:

- Significant errors in work demonstrate lack of conceptual understanding or mastery.

- Sample errors: work does not involve slope beyond part a; student answers some problems correctly by "eyeballing" but reasoning does not appeal to slope (or related concepts like, "two up, one over"); more than one incorrect answer without explanation.

Aligned Standards

8.EE.B.6

Problem 7

Students apply dilations to a polygon off of a grid. They then reason about similarity. Because of the way the two polygons are constructed, there is a natural sequence of dilations that takes one polygon to the other, making them similar.

Statement

Here is a polygon:
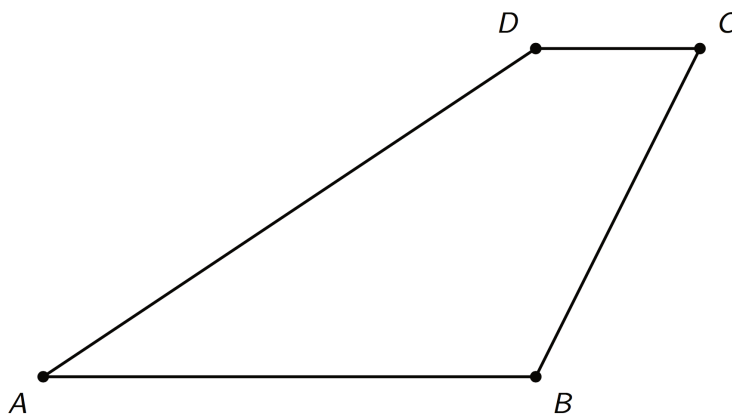
1. Draw the dilation of $ABCD$ using center A and scale factor $\frac{1}{2}$. Label the dilation $EFGH$.

2. Draw the dilation of $ABCD$ with center D and scale factor $\frac{1}{3}$. Label the dilation $IJKL$.

3. Show that $EFGH$ and $IJKL$ are similar.

Solution

1.
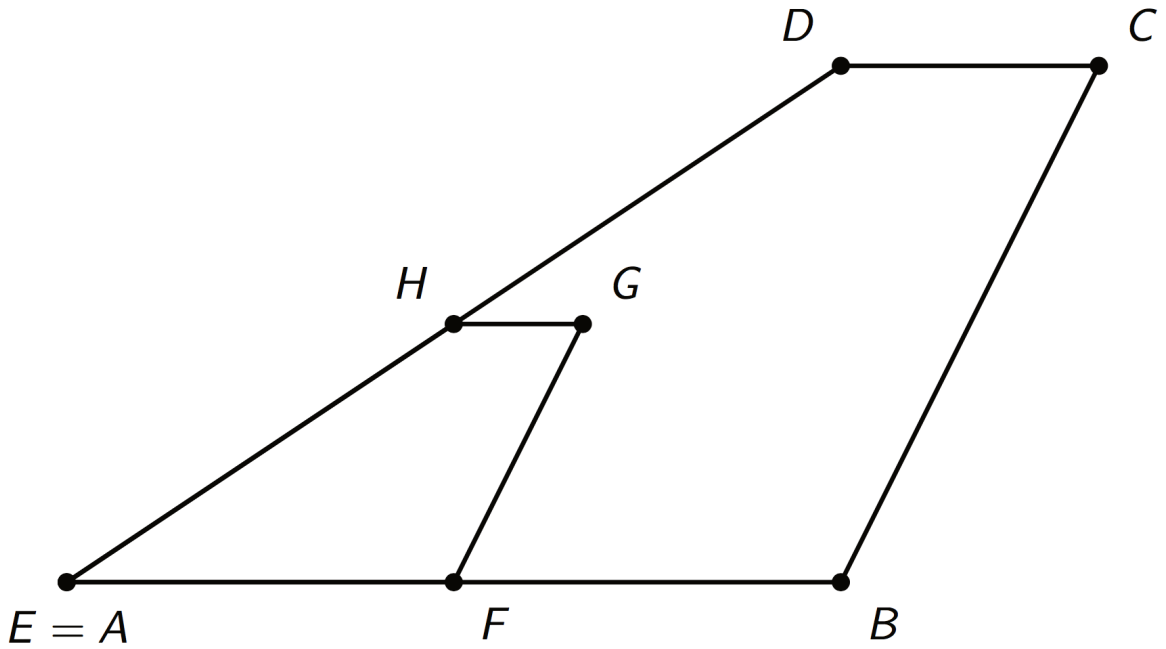
2.
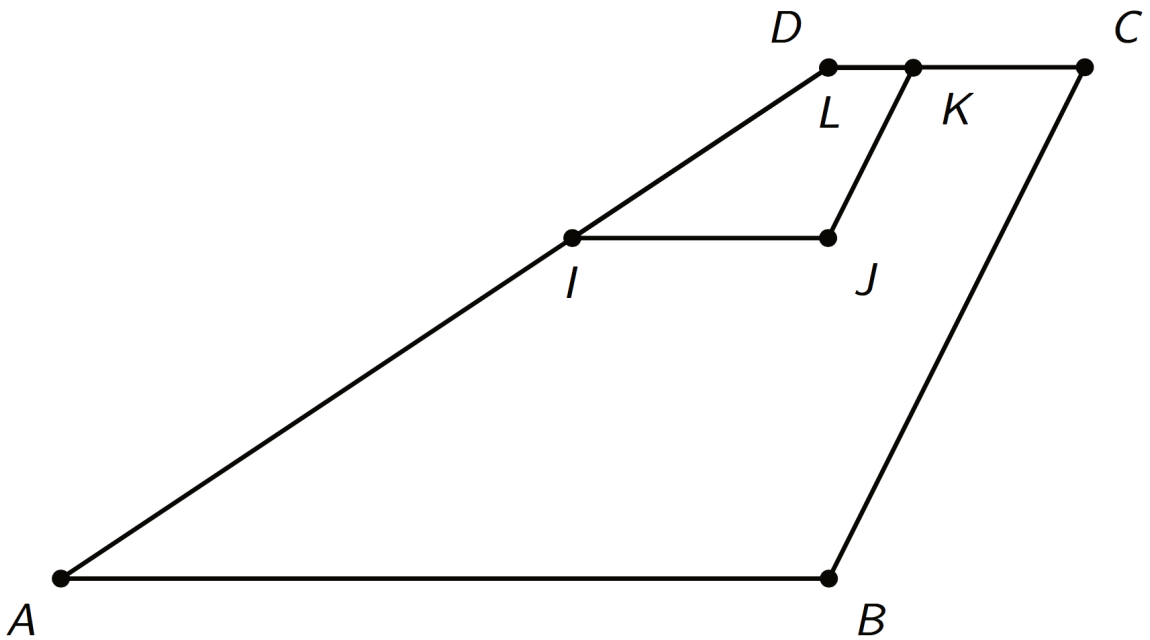
3. If $EFGH$ is dilated with center A and a scale factor of 2, the result is $ABCD$. If $ABCD$ is dilated with center D and a scale factor of $\frac{1}{3}$, the result is $IJKL$.

Minimal Tier 1 response:

- Work is complete and correct, with complete explanation or justification.

- Sample:

1. See diagram

2. See diagram

3. $EFGH$ and $IJKL$ are both dilations of the same polygon.

Tier 2 response:

- Work shows good conceptual understanding and mastery, with either minor errors or correct work with insufficient explanation or justification.

- Sample errors: scale is correct in the dilations, but the center is incorrect; work involves a minor mistake dilating one point; response to part c is something like "$EFGH$ and $IJKL$ are dilations of each other" without a justification such as referencing $ABCD$.

Tier 3 response:

- Work shows a developing but incomplete conceptual understanding, with significant errors.

- Sample errors: correct work for parts a and b but very weak or missing explanation in part c; work shows general understanding of dilations but a few points are placed incorrectly, dilations are performed using scale factors of 2 or 3 rather than $\frac{1}{2}$ or $\frac{1}{3}$.

Tier 4 response:

- Work includes major errors or omissions that demonstrate a lack of conceptual understanding and mastery.

- Sample errors: work for parts a and b does not result in anything resembling dilations.

Aligned Standards

8.G.A.4

Assessment : End-of-Unit Assessment (B)

Teacher Instructions

It may be helpful to make graph paper available for question 6.

Problem 1

Students identify a similarity transformation that takes one figure to another. Students that select A or B have an incomplete understanding of similar figures. Students selecting D understand that a dilation is part of a similarity transformation but forgot that they needed to include a translation to correctly explain the similarity.

Statement

Han's teacher asked him to draw a polygon similar to polygon A. Here is his work. Which explanation shows that polygons A and C are similar to each other?
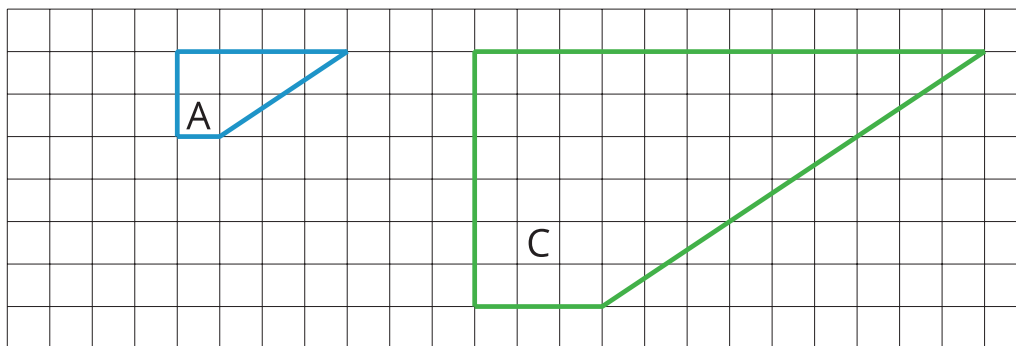
A. Use a protractor to measure all four angles in polygon A and all four angles in polygon C. Since each angle in polygon A has a matching angle measure in polygon C, the polygons are similar.

B. Since each side in polygon C is three times as long as the corresponding side in polygon A, the figures are similar.

C. Dilate polygon C with center at the upper-left vertex and a scale factor of $\frac{1}{3}$. Then, translate 7 units to the left. Since polygon C can be taken to polygon A with a dilation followed by a translation, the figures are similar.

D. Dilate polygon C with center at the upper-right corner and a scale factor of 3. Since polygon C can be taken to polygon A with a dilation, the polygons are similar.

Solution

C

Aligned Standards

8.G.A.4
Problem 2

Students failing to select A may think dilations do not preserve angle measure. Students selecting B, C or D may be confusing similar and congruent or thinking that a dilation is a rigid transformation.

Statement

Select the true statement.

A. Dilations of an angle must be congruent to the original angle.

B. Dilations of a triangle must be congruent to the original triangle.

C. Dilations of a segment must be congruent to the original segment.

D. Dilations of a circle must be congruent to the original circle.

Solution

A

Aligned Standards

8.G.A
Problem 3

Students find the slope of a line on a grid without coordinate axes. Line C does not include a "slope triangle". Be mindful of students who calculate the slope as the horizontal length divided by the vertical length.

Statement

Find the slope of each line.
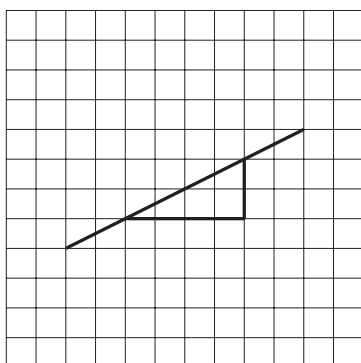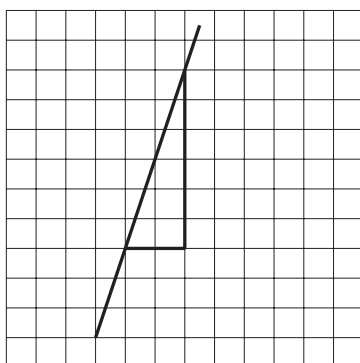
A   **B**   **C**
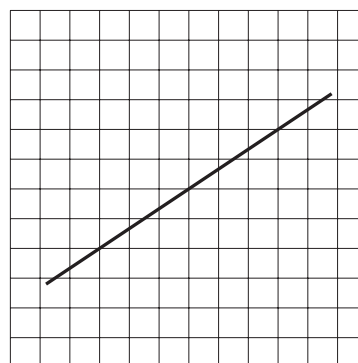
Solution

A. $\frac{1}{2}$ (or equivalent)

B. 3 (or equivalent)

C. $\frac{2}{3}$ (or equivalent)

Aligned Standards

8.EE.B.6

Problem 4

This problem's focus is the angle-angle criterion for similarity but students must consider if they really have enough information to use this criteria. If the $30°$ angles are both vertex angles or both base angles of their respective isosceles triangles, then the remaining angle pairs across the triangles must be the same. However, if one is a vertex angle and the other is a base angle, this angle-angle criterion does not apply.

> ## Statement
>
> Triangles 1 and 2 are both isosceles. They each have a $30°$ angle. Explain why these triangles do not have to be similar to each other. If you get stuck, consider drawing a diagram.

Solution

They do not have to be similar because an isosceles triangle with only one $30°$ angle does not have the same angle measures as a triangle with two $30°$ angles. If the isosceles triangle has two $30°$ angles then the third angle would be $120°$ because $180 - 30 - 30 = 120$. If the triangle has only one $30°$ angle, then the other two angles would be $75°$ because $180 - 30 = 150$ and 150 divided by 2 is 75.

Minimal Tier 1 response:

- Work is complete and correct.

- Acceptable errors: students do not need to directly mention angle-angle similarity as long as they reason correctly about needing at least two corresponding angles with equal measure.

- Sample: The triangles would not be similar if one triangle has two 30 degree angles and the other triangle only has one because similar triangles need at least two pairs of angles with the same measures.

Tier 2 response:

- Work shows general conceptual understanding and mastery, with some errors.

- Sample errors: minor errors in computing possible angles for the triangles; draws accurate pictures but written explanation may be incomplete.

Tier 3 response:

- Significant errors in work demonstrate lack of conceptual understanding or mastery.

- Sample errors: Fails to consider that the 30° angles could be the vertex angle or the base angle. Asserts that one pair of congruent corresponding angles guarantees the triangles are similar.

Aligned Standards

8.G.A.5

Problem 5

When two shapes are similar, a scale factor relates lengths in one figure to the corresponding lengths in the other. At the same time, ratios of lengths in one figure (e.g., length to width) are the same as in the other figure. In this problem, it is simpler to use this second idea when calculating side lengths of the triangles.

Statement

Triangles ABC and DEF are similar.
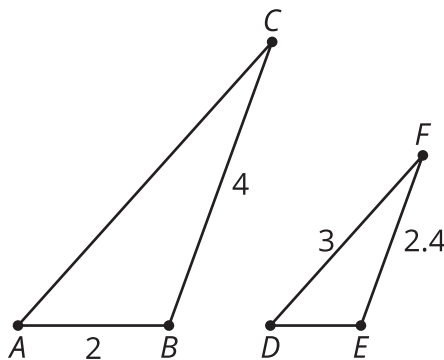
1. Find the length of segment DE.

2. Find the length of segment AC.

Solution

1. 1.2 units (half as long as segment EF)

2. 5 units ($\frac{5}{3}$ as long as segment FD)

Aligned Standards

8.G.A.4

Problem 6

This problem has students use slope triangles to write an equation for a line. This equation can be used to find the unknown value later in the problem and verify a point is on the line. However, students can just as easily reason about slope to answer these questions.

Statement

All of the points in the picture are on the same line.

1. Find the slope of the line. Explain or show your reasoning.

2. Write an equation for the line.

3. What is the value of c? Explain or show your reasoning.

4. Is the point $(0, \text{-}2)$ on this line? Explain how you know.
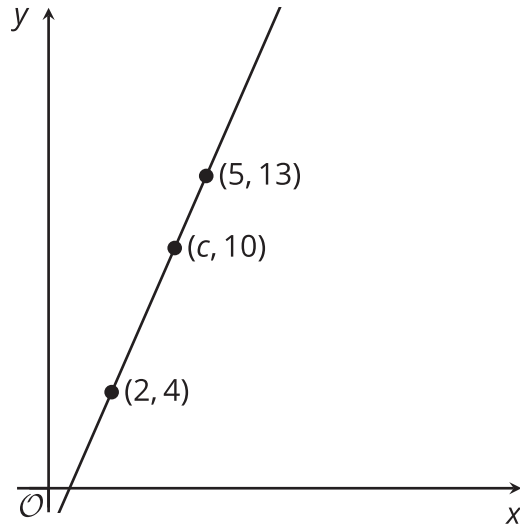
Solution

1. 3 ($\frac{13-4}{5-2} = \frac{9}{3} = 3$)

2. $\frac{y-4}{x-2} = 3$ (or equivalent)

3. $c = 4$. This can be found by counting "over 1, up 3" from $(2, 4)$ or by using the equation from the previous question.

4. Yes. $\frac{\text{-}2-4}{0-2} = 3$ The slope of the line containing $(0, \text{-}2)$ and $(2, 4)$ is the same as the slope between the original two points. This can also be verified by counting "over 1, up 3" from one of the two given points.

Minimal Tier 1 response:

- Work is complete and correct.

Sample:

1. $\frac{13-4}{5-2} = \frac{9}{3} = 3$

2. $\frac{y-4}{x-2} = 3$

3. When you go over one unit, you go up three to stay on the line. That means it goes (2,4), (3,7), (4,10), …. So c=4.

4. Counting backwards: (2,4), (1,1), (0,-2) so the point (0,-2) is on the line.

Tier 2 response:

- Work shows general conceptual understanding and mastery, with some errors.

- Sample errors: incorrect answers to parts c and d based on small algebra errors in using the equation of the line or on miscounting when finding intermediate points; finding that the slope is 1/3 or the equation for the line is $\frac{x-2}{y-4} = 3$; correct answers to three problem parts with badly incorrect answer to one problem part.

Tier 3 response:

- Significant errors in work demonstrate lack of conceptual understanding or mastery.

- Sample errors: work does not involve slope beyond parts b or c; student answers some problems correctly by "eyeballing" but reasoning does not appeal to slope (or related concepts like, "two up, one over"); more than one incorrect answer without explanation.

Aligned Standards

8.EE.B.6

Problem 7

Students apply dilations to a triangle off of a grid and a point not on the triangle. They then reason about similarity. Because both dilations use the same center, students can reason they triangles are similar as a result of successive dilations. They could also describe a translation and a dilation that would show the two triangles are similar.

Statement

Here is triangle ABC and point P:
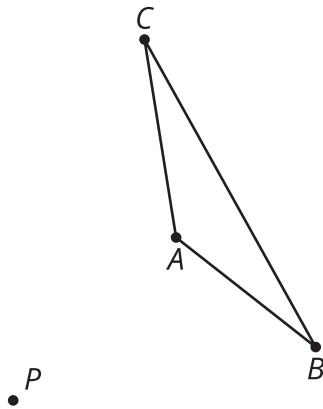
1. Draw the dilation of ABC using center P and scale factor $\frac{1}{3}$. Label the dilation DEF.

2. Draw the dilation of ABC with center P and scale factor 2. Label the dilation GHI.

3. Show that DEF and GHI are similar.

Solution

1.
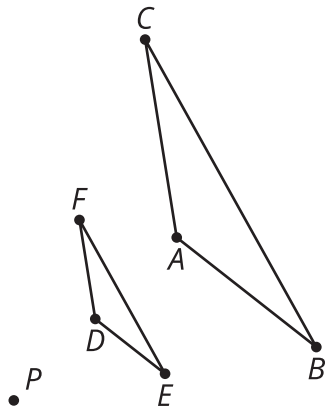
2.
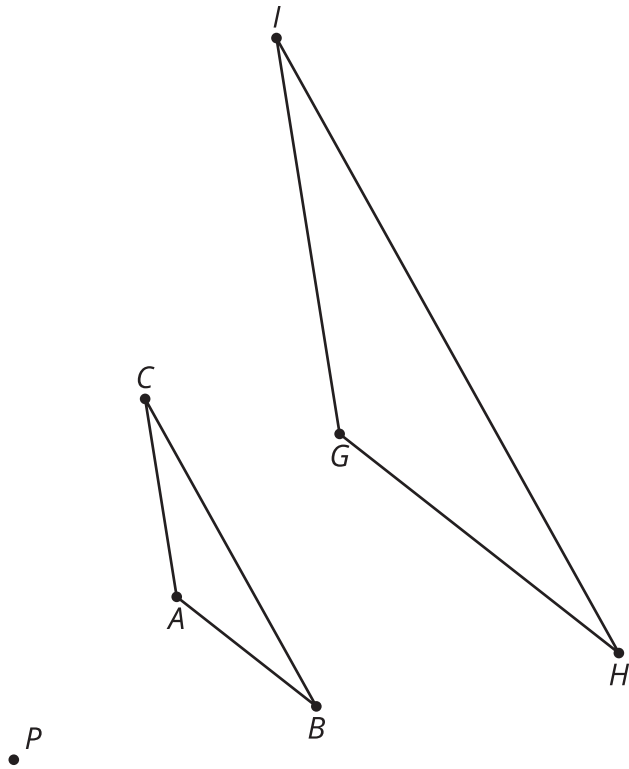
3. If DEF is dilated with center P and a scale factor of 3, the result is ABC. If ABC is dilated with center D and a scale factor of 2, the result is GHI. This sequence of two dilations takes triangle DEF to triangle GHI.

Minimal Tier 1 response:

- Work is complete and correct, with complete explanation or justification.

- Sample:

1. See above diagram

2. See above diagram

3. DEF and GHI are both dilations of the same triangle.

Tier 2 response:

- Work shows good conceptual understanding and mastery, with either minor errors or correct work with insufficient explanation or justification.

- Sample errors: scale is correct in the dilations, but the center is incorrect; work involves a minor mistake dilating one point; response to part c is something like "DEF and GHI are dilations of each other" without a justification such as referencing ABC.

Tier 3 response:

- Work shows a developing but incomplete conceptual understanding, with significant errors.

- Sample errors: correct work for parts a and b but very weak or missing explanation in part c; work shows general understanding of dilations but a few points are placed incorrectly, dilations are performed using scale factors of 3 or 1/2 rather than 1/3 or 2.

Tier 4 response:

- Work includes major errors or omissions that demonstrate a lack of conceptual understanding and mastery.

- Sample errors: work for parts a and b does not result in anything resembling dilations.

Aligned Standards

8.G.A.4

Section: Dilations

Lesson 1: Projecting and Scaling

Goals

- Comprehend the term "dilation" as a process that produces scaled copies.

- Describe (orally) features of scaled copies of a rectangle.

- Identify rectangles that are scaled copies of one another.

Learning Targets

- I can decide if one rectangle is a dilation of another rectangle.

- I know how to use a center and a scale factor to describe a dilation.

Lesson Narrative

In grade 7, students examine scaled copies. For polygons, they identify that side lengths of scaled copies are proportional, and the constant of proportionality relating the original lengths to the corresponding lengths in the scaled copy is the scale factor. This lesson builds on this experience. In the first activity, students arrange a set of scaled copies of rectangles and observe that if the rectangles are arranged to share one angle, then the opposite vertices all lie on the same line. This motivates an informal introduction of *dilation*, a geometric process that produces scaled copies. In the context of the set of rectangles, the shared vertex is the *center of dilation* and, as students will learn in later lessons, the dilation scales the distance of all points (not just the upper right vertex of the rectangle) from the center of dilation. A second optional activity recalls explicitly work from grade 7 about scaled copies of rectangles.

Alignments

Building On

- 6.NS.A: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

- 7.G.A.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Addressing

- 8.G.A: Understand congruence and similarity using physical models, transparencies, or geometry software.

Building Towards

- 8.G.A: Understand congruence and similarity using physical models, transparencies, or geometry software.

Instructional Routines

- MLR2: Collect and Display

- MLR5: Co-Craft Questions

- MLR7: Compare and Connect

- MLR8: Discussion Supports

- Number Talk

Required Materials

Blank paper   **Rulers marked with inches**
Four-function calculators   **Scissors**
Long straightedge

Required Preparation

For the activity Sorting Rectangles, decide whether students will create their own set of rectangles A–E or if you will create these ahead of time. If students will create their own, they need 2 sheets of copier paper and a pair of scissors. (Students do not need scissors if they are not creating the rectangles.) If you will create them ahead of time, prepare and label one set A–E for each pair of students:

- A: One full sheet, 8.5 by 11 inch

- B: One half sheet, 8.5 by 5.5

- C: One quarter sheet, 4.25 by 5.5

- D: One eighth sheet, 4.25 by 2.75

- E: One sixteenth sheet, 2.125 by 2.75

Calculators are optional. Decide whether you want students to handle the computations without a calculator or whether you will offer calculators.

Each pair of students will also need a long straightedge (at least 14 inches long). Meter or yardsticks would work, or a long straightedge can be created from newspaper, like this:
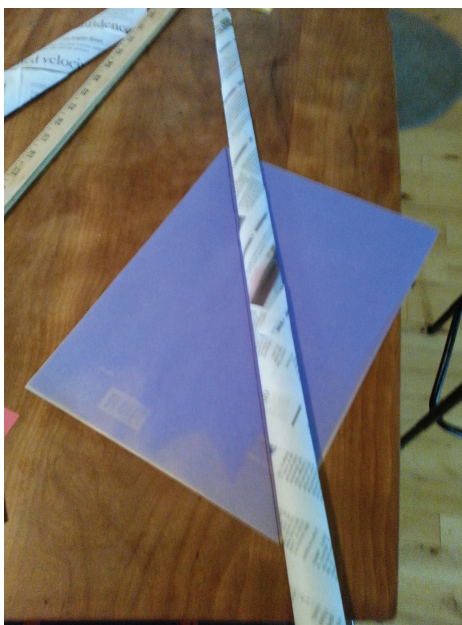
1.1 Number Talk: Remembering Fraction Division

Warm Up: 10 minutes
This Number Talk gives students an opportunity to recall strategies for computation problems that will arise in the lesson. While many strategies may emerge, the focus of these problems is for students to recall and rehearse a reliable way to divide a mixed number by a whole number. Likely strategies are:

- Use the distributive property to divide each component of the mixed number separately.

- Convert the mixed number into a fraction of the form $\frac{a}{b}$, then multiply by the reciprocal of the divisor.

Three problems are given. In the limited time available, however, it may not be possible to share every possible strategy. Consider gathering only one or two different strategies per problem.

Building On

- 6.NS.A

Instructional Routines

- MLR2: Collect and Display

- MLR7: Compare and Connect

- MLR8: Discussion Supports

- Number Talk

Launch

Display one problem at a time. Give students 1 minute of quiet think time per problem and ask them to give a signal when they have an answer and a strategy. Follow with a whole-class discussion.

Student Task Statement

Find each quotient. Write your answer as a fraction or a mixed number.

$6\frac{1}{4} \div 2$

$10\frac{1}{7} \div 5$

$8\frac{1}{2} \div 11$

Student Response

- $3\frac{1}{8}$ or $\frac{25}{8}$. Possible strategies:
    a. $6 \div 2 = 3$ and $\frac{1}{4} \div 2 = \frac{1}{8}$

    b. $6\frac{1}{4} = \frac{25}{4}$, and $\frac{25}{4} \div 2 = \frac{25}{4} \cdot \frac{1}{2} = \frac{25}{8}$

- $2\frac{1}{35}$ or $\frac{71}{35}$. Possible strategies:
    a. $10 \div 5 = 2$ and $\frac{1}{7} \div 5 = \frac{1}{35}$

    b. $10\frac{1}{7} = \frac{71}{7}$, and $\frac{71}{7} \div 5 = \frac{71}{7} \cdot \frac{1}{5} = \frac{71}{35}$

- $\frac{17}{22}$. Possible strategy:
    a. $8 \div 11 = \frac{8}{11}$, $\frac{1}{2} \div 11 = \frac{1}{22}$, and $\frac{8}{11} + \frac{1}{22} = \frac{17}{22}$

    b. $8\frac{1}{2} = \frac{17}{2}$, and $\frac{17}{2} \div 11 = \frac{17}{2} \cdot \frac{1}{11} = \frac{17}{22}$

Activity Synthesis

Ask students to share their strategies for each problem. Record and display their explanations for all to see (refer to MLR 2 Collect and Display). Ask students if or how the numbers in the problem impacted their choice of strategy. Point out how the first problem differs from the third in an

important way: for the first problem it is not necessary to convert the mixed number to a fraction because the whole number part of the mixed number is evenly divisible by 2.

To involve more students in the conversation, use MLR 7 (Compare and Connect) by asking probing questions and connecting students' responses, such as:

- "Who can restate _____'s reasoning using your own words?"

- "Does anyone want to add on to _____'s explanation?"

- "Do you agree or disagree _____'s reasoning? Why?"

- "How is _____'s reasoning similar to and different from _____'s reasoning?"

Support for English Language Learners

Speaking: *MLR8 Discussion Supports.*: Display sentence frames to support students when they explain their strategy. For example, "First, I _____ because . . ." or "I noticed _____ so I . . . ." Some students may benefit from the opportunity to rehearse what they will say with a partner before they share with the whole class.
Design Principle(s): Optimize output (for explanation)

1.2 Sorting Rectangles

20 minutes
This activity recalls work from grade 7 on scaled copies, purposefully arranging a set of scaled copies to prepare students to understand the process of dilation. If one rectangle is a scaled copy of another, then they can be arranged so that the diagonal of the larger rectangle *contains* the diagonal of the smaller rectangle. To do this, it is sufficient to line up the rectangles so that the vertices of the right angles at their lower left match up. Students will arrange a set of rectangles into groups with shared diagonals and examine the scale factors relating the rectangles. Afterward, during the discussion, the word dilation is first used, in an informal way, as a way to make scaled copies (of the rectangle in this case). From this point of view, the shared vertex of each set of rectangles is the center of dilation and once we choose an original rectangle from each set, there is a scale factor associated to each copy, namely the scale factor needed to produce the copy from the original.

As an *optional* additional part to this activity, students may perform a visual test that helps decide whether or not two cut-out figures are scaled copies of one another. The visual test tells whether two cut-out figures are scaled copies of each other by holding each figure at a different distance from the eye and checking if it is possible to make the two figures match up exactly.

Monitor for how students sort the rectangles and how they find measurements of the new rectangles. Encourage them to use what they know about how the rectangles were created rather

than measuring each new rectangle (which is likely to introduce errors). Also monitor for how they decide if one rectangle is a scaled copy of another.

Building On

- 7.G.A.1

Building Towards

- 8.G.A

Instructional Routines

- MLR2: Collect and Display

Launch

If students will perform the optional eyeball test, tell them that one way to check whether two shapes are scaled copies of each other is to use the "eyeball test." Students will perform this test for themselves in the activity, but will watch a demonstration first.

- Hold one rectangle up in front of your face in one hand, and another rectangle farther away from your face in the other hand. (The larger rectangle should be farther away than the smaller rectangle.)

- Close one eye.

- If you can adjust your arms so that the rectangles appear to be exactly the same, then they are a match. If it is not possible to adjust your arms so that the rectangles appear to be exactly the same, then they are not a match. Explain to students that their job will be to use the eyeball test to figure out which pairs of their rectangles are matches.

Arrange students in groups of 2. Provide a set of 5 pre-cut rectangles and a long straightedge to each group and, optionally, access to calculators. (Alternatively, you could give each group two whole sheets of paper and instruct them to do the folding and cutting. This option might be attractive if your students would understand the idea of "halving" the measurements better with the concrete experience.)

If students are performing the optional "eyeball test" on pairs of rectangles, instruct them to sort the rectangles into different piles so that all of the rectangles in each pile "match" one another according to the eyeball test. Instruct them to discuss their thinking as a group to reach an agreement.

Support for Students with Disabilities

Representation: Internalize Comprehension. Provide a range of examples and counterexamples of rectangles that are scaled copies of the full sheet of paper. Show an example of a scaled copy and then a counterexample. Be sure to justify the reasoning in each example. Consider providing step-by-step directions for students to find the scale factor between rectangles and how to compare corresponding angle measures.
Supports accessibility for: Conceptual processing

Support for English Language Learners

Conversing, Reading: MLR2 Collect and Display. As students work in pairs to make sense of the problem, circulate and listen to students as they determine which rectangles are scaled copies of the full sheet of paper. Write down the observations students make about the measurements of rectangles A, C, and E. As students review the language and diagrams collected in the visual display, encourage students to clarify the meaning of a word or phrase. For example, a phrase such as "rectangle E is the same as rectangle C but smaller" can be clarified by rephrasing the statement as "the side lengths of rectangle E are half of the side lengths of rectangle C." This routine will provide feedback to students in a way that supports sense-making while simultaneously increasing meta-awareness of language.
Design Principle(s): Support sense-making; Maximize meta-awareness

Anticipated Misconceptions

If students forget how to check if two rectangles are scaled copies of one another, remind them to compare the measurements to see if they have the same scale factor. Students may recall that that scaled copies have corresponding angles of the same measure, but they may not recall that equal angle measurements don't necessarily mean you have scaled copies.

> ### Student Task Statement
>
> Rectangles were made by cutting an $8\frac{1}{2}$-inch by 11-inch piece of paper in half, in half again, and so on, as illustrated in the diagram. Find the lengths of each rectangle and enter them in the appropriate table.

$8\frac{1}{2}$ inches
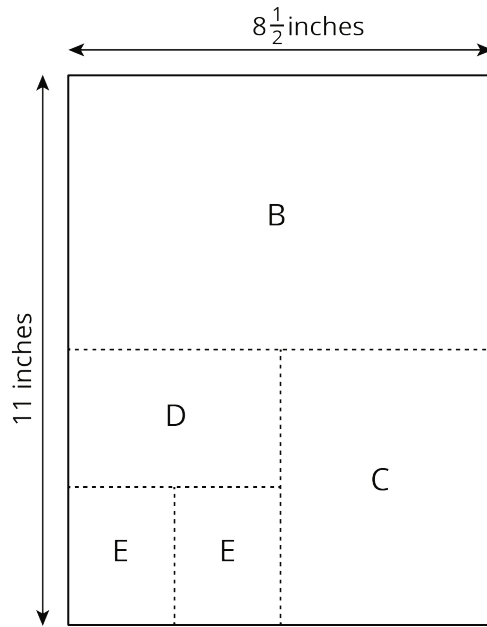
11 inches

1. Some of the rectangles are scaled copies of the full sheet of paper (Rectangle A). Record the measurements of those rectangles in this table.

rectangle	length of short side (inches)	length of long side (inches)
A	$8\frac{1}{2}$	11

2. Some of the rectangles are *not* scaled copies of the full sheet of paper. Record the measurements of those rectangles in this table.

rectangle	length of short side (inches)	length of long side (inches)

3. Look at the measurements for the rectangles that are scaled copies of the full sheet of paper. What do you notice about the measurements of these rectangles? Look at the measurements for the rectangles that are *not* scaled copies of the full sheet. What do you notice about these measurements?

4. Stack the rectangles that are scaled copies of the full sheet so that they all line up at a corner, as shown in the diagram. Do the same with the other set of rectangles. On each stack, draw a line from the bottom left corner to the top right corner of the biggest rectangle. What do you notice?
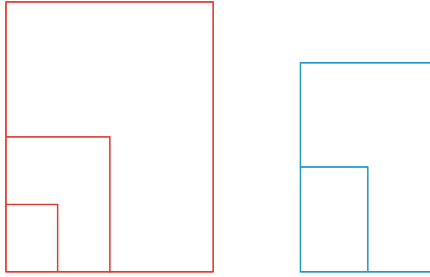
5. Stack *all* of the rectangles from largest to smallest so that they all line up at a corner. Compare the lines that you drew. Can you tell, from the drawn lines, which set each rectangle came from?

Student Response

If students perform the eyeball test, then rectangles A, C, and E are matches. B and D also match.

1.

rectangle	length of short side (inches)	length of long side (inches)
A	$8\frac{1}{2}$	11
C	$4\frac{1}{4}$	$5\frac{1}{2}$
E	$2\frac{1}{8}$	$2\frac{3}{4}$

2.

rectangle	length of short side (inches)	length of long side (inches)
B	$5\frac{1}{2}$	$8\frac{1}{2}$
D	$2\frac{3}{4}$	$4\frac{1}{4}$

3. The lengths of the short and long sides of each set of rectangles form a set of equivalent ratios. There are different ways of expressing this idea: students might reason from column to

column and say that the measurements have the same quotient, the same unit rate, or the same constant of proportionality. For rectangles A, C, and E, the quotient of the lengths of a short side and a long side is $\frac{17}{22}$. For rectangles B and D, this quotient is $\frac{11}{17}$. They also might reason multiplicatively from row to row. For example, from A to C, you can multiply each measurement in A by $\frac{1}{2}$ to get the corresponding measurement in C.

4. The diagonal goes through two vertices of each rectangle in the pile.
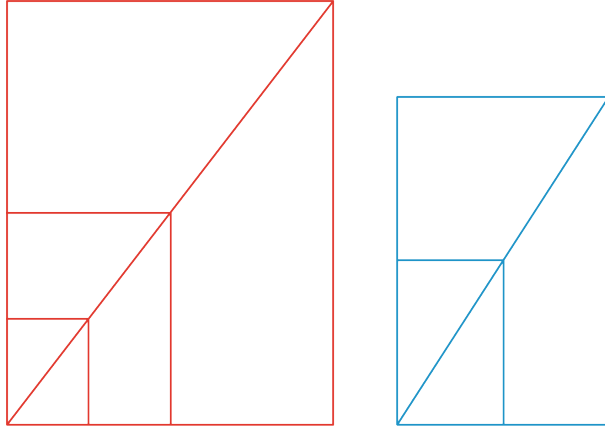
5. Yes; the diagonals of the second set lie above the diagonals of the first set.
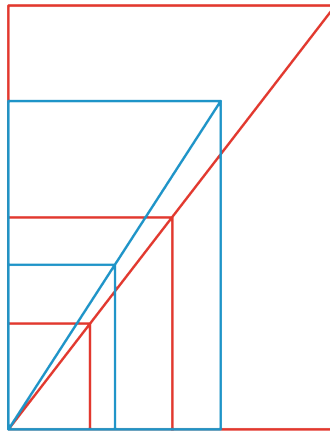
Are You Ready for More?

In many countries, the standard paper size is not 8.5 inches by 11 inches (called "letter" size), but instead 210 millimeters by 297 millimeters (called "A4" size). Are these two rectangle sizes scaled copies of one another?

Student Response

No. Converting from millimeters to inches, A4 paper is about 8.27 inches by 11.69 inches. Since it is both taller and less wide than letter paper, it could not be a scaled copy.

Activity Synthesis

Ask students how they decided that the $5\frac{1}{2}$ by $8\frac{1}{2}$ rectangle is not a scaled copy of the $8\frac{1}{2}$ by 11 rectangle. Make sure to provide a mathematical explanation since it is not easy to determine visually. For example, there is no single number that you can multiply by $5\frac{1}{2}$ to get $8\frac{1}{2}$ *and* multiply by $8\frac{1}{2}$ to get 11.

Ask students how they decided that the $5\frac{1}{2}$ by $4\frac{1}{4}$ rectangle is a scaled copy of the 11 by $8\frac{1}{2}$ rectangle, and again, emphasize mathematical explanations based on noticing equivalent ratios.

Emphasize that when all of the rectangles are aligned with the lower left angle matching, by increasing size:

- The diagonals of the rectangles fall into two sets: those that are scaled copies of the full sheet of paper and those that are scaled copies of the half sheet of paper.

- The diagonals of the rectangles that are scaled copies of one another match up.

Tell students that they are going to study a new kind of transformation (to be added to the list from previous work: translations, rotations, and reflections). This new kind of transformation makes scaled copies and is called a dilation. A dilation has a center of dilation(the common vertex for the rectangles in each stack) and a scale factor (4, for example, from Rectangle E to Rectangle A). Different choices of scale factor give scaled copies of different sizes: for example, Rectangle C uses a scale factor of 2, applied to Rectangle E.

1.3 Scaled Rectangles

Optional: 10 minutes
This activity continues to examine scaled copies of a rectangle via dividing a rectangle into smaller rectangles. In this activity, the focus is more on the scale factor and the language of scaled copies, emphasizing the link with work students did in grade 7. Unlike in the previous task, there are no given dimensions for any of the rectangles. Students need to find the scale factor using their understanding of the meaning of scale factor and the fact that the rectangles are divided evenly.

Monitor how students reason about the scale factor. They could use the diagram to see how many times as long and wide one rectangle is compared to another. They could also use what they know about how the area of rectangles changes in scaled copies. Select students who use these approaches to share during the discussion.

Building On
- 7.G.A.1

Building Towards
- 8.G.A

Instructional Routines

- MLR5: Co-Craft Questions

Launch

Tell students that they are going to examine a different set of rectangles and determine scale factors for pairs which are scaled copies of one another. Briefly, ask students to interpret what is meant by "evenly divided." (Rectangle R is cut exactly in half vertically and horizontally, and also one of its quadrants is cut exactly in thirds vertically and horizontally.) Students may want to use a ruler to validate their understanding of what "evenly divided" means.

Give students 5 minutes quiet work time followed by a whole-class discussion.

Support for Students with Disabilities

Engagement: Develop Effort and Persistence. Encourage and support opportunities for peer interactions. Prior to the whole-class discussion, invite students to share their work with a partner. Display sentence frames to support student conversation such as: "First, I _____ because ....", "I noticed _____ so I ....", "Why did you ...?", "I agree/disagree because ...."
Supports accessibility for: Language; Social-emotional skills

Support for English Language Learners

Conversing, Writing: MLR5 Co-Craft Questions. Before presenting the questions in this activity, display the diagram of the divided rectangles and ask students to write possible mathematical questions about the diagram. Invite students to compare the questions they generated with a partner before sharing the questions with the whole class. Listen for and amplify questions about whether two or more rectangles are scaled copies of one another. If no student asks whether two rectangles are scaled copies of one another, ask students to adapt a question to align with the learning goals of this lesson. Then reveal and ask students to work on the actual questions of the task. This routine will help develop students' meta-awareness of language as they generate questions about scaled rectangles.
Design Principle(s): Maximize meta-awareness

Student Task Statement

Here is a picture of Rectangle R, which has been evenly divided into smaller rectangles. Two of the smaller rectangles are labeled B and C.

1. Is B a scaled copy of R? If so, what is the **scale factor**?

2. Is C a scaled copy of B? If so, what is the scale factor?

3. Is C a scaled copy of R? If so, what is the scale factor?
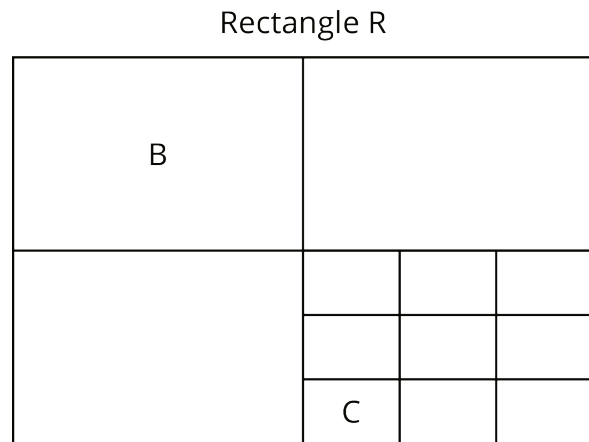
Rectangle R

Student Response

1. Yes, the length and width of Rectangle B are each $\frac{1}{2}$ the length and width of Rectangle R. The scale factor is $\frac{1}{2}$.

2. Yes, the length and width of Rectangle C are each $\frac{1}{3}$ the length and width of Rectangle B. The scale factor is $\frac{1}{3}$.

3. Yes, the length and width of Rectangle C are each $\frac{1}{6}$ the length and width of Rectangle R. The scale factor is $\frac{1}{6}$

Activity Synthesis

Ask selected students to share their solutions. Then ask these questions:

- "Why is rectangle B a scaled copy of rectangle R?" (The length and width in both cases have been multiplied by the same number because the rectangles are divided evenly.)

- "How are the scale factors from R to B and B to C related to the scale factor from R to C?" (The latter is the product of the former.)

- "Does the diagonal from top left to lower right of Rectangle R go through opposite vertices of one rectangle of each size?" (Yes.)

Lesson Synthesis

In previous lessons, we have studied rigid transformations, specifically translations, rotations, and reflections. When we apply a sequence of rigid transformations to a figure, we change the figure's location and orientation in the plane but not its size. In this lesson, we began to study a new "move," which makes scaled copies of figures (and hence can change their size!) This new move is called a *dilation*. We will introduce a formal definition of dilation in the next lesson and then we will investigate how figures change when dilations are allowed in addition to rigid transformations.

1.4 What is a Dilation?

Cool Down: 5 minutes
Students will learn the formal definition of a dilation in the next lesson. For now, they should just describe their current understanding of a dilation and how it works. Students may think that dilations only expand things because of its everyday meaning. In the next lesson, they will learn this is not always true.

Addressing

- 8.G.A

Launch

Ask students to think about the rectangles they worked with to explain their understanding of dilations and how they work.

> **Student Task Statement**
>
> In your own words, explain what a dilation is.

Student Response

Answers vary. Sample responses: A dilation expands things. It makes scaled copies. It blows things up. It works by pushing things outward from a center. A dilation multiplies distances from the center to change the size of the figure.

> # Student Lesson Summary
>
> Scaled copies of rectangles have an interesting property. Can you see what it is?
>
> Here, the larger rectangle is a scaled copy of the smaller one (with a scale factor of $\frac{3}{2}$).
> Notice how the diagonal of the large rectangle contains the diagonal of the smaller rectangle. This is the case for any two scaled copies of a rectangle if we line them up as shown. If two rectangles are *not* scaled copies of one another, then the diagonals do not match up. In this unit, we will investigate how to make scaled copies of a figure.
>
> # Glossary
>
> - scale factor
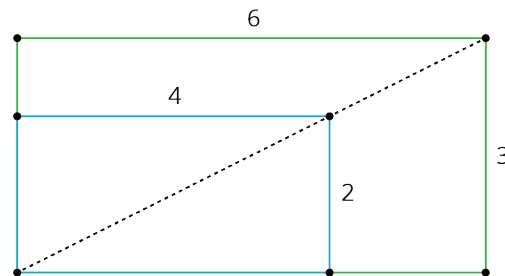
Lesson 1 Practice Problems
Problem 1
Statement

Rectangle A measures 12 cm by 3 cm. Rectangle B is a scaled copy of Rectangle A. Select **all** of the measurement pairs that could be the dimensions of Rectangle B.

    A. 6 cm by 1.5 cm

    B. 10 cm by 2 cm

    C. 13 cm by 4 cm

    D. 18 cm by 4.5 cm

    E. 80 cm by 20 cm

Solution

["A", "D", "E"]

Problem 2
Statement

Rectangle A has length 12 and width 8. Rectangle B has length 15 and width 10. Rectangle C has length 30 and width 15.

    a. Is Rectangle A a scaled copy of Rectangle B? If so, what is the scale factor?

    b. Is Rectangle B a scaled copy of Rectangle A? If so, what is the scale factor?

    c. Explain how you know that Rectangle C is *not* a scaled copy of Rectangle B.

    d. Is Rectangle A a scaled copy of Rectangle C? If so, what is the scale factor?

Solution

a. Yes, the scale factor is $\frac{4}{5}$.

b. Yes, the scale factor is $\frac{5}{4}$.

c. Rectangle C's length is double that of Rectangle B, but its width is not double.

d. No.

Problem 3

Statement

Here are three polygons.
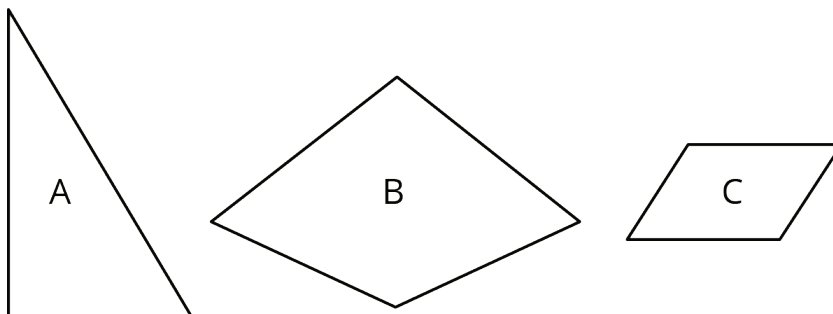
a. Draw a scaled copy of Polygon A with scale factor $\frac{1}{2}$.

b. Draw a scaled copy of Polygon B with scale factor 2.

c. Draw a scaled copy of Polygon C with scale factor $\frac{1}{4}$.

Solution

The scaled copy of Polygon A should be a right triangle with each side half as long as the original.

The scaled copy of Polygon B should be a quadrilateral with each side twice as long as the original.

The scaled copy of Polygon C should be a parallelogram with each side one-fourth the length of the original.

Problem 4

Statement

Which of these sets of angle measures could be the three angles in a triangle?

A. $40°, 50°, 60°$

B. $50°, 60°, 70°$

C. $60°, 70°, 80°$

D. $70°, 80°, 90°$

Solution

B

(From Unit 1, Lesson 15.)

Problem 5

Statement

In the picture lines AB and CD are parallel. Find the measures of the following angles. Explain your reasoning.
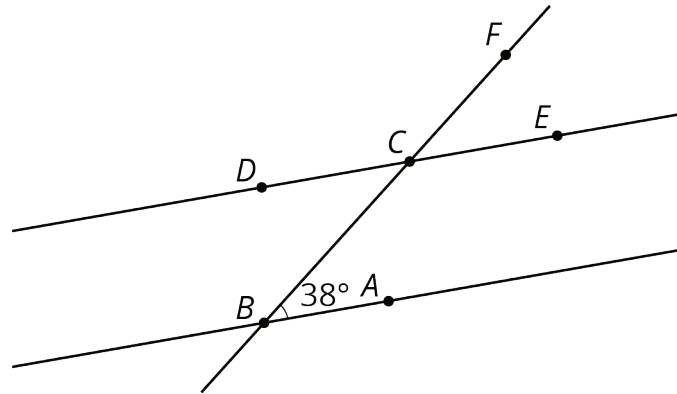
a. $\angle BCD$

b. $\angle ECF$

c. $\angle DCF$

Solution

a. 38 degrees. $\angle BCD$ and $\angle ABC$ are alternate interior angles for the parallel lines AB and CD cut by the transversal BC.

b. 38 degrees. $\angle ECF$ and $\angle BCD$ are a pair of vertical angles.

c. 142 degrees. $\angle DCF$ and $\angle ECF$ are supplementary angles.

(From Unit 1, Lesson 14.)
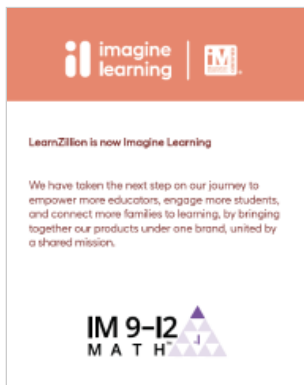
2019

Imagine Learning Illustrative Mathematics IM 9-12 Math

PUBLISHER
Imagine Learning f/k/a LearnZillion

SUBJECT
Math

GRADES
HS

REPORT RELEASE
03/26/2020

REVIEW TOOL VERSION
v1

ALIGNMENT

(**Meets Expectations**)

USABILITY

(**Meets Expectations**)

Report Overview

Summary of Alignment & Usability: Imagine Learning Illustrative Mathematics IM 9-12 Math | Math

Math High School

The instructional materials reviewed for LearnZillion Illustrative Mathematics Traditional series meet expectations for alignment to the CCSSM for high school, Gateways 1 and 2. In Gateway 1, the instructional materials meet the expectations for focus and coherence by being coherent and consistent with "the high school standards that specify the mathematics which all students should study in order to be college and career ready" (p. 57 of CCSSM). In Gateway 2, the instructional materials meet the expectations for rigor and balance by reflecting the balances in the Standards and helping students meet the Standards' rigorous expectations, and the materials meet the expectations for mathematical practice content connections by meaningfully connecting the Standards for Mathematical Content and the Standards for Mathematical Practice.

High School

GATEWAY 1
Focus & Coherence

18/18

0   9   14   18

GATEWAY 2
Rigor & Mathematical Practices

16/16

0   9   14 16

ALIGNMENT

Meets Expectations

GATEWAY 3
Usability

36/36

0   21   30   36

USABILITY

Meets Expectations

2018-2019

Imagine Learning Illustrative Mathematics IM 6-8 Math

PUBLISHER
Imagine Learning f/k/a LearnZillion

SUBJECT
Math

GRADES
6-8

REPORT RELEASE
02/27/2020

REVIEW TOOL VERSION
v1

ALIGNMENT

| Meets Expectations |

USABILITY

| Meets Expectations |

Report Overview

Summary of Alignment & Usability: Imagine Learning Illustrative Mathematics IM 6-8 Math | Math

Math 6-8

The instructional materials for LearnZillion Illustrative Mathematics 6-8 Math meet the expectations for focus and coherence in Gateway 1. All grades meet the expectations for focus as they assess grade-level topics and spend the majority of class time on major work of the grade, and all grades meet the expectations for coherence as they have a sequence of topics that is consistent with the logical structure of mathematics. In Gateway 2, all grades meet the expectations for rigor and balance, and all grades meet the expectations for practice-content connections. In Gateway 3, all grades meet the expectations for instructional supports and usability. The instructional materials show strengths by being well designed and taking into account effective lesson structure and pacing, supporting teacher learning and understanding of the Standards, offering teachers resources and tools to collect ongoing data about student progress on the Standards, and supporting teachers in differentiating instruction for diverse learners within and across grades.

6th Grade

GATEWAY 1
Focus & Coherence
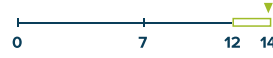
14/14   0   7   12   14

GATEWAY 2
Rigor & Mathematical Practices

18/18   0   10   16   18

ALIGNMENT

Meets Expectations

GATEWAY 3
Usability

38/38   0   22   31   38

USABILITY

Meets Expectations

7th Grade

GATEWAY 1
Focus & Coherence

14/14   0   7   12   14

GATEWAY 2
Rigor & Mathematical Practices

18/18   0   10   16   18

ALIGNMENT

Meets Expectations

GATEWAY 3
Usability

38/38   0   22   31   38

USABILITY

Meets Expectations

8th Grade

GATEWAY 1
Focus & Coherence

14/14   0   7   12   14

GATEWAY 2
Rigor & Mathematical Practices

18/18   0   10   16   18

ALIGNMENT

Meets Expectations

GATEWAY 3
Usability

38/38   0   22   31   38

USABILITY

Meets Expectations

Professional Learning at Freire Wilmington - Math

At Freire Charter School Wilmington, we believe that all members of our community are learners who deserve opportunities to continue growing. As a result, we are committed to providing a robust and engaging professional learning structure for all of our teachers, who are supported by a team of instructional coaches, our Head of School, and our Assistant Head of Academics. Additionally, we are committed to continuing to develop teacher leadership in mathematics, despite the ongoing math teacher shortage. Our professional learning structures align with DDOE's description of high-quality professional learning, as well as the standards for professional learning. Our math teachers are engaged in ongoing professional learning communities that specifically focus on supporting our teachers with our high-quality instructional materials, Illustrative Mathematics. In our planning of professional learning, we prioritize equity, and use our structures to create lasting transformational change that impacts outcomes for all of our students.

There are several professional learning structures that help us achieve this goal:

- **Summer PL for all math teachers** - Prior to the start of the school year, all of our math teachers gather for a one-day retreat focused on **building educator capacity** to implement a problem-based approach to mathematics. Teachers experience learning activities from the curriculum as "students," and use these experiences to deepen their understanding of both the standards for mathematical practice, and the content standards they teach. Through collaboration, teachers lay the foundation for a year of professional learning related to implementation of IM. Specifically, past workshops have focused on effective use of IM's instructional routines, productive mathematical dialogue in the classroom, and how to foster a mindset in students that "all people are math people."

- **PLCs** - Our math teachers engage in biweekly **professional learning communities**, which occur on Mondays after school or on schoolwide professional development days. During PLCs, teachers engage in inquiry cycles driven by **student learning data**, discuss curriculum internalization, and deepen their understanding of the math standards. Teachers frequently have opportunities to provide feedback about PLCs to ensure that they remain **relevant** and grounded in both teachers' learning needs and student data. Additionally, we are strategic with the way we allocate **resources** for professional learning for teachers. For example, we partnered with an external math consultant, David Ginsburg, who ran a PLC cycle focused on implementing strategies that allow students to grapple with complex problems with the appropriate level of support.

- **Instructional Coaching** - Because Freire is committed to continuous improvement, all math teachers, regardless of their level of experience, work with an instructional coach around **curriculum implementation**, **data** that provides evidence of student learning, and the **outcomes** described in Feire's vision for excellent teaching and learning, which is found in our Deeper Learning Rubric. Teachers set goals alongside their instructional coach, and work towards these goals through coaching conversations, classroom observations, and debriefs.

Sample Professional Learning Goals
At Freire Wilmington, our professional learning responds to the needs of our community–both the learning needs of our students, and of our teachers. Below are examples of learning goals that have been the focus of PLCs and ongoing professional development for math teachers.
- Teachers developed strategies to focus on problem-solving and perseverance, rather than answer-getting. Teachers read an article from NCTM about the importance of mindset in mathematics, then learned about particular strategies that can support a problem-solving mindset. Teachers chose a strategy to implement, and received follow-up coaching focused on how these strategies impacted student learning.
- Teachers used resources to create a plan for attacking unfinished learning - Teachers looked through Achieve the Core's coherence map, as well as IM's resources for supporting students with unfinished learning due to COVID-19 (Adaptation Packs), and made a plan for how to spiral these skills into their instruction of grade-level concepts. In a later PLC, teachers then analyzed student work to see the effect of this spiraled instruction.

- Teachers worked to deepen their understanding of IM's approach to curriculum by workshopping lesson plans together, in order to better understand how to best leverage the curricular materials.

MTSS: Freire Wilmington is committed to ensuring that all students receive rigorous academic instruction and the holistic social and emotional supports that they deserve to achieve at the highest levels. We employ a Multi-Tiered System of Supports (MTSS) framework to continuously shape key programmatic initiatives that drive positive student outcomes. This framework incorporates data across four domains (academics, attendance, social/emotional, and behavior) to problem-solve in the areas of instruction and intervention at three tiers of support. Our approach to MTSS is continuously evolving to meet the growing needs of our community of learners. We have established a culture where team members value and employ data regularly and with integrity when reflecting on student outcomes.

Schoolwide Universal Screening and Progress Monitoring: Universal Screening is one piece of data regarding students' progress that we consider during PLC, MTSS and/or grade-level team meetings. Freire Schools uses Star Math and Star Reading as its benchmarking assessment, with the following Performance Tiers at FCSW:

Performance Level	Description	Star Reading (PR)	Star Math (PR)
At/Above Benchmark	Students meeting/exceeding the benchmark	≥ 40	≥ 70
On Watch (Tier 2)	Students slightly below the benchmark score	25-39	25-69
Intervention (Tier 2)	Students below the benchmark score	10-24	10-24
Urgent Intervention (Tier 3)	Students far below the benchmark score	<10	<10

Source: Renaissance-Defining Benchmarks in Star Assessments,
https://doc.renlearn.com/KMNet/R62855.pdf

We administer Star assessments during the Fall (finalize assessments by 9/30); Winter (finalize assessments by 1/31); and Spring (finalize assessments by End of Year). These Benchmark assessments: (1) serve as universal screeners, (2) allow students to be screened to monitor their academic progress, and (3) provide data on school programming effectiveness.

Tiers of Support:
- **Tier I:** Universal Core Programming: Proactive/Preventative Strategies to support *all* students.
- **Tier II:** Selected Small Groups: Classroom and small group strategies to support at-risk students (identified through screenings for poor academic outcomes; students performing "on-watch" or "intervention" on Star screener – approx. 71% of general education students in Math and 46% in Reading)

- **Tier III:** Targeted/Intensive: Individualized strategies for high-risk students (students performing at "urgent intervention" on Star screener – approx. 18% of general education students in Math and 31% in Reading)

MTSS Team Members: Our MTSS team ensures collaboration and communication between community members, students, and parents. Our team is made up of:

- **MTSS Coordinator** – The coordinator oversees the MTSS program, including convening regular meetings to review data and referrals; providing interventions and tracking progress monitoring data for each student at Tiers II and III; and coordinating various team members to ensure effective implementation of supports.
- **Academic Advisors** – Academic Advisors work in tandem with other members of the MTSS team to identify students for additional support, as well as track progress, ensure parental communication, and maintain student motivation. Our Academic Advisors are uniquely situated to provide insight as they connect regularly with students and families surrounding academic, social, emotional, and behavioral concerns and celebrations.
- **Deans** – Deans work closely with the MTSS coordinator, Academic Advisors, and Administrators to ensure that students receive appropriate behavioral supports to address classroom behavior, attendance, and interpersonal interactions within the school day.

Identification & Progress Monitoring: We administer the Star Reading and Math benchmarks (our universal screener) at least three times per year to help identify students in need of additional academic support. Teacher referrals, grades, and social and behavioral data are also considered to identify at-risk students. This data, combined with the Star assessments, monitors response to intervention. The Freire Schools Network Office (Network Office) has invested enormously in ensuring that school-based teams have access to real-time data to shape timely conversations with members of the school community and ensure students are receiving effective support. During the charter term, Freire Schools launched Schoolzilla, a data warehouse and live dashboard, and Branching Minds, MTSS software, to aggregate numerous data points for each student, and to drive key performance indicators.

- **Tier I:** Deeper Learning, acceleration over remediation, and integrated and comprehensive supports are fundamental to our Tier I universal core programming.
    - **Deeper learning**– Deeper learning is at the core of our educational practice. We promote a student-centered learning environment where cognitive load is shifted to our students so that they build their critical thinking skills and find their voice. To foster deeper learning, we developed the Freire Deeper Learning Rubric, to focus teacher evaluation on observable student outcomes over teacher inputs.
    - **Acceleration Over Remediation** — Rather than talk of remediation and the COVID slide, Freire Schools is focusing on accelerating learning, continuing to teach on grade level while providing supports to help students develop the foundational skills and content knowledge needed to achieve the grade level standard.
    - **Integrated & Comprehensive Supports** — Academic, behavioral, and emotional supports help ensure that our students are succeeding in school and developing the skills and

knowledge they will need in college. Every student has a dedicated Academic Advisor who supports their academic growth by tracking academic progress, communicating with families in times of concern, and linking students to extra help, resources, and support. Academic Advisors also help students plan for college, find the right school, and apply for scholarships and financial aid. Students also have access to daily after-school Learning Cafes/LIT Cafes, where teachers and peers offer subject-specific tutoring and homework help.

- **Tier II:** Whole class and small group interventions
  - o Star data helps to identify skill gaps
  - o Classroom teachers or co-teachers review data and provide targeted lessons and practice on those focus skills
- **Tier III:** Intensive and individualized supports reflective of student need.
  - o MTSS Coordinator utilizes Star data to identify and address skill gaps
  - o MTSS Coordinator conducts individualized pull-outs/push-ins at varied frequency pending student need

Appendix 3 - Curriculum Documents :: Physical Education

FCSW PHYSICAL EDUCATION CURRICULUM

Grade 8 PE Scope and Sequence
Full year course, 1 credit

Course Overview: Physical education at Freire Wilmington reflects values of safety, diversity, wellness and growth. This year-long course for eighth graders is aligned with Delaware PE standards, and gives all students a safe place to learn new skills, build physical health, and play. It also provides opportunities for each student to consider their own fitness needs, habits, likes and dislikes, and create a personal fitness plan which they regularly revisit, reflect upon and revise as the year unfolds. Overall benefits of class activities in physical education include getting students out of their seats and away from screens, giving them opportunities to move their bodies, have fun, interact with peers, reduce stress, and learn healthy living skills.   The overall course fitness goal is for students to reach the Healthy Fitness Zone in the fitness areas outlined in the Healthy Delaware program and by the end of the course, take responsibility for their own fitness program. Fitness testing is scheduled at the start, middle and end of the year. All relevant student fitness data will be uploaded into the Focused Fitness program.

The course begins with the 4-week unit, "Elements of Personal Fitness and Cooperative Games." This unit is essential because in it, students register with Focused Fitness and do their first fitness pre-tests. They also play cooperative games which are accessible, inclusive, and engaging, designed and sequenced to put students at ease and build motivation for PE class. These cooperative games stress teamwork and fun, and offer a combination of physical activity, strategy, and scoring opportunities. Students also learn routines and expectations for PE class in this first unit. These are: three minutes to enter the space (stow book bags, get water, put on proper attire), five minute warm-ups (walk or jog three laps if facilities permit, or do six static drills across the court). Typical timing after these initial activities consists of 20 minute drills, a three- minute break, and then another set of 20 minute drills or a scrimmage. PE class ends with two minutes of clean up, and then three minutes of Circle Stretching.

There are eight team sports units after the introductory unit: team handball, badminton, kickball and floor hockey, newcomb/volleyball, flag football, basketball, soccer, and Circus Arts and Dance. These units are designed to take four weeks each; teachers have some flexibility with this pacing, and may choose to cut or extend one or more team sports units depending on student interest and other conditions (facilities, weather, etc.). The final 4- week unit, Circus Arts and Dance, allows students to develop individual skills outside the team sports setting.

UNIT 1: THE ELEMENTS OF PERSONAL FITNESS and COOPERATIVE GAMES
4 weeks

This first, introductory unit consists of three strands: class routines, Focused Fitness, and cooperative Games. These strands are interwoven to give students an enjoyable, rigorous, and engaging introduction to Physical Education class.

Class routines shape students' attitudes and establish the protocols students must follow to enjoy PE safely at school, from entry into the gymnasium/ PE space to cool-down and end of class stretching. The introduction to Focused Fitness grounds students' PE activities in meaningful and measurable ways. Students explore concepts of muscular endurance, cardiovascular endurance, flexibility, agility, and muscular strength through Focused Fitness. They set personal fitness goals toward which they will work throughout the year. Cooperative games encourage sportsmanship, communication, teamwork, mutual effort, and community. They give sedentary students and those who do not consider themselves "sporty" a chance to get up and move, have fun, and engage in low-stakes physical activity. These games are chosen for ease of play, safe boundaries, and inclusivity. In them students work together and develop skills in problem-solving, communication, and empathy. Basic skills and strategies are explained and all students are encouraged to play, no matter their skill level. This tri-part, initial PE unit gives students the motivation, terminology, concepts and orientation to the skills and knowledge that are required for them to sustain one part of an active lifestyle: physical activity.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
		SWBAT
1. How much exercise– how often and what kind?-- do I need to do to stay physically fit?	1. Physical and mental wellness require an understanding and integration of fitness concepts and skills.	1. Learn and practice PE class routines 2. Learn components (five areas of fitness) and metrics identified in Delaware's Focused Fitness program.
2. What effects does exercise have on the body both physically and mentally?	2. Physical fitness is the ability of the body to work efficiently and effectively.	3. Participate in fitness pretests. 4. Identify and reflect on current levels of personal fitness.
3. How do I develop an appropriate personal fitness program and find the time and motivation to commit to it?	3. Lifetime fitness is built upon the principles of developing and implementing a program that utilizes appropriate training principles.	5. Create a personal fitness plan. 6. Learn and play a variety of non-traditional team games and activities, and practice the strategies and skills required for each. Skills will vary from game to game. Sample games include
4. Why is it important to stretch muscles before exercising?	4. Participation in physical activities and sports provides opportunity understanding and respect for differences among people.	○ Empire Tag ○ Tchoukball
5. What are characteristics of good sportsmanship?		○ Omnikin Ball ○ Slide tag
6. What role does cooperation play in physical activities and sports?	5. Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and positive	○ Bowler ball

7. How can individual differences enhance and contribute to group productivity? 8. Why are skills, self-knowledge, and game knowledge important to participate in physical activities/sports?	social interaction. 6. Rules and etiquette in physical activities/ sports can make the experience both enjoyable and successful. 7. Teamwork is a required component of success in group efforts.	○ Goalie Relay ○ Slide bowling ○ Crazy Eights (prep for racquet games) ○ Swatball ○ Hand Hockey ○ Circle Soccer ○ Goalie Tag ○ Ultimate handball ○ Obstacle Course relays ○ Octopus Tag ○ Sock Wars ○ Cone Flip Relay 7. Understand and practice teamwork 8. Support and cooperate with peers of all skill levels and abilities

ASSESSMENTS	DE STATE STANDARDS

FORMATIVE ASSESSMENTS
• Diagnostic "Personal Fitness IQ" test
• Fitness subtests to be recorded as pretest data in Focused Fitness program:
   • Curl ups with cadence
   • Lower Back hamstring/ hurdler stretch L and R
   • Push ups with cadence
   • Step challenge
   • Trunk Lift
   • Plank
 	
SUMMATIVE ASSESSMENTS
● Reflection on initial Focused Fitness results, including personal goals.
	DE-PE.1
	DE-PE.2
	DE-PE.3
	DE-PE.4
	DE-PE.5
	DE-PE.6

TIER 2/ ACADEMIC VOCABULARY	SCAFFOLDING AND EXTENSIONS FOR DIVERSE LEARNERS AND ELS
Cardiovascular Aerobic Anaerobic Endurance Interval Agility Capacity Hand-eye coordination Defense Offense	- Modified or reduced assignments - Reduce length of assignment for different mode of delivery - Increase one-to-one time - Create a contract between teacher and student - Present new content in concrete terms and provide hands-on-tasks - Position student near helping peer or have quick access to teacher - Break tasks down in smaller increments - Pair students in buddies/ teams - Provide materials ahead of scheduled class times - Record instruction and make available in Google Classroom - Enrichment activities for gifted and talented students including - Research and report fitness habits and routines of popular fitness leaders. How many hours do they work out per day/ week? What kinds of exercise do they do? - How do your 8th grade peers exercise? Create and administer a survey of exercise habits and create a presentation of the results.

UNIT 2: TEAM HANDBALL
4 weeks

This unit introduces students to the game of team handball, emphasizing teamwork, sportsmanship, and individual skill development. Team handball is a simple, homemade game designed to accustom students to principles of teamwork, simple rules, and court movement. To prepare

for team handball, students play lead-in games from online resources and Bailey's *Big Book of Lead in Games for Sports* (2004). Students engage in lead-in games, simple drills and teams of 6-8 players cycling in and out of "lightning-style," 5-minute games in this unit. Students will learn essential team handball game strategies and develop a deeper appreciation for the values and benefits associated with team sports. Through active participation in team handball, they will acquire and improve a few basic court skills, and develop an understanding of the importance of teamwork, cooperation, and communication in a team sports setting. Activities in this unit will familiarize students with the rules, strategies, and tactics of team handball while emphasizing the principles of fair play, respect for opponents, and good sportsmanship. They will be expected to maintain daily routines and expectations.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES

1. What is team handball and how do you play?
 2. What are the behavioral expectations I must meet to participate in team sports at Freire? In life?
 3. What makes team sports like team handball meaningful for me?
 4. How/ does participating in team handball benefit me, personally?
 5. How can I improve my team handball ability?
 6. How can I practice good sportsmanship when playing team handball?
	1. Team sports involve using movement, coordination, and knowledge to cooperate within a group, toward common goals and according to established rules.
	 2. Every sport involves rules, movement concepts. principles, strategies and tactics.
	 3. Participating in group physical activity is a great way to teach and share healthy habits, and to enjoy fitness.
	 4. It is important to establish and share social and behavioral expectations around team sports and other shared physical activities.
	 5. Participating in group physical activity provides opportunities for fun, social interaction, challenge and self-expression.
		SWBAT
		 1. Play (team) handball lead-in games including
		    a. Toss-n-Tag
		    b. Castleball
		    c. Catch Steps Dribble
		    d. Team Keep Away
		 2. Understand and practice safe, effective use of appropriate equipment, court/playing area and set up
		 3. Know and understand the rules of team handball
		 4. Know and understand how team handball is scored
		 5. Show sportsmanship and teamwork in drills and game situations.
		 6. Develop an appreciation for the physical fitness benefits and strategic elements of team handball..

ASSESSMENTS	DE STATE STANDARDS
FORMATIVE: ● Small groups develop and act out scripted role plays/short scenes depicting what sportsmanship and cooperation look like in a game of team handball **SUMMATIVE:** ● Team play assessment (rubric included as submitted course materials)	DE-PE.1 DE-PE.2 DE-PE.3 DE-PE.4 DE-PE.5 DE-PE.6

TIER 2/ ACADEMIC VOCABULARY
 	
Dribble
Pass
Tactic
Pivot
Court sense
	SCAFFOLDING AND EXTENSIONS
	FOR DIVERSE LEARNERS AND ELS
	
	● Provide visuals (videos, photos, drawings) to explain game skills
	● Post illustrated anchor charts in gym to reinforce techniques, requirements, and safety measures
	● Modified or reduced assignments
	● Reduce length of assignments
	● Increase one-to-one time
	● Present new content in concrete terms and provide hands-on-tasks
	● Break tasks down in smaller increments
	● Pair students in buddies/ teams
	● Provide materials ahead of scheduled class times
	● Record instruction and make available in Google Classroom
	● Enrichment activities for gifted and talented students including
	   ○ Research and report on Hellison's model of responsible behavior
	   ○ Explain how this model can be used to enrich and maintain team sports culture at Freire

Unit 3: BADMINTON **4 weeks**

Many Freire eighth graders may be unfamiliar with racquet sports like badminton, but will enjoy and pick up the sport with ease. They learn the basic strokes, components, and rules of the game quickly; with just rudimentary skills they can have fun and get a rally going. This quick competence encourages them to refine basic skills and develop court sense. Multiple badminton courts can be set up in the gym space so that squads can rotate through drills and games. Badminton is a fun way to develop new skills and get exercise.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES

1. What is badminton and how do you play?
2. What are the basic grips and shots?
3. How do players engage in attack and defense?
4. How can I improve my badminton ability?
5. How can I practice good sportsmanship when playing badminton?
	1. Badminton can be played by 2 or 4 people at a time.
	2. A point is scored on every serve and awarded to whichever side wins the rally. The winning side gets the next serve.
	3. If the score is 20-20, a side must win by two clear points to win the game. If it reaches 29-29, the first to get their 30th point wins.
		SWBAT
		1. Play badminton lead-in games including
		   a. Two Shuffle Down
		   b. King of the Court
		   c. Bucket Drill
		   d. Round the Clock game
		2. Demonstrate efforts to master basic motor skills and movement patterns needed for badminton activities.
		3. Practice proper forehand and backhand grips
		4. Demonstrate understanding of and practice movement concepts, principles, strategies for badminton.
		   a. Serve
		   b. Volley (backhand, forehand)
		   c. Smash
		5. Show sportsmanship and teamwork in drills and game situations.
		6. Develop an appreciation for the physical fitness benefits and strategic elements of badminton.

ASSESSMENTS		**DE STATE STANDARDS**

FORMATIVE ASSESSMENTS • Badminton drills **SUMMATIVE ASSESSMENTS** ● Team play assessment (using rubric)	DE-PE.1 DE-PE.2 DE-PE.3 DE-PE.4 DE-PE.5 DE-PE.6

TIER 2/ ACADEMIC VOCABULARY
 	
Shuttlecock
Smash
Flick
Birdie
	SCAFFOLDING AND EXTENSIONS
	FOR DIVERSE LEARNERS AND ELS
	
	● Increase one-to-one time
	● Present new content in concrete terms and provide hands-on-tasks
	● Position student near helping peer or have quick access to teacher
	● Use videos to demonstrate skills
	● Record instruction and make available in Google Classroom
	● Enrichment activities for gifted and talented students including
	    ○ create a personalized racquet skills development plan
	    ○ Identify, compare and contrast a variety of racquet sports.
	    ○ Report on ways African American and other minority players have challenged and changed racket sports like tennis over the years.

Unit 4: VOLLEYBALL
4 weeks

Students learn volleyball by first playing newcomb ball in scrimmages. They then move to volleyball skill acquisition and drills, learning basic skills (setting, digging, passing, serving), offense and defense strategies, and playing full volleyball games in this unit. Students play a variety of volleyball lead-in games to advance skills. . Unit priorities include keeping the ball in the air, communicating every time a team tries to return a serve, and the value of working together in every play.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES

1. What are the rules and strategies of volleyball ?
 2. What techniques and tactics can you use to excel in volleyball?How can I improve my volleyball abilities?
 3. How does effective communication and teamwork impact the success of a volleyball team?
 4. How can I practice good sportsmanship when playing volleyball?
	1. Volleyball is a dynamic sport that requires a combination of technical skill and teamwork.
	 2. Consistent practice and refinement of skills leads to improved performance.
	 3. Communication and positioning are crucial for success in volleyball.
	 4. Volleyball offers physical fitness benefits and opportunities for strategic thinking.
		SWBAT
		
		 1. Use newcomb as a way to introduce and "rehearse" basic volleyball court set up, rotation, plays and scoring
		 2. Play volleyball lead-in games including
		      a. Boo Boo Volleyball
		      b. Once Bounce Rally
		      c. Bucketball
		      d. Block and Shuffle
		 3. Understand and practice the fundamental rules and techniques of volleyball.
		 4. Develop basic serving, passing, setting, digging, and spiking skills.
		 5. Demonstrate effective teamwork, communication, and positioning on the court.

		6. Develop an appreciation for the physical fitness benefits and strategic elements of volleyball.
ASSESSMENTS **FORMATIVE:** ● Skills assessment during practice drills and lead-in games **SUMMATIVE:** ● Volleyball performance (assessed through holistic performance rubric)		**DE STATE STANDARDS** DE-PE.1 DE-PE.2 DE-PE.3 DE-PE.4 DE-PE.5 DE-PE.6
TIER 2/ ACADEMIC VOCABULARY Serve Spike Set Dig Pass Block Rotation		**SCAFFOLDING AND EXTENSIONS** **FOR DIVERSE LEARNERS AND ELS** ● Provide visuals (videos, photos, drawings) to explain training procedures ● Post illustrated anchor charts in gym to reinforce techniques, requirements, and safety measures ● Modified or reduced assignments ● Reduce length of assignments ● Increase one-to-one time ● Present new content in concrete terms and provide hands-on-tasks ● Break tasks down in smaller increments ● Pair students in buddies/ teams ● Provide materials ahead of scheduled class times ● Record instruction and make available in Google Classroom ● Enrichment activities for gifted and talented students including ○ Exploration and write up of 5-1 and 6-2 rotation formations

| | ○ Report on an Olympic and/or college volleyball player |
| | ○ create a personalized volleyball skills development plan |

Unit 5: BASKETBALL
4 weeks

Students will learn and practice essential basketball skills and game strategies in this unit, and through active participation, will develop a deeper appreciation for the values and benefits associated with team sports in general. As they become familiar with the rules, strategies, and tactics of basketball, they will continue to experience and develop understanding of the importance of teamwork, cooperation, and communication in the team sports setting. Basketball also gives students opportunities to work on fair play, respect for opponents, and good sportsmanship. They will do mid-year Focused Fitness testing, and be expected to maintain daily routines and expectations throughout this unit.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES

1. What are the concepts, principles, strategies and tactics used in basketball?
 2. How/ does participating in team sports like basketball help me, personally? Which sports do I prefer, and why?
 3. What are the behavioral expectations I must meet to participate in team sports at Freire?
 4. How can I improve my basketball ability?
 5. How can I practice good
	1. Team sports involve using movement, coordination, and knowledge to cooperate within a group, toward common goals and according to established rules.
	 2. Every sport involves rules, movement concepts. principles, strategies and tactics.
	 3. Participating in group physical activity is a great way to teach and share healthy habits, and to enjoy fitness.
		SWBAT
		 1. Play basketball lead-in games including
		      a. Call the shot
		      b. Dribble Tag
		      c. King of the Hill
		      d. Rounders
		      e. Bombers
		      f. Around the World
		 2. Develop and improve basic motor skills required for basketball

sportsmanship when playing basketball?	4. It is important to establish and share social and behavioral expectations around team sports and other shared physical activities. 5. Participating in group physical activities provides opportunities for fun, social interaction, challenge and self-expression.	3. Understand fundamental rules and techniques for basketball 4. Demonstrate effective teamwork, communication, and positioning on the court 5. Develop an appreciation for the physical fitness benefits and strategic elements of basketball

ASSESSMENTS	DE STATE STANDARDS

FORMATIVE:
 	
● Skills assessment during practice drills
● Dedicate days to mid-year Focused Fitness assessment battery. Record and score results in Focused Fitness program:
   ○ Curl ups with cadence
   ○ Lower Back hamstring/ hurdler stretch L and R
   ○ Push ups with cadence
   ○ Step challenge
   ○ Trunk Lift
   ○ Plank
   ○ 1 mile walk/run
SUMMATIVE:
● Written basketball test
	DE-PE.1
	DE-PE.2
	DE-PE.3
	DE-PE.4
	DE-PE.5
	DE-PE.6

TIER 2/ ACADEMIC VOCABULARY	SCAFFOLDING AND EXTENSIONS FOR DIVERSE LEARNERS AND ELS
dribble bounce pass jump shot free throw lay-up rebound	- Provide visuals (videos, photos, drawings) to explain training procedures - Post illustrated anchor charts in gym to reinforce techniques, requirements, and safety measures - Modified or reduced assignments - Reduce length of assignments - Increase one-to-one time - Present new content in concrete terms and provide hands-on-tasks - Break tasks down in smaller increments - Pair students in buddies/ teams - Provide materials ahead of scheduled class times - Record instruction and make available in Google Classroom - Enrichment activities for gifted and talented students including - create a personalized basketball skills development plan - View basketball documentary "Hoop Dreams," and write a written reflection on the lessons that are still relevant for youth today. - Use statistics and subjective criteria to make a case for Michael Jordan, LeBron James or another player to be the GOAT.

Unit 6: FLAG FOOTBALL
4 weeks
Students engage in football skills, drills, and scrimmages in this unit, which can be extended and repeated as desired. Unit priorities include understanding the game's basic rules and the value of teamwork. Students will learn running, passing, formation, and reacting skills through fun football drills and skill games including Touchdown Relay, Flag Tag, the Gauntlet, Hot Lava, Handoff Relays, Center Snap Relays, and Clap and Catch.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES

		SWBAT

1. What are the rules of play in flag football?
2. What is the purpose of rules for play in the game of flag football?
3. How can flag football improve fitness?
4. How can I improve my flag football ability?
5. How can I practice good sportsmanship when playing football?
	1. Teamwork and sportsmanship are important components of a flag football game.
	2. Flag football skills include punting, catching, running, and passing.
	3. Rules and regulations of the game enhance player safety.
		1. Practice basic (flag)football skills through lead-in games:
		  a. Boundary Football
		  b. Flag Football Tag
		  c. Bordenball
		  d. Crash and Burn
		  e. 4 on 2 Keepaway
		  f. 3's Tag
		2. Describe and practice proper football throwing technique (fingers on laces, ball by ear, follow-through).
		3. Explain appropriate spacing to enhance teamwork.
		4. Apply flag football skills and sportsmanship in game play.
		5. Develop an appreciation for the physical fitness benefits and strategic elements of flag football.

ASSESSMENTS

FORMATIVE ASSESSMENTS

- Skills assessment during practice drills

SUMMATIVE ASSESSMENTS
- Flag football performance (assessed through holistic performance rubric)

DE STATE STANDARDS

DE-PE.1
DE-PE.2
DE-PE.3
DE-PE.4
DE-PE.5
DE-PE.6

TIER 2/ ACADEMIC VOCABULARY	SCAFFOLDING AND EXTENSIONS FOR DIVERSE LEARNERS AND ELS
point spiral pass block complete/ incomplete pass touchdown	- Increase one-to-one time - Create contracts between teacher and student - Present new content in concrete terms and provide hands-on-tasks - Use slo-mo videos to demonstrate skills - Position student near helping peer or have quick access to teacher - Break tasks down in smaller increments - Provide materials ahead of scheduled class times - Record instruction and make available in Google Classroom - Enrichment activities for gifted and talented students including - Keep statistics for a favorite football team or player - Research and develop a position on football safety and head injuries - create a personalized football skills development plan

Unit 7: KICKBALL and FLOOR HOCKEY 4 weeks During this unit, students will play two team-based games that require few specialized skills, but do necessitate understanding of game rules, and require that students engage in teamwork, safety measures, and good sportsmanship. Teachers can rotate floor hockey and kickball drills and games, or run the units back to back.		
ESSENTIAL QUESTIONS	**ENDURING UNDERSTANDINGS**	**LEARNING OBJECTIVES** **SWBAT**
1. How can kickball improve fitness? 2. What skills are needed to play kickball? 3. Why is sportsmanship important in games and activities including (but not	1. Teamwork and sportsmanship are important components of kickball. 2. Kickball is a game of teamwork and sportsmanship.	1. Learn and practice fundamental kickball skills (kicking, running bases, throwing, catching, feilding,

limited to) kickball?
4. How does teamwork help a team win, and allow individual players to be successful in a kickball game?
5. How can floor hockey improve fitness?
6. What skills are needed to play floor hockey ?
7. Why is sportsmanship important in games and activities including (but not limited to) floor hockey ?
8. How does teamwork help a team win, and allow individual players to be successful in a floor hockey game?
	3. To be successful at the game, a student must be able to demonstrate the ability to work collaboratively with peers.	baserunning and team communication.
		2. Learn and practice fundamental floor hockey skills (stick handling, shooting. passing, defense, goaltending, team play, ball/ puck control) through lead-in games such as
		    a. Pass and Go
		    b. Guard your Own
		    c. Monkey in the Middle
		3. Demonstrate understanding of rules and safety
		4. Show sportsmanship and teamwork in drills and game situations.

ASSESSMENTS	DE STATE STANDARDS
FORMATIVE ASSESSMENTS • Drills for both sports **SUMMATIVE ASSESSMENTS** ● Kickball and floor hockey performance (assessed through holistic performance rubric, and stressing participation and effort)	DE-PE.1 DE-PE.2 DE-PE.3 DE-PE.4 DE-PE.5 DE-PE.6

TIER 2/ ACADEMIC VOCABULARY	SCAFFOLDING AND EXTENSIONS FOR DIVERSE LEARNERS AND ELS
Infield/outfield Force Out Home Run Faceoff Slap Shot Goalie Crease Stickhandling	● Pair students with buddies within teams ● Provide materials ahead of scheduled class times ● Record instruction and make available in Google Classroom ● Enrichment activities for gifted and talented students including ○ Prepare a report on measures enacted to keep kids safe when playing sports

Unit 8: SOCCER
4 weeks

During this unit, students will learn basic soccer skills through small game situations. The emphasis is on having fun, being inclusive, and practicing good sportsmanship. Students will practice basic skills, and learn game rules, key terms, and boundaries of the field. They will improve their kicking, dribbling, and passing skills in this final team sport unit of the year.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
		SWBAT

1. How can soccer improve fitness?
2. What skills are needed to play soccer?
3. Why is sportsmanship important in games and activities including (but not limited to) soccer?
4. How does teamwork help a team win, and allow individual players to be successful in a soccer game?
	1. Teamwork and sportsmanship are important components of soccer.
	2. Soccer has specific rules and equipment that must be followed and used.
	3. Soccer is a game of teamwork and sportsmanship.
	4. To be successful at the game, a student must be able to
		1. Learn and practice fundamental soccer skills (dribbling, passing, receiving, shooting) through lead-in drills such as
		    a. Dribble-Stop-Dribble
		    b. Maze
		    c. Dribble Tag
		    d. Foxes and Hunters

	demonstrate the ability to work collaboratively with peers on the field.	e. Circle Races f. Mass Pass g. Gauntlet 2. Demonstrate basic understanding of team play, rules, and game strategies. 5. Apply soccer ball handling skills, sportsmanship, and teamwork in drills and game situations. 6. Develop an appreciation for the physical fitness benefits and strategic elements of soccer.

ASSESSMENTS	DE STATE STANDARDS
FORMATIVE ASSESSMENTS • Drills: dribbling, passing, shooting **SUMMATIVE ASSESSMENTS** ● soccer performance (assessed through holistic performance rubric, and stressing participation and effort)	DE-PE.1 DE-PE.2 DE-PE.3 DE-PE.4 DE-PE.5 DE-PE.6

TIER 2/ ACADEMIC VOCABULARY	SCAFFOLDING AND EXTENSIONS FOR DIVERSE LEARNERS AND ELS
Dribbling Passing Shooting Offside Tackling Penalty Kick Header	● Pair students with buddies within teams ● Provide materials ahead of scheduled class times ● Record instruction and make available in Google Classroom ● Enrichment activities for gifted and talented students including

| | ○ create a personalized advanced skill development plan |
| | ○ research and create presentations on significant moments in soccer history, legendary players, or the evolution of the sport |

UNIT 9: LIFETIME FITNESS (CIRCUS ARTS AND DANCE)
4 weeks

This unit consists of two kinds of individual fitness activities: Circus Arts activities, and Rhythm Fitness and Dance routines. These give students opportunities to develop lifelong skills of bilateral coordination, balance, memorizing routines, and confidence. Circus Arts activities require minimal supplies- cones, scarves, small juggling balls, and discs, and can be accessed at Open PhysEd.org. Skills include juggling, balance, and designing and performing simple routines. Rhythm Fitness and Dance activities begin simply and build in complexity. They emphasize personal enjoyment, social engagement, and help students work on cardiovascular endurance. Dance routines for this unit may come from OpenPhysEd.org, or the myriad of (Zumba and other fitness-based) dance routines on YouTube. At teachers' discretion, Circus Arts and dance activities may be alternated from day to day over the three weeks of the unit, may be sequenced one after the other, or may be implemented simultaneously if conditions allow. Students are of course expected to maintain daily class routines and expectations throughout the Lifetime Fitness unit. Final focused Fitness testing happens in this unit,

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. Why should I be physically active? 2. How can individual fitness activities keep me physically active throughout my life? 3. What are the concepts, principles, strategies and tactics used in dance routines? 4. What are the concepts, principles, strategies and	1. Physical activity can involve creativity and self-expression. 2. Perfection in physical activity is not as important as personal enjoyment and social engagement. 3. It can be satisfying and affirming to try new things and improve one's own abilities and performance through concentration and practice. 4. Learning new skills often involves initial failures and setbacks, but with determination, we can overcome challenges and improve over time.	SWBAT 1. Participate in individual physical fitness activities 2. Try new activities related to circus arts and/or participate in dance routines and sequences 3. Improve technique for one or more physical fitness/ movement activities

tactics used in Circus Arts?
5. How/ does participating in these individual fitness activities help me, personally?
6. Which individual activities do I prefer, and why?
7. What makes individual fitness activities meaningful for me?
6. What are the behavioral expectations I must meet to participate in individual fitness activities at Freire? In life?

5. It is important to maintain respect for different abilities and varying levels of experience, skill, and ability.
6. Learning circus arts and dance moves can boost self-esteem and confidence.

4. Show compassion for varying levels of expertise among peers and within self
5. Create, practice, and perform a circus arts and/or dance routine

ASSESSMENTS	DE STATE STANDARDS

FORMATIVE:
● Reflection on learning new skills
SUMMATIVE:
● Dedicate days to the year's final Focused Fitness assessment battery. Record and score results in Focused Fitness program:
    o Curl ups with cadence
    o Lower Back hamstring/ hurdler stretch L and R
    o Push ups with cadence
    o Step challenge
    o Trunk Lift
    o Plank
    o 1 mile walk/run
● Analysis of Focused Fitness results and progress over
	DE-PE.1
	DE-PE.2
	DE-PE.3
	DE-PE.4
	DE-PE.5
	DE-PE.6

the year, of the group and each individual student's own progress ● Performance of Circus Arts and/or dance routine	

TIER 2/ ACADEMIC VOCABULARY
 	
acceleration
cascade
center of gravity
perseverance
8-count
orientation
kick ball change
choreography
cue
grapevine
axial
	SCAFFOLDING AND EXTENSIONS
	FOR DIVERSE LEARNERS AND ELS
	
	● Provide visuals (videos, photos, drawings) to explain training procedures
	● Post illustrated anchor charts in gym to reinforce techniques, requirements, and safety measures
	● Modified or reduced assignments
	● Reduce length of assignments
	● Increase one-to-one time
	● Present new content in concrete terms and provide hands-on-tasks
	● Break tasks down in smaller increments
	● Pair students in buddies/ teams
	● Provide materials ahead of scheduled class times
	● Record instruction and make available in Google Classroom
	● Enrichment activities for gifted and talented students including
	  ○ Create original dance routines
	  ○ Research and report on the history of the circus
	  ○ Practice and perform more complex and sophisticated versions of skills learned in this unit (i.e., juggling with multiple balls and other items, dance routines that incorporate different modes of dance and/or gymnastics)

Warm Up Routine

3 minute slow start

Enter the gym, put bags down, get water, put proper attire on

5 minute warm up

1. Walk or jog 3 laps
2. 6 static drills across the court
   a. Walking knee to chest
   b. Walking ankle grabs (behind)
   c. Zombie Walks
   d. Side shuffle facing the same wall (there and back)
   e. Skipping or High Knees
   f. Jog there, backpedal back

20 minute drills

3 minute break

Get water, sit ON THE FLOOR, bathroom

20 minute drills

2 minute Clean up

Students will be assigned a responsibility each week

3 Minute Circle Stretching

1. Arm across chest
2. Arm behind head
3. Standing side reach overhead
4. Roll neck clockwise then counter
5. Seated Touching toes - fold over
6. Sit wide legs and reach to left leg then right leg
7. Butterfly stretch
8. Seated back twist to left and right

Tchoukball Introduction

Objective: SWBAT
- Practice throwing to a target
- Learn rules and set-up of tchoukball
- Participate safely in a new sport

Activities:
- After warm up, show students videos of Tchoukball:
  https://www.youtube.com/watch?v=nzfXKQ6CKBU;
  https://www.youtube.com/watch?v=kkHGO3pLMlE

Set up one or more play areas with two goal frames on opposite sides of the playing area, and a 3-meter radius area marked off with cones in front of each frame. This is the "D zone" because it is shaped like the letter D.

Briefly explain how to play:
- To score a point a player must throw the ball off the frame and then the ball must hit the ground outside the "D zone" before the other team catches it.
- Each team is allowed up to 3 passes before they must attempt a throw off the frame.
- A player is allowed up to 3 steps before they must either take a shot or pass to a team mate.
- No defense is allowed. You cannot intercept/knock down passes, stand in front of a player about to attempt a shot, or touch a player with the ball.
- The team without the ball can only put themselves in the best position possible to catch a throw that rebounds off the frame.
- Teams can throw at either frame. This allows them to "reverse the court." This makes the defense have to cover the whole court.
- If a ball is dropped it changes position on the spot. The team gaining possession must "reset" by touching the ball to the ground and then they can resume play right away.
- After a score, the ball changes possession. The team gaining possession must "reset" by touching the ball to the frame. They then must throw the ball in to a teammate. This pass doesn't count as one of their 3 passes.
- Change of possession also happens if a team throws at the frame and hits the springs of the frame.
- If a team throws a ball at the frame and misses the frame completely, the defensive team gets a point and the team that threw the ball gets the ball back.

Run through a few plays at slow speed, narrating plays and announcing rules as you go.

Team Handball Rubric

	4	3	2	1
Skills: • Throwing • Catching • Dribbling	Student properly demonstrates all of the skills used in team handball while participating in a modified game.	Student properly demonstrates most of the skills used in team handball while participating in a modified game.	Student properly demonstrates few skills used in team handball while participating in a modified game.	Student does not properly demonstrate any of the skills used in team handball.
Strategies • Spacing & Moving • Passing & Scoring • Defending & Blocking	Student always demonstrates effective offensive and defensive strategies used in team handball.	Student frequently demonstrates effective offensive and defensive strategies used in team handball.	Student rarely demonstrates effective offensive and defensive strategies used in team handball.	Student demonstrates ineffective offensive and defensive strategies used in team handball.
Rules • Game & Safety	Student always demonstrates an understanding for all of the rules needed to play in team handball.	Student frequently demonstrates an understanding for most of the rules needed to play in team handball.	Student rarely demonstrates an understanding of the rules needed to play in team handball.	Student does not demonstrate an understanding of the rules needed to play in team handball.

Handball intro Lesson

Objective: SWBAT
- ● Practice throwing to a target
- ● Learn rules and set up of team handball
- ● Participate running a practice play

Activities:
- ● After warm up, play lead-in game:
- ● Castleball (throwing to a target)
    - ○ Set up 2 cones and 3 balls per group, 4 to 5 students per team
    - ○ Place a ball on top of each cone (castle) and put one castle in each goal area
    - ○ No one is allowed in the goal area (offense or defense), except to reset the pin
    - ○ The object is to throw balls to knock the ball off the cone to score a point
    - ○ Play 3-minute games and rotate teams

- ● Introduce Handball :
    - ○ Teams of 5
    - ○ 2 teams play on a court
    - ○ Chair goalie
    - ○ Present rules

        - ● A player cannot walk or run with the ball (or move his/her chair). If they do, then **traveling is called** and the **other team is awarded the ball.**
        - ● Players may use a pivot foot as in basketball.
        - ● If the **ball touches the floor,** (i.e. a teammate drops the ball or has it batted down when throwing), **the other team is awarded the ball.**
        - ● A team **must pass the ball 3 times** before being able to "shoot"
        - ● Defensive players must stay at least 1-2 ft. (your decision) from the offensive player. This should limit fouls and some possible rough play.
        - ● If an offensive player steps in the goalie box before scoring, no point will be awarded
    - ● Show students visual as needed

* one team will STAND ON This side while out

Blue member sits here

Red member sits here

stage

* one team will stand on This side while out.

Lets say Red won Rock, paper scissors + starts w/ The Ball. This is what it would look like for Them To score...
Red would start here

Start here organizing Blue onto goal

1 pass

2 passes

(I'm a girl)

Blue member sits here

3 passes (Now can shoot if They want/can)

Red member sits here

Goal !!
1 - 0
Red Team

Now Blue would get The Ball and start here (Anywhere behind The line)

4 passes

5 minute games
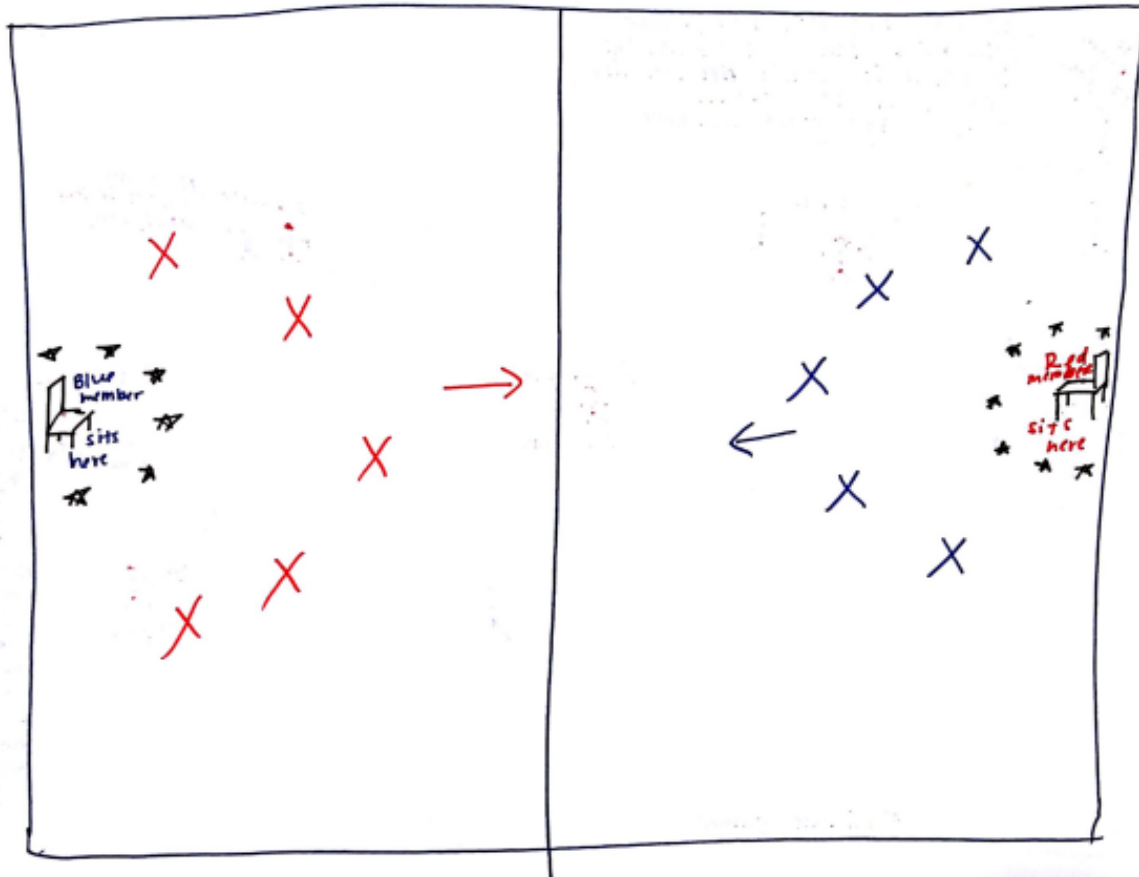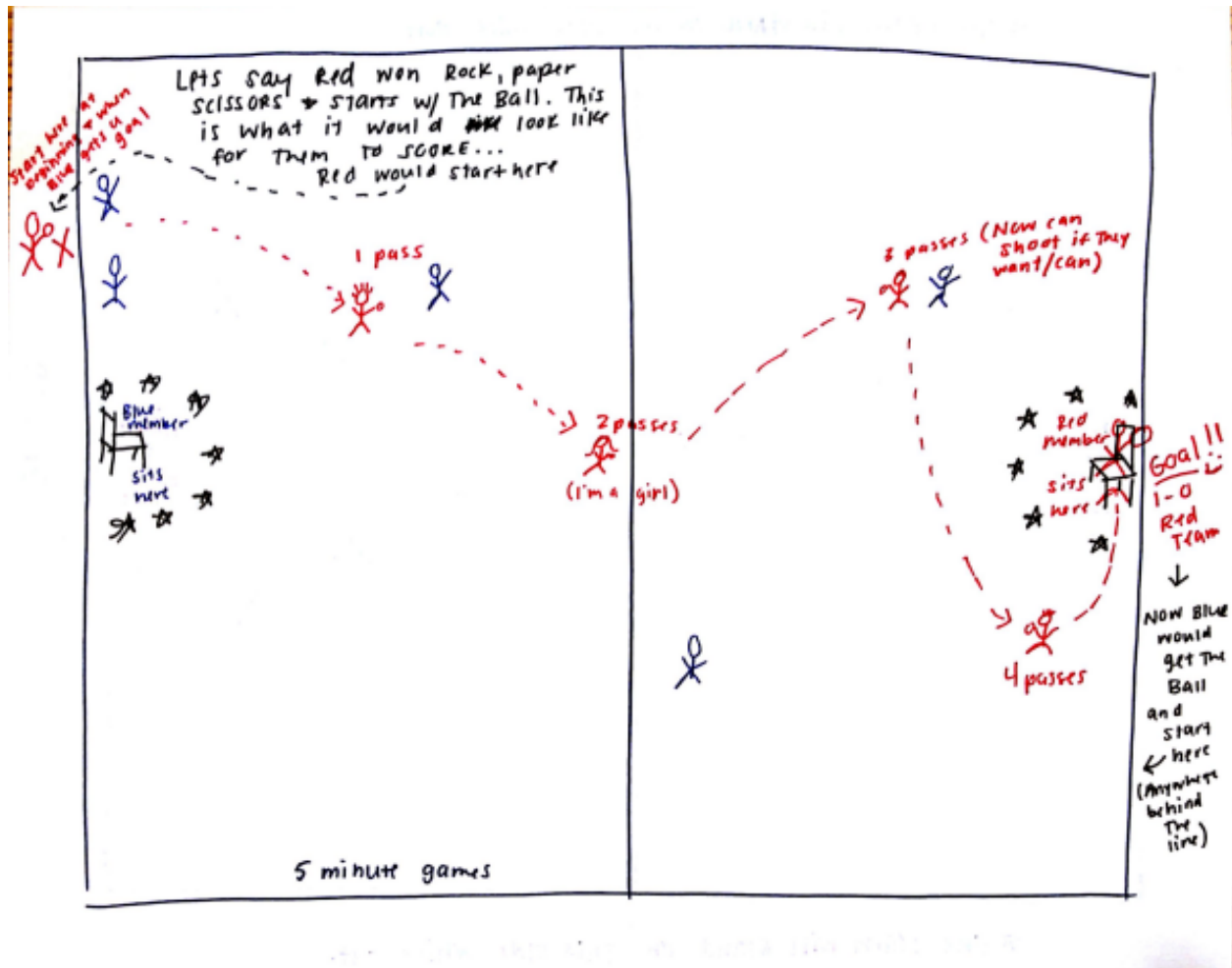
Run some team handball plays during second 20 minute block of class, so that everyone gets to play.

Grade 8 Volleyball Lesson intro

Materials:

        Volleyballs (one per pair of students)

        Volleyball nets and court markings

        Stopwatch or timer

Set Up:

- Divide the class into pairs or small groups.
- Set up the volleyball court or playing area with a net if available. If not, mark the court boundaries with cones or chalk.
- Have volleyballs ready for each pair/group.
- Ensure safety precautions, including proper footwear, are taken into account.

3 minute entry

5 minute warm up

Lesson: SWBAT

- Demonstrate proper hand placement and technique for serving a volleyball.
- Apply basic strategies for bumping (forearm passing) a volleyball accurately.
- Work collaboratively with teammates during a mini-volleyball game.

Introductory Activity 1: Serving Technique (10 minutes):

1. Gather the students in a circle. Begin by discussing the importance of teamwork and communication in volleyball. Connect these values to previous newcombe playing. Explain that today's lesson will focus on two fundamental skills in volleyball: serving and bumping.
2. Share the learning objectives with the students.
3. Demonstrate the correct hand placement and serving technique for volleyball. Use a whiteboard or videos to illustrate if necessary.
4. Have students practice their serving technique individually in the air without a partner.
5. Divide students into two groups. Line students up at each endline and have them attempt to serve the ball over the net.
6. Provide feedback and corrections as needed.

Introductory Activity 2: Bumping Basics (10 minutes):

1. Divide the class into pairs or small groups.
2. Explain the basics of bumping (forearm passing) a volleyball, including proper hand positioning, and demonstrate the technique.
3. Have one student in each pair toss the ball while their partner practices bumping it back to them. They should take turns.
4. Rotate pairs to ensure everyone has a chance to practice bumping.

3 minute break

Practice play (10 minutes):
1. Set up the volleyball court or playing areas.
2. Divide the class into teams of 3-4 students each.
3. Instruct students to use their newly acquired serving and bumping skills during the mini-volleyball game.
4. Emphasize teamwork, communication, and fair play.
5. Use a stopwatch or timer to keep track of the game duration.

2 minute Clean up
Students will be assigned a responsibility each week

3 Minute Circle Stretching

Flag Football Lead-Ins

Flag Football Tag
The object is for students to successfully carry footballs from one goal line to the other without having their flags pulled.

Class is divided into two groups; each group has a different colored flag

- To start the game, offensive team lines up on goal line. Each person has a football.
- Defensive team stands wherever they want in the middle of the field/ court
- On signal, the offensive team starts to run toward other goal line. If a student gets their flag pulled, they abandon their ball (safely) and walk or jog to the goal line.
- Students who successfully carry their ball across the goal line without getting their flags pulled score one point.
- Switch offense/ defense at the end of each run.

Crash and Burn
The object is for students to pass, catch, and run with the ball, and then avoid their pursuer. Class is divided into four lines. Line 1 should face line 2; line 3 should face line 4. Each line is about 10' apart.

- Students pass the ball back and forth with their partner.
- On signal, the student with the ball runs away from their partner for 10 seconds.
- The partner without the ball attempts to pull the flag of the student carrying the ball.
- If the running student's flag is pulled, the pursuer gets one point,
- If the running partner is able to avoid theri partner, they get one point.
- At the end of ten seconds, return to the line and begin again- have students move one partner down the line so they play with a different partner every time.

Bordenball
The object is for teams to score as many points as possible. Points are scored by completing a pass to a receiver who is standing in the opponent's crease.

Set up one ball per team, cones to mark end lines. Crease should be 15 feet in radius. 4 students per team.

- To start play, one team throws a pass at the center of the field by throwing a pass to the other team.
- No student is allowed to remain in the crease for more than 3 seconds.
- Students must not hold the ball for more than 3 seconds.
- Students may take three steps with the ball.

- Students must stay 3 feet away from the student who has the ball.
- If one team sends the ball out of bounds, a student on the other team passes the ball in to restart play.
- Gaining possession of the ball may be accomplished by:
    - Intercepting a pass
    - Knocking down a pass attempt
- When a team attempts to complete a pass and it is dropped, the ball goes over to the other team at the point at which the ball was dropped.
- When a team attempts to intercept a pass and drops it, the ball goes over to the passing/receiving team at the point at which the ball was dropped.
- The ball must be intercepted or obviously knocked down to gain possession.

PLANNING A CIRCUS ARTS ROUTINE

My name: _____

Group Member Names:

_____   _____

_____   _____

Check boxes that apply:

Performance Type	Balance Apparatus	Circus Object
• Solo • Pair • Group	• Spooner Board • Low Balance Beam • Other _____	• Juggling Scarves • Juggling Balls • Juggling Rings or Clubs • Spinning Plates • Diabolo • Flower Stick

Part 1: Begin on the floor (next to your balance apparatus)

Floor Trick 1: _____

Floor Trick 2: _____

Transition Plan: _____

Part 2: Move onto the balance apparatus

Balance Challenge 1: _____

Balance Challenge 2: _____

Transition Plan: _____

Part 3: Perform tricks on the balance apparatus

Balance Trick 1: _____

Balance Trick 2: _____

Performance Rubric

4 (Professional) – Performs full routine with less than 5 errors. Transitions smoothly from floor to balance apparatus. Shows encouragement and works well with others (group members, other performers, audience members). Displays a growth mindset with a focus on improvement.

3 (Specialist) – Performs full routine with less than 10 errors. Performs a planned transition from floor to balance apparatus. Shows encouragement and works well with others. Displays a growth mindset with a focus on improvement.

2 (Beginner) – Performs routine with frequent errors. Does not have a transition plan from floor to balance apparatus. Does not disrupt others.

1 (Back to the Drawing Board) – Shows minimal effort and/or performs an incomplete routine. Behavior is disruptive/distracting for others. Displays a fixed mindset.

Growth Mindset Reminders

- I want to improve my skills.
- I will stay engaged in purposeful practice.
- I will persevere when faced with challenges.
- I know that focused work is the path to improvement and success.
- I will listen to, and learn from others as they try to help me improve.

PLANNING A CIRCUS ARTS ROUTINE

- I will celebrate when others succeed. It proves that I can succeed too.

A

BASIC JUGGLING

STUDENT TARGETS

SWBAT
- participate and actively engage in circus arts activities.
- perform cascade juggling with scarves.
- identify and demonstrate responsible behaviors related to safe, positive circus arts participation.

- Focus on Form
- Put in Work
- Be Patient with Yourself
- Stay Safe

ACTIVITY SET-UP & PROCEDURE

Equipment:
- 3 juggling scarves per student
- Circus Arts Activity Cards
- Music

Set-Up:
- Students scattered in activity area, each with 3 juggling scarves.
- Display Basic Juggling Cue Chart.
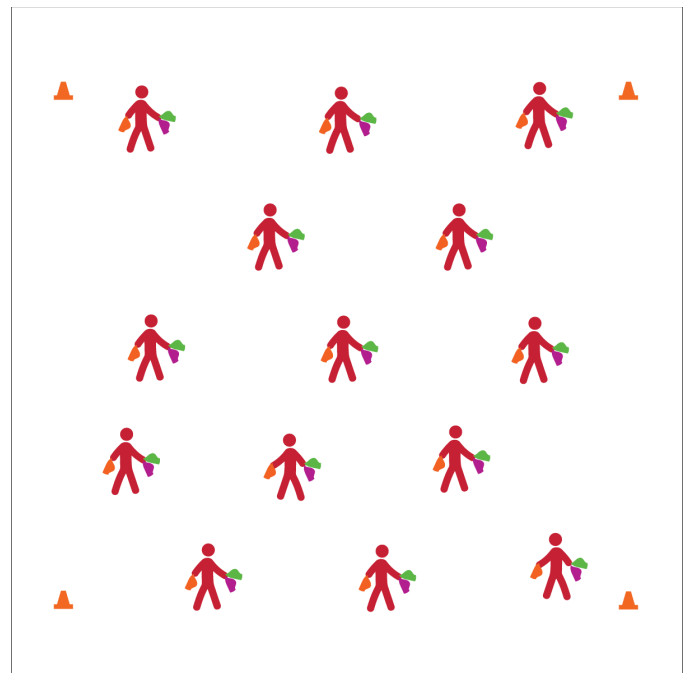
Activity Procedures:
- Today we'll begin Circus Arts with basic scarf juggling.
- We'll follow the juggling progression f(rom Activity Part 1) together and then spend time practicing each challenge on our own.
- Demonstrate this activity sequence: 1) diagonal toss/catch 1 scarf; 2) crisscross toss/toss catch/catch 2 scarves; 3) Cascade (X pattern) with 3 scarves.
- Show YouTube demonstration videos if desired/ if needed
- When students are ready, progress to Column Juggling in part 2

Skill Progression:
No experience: Students perform 1 or more basic skills from Level 1 of the activity card.
Some experience: Students perform all of the skills from Level 1 of the activity card.
Experienced: Students perform all Level 1 skills and 1 or more Level 2 Skills.

1

- Use larger scarves and focus on basic toss and catch.
- Toss scarves into a target such as a hoop.

Juggling demonstration videos:
https://www.youtube.com/watch?v=4aHcmUAWo7I
https://www.youtube.com/watch?v=ve2FKNctOBg
https://www.youtube.com/watch?v=uWiZ4fNqu5c

ACTIVITY CARDS

SCARF JUGGLING

Activity Name	Description	Forces of Science
PART 1		
Diagonal Toss / Catch 1 Scarf	Hold 1 scarf by pinching it in the center. • Toss the scarf up and across your body, high above your opposite shoulder. • As the scarf falls, catch it in the opposite hand. Toss it back, up and across over the shoulder on the side it started. This creates an X shape.	Discuss Gravity
Crisscross Toss / Toss Catch / Catch 2 Scarves	Hold 2 scarves, 1 in each hand by pinching them in the center. • Toss the scarf in your dominant hand up and across, high above your opposite shoulder. • As that scarf gets to its highest point, toss the 2nd scarf up and across so that it travels underneath the 1st scarf. Create an X shape. • Catch the 1st scarf and then catch the 2nd scarf. After both scarves are caught, they should end up opposite from where they started.	Discuss Newton's 1st Law of Motion
Cascade (X Pattern) with 3 Scarves	Hold 3 scarves, 2 in one hand (pinch 1 w/thumb and index finger, the other between the middle and index fingers) and 1 in the other. • Toss 1 scarf from the hand holding 2. All tosses should be made as described above. • As soon as the 1st reaches its peak, toss the scarf from the hand holding only 1. Catch the 1st scarf on its way down. • Toss the 3rd scarf under the 2nd. Continue in an X shape.	Discuss Wind Resistance
PART 2		
2 Columns Left / Right with 1 Hand	Start with 2 scarves in 1 hand. • Toss 1 scarf straight up, high in front of you. • When the 1st scarf is at its peak, toss the 2nd scarf straight up to the right of it. • Catch the 1st scarf and toss it again in the same column as it was first tossed. Continue alternating tosses with 2 scarves and 1 hand. • Practice in your dominant hand for several minutes, then try with your non-dominant hand.	
3 Columns Left / Right / Center	Start with 2 scarves in one hand and 1 scarf in the other. • From the hand with 2 scarves, toss 1 straight up in the center of your body. • When the 1st scarf is at its peak, toss the other 2 scarves straight up to the left and right of the center scarf. • Catch the 1st and toss it up again in the center column. Repeat this pattern (1-2-1-2), keeping the scarves in their own columns.	
4 Columns Left / Left-Center / Right-Center / Right	Start with 2 scarves in each hand (4 scarves total). • Toss 2 scarves (1 from each hand) straight up in 2 columns, leaving enough room for a column in between. • When the first 2 scarves are at their peak, toss the other 2 scarves straight up in the space in between and to the right of the tossed scarves. This will create 4 columns (alternating up/down). • Catch the 1st scarves and toss them again in the same columns as before. Continue alternating tosses.	

Allow students to progress at a comfortable pace.

Grade 11 PE Scope and Sequence
Full year course - 1 credit
Mandatory for all students

Course Overview: Physical education at Freire reflects values of safety, diversity, wellness and growth. This year-long course is aligned with Delaware PE standards, and gives all students a safe place to learn new skills, build physical health, and play. It also provides opportunities for each student to consider their own fitness needs, habits, likes and dislikes, and create a personal fitness plan which they regularly revisit, reflect upon and revise as the year unfolds. The overall goal is for students to reach the Healthy Fitness Zone in the fitness areas outlined in the Healthy Delaware program. All relevant student fitness data will be uploaded into the Focused Fitness program.

All 11th graders take a full year of Physical Education. The course's pacing and sequencing is flexible after the initial four-week module, "Elements of Personal Fitness and Cooperative Games." During this module, students register with Focused Fitness and do their first fitness pre-tests. They play cooperative games which are accessible and engaging for all students, and are designed and sequenced to put students at ease and build motivation for PE class. Cooperative games stress teamwork and cooperation, and offer a combination of physical activity, strategy, and scoring opportunities. Students also learn routines and expectations for PE class in this first module. These are: three minutes to enter the space (stow book bags, get water, put on proper attire), five minute warm-ups (walk or jog three laps if facilities permit, or do six static drills across the court). Typical timing after these initial activities consists of 20 minute drills, a three- minute break, and then another set of 20 minute drills or a scrimmage. PE class ends with two minutes of clean up, and then three minutes of Circle Stretching.

After the introductory module, teachers may sequence the eight major "floating" fitness modules in any order. These modules consist of both sports and individual fitness activities. The eight modules are: Team Handball, Volleyball, Basketball, Badminton, Flag Football, Soccer, Yoga, and Strength and Cardio Training. Teachers will schedule these modules so that classes can cycle through them in logical order; their order and duration will depend on a number of factors including weather and facility availability. Individual floating fitness modules may last anywhere from 3-6 weeks, and may be repeated. Since teachers will schedule these units at their discretion, Focused Fitness testing is listed in every unit below. It is expected that not every unit will include this testing, but that teachers will schedule this testing at least three times over the year.

MODULE 1: THE ELEMENTS OF PERSONAL FITNESS and COOPERATIVE GAMES
Timeline: 4 weeks

During this first, introductory unit, students are introduced to class routines for warm up and cool down, and play cooperative (non-traditional) games. These games encourage sportsmanship, communication, teamwork, mutual effort, and community. They give sedentary students and those who do not consider themselves "sporty" a chance to get up and move, have fun, and engage in low-stakes physical activity. Nontraditional games are chosen for ease of play, safe boundaries, and inclusivity. In them students work together and develop skills in problem-solving, communication, and empathy. Basic skills and strategies are explained and all students are encouraged to play, no matter

their skill level. Students also begin work in the Focused Fitness program, where they explore larger concepts of muscular endurance, cardiovascular endurance, flexibility, agility, and muscular strength. They create a personal fitness plan which they will revisit, reflect upon and revise as the year unfolds. This initial unit gives students the motivation, terminology, concepts and orientation to the skills and knowledge that are required for them to sustain one part of an active lifestyle: physical activity.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
		SWBAT
1. What is the minimum amount of exercise I can do to stay physically fit?	1. Physical and mental wellness require an understanding and integration of fitness concepts and skills.	1. Learn and practice PE class routines 2. Learn components (five areas of fitness) and metrics identified in Delaware's Focused Fitness program.
2. What effects does exercise have on the body both physically and mentally?	2. Physical fitness is the ability of the body to work efficiently and effectively.	3. Participate in fitness pretests. 4. Identify and reflect on current levels of personal fitness.
3. How do I develop an appropriate personal fitness program and find the time and motivation to commit to it?	3. Lifetime fitness is built upon the principles of developing and implementing a program that utilizes appropriate training principles.	5. Create a personal fitness plan. 6. Learn and play a variety of non-traditional team games and activities, and practice the strategies and skills required for each. Skills will vary from game to game. Sample games include
4. Why is it important to stretch muscles before exercising?	4. Participation in physical activities and sports provides opportunity understanding and respect for differences among people.	○ Slide tag ○ Bowler ball ○ Goalie Relay
5. What are characteristics of good sportsmanship?	5. Physical activity/sports can provide opportunities for personal enjoyment, challenge, self-expression and positive social interaction.	○ Slide bowling ○ Crazy Eights (prep for racquet games) ○ Swatball
6. What role does cooperation play in physical activities and sports?		○ Hand Hockey ○ Circle Soccer
7. How can individual differences enhance and contribute to group productivity?	6. Rules and etiquette in physical activities/ sports can make the experience both enjoyable and successful.	○ Goalie Tag ○ Ultimate handball
8. Why are skills, self-knowledge, and game knowledge important to participate in physical activities/sports?	7. Teamwork is a required component of	○ Obstacle Course relays

	success in group efforts.	○ Octopus Tag ○ Sock Wars ○ Cone Flip Relay 7. Understand and practice teamwork 8. Support and cooperate with peers of all skill levels and abilities

ASSESSMENTS	DE STATE STANDARDS

FORMATIVE ASSESSMENTS
 • Diagnostic "Personal Fitness IQ" test
 • Fitness subtests to be recorded as pretest data in Focused Fitness program:
    • Curl ups with cadence
    • Lower Back hamstring/ hurdler stretch L and R
    • Push ups with cadence
    • Step challenge
    • Trunk Lift
    • Plank
 	
 SUMMATIVE ASSESSMENTS
 ● Initial draft of Personal Fitness plan addressing goals for muscular strength, muscular endurance, flexibility and cardiovascular fitness.
	DE-PE.1
	 DE-PE.2
	 DE-PE.3
	 DE-PE.4
	 DE-PE.5
	 DE-PE.6

TIER 2/ ACADEMIC VOCABULARY	SCAFFOLDING AND EXTENSIONS FOR DIVERSE LEARNERS AND ELS
Cardiovascular Aerobic Anaerobic Endurance Interval Agility Capacity	● Modified or reduced assignments ● Reduce length of assignment for different mode of delivery ● Increase one-to-one time ● Create a contract between teacher and student ● Present new content in concrete terms and provide hands-on-tasks

Hand-eye coordination
Protocol
Defense
Offense
	• Position student near helping peer or have quick access to teacher
	• Break tasks down in smaller increments
	• Pair students in buddies/ teams
	• Provide materials ahead of scheduled class times
	• Record instruction and make available in Google Classroom
	• Enrichment activities for gifted and talented students including
	    ○ Research 1-2 current popular fitness trends and evaluate using Focused Fitness criteria
	    ○ Learn anatomy and nomenclature of body parts corresponding to unit vocabulary

FLOATING FITNESS MODULE : STRENGTH and CARDIO TRAINING
Flexible Timeline/ Duration

In this unit, students learn a few equipment-free ways to get a full-body workout, with an emphasis on strength training. They are introduced to a variety of exercises which work different muscle groups and learn how to get a cardiovascular workout, exploring challenges such as TABATA workouts. Each day, students practice some of these exercises, so they can work them into their evolving personal fitness plan. There is also a bit of cognitive content in this unit: students learn some basic anatomy, studying the names and function of specific muscles, and associating them with corresponding exercises and activities. To break up instruction, instructors may choose to sequence fitness units in shorter blocks and alternate among them.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. How can strength and cardio training help me in life? 2. What do I learn about myself from learning and practicing these skills? 3. Why be physically active?	1. Strength training and cardiovascular exercise help improve overall fitness. 2. Strength training and cardiovascular exercise increase lean body mass (more muscle, less fat)	1. Learn and practice 5-10 basic equipment-free strength exercises (e.g., squats, burpees, plank) 2. Learn names and functions of

4. Why be physically fit? 5. How do I behave by myself and with others in physical fitness settings?	3. Strength training and cardiovascular exercise both burn calories. 4. Strength training and cardiovascular exercise make bones stronger. 5. Strength training and cardiovascular exercise improve mental health.	10-15 muscles (quadriceps, deltoids, triceps, biceps, transverse abdominals, etc.) 3. Learn and practice 5-10 basic equipment-free cardio exercises (jump rope, jumping jacks, dancing, boxing, etc.)

ASSESSMENTS	DE STATE STANDARDS

FORMATIVE:
● Diagnostic "Strength and Cardio IQ" test
● Fitness subtests to be recorded in Focused Fitness program:
   ○ Curl ups with cadence
   ○ Lower Back hamstring/ hurdler stretch L and R
   ○ Push ups with cadence
   ○ Step challenge
   ○ Trunk Lift
   ○ Plank
   ○ 1 mile walk/run
 	
SUMMATIVE:
● Personal Fitness goals and plan reflection (including revision)
	DE-PE.1
	DE-PE.2
	DE-PE.3
	DE-PE.4
	DE-PE.5
	DE-PE.6

TIER 2/ ACADEMIC VOCABULARY	SCAFFOLDING AND EXTENSIONS FOR DIVERSE LEARNERS AND ELS
Squats/ Squat jumps Burpees Plank/ Side plank Abduction/ Adduction Progressive overload Mountain climbers Reps Split squat Circuit training Isometric Flexion/ Extension TABATA Plyometric	● Provide visuals (videos, photos, drawings) to explain training procedures ● Post illustrated anchor charts in gym to reinforce techniques, requirements, and safety measures ● Modified or reduced assignments ● Reduce length of assignments ● Increase one-to-one time ● Present new content in concrete terms and provide hands-on-tasks ● Break tasks down in smaller increments ● Pair students in buddies/ teams ● Provide materials ahead of scheduled class times ● Record instruction and make available in Google Classroom ● Provide materials ahead of scheduled class times ● Record instruction and make available in Google Classroom ● Enrichment activities for gifted and talented students including ○ Learning anatomy and nomenclature of body parts corresponding to unit vocabulary

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FLOATING FITNESS MODULE : VOLLEYBALL
Flexible Timeline/ Duration

Students engage in volleyball drills, basic strategies, and scrimmages in this unit, which can be extended and repeated as desired. They learn and play a simple 6-2 rotation. Daily activities include drills in serving, setting, spiking (hitting), and passing. Unit priorities include communicating every time a team returns a serve, understanding the game's basic strategies and rules, and the value of working together in every play.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES SWBAT

1. What are the rules and strategies of volleyball ?
2. What techniques and tactics can you use to excel in volleyball?
3. How does effective communication and teamwork impact the success of a volleyball team?
4. What role does physical fitness play in becoming a proficient volleyball player?
	1. Volleyball is a dynamic sport that requires a combination of technical skill and teamwork.
	2. Consistent practice and refinement of skills lead to improved performance.
	3. Communication and positioning are crucial for success in volleyball.
	4. Volleyball offers physical fitness benefits and opportunities for strategic thinking.
		1. Play volleyball lead-in games and drills including
		  a. Self Service
		  b. Once Bounce Rally
		  c. Bucketball
		  d. Block and Shuffle
		2. Understand and practice the fundamental rules and techniques of volleyball.
		3. Develop and improve serving, passing, setting, digging, and spiking skills.
		4. Demonstrate effective teamwork, communication, and positioning on the court.
		5. Develop an appreciation for the physical fitness benefits and strategic elements of volleyball.

ASSESSMENTS	DE STATE STANDARDS

FORMATIVE:
● Diagnostic "Volleyball IQ" test
● Skills assessment during practice drills
● Dedicate days to Focused Fitness assessment battery. Record and score results in Focused Fitness program:
  ○ Curl ups with cadence
  ○ Lower Back hamstring/ hurdler stretch L and R
  ○ Push ups with cadence
  ○ Step challenge
  ○ Trunk Lift
	DE-PE.1
	DE-PE.2
	DE-PE.3
	DE-PE.4
	DE-PE.5
	DE-PE.6

○   Plank
    ○   1 mile walk/run
SUMMATIVE:
    ● Volleyball written test	

TIER 2/ ACADEMIC VOCABULARY
 	
Serve
Spike
Set
Dig
Pass
Block
Rotation
Side Out
Ace
	**SCAFFOLDING AND EXTENSIONS
	FOR DIVERSE LEARNERS AND ELS**
	
	● Provide visuals (videos, photos, drawings) to explain training procedures
	● Post illustrated anchor charts in gym to reinforce techniques, requirements, and safety measures
	● Modified or reduced assignments
	● Reduce length of assignments
	● Increase one-to-one time
	● Present new content in concrete terms and provide hands-on-tasks
	● Break tasks down in smaller increments
	● Pair students in buddies/ teams
	● Provide materials ahead of scheduled class times
	● Record instruction and make available in Google Classroom
	● Enrichment activities for gifted and talented students including
	    ○ Analyze a video an Olympic or college volleyball game and present it with commentary using accurate terminology
	    ○ Compare and contrast court volleyball with beach volleyball

FLOATING FITNESS MODULE : YOGA
Flexible Timeline/ Duration

Students are introduced to the fundamental concepts and practice of hatha and vinyasa yoga. The emphasis is on flexibility and breathwork rather than the spiritual dimensions of the practice, so that students can access the benefits of yoga for fitness and stress-reduction. To break up instruction, instructors may choose to sequence fitness units in shorter blocks and alternate among them.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. What is yoga? 2. How can yoga help me in life? 3. What do I learn about myself from learning and practicing yoga?	1. Yoga means linking of breathing and movement, and involves both the body and the mind. 2. Physical activity is essential to health 3. Yoga can help improve cardiovascular fitness, flexibility, and strength building, which are all part of physical fitness	1. Learn and practice 10-15 basic yoga asanas (poses) 2. Learn and practice 2-3 basic vinyasa sequences **3.** Understand the purposes, basic ideas, and benefits of yoga as a regular practice

ASSESSMENTS	DE STATE STANDARDS
FORMATIVE: ● Diagnostic "Yoga IQ" test ● Yoga basics quiz: terminology ● Identification of basic asanas ● Ongoing Focused Fitness monitoring (esp flexibility, muscular endurance– Lower Back hamstring/ hurdler stretch L and R, Other flexibility measures) **SUMMATIVE** ● Written yoga test	DE-PE.1 DE-PE.2 DE-PE.3 DE-PE.4 DE-PE.5 DE-PE.6

TIER 2/ ACADEMIC VOCABULARY	SCAFFOLDING AND EXTENSIONS FOR DIVERSE LEARNERS AND ELS
Yoga Asana Core Downward facing dog Child's pose Vinyasa Savasana	- Provide visuals (videos, photos, drawings) to explain new positions and movements - Increase one-to-one time - Present new content in concrete terms and provide hands-on-tasks - Position student near teacher - Break tasks down in smaller increments - Pair students in buddies/ teams - Provide materials ahead of scheduled class times - Record instruction and make available in Google Classroom - Enrichment activities for gifted and talented students including - Research yoga's history and benefits - Learn and present additional asanas and types of yoga - Learn musculature corresponding to unit vocabulary

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FLOATING FITNESS MODULE: TEAM HANDBALL

Flexible Timeline/ Duration

Team handball is a simple, homemade game designed to accustom students to principles of teamwork, simple rules, and court movement. The module consists of simple drills and scrimmages, with teams of 6-8 players cycling in and out of "lightning-style," 5-minute games. The module culminates in a fun, elimination-style tournament.

*** If circumstances permit, and purely for fun and culture-building, the student winners of each section's team handball will play teacher handball teams.*

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES

1. How can understanding movement concepts improve my performance?
2. What are the physical and social benefits of participating in team sports?
	1. Comfort and competency with movement skills make regular physical activity more likely
	2. Participation in team sports may
		1. Play (team) handball lead-in games and drills including
		   a. Toss-n-Tage
		   b. Castleball

3. How does playing with teammates build interpersonal skills? 4. How does participating in team sports help to develop sportsmanship?	build interpersonal skills and positive relationships in the future. 3. Participation in sports can boost self-confidence, provide opportunities for social interaction and offer a chance to have fun	c. Catch Steps Dribble d. Team Keep Away 2. Know and understand the rules of team handball 3. Know and understand how team handball is scored 4. Understand and practice safe, effective use of appropriate equipment, court/playing area and set up 5. Practice and demonstrate proper technique 6. Show sportsmanship and teamwork in drills and game situations. 7. Practice and understand game tactics and strategy

ASSESSMENTS	DE STATE STANDARDS

ASSESSMENTS
FORMATIVE:
 	
● Ongoing Focused Fitness monitoring (areas at teacher's discretion)
● Sportsmanship quiz
● Skill drills
● Dedicate days to Focused Fitness assessment battery. Record and score results in Focused Fitness program:
   ○ Curl ups with cadence
   ○ Lower Back hamstring/ hurdler stretch L and R
   ○ Push ups with cadence
   ○ Step challenge
   ○ Trunk Lift
   ○ Plank
   ○ 1 mile walk/run
	DE-PE.1
	DE-PE.2
	DE-PE.3
	DE-PE.4
	DE-PE.5
	DE-PE.6

SUMMATIVE:	
● Team handball written test	

TIER 2/ ACADEMIC VOCABULARY	SCAFFOLDING AND EXTENSIONS FOR DIVERSE LEARNERS AND ELS

Excessive
Permissible
Pivot
	● Provide visuals (videos, photos, drawings) depicting team handball in action.
	● Use slo-mo video to illustrate and narrate new skills
	● Increase one-to-one time
	● Create a contract between teacher and student
	● Present new content in concrete terms and provide hands-on-tasks
	● Position student near helping peer or to have quick access to teacher
	● Break tasks down in increments
	● Pair students in buddies/ teams
	● Provide materials ahead of scheduled class times
	● Record instruction and make available in Google Classroom
	● Enrichment activities for gifted and talented students including
	   ○ Learn and present advanced strategies
	   ○ Determine odds and keep statistics re: tournament play

FLOATING FITNESS MODULE: BASKETBALL
Flexible Timeline/ Duration

Students engage in basketball drills, basic strategies, and scrimmages in this unit, which can be extended and repeated as desired. Unit priorities include understanding the game's basic strategies and rules, and the value of teamwork.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES

1. What are the rules of play in basketball?
2. What is the purpose of rules for play in the game of basketball?
3. How can basketball improve fitness?
4. Why is it that sportsmanship and being a good teammate are important skills in basketball and in life?
5. What is the BEEF technique, and why is it used?
	1. Movement concepts, principles, strategies and tactics are used in physical activities including but limited to games like basketball.
	2. Sportsmanship and teamwork are important life skills
	3. Strategies as well as skills are needed to play a basketball game.
	4. Teamwork is essential for basketball success.
		SWBAT
		1. Engage in basketball lead-in games and drills including
		   a. Call the shot
		   b. Dribble Tag
		   c. King of the Hill
		   d. Rounders
		   e. Bombers
		   f. Around the World
		2. Increase awareness of how the body reacts to movement while playing basketball.
		3. Describe the importance of running to open spaces to receive passes.
		4. Play lead-up games to build offensive and defensive strategies.
		5. Apply basketball-related skills in a game situation.
		6. Show sportsmanship and teamwork in drills and game situations.

ASSESSMENTS	DE STATE STANDARDS

FORMATIVE ASSESSMENTS
• Diagnostic "Basketball IQ" test
• Skill drills
• One-play
• Video analysis
• Dedicate days to Focused Fitness assessment battery. Record and score results in Focused Fitness program:
   • Curl ups with cadence
   • Lower Back hamstring/ hurdler stretch L and R
	DE-PE.1
	DE-PE.2
	DE-PE.3
	DE-PE.4
	DE-PE.5
	DE-PE.6

• Push ups with cadence • Step challenge • Trunk Lift • Plank • 1 mile walk/run **SUMMATIVE ASSESSMENTS** ● Basketball written test	

TIER 2/ ACADEMIC VOCABULARY
 	
Crossover Dribble
Fast Break
Full-Court Press
Fast Break Pass
Behind-the-Back Pass
Alley-Oop
Fast Break Defense
	SCAFFOLDING AND EXTENSIONS
	FOR DIVERSE LEARNERS AND ELS
	
	● Modified or reduced assignments
	● Reduce length of assignment for different mode of delivery
	● Increase one-to-one time
	● Create a contract between teacher and student
	● Present new content in concrete terms and provide hands-on-tasks
	● Position student near helping peer or have quick access to teacher
	● Break tasks down in smaller increments
	● Provide materials ahead of scheduled class times
	● Record instruction and make available in Google Classroom
	● Enrichment activities for gifted and talented students including
	   ○ Read and report on basketball memoirs: *The Mamba Mentality* (Kobe Bryant); *Playing for Keeps* (Michael Jordan); *Maverick* (Phil Jackson);
	   ○ Learn anatomy and specific strength training corresponding to basketball

FLOATING FITNESS MODULE: BADMINTON
Flexible timeline/ duration

Students tend to be unfamiliar with badminton but pick up the sport with ease. They learn the basic strokes, components, and rules of the game quickly; with just rudimentary skills they can have fun and get a rally going. This quick competence encourages them to refine basic skills and develop court sense. Multiple badminton courts can be set up in the gym space so that squads can rotate through drills and games. Badminton is a fun way to develop new skills and get exercise.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES

1. What is badminton and how do you play?
 2. What are the basic grips and shots?
 3. How do players engage in attack and defense?
	1. Badminton can be played by 2 or 4 people at a time.
	 2. A point is scored on every serve and awarded to whichever side wins the rally. The winning side gets the next serve.
	 3. If the score is 20-20, a side must win by two clear points to win the game. If it reaches 29-29, the first to get their 30th point wins.
	 4. Basic badminton skills include
	    a. forehand drive
	    b. backhand drive
	    c. short serve
	    d. deep serve
	    e. forehand clear
	    f. backhand clear
	    g. dropshot
	    h. smash
		SWBAT
		 1. Engage in regular badminton drills and lead-in games including
		    a. Two Shuffle Down
		    b. Group Racket Rally
		    c. King of the Court
		    d. Bucket Drill
		 2. Round the Clock game
		 3. Demonstrate competency in basic motor skills and movement patterns needed for badminton activities.
		 4. Demonstrate understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of badminton.
		 5. Practice proper forehand and backhand grips
		 6. Engage in 1:1 partner passing drills
		    a. Forehand and backhand

		b. Step forward to hit, move backward to beginning stance 7. Serve 8. Volley with a partner (backhand, forehand) 9. Show sportsmanship and teamwork in drills and game situations.
ASSESSMENTS		**DE STATE STANDARDS**

ASSESSMENTS	**DE STATE STANDARDS**
FORMATIVE ASSESSMENTS • Diagnostic "Badminton IQ" test • Badminton vocab quiz • Drills • Dedicate days to Focused Fitness assessment battery. Record and score results in Focused Fitness program: • Curl ups with cadence • Lower Back hamstring/ hurdler stretch L and R • Push ups with cadence • Step challenge • Trunk Lift • Plank • 1 mile walk/run **SUMMATIVE ASSESSMENTS** ● Written badminton test	DE-PE.1 DE-PE.2 DE-PE.3 DE-PE.4 DE-PE.5 DE-PE.6

TIER 2/ ACADEMIC VOCABULARY	SCAFFOLDING AND EXTENSIONS FOR DIVERSE LEARNERS AND ELS
Shuttlecock Stance Smash Perpendicular Flick Trajectory Birdie	- Increase one-to-one time - Present new content in concrete terms and provide hands-on-tasks - Position student near helping peer or have quick access to teacher - Break tasks down into smaller increments - Record instruction and make available in Google Classroom - Provide materials ahead of scheduled class times - Record instruction and make available in Google Classroom - Enrichment activities for gifted and talented students including - Research the history of badminton - Use mathematics to compare the speed of the game with other racquet sports

FLOATING FITNESS MODULE: FLAG FOOTBALL
Flexible timeline/ duration

Students engage in football skills, drills, and scrimmages in this unit, which can be extended and repeated as desired. Unit priorities include understanding the game's basic rules and the value of teamwork. Students will learn running, passing, formation, and reacting skills through fun football drills and skill games including Touchdown Relay, Flag Tag, the Gauntlet, Hot Lava, Handoff Relays, Center Snap Relays, and Clap and Catch.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
		SWBAT
1. What are the rules of play in flag football? 2. What is the purpose of rules for play in the game of flag football?	1. Teamwork and sportsmanship are important components of a flag football game. 2. Flag football skills include punting,	1. Describe proper football throwing technique (fingers on laces, ball by ear, follow-through). 2. Demonstrate dodging and fleeing

3. How can flag football improve fitness? 4. Why is it that sportsmanship and being a good teammate are important skills in flag football and in life?	catching, running, and passing. 3. Rules and regulations of the game enhance player safety.	from opponents. 3. Explain appropriate spacing to enhance teamwork. 4. Apply flag football skills in game play. 5. Show sportsmanship and teamwork in drills and game situations.

ASSESSMENTS	DE STATE STANDARDS
FORMATIVE ASSESSMENTS ● Diagnostic "Football IQ" test ● Quiz: game scoring, offensive and defensive formations ● Dedicate days to Focused Fitness assessment battery. Record and score results in Focused Fitness program: 　○ Curl ups with cadence 　○ Lower Back hamstring/ hurdler stretch L and R 　○ Push ups with cadence 　○ Step challenge 　○ Trunk Lift 　○ Plank 　○ 1 mile walk/run **SUMMATIVE ASSESSMENTS** ● Flag football summative (written) test	DE-PE.1 DE-PE.2 DE-PE.3 DE-PE.4 DE-PE.5 DE-PE.6

TIER 2/ ACADEMIC VOCABULARY	SCAFFOLDING AND EXTENSIONS FOR DIVERSE LEARNERS AND ELS
point spiral short/long pass follow-through block complete/ incomplete pass punt touchdown	● Increase one-to-one time ● Create contracts between teacher and student ● Present new content in concrete terms and provide hands-on-tasks ● Use slo-mo videos to demonstrate skills ● Position student near helping peer or have quick access to teacher ● Break tasks down in smaller increments

	● Provide materials ahead of scheduled class times ● Record instruction and make available in Google Classroom ● Enrichment activities for gifted and talented students including 　　○ Football head injury research and report 　　○ Ravens vs. Eagles select statistical analysis

FLOATING FITNESS MODULE: SOCCER
Flexible timeline/ duration

During this unit, students will learn basic skills of soccer through small game situations. The emphasis is on the foundations of good sportsmanship and positive social interaction. Students will practice basic skills, and learn the basic rules, key terms, and boundaries of the field. They will improve their kicking, dribbling, and passing skills.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
		SWBAT
1. How can soccer improve fitness? 2. What skills are needed to play soccer? 3. Why is sportsmanship important in games and activities including (but not limited to) soccer? 4. How does teamwork help a team win, and allow individual players to be successful in a soccer game?	1. Teamwork and sportsmanship are important components of soccer. 2. Soccer has specific rules and equipment that must be followed and used. 3. Soccer is a game of teamwork and sportsmanship. 4. To be successful at the game, a student must be able to demonstrate the ability to work collaboratively with peers on the field.	1. Learn and practice fundamental soccer skills (dribbling, passing, receiving, shooting) 2. Demonstrate tactical understanding of team play and game strategies. 3. Gain familiarity and follow soccer rules 4. Demonstrate the required cardiovascular endurance, agility, speed, strength and balance required by the game. 5. Show sportsmanship and teamwork in drills and game situations.
ASSESSMENTS		**DE STATE STANDARDS**

FORMATIVE ASSESSMENTS
 	
• Diagnostic "Soccer IQ" test
• Daily drills: dribbling, passing, and/or shooting
• Video analysis
• Dedicate days to Focused Fitness assessment battery. Record and score results in Focused Fitness program:
  • Curl ups with cadence
  • Lower Back hamstring/ hurdler stretch L and R
  • Push ups with cadence
  • Step challenge
  • Trunk Lift
  • Plank
  • 1 mile walk/run
 	
SUMMATIVE ASSESSMENTS
● Written soccer assessment
	DE-PE.1
	DE-PE.2
	DE-PE.3
	DE-PE.4
	DE-PE.5
	DE-PE.6

TIER 2/ ACADEMIC VOCABULARY
 	
Dribbling
passing
Shooting
Offside
Tackling
Penalty Kick
Header
Formation
Cross
Yellow card/ red card
	SCAFFOLDING AND EXTENSIONS
	FOR DIVERSE LEARNERS AND ELS
	
	● Pair students with buddies within teams
	● Provide materials ahead of scheduled class times
	● Record instruction and make available in Google Classroom
	● Enrichment activities for gifted and talented students including
	  ○ World Cup research and presentation
	  ○ Create and narrate a video showing elite soccer players' demonstration of world-vclass, high-level skills and plays

Fitness Recording Sheet

School: Freire Charter School   **Teacher:** ▓▓▓▓▓▓

Class: Physical Education 11   **Section:** PE-11-1   **Term:** YR

Level: Advanced Level   **Term Begin Date:** ▓▓▓▓   **Term End Date:** ▓▓▓▓

Phase:

_____

Student	Curl-Ups with Cadence	Lower Back and Hamstring Challenge - Left	Lower Back and Hamstring Challenge - Right	One Mile Run	Plank Challenge	Push-Ups with Cadence	Step Challenge - Exercise HR	Trunk Lift	Walk Test
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Rubrics Detail

Category: Motor Skills - Locomotor

Definition: Basic motor skills involving a change of position of the feet and/or a change of direction of the body

Record Method: Analytic

Critical Elements

Name	Definition
Head	Head is stable, controlled and aligned with the locomotor movement and direction of travel.
Upper body	Core is controlled and arm movement patterns are in coordination with lower body according to the locomotor movement
Lower body	Foot placement and leg movement patterns are completed according to the locomotor movement
Rhythm	Locomotor pattern is characterized by regular reoccurrence while using qualities of time, space, levels, patterns, distance and direction

Proficiency:	3 (Minimum # of Critical Elements Met to be Considered Proficient for each Scoring Guide in the Category)
Explanation:	1 - Working towards standard with assistance, 2 - Approaching standard, 3 - Meets standard, 4 - Exceeds standard.

Descriptors & Standards

Scoring Guide Name	Critical Element	Descriptors
Jogging Grades: 0 - 12	Head	• The head faces forwards • The head is stable without bouncing • The facial muscles are relaxed and not tense
	Upper body	• The upper body leans forward slightly • Arms are held at 90 degrees • Gently swing arms back and forth in coordination with legs
	Lower body	• The back leg will extend and push off of the ground to propel the body forward • Toe to mid foot strikes the ground first • Both feet will briefly leave the ground • The knees will move directly forward to minimize lateral movement
	Rhythm	• Jogging should be relaxed and rhythmic • For longer distances qualities of pacing should be demonstrated
	Scoring Guide Aligns to the Following Standard(s): None	
Walking Grades: 0 - 12	Head	• The head faces forwards • The head is stable without bouncing • The facial muscles are relaxed and not tense
	Upper body	• The upper body maintains an upright posture • Arms swing gently back and forth in opposition to legs
	Lower body	• The back leg will extend and push off of the ground to propel the body forward • Heel strikes the ground first • The back leg follows through as the front leg is now the push off leg
	Rhythm	• Walking should be relaxed and rhythmic • Proper spacing is displayed when walking among others
	Scoring Guide Aligns to the Following Standard(s): None	

Category: Motor Skills - Non-Locomotor

Definition: Movement of the body performed from a relatively stable base while in place

Record Method: Analytic

Critical Elements

Name	Definition
Balance	Begins movement from a stable base of support. Maintains balance as center of gravity and body position changes throughout activity
Body position	Core is engaged and the body moves with control as needed to complete the movement
Head position	Head and eyes move as necessary to complete movement correctly and to maintain balance
Arm and Leg Movement	Completes arm and leg movements toward and away from the center of the body using qualities of time, space, levels, patterns, and direction

Proficiency:	3 (Minimum # of Critical Elements Met to be Considered Proficient for each Scoring Guide in the Category)
Explanation:	1 - Working towards standard with assistance, 2 - Approaching standard, 3 - Meets standard, 4 - Exceeds standard.

Descriptors & Standards

Scoring Guide Name	Critical Element	Descriptors
Push-up Grades: 0 - 12	Balance	• Weight is evenly distributed between hands and feet
	Body position	• Body is in prone position • Hands are slightly wider than shoulder width with fingers pointed forward • Toes are tucked under • Body remains rigid throughout movement
	Head position	• Head and spine remain neutral • Eyes looking slightly forward
	Arm and Leg Movement	• Arms flex to approximately 90 degrees on downward movement • Arms fully extend without locking on upward movement • Legs remain rigid throughout movement
	Scoring Guide Aligns to the Following Standard(s): None	
Ready position Grades: 0 - 12	Balance	• Majority of the weight in the balls of the feet • Even weight distribution on left and right foot
	Body position	• Back is straight • Feet are slightly wider than shoulder width • Knees are bent • Hips are flexed • Feet slightly angled out
	Head position	• Head is forward facing • Eyes level
	Arm and Leg Movement	• Arms are relaxed and slightly bent • Hands and fingers are ready to move or catch • Legs are slightly bent
	Scoring Guide Aligns to the Following Standard(s): None	

Category: ELF - Basic Fitness Checklist

Definition: Includes: Cardio Run, Push-up Position, Hurdle Stretch Left Leg, Hurdle Str

Record Method: Checklist

Descriptors & Standards

Scoring Guide Name	Descriptors
Hurdle Stretch Left Leg Grades: 0 - 12	There are no descriptors defined. **Scoring Guide Aligns to the Following Standard(s):** None
Hurdle Stretch Right Leg Grades: 0 - 12	There are no descriptors defined. **Scoring Guide Aligns to the Following Standard(s):** None

Note: all fitness test performance will be scored according to available DE descriptors and standards. These rubrics reflect all relevant Focused Fitness FF subtests that are currently available.

Warm Up Routine

3 minute slow start
Enter the gym, put bags down, get water, put proper attire on

5 minute warm up
1. Walk or jog 3 laps
2. 6 static drills across the court
   a. Walking knee to chest
   b. Walking ankle grabs (behind)
   c. Zombie Walks
   d. Side shuffle facing the same wall (there and back)
   e. Skipping or High Knees
   f. Jog there, backpedal back

20 minute drills

3 minute break
Get water, sit ON THE FLOOR, bathroom

20 minute drills

2 minute Clean up
Students will be assigned a responsibility each week

3 Minute Circle Stretching
1. Arm across chest
2. Arm behind head
3. Standing side reach overhead
4. Roll neck clockwise then counter
5. Seated Touching toes - fold over
6. Sit wide legs and reach to left leg then right leg
7. Butterfly stretch
8. Seated back twist to left and right

SELF SERVICE

Group Size: Teams of 4-6

Objective:

- To serve the ball over the net and into the other court of play without a service error.
- To keep the entire team out of the touch court.

Directions:

1. Assign a team to each side of the net.
2. Participants begin serving back and forth. A player must go over to the opposite court and sit down if her/ his serve:
   a. Goes out of bounds.
   b. Hits the net.
   c. Does not go over the net.
3. Any player sitting may go back to the serve line if she/ he can reach out and touch a ball that has been served by her/ his own teammates.
4. The game is over when an entire team is sitting down.

1. Base the game on a time limit. The team that has the most servers when time expires is the winner.
2. All serves must be overhanded.
3. Allow students to be on their knees instead of sitting.

TOURNAMENT RULES

- Each team will get to play At least 2 games.

- Round 2 – Teams who won the first round will play Teams who lost the first round

- Semi Finals – 4 teams will move on. Whoever won the MOST GAMES and HAD THE MOST POINTS SCORED will move on. (Might need a tie break game)

- Championship – Winners of the Semi-Finals will play in the Championship. If you lose in the Semi Finals, you are out of the Tournament

- Teacher Game – Winners of the Championship will play the Teachers in the Final Game

GAMES AND RULES

- Round 1 – will be 8 minutes per game. More time will be added as each round goes on.

RULES

- Must have 3 passes. No walking with the ball
- Person in the Chair Can't Stand up
- NO EXCESSIVE HAND OFFS. No more than 2 in a row!
- No going into the cones for ANY REASON – Cone Violation
- No Pushing off one another or holding someone
- Watch when jumping
- Change of possession when the ball drops or is smacked in the air
- RESPECT THE REFS AND SCOREKEEPERS – FAILURE TO RESPECT THEM WILL GET YOUR TEAM DISQUALIFIED!!!

RULES FOR FANS IN THE CROWD

- You may not be on the court while game is in play.

- Keep sportsmanship in mind. You are cheering each team on in a positive way. Do not heckle any of the teams.

- You may only use the bathrooms by the gym and must get permission from a teacher to exit the gym.

- Safety- Please to not infer with the game at any point. The ball may come into the crowd, make sure you are paying attention.

- Failure to follow any of the rules will result in being sent to the Dean's office.

NEXT SLIDE SHOWS WHO YOU ARE PLAYING.....

ARE YOU READY?????

TEAM 1 Blue	TEAM 2 Yellow	TEAM 3 White	TEAM 4 Red	TEAM 5 Black	TEAM 6 Green
Kasir H	Shaniya S	Masud W	Aria	Musa A	Jaleel W
Ramir W	Latasia G	Abu O	Makayla S	Samiyah W	Nasir G
Cameer B	Janiyah P	Christian	Kariym	Nysier M	Tyree W
Te'von S	Shaniyah L	Dylan R	Cameron	Tradon R	Aiden R
Jahaad M	Najah J	Amir C	Jahsir G	Kaisheek D	Tayshawn H
Zybree P	Jaelen H	Zaire W	Joaquin	Tayshaun W	Mr. Chad
Dein C		Melvin C	Piere	Esa M	Mr. Brian
Kenyen		Quameer G	Senor James	Dennis	
SUB: N/A	SUB: N/A	SUB: N/A	SUB: N/A	SUB: Jaylah J	SUB: N/A

	Round 1	Round 2	Semi-Finals	Finals
Game 1	Team 1 vs Team 5	Game 1 Winner vs Game 2 Loser	2 Teams with Most Wins and Goals	Semi-Final Winning Teams
Game 2	Team 2 vs Team 3	Game 2 Winner vs Game 3 Loser	2 Teams with Most Wins and Goals	
Game 3	Team 4 vs Team 6	Game 3 Winner vs Game 1 Loser		

	Round 1	Round 2	Semi-Finals	Finals
Game 1	Team 1 vs Team 5	Game 1 Winner vs Game 2 Loser	2 Teams with Most Wins and Goals	Semi-Final Winning Teams
Game 2	Team 2 vs Team 3	Game 2 Winner vs Game 3 Loser	2 Teams with Most Wins and Goals	
Game 3	Team 4 vs Team 6	Game 3 Winner vs Game 1 Loser		

REFEREES	SCORE KEEPERS
Azyah	Unique S
Tahyaye	Mu'Minah W
Danaja	Niyah J
Osman	London H
Aaron	
Unique H-J	

Big 10 Ball Handling Drills

1. Slap Ball Drill:
• The player holds the ball in her left hand and smacks the ball hard with her right hand.
• The player holds the ball in her right hand and smacks the ball hard with her left hand.
• The player releases the ball and smacks it hard with both hands.

2. Around Head Drill:
• The player starts out holding the ball with both hands at face level
• Letting go with one hand the player moves the ball around the back of the head
• The player pushes the ball from one hand to the other and then keeps going from the starting position

3. Around Waist Drill:
• The player does the same sequence as the Around the Head drill except this time it is around the waist.

4. Around the Ankles Drill:
• The player does the same sequence as the previous two drills only this time it is around the ankles

5. Candy Cane Drill:
• The player quickly moves the ball around the head, waist, both ankles, right ankle, and left ankle. Then you do the same steps backwards to get back up to the head. From there the person repeats.

6. Flip Drill:
• The player bends over with her feet apart and holds the ball with both hands behind her legs.
• The player flips the ball forward through his/her legs, reaches forward, and catches the ball in front of her legs with his/her arms fully extended.
• The player hikes the ball back through her legs, and catches the ball behind her legs.
• The player repeats steps 1-3.

7. Flop Drill:
• The player bends over with her feet apart and holds the ball between his/her legs, with her right hand in front of her and her left hand in back of her.
• The player switches the positions of his/her hands quickly so the ball stays in the same place.
• The player continues to switch the positions of her hands, making sure that the ball stays in the same place as she does so.

8. Crab Walk:
• The player bends over with her feet apart and holds the ball between his/her legs, with her right hand in front of her and her left hand in back of her.
• When his/her right leg is forward, the player moves the ball behind it and between his/her legs to her left hand. When his/her left leg is forward, the player moves the ball behind it and between his/her legs to her right hand.
• The player repeats steps 1-2 as she runs up the court, keeping his/her head up, and making sure to bring the ball behind each of her legs so that if he/she drops the ball, he/she will not trip over it.

DRIBBLING DRILLS

1. **Power Crossovers** - Power dribble in your right hand, and then quickly bounce the ball to your left hand. Power dribble with your left hand for a few seconds before bouncing the ball back to your right hand.

2. **Dribble Blindfolded** - Wrap a cloth around your head as a blindfold, or you could simply close your eyes...no peeking. Power dribble a ball for at least 60 seconds. This drill helps you enhance your tactile sense of the ball. You can enhance the drill by performing it in the center of a deserted basketball court, walking around while dribbling. To make the drill even more challenging, try power dribbling two balls, one in each hand, while being blindfolded and slowly walking around a deserted basketball court.

3. **10-5 Repeats** - This drill exercises power dribbling with one hand at a time. Choose which hand your would like to practice. Power dribble for 10 seconds, then soft dribble for 5 seconds. Repeat multiple times. This exercise teaches your arm muscles how to alternate between various dribbling speeds that occur during game play.

4. **Dribble Between Legs While Walking** - In order to do this drill you will need a segment of floor, such as a basketball court floor, a street's sidewalk, or a wide hallway that is deserted. Power dribble while walking up and down the walkway. Power dribble the ball between your legs to practice fancy dribbling skills. To enhance the drill, perform the drill at a quicker walking pace, maybe at a light jogging pace.

5. **Double Ball Power Dribbling** - Power dribble two balls, one in each hand. This will increase your arm strength for dribbling and enhance your dribbling control. Since you can't look at both hands at the same time, this drill will also practice your ability to power dribble without looking at the ball.

6. **Two Balls -** Do this drill w/two basketballs. Takeboth balls, and while dribbling one with right hand down low in good position, dribble another in the right hand around your right leg. Switch and keepright ball stationary while left goes around left leg. Then, you can do cross over, by just criss-crossing the two balls. Then just dribble up and down the court w/ both balls, doing hesitation at some spots, and then crossover

Group Racket Rally

- Have the entire class (or small groups if the class is very large) form a circle – make sure they stand relatively close.
- Have each person hold the racket with his/ her left hand (have them put the head of the racket on the ground and hold the butt of the racket).
- The object is to grab the next person's racket to the right while moving counterclockwise.
- Go until the group can make five moves without anyone's racket dropping to the ground.
- Have everyone take one step back and try the activity again.

SOCCER DAILY ACTIVITIES AGENDA

Day 1 Skill: Dribbling

Key Elements:
1. Tap the ball lightly - make gentle contact - small touches
2. Use the inside or outside of your feet, not toes - Use both feet
3. Keep the ball 12-24 inches in front of the feet.
4. Use the arms for balance.
5. Keep your eyes and head up.

Exercises
1. Dribble while walking
   ○ Find a line on the floor and dribble while trying to stay on the line
2. Dribble while running
   ○ Do the same on the line
3. Dribble around a person in a circle
   ○ Partner up and have one person stand still, and the person with the ball will try to control the ball to move around the person in a circle
4. Dribble, stop, dribble
   ○ Take a few steps then stop the ball by placing your foot on top
5. Dribble then quickly switch the direction of your dribble
   ○ Forward, left, right
6. Step Over and Dribble
   ○ Swing your leg around the top of the ball, then start to dribble the opposite direction
7. CONES - Maze Dribbling
   ○ Dribble through cones set up in a line

EOD activity: Sharks and Minos - Try to get the ball from the person with it

Key Elements:
1. Plan your foot and aim toward your target
2. Use the inside of your foot
3. Leg should follow through
4. Ball should be low toward the ground

Receiver: Trap the ball by placing your foot in front to stop it

Exercises:
1. Triangle Partner Passing with trapping
   ○ One person on one side, one on the other. Pass to each other with control
   ○ **First Kick with right foot. Then with the left foot.**
   ○ **Start Close then move further apart**
   ○ **If there are two people: Pass along one of the lines in the gym**
2. Triangle Partner passing with continuous kicking
   ○ Don't trap the ball this time
3. Dribble then pass (3+ people)
   ○ Line up 1 kid on one side of the gym, 2 on the other
   ○ With the ball, dribble to half court, then pass to their partner.
   ○ Partner goes behind the person they kicked it to then takes the ball the other way to pass to the third partner
4. 2 People run forward together a few feet apart passing back and forth down the court
   ○ Length of the court

Day 3 Skill: Skills/Shooting

Key Elements for Skill Drills:
1. Keep control using your feet - use arms for balance
2. Ball never more than 1-2 feet away
3. Eye on the ball

Key Elements For Shooting:
1. Ankle should be extended
2. Plant your foot parallel to the ball
3. Shooting knee is over the ball
4. Head is down
5. Strike the ball with your laces

Exercises: (stations?)
1. Dribble in a Zig Zag around cones (one end of the gym to the other)
   a. Inside of foot
   b. Outside of foot
2. Box the Ball - Kick the ball back and forth between your feet
   a. Stationary
   b. Moving forward
3. Toss and trap - with a partner, drop the ball to your partners feet, they will trap under their feet
   a. Dominant foot
   b. Non dominant foot
4. OTHER: Swing one leg around (in to out) then move the ball to the side, away from your opponent, with the outside of your foot.

Intro Shooting Elements
5. Dribble the length of the court, then kick to the bottom of the stage to "shoot" > then dribble back to the other end and give to the next person in the line

Ending games:
KNOCKOUT: Keep control of your ball while trying to kick another player's ball away.
SQUARE: Stay within the cones as I move them closer together

Rules and Formations

1. 8 people on the field, 1 person in the goal (9v9)
   - 2, 4, 2 Formation
   - 2, 3, 4 Formation
2. Offsides
   - The pall is passed from one attacking team member to another and the ball goes by a member of the other team (defender)
   - Can only occur on their opponents side of the court
   - Cannot be offside from a goal kick
3. **Out of bounds -** The ball is **"out of bounds"** when the entire ball passes over the sideline or endline. In this case, the opponent has a throw in.
   - **Corner kick:** When the ball is kicked by the defending team and goes "out of bounds" over the endline.
   - **Goal Kick**: When the ball is kicked by the attacking team and goes "out of bounds" over the endline.
4. If you touch the ball and you are not the goalie, the ball is turned over.

Checks for understanding:
1. When does someone have a throw in? Corner kick? Goal kick?
2. What does it mean to be offsides?

GAME SET UP

1. Count off teams - Teams of 9 (teams by numbers) - give out Pinnies
2. 9 players on the court for each side
   a. 2, 4, 2 - one person in the goal (Switch the goalie, you can choose to have no goalie)
3. Rock Paper scissors for who starts with the ball
4. 5 minutes per game - switch off when I blow my whistle

**Repeat safety rules before the Game
- Don't kick the other players - no shin guards
- Don't punt the ball (keep below knee level)
- No shooting the ball in the baskets/throwing at people/dribbling/touching

Passing/Receiving

1. Non-kicking foot next to the ball
2. Contact ball in the middle
3. Use the inside of the foot
4. Follow through so your kicking foot goes to your target
5. Use a firm kick so it gets to your target

Receive by giving in a little (only for 2 touch passing)
•Use inside of the foot

Drills:
•Pass Through Cones to Partner

There will be cones set up across the field, and the students will stand across from their partner. They will receive the pass with one touch, and then they will pass it through the cones, working on accuracy, back to their partner. They will then do it using only one touch.

• 3 Person Passing

This will be set up by having 2 students with a ball, and the student without the ball will be in the middle. The student in the middle will run to the first student who will pass them the ball, and then theywill pass it right back to that student and then go to the next student. They will go back and forth for about 1 minute, and then they will switch. It can also be used for one touch passing.

•6 vs. 6 Through the Cones
There will be two teams of 6 per team. They will be in a grid that is marked off by cones. There will also be goals in the grid, which will be marked off by cones, and they will be scattered throughout the grid. The objective is to keep possession of the ball by dribbling and passing to your team until you have an opportunity to pass the ball through one of the goals to a player who is on your team. By passing it through the goal to
another player on your team, that team will receive one point. This gives the students an opportunity to improve their dribbling and passing skills, and it also creates some good competition.

•Spodnik Passing Drill
There will be a zone where the students will make two-touch passes back and forth, and then after making a two-touch pass, they will run out of the zone and make a one-touch pass to another student with a ball waiting for them. They will continue to do this and continue to rotate.

SOCCER BOWLING

· Half the class will be on one side of the gymnasium and half on the other.

· Students must remain on their side.

· Each side will have six (6) bowling pins set up on their side of the playing area.

· Each team will be dribbling and trying to pass/shoot their soccer ball across the line and knock down the other teams bowling pins.

· The team with the most pins standing at the end of 2 minutes or the team to knock down all the other teams' pins gets a point.

Appendix 3 - Curriculum Documents :: Science

FCSW SCIENCE CURRICULUM

High-Quality Science Instructional Resources and Science Professional Learning at Freire Wilmington

Freire Wilmington uses a combination of high-quality instructional materials that are aligned with the principles of three-dimensional learning of NGSS.

Grade 8 High-Quality Instructional Materials

In 8th grade, Freire Wilmington uses the 8th Grade science program through Amplify Science. The 6-8 Amplify Science program has been highly rated on EdReports.org, as seen below in the summary from EdReports.

Science 6-8

The instructional materials reviewed for Amplify Science Grades 6-8 meet expectations for Alignment to NGSS, Gateways 1 and 2. In Gateway 1, the instructional materials incorporate and integrate the three dimensions and incorporate three-dimensional assessments for and of student learning. The materials also incorporate phenomena and problems that connect to grade-band appropriate DCIs, present phenomena and problems as directly as possible, and consistently include phenomena and problems that drive student learning and use of the three dimensions within and across lessons. Further, the materials elicit, but do not leverage, student prior knowledge and expertise related to phenomena and problems.

In Gateway 2, the instructional materials ensure students are aware of how the dimensions connect from unit to unit, incorporate a suggested sequence for the series, and incorporate student tasks related to understanding and explaining phenomena that increase in sophistication across the series. The materials incorporate scientifically accurate use of the three dimensions.

Further, the materials include all components and related elements of the DCIs for physical science, life science, and engineering, technology, and applications of science; the earth and space science DCIs are mostly included, with one element missing. The materials include all SEPs and nearly all elements, except are missing four elements of Asking Questions and Defining problems and are missing one element from both Analyzing and Interpreting Data and Using Mathematics and Computational Thinking. The materials include all CCCs and nearly all elements, except are missing one element from Scale, Proportion, and Quantity. Additionally, the materials incorporate multiple instances of nature of science connections to SEPs and DCIs and engineering connections to CCCs.

6th to 8th

GATEWAY 1
Designed for NGSS
25/26
0   12   22 26

GATEWAY 2
Coherence and Scope
49/56
0   29   48 56

ALIGNMENT

Meets Expectations

GATEWAY 3
Usability
50/54
0   28   46 54

USABILITY

Meets Expectations

Grades 9-12 High-Quality Instructional Materials

At the high school level, students at Freire Wilmington take the following science courses throughout their time at Freire:
- 9th Grade - Physical Sciences
- 10th Grade - Biology
- 11th Grade - Chemistry
- 12th Grade - Environmental Science

Context about High-Quality Instructional Material Pilot

In the spring of 2022-2023, Freire convened a Science Leadership Team composed of instructional leaders, including Heads of Academics, Freire network instructional leaders, and science department chairs to begin a multi-year curriculum evaluation and pilot process related to our science instructional materials. As part of this process, we committed to the following in 2023-2024:
- Continue to use Inquiry Hub as the primary instructional material in both 10th grade biology and chemistry
- Pilot OpenSciEd's recently released high school physics curriculum in 9th grade physical science, and piloting individual units from OpenSciEd's biology and chemistry curricula in order to determine which program, Inquiry Hub or OpenSciEd, is the best fit for the science program at Freire overall
- Provide ongoing professional development for our science leaders, as well as our science teachers, related to the shifts required by NGSS and continuous growth in the three-dimensional learning framework of NGSS

Freire's High-Quality High School Instructional Materials: inquiryHub and OpenSciEd

We chose both Inquiry Hub and OpenSciEd because they are high-quality science instructional resources that are aligned with NGSS. Achieve, Inc. is an external evaluator that scores science materials using the NGSS EQuIP rubric. Sample units from Inquiry Hub received the NGSS Design Badge as an example of high-quality NGSS design in 2019. Additionally, although OpenSciEd is a new instructional resource and has not released all of the units within each course, each of the units that have been released for Biology, Chemistry, and Physics has received an NGSS Design Badge.

Accessibility for All Students

As we evaluate Inquiry Hub and OpenSciEd over the course of the 2023-2024 school year, we will be using a variety of curriculum evaluation tools to determine which resource is the best fit for our students. One aspect of this process will be ensuring that the materials we adopt are accessible to all students. To determine this, we will consider the following:
- Gateways 1 and 3 from EdReports' Review Criteria for Science 6-8. Although this guide was designed for middle school, we feel that the criteria it outlines will help us choose the best materials to meet the needs of all of our students.
- Quantitative and qualitative student data that reveals strengths and limitations of the materials as they relate to the particular learning needs of all of our students. This will be used to identify where teachers may need to supplement the materials with additional resources to support student learning.
- Data from quarterly walkthroughs (see Professional Development Plan for in-depth description) and teacher input about how students are engaging with the materials.

Professional Development Plan - Monitoring the Shifts in Science

As part of our multi-year curriculum pilot and implementation, Freire is providing professional development for both teachers and instructional leaders. In 2022-2023, the Science Leadership Team began this process. The

team used the Solidify Science Leadership Workbook from Instruction Partners as the foundation to build our own deep understanding of the shifts required by NGSS and the principles of three-dimensional learning.

We examined sample lessons from NGSS-aligned and non-aligned classrooms to identify teacher and student actions that we would want to see in our classrooms, and what the shifts look like in action. We then used these principles to create a Freire Vision for Science Teaching and Learning, which includes the core beliefs we will cultivate in our classrooms, and the ways each of the three dimensions of NGSS–CCCs, SEPs, and DCIs–will live in teacher and student actions at Freire. In Summer 2023, we enrolled a group of Freire science department leaders in OpenSciEd's High School Curriculum Launch to prepare them to lead our OpenSciEd pilot in 2023-2024.

Professional development at Freire is intentionally designed to provide a set of cohesive learning experiences for our teachers. We leverage department-based PLCs, instructional walkthroughs, and instructional coaching to drive professional growth. In 2023-2024, our professional development series for science will begin with a one-day "Science Launch Day," which will ground teachers in Freire's Vision for Science Teaching and Learning by participating in NGSS-aligned learning experiences as learners themselves. Throughout the year, science teachers will meet in biweekly PLCs that will support teachers in piloting OpenSciEd and in continuing to develop their understanding of how to leverage Inquiry Hub materials in service of three-dimensional learning. Science teachers will also receive instructional coaching from Freire's science department leader, with support from Freire's Head of School and Assistant Head of Academics.

With support from Freire's network instructional leaders, our school-based administrators and Science Leadership Team will use Instruction Partners' Science Classroom Observation Tool in quarterly walkthroughs to monitor science instruction across all grades. We will use this tool to adjust our professional development plan in response to teacher and student needs. In addition, we will provide opportunities for Freire Wilmington's science leaders to visit classrooms at schools across our network to better align our science instruction to the shifts required by NGSS.

Science Course Progression and Allotted Time

Students at Freire Charter School Wilmington take science courses in grades 8-12. The course progression is as follows:
- 8th Grade - Integrated Science (Amplify) - 60 minutes per day, 5 days per week
- 9th Grade - Physical Science - 60 minutes per day, 5 days per week
- 10th Grade - Biology - 60 minutes per day, 5 days per week
- 11th Grade - Chemistry - 60 minutes per day, 5 days per week
- 12th Grade - Environmental Science or AP Biology - 60 minutes per day, 5 days per week

Freire Wilmington - 8th Grade Science Scope and Sequence (Amplify)

Freire Wilmington uses Amplify Science as the curriculum for our 8th grade Integrated Science course. The tables below provides the scope and sequence for the course, including unit pacing, topic and anchor phenomenon for each unit, NGSS performance expectations that are addressed in the unit, and what students will do and figure out throughout the unit.

The topic of each unit includes the overarching topics that Amplify identifies in the teacher guides for each unit. The NGSS Performance Expectations include all three dimensions of high-quality NGSS-aligned teaching: science and engineering practices (SEPs), cross-cutting concepts (CCCs), and disciplinary core ideas (DCIs).

Each Amplify unit is divided into sections, called Chapters, which help teachers and students organize their thinking. Each chapter provides an overarching question related to the anchoring phenomenon, as well as explanations of what students should figure out in that chapter. In the final row of the chart below, we have included each Chapter's overarching question, as well as what students will do and figure out.

	Unit 1: Harnessing Human Energy	Unit 2: Force and Motion	Unit 3: Force and Motion Engineering Internship	Unit 4: Magnetic Fields	Unit 5: Light Waves
Pacing (Number of Lessons)	11 lessons	19 lessons	10 lessons	19 lessons	19 lessons
Topic	Energy Energy Transfer and Conversion Conservation of Energy Categorizing Energy - kinetic, potential, light	Motion Acceleration Force Newton's Laws of Motion Collision Kinetic Energy	Gravity Time's Impact on Collision Motion Acceleration Force Newton's Laws of Motion	Magnetic Force Magnetic Fields Potential Energy Kinetic Energy Magnetic Field Lines	Light and Energy Wave Model of Light Wavelength Spectrum Frequency Amplitude Wave-particle duality Interactions of Light Skin Cancer - melanin, ozone, ozone depletion
Anchoring Phenomenon	How can rescue workers get energy for their equipment during rescue missions? In the role of student physicists, students help	What happened in the missing seconds when the space pod should have docked with the space station? Students apply the knowledge they have learned about forces	How can we design delivery pods that are damaged as little as possible when dropped? As student physicists consulting for the fictional Universal Space	Why did the tests of a magnetic spacecraft launcher not go as planned?	Why is there a higher rate of skin cancer in Australia than in other parts of the world? In their role as student spectroscopists, students gain a deeper

	solve a physics mystery returning with asteroid samples should have stopped and docked at the space station. Instead it is now moving back away from the station, and the video feed showing what happened in the seconds during which it reversed direction has been lost. Did the pod reverse before it got to the space station or hit the station and bounce off?	and motion to design an emergency supply drop pod that can be dropped safely to help people during a natural disaster.		Agency, students work to understand the function of a magnetic spacecraft launcher (a simplified version of real technology currently under development). In particular, they seek to explain why a particular test launched the spacecraft much faster than expected.	understanding of how light interacts with materials and how these interactions affect our world, from the colors we see to changes caused by light from the sun, such as warmth, growth, and damage. Students use what they learn about light to explain the causes of Australia's skin cancer problem.
NGSS Performance Expectations Addressed	**SEPs**: 1, 2, 6, 7, 8 **CCCs**: Energy and Matter **Performance Expectations**: MS-PS3-1; MS-PS3-2; MS-PS3-5; MS-ESS3-1; ETS1-1 **DCIs**: PS3.A; PS3.B; ESS3.A; ETS1.A	**SEPs**: 1, 2, 3, 4, 5, 6, 7, 8 **CCCs**: Cause and Effect; Stability and Change; Scale, Proportion, and Quantity Matter **Performance Expectations**: MS-PS2-1; MS-PS2-2; MS-PS3-1 **DCIs**: PS2.A; PS3.A	**SEPS**: 1, 2, 3, 4, 5, 6, 7, 8 **CCCs**: Structure and Function, Cause and Effect, Energy and Matter **Performance Expectations**: MS-ETS1-1; MS-ETS1-2; MS-ETS1-3; MS-ETS1-4; MS-PS2-1; MS-PS2-2; MS-PS2-4 **DCIs**: ETS1.A; ETS1.B; ETS1.C; PS2.A; PS2.B	**SEPS**: 1, 2, 3, 4, 5, 6, 7, 8 **CCCs**: Systems and System Models, Energy and Matter, Patterns, Cause and Effect **Performance Expectations**: MS-PS2-3; MS-PS2-4; MS-PS2-5; MS-PS3-1; MS-PS3-2; MS-PS3-5 **DCIs**: PS2.B; PS3.A; PS3.B; PS3.C	**SEPS**: 1, 2, 3, 4, 6, 7, 8 **CCCs**: Energy and Matter, Cause and Effect, Patterns **Performance Expectations**: MS-PS4-1; MS-PS4-2; MS-PS4-3; MS-LS1-2; MS-LS1-6; MS-LS1-8; MS-ESS3-5 **DCIs**: PS3.D; PS4.A; PS4.B; PS4.C; LS1.A; LS1.C; LS1.D; ESS3.D
What will students do and figure out in this unit?	**Chapter 1 - What is energy and why does it matter to the rescue team?** Students figure out that The rescue workers need to store energy for either too little or too much force. A force is required to change the velocity of an object. The type of velocity required to change the velocity of an object.	**Chapter 1: What caused the pod to change direction?** Students figure out: The pod could have exerted either too little or too much force. A force is required to change the velocity of an object. The type of velocity	**Chapter 1: How can the launcher make the model spacecraft move without touching it?** Students figure out: The launcher made the spacecraft move by exerting a magnetic force on it. Magnetic	There is only one Chapter in this unit. Students move through three phases of their internship: Research, Design, and Proposal. Throughout each phase, students are applying their knowledge from Unit 2, as well as	**Chapter 1: How does light from the sun cause skin cancer?** Students figure out: Light causes skin cancer because the energy from light can damage materials in cells. When light hits a material, the material can absorb

of energy. When something is moving, it has kinetic energy. When something has the ability to make things move or change in the future, it has potential energy, even if it is not moving or changing now.

They figure this out by exploring a virtual Simulation, as well as using physical materials to build energy systems. They also read about inventors who are applying ideas about energy to design cutting-edge energy innovations.

Chapter 2: How can the rescue workers get energy to the batteries in their equipment during rescue missions?

Students figure out: The rescue workers need a system that transfers and converts energy. Nothing creates energy. If something has energy, the energy must have been transferred from something else. Energy can be transferred from one object to another, and energy can be converted from one type to another.

change depends on the direction of the force on the object. A stronger force can cause a greater change in an object's velocity.

Perhaps the pod's thrusters fired more strongly than usual, causing it to reverse rather than stop. Or perhaps the thrusters fired too weakly, causing the pod to hit the station and bounce off.

How they figure it out: They explore ways to change the motion of objects, and test the effect of forces of different strength, using physical materials (spring-launchers, balls, jar lids) and the Simulation. They read a short article about friction. They discuss a common confusion—the conflation of force and velocity—using key vocabulary. They write and create visual models showing possible causes of the pod reversing direction.

Chapter 2: The thrusters on the ACM pod exerted the same strength force as thrusters on other pods, so why did this pod move differently?

figuring out how air resistance affects velocity and how gravity acts at a distance to their designs.

Research Phase: They review information from the Force and Motion unit, and learn new related content by reading detailed supporting articles in the project Dossier. They conduct physical "egg-drop" tests to learn more about important variables. Finally, they work with the digital Design Tool, SupplyDrop, to conduct iterative tests and better understand how each pod structure functions to affect the outcomes.

Design Phase: They use the SupplyDrop Design Tool as a part of the Design Cycle. They build digital supply pods, test them, analyze the results, and then plan another iteration to test. Interns learn the value of iterative tests, how to balance trade-offs, and how to analyze the results in order to inform their next decisions. Students submit their optimal pod design to the project director for feedback, then refine

forces can attract or repel objects at a distance. In a system of magnets, there is a repelling force between like poles and an attracting force between opposite poles. A magnet creates a magnetic field that can be modeled with field lines that connect opposite poles. The pattern of magnetic field lines is different for attracting or repelling forces.

How they figure it out: They explore attracting and repelling forces with magnets and with the Simulation. They are introduced to the importance of controlling variables in experiments, and select stronger data based on this criterion and analyze it. They read about the Earth's magnetic field and how it affects compasses. They analyze field line data from the spacecraft launches.

Chapter 2: Where did the energy to launch the model spacecraft come from?

Students figure out: The energy to launch the spacecraft came from moving the spacecraft

energy from the light. When a material absorbs energy from light, the energy causes the material to change. Sunlight is causing the changes to cells that lead to skin cancer, but Australia gets the same or even a lesser amount of sunlight than some places with much lower skin cancer rates.

How they figure it out: They investigate the effect of light on water, a solar-powered toy, and a material that changes color when exposed to light. They watch a documentary video about a light scientist. They test which materials are affected by sunlight in the Sim. They create visual models showing their understanding of how light causes skin cancer.

Chapter 2: How can the same amount of sunlight cause different rates of skin cancer?

Students figure out: Australia's skin cancer rate is affected by the amount of ultraviolet light that Australia receives, and also by the levels of melanin in the skin cells of the Australian population.

How they figure it out: They use the Sim to learn about how energy is transferred. They analyze different possible sources of energy for the rescue team. Then they write an explanation for the rescue workers about how they can get energy to the batteries in their rescue missions.

Chapter 3: What is the best way for the rescue workers to capture energy from their bodies' motion during rescue missions?

Students figure out: Scientists and engineers have designed different solutions that can convert kinetic energy from human motion into other useful forms. The amount of energy that a solution can provide must be taken into consideration.

How they figure it out: Working in groups, students design and build physical models of energy systems that harness human energy. As a culminating experience, students apply the expertise they've gained as student energy

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Students figure out: Data shows that the pod's thrusters fired as usual—neither too strong nor too weak. Exerting the same amount of force on two objects with different masses will cause a greater change in velocity for the object with less mass. The pod's mass was greater than usual, so the normal thruster force did not slow the pod as much as usual. It must have hit the station and bounced off.

How they figure it out: They test the effects of changing the mass of an object on which a force acts, in both physical experiments and in the Sim. They read an article about a wheelchair engineer; some wheelchairs, such as racing wheelchairs, require low-mass and others, such as chairs for wheelchair rugby, require higher mass. They make visual models showing what would have happened if the pod were more or less massive than usual.

Chapter 3: After the collision, how does the pod's motion compare to the motion

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Proposal Phase: They gather evidence and write proposals, supporting their claim about an optimal solution. They focus on the types of evidence for the design decisions that helped them address each criterion. They submit an outline of the proposal to their project director for feedback. They use the feedback letter, proposal rubric, review of the Dossier, and peer discussion to improve their proposals so it is clear how and why each decision led to the proposed optimal design. They brainstorm other problems that relate to understanding impact forces, and then define the criteria for a solution to one of the problems.

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these designs in order to create an optimal design that appropriately addresses all the project criteria.

against the magnetic force. The energy used to move a magnet against a magnetic force is stored as potential energy in the magnetic field. Magnetic forces can convert potential energy stored in the magnetic field to kinetic energy. An electromagnet is created with electric current. Creating a model of a magnetic system and defining its parts help scientists test and explain the relationship between force and energy.

How they figure it out: They read about potential energy and kinetic energy in extreme sports and investigate how potential energy in elastic, gravitational, and magnetic systems can be converted to kinetic energy. With real magnets and in the Sim, they test which movements of magnets increase potential energy. They analyze energy evidence from launches and model their understanding.

Chapter 3: Why was there so much more potential energy stored in the launcher

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There are different types of light that can change a material in different ways. A light source can emit more than one type of light. Different types of light have different wavelengths. A material absorbs energy from some types of light and not others. Australia gets more ultraviolet light from sunlight than many other places do. Melanin in cells absorbs ultraviolet light and prevents it from being absorbed by other parts of the cell which can be damaged. Many people in Australia have low levels of melanin.

How they figure it out: They investigate the effects of light from a normal flashlight and a UV flashlight on materials and watch a video that extends the investigation. They read an article about photosynthesis and solar power. They watch a video about waveforms. They investigate different types of light in the Sim, and observe their effects on skin cells. They analyze and write about evidence related to melanin and skin cancer. They create models showing their

scientists to evaluate and critique an energy-harnessing device that has been proposed as an energy solution for a school.			understanding of the factors affecting skin cancer in Australia.
of the space station? Students figure out: The pod is moving faster than the station is. When two objects collide, a force is exerted on each object. The two forces are in opposite directions but the same strength. Even though the force on each object in a collision is the same strength, the objects will have different velocity changes if their masses are different. The pod is less massive than the station, so the force from the collision affected the velocity of the pod more than the velocity of the station. How they figure it out: They read an article about the forces produced in collisions and how these affect objects of different masses. They investigate collisions using balls and with the Sim. They discuss a common misconception about forces in collisions using key vocabulary. They use the Reasoning Tool to write about equal and opposite forces in a collision, and they model the effect of the collision between the pod and the space station on	**system on Wednesday than on Tuesday?** Students figure out: Moving an object against a stronger magnetic force transfers more energy to the magnetic field. Magnetic forces are stronger closer to magnets. The Wednesday launch stored more potential energy, and launched the spacecraft at a faster speed because the stronger magnetic field closer to the magnet resulted in a greater increase in potential energy. How they figure it out: They plan and conduct experiments with real magnets and in the Sim to test differences in the strength of magnetic forces. They test both different strengths of magnets and different distances from magnets. They analyze new data about the three launches, create final visual models, and write their final explanation of the launches. **Chapter 4: Students apply what they learn to a new question—Which design will launch the roller coaster car the fastest?**	**Chapter 3: Why does Australia get more ultraviolet light than other parts of the world?** Students figure out: Ozone in the atmosphere blocks ultraviolet light, but there is less ozone over Australia than in other places, allowing more ultraviolet light to transmit. Light travels in a straight line. When a light wave hits a material, the light can be absorbed by the material, transmitted through the material, or reflected off the material. A material transmits or reflects some types of light and not others. When light is transmitted through or reflected off a material, the energy is not absorbed, so the material does not change. How they figure it out: They use a laser obstacle course to investigate transmission and reflection. They read an article explaining how eyes detect light in order to see. They investigate	

each object.

Chapter 4: Students apply what they learn to a new question—Why did Vehicle 2 fall off the cliff in Claire's test of the collision scene, but Vehicle 2 did not fall off the cliff in the film Iceworld Revenge?

Filmmakers want to use props to create a scene where one vehicle crashes into another on an icy surface, but can't achieve the desired effect. Students advise them on whether the problem has to do with the mass of the vehicles or the friction of the surface. They engage in oral argumentation in a student-led discourse routine called a Science Seminar and then write final arguments.

They evaluate competing designs about how to build a model electromagnetic roller coaster. They analyze evidence about how light interacts with different gases in the atmosphere and model the effect of the ozone hole on light reaching Australia. They model and write their final explanations of the skin cancer problem in Australia.

absorption, transmission and reflection in the Sim. They analyze evidence about how light interacts with different gases in the atmosphere and model the effect of the ozone hole on light reaching Australia. They model and write their final explanations of the skin cancer problem in Australia.

consider several variables: number of wire coils in the electromagnet, distance between launcher and car, arrangement of magnetic poles, and guide rail material. They engage in oral argumentation in a student-led discourse routine called a Science Seminar and then write final arguments.

Chapter 4: Students apply what they learn to a new question—Can the crabs see the plankton they eat near the ocean floor?

Students consider whether a particular type of crab can see the plankton they eat near the ocean floor. Students consider evidence about light transmission, reflection, and absorption in ocean water, and evidence about the crab and the plankton to determine if it is possible for the crab to detect light reflecting off the plankton or if the crab must detect its prey in a different way. They engage in oral argumentation in a student-led discourse routine called a Science Seminar and then write final arguments.

	Unit 6: Earth, Moon, and Sun	Unit 7: Natural Selection	Unit 8: Natural Selection Engineering Internship	Unit 9: Evolutionary History
Pacing (Number of Lessons)	19 lessons	19 lessons	10 lessons	19 lessons
Topic	Phases of the Moon Diagrams of Moon Phases Eclipses	Population Variation Natural Selection Adaptive Traits Inheritance Mutation	Population Variation Natural Selection Adaptive Traits Mutation Malaria Drug Resistance	Evolution Speciation Common Ancestry and Relatedness of Species Fossil Record
Anchoring Phenomenon	How can an astrophotographer plan for the best times to take photos of specific features on the Moon? Students take on the role of student astronomers, advising an astrophotographer who needs to take photographs of the Moon. In order to provide this advice, students investigate where the Moon's light comes from, what causes the characteristic changes in the appearance of the Moon that we observe, and what conditions are required to view phenomena such as particular moon phases and lunar eclipses.	What caused the newt population in Oregon State Park to become more poisonous? According to local legend around Oregon State Park, three unfortunate campers were found dead at their campsite and investigators found only one clue—a rough-skinned newt inside the coffeepot that the campers used to make their morning coffee. Student biologists investigate what caused the rough-skinned newts of Oregon State Park to become so poisonous. They uncover the mechanisms of natural selection, investigating variation in populations, survival and reproduction, and mutation.	How can we design treatments for malaria that don't lead to drug resistance? Students act as biomedical engineering interns to design a malaria treatment plan. These treatment plans must reduce the population of malaria plasmodia while meeting three design criteria: 1) limiting the amount of the drug-resistance trait that develops in the population; 2) minimizing the side-effects caused by the treatment; and 3) minimizing the treatment costs as much as possible, so as many patients can be treated as possible. Students focus on the practice of analyzing data to deepen their understanding of natural selection; students also learn about the cause-and-effect mechanisms	Is this Mystery Fossil more closely related to wolves or to whales? Students act as student paleontologists to discover the evolutionary history of a mystery fossil. Is this species more closely related to wolves or whales, and how did all three species change over time? Students learn how to interpret similarities and differences among fossils, they investigate how natural selection can lead to one population becoming two different species, and also investigate evolution over vast periods of time.

NGSS Performance Expectations Addressed	**SEPs:** 1, 2, 3, 4, 6, 7, 8 **CCCs:** Scale, Proportion, and Quantity; Systems and System Models; Patterns **Performance Expectations:** MS-ESS1-1; MS-ESS1-2; MS-ESS1-3; MS-PS2-4 **DCIs:** ESS1.A; ESS1.B; PS2.B	**SEPs:** 1, 2, 3, 4, 5, 6, 7, 8 **CCCs:** Patterns; Cause and Effect; Structure and Function; Scale, Proportion, and Quantity; Stability and Change **Performance Expectations:** MS-LS2-4; MS-LS3-1; MS-LS4-4; MS-LS4-5; MS-LS4-6 **DCIs:** LS2.C; LS3.A; LS3.B; LS4.B; LS4.C	**SEPs:** 1, 2, 3, 4, 5, 6, 7, 8 **CCCs:** Cause and Effect; Scale, Proportion, and Quantity **Performance Expectations:** MS-ETS1-1; MS-ETS1-2; MS-ETS1-3; MS-ETS1-4; MS-LS4-4; MS-LS4-6; MS-LS3-1 **DCIs:** ETS1.A; ETS1.B; ETS1.C; LS3.B; LS4.B; LS4.C	**SEPs:** 1, 2, 3, 4, 6, 7, 8 **CCCs:** Stability and Change; Structure and Function; Patterns; Scale, Proportion, and Quantity **Performance Expectations:** MS-LS4-1; MS-LS4-2; MS-LS4-3; MS-LS4-6 **DCIs:** LS4.A; LS4.C involved as rates of death and reproduction can lead to increased drug-resistance in the plasmodia population.
What will students do and figure out in this unit?	**Chapter 1: Why is there a border between light and dark on the Moon?** Students figure it out: The Moon does not make its own light; the sun illuminates the Moon. The sun illuminates the half of the Moon that is facing it, and the other half of the Moon is dark. Light from the sun travels in straight lines. When a model is to scale, object sizes and distances are larger or smaller than in the real world, but the same relative to one another. Some models need to be not to scale to be useful. How they figure it out: Students analyze photographs of the Moon. They explore the Simulation and test the effect of turning sunlight on and off. They observe a physical model using a lightbulb to represent the sun and a foam sphere to represent the Moon. They use the Modeling Tool to show their	**Chapter 1: What caused this newt population to become more poisonous?** Students figure out: There is variation in poisonousness among individuals in the newt population. Because of the presence of predators (snakes), the more poisonous traits were adaptive. Over time, the newts with higher poisonous-level traits became more common in the newt population. An adaptive trait will become more common, but a trait does not appear in a population just because it would be helpful, and individual newts did not change their amount of poison. How they figure it out: Using the Sim, students explore variation in populations and test when traits will become common. They use a physical model of variation in a population, and analyze	There is only one Chapter in this unit. Students move through three phases of their internship: Research, Design, and Proposal. Throughout each phase, students are applying their knowledge from Unit 7 about traits, variation in population, selection pressure, reproduction, death, and mutation. They also learn new information about how medicines affect the environment. **Research Phase:** They review information from the Natural Selection unit, and learn new related content by reading detailed supporting articles in the project Dossier. They use a physical model to explore how natural selection can lead to increased drug-resistance. They work with the digital Design Tool, MalariaMed, to conduct iterative tests and better	**Chapter 1: Where in the museum does this new fossil belong?** Students figure it out: The Mystery Fossil likely shares a common ancestor with both wolves and whales. A species is a group of the same kind of living thing that can reproduce with each other. Species that look very different can share similar structures. Traits, such as structures, are passed down from parents to offspring. When two species have many similar structures, this is evidence that both species descended from a common ancestor with those structures. How they figure it out: They sort species using similarities and differences, read an article about related species and common ancestors, and trace similar structures back to common ancestors in the Simulation. They analyze

understanding so far.

Chapter 2: Why does the border between light and dark on the Moon change location?

Students figure out: From Earth we can only see the half of the Moon that is facing us. Because the Moon moves to different positions around Earth, we see different amounts of the illuminated half of the Moon. This is why we see different phases of the Moon. There is a pattern to the appearance of the Moon because the Moon orbits around Earth. It takes about one month for the Moon to orbit Earth, so it takes about one month to see the full pattern of moon phases. This pattern repeats with every orbit of the Moon.

How they figure it out: They read an article about moon phases. They return to the physical model from Chapter 1 and examine how the Moon appears in different positions relative to the Earth and sun. They watch a video that explains how the point of view from which the Moon is viewed affects how it appears. They make predictions about how the appearance of the Moon changes, and check those predictions in the Sim. They use a paper model to check their understanding. They show their understanding in the Modeling Tool and in writing.

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histogram evidence about the newt population. They correct alternate conceptions

Chapter 2: How did the trait for increased poison level become more common in the newt population?

Students figure out:
Poisonousness became more common in the newt population because newts with higher levels of poison were likely to survive longer than newts without these traits. Surviving longer means the newts had more chances to reproduce. Newts have poisonous levels that are similar to their parents because genes, and therefore traits, are passed on from parent to offspring. Because more poisonous newts could survive longer and create more poisonous newt offspring, highly poisonous newts became more common in the population.

How they figure it out: Students use a physical model to investigate reproduction and traits, and use the Sim to investigate how adaptive traits affect survival and reproduction. They read an article that describes scientists' research on poisonousness as an adaptive trait. They correct the explanations in two more short comic strips and create

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and malaria parasites and the project criteria.

Design Phase:
They use the MalariaMed Design Tool as a part of the Design Cycle. They design malaria treatments by planning and testing a sequence of drugs, analyzing the results, and conducting further iterations. Students learn the value of iterative tests, how to balance trade-offs, and how to make sense of the results in order to inform their next decisions. They submit an early version of their malaria treatment plan to the project director for feedback. They then have a chance to refine these designs in order to create an optimal design that addresses all the project criteria.

Proposal Phase:
They gather evidence and write proposals, supporting their claim about an optimal solution. They focus on the types of evidence for the design decisions that helped them address each criterion. They submit an outline of the proposal to their project director for feedback. They use the feedback letter, proposal rubric, review of the proposal, and peer discussion to improve their proposals so it is clear how and why each decision led to the proposed

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understand how each drug affects the model population of Fossil, wolves, and whales, and show their understanding in a visual model.

Chapter 2: How did wolves, whales, and the Mystery Fossil become so different from their common ancestor population?

Students figure out: These three species could have been separated into different environments. Populations can become separated in different environments, with different selection pressures. Mutations can introduce different changes to existing structures in each population. Due to natural selection, small changes that are helpful for survival in each population are more likely to get passed down to offspring. Over generations, two populations of the same species can begin to differ more from each other. When the two populations become so different that they no longer reproduce with each other, they become different species.

How they figure it out: They revisit the Natural Selection Simulation, read articles about examples of speciation, and model speciation in the Natural Selection Simulation. They explore evolution and deep time through a card sort and in the Sim. They create models to show how small changes can add up to larger changes over deep time, and apply their

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similarities among the Mystery Fossil, wolves, and whales, and show their understanding in a visual model.

Chapter 3: What are the conditions that cause a lunar eclipse?

Students figure out: During a lunar eclipse, the Moon is completely dark because Earth blocks sunlight from hitting the Moon. Lunar eclipses can only happen when Earth is directly in between the sun and the Moon. Lunar eclipses do not happen every time Earth is in between the sun and the Moon. The Moon is only completely dark when the sun, Earth, and the Moon are in a straight line, with Earth in the middle.

How they figure it out: They explore lunar eclipses in the Sim and in the physical model. They read an article about an ancient device found in a shipwreck that was used to predict lunar eclipses. They create visual models of a lunar eclipse in the Modeling Tool. They use the Reasoning Tool to plan writing to explain the cause of a lunar eclipse.

Chapter 4: Students apply what they learn to a new question—During a year, will there be a lunar eclipse of the moon of Kepler-47c?
Kepler-47 is a planet that orbits around a pair of binary stars. Students use evidence about that system as well as analogous evidence from our solar system to argue about whether a lunar eclipse is likely

visual models to represent their explanations.

Chapter 3: How did a poison-level trait that wasn't always present in the newt population become the most common trait?
Students figure out: A trait for extreme poisonousness was introduced into the newt population as the result of a mutation. Because the newts' predator, the garter snake, had some individuals with high poison resistance, the newts with the extreme poison were able to survive longer and reproduce more than other newts, passing on the trait for extreme poison to future generations. As this cycle of surviving and reproducing repeated over many generations, the trait for extreme poison became more common in the population.

How they figure it out: Students read about mutations and how they can cause new traits to appear in populations. They investigate mutations in the Sim. They correct one more misconception in a comic. They make a final visual model and write a final explanation of what made the newts become so poisonous.

Chapter 4: Students apply what they learn to a new question—What caused the stickleback population to have less armor and become

optimal design. They brainstorm other problems that contribute to the spread of malaria and develop design criteria for solving one of those problems.

understanding to the evolutionary history of the Mystery Fossil species.

Chapter 3: How can we tell if the Mystery Fossil is more closely related to wolves or to whales?
Students figure out: Because the Mystery Fossil shares key features that are common to cetaceans and not found in other organisms, the Mystery Fossil is more closely related to whales. Life has been evolving on Earth for over 3 billion years. Small changes introduced by mutations add up to larger changes over geologic time. Populations continue to become separated in different environments, and speciation continues to happen again over geologic time. This makes it possible for descendants of the same common ancestor population to have very different structures.

How they figure it out: They investigate evolutionary relationships using a physical model. They explore the key common features of whales and wolves in the Sim, then analyze evidence about the Mystery Fossil to draw a final conclusion about the Mystery Fossil.

Chapter 4: Students apply what they learn to a new question—Is the Tometti fossil more closely related to ostriches or to crocodiles?
Using detailed observations as

to happen for a moon of Kepler-47. They engage in oral argumentation in a student-led discourse routine called a Science Seminar and then write final arguments.

faster? Stickleback are small fish with protective spines on their back. Sticklebacks appeared in a lake in Alaska where they had never lived before, and after several generations, the stickleback population changed so that the fish has less armor and swims faster. Students investigate whether this was because these new traits allow the fish to better escape predators or to better catch prey. They engage in oral argumentation in a student-led discourse routine called a Science Seminar, and then they write final arguments.

evidence, students consider another mystery fossil and argue about whether it is more closely related to ostriches or crocodiles. They engage in oral argumentation in a student-led discourse routine called a Science Seminar and then write final arguments.

Freire Wilmington 9th Grade Physics Scope and Sequence (OpenSciEd)

This scope and sequence for Freire Charter School Wilmington's High School Physics course is focused on developing proficiency in the Three Dimensions of the Next Generation Science Standards- the Science standards of the State of Delaware, using curricular materials from OpenSciEd. The OpenSciEd Physics curriculum is a full-year high school Physics course anchored in phenomena and aligned to the Next Generation Science Standards. We chose OpenSciEd as the curriculum for this course because the released units have received NGSS Design Badges demonstrating their high-quality NGSS design.

OpenSciEd's Design Specifications

When choosing a curricular material for our 9th grade physics course, we found the following design specifications from OpenSciEd to be compelling, particularly their focus on equitable science instruction, curiosity as the backbone of science instruction, and ensuring that materials are accessible for all students. OpenSciEd's design specifications are listed below. More information about each specification can be found on their website at https://www.openscied.org/highschool/

1. Instructional Model - Students' Experiences and Curiosity, and Phenomena are Central
2. Equitable Science Instruction for All Students
3. Assessment to Inform Teaching and Learning
4. Designing Educative Features
5. Asking Questions and Defining Problems
6. Planning and Carrying Out Investigations
7. Developing and Using Models, Constructing Explanations, and Designing Solutions
8. Analyzing and Interpreting Data and Using Mathematical and Computational Thinking
9. Arguing from Evidence and Obtaining, Evaluating, and Communicating Information
10. Crosscutting Concepts
11. Classroom Routines
12. Integration of English Language Arts and Mathematics
13. Meeting Practical Needs and Constraints of Public Education
14. Guidance on Modifying Instructional Units

Note about OpenSciEd's Unit Release Schedule

Freire Wilmington is proud of our commitment to keep up with the most current and best high-quality instructional materials. As a result, we are excited to pilot OpenSciEd's physics curriculum in the 2023-24 school year. It is important to note that OpenSciEd has not released all physics units yet, but are expected to release all units by Spring 2024. We are communicating with representatives from OpenSciEd to make sure we are informed of their release dates and schedule, and have included all released information about each unit in our scope and sequence. Particularly, our scope and sequence is designed to communicate the topic and anchor phenomenon of each unit, the NGSS Performance Expectations, as well as what students will do and figure out throughout the course of the unit. When this information has not yet been released, we have noted that.

P.1 Energy Flow from Earth's Systems

Unit Topic	How can we design more reliable systems to meet our communities' energy needs? This unit is designed to introduce students to the concept of energy transfer in a relevant and grounded context: the Texas power crisis of February 2021. Students read articles and wonder about the complex social, environmental, and physical realities that led to such a crisis. They figure out how energy transfers between systems from a generator to our communities, and what makes an energy source reliable. This allows the class to model and explain what happened in Texas at multiple scales, from the electrons in the wires to the power companies making difficult decisions to maintain stability. Students consider engineering tradeoffs, criteria, and constraints inherent in making decisions about our energy systems, and apply them in a culminating task: design a reliable energy solution that meets our communities' needs, as articulated by interviews with friends and family members. The task is designed to give students the tools to speak up in their local and global community for a better energy future, one that aligns with their own values, and those of their families.
Unit Phenomena and Driving Question	Texas Energy Crisis in February 2021 How can we design more reliable systems to meet our communities' energy needs?
Standards Covered	**HS-PS2-5** Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.
	HS-PS3-1 Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
	HS-PS3-2 Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motion of particles (objects) and energy associated with the relative positions of particles (objects).
	HS-PS3-3 Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
	HS-PS3-5 Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the changes in energy of the objects due to the interaction.
	HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
	HS-ETS1-4 Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.
	HS-ESS3-2 Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

Students Figure Out	- Using the data produced by a simulation of a bouncing ball (given Earth's gravity, friction and air resistance), students will create a computational model of their own. Using the data showing Kinetic and Potential energies at specific times, students will calculate the thermal energy in that Ball and Earth system. -Use the LOL diagram to create a quantitative energy diagram for the system at specified time intervals. The diagram will include energy flows into and out of a defined system. - Use a prescribed graphic organizer and the Faraday's Electromagnetic Lab (a PhET Simulation) to plan and then investigate how a changing magnetic field produces electric current. - Based on understanding of energy transfer in the phenomenon being explored, students will design, construct, and test a device that effectively converts one form of renewable energy into electrical energy. - Interpret real world energy conversions, given readings and data related to what happened to Texas' power supply. - Engineering tradeoffs, criteria, and constraints inherent in making decisions about our energy systems to design a reliable energy solution that meets our communities' needs. - Students explore resources and tools to advocate for a better energy future in their local and global community, one that aligns with their own values, and those of their families. - Analyze and interpret the evidence to develop your energy transfer models. Model should explain and Illustrate the law of conservation of energy, as well as macroscopic and molecular energy transfer.
Unit Topic	\P. 2 - Energy, Forces, & Earth's Crust In this unit, students will look more closely at one of Earth's systems: the geosphere. We will consider the energy flow through this system through convection and motion, with a focus on the distinction between energy that is transferring very slowly over millions of years, and sudden energy transfers like earthquakes. To explain these sudden transfers of energy, we will develop a new framework for understanding why energy transfers: balanced and unbalanced forces. We will model various plate interactions using force diagrams, and consider the value of using energy and forces to describe interactions.
Unit Phenomena and Driving Question	How do forces in Earth's interior determine what will happen to the surface we see? Anchoring Phenomenon has not yet been released by OpenSciEd.
Standards Covered	**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. **HS-PS2-1** Analyze data to support the claim that Newton's Second Law of Motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.

HS-ESS1-5 Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

HS-ESS2-1 Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features.

HS-ESS2-3 Develop a model based on evidence of Earth's interior to describe the cycling of matter by thermal convection.

Students Figure Out	
	- Students investigate the Earth's internal heat source using simulations and data sources to figure out that the Earth's geosphere is constantly moving and changing, and the Earth's internal heat supplies energy for these movements.
	- Develop a model of convection on a macroscale by illustrating the relationship between the behavior of energy particles and the Earth's mantle as its materials are heated, rise buoyantly, then cool and sink.
	- Use Newton's 2nd Law to complete work and power calculations related to the net force exerted on a given object based on the object's mass and the acceleration in the direction of the exerted force.
	- Applying their Energy lens, students explore the Earth's internal heat to explain the connection between this internal heat and solar radiation and their collective impact on Earth's atmospheric temperature as instances of radiation.
	- Students apply what they figured out about the Earth's internal crust to generate a model that expresses the far-reaching effects on other parts of the Earth system (wind patterns, species diversity, and distribution of continents etc).

P. 3 - Collisions & Momentum

Unit Topic	In this unit, students will take the energy and forces frameworks we developed in an Earth Science context, and consider how a generalization of these ideas (Newton's laws) can help us solve a problem related to collisions and safety. This may be in the context of cars, helmets, or something else. Students will use conservation of momentum to inform the design of a device that minimizes force. They will move through at least one full engineering design cycle as they refine these devices.
Unit Phenomena and Driving Question	What can we do to make driving safer for everyone? Anchoring Phenomenon has not been released by OpenSciEd
Standards Covered	**HS-PS2-1** Analyze data to support the claim that Newton's Second Law of Motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
	HS-PS2-2 Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

Students Figure Out	**HS-PS2-3** Apply science and engineering ideas to design, evaluate, and refine a device that minimizes the force on a macroscopic
	HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
	- Develop a mathematical model that demonstrates that momentum lost by one object is gained by another object and the total amount of energy is constant or unchanged.
	- Build their understanding of the concept of momentum and compute mathematics of momentum.
	- Apply scientific understanding to evaluate the success of a protection device in the real world (like helmets, shoulder pads, or airbags) and generate potential solutions for improving device performance
	- Based on the success criteria they have developed, students will be able to evaluate potential solutions and refine options for optimizing the design solution.
	- Use Newton's 2nd Law to complete work and power calculations related to the net force exerted on a given object based on the object's mass and the acceleration in the direction of the exerted force.
	-Use evidence from video analysis and mathematical representations to construct an explanation that explains if momentum is lost during an observed collision between two tennis balls. Draw a prediction graph
	-Describe changes in the acceleration of the object involved in collision (tennis balls hitting each other or phone falling to ground) from the moment it is released to the moment it comes to rest on the floor. Construct a scientific explanation for what is causing these changes in the system.

P.4 - Meteors, Orbits, & Gravity

Unit Topic	Students will consider the impact that rocks from space have on Earth. They will trace these rocks back into the solar system, and use our forces framework to try to describe their motion in order to predict if they might impact Earth. As part of this unit we will highlight the humanity of science, including scientific joy (like when a scientist discovers a meteor), and what motivates scientists (like protecting humanity), and how people around the world and throughout history have contextualized, understood, and found meaning in rocks from space.
Unit Phenomena and Driving Question	How have collisions with objects from space changed Earth in the past, and how could they affect our future? Anchoring Phenomenon yet to be released from OpenSciEd
Standards Covered	**HS-PS2-5** Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.
	HS-PS4-1 Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.

Students Figure Out	
HS-PS4-2 Evaluate questions about the advantages of using digital transmission and storage of information. **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. **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. **HS-PS4-5** Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy. **HS-ESS1-4** Use mathematical or computational representations to predict the motion of orbiting objects in the solar system. **HS-ESS1-6** Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.	- Develop a scientific explanation of how orbits may change due to the gravitational effects from, or collisions with, other objects in the solar system, using understanding of Newton's Law of Gravity. -Examine data and evidence to construct an explanation of the predictable orbital movement patterns of solar systems to explain the predictable patterns that result as the earth moves around the sun. - Students use Newton's law of gravitation plus his third law of motion to predict how the acceleration of a planet towards the sun varies with its distance from the sun, and to argue qualitatively about how this relates to the observed orbits. - Students use the given mathematical or computational representation of Kepler's second law of planetary motion (an orbiting body sweeps out equal areas in equal time) to predict the relationship between the distance between an orbiting body and its star, and the object's orbital velocity (i.e., that the closer an orbiting body is to a star, the larger its orbital velocity will be). - Apply scientific reasoning to express relative change in a real world phenomena like the wavelengths of light passing through the pyrex, water and to the camera. - Using Faraday's Electromagnetic Lab (a PhET Simulation), students investigate Faraday Flashlight , then plan and carry out investigations to determine how to improve its design. During investigation, students will determine if electric current produces a magnetic field and how any changes in this system impacts effectiveness. - Students will be able to mathematically represent the speed, wavelength and frequency of this light to better understand a real-world phenomenon like the underwater apple.

- Determine how to empirically measure changes and stability in systems by constructing questions that challenge the premise(s) of an argument, the interpretation of a data set or the suitability of a design for a given real-world phenomena.

- Apply experimental evidence to evaluate given explanation and associated claims, evidence, and reasoning in order to construct strong arguments that support or refute said claims.

- Use your knowledge of electromagnetic radiation to evaluate the validity and reliability of constructed arguments based on claims and curated data.

- Use technical information gathered from the curated sources to communicate relevant discoveries orally, graphically or textually.

Unit Topic	*Electromagnetic Radiation and Wave Interactions* Students wonder how a microwave oven heats food, and why it does so differently than other kinds of cooking devices. They will explore wave behavior, and review conduction. They will explain how interference causes uneven heating and use both a photon and wave model to understand a microwave's quirks. We will consider whether or not microwave radiation is dangerous, and use what we learn to explain the relative risks of other kinds of radiation.
Unit Phenomena and Driving Question	How do we use radiation in our lives, and is it safe for humans? Anchoring Phenomenon yet to be released by OpenSciEd
Standards Covered	**HS-PS2-5** Plan and conduct an investigation to provide evidence that an electric current can produce a magnetic field and that a changing magnetic field can produce an electric current.
	HS-PS4-1 Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
	HS-PS4-2 Evaluate questions about the advantages of using digital transmission and storage of information.
	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.
	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.
	HS-PS4-5 Communicate technical information about how some technological devices use the principles of wave behavior and wave interactions with matter to transmit and capture information and energy.

Students Figure Out	
	- Draw a systems model representing the magnetic field lines of the magnetic field produced by a current-carrying wire.
	- Expand on knowledge that electric currents produce magnetic fields and make discoveries that larger electric currents produce stronger magnetic fields.
	- Recognize what a solenoid is and its connection with magnetic fields produced. Use this connection to prove that adding magnetic materials improves strength of the magnetic field produced by a solenoid.
	- Analyze and interpret data showing that a simple wave has a repeating pattern with a specific wavelength, frequency, and amplitude.
	-Build their understanding of how photons associated with different frequencies of light express different energies to explain how damage to living tissue from electromagnetic radiation depends on the energy of the radiation.
	- Conducting research in order to design a solution to a prescribed problem that helps them to make the scientific connection between the concepts of energy transfer and the evidence gathered.
	- Students will be able to mathematically represent the speed, wavelength and frequency of this light to better understand a real-world phenomenon like the underwater apple.
	- Determine how to empirically measure changes and stability in systems by constructing questions that challenge the premise(s) of an argument, the interpretation of a data set or the suitability of a design for a given real-world phenomena.
	- Apply experimental evidence to evaluate given explanation and associated claims, evidence, and reasoning in order to construct strong arguments that support or refute said claims.
	- Use your knowledge of electromagnetic radiation to evaluate the validity and reliability of constructed arguments based on claims and curated data.
	- Use technical information gathered from the curated sources to communicate relevant discoveries orally, graphically or textually.

Unit Topic	
P.1 Stars & the Big Bang	Students consider signals from space, and how these signals can teach us things that are unfathomably far away. We consider our relationship within the Universe, making strong connections to indigenous cosmologies, and highlighting the vital importance of learning from mistakes, and embracing uncertainty. We trace some of the signals we receive back to rewind to the beginning of the Universe, and then follow that story in fast forward to explain the flow of energy and matter toward the creation of the Earth itself, and the existence of the Earth systems we have been exploring since the first unit (P.1).

Unit Phenomena and Driving Question	Why do stars shine and will they shine forever? Anchoring Phenomenon has not yet been released by OpenSciEd.
Standards Covered	**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. **HS-ESS1-1** Develop a model based on evidence to illustrate the life span of the sun and the role of nuclear fusion in the sun's core to release energy that eventually reaches Earth in the form of radiation. **HS-ESS1-2** Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe. **HS-ESS1-3** Communicate scientific ideas about the way stars, over their life cycle, produce elements.
Students Figure Out	- Students apply what they figure out about the nuclear fusion within stars (like the Sun) to construct a scientific explanation on how progressively heavier metals are produced. - Apply their understanding of the Law of Conservation of Matter to show how matter (specifically the protons and neutrons) within the nucleus of atoms is conserved over the star's life cycle. - Use their Energy lens to design a model that explains the energy transfer mechanisms that allow energy from one system to reach another system in the form of Radiation. - Analyze data tables and construct scientific arguments to explain the lifespan of given stars based on their mass. Construct a model to depict their respective lifespans. - Analyzing and interpreting current research to construct an explanation for the Big Bang Theory. - Obtain information from online resources to create a model to describe the formation of the element. This building understanding process must include nucleons (protons and neutrons) before and after nucleosynthesis.

Freire Wilmington 10th Grade Biology Scope and Sequence (inquiryHub)

This scope and sequence for Freire Charter School Wilmington's High School Biology course is focused on developing proficiency in the Three Dimensions of the Next Generation Science Standards- the Science standards of the State of Delaware, using curricular materials from inquiryHub. The inquiryHub (iHub) Biology curriculum is a full-year high school Biology course anchored in phenomena and aligned to the Next Generation Science Standards. InquiryHub's materials have been highly rated by external evaluators, including Achieve, Inc. (for more information, see our description of high-quality curricula in science). The description from the curriculum writers below explains our rationale in selecting this curriculum:

The units are organized around coherent storylines, in which students ask and investigate questions related to an anchoring phenomenon or design challenge. Students use science and engineering practices to figure out Disciplinary Core Ideas (DCI) and crosscutting concepts needed to make sense of and explain the phenomena or solve the problem presented in the challenge.

The phenomena that students work together to explain in biology are antibiotic resistance and a bird population that evolved to become bold (Evolution), Duchenne Muscular dystrophy and gene editing (Genetics), how trees can mitigate climate change and population changes among large animals on the Serengeti (Ecosystems). Each has been chosen with input from Denver students as to what would be interesting and engaging to students like them.

Students engage with all eight science and engineering practices, becoming more proficient in learning when and how to use the practices. Lessons engage students in practices where they investigate, make sense of phenomena and problems, construct and critique models, and develop explanations and arguments. The units are designed to support students in becoming more sophisticated in their use of practices over the school year. Design challenges help students integrate knowledge across units; over time, students are expected to take more and more responsibility in problem solving within them. At the end of the genetics unit, students organize a World Cafe where they design questions for and facilitate a dialogue with peers, parents, and community members about the ethics of genetic engineering.

There are multiple assessments embedded in the materials that can be used for formative and summative purposes. These include exit tickets with multiple-choice questions that assess both student experience and understanding, student models of phenomena, and 3D transfer tasks in which students apply what they have learned to a new phenomenon. The modeling tasks are accompanied by SLO rubrics that can be used to build a portfolio of evidence of student progress.

Note that an overview of Laboratory Safety practices will be taught at the beginning of this course to all students.

The documents below provide information about topic and anchor phenomena, as well as the NGSS Performance Expectations for each unit. Additionally, we describe what students will figure out in each unit and how they will do this.

inquiryHub Biology
How do populations change over time?
Unit 1 Evolution NGSS-Aligned Biology

What Is This Unit About?

This high school unit on natural selection and evolution starts out with students exploring the case of a young girl with a life-threatening infection of pan-resistant bacteria. This case which serves as the anchoring phenomenon for the unit sparks questions that lead students to investigate the growing prevalence of similar cases and the discrepancies between antibiotic use in their communities and CDC recommendations. This can motivate students to take on an optional citizen science mission to figure out why this is happening, and to help develop infographics to sway individual health choices related to the (mis)use of antibiotics.

Their investigations lead students to design experiments and develop and use mathematical and computational models to figure out where bacteria are found, how bacteria grow and compete for resources, and how antibiotics interact with bacteria. They develop a model for how interactions between heritable variations in bacteria and environmental changes can lead to the emergence of more resistant populations of bacteria over time.

Students use the model they developed (of natural selection) to return to the anchoring phenomenon of Addie that launched the unit, to explain the growing prevalence of antibiotic resistant bacteria in hospitals and their communities over time, and to inform the development of the infographic to share with health service providers and community members. Students then identify criteria for a model organism, in an effort to determine the extensibility of their model for explaining other types of changes occuring in populations other than bacteria.

The case students explore next is a group of juncos that have changed rapidly over the past 60 years. One population of juncos that lives on the UCSD campus exhibits bold behaviors and unique physical traits that distinguish it from its mountain cousins. This phenomenon sparks questions about whether these differences in behavior are learned or inherited, what led to differences in mating and migration patterns, and what led to the different physical trait variations.

Investigations into the environmental changes that have occured on campus, common garden experiments, and the physiology of the birds lead students to develop an explanation of the juncos using a natural selection model again.

This explanation raises new questions about why some, but not all, juncos settled on the campus in the first place, whether the UCSD juncos are now a separate species, and whether this sort of separation and differentiation has occured at other points in time. This leads students to investigate the physiology of juncos further and where other juncos are found across North America. Students develop methods for comparing genetic differences between populations to determine if different populations of juncos are the same species and how long ago they diverged from a common ancestor. In this process, they uncover the

role of non-random mating, migration, and mutation in contributing to evolution of populations over time.

Students culminate their work in this storyline, arguing that their model of evolution applies to all life on Earth, including bacteria and humans. They investigate how environmental changes over time have contributed to the emergence of new species and the extinction of others.

What Performance Expectations Does This Unit Target?

Targeted NGSS Performance Expectations:

- **HS-LS4-1:** Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

- **HS-LS4-2:** Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.

- **HS-LS4-3:** Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

- **HS-LS4-4:** Construct an explanation based on evidence for how natural selection leads to adaptation of populations.

- **HS-LS4-5:** Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.

- **HS-LS4-6:** Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

- **HS-LS3-1:** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

- **HS-LS2-8:** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

How Long Is This Unit?

There are two bends, or parts, to this storyline. **Bend 1** is designed to precede **Bend 2**. Some teachers choose to implement one, instead of both bends. The teacher guides are written to support implementation of both bends.

Calendar for Planning Implementation: Each period is assumed to be 50 minutes in length

Bend 1 - Addie

This table includes alternate activities. If you are including the Mission board as an alternate activity, plan to add 2.5 class periods (125 minutes).

LESSON #	LENGTH IN PERIODS (50 minutes)	
		MISSION BOARD
1	2	
2	2	
3a*	2	
4	1	+1
3b	1	
5	1	
6	1.5	
7	1.5	.25
8a	1	
9	1	
10	2 to 2.5	
8b	1	
11	2	
12	1	
8c	1	+.25
13	2	+1 (alt. to L13)
TOTAL	23 - 23.5	+2.5

Bend 2 - Juncos

Bend 2 does not include alternate activities or a Mission Board Option.

LESSON #	LENGTH IN PERIODS (50 minutes)
14	1
15	2
16	2.5
17	2
18	2
19	1
20	1
21	1
22	2
23	1
24	1.5
25	1
26	1
27	2
28	2
29	3
TOTAL	25- 26

What Do Students Investigate and Figure Out in Each Lesson?

The diagrams on the following pages outline the sequence of lessons for the unit. It is referred to as the unit skeleton.

Lesson Routine	Questions	Phenomena / Problems	What we figured out

L1
Anchoring phenomena

Phenomena: and students' prior experiences

What we figured out: A girl (Addie) had a bacterial infection (MRSA) that could not be killed with any type of antibiotic. We have lots of questions!

L2
Investigation

Question: How common is this sort of problem? Can this happen to me?

Phenomena: NATIONAL SUMMARY DATA — 2,049,442, 23,000

What we figured out: MRSA and other pan-resistant bacterial infections are becoming more common over time. MRSA can been found in lots of public places.

L3a
Investigation

Question: Where are the bacteria around us?

What we figured out: We can pick up bacteria from many of the places we interact with every day. A single application of antiseptics does not kill all the bacteria on us or on a surface.

L4
Investigation

Question: How are we using our antibiotics? And, how do antibiotics work anyway?

Phenomena: Mission Critical: Preventing Antibiotic

What we figured out: Many of our friends and family members aren't following the CDC recommendations for antibiotic use. Different antibiotics have different ways of killing bacteria (dissolving cell membranes, blocking the construction of cell walls, interfering with DNA copying or repair, or blocking protein production).

L3b
Investigation

Question: How do our Petri dish samples (swabs) compare?

What we figured out: Bacteria grew really fast on the food in the Petri dishes. There are variations in the size and color of different spots of bacteria.

L5
Investigation

Question: How do bacteria grow?

What we figured out: A bacteria colony is made of many bacterium cells. When the colony grows, some of bacterium are growing in size and then splitting in half producing two bacteria. This type of reproduction can occur every 20 min. It leads to exponential growth.

Lesson Routine	Questions	Phenomena / Problems	What we figured out
L6 *Investigation* ↓	Will the bacteria on our Petri dishes continue to grow this quickly forever?		Bacteria compete for limited resources, which limits their population growth. Competition for resources can affect the distribution of trait variations in a population. This can explain some of the patterns of growth we saw in our Petri dishes.
L7 *Investigation* ↓	How do bacteria get killed?	Kills 99.99% of Germs Each tablet contains penicillin V potassium equivalent to 250 mg (400,000 units) penicillin V. **Usual Dosage:** 250 mg every 6-8 hours. See accompanying information.	It can take multiple doses of antiseptics or antibiotics to kill 100% of the bacteria in a population. Some bacteria might actually be different from the others; even though some antibiotic particles interact with these bacteria, they don't kill them.
L8a *Investigation* ↓	How do antibiotics affect bacteria when they are put together (in a Petri dish)?		Antibiotics partially diffuse through the agar, leading to some spots where it is more concentrated than others.
L8b **L8c** *Investigation* ↓	What's happening with our antibiotic experiment?		The zone of inhibition gets progressively smaller with each additional dose and new replating.
L9 *Putting pieces together* ↘↓↙ *Problematizing* ↙↓↘	What's happening inside Addie?	Previous phenomena from L1 through L7	We pulled together what was happening across three different systems (Addie, our Petri dishes, and the simulation). We identified additional objects and interactions to include in a revision to the simulation to help us explore some of the phenomena we still had questions about.
L10 *Investigation* ↓	How do different doses of antibiotics affect a bacteria population in a simulated infection?		Individual bacteria that have an advantageous trait variation, like fewer pores, have a better chance of surviving exposure to antibiotics, than those without that variation.
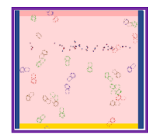
Lesson Routine	Questions	Phenomena / Problems	What we figured out

L11

Investigation

↓

How does moving bacteria that survive antibiotic doses from one environment to another affect the population over time?

Individual bacteria with trait variations that allow them to survive exposure to antibiotics, reproduce. Over time this leads to a shift in the distribution of traits in bacteria populations, so that those variations become more prevalent over time.

L12

Putting pieces together

↘↓↙

How did the bacteria population become more resistant in Addie and in our community?

Previous phenomena from L1 through L11

The same interactions and outcomes in the simulation were also at work in Addie's body and also at work in our community over the past ninety years. Bacteria populations became more resistant to being killed by antibiotics as trait distributions in the population that granted them a competitive advantage for survival became more prevalent over many generations of exposure to antibiotics.

L13

Putting pieces together

↘↓↙

How can we use what we figured out to complete our mission (help change health practices in our community)?

Previous phenomena from L1 through L12 and our citizen science mission from L4.

We can help our community fight (or slow) the increasing frequency of antibiotic resistant bacterial infections by communicating a more effective message (than the CDC) for why people should follow CDC recommendations regarding antibiotic use.

L14

Problematizing

↙↓↘

Which aspects of our natural selection model apply to other organisms?

All previous phenomena from L1 through L11.

We identified characteristics we wanted in a new case to help us evaluate whether the interactions and outcomes of our model for how bacteria populations change over time (natural selection) can be used to explain changes observed in other populations of organisms.

Lesson Routine	Questions	Phenomena / Problems	What we figured out

L15

Anchoring phenomena

What is happening in this new case of the UCSD and mountain juncos?

Juncos normally migrate to the CA coast for the winter and back to the mountains in the summer. Something happened 40 years ago, that led a group of them to stay on the UCSD campus year round. Both populations of descendants (UCSD and mountain juncos) now look and act different from one another.

L16

Investigation

Just how different are these juncos from one another?
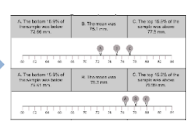
There are measurable differences in the tail length, wing length, and the amount white in tail feathers, found between individuals within each population and in the distribution of variations found between populations.

L17

Investigation

How are physical traits like wing color or wing length inherited?

Many trait variations seen in birds, like feather colors, feather patterns, and limb proportions are the result of the combinations of alleles that were inherited. These provide instructions to the cells of the organism about what substances (proteins) to produce or not produce.

L18

Investigation

Just how different is the UCSD birds' behavior?
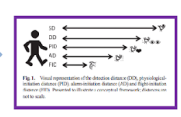
The UCSD Juncos have become bolder than their mountain relatives over a few generations.

L19

Investigation

How do scientists tell if a behavior trait is learned or inherited?

We can test if a behavior is inherited or learned by taking some individuals born into one environment and raising them in a different environment and seeing what traits change and which ones stay the same.

Lesson Routine	Questions	Phenomena / Problems	What we figured out

L20
Investigation

Do the juncos just learn to be bolder or is their behavior something they inherited?
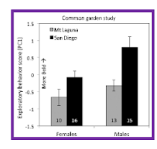
Exploratory behavior in juncos is inherited. Alleles that are or are not inherited can influence what substances are or are not produced by cells in any living creature. We think this might be what is causing differences in their behavior.

L21
Investigation

Are there differences inside the birds that would explain why they behave differently in response to things happening around them?
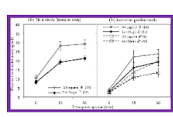
In stressful situations the amount of stress hormone in the blood stream is different for juncos from these different populations. This is correlated to the amount of exploratory behavior they engage in. The variation in this physiological mechanism is heritable, which leads to variation in behavior between juncos.

L22
Putting pieces together

How did the UCSD population become bolder than the mountain population over the last 60 years?

Previous phenomena from L18 through L21

Natural selection can explain the differences in the boldness of individuals from the two junco populations.

L23
Investigation

Why did some of the juncos stay in San Diego in the first place (and why did the rest migrate back)?
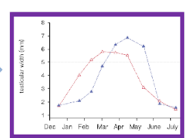
Artificial lighting (from campus) triggered the release of sex hormones in some juncos earlier in the year than would occur naturally. This led those juncos to start their mating calls before flying back to the mountains. This resulted in attracting mates which led to having offspring on the UCSD campus. Juncos that did this ended up repeating this mating pattern and staying on campus year round.

L24
Investigation

Are these different kinds of juncos? How different are they?
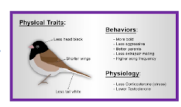
There are many physical, behavioral and physiological trait differences between the mountain and UCSD Junco populations. This divergence happened in just 60 years of being separated from one another.

Lesson Routine	Questions	Phenomena / Problems	What we figured out

L25
Investigation ↓

What other Juncos do we find in North America?
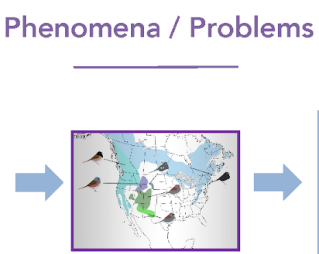
Different looking populations of Juncos are found in different breeding ranges across N. America. Some breeding ranges overlap, while others are more isolated. Juncos from different populations in overlapping ranges sometimes mate with each other (hybridize).

L26
Investigation ↓

Are the UCSD juncos now a separate species from the mountain juncos?
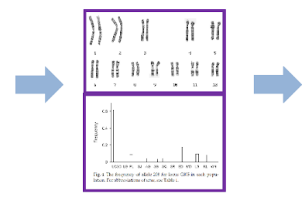
Alleles missing from the gene pools of the mountain vs. UCSD junco populations provide evidence that they aren't interbreeding (or if they are, the babies aren't surviving). We think these juncos should be considered separate species.

L27
Investigation ↓

How else can DNA help us figure out how closely related two different populations are?
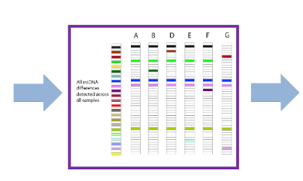
Some of these populations of juncos are considered separate species. Patterns in haplotypes found in juncos mtDNA helped us determine which ones shared a common ancestor more recently than others.

L28
Investigation ↓

Where do new heritable trait variations come from?
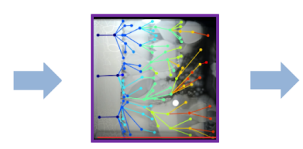
Random mutations in the DNA that offspring inherit are rare, but can appear in either asexual and sexually reproducing organisms. Small random mutations can result in the emergence of new traits.

L29
Putting pieces together ↘↓↙

How can our mechanisms of evolution explain how all life on Earth has changed over time?

Species go extinct when traits that are well adapted to a changed environment do not exist in the population. When this happens, it can open up opportunities for new species to emerge to take advantage of available resources needed for survival and reproduction that used to be consumed by the now extinct species. We think our model of evolution that we developed can explain how all life on Earth has changed over many millions of years.

inquiryHub Biology
How Can Science Help Make Our Lives Better?
NGSS High School Genetics Unit 2

Synopsis:

In this high school unit on genetics and heredity, students ask questions about a group of boys with Duchenne Muscular Dystrophy. Students investigate the role of proteins, DNA, and inheritance in the disorder. Students figure out how heritable traits and disorders are related to the structure and function of proteins. Students then ask questions about how we can use genetic engineering technologies to cure genetic disorders and explore the ethical implications of need technologies such as, CRISPR-Cas9.

NGSS PERFORMANCE EXPECTATIONS BUNDLE		
Genetics		
HS-LS1-1	HS-LS1-4	HS-LS3-1
HS-LS3-2	HS-LS3-3	

What Is This Unit About?

This high school unit on genetics starts out with students making observations and posing questions about what they see in a brief video that depicts boys who have Duchenne Muscular Dystrophy (DMD). The video depicts them in their everyday lives, enjoying the company of others, but needing support to move and, in some instances, to breathe. Students begin by investigating how muscles work and how they function differently in boys with and without DMD. They investigate the function of the protein dystrophin in healthy muscle functioning and how the protein is produced in healthy individuals and about the role that a heritable genetic mutation plays in inhibiting the production of dystrophin in boys with DMD. Students explore different ways that heritable diseases are passed down to develop an explanation for why only boys manifest the disease.

Students use what they have learned about the role of DNA in heritable diseases to investigate an emerging gene editing technology, a system called CRISPR-Cas9, a bacterial defense system that scientists have discovered how to use for different purposes. Students evaluate evidence about the use of CRISPR-Cas9 to cure diseases in mice, including muscular dystrophy. Students build a model showing the conditions under which the system could be used to cure diseases in humans.

The unit culminates with students designing a World Cafe event with students in their classroom that is implemented district-wide. In the World Cafe, students pose and debate questions related to the ethics of emerging genetic engineering tools like CRISPR-Cas9.

What Performance Expectations Does This Unit Target?

Targeted NGSS Performance Expectations:

- **HS-LS1-1:** Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.

- **HS-LS1-4:** Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

- **HS-LS3-1:** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

- **HS-LS3-2:** Make and defend a claim based on evidence that inheritable genetic variations may result from: (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors.

- **HS-LS3-3:** Apply concepts of statistics and probability to explain the variation and distribution of expressed traits in a population.

How Long Is This Unit?

There are two bends, or parts, to this storyline. **Bend 1** is designed to precede **Bend 2**. Some teachers choose to implement one, instead of both bends. The teacher guides are written to support implementation of both bends.

Calendar for Planning Implementation: Each period is assumed to be 50 minutes in length

Bend 1 - DMD

LESSON #	LENGTH IN PERIODS (50 minutes)
1	1.5
2	1
3	3.5
4	4
5	2
6	1.5 - 2
7	2
8	1.5
9	1
TOTAL	**18 - 18.5**

Bend 2 - CRISPR

LESSON #	LENGTH IN PERIODS (50 minutes)
10	2.5
11	1
12	2
13	1
14	2
15	1
TOTAL	**9.5**

1

What Do Students Investigate and Figure Out in Each Lesson?

The diagrams on the following pages outline the sequence of lessons for the unit. It is referred to as the unit skeleton.

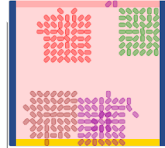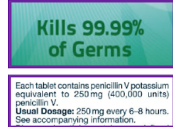| Lesson Routine	Questions	Phenomena/Problems	What we figured out
L1 ANCHORING PHENOMENON			We notice that the boys in a video seem to be suffering from a disease that is affecting how they move. We have lots of questions we need to answer to figure out what is happening to these boys and why!
L2 PUTTING PIECES TOGETHER	What is happening to the muscles of the kids in the video?		Our muscles are organized in a tubular structure and made of fibers. To work effectively, they need to be able to contract and relax. Usually, to get stronger, muscle fibers break down and get repaired. These boys' muscle fibers aren't getting repaired.
L3 INVESTIGATION	Why do healthy people get stronger with exercise, but the people with DMD don't?		A protein called dystrophin is part of a system that helps keep the muscle strong. People with DMD have higher levels of a protein called creatine kinase, which stores energy for the muscle cell and is released into blood when a muscle cell is damaged.
L4 INVESTIGATION	Why don't people with DMD make dystrophin?		DNA are instructions that code for the production of proteins. If the DNA are the instructions for the proteins, something must be wrong in the DNA for people with DMD.
L5 INVESTIGATION	What do diffent proteins do?		Proteins have different functions. When a protein like lactase is important for a specific function (digestion, in the case of lactase), not having it or denaturing it can cause that function to go awry.

L6

INVESTIGATION

"How did the boys in the video get the mutation that results in DMD?"

→ →
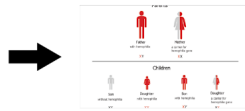
DNA is packaged into chromosomes so that it can be transferred into new cells through the process of meiosis. We need meiosis to make cells for sexual reproduction - these cells are called gametes or sex cells. Each new cell made by meiosis is genetically different from the cell it came from. A mutation can occur during meiosis.

L7

INVESTIGATION

Why is DMD affecting mostly boys?

→ →

Inheritance of X and Y chromosomes determine the biological sex of a child, DMD is a sex-linked trait, passed from mother to offspring via the X chromosome.

L8

PUTTING PIECES TOGETHER

What is our model to explain what is happening in people with DMD?

→ →
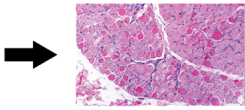
A complete explanation of DMD through a series of assessment questions that build to an explanation of how DMD is inherited and how it manifests in the body.

L9

PROBLEMATIZING

If you were a genetic counselor, what questions would you need to ask a couple hoping to conceive a child?

→ →

HEREDITARY DISORDER

We figure out what genetic counselors do and we apply what we've figured out about DMD to understand how we can generalize the inheritance and prevalence of genetic disorders in families.

L10

PROBLEMATIZING

Can genetic disorders be cured?

→ →

CRISPR/Cas9

Past gene therapy techniques seem promising but are highly complex, problematic, and controversial. The newest technology, called CRISPR, seems more promising than other techniques.

L11

INVESTIGATION

What evidence do scientists have that CRISPR works?

There are promising results from the published research in mice with DMD.

L12

INVESTIGATION

Where does CRISPR come from and how does it work?

CRISPR comes from bacteria, where it was part of the bacteria's immune system. It helps "defuse the bomb" of a virus that's invading really quickly. It is part of a system with a protein called Cas9 and guide RNA to cut and then replace specific parts of a DNA sequence.

L13

PROBLEMATIZING

What are the ethical considerations of using this technology?

There are different criteria proposed for ethical use of CRISPR, because its use could have unintended consequences.

L14

INVESTIGATION

What are some current applications of the CRISPR CAS9 system?

We research different applications of the CRISPR CAS9 gene editing technology and submit our proposals for the World Cafe Debrief.

L15

PUTTING PIECES TOGETHER

What have we figured out so far about CRISPR?

Students will write down important ideas from all of the lessons and then engage in the assessment for this unit.

inquiryHub Biology
How Do Small Changes Make Big Impacts on Ecosystems?

NGSS Aligned High School Ecosystems Unit

Synopsis:

In this high school unit on ecosystems, students investigate the case of the rapid increase and decline of the buffalo population in the Serengeti. It motivates students to ask questions and develop initial hypotheses for what could have changed in the ecosystem to create such drastic population changes. Students analyze data from many populations of organisms in the Serengeti to figure out how disease eradication in the 1960s led to the major changes we see in the Serengeti today. In Bend 2, students evaluate the claim that trees store carbon and can reduce the impact of climate change. Students figure out how photosynthesis and cellular respiration are key mechanisms to explaining the role of trees in climate mitigation. Finally, students explore and compare climate change mitigation solutions.

NGSS PERFORMANCE EXPECTATIONS BUNDLE		
Ecosystems		
HS-LS1-2	HS-LS1-3	HS-LS1-4
HS-LS1-5	HS-LS1-6	HS-LS1-7
HS-LS2-1	HS-LS2-2	HS-LS2-3
HS-LS2-4	HS-LS2-5	HS-LS2-6
HS-LS2-7	HS-LS2-8	

What Is This Unit About?

Bend 1 unit begins with students posing questions to investigate related to the rapid increase and decline of the buffalo population in the Serengeti. Students develop initial hypotheses of what could have happened, from an increase or decrease in predators to drought to warfare. They develop a plan to investigate each of their hypotheses and explore data related to predator-prey relations, migrations, climate, human impacts, and disease. Students figure out that a cattle disease called rinderpest artificially kept the buffalo population low until 1960 and also kept the wildebeest population low. The increase in the wildebeest population, which migrates across the Serengeti seasonally, led to several changes in the ecosystem: greater fire suppression, which led to the growth of more trees, which led to an increase in the giraffe population that fed on the new tree growth.

Students explore and manipulate a simulation that helps them put together their ideas about the ecosystem dynamics to construct an explanation for what happened to the buffalo. They then apply and revise that model in light of new evidence to explain what happened to the ecosystem during the period when the population of buffalo declined. The bend culminates with students evaluating the claim that the wildebeest function as a keystone species within the ecosystem that has a strong influence on ecosystem dynamics.

Bend 2 starts out with students posing questions about a video that presents claims about the potential of trees to offset the effects of greenhouse gases on Earth's rising temperatures. Students investigate how a tree exchanges gases with the atmosphere and through the processes of photosynthesis changes CO_2 into O_2 and how structures in the tree transport water and nutrients. Students plan and conduct an

investigation into where the carbon goes that a tree takes in from the atmosphere and how a tree makes wood that stores carbon for its lifespan.

Students apply what they have learned about how trees store carbon to a design challenge, in which they compare planting trees to a solution to climate change of their choosing.

What Performance Expectations Does This Unit Target?

Targeted NGSS Performance Expectations:

- **HS-LS1-2:** Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

- **HS-LS1-3:** Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis.

- **HS-LS1-4:** Use a model to illustrate the role of cellular division (mitosis) and differentiation in producing and maintaining complex organisms.

- **HS-LS1-5:** Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy.

- **HS-LS1-6:** Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon based molecules.

- **HS-LS1-7** Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed, resulting in a net transfer of energy.

- **HS-LS2-1:** Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.

- **HS-LS2-2:** Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

- **HS-LS2-3:** Construct and revise an explanation based on evidence for the cycling of matter and flow of energy in aerobic and anaerobic conditions.

- **HS-LS2-4:** Use mathematical representations to support claims for the cycling of matter and flow of energy among organisms in an ecosystem.

- **HS-LS2-5:** Develop a model to illustrate the role of photosynthesis and cellular respiration in the cycling of carbon among the biosphere, atmosphere, hydrosphere, and geosphere.

- **HS-LS2-6:** Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain

relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.

- **HS-LS2-7:** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

- **HS-LS2-8:** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

How Long Is This Unit?

There are two bends, or parts, to this storyline. **Bend 1** is designed to precede **Bend 2**. Some teachers choose to implement one, instead of both bends. The teacher guides are written to support implementation of both bends.

Calendar for Planning Implementation: Each period is assumed to be 50 minutes in length

Bend 1 - Serengeti

LESSON #	LENGTH IN PERIODS (50 minutes)
1	2
2	1
3	1.5
4	1
5	2
6	1
7	2
8	2
9	2
10	1
TOTAL	15.5

Bend 2 - Trees

LESSON #	LENGTH IN PERIODS (50 minutes)
11	2
12	2
13	2
14	2
15	2
16	3
17	1
18	1
19	1.5
20	2
21	1
22	1.5
23	1.5
24	3
TOTAL	25.5

What Do Students Investigate and Figure Out in Each Lesson?

The diagrams on the following pages outline the sequence of lessons for the unit. It is referred to as the unit skeleton.

Lesson Routine	Questions	Phenomena/Problems	What we figured out
L1 ANCHORING PHENOMENON			Population increased a lot from 1961-1975 and we want to figure out why. After investigating various details about The Serengeti, we realize we have lots of questions we need to answer!
L2 INVESTIGATION	What do buffaloes eat and is there more of it for them to eat now?		Buffalo are herbivores that eat different plants in dry and wet seasons, and they compete with each other and other species when grass is scarce. During dry seasons and droughts, there's often not enough to eat, and this can affect survival.
L3 INVESTIGATION	Are population changes in buffalo related to changes in climate?		The increase in the buffalo population are not related to any changes in climate.
L4 INVESTIGATION	Is the changing buffalo population size caused by a changing predator population size?		Even though lions are a predator of buffalo, by looking at data we conclude that a decrease in lion population can't explain the increase in buffalo.
L5 INVESTIGATION	Is there a disease that affected the buffalo population?		A disease, Rinderpest, that affected cattle, was keeping the population of buffalo low. When the RInderpest was eliminated, the population grew.

L6

INVESTIGATION

What happened to other herbivores on the Serengeti after the big change created by disease?

→ →

The wildebeest population also increased after 1960.

L7

INVESTIGATION

How do we know whether or not a population will continue to grow, stay stable, or decline?

→ →

The biggest changes were caused when Rinderpest was eliminated. Our models predict after a while the population of buffalo and wildebeest will become more stable.

L8

PROBLEMATIZING

What explains what's been happening to big animals in the Serengeti for the past four decades?

→ →

Disease, predation, competition for resources, and poaching doesn't explain the decline of either population after 1975, while a drought led to a steeper decline in population.

L9

PUTTING PIECES TOGETHER

Is there something special about wildebeest on the Serengeti?

→ →

Wildebeest act as a keystone species within the Serengeti ecosystem. We analyze the possible effects of wildebeest conservation efforts in the Serengeti, examining impacts on both the ecosystem and humans.

L10

PUTTING PIECES TOGETHER

How can we apply the rules of our model to explain population changes in other ecosystems?

→ →

We apply the rules of ecosystems from the Serengeti to other ecosystems with different keystone species.

L11

ANCHORING PHENOMENON

How can we reduce the negative impacts of human activity on climate?

As the amount of greenhouse gases emitted in Colorado continues to grow, we learn that trees may reduce the effects of climate change by taking carbon diixode out of the air. We have lots of questions about how!

L12

INVESTIGATION

Do trees really change the composition of the atmosphere around us?

Plants take in carbon dioxide and release oxygen, develop the molecular models of both substances and determine where the missing carbon atom might be going.

L13

INVESTIGATION

How does carbon dioxide get into a tree and what does the tree do with it?

Gases get into and out of the tree and to chloroplasts in the leaves of plants, the chemical reaction occurring at these chloroplasts and compare it to a chemical reaction model of photosynthesis.

L14

INVESTIGATION

How does a tree get the water it needs for photosynthesis?

Plant roots take in water from the soil through root cells.

L15

INVESTIGATION

How does a tree move substances like water and glucose around?

The xylem and phloem help transport food and water needed for photosynthesis.

L16

INVESTIGATION

↓

Do other parts of the plant need glucose, how does the plant use it?

→ →

Glucoses needs to travel throughout out the tree in order for other plant structures to be made. We found that other plant structures contained sugars other than glucose, but glucose was the building block of those other sugars.

L17

PUTTING PIECES TOGETHER

↘↓↙

How does glucose turn into cellulose and starch and why?

→ →

Some glucose is converted to starch that is not needed for growth. Glucose used for growth is transported to the vascular cambium, where it undergoes mitosis and cytokinesis. The carbon gets locked up as celllulose in the wood.

L18

PROBLEMATIZING

↘↓↘

Where does a tree get the materials besides carbon to grow?

→ →
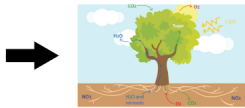
Nitrogen, phosphorus, potassium are needed for plants to grow. Each serves a different function in the tree.

L19

INVESTIGATION

↓

Where does a tree get the energy for growth?

→ →

Trees breakdown the glucose they made during photosynthesis and use that energy to grow.

L20

PUTTING PIECES TOGETHER

↘↓↙

What model can we make to connect everything we have learned so far to explain how trees can reverse climate change?

→ →

A summative model of the processes involved in trees taking carbon out of the atmosphere and storing it as wood and in the soil and a scientific explanation to explain how trees can reverse climate change.

Supporting English Language Learners

The units in this course include several materials to support students learning English. All student-facing curricular materials for each lesson have a corresponding Spanish translated document, including Spanish language slides. The Spanish materials are found in the lesson folders, linked above. Some student reading materials are web-resources, which are in English. These pages could be temporarily translated using Google Translate or Chrome page translation tools to momentarily provide a Spanish version of the reading to students. Because a translation counts as a derivative of the original writing, and a derivative is one of the author's rights covered by copyright, webpage readings and their translation cannot be stored in a permanent manner nor stored then distributed/shared with others. Temporarily translating the contents without storing the translation avoids violating copyright right laws.

Extensive use of strategies to expand "thinking time" for English learners through think-pair-share strategies are integrated into individual lesson plans. In professional development, we link to different tools for supporting equitable participation in discussion found on the STEM Teaching Tools website (http://stemteachingtools.org).

ASSESSMENT TASKS and TRANSFER TASKS

All unit assessments evaluate students' understanding of some element of a scientific practice. In addition, the materials for the units include a tool for teachers to develop their own assessments, the *Science and Engineering Task Formats*, which teachers across the country have used successfully to build assessments of scientific practices. As part of each unit, there is an incremental model tracker, which helps students identify how the day's lesson is helping build toward an explanatory model of the anchoring phenomenon. Teachers can monitor progress toward students' grasp of the core practice of developing and using models through culminating assessment tasks for each "bend" in a storyline and the accompanying scoring guides and rubrics. Students are expected to construct an explanatory model that includes all elements of a scientific model, that is, accurate descriptions of the components, interactions, mechanisms, and boundaries of the system being modeled.

A unique feature of these assessments is that they are integrated fully with DPS Science Competencies and Performance Indicators, and a DPS model SLO: "Developing and Using Scientific Models.". The rubrics developed for student models allow for evidence to be collected from student work to show progress toward student mastery of the practice/competency/SLO.

In addition, transfer tasks at the conclusion of each unit provide students the opportunity to apply their learning to solve a new problem or intake a new phenomenon based on the unit completed. The transfer tasks are a culmination and expression of a student's understanding and ability to process learning as part of the natural world. These are a critical piece of the entire assessment plan described above and a necessity for engaging active learners.

Freire Wilmington Chemistry Scope and Sequence (inquiryHub)

This scope and sequence for Freire Charter School Wilmington's High School Chemistry course is focused on developing proficiency in the Three Dimensions of the Next Generation Science Standards- the Science standards of the State of Delaware, using curricular materials from inquiryHub. The inquiryHub (iHub) Chemistry curriculum is a full-year high school Chemistry course anchored in phenomena and aligned to the Next Generation Science Standards. InquiryHub's materials have been highly rated by external evaluators (for more information, see our description of high-quality curricula in science).

The units are organized around coherent storylines, in which students ask and investigate questions related to an anchoring phenomenon or design challenge. Students use science and engineering practices to figure out Disciplinary Core Ideas (DCI) and crosscutting concepts needed to make sense of and explain the phenomena or solve the problem presented in the challenge.

The phenomena that students work together to explain in chemistry are what to search for in looking for life on other planets (Search for Life), the potential of hydrogen (Fuels Unit) and nuclear energy (Nuclear Unit) as a greener fuel, and why oysters are dying at high rates (Oysters). Each has been chosen with input from thousands of students in a national survey as to what would be interesting and engaging to students like them.

Students engage with all eight science and engineering practices, becoming more proficient in learning when and how to use the practices. Lessons engage students in practices where they investigate, make sense of phenomena and problems, construct and critique models, and develop explanations and arguments. The units are designed to support students in becoming more sophisticated in their use of practices over the school year. Design challenges help students integrate knowledge across units; over time, students are expected to take more and more responsibility in problem solving within them.

Note that an overview of Laboratory Safety practices will be taught at the beginning of this course to all students.

The documents below provide information about topic and anchor phenomena, as well as the NGSS Performance Expectations for each unit, including SEPs, CCCs, and DCIs. Additionally, we describe what students will figure out in each unit and how they will do this.

inquiryHub Chemistry
A 3-Dimensional High School Chemistry Curriculum

inquiryHub (iHub) Chemistry

iHub Chemistry is a year-long, lab-based high school NGSS-aligned introductory curriculum that uses phenomena to anchor discussions about energy, matter and how it interacts with our lives. Students model atomic structure, chemical reactions, nuclear processes, and the ways in which these impact Earth on a global and bulk scale. The course will equip high school students for college-level courses in chemistry.

inquiryHub Chemistry
Unit 1: How should we search for life beyond Earth? (Search for Life)
A 3-Dimensional High School Chemistry Curriculum

Storyline: Search for Life

Synopsis: This chemistry unit on the structure and properties of matter focuses on the substances scientists should look for when looking for life on other planets. Students explore the properties of substances necessary for life on Earth and how they interact with other substances, figuring out key ideas about charges on atoms and molecules, and patterns of bonding, focusing initially on the unique properties of water and then applying their knowledge to other elements. They learn to use the Periodic Table to predict what atoms will react with other atoms and identify substitutions for elements necessary for life on Earth that scientists could look for when searching for life on other planets. Students learn how scientists use probes to explore materials on planets in our solar system and information on light from other planets in far away solar systems to determine what elements are there.

What students figure out: By the end of the unit, students develop ideas about the structures and properties of matter, patterns in how elements bond to form compounds, and properties of water that support life on earth, including:

- The charged substructure of atoms helps explain the formation of bonds.
- Properties of water such as its cohesion, power to dissolve things, ability to absorb, transmit, and make water a valuable substance for supporting life processes.
- The properties of water are linked to the structure and charges on a water molecule and to the properties of the elements that make it up.

- The organization of the Periodic Table allows us to infer properties of elements and make predictions about what elements will bond with other elements to form compounds.
- How attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter.
- Scientists looking for life on other planets search mainly for substances that can be found on Earth and support life on Earth, but are also investigating elements that could substitute for other elements and play similar roles when combined with other elements.
- Elements on other planets can be identified by the unique electromagnetic spectrum each element produces.

Targeted NGSS Performance Expectation(s):				
HS-PS1-1	*HS-PS1-2*	**HS-PS1-3**	**HS-PS2-6** *(partially)*	*HS-ESS1-2* *(partial)* **HS-ESS2-5** *(partial)*

- **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.
- **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.
- **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.

Partially developed Earth science PEs
- **HS-PS2-6:** Communicate scientific and technical information about why the molecular-level structure is important in the functioning of designed materials.
- **HS-ESS2-5:** Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
- **HS-ESS1-2:** Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and composition of matter in the universe.

Targeted Scientific Practice(s)	Targeted DCI(s)	Targeted Cross-Cutting Concept(s)
Developing and Using Models - Use a model to predict the relationships between systems or between components of a system. (HS-PS1-1) **Planning and Carrying out Investigations** Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. (HS-PS1-3, HS-ESS2-6) **Constructing Explanations and Designing**	**PS1.A: Structure and Properties of Matter** - Each atom has a charged substructure consisting of a nucleus, which is made of protons and neutrons, surrounded by electrons. (HS-PS1-1) - The periodic table orders elements horizontally by the number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (HS-PS1-1) - The number of protons in the atom's nucleus and places those with similar chemical properties in columns. The repeating patterns of this table reflect patterns of outer electron states. (HS-PS1-2) - The structure and interactions of matter at the bulk scale are determined by electrical forces within and between atoms. (HS-PS1-3) **PS1.B: Chemical Reactions**	**Cause and Effect** - Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects. (HS-LS4-2)((HS-LS4-4)(HS-LS4-5) **Patterns** - Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena (HS-PS1-1, HS-PS1-2, HS-PS1-3) **Energy and Matter** - Energy cannot be created or destroyed–only moved between one place and another place,

Solutions
- Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, and peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (HS-PS1-2)
- Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. (HS-ESS1-2)

Obtaining, Evaluating, and Communicating Information
- Communicate scientific and technical information (e.g., about the process of development and the design and performance of a proposed process or system) in multiple formats (including oral, graphical, textual and mathematical). (HS-PS2-6)

- The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions. (HS-PS1-2)

PS2.B: Types of Interaction
- Attraction and repulsion between electric charges at the atomic scale explain the structure, properties, and transformations of matter, as well as the contact forces between material objects. (HS-PS2-6)

ESS1.A: The Universe and Its Stars (Partially Met)
- The study of stars' light spectra and brightness is used to identify compositional elements of stars, their movements, and their distances from Earth.

ESS2.C: The Roles of Water in Earth's Surface Processes
- The abundance of liquid water on Earth's surface and its unique combination of physical and chemical properties are central to the planet's dynamics. These properties include water's exceptional capacity to absorb, store, and release large amounts of energy, transmit sunlight, expand upon freezing, dissolve and transport materials, and lower the viscosities and melting points of rocks. (HS-ESS2-6)

PS4.B:Electromagnetic radiation
Atoms of each element emit and absorb characteristic frequencies of light. These characteristics allow identification of the presence of an element, even in microscopic quantities. (Secondary to HS-ESS1-2)

between objects and/or fields, or between systems. (HS-PS1-2)

Structure and Function
- Structure and Function Investigating or designing new systems or structures requires a detailed examination of the properties of different materials, the structures of different components, and connections of components to reveal its function and/or solve a problem. (HS-PS-2-6)

- The functions and properties of natural and designed objects and systems can be inferred from their overall structure, the way their components are shaped and used, and the molecular substructures of its various materials (ESS2-6)

Connections to Engineering, Technology, and Applications of Science
Interdependence of Science, Engineering, and Technology
- Science and engineering complement each other in the cycle known as research and development (R&D). Many R&D projects may involve scientists, engineers, and others with wide ranges of expertise.

Connections to Nature of Science
Scientific Knowledge Assumes an Order and Consistency in Natural Systems
- Scientific knowledge is based on the assumption that natural laws operate today as they did in the past and they will continue to do so in the future. Science assumes the universe is a vast single system in which basic laws are consistent.

inquiryHub Chemistry
Unit 2: Why do we use gasoline instead of rocket fuel? (Fuels)

Storyline: Fuels

Synopsis: This high school chemistry unit starts with our recognition of an urgent problem -- the need to change how we get energy for transportation to limit carbon emissions and curb global climate change. This leads us to a noticing -- there's an alternate fuel called hydrogen (used in rockets), that has a much higher energy output per gram than gasoline, and produces no CO_2 through burning. We end up asking the question, so why don't we just use rocket fuel in our cars and not gasoline?

Through investigating the answer to this question, students first look to chemical reactions and energy to really figure out *why* rearranging matter sometimes seems to result in a net increase or decrease in energy of the surroundings. They then zoom in to the atomic scale to build and refine models of bonding that help explain these changes in energy at the bulk scale.

After linking atomic structure, attractive and repulsive forces, and bonding to endothermic and exothermic processes, students still wonder why hydrogen has such a high energy output per gram, and turn to questions of measurement. How are we talking about how much fuel is in a fuel tank? And what is this thing called a mole? After building our final model to explain hydrogen combustion's unique appeal, we return back to the big picture. What would it take to use this fuel in our vehicles and in so doing combat climate change? What all must be weighed and considered in this decision that has profound implications for human and more than human life on the planet?

What students figure out: By the end of the unit, students develop ideas about bond energy and endothermic and exothermic reactions, the mole, and engineering and design in the context of earth systems and human and more than human impacts including:
- When matter rearranges in chemical reactions, these rearrangements can result in a net increase or decrease in energy to the surroundings. This is because energy is conserved, and any change to energy within the system of the reaction corresponds to a change in energy in the matter nearby. Changes in energy within the system occur because when bonds are broken in reacting particles and reformed in the particles that are produced, the relative positions of atoms and charged particles within them changes, causing changes in energy of the fields. Stated another way, atomic structure determines how atoms interact with each other and attract and repel, forming stronger and weaker bonds, and breaking bonds requires energy, while making bonds "releases" energy to the surroundings. If overall the energy of the system based on the relative position of particles and the fields is lower than it was at the start of the reaction, that change in energy corresponds to an increase in energy to the surroundings and vice versa. The relative strengths of the bonds formed and broken determines the total energy change we see at the macro scale.
- Amount of particles is different from mass at the macro scale (measurements in grams). We need a way to keep track of both the mass of materials which we can measure on the macroscale and the amount of molecules we have because it is the amount of molecules that determines how much energy we can get from a specific mass. We can use the construct of a "mole" to talk about large amounts of atoms or molecules.
- When doing a cost benefit analysis on different fuels we have to pay attention to more than just scientific or technological considerations, including socio-political considerations.

Targeted NGSS Performance Expectation(s):				
HS-PS1-4	**HS-PS3-5**	**HS-ESS3-2**	HS-PS3-1	HS-PS1-7

Targeted in storyline:
- **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.** [Clarification Statement: Emphasis is on the idea that a chemical reaction is a system that affects the energy change. Examples of models could include molecular-level drawings and diagrams of reactions, graphs showing the relative energies of reactants and products, and representations showing energy is conserved.] [*Assessment Boundary: Assessment does not include calculating the total bond energy changes during a chemical reaction from the bond energies of reactants and products.*]
- **HS-PS3-5**: **Develop and use a model of two objects interacting through electric or magnetic fields to illustrate the forces between objects and the changes in energy of the objects due to the interaction.** [Clarification Statement: Examples of models could include drawings, diagrams, and texts, such as drawings of what happens when two charges of opposite polarity are near each other.] [*Assessment Boundary: Assessment is limited to systems containing two objects.*]
- **HS-ESS3-2**: **Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.** [Clarification Statement: Emphasis is on the conservation, recycling, and reuse of resources (such as minerals and metals) where possible, and on minimizing impacts where it is not. Examples include developing best practices for agricultural soil use, mining (for coal, tar sands, and oil shales), and pumping (for petroleum and natural gas). Science knowledge indicates what can happen in natural systems—not what should happen.]

Partially addressed in storyline:
- **HS-PS3-1**: **Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.** [Clarification Statement: Emphasis is on explaining the meaning of mathematical expressions used in the model.] [Assessment Boundary: Assessment is limited to basic algebraic expressions or computations; to systems of two or three components; and to thermal energy, kinetic energy, and/or the energies in gravitational, magnetic, or electric fields.]
- **HS-PS1-7**: **Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction.** [Clarification Statement: Emphasis is on using mathematical ideas to communicate the proportional relationships between masses of atoms in the reactants and the products, and the translation of these relationships to the macroscopic scale using the mole as the conversion from the atomic to the macroscopic scale. Emphasis is on assessing students' use of mathematical thinking and not on memorization and rote application of problem-solving techniques.] [*Assessment Boundary: Assessment does not include complex chemical reactions.*]

Targeted Scientific Practice(s)	Targeted DCI(s)	Targeted Cross-Cutting Concept(s)
Developing and Using Models Modeling in 9–12 builds on K–8 and progresses to using, synthesizing, and developing models to predict and show relationships among variables between systems and their components in the natural and designed worlds. ● Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-PS1-4, HS-PS3-5) **Using Mathematics and Computational Thinking** Mathematical and computational thinking at the 9–12 level builds on K–8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data.	**PS1.A: Structure and Properties of Matter** ● A stable molecule has less energy than the same set of atoms separated; one must provide at least this energy in order to take the molecule apart. (HS-PS1-4) **PS1.B: Chemical Reactions** ● Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and the rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy. (HS-PS1-4)	**Systems and System Models** ● Models can be used to predict the behavior of a system, but these predictions have limited precision and reliability due to the assumptions and approximations inherent in models. (HS-PS3-1) **Energy and Matter** ● Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system. (HS-PS1-4) ● The total amount of energy and matter in closed systems is conserved. (HS-PS1-7) **Cause and Effect**

Simple computational simulations are created and used based on mathematical models of basic assumptions.

- Use mathematical representations of phenomena to support claims. (HS-PS1-7)
- Create a computational model or simulation of a phenomenon, designed device, process, or system. (HS-PS3-1)

Engaging in Argument from Evidence

Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about natural and designed world(s). Arguments may also come from current scientific or historical episodes in science.

- Evaluate competing design solutions to a real-world problem based on scientific ideas and principles, empirical evidence, and logical arguments regarding relevant factors (e.g. economic, societal, environmental, ethical considerations). (HS-ESS3-2)

- The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions. (HS-PS1-7)

PS3.A: Definitions of Energy

- Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (HS-PS3-1)

PS3.B: Conservation of Energy and Energy Transfer

- Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (HS-PS3-1)
- Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (HS-PS3-1)
- Mathematical expressions, which quantify how the stored energy in a system depends on its configuration (e.g., relative positions of charged particles, compression of a spring) and how kinetic energy depends on mass and speed, allow the concept of conservation of energy to be used to predict and describe system behavior. (HS-PS3-1)
- The availability of energy limits what can occur in any system. (HS-PS3-1)

PS3.C: Relationship Between Energy and Forces

- Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system. (HS-PS3-5)

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Connections to Nature of Science

Scientific Knowledge Assumes an Order and Consistency in Natural Systems

- Science assumes the universe is a vast single system in which basic laws are consistent. (HS-PS1-7, HS-PS3-1)

Science Addresses Questions About the Natural and Material World

- Science and technology may raise ethical issues for which science, by itself, does not provide answers and solutions. (HS-ESS3-2)
- Science knowledge indicates what can happen in natural systems -- not what should happen. The latter involves ethics, values, and human decisions about the use of knowledge. (HS-ESS3-2)
- Many decisions are not made using science alone, but rely on social and cultural contexts to resolve issues. (HS-ESS3-2)

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Connections to Engineering, Technology, and Applications of Science

Influence of Science, Engineering, and Technology on Society and the Natural World

- Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (HS-ESS3-2)
- Analysis of costs and benefits is a critical aspect of decisions about technology. (HS-ESS3-2)

	• When two objects interacting through a field change relative position, the energy stored in the field is changed. (HS-PS3-5) **ESS3.A: Natural Resources** • All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors. (HS-ESS3-2) **ETS1.B: Developing Possible Solutions** • When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. (*secondary*) (HS-ESS3-2)	

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Unit 3: Why are shellfish dying? (Oysters)

Storyline: Oysters

Synopsis: In this unit on ocean acidification, students investigate what is happening to oysters along the West coast of the United States. They develop models of the changing dynamic equilibrium between the atmospheric carbon dioxide (CO_2) concentrations and the carbonic acid concentrations within the ocean, resulting from increased anthropogenic CO_2 emissions. Students ultimately explain how this changing equilibrium is affecting shellfish in the world's oceans and design a solution to preclude any further push toward lower ocean pH levels.

What students figure out: By the end of the unit, students develop ideas about ... including:
- Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy.

- In many situations, a dynamic and condition-dependent balance between a reaction and the reverse reaction determines the numbers of all types of molecules present.
- The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions.
- Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste and that preclude ecosystem degradation.
- Current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise.
- The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases added to the atmosphere each year and by the ways in which these gases are absorbed by the ocean and biosphere.

Targeted NGSS Performance Expectations:				
HS-PS1-5	*HS-PS1-6*	*HS-PS1-7*	*HS-ESS3-4*	*HS-ESS3-6*

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. [Clarification Statement: Emphasis is on student reasoning that focuses on the number and energy of collisions between molecules.] [Assessment Boundary: Assessment is limited to simple reactions in which there are only two reactants; evidence from temperature, concentration, and rate data; and qualitative relationships between rate and temperature.]*

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.* [Clarification Statement: Emphasis is on the application of Le Chatelier's Principle and on refining designs of chemical reaction systems, including descriptions of the connection between changes made at the macroscopic level and what happens at the molecular level. Examples of designs could include different ways to increase product formation including adding reactants or removing products.] [Assessment Boundary: Assessment is limited to specifying the change in only one variable at a time. Assessment does not include calculating equilibrium constants and concentrations.]*

HS-PS1-7. *Use mathematical representations to support the claim that atoms, and therefore mass, are conserved during a chemical reaction. [Clarification Statement: Emphasis is on using mathematical ideas to communicate the proportional relationships between masses of atoms in the reactants and the products, and the translation of these relationships to the macroscopic scale using the mole as the conversion from the atomic to the macroscopic scale. Emphasis is on assessing students' use of mathematical thinking and not on memorization and rote application of problem-solving techniques.] [Assessment Boundary: Assessment does not include complex chemical reactions.]*

HS-ESS3-4. *Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.* [Clarification Statement: Examples of data on the impacts of human activities could include the quantities and types of pollutants released, changes to biomass and species diversity, or areal changes in land surface use (such as for urban development, agriculture and livestock, or surface mining). Examples for limiting future impacts could range from local efforts (such as reducing, reusing, and recycling resources) to large-scale geoengineering design solutions (such as altering global temperatures by making large changes to the atmosphere or ocean).]*

HS-ESS3-6. *Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity. [Clarification Statement: Examples of Earth systems to be considered are the hydrosphere, atmosphere, cryosphere, geosphere, and/or biosphere. An example of the far-reaching impacts from a human activity is how an increase in atmospheric carbon dioxide results in an increase in photosynthetic biomass on land and an increase in ocean acidification, with resulting impacts on sea organism health and marine populations.] [Assessment Boundary: Assessment does not include running computational representations but is limited to using the published results of scientific computational models.]*

Targeted Scientific Practice(s)	Targeted DCI(s)	Targeted Cross-Cutting Concept(s)
Using Mathematics and Computational Thinking - Use mathematical representations of phenomena to support claims. (HS-PS1-7) - Use a computational representation of phenomena or design solutions to describe and/or support claims and/or explanations. (HS-ESS3-6)	**PS1.B: Chemical Reactions** - Chemical processes, their rates, and whether or not energy is stored or released can be understood in terms of the collisions of molecules and rearrangements of atoms into new molecules, with consequent changes in the sum of all bond energies in the set of molecules that are matched by changes in kinetic energy. (HS-PS1-5) - In many situations, a dynamic and condition-dependent balance between a reaction	**Stability and Change** - Much of science deals with constructing explanations of how things change and how they remain stable. (HS-PS1-6) - Feedback (negative or positive) can stabilize or destabilize a system. (HS-ESS3-4)

Constructing Explanations and Designing Solutions
- Apply scientific principles and evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects. (HS-PS1-5)
- Refine a solution to a complex real world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and trade-off considerations. (HS-PS1-6)
- Design or refine a solution to a complex real-world problem based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-ESS3-4)

and the reverse reaction determines the numbers of all types of molecules present. (HS-PS1-6)
- The fact that atoms are conserved, together with knowledge of the chemical properties of the elements involved, can be used to describe and predict chemical reactions. (HS-PS1-7)

ESS3.C: Human Impacts on Earth Systems
- Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste and that preclude ecosystem degradation. (HS-ESS3-4)

ESS2.D: Weather and Climate
- Current models predict that, although future regional climate changes will be complex and varied, average global temperatures will continue to rise. The outcomes predicted by global climate models strongly depend on the amounts of human-generated greenhouse gases added to the atmosphere each year and by the ways in which these gases are absorbed by the ocean and biosphere. (secondary) (HS-ESS3-6)

ESS3.D: Global Climate Change
- Through computer simulations and other studies, important discoveries are still being made about how the ocean, the atmosphere, and the biosphere interact and are modified in response to human activities. (HS-ESS3-6)

Energy and Matter
- The total amount of energy and matter in closed systems is conserved. (HS-PS1-7)

Systems and System Models
- When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models. (HS-ESS3-6)

Patterns
- Different patterns may be observed at each of the scales at which a system is studied and can provide evidence for causality in explanations of phenomena. (HS-PS1-5)

----- *Connections to Nature of Science* -----

Scientific Knowledge Assumes an Order and Consistency in Natural Systems
- Science assumes the universe is a vast single system in which basic laws are consistent. (HS-PS1-7)

inquiryHub Chemistry
Unit 4: How could a small amount of nuclear material power an entire city but also destroy it? Should we use it? (Nuclear)

Storyline: Nuclear

Synopsis: In this unit, students investigate how a milk-gallon-sized amount of uranium could destroy a city, and we ask ourselves whether and how this energy might be used for good and whether it should be used at all. The unit begins with investigations of fission within a nuclear chain reaction, stable and unstable isotopes, and the role of the strong force within the nucleus in binding protons and neutrons together. The unit turns to how nuclear chain reactions are controlled in nuclear power plants and explores radiation associated with both enrichment of uranium and waste from nuclear reactors. Students explore how people could communicate across hundreds of

thousands of years the dangers associated with stored waste, and whether there are alternative ways to use nuclear energy that involve fusion. The unit ends with an engineering challenge that asks them to take up the ethical challenge: Should humans use nuclear energy?

What students figure out: By the end of the unit, students figure out:
- Nuclear processes are unique because they help explain how an atom can change from being one element to another.
- Nuclear processes are unique in the amount of energy produced compared to chemical processes.
- Fission, fusion, and radioactive decay are all processes where nuclei of atoms break apart or come together to form new ones that involve the strong and weak forces.
- Fission involves breaking apart the nucleus of an atom.
- Fusion reactions generally take place at really high temperatures and pressures, where the nuclei have lots of kinetic energy, energy that can overcome repulsion between two positively charged nuclei.
- Radioactive decay occurs when the relationship of protons and neutrons deviates from one where the nucleus is stable.
- Radioactive decay can take different forms (alpha, beta, gamma radiation).
- Radioactive decay occurs when an unstable isotope emits subatomic particles and energy to become more stable.
- The total number of neutrons plus protons does not change in any nuclear process.
- Nuclear processes do result in a small decrease in mass, which releases large amounts of energy.
- Energy cannot be produced for human consumption without costs of varying kinds, which are interrelated.
- The costs and benefits of energy production and other resource extraction vary in amount, salience of what kind to different stakeholders, and also in terms of who benefits and who suffers for decisions made by others.
- Ethical values (e.g., considerations of justice) should inform the evaluation of technological solutions to societal and environmental problems; science cannot resolve ethical dilemmas.
- The sources and means of energy production in a given location and time reflects policies and political processes, available technologies, and social and economic factors.
- Policies and innovations in technology influence the choice to rely on particular forms of energy.

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Targeted NGSS Performance Expectation(s):	
HS-PS1-8	HS-ESS3-2

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.

HS-ESS3-2: Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

Targeted Scientific Practice(s)	Targeted DCI(s)	Targeted Cross-Cutting Concept(s)
Developing and Using Models Modeling in 9-12 builds on K-8 and progresses to using, synthesizing, and developing models to predict and show relationships among variables between	**PS1.C: Nuclear Processes** ● Nuclear processes, including fusion, fission, and radioactive decays of unstable nuclei, involve release or absorption of energy. The total	**Energy and Matter** ● In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. (HS-PS1-8)

systems and their components in the natural and designed worlds. ● A Develop a model based on evidence to illustrate the relationships between systems or between components of a system. (HS-PS1-8) **Engaging in Argument from Evidence** Engaging in argument from evidence in 9–12 builds on K–8 experiences and progresses to using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about natural and designed world(s). Arguments may also come from current scientific or historical episodes in science. ● Evaluate competing design solutions to a real-world problem based on scientific ideas and principles, empirical evidence, and logical arguments regarding relevant factors (e.g., economic, societal, environmental, ethical considerations). (HS-ESS3-2)	number of neutrons plus protons does not change in any nuclear process. (HS-PS1-8) **ESS3.A: Natural Resources** ● All forms of energy production and other resource extraction have associated economic, social, environmental, and geopolitical costs and risks as well as benefits. New technologies and social regulations can change the balance of these factors. (HS-ESS-3-2) **ETS1.B: Developing Possible Solutions** ● When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. (HS-ESS3-2)	**Stability and Change** ● Change and rates of change can be quantified and modeled over very short or very long periods of time. (HS-PS1-8) **Scale, Proportion, and Quantity** ● Students use orders of magnitude to understand how a model at one scale relates to a model at another scale. ● They use algebraic thinking to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth). *----- Connections to Engineering, Technology, and Applications of Science -----* **Science Addresses Questions About the Natural and Material World** ● Science and technology may raise ethical issues for which science, by itself, does not provide answers and solutions. (HS-ESS3-2) ● Science knowledge indicates what can happen in natural systems—not what should happen. The latter involves ethics, values, and human decisions about the use of knowledge. (HS-ESS3-2) ● Many decisions are not made using science alone, but rely on social and cultural contexts to resolve issues. (HS-ESS3-2)

inquiryHub Chemistry
Unit 5: How can we stop polar ice from melting before the sea level rises too much?

Storyline: Polar Ice

Synopsis: In this unit, students investigate the phenomenon of rising sea levels and warming oceans to figure out that thermodynamic energy in a system disperses. In the case of the melting Antarctic glaciers, we figure out that the temperatures of water and its behavior with more and less energy can help us predict changes in the Earth's ocean systems. The unit concludes by investigating the most important mitigation strategies for polar ice melt and students must engage with the constraints of modern life as they argue for a plan that will best fit the scientific evidence of sea level rise.

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Targeted NGSS Performance Expectation(s):

HS-PS3-1	HS-PS3-4	HS-ESS2-2	HS-ESS3-4	HS-ESS3-5

HS-PS3-1: Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

HS-PS3-4: Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperatures are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

HS-ESS2-2: Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

HS-ESS3-4: Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.*

HS-ESS3-5: Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.

HS-ETS1-1: Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

* The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

Targeted Scientific Practice(s)	Targeted DCI(s)	Targeted Cross-Cutting Concept(s)
Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 9-12 builds on K-8 experiences and progresses to include investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models. - Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time) and refine the design accordingly (HS-PS3-4) **Using Mathematical and Computational Thinking** Mathematical and computational thinking at the 9-12 level builds on K-8 and progresses to using algebraic thinking and analysis, a range of linear and nonlinear functions, including trigonometric functions, exponentials and logarithms, and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions. - Create a computational model or simulation of a phenomenon, designed	**PS3.A: Definitions of Energy** - Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system. That there is a single quantity called energy is due to the fact that a system's total energy is conserved, even as, within the system, energy is continually transferred from one object to another and between its various possible forms. (HS-PS3-1), (HS-PS3-3) **PS3.B: Conservation of Energy and Energy Transfer** - Conservation of energy means that the total change of energy in any system is always equal to the total energy transferred into or out of the system. (HS-PS3-1) - The availability of energy limits what can occur in any system. (HS-PS3-1) - Energy cannot be created or destroyed but it can be transported from one place to another and transferred between systems (HS-PS3-4) - Uncontrolled systems always evolve toward more stable states --that is, toward more uniform energy distribution (e.g. water flows downhill, objects hotter than their surrounding environment cool down). (HS-PS3-4) **PS3.D: Energy in Chemical Processes** - Although energy cannot be destroyed, it can be converted to less useful forms --for example, to thermal energy in the surrounding environment (HS-PS3-4) **ESS2.A: Earth Materials and Systems** - Earth's systems, being dynamic and interacting, cause feedback effects that can increase or decrease the original changes. (HS-ESS2-2) **ESS2.D: Weather and Climate**	**Systems and System Models** - Models can be used to predict the behavior of a system, but these predictions have limited precision and reliability due to the assumptions and approximations inherent in models. (HS-PS3-1) - When investigating or describing a system, the boundaries and initial conditions of the system need to be defined and their inputs and outputs analyzed and described using models. (HS-PS3-4) **Stability and Change** - Feedback (negative or positive) can stabilize or destabilize a system. (HS-ESS2-2), (HS-ESS3-4) - Change and rates of change can be quantified and modeled over very short or very long periods of time. Some system changes are irreversible. (HS-ESS3-5) ***----- Connections to Engineering, Technology, and Applications of Science -----*** **Interdependence of Science, Engineering, Technology, and Applications of Science** - Science assumes the universe is a vast single system in which basic laws are consistent. (HS-PS3-1)

device, process, or system. (HS-PS3-1)

Analyzing and Interpreting Data
Analyzing data in 9-12 builds on K-8 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data.
- Analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution (HS-ESS2-2)
- Analyze data using computational models in order to make valid and reliable scientific claims (HS-ESS3-5)

Constructing Explanations and Designing Solutions
Constructing explanations and designing solutions in 9-12 builds on K-8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific knowledge, principles, and theories.
- Design or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. (HS-ESS3-4)

----- Connections to Nature of Science -----

Scientific Investigations Use a Variety of Methods
- Science investigations use diverse methods and do not always use the same set of procedures to obtain data. (HS-ESS3-5)
- New technologies advance scientific knowledge. (HS-ESS3-5)

Scientific Knowledge is Based on Empirical Evidence
- Science knowledge is based on empirical evidence. (HS-ESS3-5)
- Science arguments are strengthened by multiple lines of evidence supporting a single explanation. (HS-ESS3-5)

- The foundation for Earth's global climate systems is the electromagnetic radiation from the sun, as well as its reflection, absorption, storage, and redistribution among the atmosphere, ocean, and land systems, and this energy's re-radiation into space. (HS-ESS2-2)

ESS3.C: Human Impacts on Earth Systems
- Scientists and engineers can make major contributions by developing technologies that produce less pollution and waste that preclude ecosystem degradation. (HS-ESS3-4)

ESS3.D: Global Climate Change
- Though the magnitudes of human impacts are greater than they have ever been, so too are human abilities to model, predict, and manage current and future impacts. (HS-ESS3-5)

ETS1.B: Developing Possible Solutions
- When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. (HS-ESS3-4)

Influence of Science, Engineering, and Technology on Society and the Natural World
- New technologies can have deep impacts on society and the environment, including some that were not anticipated. Analysis of costs and benefits is a critical aspect of decisions about technology. (HS-ESS2-2)
- Engineers continuously modify these technological systems by applying scientific knowledge and engineering design practices to increase benefits while decreasing costs and risks. (HS-ESS3-4)

Lesson 1.2
Investigating Energy Claims

Overview

Students continue investigating energy and are introduced to the practice of scientific argumentation. They conduct a hands-on investigation to answer the Investigation Question: *How do you know something has energy?* To do this, students build three systems that make a fan spin and gather evidence about whether each system has energy. Students use the Reasoning Tool, a graphic organizer that supports argumentation, to record evidence and make connections between claims and evidence. The purpose of this lesson is to give students hands-on experience with different energy systems, while also providing an authentic opportunity to gather evidence and connect their evidence to a claim through the process of reasoning.

Design Problem: Get energy to the batteries in the rescue workers' electrical devices, even when the power is out. Investigative Phenomenon: A fan spins when it is connected to a battery, hand-crank generator, or solar cell.

Students learn:

- Energy is the ability to make things move or change.

- Whenever something moves or changes, it is because of energy.

- Scientists ask questions about the natural world and develop claims, or proposed answers, based on evidence.

- Scientists use reasoning to explain how the evidence supports their claim.

- Scientists make scientific arguments using claims, evidence, and reasoning.

Lesson at a Glance

ACTIVITY

1

Warm-Up (5 min)
Students are introduced to a scientific definition of *energy*, which they will draw on as they gather evidence of energy in the hands-on activity.

WARM-UP

2

Introducing Argumentation and the Reasoning Tool (10 min)
Students learn about the structure and purpose of a scientific argument. They are introduced to a tool that will help them gather and organize evidence in the following activity and throughout the unit.

TEACHER-LED
DISCUSSION

3

Investigating Energy Systems (25 min)
An engaging hands-on experience provides an opportunity for students to observe evidence of energy in systems they build and to collect evidence to support a claim. The teacher uses this opportunity as an On-the-Fly Assessment of students' initial ideas about energy.

HANDS-ON

4

Reflecting on the Chapter 1 Question (5 min)
Students are introduced to a key concept about energy, and they connect it to the Chapter 1 Question and the rescue team's problem.

TEACHER-LED
DISCUSSION

5

Homework
Students apply what they have learned so far about energy-that it is the ability to make things move or change-as they decide whether various objects have energy.

HOMEWORK

6

Homework: Family Homework Experience (optional)
Exploring energy at home supports student learning through shared experiences with family.

HOMEWORK

Materials & Preparation

Materials

For the Classroom Wall

- 4 vocabulary cards: *claim*, *energy*, *evidence*, *reasoning*

- 1 key concept: *Whenever something moves or changes, it is because of energy.*

For the Scientific Argumentation Wall

- Scientific Argumentation Label

- Scientific Argumentation Purpose

- Scientific Argument Diagram

- Components of a Written Scientific Argument (A scientific argument . . .)

- 1 Argumentation Sentence Starters

- 1 Scientific Argumentation Sentence Starters

- Reasoning Tool

For the Class

- 1 solar panel

- location in the classroom with bright sunlight or clamp lamp *or* desk lamp with a bright lightbulb (equivalent to at least 1,600 lumens) *or* an area outside (Note: Artificial light is required only if lesson will take place when direct, bright sunlight is not available.)*

- 1 tray*

- masking tape*

For Each Group of Four Students

- 1 D-cell battery

- 1 rubber band (for attaching cables to battery; alternatively, you may want to use battery holders, if available)

VOCABULARY

- claim

- energy

- evidence

- reasoning

- scientific argument

- system

⏸ UNPLUGGED?

Digital Devices Optional (with Modifications)

Students can complete most of the lesson without the use of digital devices. If students do not have devices, project the Sorting Tool activity in the Warm-Up and have students share ideas about how they would revise their ideas from the previous lesson. Print copies of the Investigation Notebook pages for this lesson (A PDF file can be found in Digital Resources.)

If students do not have access to Amplify Science at home, provide them with copies of pages 13–14 from the Investigation Notebook and copies of the Family Home Experience: Exploring Energy at Home student sheet (if you want students to complete this optional activity).

- 2 cables with alligator clips
- 1 electric motor
- 1 hand-crank generator
- 1 fan blade
- 1 tray*

For Each Student

- optional: *Harnessing Human Energy* Investigation Notebook, pages 9–14*
- optional: Family Homework Experience: Exploring Energy at Home student sheet*

Digital Tools

- *Harnessing Human Energy* Sorting Tool activity: What Has Energy?

*teacher provided

Preparation

Before the Day of the Lesson

1. Gather the following items for the classroom wall:

   - 4 vocabulary cards: *claim*, *energy*, *evidence*, *reasoning*
   - 1 key concept: *Whenever something moves or changes, it is because of energy.*

   Note: Key concepts are posted at the end of the day.

2. Locate the Completed Scientific Argumentation Wall Diagram in Digital Resources. In addition to posting questions, key concepts, and vocabulary on the wall, you will also build a scientific argumentation wall in your classroom. This wall will feature components of and concepts about scientific argumentation that students will learn throughout the rest of this unit. Review the diagram of the completed wall, so you can find a space in the classroom where you can post these materials. The contents of this wall should remain posted for future units, as well.

3. Locate the following items for the scientific argumentation wall in your *Harnessing Human Energy* kit:

   - Scientific Argumentation Label

🖥 **DIGITAL RESOURCES**

Completed Scientific Argumentation Wall Diagram

Video: Approach: Argumentation Toolkit Overview

Video: Strategy: Creating a Culture of Argumentation

Video: Activity: Reasoning Tool

Energy System Setups

Setting Up the Flex Solar Panels Found in Some Kits

Safety Guidelines for Science Investigations

Harnessing Human Energy Investigation Notebook, pages 9–14

Optional: Family Homework Experience: Exploring Energy at Home copymaster

Harnessing Human Energy Glossary

Harnessing Human Energy Multi-Language Glossary

- Scientific Argumentation Purpose

- Scientific Argument Diagram

- Components of a Written Scientific Argument (A scientific argument . . .)

- 1 Argumentation Sentence Starters

- 1 Scientific Argumentation Sentence Starters

- Reasoning Tool

4. Designate groups of four. Decide how students will be grouped for the hands-on investigation in this lesson. Students will also be working in groups of four during Lessons 2.3, 3.1, and 3.2. If it works well for your classroom, consider arranging the desks so students are seated in their groups.

5. Review three energy system setups and preview activities. Review the photos and instructions in the Energy System Setups PDF file in Digital Resources. In groups, students will test three systems; they will test a Hand-Crank Generator System and a Battery System at their desks, and they will test a Solar Cell System at a designated Solar Cell Station.

6. Assemble a solar cell system. Refer to the Energy System Setups document in Digital Resources and build a solar cell system.

7. Set up a Solar Cell Station and test the solar cell. Find a well-lit location in your classroom near a window with bright natural light or an area that is outdoors. Use the solar cell system you assembled to test the solar panel. See if it powers the fan, using natural light. If not, you'll need to obtain a lamp with a bright lightbulb (at least 1,600 lumens). Make sure your light provides enough energy to power the fan and is in a location that is safe and accessible for student groups. Note that the solar cell and alligator clips can become hot when held too close to the light or exposed to the light for a longer duration of time. Make sure that the light you are using is not so powerful that students could burn themselves, even when taking reasonable precautions. If the fan does not spin, make sure the clips are making good contact with the metal terminals on both the motor and the exposed metal areas on the contact strips of the panel. If it is still not working, switch the alligator clips to the opposite terminals on the motor. Certain types of flexible solar panels included in some kits require additional preparation. For more guidance, locate the Setting Up the Flex Solar Panels Found in Some Kits document in Digital Resources. Place the solar panel on a tray and leave the tray at the Solar Cell Station

8. Prepare materials trays. Each group of four students will get one tray of materials. Place the following materials on each tray:

- 1 D-cell battery

- 1 rubber band

- 2 cables with alligator clips

- 1 electric motor

- 1 hand-crank generator

- 1 fan blade

9. Prepare for On-the-Fly Assessment. Included in Activity 3 of this lesson is an On-the-Fly Assessment. Activity 3 provides an opportunity to informally assess students' ability to engage in reasoning about whether a system has energy. Press the hummingbird icon and select ON-THE-FLY ASSESSMENT for details about what to look for and how you can use the information to maximize learning by all students.

10. Watch videos from the Argumentation Toolkit. The Lawrence Hall of Science has developed a collection of short videos for teachers in order to support you in implementing scientific argumentation in your classroom. Watch the videos *Approach: Argumentation Toolkit Overview*, *Strategy: Creating a Culture of Argumentation*, and *Activity: Reasoning Tool*, located in the Digital Resources, for more information on scientific argumentation. You can find additional resources to support teaching argumentation at argumentationtoolkit.org.

11. Preview optional Family Experience Homework. For part of tonight's homework, students can explore examples of energy with a member of their household. If you decide to assign this homework and students do not have access to Amplify Science at home, make copies of the student sheet (in Digital Resources). Set aside a few moments at the end of class to introduce the assignment.

Immediately Before the Lesson

1. Post the following items on the wall:

    - vocabulary cards: *claim*, *energy*, *evidence*, *reasoning*

2. Post the following items on the scientific argumentation wall. Refer to the Completed Scientific Argumentation Wall Diagram in Digital Resources for correct positioning. (Note: There are two sentence starter posters in your kit. Please use the card that corresponds to the one you see in the Completed Scientific Argumentation Wall Diagram. The additional card is specifically meant to support students in Grade 8 who address alternate or opposing claims, so you may not need it.)

    - Scientific Argumentation Label

    - Scientific Argumentation Purpose

    - Scientific Argument Diagram

    - Components of a Written Scientific Argument (A scientific argument . . .)

    - Argumentation Sentence Starters

    - Reasoning Tool

3. Write the Investigation Question on the board: "How do you know something has energy?"

4. Have on hand the following materials:

   - digital devices

   - prepared materials trays

   - optional: an assembled solar cell system for demonstrating what constitutes a safe distance from an artificial light source

   - optional: *Harnessing Human Energy* Investigation Notebooks, pages 9–14

   - optional: copies of Family Homework Experience student sheets

Between-Class Prep

1. Reset the materials trays for the next class.

At the End of the Day

1. Post the key concept on the wall:

   - *Whenever something moves or changes, it is because of energy.*

2. Gather and store the materials used for the hands-on activity.

Differentiation

Embedded Supports for Diverse Learners

Support for introduction of argumentation. Students are presented with a visual representation of a scientific argument that they will see repeatedly throughout this and other units. Using a simple visual representation helps make the difficult concept of argumentation tangible and accessible. In addition, students compare two arguments—one that is clearly weak and one that is much stronger. Providing such clearly contrasting examples gives students an entry point for understanding what makes a strong argument.

Potential Challenges in This Lesson

Group work. Because student-to-student discussion during the hands-on activity is central to this lesson, you may want to consider which students will work best with one another to promote learning and a feeling of safety and inclusion.

Potentially distracting materials. In this lesson, students record evidence and reasoning in the Reasoning Tool as they build three different energy systems. The hands-on aspect of this activity can be quite exciting, and some students might have trouble going back and forth between working with the materials and recording their ideas.

Specific Differentiation Strategies for English Learners

Leveraging primary languages. Today's lesson relies heavily on student-to-student discussions. It is important that all students experience what it feels like to share and express their thinking about whether the systems they build have energy. If you think that language barriers might hinder the discussion for some of your English learners, pair them with other students who speak their primary languages and encourage them to have some or all of their conversations in those languages.

Cognates. Much of the academic language that students will be learning over the course of this lesson and unit are Spanish cognates. Cognates are words in two or more different languages that sound and/or look the same or very nearly the same, and that have similar or identical meanings. Cognates are especially rich linguistic resources to exploit for academic English language development and for biliteracy development. In the Activities where a new vocabulary word is introduced, if the word has a cognate in Spanish and is called out in the *Harnessing Human Energy* Glossary, introduce the cognate and give the definition in Spanish also.

Specific Differentiation Strategies for Students Who Need More Support

Completing the Reasoning Tool as a class. If you think your students could benefit from more support to complete the "This matters because . . ." section of the Reasoning Tool (middle column), modify the instructions for the activity as follows: as students work in groups, ask them to record evidence in the first column, and copy and paste a subclaim in the last column, but leave the middle column blank. Wrap up the hands-on activity early to make time to complete the middle column as a class.

Strategic grouping. Creating positive and supportive student partnerships is a crucial first step in developing a classroom culture in which students feel confident and comfortable sharing their thinking. This unit and others that follow provide many opportunities for student learning to occur through partner or small-group discussion. Thinking ahead to create good working partnerships will be an essential component of the success for these types of lessons. You can offer support for students who are less comfortable speaking in class by providing the following prompts as scaffolds and encouraging students to use them as needed (especially during the hands-on group experience):

- I notice/observe . . .

- I think this is important because . . .

- I wonder . . .

Specific Differentiation Strategies for Students Who Need More Challenge

Ask students to create additional energy systems. Consider having these students use additional materials to create more complicated energy systems. You could provide materials to enable these students to connect more than one fan to an energy source, to create an energy system using multiple energy sources, or to power additional electrical devices.

Standards

Key

Practices   Disciplinary Core Ideas   Crosscutting Concepts

3-D Statement

In order to investigate whether something has energy (energy and matter), students build three systems that make a fan spin. They then gather evidence to construct arguments about whether each system has energy (systems and system models).

Next Generation Science Standards (NGSS)

NGSS Practices

- Practice 3: Planning and Carrying Out Investigations

- Practice 6: Constructing Explanations and Designing Solutions

- Practice 7: Engaging in Argument from Evidence

NGSS Disciplinary Core Ideas

- PS3.A: Definitions of Energy:

  - Motion energy is properly called kinetic energy; it is proportional to the mass of the moving object and grows with the square of its speed. (MS-PS3-1)

- PS3.B: Conservation of Energy and Energy Transfer:

  - When the motion energy of an object changes, there is inevitably some other change in energy at the same time. (MS-PS3-5)

NGSS Crosscutting Concepts

- Systems and System Models

- Energy and Matter

Common Core State Standards for English Language Arts (CCSS-ELA)

- CCSS.ELA-LITERACY.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks

- CCSS.ELA-LITERACY.RST.6-8.9: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic

- CCSS.ELA-LITERACY.WHST.6-8.1.A: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically

- CCSS.ELA-LITERACY.WHST.6-8.1.B: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources

- CCSS.ELA-LITERACY.CCRA.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Common Core State Standards for Mathematics (CCSS-Math)

CCSS-Math Practices

- CCSS.MATH.PRACTICE.MP1: Make sense of problems and persevere in solving them.

- CCSS.MATH.PRACTICE.MP4: Model with mathematics.

- CCSS.MATH.PRACTICE.MP5: Use appropriate tools strategically.

CCSS-Math Content

- CCSS.MATH.CONTENT.6.EE.1: Write and evaluate numerical expressions involving whole-number exponents.

- CCSS.MATH.CONTENT.7.NS.2: Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

- CCSS.MATH.CONTENT.7.NS.3: Solve real-world and mathematical problems involving the four operations with rational numbers.

- CCSS.MATH.CONTENT.7.EE.4: Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities

- CCSS.MATH.CONTENT.8.EE.1: Know and apply the properties of integer exponents to generate equivalent numerical expressions.

Warm-Up

Students learn a scientific definition of *energy* and use it to explain how they know an object has energy.

5 MIN

Instructional Guide

1. Project Warm-Up and introduce the Warm-Up routine. Collapse the instructional guide and project the student screen, or have students turn to page 10 in their Investigation Notebooks. Explain that at the beginning of every lesson, there will be a prompt (a question or an activity) for students to complete independently that will help them begin to think about the science ideas they will learn. Point out that for today's Warm-Up, students will return to the Sorting Tool activity from the previous lesson and revise their work. Explain that you will project the instructions so students can refer to them as they make their revisions.

2. Set expectations for Warm-Ups. Explain that when students come into class each day, they should begin working on the Warm-Up. They will be expected to complete the Warm-Up on their own. They should not worry about right or wrong answers. Instead, they should use the Warm-Up to brainstorm and think about the science ideas they are learning in this unit.

3. Have students work independently. Allow a few minutes for students to individually respond to the Warm-Up.

4. With the Warm-Up still projected, introduce the vocabulary word *energy*. Point out that the lead energy scientist included a scientific definition of *energy* in his message. Read (or ask a student to read) the word and definition aloud. Point out that the vocabulary word is also posted on the wall.

5. Remind students to look at the glossary if they need more support.

Teacher Support

Rationale

Pedagogical Goals: Warm-Ups
The Warm-Up at the beginning of each lesson is meant to be a sponge activity that engages students in ideas from the unit. This daily routine not only provides low-stakes opportunities for students to reflect on and write about science concepts in order to prepare for the lesson, it also provides a structure for the beginning of each class to make

transitioning into class easier for students and for you. Explain that at the beginning of every lesson, there will be a prompt (a question or an activity) for students to independently complete that will help them begin to think about science ideas they will learn. Students should understand that this is a quick, yet focused, activity that you expect them to complete independently.

Instructional Suggestion

Going Further: Mathematical Thinking
In this lesson, students are introduced to the definition of *energy* as the ability to make things move or change. For a math extension, consider introducing students to energy's standard unit of measure: the joule. One definition of *energy* is the ability to accelerate a mass over a distance (E = m * a * d). The standard unit of mass is the kilogram (kg), the standard unit of acceleration is a meter per second squared (m/s^2), and the standard unit of distance is the meter. Ask students to substitute these units in the equation: E = m * a * d. [Answer: E = kg * $(m/(s^2))$ * m.] Ask students to simplify this equation using algebra. [Answer: E = $kg(m^2) / (s^2)$).] Explain that the result means that the standard unit of energy, the joule, is a kilogram meter squared per second squared.

Possible Responses

A possible student response is shown below. Students have not yet learned about potential energy, so they may place additional objects, such as the stretched bow and arrow, into the Things That Don't Have Energy bin.

Things That Have Energy

light from
flashlight

skateboard at
top of ramp

fan spinning

person turning a hand
crank generator

water falling

gasoline

food

skateboard moving

light from the sun

charged battery

soccer ball flying
through the air

stretched bow
and arrow

Things That Don't Have Energy

fan not spinning

soccer ball
not moving

Introducing Argumentation and the Reasoning Tool

10 MIN

Students are introduced to the parts of a scientific argument and to the Reasoning Tool.

Instructional Guide

1. Introduce the Investigation Question and make a connection to the previous lesson. Direct students' attention to the Investigation Question written on the board.

> In the previous lesson, we discussed our ideas about whether things have energy. Now we have a scientific definition of *energy*. If we are going to help the rescue team, we need to know when something has energy. Today you will investigate how you can be sure something has energy.

2. Point out the new scientific argumentation wall and introduce argumentation as a practice of science.

> Scientists participate in argumentation to find the best explanation for a question about the natural world. You might not have realized it, but you were making arguments yesterday when you claimed that certain objects have energy.

> Scientists ask questions and make observations. Then, when they think they have an idea about how something works, they make an argument to support that idea and their thinking. Scientific argumentation is the way that scientists communicate, evaluate, and revise their explanations about the natural world.

> In this unit, we will participate in scientific argumentation to find the best answer to the question: *How is it possible to charge electrical devices when the power is out?* Today, we will learn more about the practices scientists use when participating in argumentation.

3. Connect to everyday argumentation. Ask students how they use argumentation in their everyday lives. [To convince my parents to let me do something. To convince a friend that I am right about something.] Explain that these everyday argumentation skills will be very useful in scientific argumentation.

4. Project Scientists Ask Questions About the Natural World.

- Explain that scientists ask questions about the natural world, and they collect information to help answer these questions. This information becomes the evidence they use in their arguments.

- Point out that there are many different questions a scientist could ask about the natural world and that this projection contains only a few examples of those questions.

5. Project Scientists Gather Information About the Natural World.

- Explain that scientists can collect information from many different places.

- Explain that scientists use information as evidence to make a claim.

💬 Scientists use the information they gather as evidence to help answer their questions. This proposed answer is called a claim.

6. Project Components of a Written Scientific Argument. Point out that this resource is posted on the scientific argumentation wall.

A scientific argument . . .

- begins with a question.

- has a claim that proposes an answer to the question.

- has evidence that supports the claim.

- clearly explains how the evidence supports the claim (reasoning).

- Review the first three points. Remind students that a scientific argument begins with a question, has a claim, and includes evidence that supports the claim.

- Discuss reasoning, the last point.

💬 A complete and convincing scientific argument needs to have evidence (information about the natural world) to support the claim as well as a clear explanation of *how* or *why* this evidence supports the claim. Explaining how or why the evidence connects to the claim is often called *reasoning*.

7. Project Scientific Argument Diagram. Explain that one way to show a relationship among the claim, evidence, and reasoning in a scientific argument is with a visual representation. Review the parts of this diagram as needed. Point out that you posted this visual representation on the scientific argumentation wall for students to refer to during class as well.

Scientific Argument

Question
about the natural world

Claim
a proposed answer to a question about the natural world

Reasoning

Reasoning

Evidence
information about the natural world that is used to support or go against (refute) a claim

Evidence
information about the natural world that is used to support or go against (refute) a claim
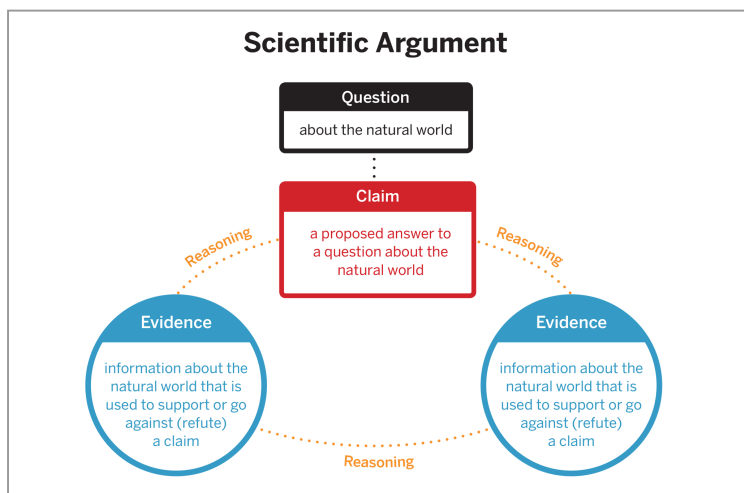
Reasoning

8. Explain that reasoning is often left out of arguments. Let students know that many people forget to explain their reasoning in an argument, and this makes the argument less convincing. Point out that a clear explanation of how the evidence connects to the claim makes the argument strong and convincing.

9. Project and discuss Argument About Cola. Explain that you will use an everyday argument to show the importance of reasoning in scientific arguments. Read aloud the question, claim, and evidence.

Argument About Cola

Question:
How does drinking cola affect your health?

Claim:
Drinking cola is bad for your health.

Evidence:
Cola contains a caramel coloring ingredient called 4-mel.

- Have partners discuss whether they think the projected argument is convincing and why. Ask some volunteers to share their ideas. If students do not point it out, explain that this argument is leaving out a lot of information that would make it more convincing.

💬 Why is the caramel coloring ingredient bad for you? If this argument explained more about the coloring ingredient, it might be more convincing.

10. Project and introduce Reasoning Tool. Explain that the Reasoning Tool is a graphic organizer that helps organize an argument. Point out that the Reasoning Tool prompts you to clearly explain how the evidence supports the claim as you complete the middle column that answers "Why does this evidence matter?" Let students know that a Reasoning Tool has been added to the scientific argumentation wall.

Reasoning Tool

How does drinking cola affect your health?

Evidence	Why does this evidence matter?	Therefore, . . .
Cola contains 4-mel	→	Drinking cola is bad for your health

11. Project and discuss Completed Reasoning Tool. Model for students how to use the tool by reading the bottom row from left to right. Ask students to briefly share with a partner how the additional information makes the argument more convincing.

Reasoning Tool

How does drinking cola affect your health?

Evidence	Why does this evidence matter?	Therefore, . . .
Cola contains 4-mel	4-mel is a food coloring that has caused cancer in lab rats. Many things that are bad for rats are bad for other living things, like humans.	Drinking cola is bad for your health

12. Project and discuss Comparing Arguments About Cola. Read aloud both arguments. Ask a few volunteers to share which argument is better and why. Build on students' comments to make the point that Argument 2 is better, not just because it is longer, but because the ideas are clear, the evidence and claim are connected, and it is therefore more convincing.

Comparing Arguments About Cola

Argument 1

Drinking cola is bad for your health. Cola contains a caramel coloring ingredient called 4-mel. Avoid drinking cola in order to stay healthy.

Argument 2

Drinking cola is bad for your health. Cola contains 4-mel, which is a caramel coloring ingredient that has caused cancer in lab rats.

Many things that are bad for rats are bad for other living things, such as humans. Therefore, drinking cola is harmful to the health of humans.

Teacher Support

Rationale

Pedagogical Goals: Investigation Questions
Posting questions throughout the unit is a valuable way to focus students' attention on the most important content of the lessons. These questions are much more specific than the Unit Question or Chapter Questions and correlate directly with what students will try to figure out during the lesson. Investigation Questions are always written on the board during the lessons in which they are the operating Investigation Question. They provide a reminder that frames what the class is doing and serves as a reminder for you to ground the lesson in what students are trying to figure out.

Rationale

Argumentation: Helping Students Make Sense of an Everyday Example
The goal of using the cola example is to use a familiar topic to introduce the process of scientific reasoning. Since the cola example is a shift from the discussion of energy in this unit, students might need additional support to understand how it connects with the work they will be doing in this lesson. If necessary, remind students that the cola argument is meant to get them thinking about evidence and reasoning; they will now have a chance to apply this thinking to a hands-on investigation of energy systems.

Background

Argumentation: About the Reasoning Tool
The Next Generation Science Standards (NGSS) state that in middle school, students should be able to construct oral and written arguments that are supported by empirical evidence and scientific reasoning. We have found that articulating their reasoning is something with which students struggle, and students often fail to make the connections explicit between their evidence and the claim. The Reasoning Tool is a simple, yet powerful tool that helps students see the need for these connections. A graphic organizer featuring both the question and claim that constitute an argument, the Reasoning Tool also has space for students to record evidence and explanations about why the evidence matters. The Reasoning Tool can be used as a prompt for oral discussion and as preparation for writing.

Rationale

Pedagogical Goals: Making Time to Discuss the Everyday and Scientific Meanings of *Energy*
Many everyday words have precise meanings in science. In this lesson, the scientific definition of energy is introduced. Although they are related, the scientific and everyday meanings of energy have important distinctions. For example, in an everyday sense, *energy* can include anything from a feeling to an activity level to what you get from an energy drink. Making time to discuss both the everyday and scientific meanings of words can help students build on what they already know while addressing the important and subtle distinctions between everyday and science vocabulary. This practice supports students in developing science discourse as they learn to differentiate between the everyday meanings of words and their corresponding precise, scientific meanings.

3 HANDS-ON
Investigating Energy
Systems

Investigating Energy Systems

Students build systems that use a hand-crank generator, a battery, and a solar cell to make a fan spin, and record evidence that each system has energy.

25 MIN

Instructional Guide

1. Provide an overview of the investigation. Explain that students will build three different systems and will be making a scientific argument that answers the question *Do all the systems have energy?*

2. Project and review Safety Guidelines for Science Investigations. If students are working in their Investigation Notebooks, point out the Safety Guidelines on page 1. You may also include any guidelines you already have in place in your classroom. In addition, emphasize the following guidelines that are important for today's investigation.

- Follow instructions. Listen carefully to your teacher's instructions. Ask questions if you don't know what to do.

- Be calm and careful. Move carefully and slowly around the classroom.

If students are using an artificial light source, also point out the tenth guideline—Avoid anything that can cause a burn. Explain that, in a moment, you will demonstrate how to safely use equipment that can get hot.

Safety Guidelines for Science Investigations

1. **Follow instructions.** Listen carefully to your teacher's instructions. Ask questions if you don't know what to do.

2. **Don't taste things.** No tasting anything or putting it near your mouth unless your teacher says it is safe to do so.

3. **Smell substances like a chemist.** When you smell a substance, don't put your nose near it. Instead, gently move the air from above the substance to your nose. This is how chemists smell substances.

4. **Protect your eyes.** Wear safety goggles if something wet could splash into your eyes, if powder or dust might get in your eyes, or if something sharp could fly into your eyes.

5. **Protect your hands.** Wear gloves if you are working with materials or chemicals that could irritate your skin.

6. **Keep your hands away from your face.** Do not touch your face, mouth, ears, eyes, or nose while working with chemicals, plants, or animals.

7. **Tell your teacher if you have allergies.** This will keep you safe and comfortable during science class.

8. **Be calm and careful.** Move carefully and slowly around the classroom. Save your outdoor behavior for recess.

9. **Report all spills, accidents, and injuries to your teacher.** Tell your teacher if something spills, if there is an accident, or if someone gets injured.

10. **Avoid anything that could cause a burn.** Allow your teacher to work with hot water or hot equipment.

11. **Wash your hands after class.** Make sure to wash your hands thoroughly with soap and water after handling plants, animals, or science materials.

If students are using digital devices, ask them to press NEXT.

3. Introduce the materials. Collapse the instructional guide and project the student screen, or have students turn to page 11 in their Investigation Notebooks. Explain that students will work with a hand-crank generator, an electric motor, cables with alligator clips, a battery, and a solar cell to build systems that make a fan spin. If you think your students will need more support to build the systems, demonstrate how to build each one. (See Providing More Support: Demonstrate Building Each System in the Teacher Support tab.)

4. Introduce the Solar Cell Station. Explain that solar cells work best in full sunlight. Then, explain whether the class will be using natural sunlight or a lamp at the Solar Cell Station. If using artificial light, explain that the lamp is strong enough to simulate sunlight when the solar cell is close to it. Let students know that each group will have a chance to use the Solar Cell Station. When groups are invited to use the Solar Cell Station, they should bring the motor, cables, and fan. The solar cell will stay at the Solar Cell Station.

- Demonstrate safe use of solar cell and artificial light source. With the lamp off, hold up the solar cell system you built before class. Explain that both the solar cell and alligator clips can become very hot if held too close to the light or near the light for too long. Demonstrate holding the solar cell system at a safe distance without touching the metal part of the alligator clips.

5. Model using the Reasoning Tool to record and explain evidence.

- With the student screen still projected, review the question (*Do all the systems have energy?*) and claims (All the systems do have energy. Not all the systems have energy.) for this investigation. Then explain that sometimes, in complex arguments, there are subclaims that support a larger claim. Review the subclaims on the student screen.

- Borrow materials from one group's materials tray. Clip the cables to the motor and use the rubber band to attach the other ends of the cables to the battery.

- Scroll down on the student screen to the Reasoning Tool and record observations in the Evidence column. Type "The fan spun when I connected it to the battery."

- Ask students which subclaim this evidence supports. [The Battery System does have energy.] Copy and paste this subclaim into the third column of the Reasoning Tool.

- Ask students what information or ideas they can use to connect the evidence in the first column to the subclaim in the third column of the Reasoning Tool. Direct students' attention to the definition of *energy* included on the student screen. Point out that the fan spinning is evidence of energy.

- Record information or ideas that show why the evidence matters in the middle column. Type "Energy is the ability to make things move or change. Without energy, the fan could not spin, so the Battery System must have energy."

- Point out that students should record evidence and explain why it matters as they build each system.

6. Divide students into groups of four and distribute one materials tray to each group.

7. Have groups build the three systems and record observations and ideas. Invite one group at a time to use the Solar Cell Station.

8. Prompt students to use the Reasoning Tool. If you find that students are so engaged with the materials that they are forgetting to complete the Reasoning Tool, consider asking them to put down the investigation materials and record their thinking.

9. On-the-Fly Assessment: Engaging in Reasoning About Energy. This On-the-Fly Assessment is designed to help you monitor and support students' early reasoning about energy. Press the hummingbird icon and select ON-THE-FLY ASSESSMENT.

10. Collect materials. When approximately 10 minutes of class time remain, ask groups to return the materials to their trays and select a volunteer from each group to put the trays away.

11. Have students share their evidence and reasoning. Ask students to share the evidence they recorded first, and say which subclaim they think it supports. Next, ask students to share their reasoning process. Guide students to apply the definition of *energy* to connect their evidence to their subclaims, as necessary.

12. Summarize the overall claim that students can make based on this evidence. Remind students that a scientific argument begins with a claim that answers a question. Ask students what claim they would make to answer the question *Do all the systems have energy?* [All the systems do have energy.]

🐦 Embedded Formative Assessment

On-The-Fly Assessment 1: Engaging in Reasoning About Energy

Look for: As students are building their energy systems, they should conclude that a moving fan provides evidence of energy because energy is the ability to make things move or change. Students may have difficulty with the idea of movement as evidence, or they may not see the need to explain why the fan's movement is evidence of the system having energy. Look for students who are not connecting the fan's movement to the definition of *energy* as the ability to make things move or change when choosing evidence to support their claims.

Now what? If students are expressing that the movement of the fan is evidence of a system having energy, but they are not recording why that supports their claim, ask them to think about the definition of *energy* on their screens. Ask them if that definition can help explain how the movement of the fan supports their claim. If students are expressing that energy is the ability to make things move or change but aren't connecting that to observations of a system, ask them to observe their system again. Prompt students to look for anything that is moving or changing. Ask students to use those observations to help support their subclaim that *this* system has energy.

Teacher Support

Instructional Suggestion

Providing More Support: Demonstrate Building Each System
Initially, some students may struggle with how to connect the materials to build working systems. If you think your students need more support, you can demonstrate how correctly assembled materials look for each system. To build the Hand-Crank Generator System, attach the fan blade to the motor, clip one cable to each terminal on the motor, and clip the free ends of the cables to the metal terminals on the generator. To build the Battery System, attach the fan blade to the motor, clip one cable to each terminal on the motor, wrap a rubber band lengthwise around the battery, and attach the free ends of the cables to the rubber band so that the metal clips press against the battery's + and - terminals. To build the Solar Cell System, attach the fan blade to the motor, clip one cable to each terminal on the motor, clip the free ends of the cables to the solar cell so that each clip is touching one of the silver areas on the back of the cell. (See Energy System Setups in the Digital Resources for more details.)

Instructional Suggestion

Promoting Deeper Thinking: Using the Hand-Crank Generator System to Challenge Students' Ideas About What Has Energy
Many students associate energy with electricity and/or sunlight. You might find that students are quick to conclude that the Battery System and the Solar Cell System have energy, but are more reluctant to conclude that the Hand-Crank Generator System has energy. If you notice that students are undecided about whether the Hand-Crank Generator System has energy, capitalize on this opportunity to challenge their thinking about what "counts" as energy. Encourage students who think the Hand-Crank Generator System does not have energy to explain their reasoning, and facilitate a conversation that builds toward students' understanding that both the handle turning and the fan spinning are evidence that the system has energy.

Possible Responses

Students may select different evidence and record it in a different order. Following is one possible response.

Row 1:
Evidence (observations about whether the system does or does not have energy)

- The fan spins when I connect it to the battery.

This matters because . . . (How does this evidence support the subclaim?)

- Energy is the ability to make things move or change. Without energy, the fan could not spin, so the Battery System must have energy.

Therefore, . . . (subclaim)

- The Battery System does have energy.

Row 2:
Evidence (observations about whether the system does or does not have energy)

- The fan spins when I connect it to the hand-crank generator and turn the crank.

This matters because . . . (How does this evidence support the subclaim?)

- Energy is the ability to make things move or change. Without energy, the fan could not spin, so the Hand-Crank Generator System must have energy. Also, the crank is moving so that is more evidence of energy.

Therefore, . . . (subclaim)

- The Hand-Crank Generator System does have energy.

Row 3:
Evidence (observations about whether the system does or does not have energy)

- The fan spins when I connect it to the solar cell and place it under the light.

This matters because . . . (How does this evidence support the subclaim?)

- Energy is the ability to make things move or change. Without energy, the fan could not spin, so the Solar Cell System must have energy.

Therefore, . . . (subclaim)

- The Solar Cell System does have energy.

| 4 | TEACHER-LED DISCUSSION
**Reflecting on the Chapter 1
Question** | |

Reflecting on the Chapter 1 Question

5 MIN

Students are introduced to a key concept and then revisit the Chapter 1 Question.

Instructional Guide

1. Project and introduce the key concept. Read the key concept aloud. (Note: We suggest posting the key concept on the classroom wall at the end of the day to avoid having to take it down and post it again if you teach multiple classes. If you only teach one section, you can post this key concept on the wall now.)

> **🔑 Key Concept**
>
> Whenever something moves or changes, it is because of energy.

2. Return to the Chapter 1 Question.

💬 At first, we had many different ideas about energy. We built on these initial ideas, and we have learned that, in science, energy is the ability to make things move or change.

Invite students to share ideas about why energy matters to the rescue team. If it does not come up, point out that nothing can happen without energy. Without energy, the rescue team's devices will not function.

3. Challenge students' thinking about whether all of the rescue team's devices have energy.

We know that devices need energy to function. But, what about a device that is turned off? Does a radio that is turned off have energy?

Let students know that they will gather more evidence about how to be sure if things have energy in the next lesson.

4. Point out the homework assignment (Activity 5 or pages 13–14 in the Investigation Notebook). If students do not have access to Amplify Science at home, provide them with copies of pages 13–14 from the Investigation Notebook.

5. Optional: Point out the family homework experience (Activity 6). If you want students to complete this activity, explain that students will explore energy with a family member. If students do not have access to Amplify Science at home, provide them with a copy of the Family Homework Experience: Exploring Energy at Home student sheet.

5 HOMEWORK
Homework
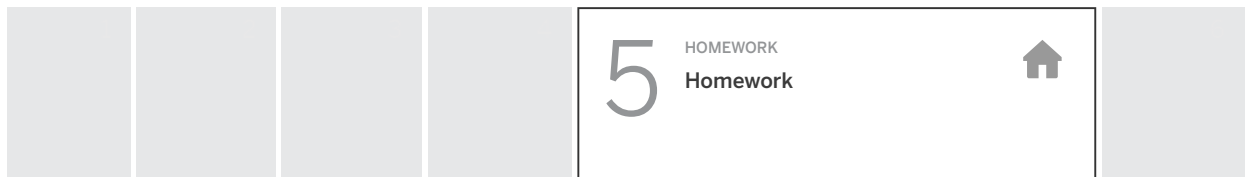
Homework

Students decide whether various objects have energy or not and record their evidence.

Instructional Guide

1. If needed, make additional time to explain homework. If students do not have access to Amplify Science at home, provide them with copies of pages 13–14 from the Investigation Notebook.

Possible Responses

1. has energy
   Food has energy because it makes it possible for a person to move.

2. has energy
   A soccer ball flying through the air has energy because it is moving.

3. does not have energy
   A soccer ball not moving does not have energy because it is not moving or changing.

4. has energy
   A fan that is spinning has energy because it is moving.

5. does not have energy
   A fan that is not spinning does not have energy because it is not moving or changing.

Homework: Family Homework Experience (optional)

With a family member, students explore and record sources of energy in and around their homes.

Instructional Guide

1. If needed, make additional time to explain the family homework experience. If students do not have access to Amplify Science at home, provide them with copies of the Family Homework Experience: Exploring Energy at Home student sheet.

Teacher Support

Rationale

Pedagogical Goals: Purpose of the Family Homework Experience
This homework activity is designed to give students a chance to share what they are exploring in class with a member of their household. Getting a "correct" answer is not important; rather, the purpose is for students to spend time talking about science and discussing initial ideas with a household member. In addition, household members get a window into what students are investigating in science class, and that can help them support their students over the course of the unit.

AmplifyScience

Harnessing Human Energy

Lesson 3.4: End-of-Unit Assessment

🔑 **Scoring Guide**

Performance Task for *Harnessing Human Energy*

The *Harnessing Human Energy* unit allows students to have a focused experience with the crosscutting concept of Energy and Matter. The End-of-Unit Assessment is set in a context related to the *Harnessing Human Energy* unit, and students' performance will indicate whether support is needed or whether connections related to energy and matter may be built upon in future units. The following rubric includes aspects of the crosscutting concept that can be evaluated in students' responses to this assessment.

Written-Response Questions:

Mila's Music

Mila ate a banana as an afternoon snack and then decided to go for a run. She plugged some headphones into her phone so she could listen to music while she ran.

Halfway through her run, the music stopped playing.

She had a portable battery pack with her, so she plugged her phone into the battery pack, and the music starting playing again. Then, Mila finished her run.

Phone Plugged into a Battery Pack

Mila's phone

battery pack
with a battery inside
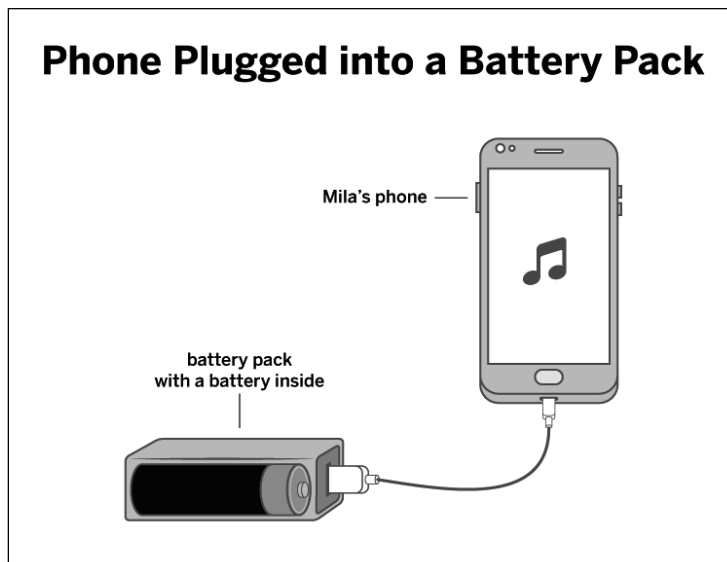
1a. Halfway through her run when the music stopped playing, was there energy in Mila's phone? What is your evidence?

1b. When Mila plugged her phone into the battery pack, why did the phone start playing music again?

1c. After Mila plugged her phone into the battery pack, did the amount of energy in the battery pack increase, decrease, or stay the same? Explain why.

2. One fitness magazine suggests that the food you eat is like a battery because it has energy. Do you think the banana that Mila ate had energy? Explain why you think this.

Rubric: Energy and Matter in Physical Science

Copy and use this rubric to formatively evaluate each student's End-of-Unit Assessment. The italicized text represents an example of a complete student response for each aspect of the crosscutting concept of Energy and Matter as it relates to the *Harnessing Human Energy* unit. While students are likely to express different aspects of the crosscutting concept in their responses to the different prompts as indicated in the rubric, teachers can look for these ideas in any part of the assessment task.

Scoring

0 = Response is off-topic or missing.

1 = Student expresses alternate conceptions and will likely need support with this content in order to make connections in future units.

2 = Student demonstrates partial understanding and will likely need some support when making connections in future units.

3 = Student demonstrates solid understanding and will likely have a strong background for making connections in future units.

Score	Aspects of the Crosscutting Concept of Energy and Matter in *Harnessing Human Energy*
	Student indicates that whenever something moves or changes, that is evidence of energy. **(A student is likely to express this idea in response to Prompts 1a and 1b.)** *When Mila's phone is playing music, that is evidence that the phone has energy. When the phone stops playing music, that is evidence that it no longer has energy.*
	Student indicates that something has energy if it has the ability to make things move or change in the future, even if it is not moving or changing now. **(A student is likely to express this idea in response to Prompts 1b and 2.)** *The battery pack gives the phone energy to play music.* *People need food, such as bananas, to move. Even though the banana isn't moving or changing, it has the ability to make people move, so it has stored energy like a battery.*
	Student indicates because nothing creates energy, if something has energy, the energy must have been transferred from something else. **(A student is likely to express this idea in response to Prompts 1a, 1b, and 1c.)** *Mila's phone stopped playing music when it ran out of energy. The music started playing again when her phone was plugged into the battery pack because the battery pack transferred energy to the phone. As the battery pack transferred energy to the phone, the amount of energy in the battery pack decreased.*

LESSON #2: What is happening to the muscles of the kids in the video?

High School Unit: How can science help make our lives better?

Obtaining, evaluating, and communicating information Integrate sources of information to understand the basic structures and function of muscle cells.

Develop a model from comparison of images and information about muscles and how systems of specialized cells within organisms help them perform the essential functions of life at different levels of scale within the muscles.

PREVIOUS LESSON - We watched a video that introduced us to some children with a disorder called Duchenne's Muscular Dystrophy. We created initial models to explain what is happening to these kids and how it relates to their muscles moving but we realized that we don't know a lot about how muscles work and we decided to learn more about that.

WHAT WE FIGURE OUT - How muscles (particularly skeletal muscles) work and how healthy muscles differ from those of people with DMD.

NEXT LESSON - We are wondering why muscle damage in people with DMD isn't repaired when the muscles are used and we decide to look into that next.

BUILDING TOWARD -
HS-LS1-1
HS-LS3-1

TIMELINE - 50 minutes

INVESTIGATING - asking questions

SENSEMAKING - developing and comparing models

GETTING READY: Materials

TEACHER:
- ☐ Lesson 2 Slides
- ☐ Muscle Basics Video (embedded in slides)
- ☐ Teacher Key - Incremental Modeling Tracker (IMT)
- ☐ Teacher Preparation

STUDENTS:
- ☐ Lesson 2 Student Activity Sheets
- ☐ Handout: Muscle Storyboard
- ☐ Incremental Modeling Tracker (IMT) - Student

ACTIVITY/LAB:

nextgenstorylines.org

LEARNING PLAN: (for a more detailed description, click on the number to the left)

1 (5 min) Have students complete the warm up.

2 (10 min) Play the video to give students an introduction to muscles.

3 (8 min) By completing the Student Activity Sheet, help students make sense of the vocabulary that came up in the video.

4 (14 min) Students use the reading to make a Storyboard Model contrasting muscle structure and function of people with and without DMD. Fill out IMT.

5 (9 min) Guide the students through a Building Understanding Discussion to compare models.

6 (4 min) Have students answer the last three questions in their Student Activity Sheet.

Assessment Opportunities

Use question 4 Conclusion in the student activity sheet along with the student muscle storyboard as a formative assessment to see if students are building an understanding of how muscles work or don't work. Using the storyboard, look for models that include the idea that normal muscles break down when they are being used and are then repaired, however a muscle in someone with DMD the muscles are broken down but not repaired resulting in dystrophy.

Background Knowledge for Teacher Only

Principles established in earlier grades:

In addition to variations that arise from sexual reproduction, genetic information can be altered because of mutations. Though rare, mutations may result in changes to the structure and function of proteins.

From the FRAMEWORK:
LS3.B

Variation among individuals of the same species can be explained by both genetic and environmental factors. Individuals within a species have similar but not identical genes. In sexual reproduction, variations in traits between parent and offspring arise from the particular set of chromosomes (and their respective multiple genes) inherited, with each parent contributing half of each chromosome pair. More rarely, such variations result from mutations, which are changes in the information that genes carry.

From unpacking:
When DNA replicates so that it can copy itself before the cell divides - the process sometimes results in errors that don't get fixed. This is one way to get mutations (changes in DNA) and if this happens, the offspring has different DNA sequences than its parents and therefore there is new and more genetic variation in that population of species.

Alternative Student Concepts

- Muscles don't have layers and work as one major unit.
- Muscles control themselves (but only rarely do they).
- Muscles are not found all over the body.

- All muscles are the same

Linking Our Understanding to Scientific Terminology

- Skeletal Muscle
- Muscle Fiber
- Myofibril
- Sarcomere
- Dystrophin

LEARNING PLAN

1
(5 min) Have students complete the warm up, answering the following prompts.

Guide students in a Consensus-Building Discussion to re-orient them to where the class left off in the storyline.

Suggested prompts:

➜ What did we figure out last class?
➜ What are we wondering now?
➜ Where should we start in answering our questions?

Listen for student responses that set up the lesson for today:

➜ *We watched a video about a group of boys that have a disease called Duchenne's Muscular Dystrophy*
➜ *We searched the internet and learned that this disease is inherited and affects a person's muscles*
➜ *We realized we don't know much about how muscles work and we had a lot of questions about muscles so we decided to start there.*
➜ *We think we could read something or watch videos*

2
(10 min) Play the [video](#) to give students an introduction to muscles.

While students watch the video, have them complete the notice and wonderings in the **[Student Activity Sheet (question 2)](#).** The video moves quickly so you may want to pause it periodically or show it twice. Then, guide students in an Building Understandings discussion to make sense of the video and

compare their observations and questions.

Suggested prompts:

→ What did you notice from the video?

→ What did the video say that might help us answer some of our questions?

→ What new questions did this video raise?

Listen for student responses that set up the lesson for today:

→ *The video mentioned three types of muscle: smooth, cardiac and skeletal*

→ *Muscles work by getting shorter*

→ *Muscles are made of fibers which are made of myofibrils*

→ *A myofibril is made of sections called sarcomeres*

→ *Sarcomeres are made of myofilaments*

→ *Actin and Myosin are proteins that make up the myofilaments*

→ *There are 2 types of fibers: slow twitch and fast twitch*

→ *Muscles grow by breaking down and then rebuilding*

→ *You need to eat protein to help your muscles grow*

→ *We are wondering what all the words mean? (there was a lot of new vocabulary from that video)*

→ *We are wondering how the muscles get repaired after they are damaged?*

→ *We are wondering how this is different for people with healthy muscles versus people with DMD?*

→ *DMD affects dystrophin, we found that out in our research, but the muscle video didn't say anything about dystrophin so we are still wondering what it does and how it affects the muscles.*

Differentiation Strategies and Alternate Activities

Providing a transcript or an outline of important information from the video would benefit students that may struggle with auditory comprehension and English language learners. Having these available to students will allow them to fully participate in the discussion piece after the video is shown.

3

(8 min) Next, direct students to the next part of their Student Activity Sheet (question 3).

Ask them to **read in order to help them make sense of the vocabulary that came up in the video.** Have students focus on key difference between normal muscles and muscles found in a person with DMD.

Note that it is not necessary for students to memorize all of the muscle vocabulary, but instead to focus on the big picture idea of how all of these different pieces (structures) work together in order to make something happen (function).

4

(14 min) Students use the reading to make a Storyboard Model contrasting muscle structure and function of people with and without DMD.

Have students complete the first row of the Incremental Modeling Tracker **after they finish their Storyboard Model.**

Additional Guidance

It may be beneficial to create the "healthy muscle" version of this model as a class (drawn on the board) and then have students create the DMD version of this model on their own in their incremental model packets

5

(9 min) Guide the students through a Building Understanding Discussion to compare models:

Suggested prompts:

→ What are some of the key components of your muscle models?

→ How does this model explain the difference between healthy muscles and DMD muscles?

→ Is there any evidence you know of that's not accounted for in your model?

→ Who can summarize some of the ideas we've heard today?

Listen for *student responses* that will lead to tomorrow's lesson, such as:
We figured out:

→ *In both cases, muscle fibers are breaking.*

→ *But when we work out, they get repaired, and are even stronger after they repaired.*

→ *But when we have DMD, as the muscles contract and relax, they are missing something that helps the muscles repair themselves and they break down over time with muscle use.*

→ *We saw dystrophin in the picture but we still don't know what it does or why it is important*

6
(5 min) Have students answer the last three questions in their Student Activity Sheet (questions 4, 5, and 6) to finish the lesson.

Time permitting, have students share their new questions and their suggestions for next steps.

<u>Suggested prompts:</u>

→ What new questions to you have?

→ What do we need to figure out next to explain why muscles deteriorate in people with DMD?

Listen for student responses that lead to the next lesson:

→ *We are wondering why the muscles of people with DMD do not get repaired after they are used?*

→ *How are the muscles of people with DMD different than healthy muscles?*

→ *What dystrophin is and why it is important.*

ALIGNMENT WITH STANDARDS

Building Toward Target NGSS PE

HS-LS3-2. Make and defend a claim based on evidence that inheritable genetic variations may result from (1) new genetic combinations through meiosis, (2) viable errors occurring during replication, and/or (3) mutations caused by environmental factors

Building Toward Common Core Standard(s)

RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. (HS-LS3-1),(HS-LS3-2)

RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. (HS-LS3-1)

NAME: _____

PERIOD: _____   DATE: _____

Genetics & Heredity: Piebaldism Transfer Task

Figure 1. Zia's White Forehead Patch

Six year old Zia had white patches on her belly, forehead, and in her hair since birth. Doctors determined that she had a rare genetic condition known as piebaldism. Typically when a fetus is developing special enzymes activate receptor proteins, called KIT receptors. Once the KIT receptor is activated it sends a signal to the skin to make the cells responsible for skin and hair pigmentation. In piebaldism, cells called melanocytes that produce pigment, are absent.

The images on the next page show how a typical KIT receptor works and how mutant KIT receptor proteins work differently or not at all.

A) Typical Wild Type KIT Receptor 1. Activator binds to receptor. 2. Receptor changes shape. 3. Receptor signals pigment cell production.	B) Mutation Causing Receptor Protein Shape Change 1. Activator enters Receptor Protein Site. 2. Receptor shape unable to receive Activator. 3. Receptor does not signal pigment cell production.	C) Mutation Causing Absence of Kit Receptor Protein 1. Activator enters Receptor Protein Site. NO Receptor present. 2. Cell unable to receive Activator. 3. Pigment cell production is NOT signaled.

Figure 2. Typical Wild Type* Kit Receptor Proteins and Kit Receptor Proteins with Different Types of Mutations
*Wild Type refers to the most common phenotype or genotype seen in nature

Question 1.
Using the image above as evidence, explain how a typical wild type KIT receptor protein (A) works to allow for healthy pigment cell production while each mutated KIT receptor protein (B &C) leads to piebaldism.

Different mutations in the KIT gene can result in structural differences in the KIT protein. Some of the types of mutations that cause piebaldism are listed in the table below.
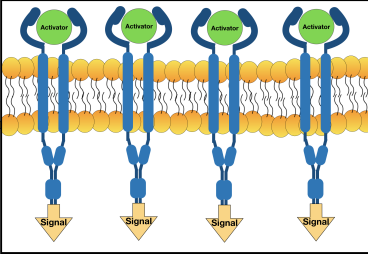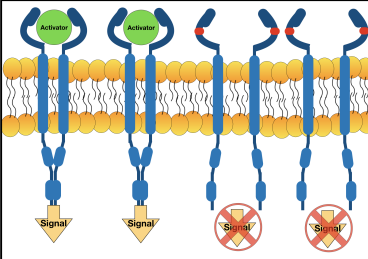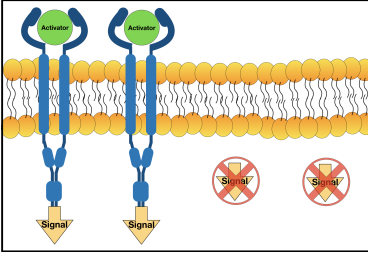
No Mutation: Both KIT Alleles Typical Wild Type	Mutation Type 1: Substitution in one allele	Mutation Type 2: Deletion in one allele
100 % Protein present	100 % Protein present	100 % Protein present
100% Functional	50% Functional	50% Functional

Figure 3. Wild type KIT protein function and KIT gene mutations.

Question 2.
Imagine you are Zia's doctor. Use the information in the table above to write two questions you might ask whose answers would help you understand what kind of genetic mutation is causing Zia's Piebaldism.

Question 3.
Explain how answering these questions would help you understand the specific genetic causes of Zia's Piebaldism?

Question 4.

How can a mutation in the gene that codes for the KIT receptor protein change the structure of this protein and how does this structural change affect how the protein functions?

Include the following in your answer:
- What happens to the amino acid sequence that becomes the KIT Receptor Protein?
- What happens to the structure of the KIT Receptor Protein?
- What effect does this change have on the function of the KIT Receptor Protein?

Question 5.

Choose one of the mutations in the table above. Draw a model and explain how that particular DNA mutation can lead to the symptoms of piebaldism. Make sure you include the following components in your model and response: **DNA, protein synthesis** (e.g. gene expression), **proteins, mutation type** (e.g. substitution, deletion, insertion), **and symptoms**.

Model for mutation type _____	Written Explanation

To inherit Piebaldism, a person must get one mutated gene, from either the sperm or the egg that made them. This kind of inheritance is called autosomal dominant inheritance.

Question 6.
Draw a model that shows how Zia's parents produced the eggs and sperm that carried the genes that combined to result in a child with Piebaldism Include meiosis, chromosomes, the KIT gene, egg, and sperm in your model.

Be sure to label all the **components, interactions, and mechanisms** in your model.

Zia's Mother

Zia's Father

Zia
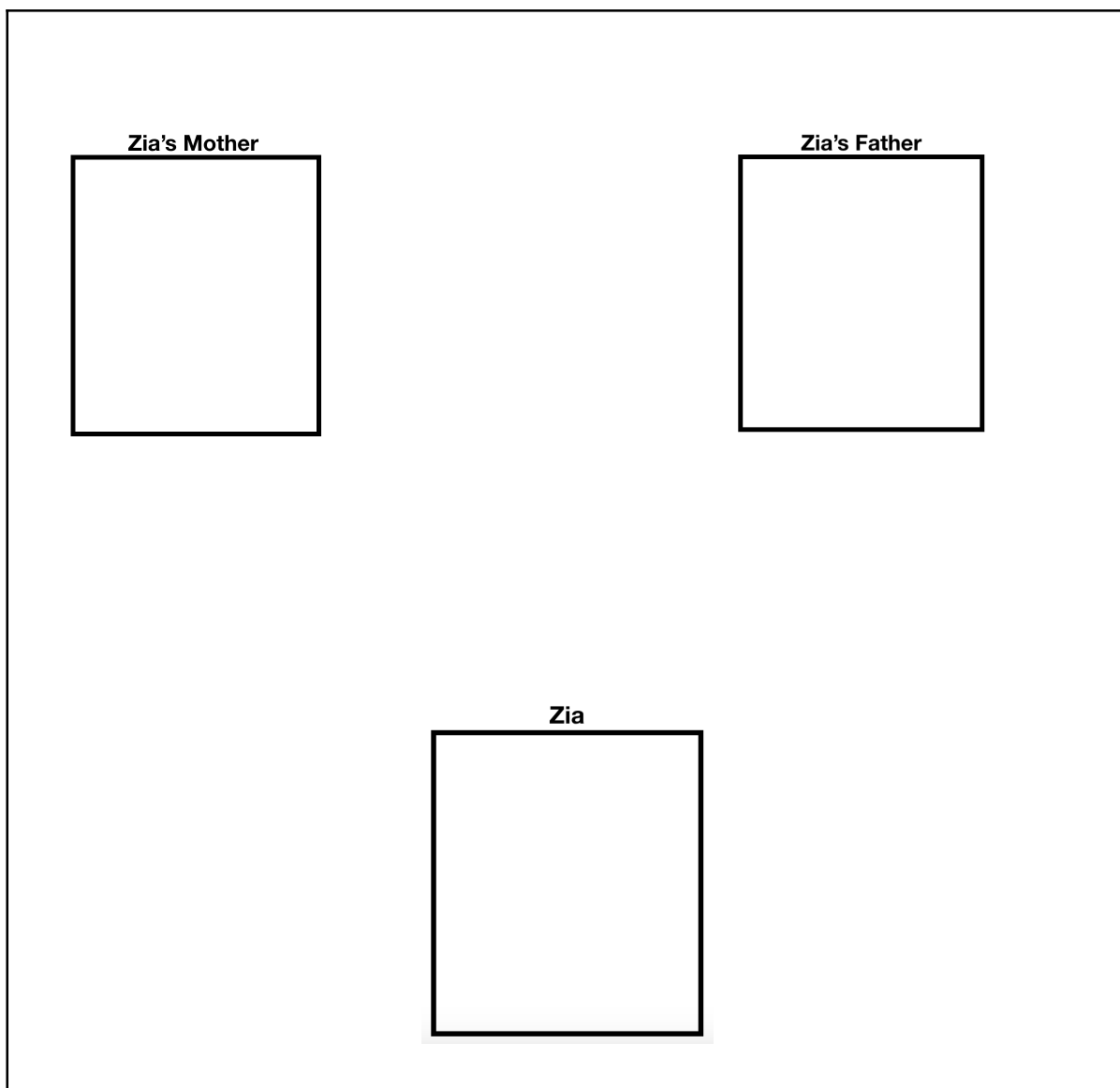
Appendix 3 - Curriculum Documents :: Social Studies

FCSW SOCIAL STUDIES CURRICULUM

Grade 8 Social Studies : American History 1783-1877 (1 Year Course)
Scope & Sequence

Students in US History study the major social studies themes through interrogation of primary and secondary sources created through a range of authors, experiences, modalities, and times in US History. Through applying historical research skills, critical thinking, reading, and writing skills, students develop arguments and claims backed by textual evidence rooted in historical controversy and understanding.

Curriculum was made based on *Delaware Recommended Curriculum for Grade 8 U.S. History to 1877* and a variety of other resources including District of Columbia Public Schools and Stanford History Education Group (SHEG) - *Reading List A Historian* Secondary Supplementary Resources: *New Visions, Facing History and Ourselves, Reading Like A Historian, Students of History, Teaching History, NewsELA, Gilder Lehrman*

Unit 1: Introduction to Social Studies
2 Weeks

Unit Framing:
The introduction to this course features exercises designed to promote a better understanding of the manner in which historians approach historical materials and the nature of the discipline itself as students make judgments about fragmentary and competing evidence in preparation for drawing conclusions and forming interpretations.

Students will learn the foundational geography skills to understand state, national, and world historical events. Students will discuss European exploration as well as American Indians before and during the beginning stages of European colonization.

MAJOR THEMES	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES

● Foundations of American Geography
   ○ Delaware History
   ○ US Geography
   ○ The States of the United States
   ○ Continents & Countries
	Students and historians often approach accounts of the past much differently. History is not, as many students think, a mirror image of the past. Whereas students often "learn" from texts that present themselves as entirely factual and	● Explain the history of Delaware and other states from the Colonial Period to present
		 ● Identify and analyze American landscape including history and geographical features
		 ● Identify and analyze the continents and countries of the world
		 ● Analyze roots and migration paths of peoples to the Americas

● Roles of a Citizen ● Introduction to Social Studies	*authoritative, historians engage them critically with a mindset toward challenging then refining or creating new interpretations based on evidence from the past.*	● Analyze the role of a Citizen

INSTRUCTIONAL RESOURCES AND ASSESSMENTS	COMMON CORE/ STATE STANDARDS

● Mapping Mistakes
● Waldseemüller's Map: World 1507
● Introduction to Social Studies Bundle
  ○ Lunchroom Fight I/II
  ○ Evaluating Photography
  ○ Evaluating Sources
	Target Social Studies Standards:
	DE-CIV.3.8
	DE-CIV.2.8
	
	Reading Standards:
	CCSS.ELA-Literacy.RH.6-8.3
	CCSS.ELA-Literacy.RH.6-8.2
	
	CCSS.ELA-Literacy.RI.8.1
	CCSS.ELA-Literacy.RI.8.2
	
	CCSS.ELA-Literacy.SL.8.1

Unit 2: The Early Republic (1783 - 1824)
8 weeks

Unit Framing:
The Early Republic era featured a burst of constitutionalism in American history, and sparked changes that led to the development of a national economy, the birth of our two-party system, and the first major wave of westward expansion.

The first American government under the Articles of Confederation struggled to fulfill the purposes for which it was created. In response, Congress convened a meeting of states that produced a new Constitution based on the underlying principles of representative democracy, the constitutional separation of powers, and the rule of law. Our Constitution also produced a federal

system that guards against centralized power but the constantly shifting flow of power between the federal and state governments has resulted in alternating periods of cooperation, conflict, and controversy.

Historians have disagreed over the motivations for writing the Constitution and whether the Framers intended a strong, centralized political system or one that is decentralized with a heavy emphasis on individual rights.

MAJOR THEMES	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES

● Creating the Constitution (1783-1790)
  ○ Troubles in Early America
  ○ Towards a Constitution
  ○ Time to Compromise
  ○ Ratifying the Constitution
  ○ The Bill of Rights
  ○ Three Branches of Government
    ■ Legislative Branch
    ■ Executive Branch
    ■ Judicial Branch
● Launching a New Nation (1789-1815)
  ○ The First Presidency
  ○ The First Political Parties
  ○ The Peaceful Revolution
  ○ Foreign Affairs in Young America
  ○ Jefferson Makes a Purchase
  ○ Madison's War
● A Changing Nation
	Students discuss early American democracy and summarize the founding documents and principles of the United States. Students focus on the Constitution's relationship to the Declaration of Independence and the Articles of Confederation, including the debates leading up to Constitutional ratification. They consider the early stages in the development of the American republic, beginning to use evidence to write narrative essays.
	
	Students investigate the Early Republic period through a socio-political lens, focusing on early presidents and daily life in the United States. They read significant speeches to inform their understanding of key events, determining the difference in perspective between primary and secondary resources. Students learn to write a thesis statement and use
		● Analyze early American issues and significant decisions made by early presidents
		● Analyze roles of first political parties and compare their views, supporters, and candidates
		● Analyze America's early and contemporary foreign affairs decision*s*

	evidence to support their claims. *Students should examine the principles of our American political system, the content of our Constitution, and their responsibilities as citizens in a democratic society.*	

INSTRUCTIONAL RESOURCES AND ASSESSMENTS	COMMON CORE/ STATE STANDARDS
● Old Speak to New Speak ● Do We Need a New Government? ● Federalism ● Federalists and Anti-Federalists ● Shay's Rebellion ● Federalists vs. Anti-Federalists ● Slavery in the Constitution ● Conflict in Washington's Cabinet ● Hamilton vs. Jefferson ● Close Reading: Secondary Source and the Preamble to the Constitution ● Nothing Must be Said: Jefferson and Implied Powers ● Money, Banking, and Taxes ● Motivations for Writing and Ratifying the US Constitution ● The US Constitution: I Smelt a Rat ● The War of 1812 ● Principle Equality ● Slavery in the Constitution	**Target Social Studies Standards:** **DE-CIV.1.8** **DE-HIS.2.8b** **Reading Standards:** **CCSS.ELA-Literacy.RH.6-8.3** **CCSS.ELA-Literacy.RH.6-8.6** **CCSS.ELA-Literacy.RI.8.1** **CCSS.ELA-Literacy.RI.8.4** **CCSS.ELA-Literacy.W.8.1** **CCSS.ELA-Literacy.W.8.2** **CCSS.ELA-Literacy.W.8.3** **CCSS.ELA-Literacy.W.8.4** **CCSS.ELA-Literacy.SL.8.2**

Unit 3: Economic and Social Change (1820 - 1859)
8 weeks

Unit Framing:
In the decades before the Civil War, northern and southern development followed increasingly different paths. By 1860, the North contained 50 percent more people than the South. It was more urbanized and attracted many more European immigrants. The northern economy was more diversified. The South had smaller and fewer cities and a third of its population lived in slavery.

The growth of industry and urban centers in the northeastern U.S. led to an increase in the number of railroads. The number of people employed in agriculture declined as new technology increased productivity on farms.

The antebellum era saw efforts to reform society through prohibition of alcohol, ensuring women's rights and equality, and abolition of slavery.

New technology in transportation, communication, and agriculture reduced the cost of bringing goods to markets, stimulating both agriculture and industry. Economic development contributed to the rapid growth of cities.

MAJOR THEMES	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
- Age of Reform (1820-1860) "Radical" Thinking - Reforming America's Prisons - Education for All? - Can We End Slavery? - The Fight for Women's Rights - Government & The Market - Foundations of Economics - Supply & Demand - Market Shifts and Government Involvement - The Missouri Compromise	*Students study the causes and consequences of reform movements during the early to mid-nineteenth century, including: women's suffrage, abolitionism, immigration policy, and workers' rights. They read primary sources related to these reforms, considering the impact of text structure and the development of arguments in writing.* *Students study the geography of American regions to compare the*	- Analyze key issues that plagued America in the early 19th Century - Analyze key 19th Century reformers and their impact on America - Compare geography, economies, and social life of the North and South - Analyze connections between growing industry, economy, and social change

	agrarian economy of the South with the industrialized economy of the North. Students examine the effects of industrialization on the Northern states, including technological changes and shifts to urban areas as they experienced booms in immigration and ethnic diversity. They will conduct research to develop a better understanding of industrialization, using evidence like quotations in their writing.	

INSTRUCTIONAL RESOURCES AND ASSESSMENTS	**COMMON CORE/ STATE STANDARDS**
● How Markets Work ● Nat Turner ● Indian Removal ● Irish Immigration ● Women's Rights and Reform ● Women's Suffrage: Their Rights and Nothing Less ● Women's Suffrage in New Jersey ● Hidden in Plain View ● Slave Quarters ● Clay's American System	**Target Social Studies Standards:** **DE-ECON.1.8** **DE-ECON.2.8** **Reading Standards:** **CCSS.ELA-Literacy.RH.6-8.4** **CCSS.ELA-Literacy.RH.6-8.5** **CCSS.ELA-Literacy.RI.8.5** **CCSS.ELA-Literacy.RI.8.6** **CCSS.ELA-Literacy.W.8.5** **CCSS.ELA-Literacy.W.8.6** **CCSS.ELA-Literacy.SL.8.3**

Unit 4: Westward Expansion and Sectional Conflict (1825 - 1859)
8 weeks

Unit Framing:
John Jay Chapman once wrote that "There was never any moment in our history when slavery was not a sleeping serpent." Territorial acquisitions and the mass movement of Americans westward during this era stirred the serpent from its sleep.

By 1859 the question of whether slavery should be allowed in newly acquired western territories drove a wedge between North and South that brought the nation to the brink of disunion. In the interim, westward expansion triggered a war with Mexico and the relocation of Native Americans.

Technological improvements, federal policies, and nationalist beliefs in "Manifest Destiny" help fuel the movement westward.

Transportation improvements linked the nation together and improved the lives of western settlers. Southern states wanted to extend slavery and cotton production to the new territories in the West. Congress reached a series of compromises which maintained the balance of power between slave and free states.

MAJOR THEMES	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
- Looking West (1815-1840) - Jacksonian Democracy "On Indian Removal" - Early American Arts - Manifest Density - Journey to the West - The North and South Take Different Paths (1800-1845) - A Tale of Two Regions - One Country, Two	*Students discuss the effects of westward expansion, including the benefits of growth and the costs to American Indian civilizations. Students weigh historical information, discern historical truths, and evaluate sources by investigating American interactions with non-European populations. They continue*	- Analyze decisions made by President Jackson, particularly regarding relations with Native Americans - Analyze the concept of Manifest Destiny and its impact on American culture - Analyze America's quest towards the West

Economies
- ○ Societal Differences
- ○ The Lives of Slaves
- ○ The Politics of Slavery
- ○ Annexation of Texas
- A Nation Divided (1825-1861)
  - ○ The Missouri Compromise Unravels
  - ○ The Compromise of 1850
  - ○ Uncle Tom's Cabin
  - ○ Abolitionist Efforts
  - ○ The Kansas-Nebraska Act of 1854
  - ○ Dread Scott-His Life and Impact
  - ○ Presidential Election of 1860
  - ○ The South Secedes, the Civil War Begins

developing thesis statements and start writing essays to support their claims.

Students review the history of American slavery, focusing deeply on the facets of nineteenth century slavery in the United States. They analyze and compare the lives of the enslaved with the lives of freedmen, and determine causes for the expansion of both abolitionist and pro- slavery movements. They read primary and secondary sources about events leading to the Civil War, considering how information is conveyed using text and visuals.

- Analyze the life and struggles of enslaved people
- Analyze content and significance of key compromises and legal decisions
- Analyze tensions and decisions that led to the Civil War
- Craft a well-written and evidence-supported response to a Document-Based Question

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INSTRUCTIONAL RESOURCES AND ASSESSMENTS	COMMON CORE/ STATE STANDARDS
- Louisiana Purchase - Lewis and Clark - Slavery in the United States: Primary Sources and the Historical Record - Slave Narratives - Freedom's Journal - The Legacy of Indian Removal - Westward Expansion - Close Reading: Narrative of the Life of Frederick Douglass - Traders in the West - Texas Revolution	**Target Social Studies Standards:** **DE-HIS.1.8** **DE-HIS.3.8** **Reading Standards:** **CCSS.ELA-Literacy.RH.6-8.7** **CCSS.ELA-Literacy.RH.6-8.8** **CCSS.ELA-Literacy.RI.8.7** **CCSS.ELA-Literacy.RI.8.8**

● Portrait of an Iroquois Leader ● Historian Disagreement ● John Brown's Legacy	**CCSS.ELA-Literacy.W.8.7** **CCSS.ELA-Literacy.W.8.8** **CCSS.ELA-Literacy.SL.8.4**

Unit 5: Civil War and Reconstruction (1860 - 1877)
9 weeks

The Civil War is a momentous event in American history as it represents the moment when the Union faced its greatest threat. Ultimately, northern victory consolidated that Union. The abolition of slavery meant that, for the first time, the American people could seriously claim to be living up to their commitment to the principle of liberty rooted in the American state papers.

The war altered the federal governments' relationship to the American economy and the states. The Lincoln administration instituted the first national banking system and national currency, the first national taxes on income, and the first highly protective tariffs, and laid the foundation for the first transcontinental railroad.

As important as the war itself was the volatile issue of Reconstruction – a process considered during the war itself and one that launched what one historian memorably labeled an "unfinished revolution."

Historians have disagreed about a number of issues surrounding the Civil War including the war's causes, whether Union victory was inevitable, whether the war limited or encouraged economic growth in the short run, and how much the war and Reconstruction actually accomplished.

MAJOR THEMES	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES

● The Civil War (1861-1865)
  ○ Taking Sides
  ○ Strategies Take Shape
  ○ A Short or Long War?
  ○ The Realities of War
  ○ Vicksburg & the Mighty Mississippi
	Students study the Civil War, including military confrontations between the North and South. Students analyze and compare secondary sources with primary sources, such as Civil War letters,	● Compare preparedness, aims, and success of the Union and Confederacy
		● Analyze historical significance of key Civil War battles

- ○ African Americans in the War
- ○ The War's End is Near
- ○ The Civil War Ends
- Reconstruction and the New South (1863-1877)
  - ○ With Malice Toward None
  - ○ Civil War & Reconstruction
  - ○ Radical Reconstruction
  - ○ The War is Over, but is Slavery Over?
  - ○ Southern Reconstruction
  - ○ The 1870s & Reconstruction Reversed
  - ○ Responding to Segregation

diaries, and photographs. Students then consider Reconstruction, the accomplishments of African Americans during the period, and reactions of the South to Reconstruction policies. As students analyze the politics of Reconstruction, they learn to evaluate a source's author and his/her motives for writing a particular work.

- Analyze key questions and issues looming at the end of the war
- Analyze key post-Civil War laws and decisions and their historical impact
- Analyze key questions and issues looming during the Reconstruction Era
- Create a claim, evidence reasoning answering the following:
  - ○ Who really won the Civil War?
- Craft a well-written and evidence-supported response to Document-Based Questions

INSTRUCTIONAL RESOURCES AND ASSESSMENTS	COMMON CORE/ STATE STANDARDS
- The Civil War through a Child's Eye - Persuasion in the Historical Context: The Gettysburg Address - Emancipation Proclamation - America at the Centennial - Close Reading: The Gettysburg Address - Children of the Civil War - Saving Privates Bixby - Our Nation's Report Card - Attack on Fort Sumter - Memphis Riots - Morale after Fredericksburg - Gardner's Civil War Photography - A Perspective on Slavery	**Target Social Studies Standards:** **DE-HIS.4.8a** **DE-HIS.2.8a** **Reading Standards:** **CCSS.ELA-Literacy.RH.6-8.9** **CCSS.ELA-Literacy.RH.6-8.10** **CCSS.ELA-Literacy.RI.8.9** **CCSS.ELA-Literacy.RI.8.10** **CCSS.ELA-Literacy.W.8.9** **CCSS.ELA-Literacy.W.8.10**

● Antebellum South ● Causes of the Civil War ● Radical Reconstruction ● Sharecropping ● Biddy Mason ● Final Research Paper	**CCSS.ELA-Literacy.SL.8.5** **CCSS.ELA-Literacy.SL.8.6**

Name:
Date:
Period:

Hamilton v. Jefferson
Adopted from Stanford History Education Group

Targeted Social Studies Standard:

DE-HIS.2.8b: Students will examine historical documents, artifacts, and other materials, and analyze them in terms of credibility, as well as the purpose, perspective, or point of view for which they were constructed.

Reading Standards:

CCSS.ELA-Literacy.RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
CCSS.ELA-LITERACY.RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Directions: First, read the "Textbook Excerpt" and answer question 1 on the last page of this document. Then, read the following three sources and answer the questions based on your reading.

Textbook Excerpt

Source: *The Americans: Beginnings to 1914*, Orlando: Holt McDougal, 2015.

Political divisions in the new nation were great. No two men embodied these differences more than Hamilton and Jefferson. Hamilton believed in a strong central government led by a prosperous, educated elite of upper-class citizens. Jefferson distrusted a strong central government and the rich. He favored strong state and local governments rooted in popular participation. Hamilton believed that commerce and industry were the keys to a strong nation. Jefferson favored a society of farmer- citizens.

Overall, Hamilton's vision of America was that of a country much like Great Britain, with a strong central government, commerce, and industry. His views found more support in the North, particularly New England, whereas Jefferson's views won endorsement in the South and the West.

Document A: Alexander Hamilton Letter to George Washington, 1792 (modified)

Source: This letter was written by Alexander Hamilton to President George Washington on September 9, 1792. Hamilton was Secretary of the Treasury in Washington's administration.

Sir:

--I have the pleasure of your private letter on the 26th of August. I most sincerely regret the causes of the uneasy sensations you experience. It is my most anxious wish to smooth the path of your administration, and to render it prosperous and happy, though I consider myself as the deeply injured party.

I know that I have been an object of uniform opposition from Mr. Jefferson. I know from the most authentic sources, that I have been the frequent subject of the most unkind whispers and insinuations from him. I have long seen a party formed in the Legislature under his auspices, bent upon my subversion. I cannot doubt from the evidence I possess, that the National Gazette [a newspaper] was instituted by him for political purposes, and that one leading object of it has been to render me as odious as possible.

Nevertheless, I can truly say, that, except explanations to confidential friends, I never directly or indirectly retaliated till very lately.

But when I saw that the undoing of the funding system in particular (which would prostrate the credit and the honor of the nation) was an avowed object of the party, I considered it as a duty to resist the torrent.

Nevertheless, I pledge my honor to you, sir, that if you hereafter form a plan to reunite the members of your administration, I will not directly or indirectly say or do a thing that shall endanger a feud.

With the most affectionate and faithful attachment, etc. A Hamilton

Document B: Thomas Jefferson Letter to George Washington, 1792 (Modified)

Source: This letter was written by Thomas Jefferson to President George Washington on September 9, 1792. Jefferson was Secretary of State in Washington's administration.

DEAR SIR,

I received your letter of August 23rd. In part of your letter you notice the internal dissentions which have taken place in our government. To no one have they given deeper concern than myself. I am so desirous that you should know the whole truth.

If it has been supposed that I have ever intrigued among the members of the legislature to defeat the plans of the Secretary of Treasury, it is contrary to all truth. I value too highly their freedom of judgment. That I have, in private conversations, disapproved of the system of the Secretary of Treasury, I acknowledge and avow. His system flowed from principles adverse to liberty, and was calculated to undermine and demolish the republic.

If our tensions cannot be avoided altogether, my regard for you will be a sufficient motive for deferring it till I become merely a private citizen. At that point, however, I reserve the right to write about the issues that concern the republic.

I will not let my retirement be clouded by the slanders of a man whose history, if history stoops to notice him, is against the liberty of the country. –Still however I repeat the hope that it will not be necessary to make such an appeal.

I trust that you know that I am not an enemy to the Republic, nor a waster of it's revenue, nor a traitor, as Hamilton has written about me.

In the mean time and ever I am with great and sincere affection & respect, dear Sir, your most obedient and most humble servant.

Th. Jefferson

Using BOTH letters by Hamilton and Jefferson, answer the questions below:

1. When were these letters written? What do you predict they will say?

2. Why are both Hamilton and Jefferson writing to George Washington? Based on both of these letters, what seems to have been happening in George Washington's administration? How can you tell? What are the different points of view offered here?

3. Which letter is angrier? Find a quote to support your claim and explain the connection.

4. Who do you believe "started" the fight? What evidence do you have for this claim? Based on what they wrote, whom do you trust more: Hamilton or Jefferson? Why?

Grade 9 Social Studies : World Geography and Cultures (1 Year Course) (1 Credit)
Scope & Sequence

Students study contemporary cultures around the world using a hands-on, student-centered, problem-solving approach. They work with primary source documents, images, and graphic representations of data, and also learn names and locations of countries as they move from geographic area to geographic area over the year. Each unit features an experiential learning exercise culminating in a performance assessment.

Texts: TCI's *Geography Alive! Regions and People*
Supplementary texts: Amazon Rainforest Documents (a packet of primary source articles and current readings); *No Planet B*; *Half the Sky: Turning Oppression into Opportunity for Women*; *Born a Crime: Stories from a South African Childhood*

Unit 1: Tools of Geography
3 weeks
The ninth grade Social Studies curriculum uses select units and learning modules from TCI's *Geography Alive! Regions and People* program. In the first unit of the year, students review and extend their foundational geography and map skills using TCI lessons, text, and activities. These include basic understanding of latitude and longitude, scale, tables, diagrams, and graphs, as well as identification of all continents and major oceans. Students also come to understand maps as political constructs, and, along with graphs, tables, and charts, explore their use as one way to represent geographic, political, and economic information and conditions.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. What is longitude? 2. What is latitude? 3. What is absolute location? 4. What is scale? 5. How do geographers show information on maps? 6. What are cartograms, and how are they the same and different from traditional maps? 7. How do maps and other forms	1. Maps are used to describe the characteristics of different locations. 2. By using lines of latitude and longitude, geographers can show the exact (absolute) location of something, even if the landscape changes.	1. Define the unit's essential geoterms 2. Develop map-reading skills using the components of a map. 3. Provide directions by using the information on a map. 4. Identify the similarities and differences between two maps.

of representation depict geographic, political, and economic information and conditions?	3. Maps use set formats and conventions to display information. 4. Maps are not "neutral" records or information.	5. Identify and use scale to determine the distance between two locations. 6. Identify continents and oceans on a map. 7. Create a room-school- or neighborhood map with the following features: 　　- An appropriate title 　　- A legend with symbols that represent local landmarks and/or objects 　　- Compass rose 　　- Grid 　　- Accurate scale

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ASSESSMENTS: ● Geography quiz. Assesses students' abilities to identify continents and oceans on a map. ● Map skills quiz. Assesses understanding of essential geoterms, map components. **SUMMATIVE ASSESSMENTS:** ● Student-created local map. Assesses students' abilities to use and apply basic maps skills (title, legend, scale, compass rose)	**Target Social Studies Standards:** **DE-GEOG.1.9-12a** **DE-GEOG.1.9-12b** **Reading Standards:** **CCSS.ELA-Literacy.RH.9- 10.1** **CCSS.ELA-Literacy.RH.9- 10.2** **CCSS.ELA-Literacy.RH.9- 10.5** **CCSS.ELA-Literacy.RH.9- 10.7** **CCSS.ELA-Literacy.SL.1**

TIER 2/ ACADEMIC VOCABULARY (including unit -specific geoterms)	SCAFFOLDING FOR DIVERSE LEARNERS AND ELS
- Absolute location - Longitude - Latitude - Map projection - Relative location - Cartographer - Scale - Central meridian - Prime meridian - North / south pole - South pole - Equator - Continents - Hemispheres - Legend (maps) - Compass rose	- Pre-teach vocabulary - Vocabulary cards - Geography diagnostic and follow up intervention - Glossary - Chunking texts and circling and identifying vocabulary words using the glossary - Creating a notecather with headings and subheadings about the main ideas of this unit - Teacher will model geographic skills before students have the opportunity to practice

Unit 2: Urban Sprawl in North America: Where Will It End?
3 weeks

In this unit, students practice writing and supporting claims, as they construct arguments about urban sprawl. In a two-day experiential exercise, students work in policy-planning groups to debate and recommend possible policies for how to best address growth and urban sprawl in the cities of Portland, Toronto, and Atlanta.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. What is urban sprawl? 2. How does urban sprawl affect people and the planet?	1. Urban sprawl refers to crowded decentralized living areas.	1. Define and use unit-specific geoterms

3. How have changes in percentages of urban and rural world populations occurred over time?
4. How can research be used to find specific examples of economic activity in the United States and other nations?
5. How can evidence be used to support a claim or argument?

2. There are health, environmental and cultural issues associated with urban sprawl.
3. Populations change over time.
4. Students can defend their stance on an argument by using both original thoughts and evidence.
5. Economic activities occur at the primary, secondary, and tertiary level.
6. Research can be used to support claims and answers to questions.

2. Identify how cities have expanded in the United States and Canada over the past 50 years, and how this growth has affected surrounding areas.
3. Identify characteristics of the urban core, urban fringe, and the rural fringe.
4. Analyze maps, charts and tables to understand urban growth trends around the world.
5. Identify the impacts of urban sprawl and explain plans that different areas are making to address urban sprawl.
6. Demonstrate an understanding of how urban sprawl has affected people's lives and the planet.
7. Formulate policies to address urban sprawl so as to benefit various stakeholders in three different cities.

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ASSESSMENTS: ● Interactive Notebook activities and exercises. Assesses students' grasp of how urban sprawl affects people and the planet, key geoterms, and their	**Target Social Studies Standards:** **DE.GEOG.4.9-12** **Reading Standards:** **CCSS.ELA-Literacy.RH.9-10.1**

● Experiential exercise. Assesses students' understanding of urban growth and its impact on nearby areas, and their abilities to develop arguments and policies addressing urban sprawl in ways that benefit various stakeholders **SUMMATIVE ASSESSMENT:** ● Unit 2 Content Test. Assesses students' understanding of unit's geoterms, urban sprawl's effects, ways the US has addressed urban sprawl, how to analyze maps, charts and tables to understand urban growth trends around the world, and ways urban sprawl is now and will continue to affect people and the planet in the future.	**CCSS.ELA-Literacy.RH.9-10.2** **CCSS.ELA-Literacy.RH.9-10.4** **CCSS.ELA-Literacy.RH.9-10.5** **CCSS.ELA-Literacy.RH.9-10.7** **CCSS.ELA-Literacy.RH.9-10.10.**
TIER 2/ ACADEMIC VOCABULARY **(including unit -specific geoterms)** ● Metropolitan ● Suburb ● Sprawl ● Pedestrian ● Rural fringe/ Urban fringe ● Urban core ● Opposition ● Gentrification ● Residential ● Toxic ● Tract ● Prosperity	**SCAFFOLDING FOR DIVERSE LEARNERS AND ELS** ● Student partners based on ability and language proficiency ● Differentiated and appropriate roles for students in strategic pairs ● Interactive student notebook ● Teachers will explain activities ahead of time ● Student role cards (for student groups and individual tasks) ● Assigning additional responsibilities for advanced learners ● Sectors of the Economy drawing template ● Sectors of the Economy graphic organizer ● Notice and Wonder graphic organizer ● Answering Questions about Regions graphic organizer

	● Text Details and Sources graphic organizer

Unit 3: Consumption Patterns in the U.S: The Impact of Living Well
3 weeks

In this unit, students study the kinds of resources that Americans have at our disposal, and our uses of these resources. In a Response Group activity, students analyze a series of cartograms depicting global consumption patterns and gross domestic product and identify reasons for those patterns. They make their own cartograms depicting a resource of their choice. In doing so, they come to understand the consumption patterns that have given Americans such a high standard of living.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. What are typical American consumption patterns? 2. How do these patterns compare to those of other countries? 3. Am I a typical American in terms of what I consume? 4. How do American consumption patterns affect people and the planet?	1. Americans are the world's top consumers of oil and energy. 2. The consequences of over-consumption can be profound for individuals, countries and for the planet as a whole.	1. Define unit-specific geoterms Identify and discuss consumption patterns in the United States and how they affect the planet. 2. Use maps to identify and depict important information. This includes traditional geographic maps and maps which distort shapes and sizes to represent information. 3. Explain how American consumption patterns affect people and the planet.

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ASSESSMENTS: ● Content and skills quiz. Assesses students' understanding of unit geoterms, US consumption patterns, and their abilities to read charts, maps, and graphs. **SUMMATIVE ASSESSMENTS:** ● Cartogram project: students create maps that shows Americans' consumption of one service or goods in the Modern World. Assesses students' understanding that maps can be constructed in ways that might look distorted, in order to represent important information.	**Targeted Social Studies Standards:** **DE.HIS.4.9-12b** **Reading Standards:** **CCSS-ELA--Literacy-RH 9-10.1** **CCSS.ELA--Literacy.WHST.9-10.1** **CCSS.ELA--Literacy.SL.1**
TIER 2/ ACADEMIC VOCABULARY **(including unit -specific geoterms)** ● Consumption ● Cartogram ● Gross Domestic Product (GDP) ● Per capita ● Developed/ developing country ● Producers/ Consumers ● Longevity ● Fossil fuels ● Work ethic ● Tainted	**SCAFFOLDING FOR DIVERSE LEARNERS AND ELS** ● Teacher will model good note-taking skills ● Students can dictate ideas and responses before being written ● Student partners based on ability and language proficiency

Unit 4: Migration to the United States: The Impact on People and Places 2 weeks

In this unit, students will learn about reasons that people around the world migrate to the United States. They will study **push** and **pull factors** that contribute to people emigrating from their home countries. Students will understand how migration affects the lives of people and the character of places. Students will read select biographies of U.S. immigrants and present their stories and migration routes to their classmates. They will also learn from carefully-chosen guest immigrant speakers to hear their migration stories. As a unit assessment, students will write an informational essay to explain migration patterns around the world.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. Why do people emigrate from their home countries? 2. Why do people immigrate to the United States? 3. How does migration affect the lives of people and the character of places?	1. People migrate to the United States for different reasons. 2. Various factors contribute to people emigrating from their home countries. 3. Migration affects the lives of people and the character of places. 4. Push and pull factors encourage people to leave a place behind and move to a new place. 5. Migration patterns around the world are changing.	1. Define and use unit-specific essential geoterms. 2. Create a map to show where people have moved to and from. 3. Read and present biographies of immigrants to the United States. 4. Interview an immigrant to learn more about migration. 5. Analyze maps to review patterns in global migration streams. 6. Identify and consider migration patterns around the world.

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ASSESSMENTS: ● Quiz on Geoterms. Assesses students' understanding of the unit's essential vocabulary. ● Immigrant interview questions and answers. Assesses students' application of key geoterms (such as "push and pull factors") and their ability to identify reasons people migrate to the United States, as well as factors	**Targeted Social Studies Standard:** **DE-GEOG.3.9-12** **Reading Standards:** **CCSS.ELA-Literacy.RH.9-10.1** **CCSS.ELA-Literacy.RH.9-10.2** **CCSS.ELA-Literacy.RH.9-10.4**

that influence their emigration from their home countries. **SUMMATIVE ASSESSMENTS:** ● Informational essay about migration patterns around the world. This assesses students' understanding of these patterns and their consideration of 21st century push and pull factors. ● Cumulative Content test. Assesses students' grasp of enduring understandings and geography in units 1-4.	**CCSS.ELA-Literacy.RH.9-10.5** **CCSS.ELA-Literacy.RH.9-10.7** **CCSS.ELA-Literacy.RH.9-10.10**
TIER 2/ ACADEMIC VOCABULARY **(including unit -specific geoterms)** ● Immigration ● Migration ● Emigration ● Refugee ● Brain drain ● Diffusion ● Drought ● Famine ● Genocide ● Persecution ● Pull/Push factors ● Remittance	**SCAFFOLDING FOR DIVERSE LEARNERS AND ELS** ● Prepared picture cards (emojis) for students to use in responding to immigrants' responses to questions ● Teacher modeling of directions and prompts ● Interactive notebook ● Pre-teaching vocabulary

Unit 5: Spatial Inequality in Mexico City: From Shacks to Skyscrapers
2 weeks
Students conduct a survey of their peers and others in the school community on the pros and cons of living in a city. They study the geographic setting of Mexico City and read about the conditions of rural decline which caused migration to the city. From there, they explore the problems created by urbanization, resulting in a city of "haves and have-nots." In one of the unit's learning scenarios, students assume the role of exchange students and "travel" to four Mexico City neighborhoods to survey people from four social classes about their experiences living in Mexico City. Students end the unit by thinking globally about standards of living around the world, sharing their ideas in a multimedia presentation.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. What are the pros and cons of living in a city? 2. Why does spatial inequality exist in urban areas? 3. Why is the population growing so fast in urban areas like Mexico City ? 4. What problems typically occur along with rapid urbanization? 5. What is a national "standard of living"? 6. How can countries help increase their standard of living?	1. Cities are often political, economic, and cultural centers that offer jobs, education, and social services. 2. Many cities are experiencing problems like air pollution, high crime rates, and poverty. 3. Rural decline is increasing urbanization all around the world in places like Mexico City. 4. Income inequality is striking in densely populated cities like Mexico City. 5. Mexico City is one of the world's most populated cities. It has many problems associated with high population and rapid rate of growth. 6. A country's standard of living is changeable and reflects governmental policies and capacities.	1. Define and use unit-specific essential geoterms. 2. Identify at least 5 countries in Central and South America, and locate them on a map. 3. Consider the pros and cons of living in a city. 4. Learn how spatial inequality affects the lives of different kinds of people in Mexico City. 5. Incorporate background history and geographic details in a description of life in Mexico City from one of four perspectives. 6. Analyze various standards of living around the world and consider one way a country can increase its standard of living.

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ASSESSMENTS: ● Quiz on Geoterms and geography. Assesses students' understanding of the unit's essential vocabulary and their ability to locate 5 Central and South American countries on a map. ● Paragraph reporting and analyzing survey data collected on pros and cons of living in a city. Assesses students' consideration of these pros and cons. **SUMMATIVE ASSESSMENTS:** ● Article on "Life in My (one of 4) Mexico City Neighborhood." Assesses students' understanding and use of key geoterms and how spatial inequality affects the lives of different kinds of people in Mexico City, and their abilities to identify and represent relevant geographic and historical details. ● Multimedia presentation. Assesses students' abilities to understand varying standards of living around the world and research/generate at least one idea to improve them.	**Targeted Social Studies Standards:** **DE.CIV.1.9-12** **Reading Standards:** **CCSS-ELA-Literacy-RH 9-12.1** **CCSS-ELA-Literacy-RH 9-12.2** **CCSS-ELA-Literacy-RH 9-12.6** **CCSS-ELA-Literacy-RH 9-12.7** **CCSS.ELA-Literacy.SL.1** **CCSS.ELA-Literacy.SL.4** **CCSS.ELA-Literacy.SL.6**
TIER 2/ ACADEMIC VOCABULARY **(including unit -specific geoterms)** ● Air quality ● Refuse (n.) ● Tenement ● Communal land ● Aqueduct ● Standard of living ● Life expectancy	**SCAFFOLDING FOR DIVERSE LEARNERS AND ELS** ● Pre-teach vocabulary ● Graphic organizers with sentence stems, suggested structure, and/or partially completed outline for the article ● Advanced learners can use the Global Data Bank to research the life expectancy, per capita GDP, and literacy rate for each of these countries

- Metropolitan area
- Per capita
- Plaza
- Rural decline
- Urbanization
- HDI (Human Development Index)

Unit 6: Indigenous Cultures: The Survival of the Maya of Mesoamerica
3 weeks

In this unit, students study indigenous groups who have tried to preserve their culture while adapting to modern life. They focus on the Maya, beginning with learning about the geographic setting of the highlands of Guatemala and southern Mexico and then turning to Mayan culture. They learn that Maya have kept many of their traditional customs and beliefs while adapting to the modern world. Students study specific Maya family traditions and community practices such as Market Day. They watch a documentary film on the Maya and write a written response which includes this unit's geoterms.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. How do indigenous people preserve their culture while adapting to modern life? 2. What makes an ethnic group unique? 3. What does a "traditional division of labor " mean? 4. What is lost when indigenous people adapt to modern life? 5. What is gained when indigenous people adapt to modern life?	1. Indigenous peoples share a traditional worldview of harmony and balance with nature, one another, and oneself. 2. Indigenous peoples represent a diversity of cultures. 3. Understanding and respect for Indigenous peoples begin with knowledge of their pasts. 4. Current issues are really unresolved historical	1. Define and use unit-specific essential geoterms. 2. Identify at least 10 countries in Central and South America, and locate them on a map 3. Explain ways that indigenous peoples preserve their traditional culture while adapting to modern life.

	issues. 5. Indigenous peoples want to be recognized for their contributions to society and to share in its successes.	4. Identify how life in a highland Maya village is similar to the way it was hundreds of years ago. 5. Identify how life in a highland Maya village is different from the way it was hundreds of years ago.
ASSESSMENTS **FORMATIVE ASSESSMENTS:** ● Geography quiz. Assesses students' understanding of the unit's essential vocabulary and their ability to locate 10 Central and South American countries on a map. ● Image analysis. Assesses students' abilities to identify how life in a highland Maya village is similar and dissimilar to the way it was hundreds of years ago **SUMMATIVE ASSESSMENTS:** ● Review of documentary film including ten Geoterms from this unit. assesses students' ability to apply key vocabulary in an analysis of indigenous peoples' preservation of traditional culture while adapting to environment and to modern life.		**COMMON CORE/ STATE STANDARDS** **Targeted Social Studies Standards:** **DE-GEOG.2.9-12** **Reading Standards:** **CCSS.ELA-Literacy.RH.9-10.1.** **CCSS.ELA-Literacy.RH.9-10.2.** **CCSS.ELA-Literacy.RH.9-10.4.** **CCSS.ELA-Literacy.RH.9-10.5.** **CCSS.ELA-Literacy.RH.9-10.7.** **CCSS.ELA-Literacy.RH.9-10.9.** **CCSS.ELA-Literacy.RH.9-10.10.**
TIER 2/ ACADEMIC VOCABULARY **(including unit -specific geoterms)** ● Indigenous ● Subsistence farming ● Adaptation ● Highlands ● Barter ● Ethnic group		**SCAFFOLDING FOR DIVERSE LEARNERS AND ELS** ● Reading notes ● Individual copies of a text ● Two different colored highlighters (one to highlight details about the preservation of traditional culture and one color to highlight adaptations to modern life) ● Students will choose roles that match their unique learning skills to complete group work.

● Plateau ● Ritual ● Migrant worker ● Mesoamerica ● Restitution ● Adobe ● Barter ● Cloud forest ● Plantation ● Slash-and-burn ● Traditional culture	● Students can annotate a text by adding details ● Advanced learners will research and create a collage about one of the indigenous peoples on the world map

Unit 7: Land Use Conflict in the Amazon Rainforest and KIVA project preview
3 weeks
Students learn about land use conflict in the Amazon rainforest. They read TCI text explaining that since the 1960s, loggers, settlers, and ranchers have cleared large parts of the rainforest, and that while native Amazonians, rubber tappers, and environmental groups oppose deforestation, the rainforest is shrinking year by year. The TCI text is supplemented by Amazon Rainforest Documents, a collection of primary source articles and website readings. Students end this unit previewing and planning for the KIVA project which will come up in Unit 10. In the KIVA project, students research and choose a single entrepreneur in a developing country to sponsor, and raise money to help fund this entrepreneur's work. At the end of unit 7, students are introduced to this project and begin searching for potential entrepreneurs to sponsor.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. What is happening to the Amazonian rainforest and why? 2. What can be done about it? 3. What should be done about it?	1. The Amazon rainforest is an important part of the carbon-oxygen cycle. It is also rich in biodiversity. 2. The Amazon is shrinking year by year.	1. Define and use unit-specific essential geoterms. 2. Practice basic geography skills and knowledge relating to North, Central and South America.

4. How should the resources of the rainforest be used and preserved?	3. Different constituent groups believe their agendas should determine land use in the Amazon.	3. Identify how and why the resources of rainforests are used and preserved by different constituencies. 4. Analyze and present claims about what should be done to preserve or use the resources of the Amazon rainforest.

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ASSESSMENTS: ● Notes and annotations of rainforest documents. Assesses students' understanding of how and why the resources of rainforests are used and preserved by different constituencies. ● North/South/ Central America Map quiz. Assesses geography skills. **SUMMATIVE ASSESSMENTS:** ● Argument essay: Write a letter to the Brazilian government about how best to preserve the rainforest. Analyzes students' understanding of claims about what should be done to preserve or use the resources of the Amazon rainforest. ● Cumulative Content test. Assesses students' grasp of enduring understandings in units 5-7.	**Targeted Social Studies Standards:** **DE.CIV.4.9-12a** **Reading Standards:** **CCSS-ELA--Literacy-RH9-12.4** **CCSS-ELA--Literacy-RH9-12.5** **CCSS9-10.WHSS.1** **CCSS-ELA--Literacy.SL.1** **CCSS-ELA--Literacy.SL.4** **CCSS.ELA--Literacy.SL.6** **CCSS.ELA.LIT-W.4** **CCSS.ELA.LIT-W.5** **CCSS.ELA.LIT-W.10**

TIER 2/ ACADEMIC VOCABULARY (including unit -specific geoterms)	SCAFFOLDING FOR DIVERSE LEARNERS AND ELS
- Biodiversity - Tropical rainforest - Sustainable development - Deforestation - Carbon-oxygen cycle - Canopy - Clear-cut - Ecotourism - Ecosystem - Forestry - Lower story - Reforestation	- Sentence stems, graphic organizer and teacher-provided outlines for argument essay - Paired use of Interactive Student Notebook - Pre-teach vocabulary - Integration of children's books about Amazon deforestation issue

Unit 8: Supranational Cooperation in the European Union
2 weeks

In this unit students learn about the European Union. They review the names and locations of countries in Europe, consider Europe's bloody history, and learn about the centripetal forces that unite these countries and the centrifugal forces that divide them. Students evaluate the ways EU member countries have been willing to give up some power, and how much power remains an issue. They look closely at the economic, political, and cultural cooperation among EU countries, and also learn about Brexit and the sentiments behind that decision. As a summative assessment, students write an informational essay about international cooperation in Europe.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. What is the European Union? 2. What are some countries in Europe?	1. Europe is a continent with separate countries.	1. Define and use unit-specific essential geoterms.

3. What forces work for and against supranational cooperation among nations? 4. How can maps be used to show international cooperation?	2. Some countries in Europe represent supranational cooperation in the European Union. 3. Forces work for and against supranational cooperation among nations. 4. The EU has been able to remove barriers that once made travel and trade between European nations complicated. 5. Many EU nations use the Euro	2. Identify at least 5 countries in the EU and locate them on a map. 3. Analyze European population cartograms 4. Describe travel and business dealings between individuals in countries in Europe before and after the formation of the European Union. 5. Research the ways the European Union has changed within the last 10 years, including Brexit.

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ASSESSMENTS: ● Geography quiz: Europe. Assesses students' abilities to identify at least 5 countries in the EU and locate them on a map (continued in the next unit) ● Complete Interactive Notebook analyses of travel and business dealings in role plays. Assesses students' understanding of the ways EU has affected European travels and businesses, and students' abilities to understand and use European population cartograms. **SUMMATIVE ASSESSMENT:** ● Two paragraph essay explaining the arguments in favor of and against "Brexit," using quotations from recent articles. Assesses students' research on the ways the	**Targeted Social Studies Standards:** **DE-CIV.4.9-12b** **Reading Standards:** **CCSS.ELA-Literacy.RH.9-10.1.** **CCSS.ELA-Literacy.RH.9-10.2.** **CCSS.ELA-Literacy.RH.9-10.4.** **CCSS.ELA-Literacy.RH.9-10.5.** **CCSS.ELA-Literacy.RH.9-10.7.** **CCSS.ELA-Literacy.RH.9-10.9.** **CCSS.ELA-Literacy.RH.9-10.10**

European Union has changed within the last 10 years, including Brexit.	
TIER 2/ ACADEMIC VOCABULARY **(including unit -specific geoterms)** ● European Union ● Centrifugal ● Centripetal ● Common market ● Cultural identity ● Currency ● Diversity ● Euro ● Supranational cooperation ● Tariff ● Trade bloc ● Brexit	**SCAFFOLDING FOR DIVERSE LEARNERS AND ELS** ● Pre-teach vocabulary ● Students can conduct research for the summative assessment in their native language. ● Teacher preselects Brexit articles ● Differentiated partner pairs ● Sentence stems, graphic organizer and teacher-provided outlines for two-paragraph essay ● Advanced students can research one of the interna-tional organizations represented on the map in "Global Connections" section.

Unit 9: invisible Borders: Transboundary Pollution in Europe
3 weeks

Students continue learning the geography of Europe in this lesson and then investigate two major environmental disasters-- Chernobyl, and the Tisza-Danube Cyanide Spill-- and will also learn about the "Black Triangle, '' a major source of acid rain and other pollution caused by industry. Teachers extend learning in this unit by exploring broader consideration of the effects of transboundary pollution through select readings in climate change, specifically in the text _No Planet B_.[1] In preparation for the summative

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[1] _No Planet B: A Teen Vogue Guide to the Climate Crisis_. Edited by Lucy Diavolo. Haymarket Books, 2021.

assessment of this unit, students engage in role plays as representatives of affected countries who are trying to negotiate new policy in a United Nations meeting.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. What are the causes of environmental disasters? 2. Is it inevitable that human error will cause environmental disasters? 3. How does one country's pollution become another country's problem? 4. Whose responsibility is it to address transboundary pollution?	1. Industry creates pollution. 2. Rapid industrialization created an equally rapid increase in air pollution and acid rain. 3. Radioactive pollution is usually the result of an accident. 4. Pollution can be spread easily by wind and water. 5. An accident in one country can affect an entire river system. 6. Acid rain and environmental devastation are global problems.	1. Define and use unit-specific essential geoterms. 2. Identify at least 10 countries in the EU and locate them on a map. 3. Organize and present information around European transboundary pollution using maps paired with narrative, using tools such as Interactive SD Maps 4. Understand and explain the human impact of transboundary pollution in Europe. 5. Identify the impacts of acid rain, cyanide spills and other pollutants on the environment. 6. Research and take a position on how to reduce acid rain globally. 7. Explain and employ the role of an active citizen through independent research and analysis of concerns, policy, and laws.

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ASSESSMENTS: ● Map presentation. Assesses students' ability to organize and present information around European transboundary pollution using maps paired with narrative.	**Targeted Social Studies Standards:** **DE-CIV.3.9-12** **Reading Standards:** **CCSS-ELA--Literacy-RH9-12.4** **CCSS-ELA--Literacy-RH9-12.5**

● Geography quiz: Europe. Assesses students' abilities to identify at least 10 countries in the EU and locate them on a map. **SUMMATIVE ASSESSMENTS:** ● Team-based mini U.N. trial performance. Assesses students' abilities to research and take a position on how to reduce acid rain globally. ● Cumulative Content test. Assesses students' grasp of enduring understandings and geography in units 8-9. ● Independent inquiry-based research: students will choose a topic of concern to research policy and laws	**CCSS.ELA- Literacy.SL.1** **CCSS.ELA- Literacy.SL.4** **CCSS.ELA- Literacy.SL.6**
TIER 2/ ACADEMIC VOCABULARY **(including unit -specific geoterms) (including unit -specific geoterms)** ● Toxic ● Acid rain ● Radiation ● Debris ● Soot ● Sewage ● Transboundary ● Emissions ● Cyanide	**SCAFFOLDING FOR DIVERSE LEARNERS AND ELS** ● Use the Notebook Answer Key to provide partial answers for the Interactive Student Notebook ● Read the direc-tions aloud to the class ● Give students copies of the questions asked about each projected image (about pollution) ● Pre-teaching vocabulary ● "Chunk" supplementary texts and stop for frequent Checks for Understanding. ● Assign texts of varying lengths and levels of difficulty in *No Planet B* supplementary text.

Unit 10: Microentrepreneurs: Women's Role in the Development of Africa **2 weeks**

World Cultures S&S Grade 9

Students learn the geography of the region, and then study the phenomenon of women starting small businesses and how these businesses change their communities. They read three micro-entrepreneur case studies. Students have been developing proposals to raise money for an actual KIVA project in Africa, and by the time they are engaged in this unit, they are personally connected to a micro-business. Even though the funds they can raise are small, they learn firsthand how to finance a microloan, and begin to see how opportunity works in developing countries.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. What is microcredit? 2. How are women micro-entrepreneurs in developing countries changing their communities? 3. Why is it important for communities rather than individuals to grow in developing countries? 4. How do traditional divisions of labor hamper economic development? How do they strengthen it? 5. How does microfinance impact women's lives in developing countries? 6. What can we do in the U.S. to make a difference in developing countries?	1. Poverty is widespread in some parts of Africa. 2. Gender-based division of labor makes it difficult for women to earn money. 3. Through micro-enterprises, some women work to pull their families and communities out of poverty. 4. Microcredit organizations make small (<$100) business loans to groups of poor women, who collectively take responsibility for one another's debts.	1. Define and use unit-specific essential geoterms. 2. Identify at least 5 countries in Africa and locate them on a map. 3. Identify challenges facing female micro-entrepreneurs in Africa. 4. Describe examples of micro-enterprises created by African women. 5. Describe a selected microbusiness and associated microloan, and explain how this is impacting life in one community in Africa.

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ASSESSMENTS:	**Targeted Social Studies Standards:** **DE-HIST.1.9-12**

● Annotated reading notes. Assesses students' grasp of challenges facing female micro-entrepreneurs in Africa, and their understanding of the ways micro-enterprises have helped address these challenges. ● Quiz on Geoterms and geography. Assesses students' understanding of the unit's essential vocabulary and their ability to locate 5 African countries on a map. **SUMMATIVE ASSESSMENTS:** ● KIVA loan brochure. Assesses students' understanding of the ways one microbusiness and the associated microloan they contributed to is impacting life in one community in Africa.	**Reading Standards:** **CCSS-ELA-Literacy-RH9- 12.4** **CCSS-ELA-Literacy-RH9- 12.5**
TIER 2/ ACADEMIC VOCABULARY **(including unit -specific geoterms)** ● Civil war ● Pastoral ● Nomad ● Drought ● Gender-based division of labor ● Formal/ Informal economy ● Micro-enterprise ● Micro-entrepreneur ● Undernourished ● Multifunctional	**SCAFFOLDING FOR DIVERSE LEARNERS AND ELS** ● Vocabulary cards ● Modeling directions - students will follow along as the teacher completes each step ● Students peer-check each other's work ● Students pre-read passages by reading the section head and subheads, analyzing the images, and reading the captions ● Giving students questions (that they will write responses to) prior to a class discussion

Unit 11: Nigeria: A Country of Many Cultures
2 weeks

In this unit students will study Nigeria as a diverse country comprising three geographic regions distinguished by different geographic features and peoples. They will learn about each region's cultural groups, languages, and economic systems. In addition to gaining content knowledge about these regions and Nigeria overall, students will also consider the unit's overarching question: How can dividing a diverse country into regions make it easier to understand? Students will also engage in image analysis, design a website to teach others about the three regions of Nigeria, and in a Global Connections activity, analyze the varied tribal compositions of multiple African nations, and consider how colonialism's legacies continue to affect modern Africa. Additional readings for this unit can be found in _Half the Sky: Turning Oppression into Opportunity for Women_.[2]

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. How can dividing a diverse country into regions make it easier to understand? 2. What are some characteristics of the different regions in NIgeria? 3. How do the legacies of colonialism continue to affect modern Africa?	1. Nigeria is a country of diverse cultures, languages, and geographic features. 2. Colonialism continues to impact African regions and peoples today.	1. Define and use unit-specific essential geoterms. 2. Identify at least 10 countries in Africa and locate them on a map. 3. Identify key aspects of different regions of Nigeria. 4. Trace themes and places in colonial history and identify their modern legacies.

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ASSESSMENTS:	**Targeted Social Studies Standards:** **DE-GEOG.3.9-12**

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[2] _Half the Sky: Turning Oppression into Opportunity for Women,_ by Nicholas D. Kristof and Sheryl WuDunn. Knopf, 2010.

● Geography quiz: Africa. Assesses students' abilities to identify at least 10 countries in Africa and locate them on a map. **SUMMATIVE ASSESSMENTS:** ● Analyze and annotate a map of colonial Africa and post to an online forum. Assesses students' understanding of themes and places in colonial history and their ability to identify these themes and places' modern legacies. ● Design an educational website about the three regions of Nigeria. Assesses students' understanding of key aspects of different regions of Nigeria.	**Reading Standards:** **CCSS.ELA-Literacy.RH.9-10.1.** **CCSS.ELA-Literacy.RH.9-10.2.** **CCSS.ELA-Literacy.RH.9-10.4.** **CCSS.ELA-Literacy.RH.9-10.5.** **CCSS.ELA-Literacy.RH.9-10.7.** **CCSS.ELA-Literacy.RH.9-10.9.** **CCSS.ELA-Literacy.RH.9-10.10**
TIER 2/ ACADEMIC VOCABULARY **(including unit -specific geoterms)** ● Colonialism ● Cultural region ● Delta ● Dialect ● Ethnic diversity ● Ethnic group ● Linguistic group ● Nomad ● Savanna ● Shantytown ● Shari'a ● Tropical rainforest ● Wetland	**SCAFFOLDING FOR DIVERSE LEARNERS AND ELS** ● Pre-teach vocabulary ● Use the Notebook Answer Key to provide partial answers for the Interactive Student Notebook ● Give students copies of the questions asked about each projected image (about Nigeria) ● Storyboard and other graphic organizers for website design ● Advanced students can further investigate one of the armed ethnic conflicts in Africa

Unit 12: Resources and Power in Post-Apartheid South Africa

3 weeks
In this unit, students will study both apartheid and post-apartheid South Africa. They will learn about South Africa's highly ethnically-stratified society, and analyze the redistribution of power and resources in post-apartheid South Africa, exploring changes in politics, education, and living conditions for all members of society. Image analysis features prominently in this unit. Students also spend time studying HIV/ AIDS education programs in South Africa, and the effects of the worldwide HIV/AIDS epidemic. They end the unit reflecting on what they have learned about epidemics based on this unit's content and their own experience with the COVID-19 pandemic.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. What is apartheid? 2. How and when did it end in South Africa? 3. Who is Nelson Mandela? 4. What are living conditions like today for all citizens of South Africa?	1. Apartheid's racial segregation divided a multiracial society. 2. The end of apartheid meant the redistribution of power and resources in the society over time, and the end of white supremacy in South Africa 3. The end of apartheid has not yet achieved economic and social justice in South Africa 4. HIV/AIDS continues to be a big problem for South Africa and other nations. 5. There is a strong connection between standard of living and the rate of HIV infection.	1. Define and use unit-specific essential geoterms. 2. Define apartheid. 3. Demonstrate a basic grasp of issues and events related to pre- and post-apartheid South Africa. 4. Evaluate the progress South Africa has made toward equality since it was abolished, in terms of living conditions and access to political, employment, HIV/ AIDS education, and general educational opportunities. 5. Analyze the four main ethnic groups in South Africa relative to their rights and power. 6. Make connections between standard of living and rate of HIV infection. 7. Reflect on challenges inherent in epidemics and pandemics.

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ASSESSMENTS: ● Image analysis. Assesses students' understanding of issues and events related to pre- and post- apartheid South Africa. ● Geoterms Quiz. Assesses students understanding of key terms (including apartheid) in this unit. ● Journal prompts. Assesses students' consideration of lessons and challenges inherent in epidemics and pandemics. **SUMMATIVE ASSESSMENTS:** ● Create a rating card for South Africa. Assesses the amount of progress the country has made since the end of apartheid in living conditions and the four main ethnic groups' access to political, employment, HIV/ AIDS education, and general educational opportunities. Also assesses students' understanding of the connections existing between standard of living and rate of HIV infection. ● Cumulative Content test. Assesses students' grasp of enduring understandings and geography in units 10-12.	**Targeted Social Studies Standards:** **DE-CIVICS.1.9-12a** **DE-GEOG.4.9-12a/12.3** **Reading Standards:** **CCSS-ELA-Literacy-RH9-12.4** **CCSS-ELA-Literacy-RH9-12.5** **CCSS-ELA-Literacy-WH9- 12.7** **CCSS-ELA-Literacy-WH9-12.8** **CCSS-ELA-Literacy-WH9-12.9** **CCSS.ELA- Literacy.SL.1**

TIER 2/ ACADEMIC VOCABULARY (including unit -specific geoterms)	SCAFFOLDING FOR DIVERSE LEARNERS AND ELS
- Apartheid - Cash crop - Distribution - Ethnic group - Multiracial - Per capita - Township - Slum	- Cue cards with sentence stems to analyze photos about apartheid and post-apartheid life - Different color highlighters (one color to highlight all the ways life has improved in South Africa since the end of apartheid and another color to highlight all the ways life has not improved) - Provide students questions about images ahead of time - Pre-teach vocabulary - Assign select chapters from Trevor Noah's *Born a Crime: Stories from a South African Childhood* memoir for disengaged and/or advanced students

Unit 13: Oil in Southwest Asia: How "Black Gold" has shaped a Region
2 weeks

In this unit, students understand how oil is formed and distributed in Southwest Asia (AKA the Middle East), and investigate the effects of large oil reserves on Southwest Asian countries. Students will also analyze geographical data which represent how oil has affected 10 countries in Southwest Asia. They also study the impact of oil production and sale on different communities. In the last part of this unit students explore alternative energy resources.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. What is crude oil and how does it form? 2. How and why do oil-producing countries try to regulate oil sales? 3. How has oil changed life in	1. More than half of the world's proven crude oil reserves lie under Southwest Asia. 2. The wealth from oil sales is not distributed evenly among the citizens of oil-rich countries.	1. Correctly use unit-specific essential geoterms. 2. Identify 10 countries in Southwest Asia/ the Middle East (Bahrain, Iran, Iraq, Kuwait, Oman, Qatar, Saudi Arabia, Syria,

Southeast Asia? 4. What are nonrenewable and nonrenewable resources?	3. Most oil-exporting countries depend on oil sales to support their economies. 4. The UN's Human Development Index measures the well-being of a country's people. 5. Sunlight, wind, geothermal energy, waterpower and trees are types of renewable energy.	United Arab Emirates, and Yemen) and locate them on a map. 3. Demonstrate a strong understanding of the ways in which oil has affected lives in Southwest Asia. 4. Show HDI (Human Development Index) data graphically. 5. Explore and explain solar energy usage around the world.

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ASSESSMENTS: ● Group geography poster. Assesses students' knowledge of 10 Southwest Asian country locations. ● Solar energy quiz. Assesses students' abilities to understand and explain solar energy usage around the world **SUMMATIVE ASSESSMENTS:** ● Annotated Southwest Asia map project, with accompanying narrative. Assesses students' knowledge of oil reserves and HDI levels in Southwest Asia, as well as their understanding of the ways in which oil has affected lives in Southwest Asia, and their abilities to apply select words from this unit's geoterms in original writing.	**Targeted Social Studies Standards:** **DE-ECON.4.9-12** **DE-HIST.2.9-12b** **Reading Standards:** **CCSS.ELA-Literacy.RH.9-10.1.** **CCSS.ELA-Literacy.RH.9-10.2.** **CCSS.ELA-Literacy.RH.9-10.4.** **CCSS.ELA-Literacy.RH.9-10.5.** **CCSS.ELA-Literacy.RH.9-10.7.** **CCSS.ELA-Literacy.RH.9-10.9.** **CCSS.ELA-Literacy.RH.9-10.10.**

TIER 2/ ACADEMIC VOCABULARY (including unit -specific geoterms)	SCAFFOLDING FOR DIVERSE LEARNERS AND ELS
● Crude oil ● Nonrenewable ● Renewable ● Oil reserves ● Impermeable ● Refinery ● Petroleum ● Arabic ● Persian ● Export ● Import	● Pre-teach vocabulary ● Heterogenous pairs for geography poster project ● Provide partially-completed template for annotated Southwest Asia map project ● Provide sentence stems for annotated Southwest Asia map project ● Word bank for geoterms

Unit 14: Tech Workers and Time Zones: India's Comparative Advantage   2 weeks
In this unit, students will learn about the global revolution in information technology (IT), and examine the factors that give India a comparative advantage in the global IT revolution. They will discover the factors that cause foreign companies to invest in the United States and the effects of such investment. Also in this unit, students investigate the impact of the global IT revolution by participating in simulated Internet searches and online meetings with three people from Bangalore, India: a call center agent, an auto-rickshaw driver, and a software engineer. Students use their notes from these experiences to write a feature article about the impact of the IT revolution in India.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. What is IT? 2. What are time zones and why are they important? 3. What is the global revolution in IT?	1. India has four advantages in the IT revolution: - English language speakers - Low wages	1. Define and use unit-specific essential geoterms. 2. Locate India and at least 4 other Central Asian countries on a map.

4. What conditions have given India an advantage in the IT revolution? 5.	- Well-educated and trained workers - Time zone difference with US 2. Companies can do business with other countries by outsourcing or through foreign investment. 3. Many people and businesses around the world invest money in the United States.	3. Analyze maps depicting the growth of IT jobs. 4. Explain the effects of the IT revolution in India. 5. Understand the prevalence and rationale for foreign-company jobs in the United States.

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ASSESSMENTS ● Geoterms and Central Asia geography quiz. Assesses students' abilities to define and use this unit's geoterms and locate 5 countries (one of which is India) on a map. ● Interactive Notebook map work. Assesses students' abilities to analyze maps depicting the growth of IT jobs and foreign- company jobs in the US. **SUMMATIVE ASSESSMENTS** ● Feature article and accompanying map based on simulated Internet searches and online meetings. Assesses' students' understanding of the effects of the IT revolution in India. ● Informational essay on the US's comparative advantage in attracting foreign companies. Assesses students' understanding of the prevalence and rationale for foreign-company jobs in the United States.	**Targeted Social Studies Standards:** **DE-CIVICS.1.9-12** **Reading Standards:** **CCSS-ELA--Literacy-RH9-12.4** **CCSS-ELA-Lit-eracy-RH9-12.5** **CCSS-ELA-Lit-eracy-WH9-12.7** **CCSS-ELA-Lit-eracy-WH9-12.8** **CCSS-ELA-Lit- WH9-12.9** **CCSS.ELA--Literacy.SL.1** **CCSS.ELA-Literacy.SL.4** **CCSS.ELA-Literacy.SL.6**

TIER 2/ ACADEMIC VOCABULARY (including unit -specific geoterms)	SCAFFOLDING FOR DIVERSE LEARNERS AND ELS
- Workforce - Brain drain - Comparative - Linguistic group - Dialect - Foreign investment - Illiterate - Outsource - Time zone - Caste - Silicon Valley - Hindu - Hind	- Incremental due dates for stages of this unit's two writing assignments - Sentence starters for this unit's two writing assignments - Provide graphic organizers for this unit's two writing assignments - Advanced learners can expand the feature article by adding two positive effects and two negative effects that the outsourcing of IT jobs to India has had on the United States.

Unit 15: China - The World's Most Populous Country 3 weeks
In this unit, students learn about the challenges that accompany a large population. They learn that China is still the most populous country in spite of its many hardships (drought, famine, etc.), as they study the natural rate of increase within populations. Students also use graphs and maps to analyze populations around the world and to examine challenges they may face.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. What does natural rate of increase mean?		1. Define and use unit-specific essential geoterms.

2. How has China tried to meet the challenges created by its large and growing population? 3. In what ways have different countries tried to meet the challenges created by large and growing populations?	1. There are many challenges associated with having a large population. 2. The **rate of natural increase** refers to the difference between the number of live births and the number of deaths occurring in a year, divided by the mid-year population of that year, multiplied by a factor (usually 1,000). 3. China uses different strategies to address the challenges associated with its large and growing population. These are 1) Slowing population growth ; 2) Providing more clean energy ; 3) Promoting economic growth 4. There were many consequences -- some anticipated and others unforeseen-- of China's One Child policy	2. Locate China on a map. 3. Select and present a world population map. 4. Study and evaluate how China addresses the challenges associated with its large and growing population. 5. Create a plan to address population growth.

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ASSESSMENTS ● Group population control evaluations. Assesses students' understanding of China's efforts to address challenges associated with its large and growing population	**Targeted Social Studies Standards:** **DE-ECON.3.9-12a** **DE-HIST.3.9-12a** **Reading Standards:** **CCSS.ELA-Literacy.RH.9-10.1.** **CCSS.ELA-Literacy.RH.9-10.2.**

• Partner map presentations. Assesses students' abilities to understand and analyze world population maps, and to locate China on a map.
 	
SUMMATIVE ASSESSMENTS
  • Informational essay about controlling population growth. Assesses students' understanding of population growth causes and solutions and their understanding and ability to apply relevant unit geoterms.
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	CCSS.ELA-Literacy.RH.9-10.4.
	CCSS.ELA-Literacy.RH.9-10.5.
	CCSS.ELA-Literacy.RH.9-10.7.
	CCSS.ELA-Literacy.RH.9-10.9.
	CCSS.ELA-Literacy.RH.9-10.10.

TIER 2/ ACADEMIC VOCABULARY
(including unit -specific geoterms)
 	
  • Birth rate
  • Death rate
  • Doubling time
  • Population density
  • Ecosystem
  • Floodplain
  • Hydroelectric power
  • Rate of natural increase
	SCAFFOLDING FOR DIVERSE LEARNERS AND ELS
	
	  • Extra support for math calculations- calculators, buddies
	  • Pre-teach vocabulary
	  • Incremental due dates for informational essay
	  • Sentence starters and graphic organizers for informational essay
	  • Informational essay sample response
	  • Advanced students can augment their information letter by making it a five-paragraph letter to the United Nations Population Division, including a proper salutation and closing with a call to action that references current world concerns (COVID, climate refugees, etc.)

Name:
Date:
Period:

The Maya

Targeted Social Studies Standard:

DE-GEOG.2.9-12: Students will understand the Earth's physical environment as a set of interconnected systems (ecosystems) and the ways humans have perceived, reacted to, and changed environments at local to global scales.

Reading Standards:

CCSS.ELA-LITERACY.RH.9-10.1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
CCSS.ELA-LITERACY.RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Vocabulary
Using the words below, craft a thoughtful sentence that demonstrates your understanding of the vocabulary
1. Adaptation

2. Traditional Culture

3. Subsistence Farming

4. Indigenous People

5. Adobe

6. Codex

7. Restitution

8. Stele

9. City-State

Map Skills

1. Label 10 countries in Central and South America
2. Label 2 Bodies of Water
3. Shade in ORANGE areas where the Maya live *currently*
4. Shade in BLUE remaining areas where the Maya lived *historically*

Document Analysis (modified from Stanford History Education Group)
Answer the following questions based on Documents A - C

Document A: Maya Vessel
1. Who, When, Where?

2. Who is Marc Zender? Is he a reliable source? Why or why not?

3. Evaluate the vessel as a historical object. What does it tell us about the influence of Teotihuacan? How can you tell?

Document B: Maya Monuments
4. Who, When, Where?

5. Which direction was Teotihuacan from Tikal based on the reading?

6. The picture of Nun Yax Ayin, the new king of Tikal, was carved in the style of Teotihuacan art, not the usual Maya style. Why might the artist have portrayed a Maya leader in a style from another society? What could this mean about Teotihuacan's influence on classic Maya society?

7. Who is David Stuart? Is he a reliable source? Why or why not? What does Stuart say about the meaning of the writings?

8. Evaluate the monument as a historical object. What does it tell us about the influence of Teotihuacan? How can you tell?

Document C: Aztec Encyclopedia

9. Who, When, Where?

10. Based on these passages, what can we say about the influence that Teotihuacan had on Aztec society?

Final Conclusion:

In a paragraph using *CER*, answer the following overarching question

What was Teotihuacan's influence on other Mesoamerican societies?

Document A: Maya Vessel

This ceramic vessel was made by an artist in the Maya lowlands around 600-900 CE. The Maya lowlands are located in the northern part of present-day Guatemala, about 700 miles southeast of Teotihuacan.

Professor Marc Zender, an anthropologist who studies classic Maya society, said the following about this vessel: "The central icon is a large bird, with feather fans and other icons that indicate that it's an import from central Mexico, from the great city of Teotihuacan. . . . When we roll out this image, we see not only this great foreign bird but also . . . foreign snakes. This was . . . the Maya's attempt to use their own writing and art to come to terms with elements far outside of their own region."

Source: Ceramic vessel by unknown Maya artist, 600-900 CE

Document B: Maya Monuments

Below are translations of writings that come from some Maya monuments created 379-504 CE in the classic Maya cities of Tikal and Uaxactún. The writings were translated by David Stuart, a professor of archaeology at the University of Texas at Austin, who studies classic Maya society. After reading the Maya writings, you will then read David Stuart's ideas about what these monument writings mean.

In 374 CE, Spearthrower Owl became king of an unnamed place.

Someone named Siyah K'ak' arrived in the Maya city of Tikal on January 14, 378 CE, with the approval of Spearthrower Owl.

Siyah K'ak' came from the west.

On the very same day of Siyah K'ak's arrival, the Tikal ruler Jaguar Paw died.

Within a year of Siyah K'ak's arrival in Tikal, Spearthrower Owl's son Nun Yax Ayin became the ruler of Tikal instead of Jaguar Paw's son. [A picture of Nun Yax Ayin is carved in the style of Teotihuacan art, not in the usual Maya style.]

Source: Unknown Maya authors, monuments from classic Maya cities of Tikal and Uaxactún, created 379-504 CE, translated by David Stuart

David Stuart's ideas about what the monuments' writing means:

I conclude that Siyah K'ak' was a foreigner and may have started Teotihuacan's presence in Tikal. I would speculate that Siyah K'ak' was the leader of a military force that overthrew Tikal's dynasty in 378 CE, killing the ruler Jaguar Paw and installing a new ruler, Nun Yax Ayin, in his place.

Document C: Aztec Encyclopedia

The Florentine Codex is an encyclopedia of Aztec history and culture. It was first drafted around 1555 in Tenochtitlan, the Aztec capital.

The Spanish priest Bernardino de Sahagún was in charge of the project to make the encyclopedia. He wanted to write a detailed record of Aztec culture. With some of his former students, who were Aztec men, Sahagún took down the statements of Aztec elders, and his students drafted the books in the Aztec language.

Book 3, Chapter 1 How and where the gods began is not well known. But this is clear: at Teotihuacan, long ago, when there was still darkness, all the gods gathered together and debated who would become the sun. . . . Then all the gods died so that the sun might come into being.

Book 10, Chapter 29 Long ago, the Aztecs moved from the northern desert lands to the Valley of Mexico. Behold the story which the ancients told. On their long journey, the Aztecs made offerings at a place named Teotihuacan. There they raised pyramids for the sun and for the moon. Then they made many small pyramids, where offerings were made. At Teotihuacan, their leaders were elected. And when the rulers died, the Aztecs buried them there and built a pyramid over them. The pyramids now stand like small mountains, though they were made by hand. And so they named it Teotihuacan, because it was the burial place for the rulers. For so it was said: "When we die, it is not true that we die, for still we live. We are resurrected. We awaken." . . . Thus, the ancients said, the ruler who died became a god . . . so that those who were rulers would be obeyed. All were worshiped as gods when they died; some became the sun, some the moon, etc.

Source: Florentine Codex, first drafted around 1555 by Bernardino de Sahagún and his research assistants.

Grade 10 Social Studies: Power and Money (Government and Economics) (1 Year Course) (1 Credit)
Scope & Sequence

Power and Money is a dynamic and insightful 10th grade course that explores the fundamental principles of governance and the intricate workings of the economy. In this class, students delve into the structures and functions of government systems, the rights and responsibilities of citizens, and the mechanisms that shape economic decision-making. By examining the interplay between politics and economics, they gain a comprehensive understanding of how societies are governed, resources are allocated, and policies are formulated. Through lively discussions, case studies, and real-world examples, students will cultivate critical thinking, analytical skills, and an appreciation for the role of informed citizenship and economic literacy in shaping our world.

Unit 1: Forms of Government
6 weeks

In this module, students embark on an exciting exploration of the various systems of governance that shape societies across the globe. From democratic republics to absolute monarchies, from parliamentary systems to authoritarian regimes, they examine the diverse structures, ideologies, and power dynamics that define different forms of government. Through engaging discussions, case studies, and comparative analyses they dig into the strengths, weaknesses, and impacts of each system on individual freedoms, citizen participation, and the overall well-being of societies.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES SWBAT:
1. What are the key characteristics and principles of different forms of government? 2. How do different government types impact the rights and freedoms of citizens? 3. What are the advantages and disadvantages of various government systems in terms of efficiency, stability, and representation? 4. How do different government types address societal needs, promote economic development, and handle social inequalities?	1. Different forms of government are characterized by unique structures, ideologies, and power dynamics. 2. The rights and freedoms of citizens vary across different government types. 3. The effectiveness and stability of government systems can vary based on factors such as representation, accountability, and checks and balances. 4. Government types play a crucial role in addressing societal needs, shaping economic policies, and addressing social inequalities.	1. Students will analyze the ways in which the structure and purposes of different governments around the world reflect differing economics, ideologies, cultures, values, and histories. 2. Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change. 3. Students will develop and implement effective research strategies for investigating a given historical topic.

5. How do different government types employ economic systems and how do these systems affect citizens?		4. Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ASSESSMENTS: Reading Comprehension Slideshow Comparative Text Graphic Organizer **SUMMATIVE ASSESSMENTS:** Mock Trial Debate Political Cartoons	**Target Standard:** **DE-ECON3.9-12** **Reading Standards:** **CCSS.ELA-Literacy.RH.9-10.1** **CCSS.ELA-Literacy.RH.9-10.2** **CCSS.ELA-Literacy.RH.9-10.4** **CCSS.ELA-LITERACY.RI.9-10.1** **CCSS.ELA-LITERACY.RI.9-10.4** **CCSS.ELA-LITERACY.W.9-10.2** **CCSS.ELA-LITERACY.W.9-10.3** **CCSS.ELA-LITERACY.SL.9-10.1**
TIER 2/ ACADEMIC VOCABULARY	**SCAFFOLDING FOR DIVERSE LEARNERS AND ELS**
● Economy Systems Introduction ● Communism ● Dictatorship ● Confederation ● Theocracy ● Oligarchy ● Anarchy ● Absolute Monarchy ● Constitutional Monarchy ● Direct Democracy ● Representative Democracy	● Graphic Organizers ● Simplified readings based on Lexile Scores ● Multimodal Resources ● Guided Notes ● Small-group activities ● Real-world Connections

- Junta
- Fascism

Unit 2: America's Republic
9 weeks

In this unit students will explore the distinct roles and responsibilities of the executive, legislative, and judicial branches. They will delve into the intricacies of the separation of powers and checks and balances, and gain a comprehensive understanding of how these branches work together to uphold democracy and ensure the functioning of our government. Through interactive discussions, case studies, and simulations, they will learn to uncover the unique powers and limitations of each branch and analyze their impact on the governance of our nation.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES SWBAT:
1. What are the roles and responsibilities of the executive, legislative, and judicial branches of the American government? 2. How do the three branches of government interact and work together to maintain checks and balances? 3. How does each branch exercise its unique powers and authority to serve as a check on the others? 4. What are the implications of the separation of powers and checks and balances for democracy and the protection of individual rights and liberties in the United States?	1. The three branches of government in the United States - the executive, legislative, and judicial branches - each have distinct roles and powers that are essential for the functioning of a balanced and democratic system. 2. The principle of checks and balances ensures that no single branch of government becomes too powerful, as each branch has the ability to limit or influence the actions of the others, promoting accountability and preventing abuse of power. **3.** The separation of powers between the three branches creates a system of shared responsibility, where the executive branch enforces laws, the legislative branch makes laws, and the judicial branch interprets laws,	1. Students will analyze the different functions of federal, state, and local governments in the United States and examine the reasons for the different organizational structures each level of government employs. 2. Students will examine and analyze the extra-Constitutional role that political parties play in American politics. 3. Students will understand that the functioning of the American government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over time.

	ensuring a fair and equitable application of justice.	

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ASSESSMENTS: Historic Supreme Court Cases Powers of the President Electoral Mapping **SUMMATIVE ASSESSMENT:** Murder Mystery Contract Negotiations Progressivism Law (Senators) Campaign Videos and Class Election Court Case Custody Battle	**Target Standards:** **DE-HIS.4.9-12a** **DE-HIS.4.9-12b** **Reading Standards:** **CCSS.ELA-Literacy.RH.9-10.5** **CCSS.ELA-Literacy.RH.9-10.6** **CCSS.ELA-Literacy.RH9-10.8** **CCSS.ELA-LITERACY.RI.9-10.5** **CCSS.ELA-LITERACY.W.9-10.4** **CCSS.ELA-LITERACY.W.9-10.9** **CCSS.ELA-LITERACY.SL.9-10.6**
TIER 2/ ACADEMIC VOCABULARY	**SCAFFOLDING FOR DIVERSE LEARNERS AND ELS**
● Executive branch ● Legislative branch ● Judicial branch ● Separation of powers ● Checks and balances ● President ● Congress ● Senate ● House of Representatives ● Supreme Court ● Constitution ● Bill ● Law ● Veto ● Impeachment	● Graphic Organizers ● Simplified readings based on Lexile Scores ● Multimodal Resources ● Guided Notes ● Small-group activities ● Real-world Connections

| ● Judicial review
● Nomination
● Confirmation
● Cabinet
● Executive order
● Majority
● Minority | |

Unit 3: Economics
12 weeks

In this unit, students will delve into various economic theories, models, and frameworks that economists use to analyze and explain the behavior of individuals, firms, and governments. We will explore topics such as supply and demand, market structures, economic systems, fiscal and monetary policy, international trade, and more. This unit aims to equip students with the fundamental tools and knowledge to critically analyze economic issues, evaluate policy choices, and make informed decisions in both personal and professional spheres. Through engaging discussions, real-life examples, and interactive activities, students will strive to connect economic theory with its practical applications.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES
1. How do supply and demand interact to determine prices and quantities in a market economy? 2. What are the different types of market structures, and how do they impact competition and economic outcomes? **3.** How do governments utilize fiscal and monetary policies to stabilize the economy and promote growth? 4. What are the fundamental principles and concepts that govern economic systems and behavior?	1. Scarcity and choice: Resources are limited, while human wants and needs are unlimited. 2. Interdependence and trade: Individuals, businesses, and nations depend on one another for the production and consumption of goods and services. 3. Incentives and decision-making: People respond to incentives when making economic decisions.	1. Students will analyze how changes in supply and demand interact in competitive markets to determine or change the price of goods and services. 2. Students will demonstrate how economic choices are made in a market economy in which markets and the actions of the government influence the production and distribution of goods and services. 3. Students will develop an understanding of how economies function as a whole, including the causes and effects of inflation,

		unemployment, business cycles, and monetary and fiscal policies.
		4. Students will analyze and evaluate how the selection of broad social goals influences the quality of life of citizens living in a wide range of economic systems.
		5. Students will analyze and interpret the influence of the distribution of the world's resources, political stability, national efforts to encourage or discourage trade, and the flow of investment on patterns of international trade.

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ASSESSMENTS: Housing/School Discrimination Bubbles in Econ Supply and Demand Line Shifting Taxes **SUMMATIVE ASSESSMENTS:** Rent Control Roommate Activity – splitting rent/bills Writing Checks/online banking Stock Market Game Toyota.com financing vs cash Ethics in Business Infographic on Social Media	**Target Standards:** **DE-ECON1.9-12** **DE-ECON2.9-12** **Reading Standards:** **CCSS.ELA-Literacy.RH.9-10.6** **CCSS.ELA-Literacy.RH.9-10.4** **CCSS.ELA-Literacy.RH.9-10.2** **CCSS.ELA-Literacy.RH9-10.7** **CCSS.ELA-LITERACY.RI.9-10.2** **CCSS.ELA-LITERACY.RI.9-10.8** **CCSS.ELA-LITERACY.W.9-10.1** **CCSS.ELA-LITERACY.W.9-10.5** **CCSS.ELA-LITERACY.SL.9-10.2** **CCSS.ELA-LITERACY.SL.9-10.5**

TIER 2/ ACADEMIC VOCABULARY	SCAFFOLDING FOR DIVERSE LEARNERS AND ELS
Scarcity Opportunity cost Supply Demand Equilibrium Market Production Consumption Goods Services Factors of production Labor Capital Entrepreneurship Land Market structure Gross Domestic Product (GDP) Inflation Unemployment Fiscal policy Monetary policy Interest rates Money supply Budget deficit National debt	● Graphic Organizers ● Simplified readings based on Lexile Scores ● Multimodal Resources ● Guided Notes ● Small-group activities ● Real-world Connections

Unit 4: Power and Foreign Policy
9 Weeks

Foreign policy encompasses the strategies, principles, and actions employed by governments to safeguard their national interests, promote diplomacy, negotiate agreements, and address global challenges. From diplomatic negotiations and alliances to economic cooperation and security concerns, foreign policy shapes the interactions between nations and profoundly impacts the course of history. Throughout this unit, students will dig into the key components of foreign policy, analyze its underlying theories, study historical case studies, and critically examine the complex dynamics that influence the actions and decisions of countries in an interconnected world.

ESSENTIAL QUESTIONS	ENDURING UNDERSTANDINGS	LEARNING OBJECTIVES SWBAT
1. How is power used around the globe and what influence does the USA have worldwide? 2. What is foreign policy and why is it important? 3. What factors influence a country's foreign policy decisions? 4. How do different foreign policy approaches impact global relations? 5. How does foreign policy impact domestic affairs and citizens? 6. How does the United Nations facilitate global communication and security.	1. Foreign policy is shaped through a variety of factors; national interests, economic interests, and security. 2. Foreign policy is a balance between protecting a nation's own interest but also participating in global cooperation. 3. The United Nations isn't a perfect organization but have multiple highly effective organizations that support a better world.	1. Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change. 2. Students will develop and implement effective research strategies for investigating a given historical topic. 3. Students will develop an understanding of recent and modern world history and its connections to United States history

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ASSESSMENTS: UN Packet Malala Text reading Sudan Mapping **SUMMATIVE ASSESSMENTS:** Nile Dam Multilateral Agreement Model UN UN Resolution writing	**Target Standard:** **DE-ECON4.9-12** **Reading Standards:** **CCSS.ELA-Literacy.RH9-10.8** **CCSS.ELA-Literacy.RH9-10.10** **CCSS.ELA-LITERACY.RI.9-10.3** **CCSS.ELA-LITERACY.RI.9-10.6** **CCSS.ELA-LITERACY.RI.9-10.7** **CCSS.ELA-LITERACY.W.9-10.6** **CCSS.ELA-LITERACY.W.9-10.10** **CCSS.ELA-LITERACY.SL.9-10.3**

	CCSS.ELA-LITERACY.SL.9-10.4
TIER 2/ ACADEMIC VOCABULARY ● Diplomacy ● Resource Distribution ● Sovereignty ● International Relations ● Multilateralism ● Bilateral ● Alliance ● International Trade ● Non-intervention ● Economic Sanctions ● Foreign Aid ● Security Council ● Nuclear Proliferation ● Human Rights ● Globalization ● Foreign Policy ● Soft Power ● Hard Power	**SCAFFOLDING FOR DIVERSE LEARNERS AND ELS** ● Graphic Organizers ● Simplified readings based on Lexile Scores ● Multimodal Resources ● Guided Notes ● Small-group activities ● Real-world Connections

Name:
Date:
Period:

Rent Control

Adopted from Sample DE Assessment

Targeted Social Studies Standard:

DE-ECON.1.9-12a: Students will demonstrate how economic choices are made in a market economy in which markets and the actions of the government influence the production and distribution of goods and services.

DE-ECON.2.9-12a: Students will develop an understanding of how economies function as a whole, including the causes and effects of inflation, unemployment, business cycles, and monetary and fiscal policies.

Reading Standards:

CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.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.

Source 1: Rent regulation can take various forms, including rent control (the placing of a cap on the rent that can be charged) and rent stabilization (setting limits on how much rent can be raised over time). Supporters argue that introducing controls helps ensure that households on low and middle incomes are not squeezed out of cities in which housing costs are soaring. In many booming cities, growth has pushed up rents, and over time the composition of many neighborhoods has changed in favor of those who can afford higher prices.

Source 2: That rent control is an ineffective and often counterproductive housing policy is no longer open to serious question. The profound economic and social consequences of government intervention in the nation's housing markets have been documented in study after study, over the past twenty-five years. In response to this hard-earned experience, states and local jurisdictions from Massachusetts to California have greatly constrained rent control. Nevertheless, a number of communities around the country continue to impose rent controls, usually with the stated goal of preserving affordable housing for low- and middle-income families. Rent control does not advance this important goal. To the contrary, in many communities rent control has actually reduced both the quality and quantity of available housing.

Multiple Choice

1. Which detail from **Source 1** is corroborated by **Source 2**?
    a. Rent control increases the quality of affordable housing.
    b. Rent control is intended to help lower-income residents.
    c. Rent control research proposals do not include coastal states.
    d. Rent control is needed because urban populations grow quickly.

2. What is the most likely meaning of the word **constrained**, as it is used in **Source 2**?
    a. relaxed
    b. confined
    c. restricted
    d. compelled

3. What are the two main forms of rent regulation mentioned in the text?
    a. Rent increase and rent reduction
    b. Rent control and rent reduction
    c. Rent stabilization and rent reduction

d. Rent control and rent stabilization

4. Why do supporters argue for rent regulation?

    a. To push up rents in booming cities

    b. To favor those who can afford higher prices

    c. To ensure that households on low and middle incomes can afford housing in booming cities

    d. To change the composition of neighborhoods

3. According to Source 2, what is the opinion on rent control as a housing policy?

    a. It is a policy that has not been studied enough

    b. It is an effective and productive policy

    c. It is an ineffective and often counterproductive policy

    d. It is an open question with no clear answer

4. What has been the response to the negative consequences of rent control, according to Source 2?

    a. Rent control has been expanded to more cities

    b. Rent control has been abolished in all states

    c. More communities have imposed rent control

    d. States and local jurisdictions have greatly constrained rent control

5. What is the stated goal of communities that continue to impose rent controls?

    a. To favor those who can afford higher prices

    b. To increase the quality and quantity of available housing

    c. To preserve affordable housing for low- and middle-income families

    d. To reduce the housing costs in booming cities

6. According to Source 2, does rent control advance the goal of preserving affordable housing?

    a. Rent control has not been studied enough

    b. It is unclear

    c. Yes, it advances the goal

    d. No, it does not advance the goal

7. What is the purpose of introducing rent controls according to its supporters?

a. To change the composition of neighborhoods

b. To ensure low and middle incomes are not squeezed out of cities with high housing costs

c. To increase rent prices

d. To allow for higher rent prices

9. What effect has growth had on many booming cities?

a. Increased rent prices

b. Decreased rent prices

c. Increased housing quality

d. Decreased housing availability

10. According to Source 2, what has been the result of government intervention in the nation's housing markets?

a. Increased housing quality

b. Decreased housing costs

c. Increased housing availability

d. Profound economic and social consequences
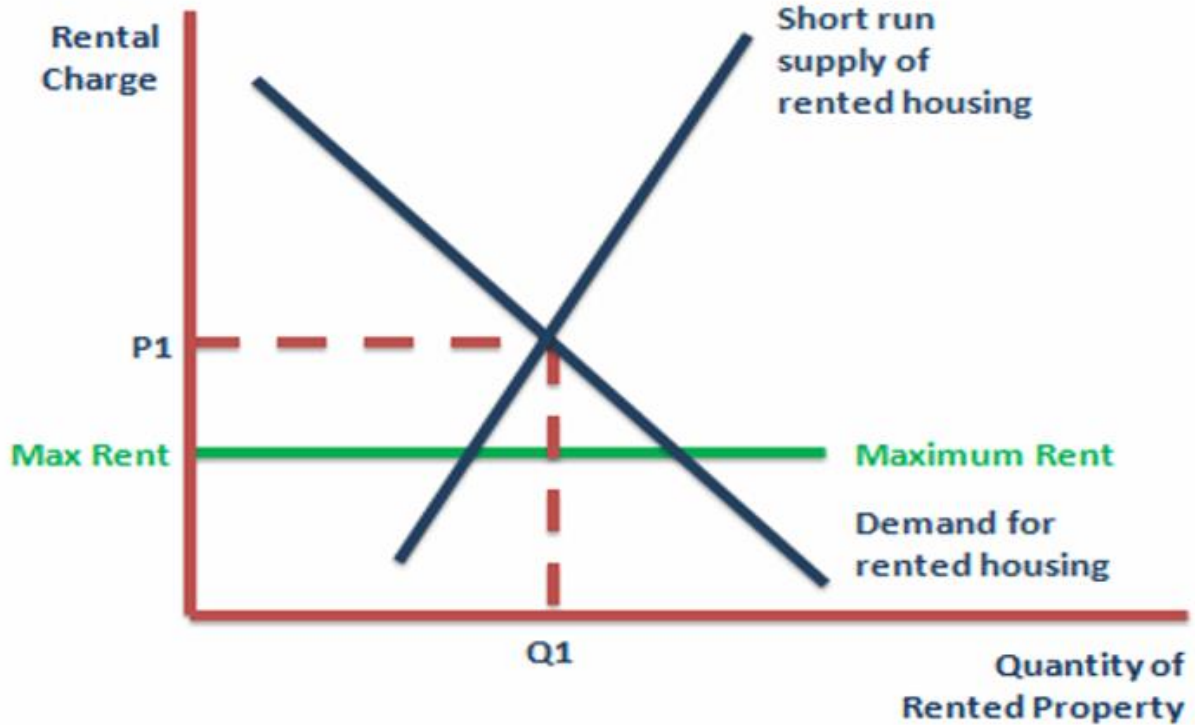
This graph shows the effects of rent control on the market for rented housing. The rent control price is shown as a green line labeled Maximum Rent. The price or cost of rented housing is labeled Rental Charge.

Written Response

11. How does the rent control price shown on this graph justify the arguments made in Source 2? Use evidence from both Source 2 and the graph in your answer.

Yup, Rent Control Does More Harm Than Good

January 2018 by Noah Smith (Bloomberg)

Economists put the profession's conventional wisdom to the test, only to discover that it's correct.

Rent control is one of the first policies that students traditionally learn about in undergraduate economics classes. The idea is to get young people thinking about how policies intended to help the poor can backfire and hurt them instead. According to the basic theory of supply and demand, rent control causes housing shortages that reduce the number of low-income people who can live in a city. Even worse, rent control will tend to raise demand for housing — and therefore, rents — in other areas.

Rent control, the Econ 101 student learns, helps a few people, but overall does more harm than good.

Over the years, rent control has acquired a special bogeyman status among economists. Assar Lindbeck, a Swedish economist who chaired the Nobel prize committee for many years, once reportedly declared that rent control is "the best way to destroy a city, other than bombing."

In the real world, of course, things rarely work exactly as they do in Econ 101. Labor markets don't seem to follow the basic supply-and-demand model. Minimum wages don't seem to throw many people out of work. Building more highways often increases traffic. Given the existence of all these cases where simple models break down, might economists' negative view of rent control be unjustified?

As with so many questions, the answer can only come from looking at data. Economists Rebecca Diamond, Timothy McQuade and Franklin Qian have a new paper that looks at the effects of rent control in San Francisco, a city notorious for high housing costs. They find that the effects of rent control are pretty much what economics textbooks would predict.

Many studies rely on patchy or incomplete data, but not this one. Diamond and her colleagues used data from a private company that was able to combine public records to track the addresses of all San Francisco residents between 1980 and 2016, even if they moved out of California. This allowed them to study the effects of a change in San Francisco's rent control policy in 1995. Previously, all small multi-family buildings were exempt from rent control, but since 1995, only buildings built after 1980 are exempt.

How did this large increase in rent control affect renters? Predictably, people subject to the new policy became less likely to move — between 8 and 9 percent less likely, over the medium to long term.

But not all renters benefited equally. The new policy created a powerful incentive for landlords either to convert rental units into condominiums or to demolish old buildings and build new ones. Either course forced existing tenants — especially younger renters — to move. Landlords affected by the new 1995 policy tended to reduce rental-unit supply by 15 percent.

Being forced to move is traumatic. Not only is it expensive, it can take people out of their longtime communities. It also tends to hurt the most vulnerable members of society the most, since it often forces them to move to poorer neighborhoods with lower education levels and higher unemployment.

There are two other important but invisible groups of people who were hurt by San Francisco's rent policy. First, there are people who want to move to the city, but can't. Second, converting apartments into condos reduces the supply of rental housing and raises rents. The authors' model estimates that the 1995 policy raised rents in San Francisco by 5.1 percent. That is certainly an unwelcome development in a region plagued by high housing costs:

Up, Up and Away

Bay Area California monthly rent price index
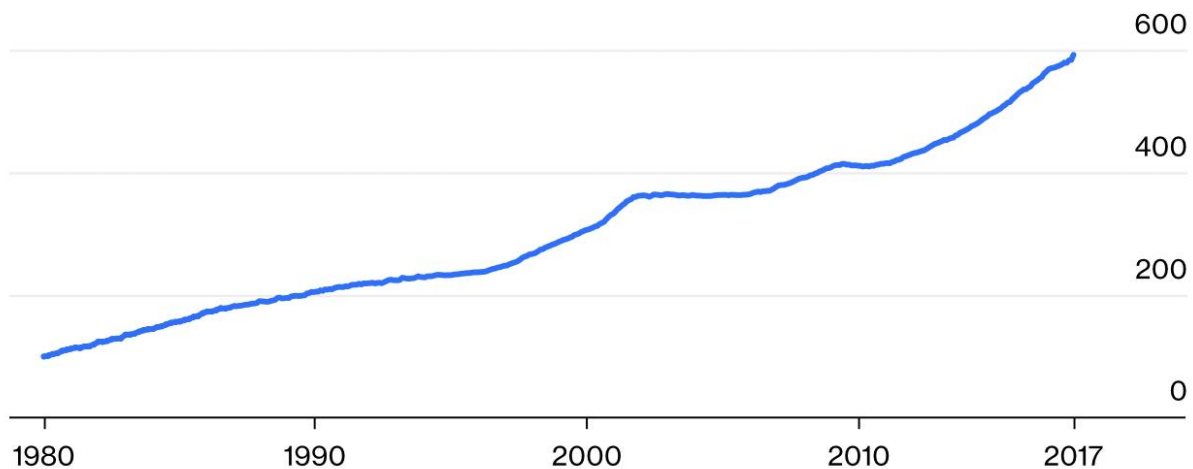
Source: Federal Reserve Bank of St. Louis
1980=100

So rent control helped some people and hurt others. How can these effects be weighed? Diamond and the others constructed an economic model of the demand for housing that let them measure the utilitarian consequences of the policy, and found that the benefit to those who get to stay in their homes almost exactly balances out the various harms the policy causes. Ultimately, they say, rent control is a wash.

But few people are likely to believe strongly in the assumptions of this particular model — there's the risk that rent control could be more harmful than the authors realize. For example, if greater housing density increases citywide [productivity](#), as is probably the case, the effects of rent control are even more pernicious. And policymakers who believe in an ethos of "first do no harm" have reason to be skeptical of a policy whose effects are so ambiguous.

In the end, the strongest argument against rent control is that there are better ways to protect vulnerable renters. Diamond and her coauthors suggest an idea that I've also endorsed in the past — a citywide system of government social insurance for renters. Households that see their rents go up could be eligible for tax credits or welfare payments to offset rent hikes, and vouchers to help pay the cost of moving. The money for the system would come from taxes on landlords, which would effectively spread the cost among all renters and landowners instead of laying the burden on the vulnerable few.

1. According to the basic theory of supply and demand, what does rent control cause?
   a. Increased number of lower-income people in a city
   b. Lower rents in other areas
   c. Decreased demand for housing
   d. Housing shortages

2. What did Assar Lindbeck reportedly say about rent control?
   a. It is the best way to destroy a city, other than bombing
   b. It is the best way to increase demand for housing
   c. It is the best way to help the poor
   d. It is the best way to reduce housing costs

3. What did the economists Rebecca Diamond, Timothy McQuade, and Franklin Qian find in their study of rent control in San Francisco?
   a. Rent control had no effect on renters' likelihood to move
   b. Rent control reduced housing costs by 5.1 percent
   c. Rent control led to a decrease in rental-unit supply
   d. Rent control had a positive effect on the most vulnerable members of society

4. What is one of the potential negative effects of being forced to move due to rent control?
   a. Higher education levels
   b. Lower education levels and higher unemployment rates
   c. Lower unemployment rates
   d. Lower housing costs

5. According to the authors of the article, what is the overall impact of rent control?
   a. It is a harmful policy that should be abolished
   b. It has both benefits and drawbacks that balance each other out
   c. It is a positive policy that helps vulnerable renters
   d. It is a complex policy with ambiguous effects

6. What alternative solution do the authors suggest for protecting vulnerable renters?
   a. Reducing taxes on landlords
   b. Implementing a citywide system of government social insurance for renters
   c. Increasing rent control regulations
   d. Building more low-income housing

7. What would be the source of funding for the suggested alternative solution?
   a. Taxes on landlords
   b. Tax credits for renters
   c. Welfare payments for renters
   d. Donations from private citizens

8. What is the main argument against rent control according to the article?
   a. It is a complex policy with ambiguous effects
   b. It is not effective in reducing housing costs
   c. It does not benefit vulnerable renters
   d. It can have more harmful effects than anticipated

9. What is the potential positive effect of greater housing density according to the article?
   a. Increased affordability of housing
   b. Increased citywide productivity
   c. Decreased citywide productivity
   d. Increased pernicious effects of rent control

10. What is the suggested benefit of a citywide system of government social insurance for renters?
    a. Increased number of low-income people in a city
    b. Increased taxes on landlords
    c. Decreased burden on vulnerable renters
    d. Increased burden on all renters and landowners

Written Response

11. Based on the above reading and your knowledge of economic systems (supply and demand, unemployment statistics, and housing fiscal policies) craft a claim that responses to the following prompt.

    Prompt: In what ways could rent control help or hurt the larger economy? Based on your own economic understandings, should rent control be an imposed policy? Explain your response.

Grade 11 Social Studies : US History 1878 - 2001 (1 Year Course) (1 Credit)
Scope & Sequence

Students in US History study the major social studies themes through interrogation of primary and secondary sources created through a range of authors, experiences, modalities, and times in US History. Through applying historical research skills, critical thinking, reading, and writing skills, students develop arguments and claims backed by textual evidence rooted in historical controversy and understanding.

Curriculum was made based on *New Visions Curriculum for Public Schools (NY)* and a variety of other resources
Secondary Supplementary Resources: *New Visions, Facing History and Ourselves, Reading Like A Historian, Students of History, Teaching History, NewsELA, Gilder Lehrman*

Unit 1: Gilded Age and Progressive Era (1878 - 1920)		
7 weeks		
The United States was transformed from an agrarian to an increasingly industrial and urbanized society. Although this transformation created new economic opportunities, it also created societal problems that were addressed by a variety of reform efforts.		
ESSENTIAL QUESTIONS	**CONCEPTUAL UNDERSTANDINGS**	**LEARNING OBJECTIVES**
How do people affect change in their society? *Is there one American Experience?* *To what extent does the American economy shape the American experience?*	*New technologies and economic models created rapid industrial growth and transformed the United States.* *Rapid industrialization and urbanization created significant challenges and societal problems that were addressed by a variety of reform efforts.* *Federal policies regarding westward expansion had positive effects on the national economy but negative consequences for Native Americans.*	- Understand how the national economy grew so dramatically during the late nineteenth century. - Recognize the changes happening within the nation's rapidly expanding cities. - Assess the effects of economic growth on the nation's workers—particularly those whose labor fueled the expanding industrial infrastructure.

	Racial and economic motives contributed to long-standing discrimination against Mexican Americans and opposition to Chinese immigration.	

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ASSESSMENTS & ACTIVITIES: ● Impact of Railroads ● The Chinese Exclusion Act ● Constitutional Politics ● Political Parties in Changing America ● Gilded Age Graphs ● Industrialization in the Gilded Age ● Causes and Effects of Industrialization (1870 - 1910) ● Labor Movement ● Media Bias and Labor Unions ● Immigration and Urbanization ● Immigration: Arriving in America ● Robber barons or Captains of Industry? ● Political Cartoons of the Gilded Age ● Triangle Shirtwaist Factory Fire ● Progressive Era Reform Movements ● Booker T. Washington and W.E.B. Du Bois ● Pure Food and Drugs Act ● Populist Party Platform ● Living Wage ● 19th Amendment ● How the Other Half Lives **SUMMATIVE ASSESSMENTS:** ● DBQ: Women's Suffrage	**Target Social Studies Standards:** **DE-HIS.1.9-12** **DE-HIS.3.9-12** **Reading Standards:** **CCSS.ELA-Literacy.RH.11-12.1** **CCSS.ELA-Literacy.RH.11-12.2** **CCSS.ELA-LITERACY.W.11-12.1** **CCSS.ELA-LITERACY.W.11-12.2** **CCSS.ELA-LITERACY.RI.11-12.1** **CCSS.ELA-LITERACY.RI.11-12.2** **CCSS.ELA-LITERACY.SL.11-12.1** **CCSS.ELA-LITERACY.SL.11-12.2**

- DBQ: Reform Movements
- Unit 1 Synthesis Activity: Reform Movements, Equality, Economic Systems
- CER Quick Writes
- Unit Quizzes & Tests

Unit 2: Rise of American Power (1870 - 1920)
8 weeks
Numerous factors contributed to the rise of the United States as a world power. Debates over the United States' role in world affairs increased in response to overseas expansion and involvement in World War I. United States participation in the war had important effects on American society.

ESSENTIAL QUESTIONS	CONCEPTUAL UNDERSTANDINGS	LEARNING OBJECTIVES
- *What forces shape US foreign policy?* - *How does democracy shape the American experience?* - *How has America changed over time?*	*In the late 1800s, various strategic and economic factors led to a greater focus on foreign affairs and debates over the United States' role in the world.* *While the United States attempted to follow its traditional policy of neutrality at the beginning of World War I, the nation eventually became involved in the war.* *President Woodrow Wilson led the nation into war with the hope of reforming the international order through his Fourteen Points.*	- Examine the reasons why the United States became a global power. - Assess the differences between Roosevelt's approach and Wilson's approach to international affairs. - Explore the reasons why the United States became involved in World War I and the consequences of that decision for the nation's postwar domestic and foreign policies.

	World War I had important social, political, and economic effects on American society.	

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ASSESSMENTS & ACTIVITIES: ● Annexation of Hawaii ● Causes of the Spanish American War ● Spanish American War - Yellow Journalism ● United States and the Philippines ● White Man's Burden ● African Americans respond to US Imperialism ● Political Debate: American Imperialism ● Roosevelt Corollary ● Panama Canal ● United States and World War I ● Zimmerman Telegram ● A World Safe for Democracy ● 14 Points of Peace ● Ratifying Treaties ● Causes and Effects of World War I ● The Homefront ● World War I Posters ● Schenck v. United States (1919) ● Great Migration ● Red Summer Race Riots of 1919 **SUMMATIVE ASSESSMENTS:** ● DBQ: Ratifying the Treaty of Versailles ● DBQ: Chicago Race Riots of 1919 ● Unit 2 Synthesis Activity: Social Change, Economic Change ● CER Quick Writes	**Target Social Studies Standards:** **DE-CIV.2.9-12a** **DE-CIV.2.9-12b** **Reading Standards:** **CCSS.ELA-Literacy.RH.11-12.3** **CCSS.ELA-Literacy.RH.11-12.4** **CCSS.ELA-LITERACY.W.11-12.3** **CCSS.ELA-LITERACY.W.11-12.4** **CCSS.ELA-LITERACY.RI.11-12.3** **CCSS.ELA-LITERACY.RI.11-12.4** **CCSS.ELA-LITERACY.SL.11-12.3**

● Unit Quizzes & Tests	

Unit 3: Prosperity and Depression (1920 - 1939)		
7 weeks		
The 1920s and 1930s were a time of cultural and economic changes in the nation. During this period, the nation faced significant domestic challenges, including the Great Depression.		
ESSENTIAL QUESTIONS	**CONCEPTUAL UNDERSTANDINGS**	**LEARNING OBJECTIVES**
● *To what extent does the American economy shape the American experience?* ● *How did the American economy and American culture change in the 1920s and 1930s?*	*The 1920s was a time of cultural change in the country, characterized by clashes between modern and traditional values.* *African Americans continued to struggle for social and economic equality while expanding their own thriving and unique culture. African American cultural achievements were increasingly integrated into national culture.* *For many Americans, the 1920s was a time of prosperity. However, underlying economic problems, reflected in the stock market crash of 1929, led to the Great Depression. President Franklin D. Roosevelt's responses to the Great Depression increased the role of the federal government.*	● Understand the shocks of 1919 that convulsed American society as it demobilized from World War I. ● Examine the backlash to these shocks that shaped the economic and political conservatism of the 1920s. ● Explore the reasons for the cultural divides of the decade and how they manifested in political and cultural clashes between supporters of modern and traditional values. ● Understand what caused the Great Depression, and how the stock market crash and the Depression related to each other. ● Assess why the United States struggled to respond effectively to the Depression before 1933.

		● Evaluate how successful the New Deal was in ending the Great Depression
ASSESSMENTS **FORMATIVE ASSESSMENTS & ACTIVITIES:** ● Graphic Organizer - Roaring 20s ● Consumerism in the 1920s ● Prohibition and Temperance ● Immigration in the 1920s ● Portraits of the Harlem Renaissance by James VanDerZee ● Zora Neale Hurston & Langston Hughes on Race & Identity ● Langston Hughes Poetry ● Symbols in Songs and Poems of the Harlem Renaissance ● The Green Book ● The Causes and Effects of the Great Depression ● Market Economy, Production, and Distribution in the US ● Great Depression and Economic Statistics ● Hoover v. FDR ● Environment and the Economy ● Dust Bowl Migrants ● Alphabet Soup of the New Deal ● Fireside Chats with FDR ● New Deal and African Americans **SUMMATIVE ASSESSMENTS:** ● DBQ: The 1920s - A Decade of Change ● Unit 3 Synthesis Activity: Economic and Culture Change ● CER Quick Writes		**COMMON CORE/ STATE STANDARDS** **Target Social Studies Standards:** **DE-ECON.1.9-12** **DE-ECON.2.9-12** **Reading Standards:** **CCSS.ELA-Literacy.RH.11-12.5** **CCSS.ELA-Literacy.RH.11-12.6** **CCSS.ELA-LITERACY.W.11-12.5** **CCSS.ELA-LITERACY.W.11-12.6** **CCSS.ELA-LITERACY.RI.11-12.5** **CCSS.ELA-LITERACY.RI.11-12.6** **CCSS.ELA-LITERACY.SL.11-12.4**

● Unit Quizzes & Tests	

Unit 4: World War II (1939 - 1945)
7 weeks
US involvement in World War II spurred change both at home and abroad in areas of economics, culture, society, globalization, and power.

ESSENTIAL QUESTIONS	CONCEPTUAL UNDERSTANDINGS	LEARNING OBJECTIVES
● *How have foreign affairs shaped or influenced modern American society?* ● *How did US participation in WW2 shape the role of the United States in the modern world?* ● *How did US participation in WW2 affect the American economy & society?*	*War, on any scale, influences people, ideas, geography, and economies.* *Ally's success during World War II established the United States as a leading global power economically and militarily.* *The determination of the ethics and morals of the dropping of the atomic bomb remains controversial.*	● Understand the economic and political pressures which drew the United States into World War II. ● Evaluate how the war changed the lives of Americans who remained at home. ● Assess why the Allies won the war and what consequences that victory had for the international political system in the Cold War Era.

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ASSESSMENTS & ACTIVITIES: ● Geography, People, and War ● Neutrality or Involvement ● Four Freedoms ● Letter from Pearl Harbor ● D-Day / Normandy ● Soldier's Perspective ● Posters and Propaganda	**Target Social Studies Standards:** **DE-GEO.1.9-12** **DE-GEO.3.9-12** **Reading Standards:** **CCSS.ELA-Literacy.RH.11-12.7** **CCSS.ELA-Literacy.RH.11-12.8**

- Geographical Reasoning - Japanese Internment Camps - Executive Order 9981 - The Called Us Enemy - Universal Declaration of Human Rights **SUMMATIVE ASSESSMENTS:** - Mapping World War II - DBQ: Wilson and FDR - DBQ: Decision to Drop the Bomb - Unit 4 Synthesis Activity: Effects of WWII - CER Quick Writes - Unit Quizzes & Tests	**CCSS.ELA-LITERACY.W.11-12.7** **CCSS.ELA-LITERACY.W.11-12.8** **CCSS.ELA-LITERACY.RI.11-12.7** **CCSS.ELA-LITERACY.RI.11-12.8** **CCSS.ELA-LITERACY.SL.11-12.5**

Unit 5: Domestic & Foreign Changes (1945-2001)
6 weeks

In the period following World War II, the United States entered into an extended era of international conflict called the Cold War which influenced foreign and domestic policy for more than 40 years. During this same span, the United States saw conflict and change domestically.

ESSENTIAL QUESTIONS	CONCEPTUAL UNDERSTANDINGS	LEARNING OBJECTIVES
What forces shaped US foreign policy after World War 2? *How did the cold war shape modern American society?*	*After World War II, ideological differences led to political tensions between the United States and the Soviet Union. In an attempt to halt the spread of Soviet influence, the United States pursued a policy of containment.* *The United States and the Soviet Union engaged in a nuclear arms race that eventually led to agreements that limited*	- Explain the reasons why the Cold War began. - Assess the causes and consequences of the anticommunist crusade. - Examine the beliefs behind the culture of consensus during the 1950s, and explore how different groups of Americans sought to undercut this culture.

	the arms buildup and improved United States-Soviet relations. *American strategic interests in the Middle East grew with the Cold War, the creation of the State of Israel, and the increased United States dependence on Middle Eastern oil. The continuing nature of the Arab-Israeli dispute has helped to define the contours of American policy in the Middle East.* *A combination of factors contributed to the end of the Cold War, including American policies and Soviet economic and political problems that led to the loss of Soviet control over Eastern Europe.*	● Examine the reasons for the success of the civil rights movement during the early 1960s, and particularly the reasons for white Americans' shifting views on this subject. ● Assess the growing politicization of American youth during the early 1960s, and the cultural changes that derived from that politicization. ● Evaluate the reasons for Americans' growing distrust of the manner in which the U.S. government handled the Vietnam War. ● Explain the reasons for the Watergate scandal and how it related to the broader cultural shift toward mistrust of authority, particularly among young Americans.Explain the reasons for the resurgence of conservative political beliefs during the 1970s and 1980s. ● Assess the reasons for the end of the Cold War. ● Examine the causes of globalization and consider the benefits and threats it creates.
ASSESSMENTS		**COMMON CORE/ STATE STANDARDS**

FORMATIVE ASSESSMENTS & ACTIVITIES:
- Truman Doctrine and Containment
- Marshall Plan
- Cold War Alliances
- McCarthyism and the Red Scare
- Korean War
- Vietnam War Timeline
- Vietnam War Political Cartoons
- Vietnam War Protest Songs
- African Americans respond to Vietnam
- Latinos and the Vietnam War
- Eisenhower's Farewell Address
- Cuban Missile Crisis
- America's Space Race
- PSA's of the Cold War
- Nuclear Arms Race of the Cold War Timeline
- War Power Act
- Civil Rights Movements and Reforms
- Contemporary America
- 9/11 & The War on Terror

SUMMATIVE ASSESSMENTS:
- DBQ: The Cuban Missile Crisis
- DBQ: Impact of the Cold War
- DBQ: Stonewall
- Unit 5 Synthesis Activity: Change, Foreign Policy
- CER Quick Writes
- Unit Quizzes & Tests
- End of Year Research Paper

Target Social Studies Standards:
DE-HIS.4.9-12a
DE-HIS.4.9-12b

Reading Standards:
CCSS.ELA-Literacy.RH.11-12.9

CCSS.ELA-LITERACY.W.11-12.9

CCSS.ELA-LITERACY.RI.11-12.9
CCSS.ELA-LITERACY.RI.11-12.10

CCSS.ELA-LITERACY.SL.11-12.6

Unit 6: Research Seminar
4 weeks

Transitioning from traditional content engagement, students will spend this unit in a research seminar building their ability to apply historical skills and modes of thinking as applied to American History. Throughout the course of this unit, students will engage in socratic seminars, research practices, and writing workshops to produce a final research paper about a historical topic they chose to further investigate.

ESSENTIAL QUESTIONS	CONCEPTUAL UNDERSTANDINGS	LEARNING OBJECTIVES
● *What makes a good research question?* ● *Throughout the course of this year, what was a topic that deserved more investigation and understanding?* ● *How does historical thinking guide us through analysis and connection-making?*	*Research is a tool used by historians to further understand, connect, and make sense of historical happenings* *Various means of research and approaches to research can be employed to construct meaning* *Writing is a skill developed through practice, preparation, and revision*	● Develop and enhance research questions rooted in larger historical understandings ● Engage in discussion through various forms of listening, speaking, writing, and preparation to practice historical thinking skills ● Research an original concept within an era of American History to construct new understanding of historical events ● Draft, edit, and revise original writing and research, connected to extensive primary source analysis, a research paper

ASSESSMENTS	COMMON CORE/ STATE STANDARDS
FORMATIVE ASSESSMENTS & ACTIVITIES: ● Socratic Seminar Roles ● Writing Workshop Entries ● Weekly Primary Source Analysis	**Target Social Studies Standards:** **DE-HIS.2.9-12a** **DE-HIS.2.9-12b**

US History S&S Grade 11

| ● Weekly Secondary Source Analysis

SUMMATIVE ASSESSMENTS:
  ● Research Paper | |

Name:
Date:
Period:

The Chinese Exclusion Act

Adopted from Stanford History Education Group

Targeted Social Studies Standard:

DE-HIS.3.9-12: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

Reading Standards:

CCSS.ELA-LITERACY.RH.11-12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.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.

Timeline of Chinese Immigration and Exclusion

1842 *China lost the First Opium War to Britain. The Qing Dynasty signed a treaty favorable to British trade interests and ceded Hong Kong Island to the British Empire.*

1848 *Gold was discovered at Sutter's Mill, California; thousands of Chinese immigrants departed from Hong Kong to mine for gold in California.*

1850 *California instituted the Foreign Miners' tax, which targeted Chinese and Latino miners. The Taiping Civil War began in China. 20-30 million died as a result, and millions more were displaced by its end in 1863.*

1852 *Approximately 17,000-25,000 Chinese in California.*

1854 *California Supreme Court ruled that Chinese did not have the right to testify against white citizens in People v. Hall.*

1860 *United States trade with China tripled from 1845 levels. China lost the Second Opium War to France and Britain. The Qing Dynasty signed a treaty favorable to Western interests, including the legalization of the opium trade.*

1865 *Central Pacific Railroad recruited workers directly from China.*

1868 *China and U.S. signed the Burlingame Treaty. It guaranteed Chinese immigration to the U.S., protection of Chinese citizens, and helped U.S. trade interests in China.*

1869 *First transcontinental railroad completed.*

1871 *A white mob tortured and hanged 17 to 20 Chinese in Los Angeles.*

1873 *Panic of 1873 lead to a major economic depression in the U.S. The effects of the depression were felt into the 1880s.*

1877 *A white mob rioted against Chinese in San Francisco, killing several and extensively damaging Chinese-owned property.*

1878 *A U.S. federal court ruled in In re Ah Yup that Chinese were not eligible for citizenship.*

1879 *New California State Constitution forbade corporations and governments offices in California from employing Chinese.*

1880 *Approximately 105,000 Chinese in America (less than 10% of California's population); California passed anti-miscegenation law (Chinese and whites could not marry).*

1882 *Chinese Exclusion Act restricted Chinese immigration (in one year, the number of new lawfully admitted Chinese immigrants dropped from 40,000 to 23).*

Document A: Pioneer Laundry Workers Flyer (Modified)

The document below is an 1878 flyer by the Pioneer Laundry Workers Assembly in Washington D.C. The group was part of the Knights of Labor, an influential labor union in the United States at the time.

MEN FROM CHINA come here to do LAUNDRY WORK. The Chinese Empire contains 600,000,000 inhabitants.

*The supply of these men is **inexhaustible**. Every [Chinese man] doing this work takes BREAD from the mouths of OUR WOMEN. So many have come of late, that to keep at work, they are **obliged** to cut prices. . . .*

*Will you oblige the AMERICAN LAUNDRIES to CUT THE WAGES OF THEIR PEOPLE by giving your **patronage** to the **CHINAMEN**? We invite you to give a thorough investigation of the STEAM LAUNDRY BUSINESS of the country; in doing so you will find that not only does it EMPLOY A VAST NUMBER OF WOMEN, but a great field of labor is opened to a great number of mechanics of all kinds whose wages are poured back into the trade of the country.*

*If this undesirable element "THE CHINESE EMIGRANTS" are not stopped coming here, we have no alternative but that we will have California and the **Pacific Slope's** experience, and the end will be that our jobs will be eliminated UNLESS we live down to their animal life.*

We say in conclusion that the CHINAMAN takes labor from our country without the returning prosperity to our land the way the labor of our labor does to our glorious country.

Our motto should be: OUR COUNTRY, OUR PEOPLE, GOD, AND OUR NATIVE LAND.

Source: *1878 flyer by the Pioneer Laundry Workers Assembly.*

Document B: New York Herald (Modified)
A financial crisis triggered a "panic" in 1873, and a six-year economic depression followed.

Effect of the Panic: Trade and Transportation Unusually Dull.

The express companies are suffering very materially from the crisis. . . . The Southern steamers and the railroads that generally do a large business in carrying freight to the West are experiencing the effects of the panic in a way that is proving quite unprofitable. . . .

The sales of houses have not been numerous enough of late to be worth talking about. . . .

*There has been a large **diminution** in the business of importing. It results not less from the unwillingness on the part of importers to form new contracts than from the decrease on the part of the consumer and the **retailer**. In other words, the crisis seems to have taught a widespread lesson—a little **economy** and less extravagance. . . . The country will lose from the depression of the retail trade many millions of dollars. When so many hundred thousand people are thrown out of employment, and money becomes **stringent,** a drop in the overall economy will occur. . . .*

The decline in cotton prices has been continuous. . . .
The grocery trade has suffered severely in consequence of the panic. . . .

Source: *New York Herald, Tuesday, November 4, 1873.*

Document C: Congressional Testimony of California Attorney General (Excerpted)

*The burden of our accusation against them is that they come in conflict with our labor interests; that they can never **assimilate** with us; that they are a perpetual, unchanging, and unchangeable alien element that can never become **homogenous**; that their civilization is demoralizing and degrading to our people; that they degrade and dishonor labor; that they can never become citizens; and that an alien, degraded labor class, without desire of citizenship, without education, and without interest in the country it inhabits, is an element both demoralizing and dangerous to the community within which it exists*

Source: *Frank Pixley, former Attorney General of California, in testimony to the Joint Committee of the two Houses of Congress on Chinese Immigration, October 21, 1876.*

Document D: Wong Ar Chong's Letter (Modified)

Wong Ar Chong was a Chinese American tea merchant in Boston. He wrote this letter to William Lloyd Garrison, a prominent abolitionist and social reformer. Garrison had publicly debated Senator James G. Blaine of Maine, arguing against the senator's support for banning Chinese immigration.

The able Senator from Maine says the Chinese must go. . . . I claim for my countrymen the right to come to this country as long as other foreigners do. . . .

*The Honorable Senator calls us **heathens**, but I should judge from the tone of his letter that he was somewhat lacking in Christian charity. Let him look at the records of fire in Chicago and yellow fever in New Orleans, and he will find **Chinamen** giving as much as any other people.*

He says that China people pay no taxes in this country, but I think if he will look into the matter he will find that they pay as much taxes in California as any other foreigners. . . .

He says that China people are not healthy, do not keep their places as clean as other people, that they smell badly, etc. I could mention several other nationalities, each having its own particular smell. . . . If the Chinese are allowed to come to this country and enjoy the same privileges as the people from any other foreign land, they will educate themselves and conform to your laws and manners and become as good citizens as any other race. . . .

*The Chinese must not be blamed because other men have no work. It is not their fault. If merchants carried on business within their means, instead of failing and going through **bankruptcy**, then laboring men would have plenty of steady work.*

Source: *Letter from Wong Ar Chong to William Lloyd Garrison, February 28, 1879.*

Multiple Choice

1. According to Document A, why were the Pioneer Laundry Workers against Chinese immigrants?

a. Because they were not assimilating with American society
b. Because they were lowering wages for American laundries
c. Because they were taking jobs away from Americans
d. Because they were not paying taxes in California

2. What was the effect of the financial crisis mentioned in Document B?

a. Decreased trade and transportation activity
b. Higher prices for cotton
c. More contracts for importers
d. Increased sales of houses

3. What did the California Attorney General accuse Chinese immigrants of in Document C?

a. Becoming citizens too quickly
b. Becoming a contributing element in the community
c. Honoring labor practices
d. Not Assimilating with American society

4. According to Wong Ar Chong's letter, why should Chinese immigrants be allowed to come to the United States?

a. To improve the cleanliness of the country
b. To assimilate with American laws and manners
c. To take jobs away from other men
d. To pay taxes and support the economy

5. Based on the documents, which statement best describes the views of the Pioneer Laundry Workers?

a. They believed Chinese immigrants were contributing to the economy
b. They believed Chinese immigrants were a threat to American labor and wages
c. They believed Chinese immigrants were assimilating well into American society
d. They supported the rights of Chinese immigrants to come to the United States

6. According to Document B, what lesson did the crisis teach?

a. The value of retail trade

b. The importance of economy and less extravagance
c. The need for increased imports
d. The benefits of investing in real estate

7. What was the main argument made by the California Attorney General against Chinese immigrants?

a. They were taking jobs away from American citizens
b. They could never assimilate with American society
c. They were paying too many taxes in California
d. They were becoming citizens too quickly

8. According to Wong Ar Chong's letter, what is the responsibility of merchants in relation to laboring men?

a. To blame Chinese immigrants for lack of work
b. To provide steady work for laboring men
c. To support the financial crisis
d. To carry on business within their means

9. Based on the documents, which statement best describes the views of the California Attorney General?

a. He believed Chinese immigrants were assimilating well into American society
b. He believed Chinese immigrants were contributing to the economy
c. He believed Chinese immigrants were a threat to American society and labor
d. He supported the rights of Chinese immigrants to come to the United States

10. What was the main concern of the Pioneer Laundry Workers regarding Chinese immigrants?

a. The loss of jobs for American women
b. The financial crisis triggered by the panic
c. The decline in cotton prices
d. The decrease in overall economy

Written Response

Using the timeline and primary source documents provided, craft a claim for the following prompt. Your response must include 3 pieces of evidence from 3 different *primary* sources. You may also reference your sources from the railroad boom and immigration policies.

Prompt: *How* and *why* did the treatment of Chinese Immigrants change over time? How did public opinion escalate or influence this change?

Social Studies Course Progression and Allotted Time

Students at Freire Charter School Wilmington take social studies courses in grades 8-11. The course progression is as follows:

- 8th Grade – American History - 60 minutes per day, 5 days per week
- 9th Grade – World Cultures - 60 minutes per day, 5 days per week
- 10th Grade – Power & Money (Econ/Government) - 60 minutes per day, 5 days per week
- 11th Grade – US History - 60 minutes per day, 5 days per week
- 12th Grade – Optional AP Courses - 60 minutes per day, 5 days per week

Appendix 3 - Curriculum Documents :: Spanish

FCSW SPANISH CURRICULUM

Spanish Standards Map, Levels I- II-III

Spanish Level I		Spanish Level II		Spanish Level III	
Unit 1	1.1 1.2 1.3 2.1 5.1	Unit 1	1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 5.2	Unit 1	1.1 1.2 1.3
Unit 2	1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2	Unit 2	1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2	Unit 2	1.1 1.2 1.3 4.1 4.2 5.2
Unit 2.5	1.1 1.2 1.3 2.2 3.1 3.2 4.1 4.2 5.1	Unit 3	1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 5.1 5.2	Unit 3	1.1 1.2 1.3 2.1 2.2 3.1
Unit 3	1.1 1.2 1.3 2.2 4.1 4.2	Unit 4	1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 5.1	Unit 4	1.1 1.2 1.3 2.1 3.1 3.2 4.1

Unit 4	1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.2 5.1	Unit 5	1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 5.1	Unit 5	1.1 1.2 1.3 2.1 3.1 4.1 4.2 5.1
Unit 5	1.1 1.2 1.3 2.1 2.2 4.1 4.2 5.1 5.2	Unit 6	1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 5.1 5.2	Unit 6	1.1 1.2 1.3 2.2 3.1 3.2 4.1 4.2 5.1 5.2
Unit 6	1.1 1.2 1.3 2.2 3.1 4.1 4.2 5.1	Unit 7	1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 5.1 5.2	Unit 7	1.1 1.2 1.3 3.1 4.1
Unit 7	1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2	Unit 8	1.1 1.2 1.3 2.1 3.1 4.1 4.2	Unit 8	1.1 1.2 1.3 2.1 3.1 4.1 5.1 5.2
Unit 8	1.1 1.2 1.3 2.1 2.2	Unit 9	1.1 1.2 2.2 3.1 4.1	Unit 9	1.1 1.2 1.3 2.1 3.1

	3.1 3.2 4.1 4.2 5.1 5.2				3.2 4.1 4.2
Unit 9	1.1 1.2 1.3 2.2 3.1 3.2 4.1 4.2	Unit 10	1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.2 5.1	Unit 10	1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2
Unit 10	1.1 1.2 1.3 2.1 2.2 3.1 4.1 4.2	Unit 11	1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 5.1	Unit 11	1.1 1.2 1.3 3.1 5.1
Unit 11	1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 5.1 5.2	Unit 12	1.2 1.3 2.1 3.1	Unit 12	1.1 1.2 1.3 2.1 3.1 3.2 4.1 4.2 5.1 5.2
		Unit 13	1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 5.1 5.2	Unit 13/14	1.1 1.2 1.3 3.1 4.1

				Novel units	1.1 1.2 1.3 2.1 2.2 3.1 3.2 4.1 4.2 5.1 5.2

Adopting *Somos Curriculum* in the 2023-2024 school year

Freire Wilmington is transitioning from Houghton Mifflin's *Avancemos* Spanish language program to the Comprehensible Classroom's *Somos* curriculum as of the 2023-2024 school year. Adopting a new textbook series requires careful planning and evaluation to ensure its effectiveness.

We began evaluating new textbooks in the spring of 2022-2023, and eventually chose between two series: Savvas Learning Company's *Autentico* Spanish, and the Comprehensible Classroom's *Somos* curriculum.

Our goals were to find a curriculum that would
- be standards-based
- be acquisition-focused
- use research-based, performance- based instructional language techniques such as TPRS

After conferring with other schools in the Freire network, and seeing the meticulously laid out, engaging, and authentic lessons and digital materials that are provided by *Somos,* we decided to adopt this new program starting in the fall of the 2023-2024 school year. Teachers have been provided with the links to the curriculum and have been asked to familiarize themselves with the program before training begins in August.

To get a head start on creating the new Spanish I, II, and III courses that will utilize *Somos,* we have used *Somos*-provided unit overviews as a starting point, and have submitted them here. Of course, a course is never just an off-the -shelf program or textbook, no matter how thorough and inviting it is. As we work with the extensive materials provided by *Somos* this year and every year, we expect to adjust, supplement, and modify these plans so they suit our students and teachers' needs.

Our Spanish Department head will serve as pilot team leader this year, defining and tracking the program's success in meeting learning, pacing, assessment, and evaluation goals for all three courses over the school year. This work will be part of August 2023 subject-specific goal-setting and course definition sessions. The pilot leader will work throughout the year with administration to ensure that monitoring, adjusting, and evaluating the effectiveness of *Somos* for Spanish I, II and III includes
- Defining the criteria for evaluating *Somos* for use in Spanish I, II and III. We are most mindful of the need to assess and teach in all modalities.
- Identifying and gathering quantitative and qualitative data/ feedback (student performance data, teacher feedback, student surveys, and other relevant metrics) regularly for the team to analyze
- Meetings with teachers to discuss and document their input, experiences, and insights
- Reviewing provided curriculum maps and supplementary activities in order to determine required course modifications.

- ○ Which units and activities need additions, abridgement, and/or replacement?
- ○ What ancillary texts and novels will be adopted? These are especially important elements of the Spanish II and Spanish III programs, and we will need to identify these materials while implementing the Somos units included in the "complete curriculum bundle."
- ● Reviewing current pacing, and adjusting scope and sequence guidelines as needed within courses and between Spanish I, II and II overall.
- ● Co-facilitating collaborative discussions with teachers, admin, students about the program overall.

A note on assessments:

As mentioned above, it is one of FCSW's top priorities to teach and assess World Languages in all modalities: Interpersonal Speaking and Listening, Presentational Speaking, Presentational Writing, Interpretive Reading, and Interpretive Listening. Amended assessment samples for Spanish I, II and III included here show our understanding of this priority, which is consistent with the DDOE's shift from *learning about* a world language to *engaging in* the language.

We included these sample assessments as evidence of the performance-based type of assessment upon which *Somos* is built, and which we expect to emulate and strengthen as we build out the courses over the next few years. As Freire Wilmington teachers become more familiar with *Somos,* they will of course design and supplement the assessments provided by *Somos* to fit their students' lives and needs.

Students in all levels of Spanish at Freire Wilmington are graded according to the Delaware Proficiency Targets, on what they actually know and can do. How well do they comprehend written Spanish? How well do they understand spoken Spanish? How fluently and accurately can a student write in Spanish? How accurately can they present in Spanish? How fluently can they engage in Spanish conversation? Expectations for Spanish language activities and assessments are based on the "Can-Do" statements provided in the ACTFL-informed Delaware World Readiness Standards for Learning Languages. While all targets are spelled out in summative assessments, it should also be noted that one modality – Interpersonal Speaking and Listening– is so fundamental to Spanish instruction at Freire Wilmington that assessment of it is ongoing, through both formal evaluation and daily formative assessment. .

In addition, because students must also be held accountable for doing the daily work of participation, organization, and follow-through in classroom learning, teachers will also be encouraged to supplement students' Spanish proficiency grades with "accountability" grades that reflect their engagement in class activities and everyday assignments.

WHAT IS SOMOS?

Somos el idioma

"We are the language". The Somos Curriculum was written based on the truth that language is inextricably linked to its speakers and their cultures. With language acquisition as its goal, this curriculum from The Comprehensible Classroom teaches language and culture simultaneously. Instead of teaching about the language, the Somos Curriculum strategically introduces students to new words and phrases and then uses to create communicative opportunities for students, such as conversation, reading, and listening. In this way, The Somos Curriculum has supported thousands of students in developing cultural understanding at a depth rarely achieved in beginning language courses. Somos features a wide range of individuals representing diverse backgrounds from many different Spanish-speaking cultures, and The Comprehensible Classroom partners with teachers and creators that are native to many of those cultures in order to ensure that their stories are presented with accuracy and respect.

Novice through Intermediate

Somos is written for Novice through Intermediate-range learners, and it is best suited for students in middle and high school.

Standards based

Somos units meet ACTFL standards for interpretive, interpersonal, presentational, and cultural proficiency. Assessment rubrics are aligned with ACTFL Performance Descriptors, based on ACTFL Proficiency Guidelines.

Acquisition focused

Five decades of research in the field of Second Language Acquisition have demonstrated that language is not built up from practice, but from consistent and constant exposure to input. Input is indispensable to language acquisition, and yet traditional textbooks consist primarily of lists, output tasks, and activities to practice discrete vocabulary and grammar items. An input-rich class is an equitable class, where ALL students can be successful, regardless of aptitude. If students acquired a first language, they can acquire a second language in the presence of extensive input.

Acquisition

Language is acquired through acts of communication, not explicitly learned through lecture and practice.

Personalization

Creates opportunities for all students to belong and to acquire language.

Culture

Content-based lessons build linguistic and cultural proficiency simultaneously.

What sets SOMOS apart

Somos is a Proficiency-oriented, Comprehension-based, Acquisition-driven Spanish curriculum

Lifetime purchase

When a teacher purchases a Somos license or is assigned a purchased license by their district, the teacher has lifetime access to the curriculum–including all updates and expansion.

Digital access

The Somos Curriculum is accessed digitally and updated regularly. Print materials as needed for your students, or share them electronically in Learning Management Systems.

Somos Unit Structure

Units vary in length, but generally fill 7-10 days of 45-minute daily instruction or 5-7 blocks.
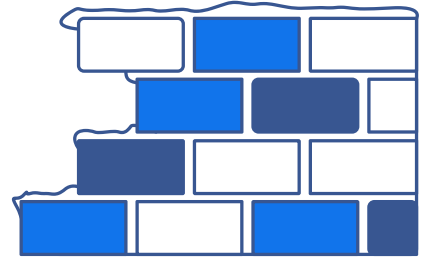
PHASE 1
Establish Meaning

PHASE 2
Acquisition through narrative

PHASE 3
Content-based connection

STRATEGIES AND RESOURCES USED TO FOSTER LANGUAGE ACQUISITION:
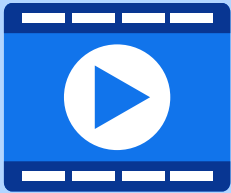
AUTHENTIC RESOURCES

GAMES

SONGS
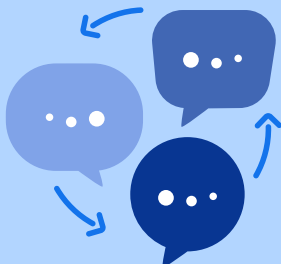
CONVERSATION

IMAGINATION

TEXTS

Somos 1 Novice

Somos 1 Unit 1*
Dice

dice, este/esta es, una persona, un chico, una chica, se llama

Los pollitos dicen children's song

Somos 1 Unit 2
Corre

camina hacia, corre, ve

La carrera de San Silvestre, The Running of the Bulls

Somos 1 Unit 2.5
La cumbia

no puede, hay, va a

Cumbia & the cultural diversity of Latin America

Somos 1 Unit 3
El canal de Panamá

nunca, cierra, abre, la puerta, son las [ocho]

The Panama Canal, Panama

Somos 1 Unit 4
La universidad

toma, habla, quiere ser

Universities in Spanish-speaking countries

Somos 1 Unit 5
La corrida de toros

tiene, hermano, novio, está enojado, va a

Bullfighting: culture or torture?

Somos 1 Unit 6*
Siéntate

se sienta, levanta, le grita

N/A

Somos 1 Unit 7
Los castells de Tarragona

siempre, ayuda, simpático, tienes que, no puede

Human towers of Tarragona
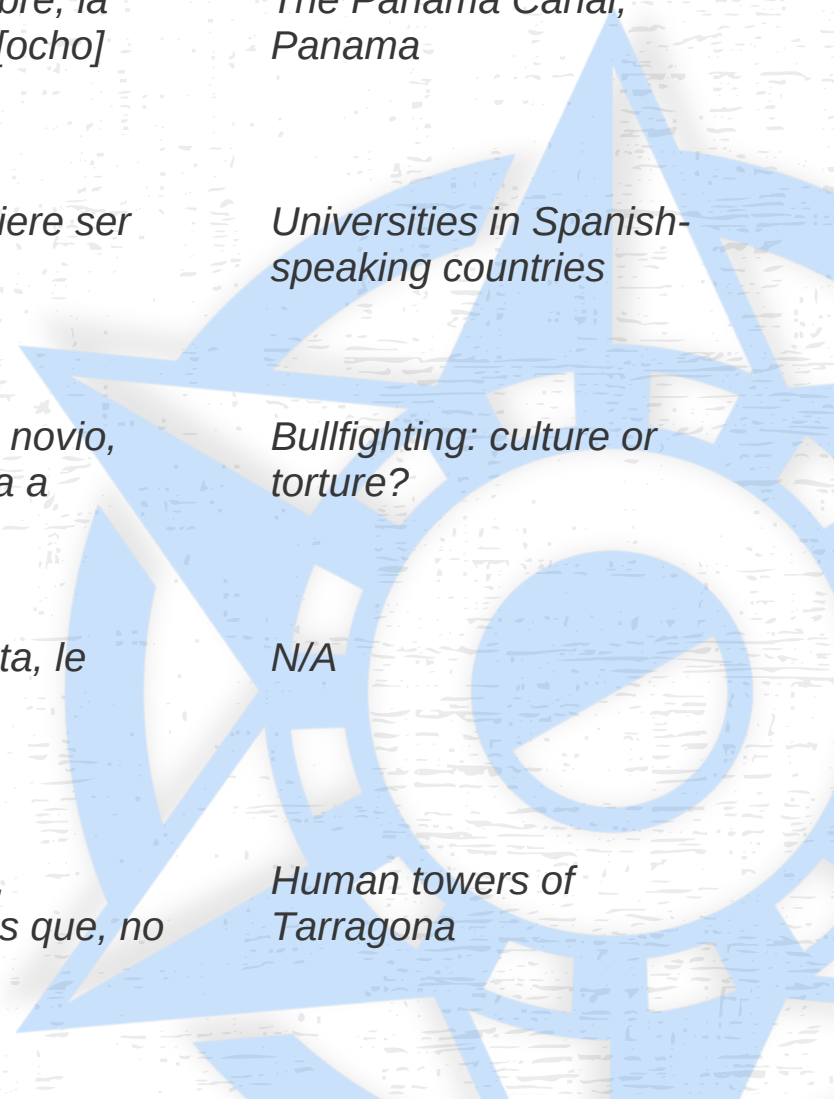
Somos 1 Unit 8 *La comida latina*	*busca, encuentra, sabes*	*Traditional foods from Spanish speaking countries*
Somos 1 Unit 9 *Leyendas espeluznantes*	*tiene miedo de, mira, hacia*	*El Cucuy*
Somos 1 Unit 10 *Como agua para chocolate*	*tiene hambre, está triste, llora, come*	*Food & emotions; Like Water for Chocolate, Crocodile Tears*
Somos 1 Unit 11 *Los deportes*	*eres, juega, un deporte, quiere jugar*	*Sports in Spanish speaking countries & Hispanic athletes*
Many teachers end Year 1 here		
Somos 1 Unit 12 *La adolescencia*	*agarra, no conoce, nadie, sale de*	*Dating customs & Quinceañeras*
Somos 1 Unit 13 *El acoso callejero*	*la mujer, el hombre, comienza a, piensa que, verdadero*	*Piropos, El chico del apartamento 512 & Selena*
Somos 1 Unit 14 *Los derechos de los niños*	*el niño, escucha, lo que hace, debe hacer*	*Los niños prisioneros de Bolivia, Los derechos de los niños*
Somos 1 Unit 15 *El gaucho argentino*	*vive, solo, trabaja en, necesita*	*Gauchos, Mate*
Somos 1 Unit 16 *El activismo*	*miente, dice la verdad, fui/fuiste/fue, le cree, se lleva, siguiente*	*Las abuelas de Plaza de Mayo & La Guerra Sucia*

Somos 1 Unit 17 *La inmigración*	*llega, país, regresa, ahí, lleva*	*Migration and Immigration to the US*
Somos 1 Unit 18 *Las supersticiones*	*le da, devuelve, le parece, extraño*	*Superstitions from various Spanish speaking countries*
Somos 1 Unit 19 *La educación*	*viene, pueblo, toda la gente, pone, encima de*	*Biblioburro*
Somos 1 Unit 20 *El consumo responsable*	*deja, lleva, camisa, mismo, tienda*	*Conservation*
Somos 1 Unit 21* *Una aventura de camping*	*se duerme, durante, la noche, oye, algo*	*Teachers use these units in Years 2, 3, and 4 based on the topics that they would like to cover in their courses.*
Somos 1 Unit 22 *Los tres cerditos*	*teme, construye, con cuidado, toca, feroz, déjame, sopla, termina*	*Extension: Natural disasters*
Somos 1 Unit 23 *El peregrinaje*	*quiere ir, se queda, sigue*	*El Camino de Santiago, Las promesas*
Somos 1 Unit 24 *El ecoturismo*	*disfrutaron, protegieron, viajaron, se hicieron*	*Ecotourism and Sustainability in Costa Rica*
Somos 1 Unit 25 *La generosidad*	*cuesta, demasiado, compra, vende*	*The Spanish Christmas Lottery*
Somos 1 Unit 26 *Los primeros*	*se da cuenta de, fue el primero en (hacer algo), está decidido a, está decepcionado, logra su meta*	*The Solar System and Latino Astronauts*
Somos 1 Unit 27 *La siesta*	*hay que, poco a poco, se aburre*	*Siestas*

Somos 2 Intermediate

Somos 2 Unit 1
Foundations fue, dijo, vio Basic past tense narration

Somos 2 Unit 2
La muchacha y la ardilla se acercó a, vio que había, se lo llevó -AR regular preterite

Somos 2 Unit 3
Volvió temprano volvió, temprano, conoció a, un joven, se divirtieron -ER/-IR regular preterite

Somos 2 Unit 4
¿Soy gringo? sirvió, prefirió, sugirió, se divirtió preterite e-i stem change verbs

Somos 2 Unit 5
Ruidos en la noche cayó, suelo, leyeron, peródico, oyó, ruido preterite i-y stem change verbs

Somos 2 Unit 6
El secreto trajo, no pudo, supo la verdad irregular preterite verbs

Somos 2 Unit 7
El acosador era, iba, veía imperfect irregular verbs

Somos 2 Unit 8
El hombre feliz era, iba, veía N/A
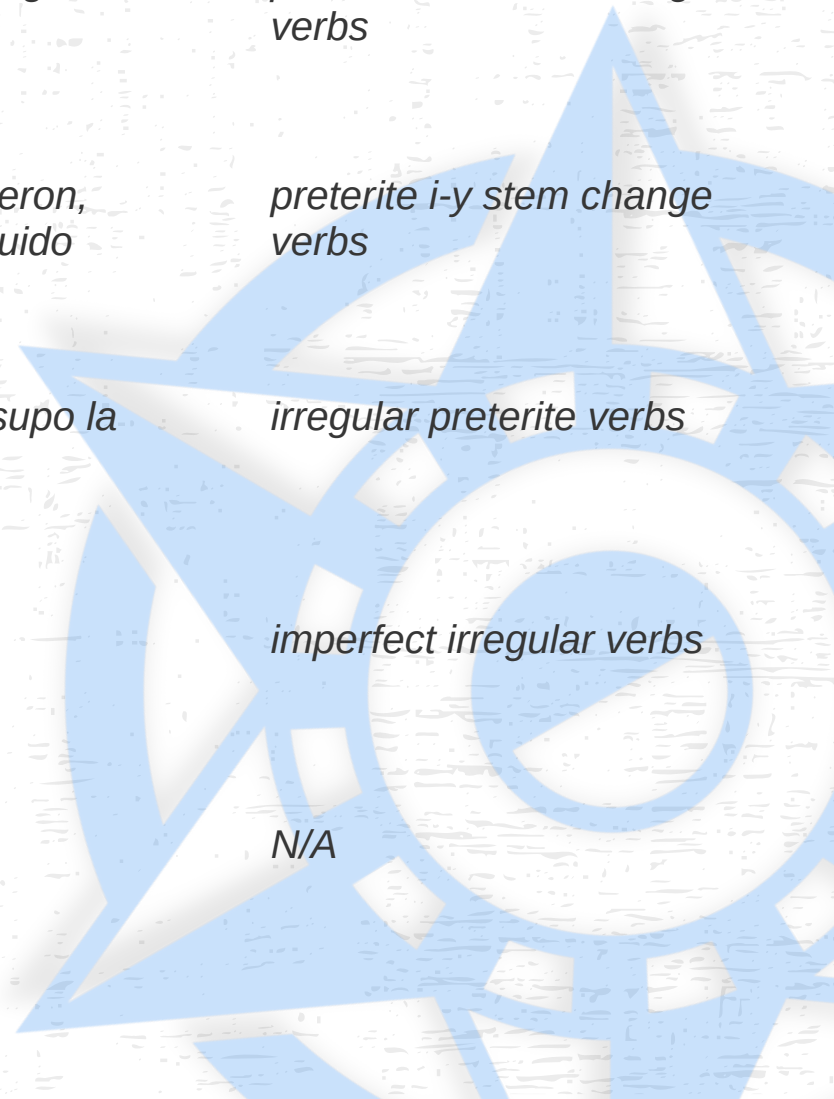
Somos 2 Unit 9
*La chancla &
breaking away from
chancla culture*

*aguantaba, se quejaba
de, no me contestes*

-AR regular imperfect

Somos 2 Unit 10
La pareja ideal

quería, tenía, olía a

-ER/-IR regular imperfect

Somos 2 Unit 11
*El que se enoja,
pierde*

*The Somos 2 Intermediate Curriculum begins
to transition students from structured units to
text and topic-based units. Students read and
discuss several legends and complete
communicative tasks such as analyzing clues
to solve an imagined crime.*

Somos 2 Unit 12
El lago encantado

*Upon completion of the Somos 1 and 2
Curriculum, teachers build their courses
around the shared reading of various novels
and/or the Huellas Curriculum by Somewhere
to Share.*

Somos 2 Unit 13
*Estar + participio
pasivo*

Somos 2 Unit 14
*El pretérito
perfecto*

Questions?

Contact info@comprehensibleclassroom.com

Unit Contents

Each Somos Unit is a digital download that includes the following components:

Lesson Plans (PDF)

SOMOS 1 Unit 2

SOMOS 1 UNIT 2
Suggested lesson plans

DAY 1

MATERIALS NEEDED
- Unit 2 slideshow
- Establishing Meaning guide (1 copy, for the teacher)
- Individual whiteboards, dry erase markers, and erasers (1 per student)

Lesson overview:
Today, students will:
- translate a simple story
- interpret new vocabulary in context
- enjoy a song

Lesson objective:
I can understand new vocabulary words in context.

Campanada
⏱ 2 minutes

The **Campanada** is the daily warm-up or 'bell-ringer' activity. For more information about how to structure and assess this daily activity, please visit http://bit.ly/laclochette

PROMPT: Slideshow Slide 2
Translate this story to English:

Este es un chico que se llama Filiberto. Filiberto es un estudiante inteligente. Filiberto le dice a Julia: «¡La clase de Español es fenomenal!» Julia le responde: «¡No, la clase de Español es terrible!»

Review the Campanada
⏱ 2 minutes

Correct answer: This is a boy named Filiberto. Filiberto is a smart student. Filiberto says to Julia, "Spanish class is awesome!" Julia responds, "No, Spanish class is terrible!"

Establish Meaning
⏱ 5 minutes

Establishing Meaning is the first step in the process for **Introducing Vocabulary** that is used in the Somos Curriculum. To read a detailed description of each step in the process, please visit http://bit.ly/introducingvocab.

Display **SLIDESHOW Slide 4** with the Core Vocabulary words or write the words and their meanings on the board with black and blue markers:
- **corre** - s/he runs, they (singular) run
- **camina hacia** - (s/he) walks toward, they (singular) walk toward
- **ve** - (s/he) sees, they (singular) sees

If desired, have students add these words to a dictionary.

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Worksheets (PDF)

Name: _____ Class: _____

Dos eventos populares

INSTRUCTIONS: Compare and contrast *El encierro de San Fermín* with *La carrera de San Silvestre*. Copy the facts from the table below into the appropriate section of the Venn diagram.

La carrera de San Silvestre / El encierro de San Fermín

Muchas personas corren en este evento.	Es en diciembre.	No es en América Latina.	Es en América Latina.
Muchos animales participan.	Es una carrera.	Los participantes corren varios kilómetros.	Los participantes corren 849 metros.
Es popular.	Es una competencia.	Es un evento.	Los observadores ven toros.
Miles (1000s) de personas participan.	Los participantes corren rápidamente.	Es en Pamplona.	Se originó en Brasil.

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Answer Keys (PDF)

Nombre y apellidos: _____ Fecha: _____

Los toreros

Un torero[1] es una persona que participa en una corrida de toros[2]. Durante una corrida de toros, un torero y un toro combaten. El objetivo es matar[3] el toro.

Los toreros tienen fama. Ellos van a muchas ciudades[4] diferentes para participar en las corridas de toros. Cuando van a esas ciudades, ¡son celebridades! Muchas personas van a las corridas de toros para ver a sus toreros favoritos. Muchas personas que van a las corridas de toros tienen fotos de sus toreros favoritos porque quieren sus autógrafos.

Los toreros famosos tienen fama y también tienen fortuna. Los toreros más talentosos y más famosos tienen la oportunidad de recibir el equivalente a $75 000 o más por matar un toro. Tienen casas grandes y tienen carros rápidos.

Los toreros también son muy controversiales. Muchas personas tienen opiniones sobre[5] las corridas de toros. Muchas personas van a las corridas de toros. Esas personas van a las corridas porque, en su opinión, es un arte. También dicen que es una tradición cultural. Dicen que los toreros tienen un talento extraordinario y que son artistas.

Pero también hay muchas personas que dicen que las corridas de toros son terribles. Ellos nunca van a las corridas de toros para ver las corridas. Solo van a las corridas de toros para protestar. Están enojados con los toreros. Están enojados con las personas que van a las corridas. Tienen compasión por los toros y dicen que los toreros son crueles.

[1]torero bullfighter [2]corrida de toros bullfight [3]matar to kill [4]ciudades cities [5]sobre about

INSTRUCTIONS: Respond to the following questions, based on the text, in **English**.
1. What are three things that toreros have, according to the reading? fame, fortune, opportunity to get $75K for killing a bull, big houses, fast cars, [talent]
2. What are two reasons that people that go to bullfights give to explain why they go? because bullfighting is an art or cultural tradition or to protest
3. Bullfighting's critics are angry! With which two groups of people are they angry? bullfighters and people that go to the bullfights
4. Translate these two sentences into English:
"Tienen casas grandes y tienen carros rápidos." they have big houses and fast cars
"Muchas personas van a las corridas de toros para ver a sus toreros favoritos." many people go to bullfights to see their favorite bullfighters

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Unit Overview (Editable)

SOMOS 1 UNIT 1 "DICE"

Essential Questions		How can I introduce myself or someone else in Spanish? What information do I want to know about someone when I first meet them?
Benchmarks	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
	Cultural	• In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. • I can interact at a survival level in some familiar everyday contexts.
AP Themes		• Personal and Public Identities – Gender and Sexuality; Language and Identity • Families and Communities – Age and Class
Proficiency Orientation	Four Modalities	Listening: Listening to the teacher tell a story, Listening to Los Pollitos Dicen
Proficient learners can communicate about something appropriately and accurately for a purpose.	*Which of the four modalities are used by students in this unit?*	Reading: Reading short biographies (real and fictitious), reading song lyrics, reading stories
		Writing: Fill in the blanks (Novice Low), translation
		Speaking: One word responses during storyasking (yes/no, either/or), singing Los Pollitos Dicen
	Language + Culture *How is culture addressed in this unit?*	• Los pollitos dicen (traditional children's song) • Culturally appropriate introductions
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	• Introducing self and others • Report what someone else says • Expressing disagreement (Whitebeet) • Understanding questions
	Student Centered *How does this unit build on what students need, know, and can do?*	• Sheltered vocabulary - New words are added in conversation only at an processable rate • Addresses an early need: to be able to introduce yourself to someone else • Output is not forced; learners are allowed a silent period, respecting that we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter)
Summative Assessments		None (students have no real functional language ability after four days in a language class). Please see notes about assessment at the end of the unit plans for more information.

Slideshow (Editable)

¿Cuál de estos animales dice: «pío pío»?

los pollitos
las personas
los caballos
los cerdos

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Download a free unit

The Curriculum can be purchased through Teachers Pay Teachers or through The Comprehensible Classroom.

Somos Original or Somos Flex?

The Somos Curriculum is available in two formats.

The original curriculum was designed for use in physical classroom settings, and it includes a wide range of activities that incorporate movement and authentic resources.

The Somos Flex curriculum offers a more routine unit structure and is better equipped to meet the diverse demands of hybrid and virtual courses..

	SOMOS ORIGINAL	SOMOS FLEX
AUTHENTIC RESOURCES	✓	
PERSONALIZATION	✓	
MOVEMENT	✓	
STRUCTURED		✓
MORE STORIES		✓
VARIETY	✓	
FULLY EDITABLE		✓
DEEPER CULTURE	✓	

Access our Product Catalogue:

bit.ly/tptcatalog

SOMOS 1 UNIT 1 "DICE"
PLUS SUPPLEMENTARY ACTIVITIES (2 weeks)

Essential Questions	● How can I introduce myself or someone else in Spanish? ● What information do I want to know about someone else when I first meet them?	Core Vocab	**los pollitos** the little chickies **dicen** say **este es... / esta es...** this is **una persona** a person	**un chico** a boy **una chica** a girl **se llama** he/she calls him/herself **¿Cómo es?** what is she or he like?

Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.

AP Themes	● Personal and Public Identities » Gender and Sexuality; Language and Identity ● Families and Communities » Age and Class

Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	Four Modalities *Which of the four modalities are used by students in this unit?*	Listening: Listening to the teacher tell a story, Listening to Los Pollitos Dicen Reading: Reading short biographies (real and fictitious), reading song lyrics, reading stories Writing: Fill in the blanks (Novice Low), translation Speaking: One word responses during storyasking (yes/no, either/or), singing Los Pollitos Dicen
	Language + Culture *How is culture addressed in this unit?*	● Los pollitos dicen (traditional children's song) ● Culturally appropriate introductions
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Introducing self and others ● Report what someone else says ● Expressing disagreement (Wildebeest) ● Understanding questions ● Establish and practice communication within the classroom community
	Student Centered *How does this unit build on what*	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Addresses an early need: to be able to introduce yourself to someone else

	students need, know, and can do?	● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter)
Summative Assessments	None (students have no real functional language ability after so few days in a language class).	

SOMOS 1 UNIT 1 "DICE"

	SUGGESTED LESSON FLOW	DE WORLD READINESS STANDARDS	CAN DO STATEMENTS
Day 1	● Seating assigned w/character cards ● Students complete name cards as they walk in ● Take attendance ● BRIEFLY review syllabus ● Assign syllabus homework ● Teach "Los pollitos dicen" ● Storyasking using Script A *if time remains* ● Take photos w/name tags before students leave!	*Communication 1.1, 1.2* *Cultures 2.1*	● I can understand and sing a song in Spanish. ● I can interpret new words in context. ● I can understand a simple introduction in Spanish.
DAY 2	● Campanada focusing on words from Los Pollitos ● Sing Los pollitos dicen ● Introduce vocabulary ● Set expectations for Storyasking ● Storyasking using Script A ● Reading: personal description ● Assign personal inventory ● Share your own personal inventory responses	*Communication 1.2, 1.3* *Communities 5.1*	● I can understand key details in authentic song lyrics. ● I can retell a familiar story in Spanish. ● I can understand details in a simple spoken text in Spanish. ● I can respond to yes/no questions by recalling details from a familiar story.
DAY 3	● Campanada: translate a personal description ● Introduce vocabulary ● Storyasking using Script B ● Read about and sing Los pollitos dicen ● Famous One-Liners game to fill extra time	*Communication 1.1, 1.2* *Communities 5.1*	● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can make logical inferences (CCSS R.1). ● I can recall explicit facts from a story (CCSS R.1).

Day 4	• Campanada • ClipChat: Wildebeest • Sentence Flyswatter: Animal sounds	*Communication 1.1, 1.2, 1.3*	• I can determine central ideas or themes in a text (CCSS R.2). • I can interpret the meaning of words and phrases that I hear (CCSS R.4).

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in other introductory activities during unit 1 such as

- Special person interviews
- Calendar intro and games
- ?Qual es la fecha? Dialogues
- Introductions activities
- Embedded reading (i..e, *Me llamo Ronaldo*)
- Loteria game (?Lo dice o lo dijo?)
- Dialogue games; "Hay" " Que Hay en tu casa?"
- Cognate lessons

DELAWARE / ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SOMOS 1 UNIT 2 "CORRE"
PLUS SUPPLEMENTARY ACTIVITIES (3 weeks)

Essential Questions	● What kinds of events do I enjoy participating in? ● Do I enjoy participating in events or observing events?		Core Vocabulary	**camina hacia** walks toward **corre** runs **ve** sees
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.		
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.		
AP Themes	● Contemporary Life » Holidays and Celebrations ● Contemporary Life » Leisure and Sports			
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listen to teacher during PQA and TPRS®, Listening to story retells and descriptions of events Reading: Reading class story, reading about Cumbia, La carrera de San Silvestre, and El encierro de San Fermín; Shared reading and individual reading Writing: Writing learned facts about events, describing images and familiar stories Speaking: One word responses during storyasking (yes/no, either/or), Describing scenes from the class story, Responding to the teacher's questions with simple words and phrases		
	Language + Culture *How is culture addressed in this unit?*	● Cumbia (Corre corre corazón/Agapornis) ● La carrera de San Silvestre (Guatemala, México, Costa Rica, Colombia, Argentina) ● El encierro de San Fermín (España)		
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● I can talk about motion: how myself or someone else goes from one place to another (walking or running) ● I can communicate about the things that I see ● I can evaluate an activity and express an opinion (it is/isn't a good idea) ● I can identify similarities and differences between two things ● I can narrate something that happens		
	Student Centered *How does this unit build on what students need, know, and can do?*	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Addresses an early need: to be able to introduce yourself to someone else ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter) ● Builds on the foundation of vocabulary used in previous units ● Scaffolds knowledge through exploration of connected topics		
Summative Assessments	LISTENING ASSESSMENT - Listen to a story in Spanish and respond to comprehension questions		Delaware Proficiency Target for Interpretive Listening- Novice Low Delaware Proficiency Target for Interpretive Reading- Novice Low Delaware Proficiency Target for Presentational Writing- Novice Low	

	READING ASSESSMENT - Read a story in Spanish and respond to comprehension questions WRITING ASSESSMENT - Describe each frame of a three-frame storyboard SPEAKING ASSESSMENT- Introduce self using provided vocabulary	Delaware Proficiency Target for Presentational Speaking)- Novice Low

SOMOS 1 UNIT 2 "CORRE"

	SUGGESTED LESSON FLOW	DE WORLD READINESS STANDARDS	CAN DO STATEMENTS
Day 1	● Campanada (translate story) ● Establish meaning for vocabulary ● Interpret vocabulary in context ● Ask quick questions ● Read together about Cumbia ● Watch music video or listen to song "Corre corre corazón" ● Discuss personalized questions	*Communication 1.1, 1.2* *Cultures 2.2* *Comparisons 4.1, 4.2*	● I can match a spoken word to a written word. ● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can understand a simple informational text in Spanish. ● I can understand questions in Spanish that contain familiar words.
DAY 2	● Campanada (fill in blanks, translate story) ● Read together about the group Agapornis ● Listen to song and fill in missing lyrics ● Begin story asking for Camina y corre ● Up/down formative listening assessment	*Communication 1.2, 1.3*	● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can recall explicit facts from a story (CCSS R.1). ● I can interpret a narrative or informational text in Spanish that I hear or read.
DAY 3	● Campanada (translate paragraph to Spanish) ● Create a Cooperative Mural ● Read together the class story ● Simultaneous presentations using illustrated scenes from the story	Communication 1.2, 1.3	● I can interpret the meaning of words and phrases that I read (CCSS R.4). ● I can determine central ideas or themes in a text (CCSS R.2). ● I can make logical inferences from a text (CCSS R.1). ● I can cite textual evidence when to support conclusions drawn from a text (CCSS R.1) ● I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1)

			• I can present information such that a listener can follow (CCSS SL.4)
Day 4	• Campanada (recall class story) • ClipChat "Movistar el Mejor de la clase" • Read and discuss a summary of El mejor de la clase • Use Write and Discuss to Flip the Script • Students read Dakota camina a la escuela • Read and discuss Dakota camina a la escuela	*Communication 1.1, 1.2, 1.3*	• I can interpret the meaning of words and phrases that I hear or read (CCSS R.4). • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) • I can think critically about a story that is shared in Spanish.
Day 5	• Campanada (translate story into Spanish) • Read and discuss presentation about La carrera de San Silvestre • Running Dictation with country data -or- Gallery walk with country data	*Communication 1.1, 1.2, 1.3* *Cultures 2.1* *Connections 3.1, 3.2* *Comparisons 4.2*	• I can interpret the meaning of words and phrases that I hear or read (CCSS R.4). • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) • I can read closely to determine what a text says explicitly (CCSS R.1). • I can think critically about a story that is shared in Spanish.
Day 6	• Campanada (identify statements as true or false) • Read and discuss presentation about El encierro de San Fermín • Watch and discuss short video clip • Individual reading of El encierro de San Fermín • Summarize El encierro de San Fermín text • Choral reading of El encierro de San Fermín using disappearing voices	*Communication 1.2* *Cultures 2.1* *Connections 3.2* *Comparisons 4.2*	• I can read closely to determine what a text says explicitly (CCSS R.1). • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) • I can determine central ideas or themes in a text (CCSS R.2).
Day 7	• Campanada (describe El encierro de San Fermín) • Play "Beep!" about El encierro de San Fermín • Play "I blanked!" with whiteboards and slideshow • Compare unit's events using Venn Diagram • Create Venn diagram individually	*Communication 1.2, 1.3* *Cultures 2.1* *Connections 3.2* *Comparisons 4.2*	• I can interpret the meaning of words and phrases that I hear or read (CCSS R.4). • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) • I can think critically about a story that is shared in Spanish.

Day 8	• Campanada (translate paragraph into Spanish) • Administer Listening Assessment • Play Sentence Flyswatter • Administer Reading Assessment • Administer Writing Assessment	*Communication 1.2, 1.3* *Communities 4.2*	• I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can determine central ideas or themes in a text (CCSS R.2). • I can make logical inferences from a text (CCSS R.1). • I can write clearly and cohesively (CCSS W.4)

These activities may extend beyond the days allotted above, and will be integrated throughout Unit 2. In addition, Ssudents will engage in other introductory activities during unit 2 such as

- Simple sentence games

DELAWARE/ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SOMOS 1 UNIT 2.5 "LA CUMBIA"
PLUS SUPPLEMENTARY ACTIVITIES (3 weeks)

Essential Questions	● What cultures are present in Latin America? ● How does *cumbia* reflect the cultures of Latin America?			Corey Vocabulary	**hay** there is / there are **va** goes **no puede** can not

Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	Interpretive		I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Interpersonal		I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational		I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.		
	Cultural		● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.		

AP Themes	● Personal and Public Identities » Multiculturalism ● Beauty and Aesthetics » Music				

Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	Four Modalities *Which of the four modalities are used by students in this unit?*		Listening: Listening to the teacher tell a story, Listening to the teacher read aloud informational texts, Listening to a song Reading: Reading short stories, Reading an illustrated story, Reading informational texts, Reading song lyrics Writing: Shared Writing (Write and Discuss) Speaking: One word responses during storyasking (yes/no, either/or), singing the Caballito chorus		
	Language + Culture *How is culture addressed in this unit?*		● La diversidad cultural de América Latina ● Cumbia ● *Caballito* by Carlos Vives		
	Real World Purpose *How does this unit prepare students to communicate in the real world?*		● Describing cultural heritage and identity ● Narration ● Describing a problem ● Understanding questions ● Taking chances in a safe community ● Beginning to understand that Latin America is diverse region		
	Student Centered *How does this unit build on what*		● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter)		

	students need, know, and can do?	
Summative Assessments	No summative assessments; teachers will monitor and evaluate students' speaking skills (Interpersonal Communication) via frequent, informal formative assessments	Delaware Proficiency Target for Interpersonal Communication: Speaking and Listening)- Novice Low

SOMOS 1 UNIT 2.5 "LA CUMBIA"		
	SUGGESTED LESSON FLOW	**DE/ WORLD READINESS STANDARDS**	**CAN DO STATEMENTS**
Day 1	- Campanada: translate a paragraph into English - Introduce vocabulary (Establish meaning, Translate contextualized sentences, Ask quick questions) - Play an Arcoíris group game	*Communication 1.2* *Comparisons 4.1*	- I can understand a simple paragraph in Spanish. - I can interpret the meaning of words and phrases that I hear (CCSS R.4). - I can match sentences to their meaning.
DAY 2	- Campanada: Draw favorite animal - Card Talk favorite animals - Storyasking using "No puedes pasar" script - Formative listening assessment	*Communication 1.1, 1.2, 1.3* *Connections 3.1*	- I can interpret the meaning of words and phrases that I hear (CCSS R.4). - I can understand details in a simple spoken text in Spanish. - I can respond to yes/no questions by recalling details from a familiar story.
DAY 3	- Campanada: translate a paragraph into English - Recall class story with Alphaboxes slide - Summarize class story with Write and Discuss - Play Pencil Grab	*Communication 1.1, 1.2*	- I can interpret the meaning of words and phrases that I hear (CCSS R.4). - I can make logical inferences (CCSS R.1). - I can recall explicit facts from a story (CCSS R.1).
Day 4	- Campanada: fill in missing words in a paragraph in Spanish - Lead class in a Total Physical Response sequence - Read "El caballito de Ellie" - Play Matamoscas (if time remains)	*Communication 1.1, 1.2, 1.3*	- I can make logical inferences (CCSS R.1). - I can determine central ideas or themes in a text (CCSS R.2). - I can interpret the meaning of words and phrases that I hear (CCSS R.4).

DAY 5	● Campanada: respond to questions in Spanish ● Play Running Dictation with events from the story ● Play Chain Reaction in pairs	*Communication 1.1, 1.2, 1.3* *Communities 5.1*	● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can make logical inferences (CCSS R.1).
DAY 6	● Campanada: guess the meaning of cognates ● Read together "La diversidad cultural de América Latina" ● Do a Volleyball Reading of the "La diversidad cultural de América Latina" ● Summarize the text with Write and Discuss	*Communication 1.1, 1.2, 1.3* *Connections 3.2* *Comparisons 4.1, 4.2*	● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can determine central ideas or themes in a text (CCSS R.2).
Day 7	● Campanada: fill in missing words in a paragraph in Spanish ● Read together the text about Carlos Vives and Caballito ● Preview the Caballito music video with ClipChat ● Listen to Caballito and sequence lyrics ● Fill in missing lyrics and/or analyze them ● Affirm enduring understanding	*Communication 1.1, 1.2, 1.3* *Cultures 2.2* *Connections 3.1, 3.2* *Comparisons 4.1, 4.2*	● I can make logical inferences (CCSS R.1). ● I can determine central ideas or themes in a text (CCSS R.2). ● I can interpret the meaning of words and phrases that I hear (CCSS R.4).

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in other introductory activities during unit 2.5 such as

- Games (using *puede, le gusta*)
- Colors activities

Special person interviews

DE/ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.
2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.
3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SOMOS 1 UNIT 3 "EL CANAL DE PANAMÁ"
PLUS SUPPLEMENTARY ACTIVITIES (3 weeks)

Essential Questions	- Who are authority figures in my life? - How do I typically respond to requests from authority figures? - How would I describe my character? - How would others describe my character?	**Core Vocabulary**	**son las (ocho)** it's (eight) o'clock **abre la puerta** opens the door **nunca cierra** never closes

Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
	Cultural	- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. - I can interact at a survival level in some familiar everyday contexts.

AP Themes	- Personal and Public Identities » Beliefs and values - Science and Technology » Innovations

Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listen to teacher during PQA and TPRS®, Listening to story retells, Listening to ClipChat narrations, Listening to song, Listening to the teacher read facts and information Reading: Shared reading and individual reading; Reading class story, reading about Tish Hinojosa, Reading video summaries, Reading facts about the Panama Canal and Panama; Writing : Horizontal conjugation, Describing storyboard, Stating facts Speaking: One word responses during storyasking (yes/no, either/or), Responding to the teacher's questions with simple words and phrases, Asking and answering questions about information, Retelling the class story
	Language + Culture *How is culture addressed in this unit?*	- Traditional Mexican song and artist biography (Tish Hinojosa, El reloj) - El canal de Panamá - Facts about Panamá
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	- I can express time & timing - I can narrate a story. - I can decide how I want to respond to a command. - I can give basic information about Panamá.
	Student Centered *How does this unit build on what students need, know, and can do?*	- Sheltered vocabulary - New words are added into conversation only at an processable rate - Builds on the foundation of vocabulary used in previous units - Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter).

Summative Assessments	READING ASSESSMENT - Read a story in Spanish and respond to comprehension questions	Delaware Proficiency Target for Interpretive Reading- Novice Low Delaware Proficiency Target for Presentational Writing- Novice Low

WRITING ASSESSMENT - Describe each frame of a six-frame storyboard SPEAKING ASSESSMENT: No summative Interpersonal Communication assessments; teachers will monitor and evaluate students' interpersonal Speaking and Listening skills via frequent, informal formative assessments PRESENTATIONAL SPEAKING ASSESSMENT- TBD	Delaware Proficiency Target for Interpersonal Communication: Speaking and Listening- Novice Low Delaware Proficiency Target for Presentational Speaking - Novice Low

SOMOS 1 UNIT 3 "EL CANAL DE PANAMÁ"

	SUGGESTED LESSON FLOW	DE/ WORLD READINESS STANDARDS	CAN DO STATEMENTS
Day 1	● Campanada (translate story) ● Establish meaning for vocabulary ● Interpret vocabulary in context ● Ask quick questions ● Read Tish Hinojosa biography ● Fill in CLOZE lyrics ● Discuss Personalized Questions & Answers	*Communication 1.1, 1.2* *Cultures 2.2* *Comparisons 4.1, 4.2*	● I can match a spoken word to a written word. ● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can understand a simple informational text in Spanish. ● I can understand questions in Spanish that contain familiar words.
DAY 2	● Campanada (fill in blanks, translate story) ● Ask the unit story using TPRS® ● Up/down formative listening assessment	*Communication 1.2, 1.3*	● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can answer simple questions in Spanish.
DAY 3	● Campanada (recall class story) ● Recall class story using Write and Discuss ● Create illustrations of class story ● Blind Retell of class story with a partner	Communication 1.2, 1.3	● I can retell a familiar story in Spanish. ● I can understand details in a simple spoken text in Spanish. ● I can respond to simple questions. ● I can present information such that a listener can follow (CCSS SL.4)

Day 4	• Campanada (recall class story) • Change the perspective of a paragraph using the Horizontal Conjugation strategy • Write stories based on images in a 6-frame storyboard	*Communication 1.1, 1.2, 1.3* *Comparisons 4.2*	• I can interpret the meaning of words and phrases that I hear or read (CCSS R.4). • I can present information such that a listener can follow (CCSS SL.4) • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) • I can think critically about a story that is shared in Spanish.
Day 5	• Campanada (translate story into Spanish) • ClipChat the video *Destiny* or *Knock Knock* • Read aloud a simplified version of the video script • Read the script and interpret new words in context	*Communication 1.1, 1.2, 1.3* *Cultures 2.1* *Connections 3.1, 3.2*	• I can interpret the meaning of words and phrases that I hear or read (CCSS R.4). • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) • I can read closely to determine what a text says explicitly (CCSS R.1).
Day 6	• Campanada (identify statements as true or false) • Create collaborative video summary using Write and Discuss • Read and discuss presentation about El canal de Panamá • Classify statements about Panama Canal as true, false, or possible	*Communication 1.2* *Cultures 2.1* *Connections 3.2* *Comparisons 4.2*	• I can read closely to determine what a text says explicitly (CCSS R.1). • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) • I can determine central ideas or themes in a text (CCSS R.2).
Day 7	• Campanada (describe El encierro de San Fermín) • Play The Unfair Game • If time remains, use Quiz Quiz Trade to review facts about Panama Canal	*Communication 1.2, 1.3* *Cultures 2.1* *Connections 3.2* *Comparisons 4.2*	• I can interpret the meaning of words and phrases that I hear or read (CCSS R.4). • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) • I can think critically about a story that is shared in Spanish.
Day 8	• Campanada (recall facts about Panama) • Administer Reading Assessment • Administer Writing Assessment	*Communication 1.2, 1.3* *Communities 4.2*	• I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can determine central ideas or themes in a text (CCSS R.2).

| | | | • I can make logical inferences from a text (CCSS R.1). |
| | | | • I can write clearly and cohesively (CCSS W.4) |

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in supplementary activities during unit 3 such as

- Additional reading
- Presentational speaking

DELAWARE/ ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
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1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

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4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.
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COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.
5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SOMOS 1 UNIT 4

STRUCTURED CONVERSATION
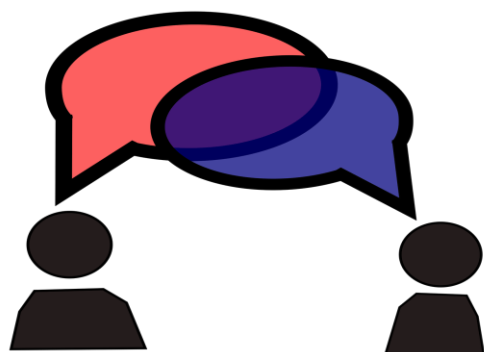
Instructions :

Meet with your assigned partner. Rehearse three conversation prompts that you will use to have a short, structured conversation in Spanish.

1. Introduce yourself.

2. Ask your partner, "How are you?" Listen to their answer.

3. Ask your partner what classes they are taking at school this semester. Listen to their answer.

You can choose to alternate greetings and questions, or have one partner ask all three questions at a time. Practice going through steps 1, 2 and 3 until you can ask and answer smoothly.

Remember, you are practicing speaking and listening here! Your teacher will be grading you on what you say and how well you listen– not on whether you are pronouncing Spanish perfectly.

_____

INTERPRETIVE SPEAKING AND LISTENING ASSESSMENT

SOMOS 1 UNIT 4 "LA UNIVERSIDAD"
PLUS SUPPLEMENTARY ACTIVITIES (3-4 weeks)

Essential Questions	● What might I want to be after I graduate? ● How do I need to prepare myself for my future? ● What are my unique talents, abilities, and interests?		Core Vocabulary	**habla** talks (speaks) **toma** takes **quiere ser** wants to be
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.		
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.		
AP Themes	● Contemporary Life » Education, Professions			
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listen to teacher during PQA and TPRS®, listening to songs Reading: Reading class story, reading about universities, reading talents quiz Writing : Writing about talents and future plans Speaking: Reporting sentences during Running Dictation, responding to teacher questions in conversation		
	Language + Culture *How is culture addressed in this unit?*	● Universities in Spanish speaking countries ● Colegio San Patricio / High school in Spain ● Amaia Montero / Quiero ser ● Nubeluz / Quiero ser ● Infographs comparing Spanish speaking countries to others in the world		
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Talking about interests and talents ● Making future plans ● Discussing school subjects/classes ● Talking about identity		
	Student Centered *How does this unit build on what students need, know, and can do?*	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Builds on the foundation of vocabulary targeted in previous units ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter)		
Summative Assessments	READING ASSESSMENT - El Colegio San Patricio - Day 8 WRITING ASSESSMENT - "Quiero ser" focused free write - Day 8		Delaware Proficiency Target for Interpretive Reading - Novice Low Delaware Proficiency Target for Presentational Writing - Novice Low	

SOMOS 1 UNIT 4 "LA UNIVERSIDAD"

	SUGGESTED LESSON FLOW	DE/ WORLD READINESS STANDARDS	CAN DO STATEMENTS
Day 1	- Campanada - Introduce vocab - PQA "Quiero ser" by Nubeluz	*Communication 1.1, 1.2* *Connections 3.1**	- I can communicate in spontaneous conversation in Spanish. - I can interpret new words in context. - I can understand key details in authentic song lyrics.
DAY 2	- Campanada - Card Talk: ¿Qué quieres ser?	*Communication 1.1, 1.2* *Connections 3.1**	- I can understand details in a simple written text in Spanish. - I can match words that I hear to written words in Spanish.
DAY 3	- Campanada - Storyasking - Up/Down formative listening assessment	*Communication 1.2, 1.3*	- I can retell a familiar story in Spanish. - I can understand details in a simple spoken text in Spanish. - I can respond to yes/no questions by recalling details from a familiar story.
Day 4	- Campanada - Top 9 to simplify story - Running dictation	*Communication 1.1, 1.2, 1.3*	- I can determine central ideas or themes in a text (CCSS R.2). - I can recall explicit facts from a story (CCSS R.1). - I can interpret the meaning of words and phrases that I hear (CCSS R.4).
DAY 5	- Campanada - Parallel reading - Same/Different - Imagination Lab	*Communication 1.1, 1.2, 1.3* *Connections 3.1*	- I can support conclusions with textual evidence (CCSS R.1). - I can make logical inferences (CCSS R.1).

DAY 6	• Campanada • Read together 'Universities in Spanish speaking countries' • Discuss reading	*Communication 1.1, 1.2* *Cultures 2.2*	• I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can communicate in spontaneous conversation in Spanish.
Day 7	• Campanada • Spanish teacher biography shared reading • Spanish teacher biographies stations	*Communication 1.1, 1.2, 1.3* *Cultures 2.2* *Connections 3.1, 3.2* *Comparisons 4.2*	• I can identify the general topic and some basic information in written texts (Novice Interpretive). • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)
Day 8	• Campanada • Analyze authentic infographics • Personality quiz	*Communication 1.2, 1.3* *Cultures 2.1* *Connections 3.1, 3.2* *Comparisons 4.2*	• I can read closely to determine what a text says explicitly (CCSSR.1). • I can cite textual evidence when to support conclusions drawn from a text (CCSS R.1) • I can write clearly and cohesively (CCSS W.4)
Day 9	• Campanada • Reading Assessment • Writing assessment • Optional: Quiero ser by Amaia Montero	*Communication 1.2, 1.3*	• I can read closely to determine what a text says explicitly (CCSSR.1). • I can cite textual evidence when to support conclusions drawn from a text (CCSS R.1) • I can write clearly and cohesively (CCSS W.4)
Day 10	• Campanada • Interpersonal Communication Assessment	*Communication 1.1, 1.2* *Communities 5.1*	• I can introduce myself in Spanish • I can answer a few simple questions with simple words and phrases • I can communicate and interact within the classroom community

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in supplementary activities during unit 4 such as

- Reading and interpretive listening related to unique Spanish dialects
- Reading and interpretive listening of storybooks
- Structured conversation with a partner (Interpersonal Communication Assessment)

DELAWARE /ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Name: _____ Class: _____

Interpretive reading assessment   PART 1

EL COLEGIO SAN PATRICIO

Ignacio es alumno (estudiante) en el Colegio San Patricio. El Colegio San Patricio es una escuela privada y prestigiosa. Está situado en Madrid, la capital de España. Las clases son difíciles y los profesores son excelentes—¡y estrictos! Ignacio toma clases de Ciencias y de Matemáticas porque quiere ser médico. También toma tres clases de **idiomas**[1]. ¡Todos los alumnos toman tres clases de idiomas! Toman clases de Español e Inglés. **Cada**[2] alumno estudia otro idioma también. **Algunos**[3] toman clases de Francés; otros toman clases de **Alemán**[4] o de Ruso. Ignacio habla español, inglés y alemán.

Una amiga de Ignacio quiere ser alumna en el Colegio San Patricio. Su amiga se llama Caty. Caty quiere ser reportera y el Colegio San Patricio es la escuela perfecta para ella. Caty habla con la oficina de Admisión y Matriculación. Después, toma un examen. Los profesores analizan los resultados del examen y le permiten **matricularse**[5] al Colegio. Le dicen: «Todos los estudiantes toman clases de Inglés, Español y otro idioma. ¿Qué idioma quieres estudiar?». Caty habla con Ignacio y decide estudiar alemán con su amigo.

[1]**idiomas** - languages   [2]**cada** - each   [3]**algunos** - some   [4]**alemán** - German   [5]**matricularse** - enroll

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INSTRUCTIONS: Read this story, then answer the questions based on what you can understand. Write your answers in ENGLISH, unless otherwise noted:

1. Copy down the sentence, in Spanish, that tells you that Ignacio is already a student at el Colegio San Patricio.

2. Copy down one sentence, in Spanish, that tells you that Caty is hoping to become a student at el Colegio San Patricio.

3. Describe el Colegio San Patricio with three facts or adjectives from the text (in English):

4. Which language classes are offered at this school?

5. Which languages does Ignacio speak?

6. How many language classes must students at this school take?

7. According to the text, why does Ignacio take Math and Science classes?

8. Why does the text say that this school is perfect for Caty?

9. Who decides whether or not Caty gets to become a student at this school?

10. Why does Caty choose to study German, according to the text?

I can identify details from the text. I can give insightful evidence to support my conclusions and to make inferences. I can interpret unfamiliar words based on context.

I can identify the main idea and details about the text. I can give evidence from the text to support conclusions. My ability to make inferences is limited as I can understand familiar words, but I have trouble interpreting new words.

I can identify the main idea and a few details about the text. I struggle to provide evidence and make inferences. I can understand familiar words when they are used in familiar contexts.

My ability to interpret individual words significantly limits my understanding of the text. I can identify the main idea of the text, but I cannot give details or textual evidence to support conclusions about the text.

I cannot understand the words in the text well enough to be able to identify the main idea or any details about the text.

SOMOS 1 UNIT 4 READING
ANSWER KEY & GRADING GUIDE

ANSWER KEY

1. Copy down the sentence, in Spanish, that tells you that Ignacio is already a student at el Colegio San Patricio. Ignacio es alumno en el Colegio San Patricio

2. Copy down one sentence, in Spanish, that tells you that Caty is hoping to become a student at el Colegio San Patricio. Una amiga de Ignacio quiere ser alumna en el Colegio San Patricio.

3. Describe el Colegio San Patricio with three facts or adjectives from the text: private, prestigious, strict teachers, in Madrid

4. Which language classes are offered at this school? English, Spanish, French, German, Russian

5. Which languages does Ignacio speak? English, Spanish, German

6. How many language classes must students at this school take? 3

7. According to the text, why does Ignacio take Math and Science classes? he wants to be a doctor

8. Why does the text say that this school is perfect for Caty? she wants to be a reporter

9. Who decides whether or not Caty gets to become a student at this school? the teachers/professors

10. Why does Caty choose to study German, according to the text? because Ignacio does

GRADING GUIDE

The questions are designed to match the interpretive rubric. While your students' responses may not exactly match this guide (for example, they might miss the first question but get the next two right), this should give you some help in determining how to use the rubric to evaluate your students' performance on this assessment.

1. Questions 1-3 are about the context and big ideas of the text. Beginning students may struggle to answer even these basic questions. ☐

2. Questions 4-5 require students to interpret specific words. Emerging students may start to break down at this point.

3. Questions 6-8 are about details. Developing students may struggle to respond correctly to these questions.

4. Questions 9-10 require students to interpret information with some unfamiliar words and constructions. Proficient students may successfully answer one; Advanced students may get both correct.

INTERPRETIVE RUBRIC

ADVANCED		I can identify details from the text. I can give insightful evidence to support my conclusions and to make inferences. I can interpret unfamiliar words based on context.	A
PROFICIENT		I can identify the main idea and details about the text. I can give evidence from the text to support conclusions. My ability to make inferences is limited as I can understand familiar words, but I have trouble interpreting new words.	B
DEVELOPING		I can identify the main idea and a few details about the text. I struggle to provide evidence and make inferences. I can understand familiar words when they are used in familiar contexts.	C
EMERGING		My ability to interpret individual words significantly limits my understanding of the text. I can identify the main idea of the text, but I cannot give details or textual evidence to support conclusions about the text.	D
BEGINNING		I cannot understand the words in the text well enough to be able to identify the main idea or any details about the text.	F

Name: _____ Class: _____

Presentational Writing Assessment PART 2

What do you want to be in the future? What classes do you need to take in order to achieve your dream, and what languages do you have to speak?

Write at least 50 words in Spanish, and try to use the Spanish words for 'want/s to be', 'take', and 'speak'. The verb "necesito" (I need) may also be helpful.

If you get stuck: write about several different things that you want to be, and write about the professions that you do NOT want to be in the future.

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N/S	BEGINNING	EMERGING	DEVELOPING	PROFICIENT	ADVANCED
You have not provided sufficient evidence to evaluate your performance.	**NOVICE LOW** ✓You use a small number of repetitive words and phrases for common objects and actions. ✓You use some simple words to provide basic information. ✓Your errors in grammar, word order, and word choice prevent communication, even in the present tense.			**NOVICE MID** ✓You use a limited number of words and phrases for common objects and actions, but they are repetitive. ✓You use words, phrases, and occasional sentences to provide basic information. ✓You make errors that often interfere with communication, even in the present tense.	**NOVICE HIGH** ✓You use familiar words and phrases on familiar tasks, topics, and activities. You can elaborate a little. ✓You use phrases and simple sentences to provide basic information and are beginning to combine words and phrases to create original sentences. ✓You make errors that sometimes interfere with communication, even in the present tense.

SOMOS 1 UNIT 5 "LA CORRIDA DE TOROS"
PLUS SUPPLEMENTARY ACTIVITIES (3 weeks)

Essential Questions	● What cultural traditions do I practice? ● What is or is not permissible in the pursuit of artistic expression? ● How do I value animals?		Core Vocabulary	**su hermano** va a his/her/their brother goes to **tiene una novia** has a girlfriend **está enojado** is feeling angry
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.		
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.		
AP Themes	● Contemporary Life » Leisure and Sports ● Families and Communities » Customs and Celebrations ● Personal and Public identities » Beliefs and Values ● Science and Technology » Ethical Questions			
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listen to teacher during PQA and TPRS®, Listening to story retells, Listening to teacher read slideshows, Listening to ClipChats, Listening to songs Reading: Reading class story, reading informational texts, reading song lyrics, reading text on images from protests, reading tweets Writing : Parallel story, opinion about bullfighting Speaking: One word responses during storyasking (yes/no, either/or), Retelling sentences from the class story		
	Language + Culture *How is culture addressed in this unit?*	● The debate surrounding La corrida de toros / Tauromaquia ● Songs: Torero, Toro y Torero		
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Narration ● Description of events ● Expressing and evaluating opinions ● Considering multiple perspectives/view points		
	Student Centered *How does this unit build on what students need, know, and can do?*	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Builds on the foundation of vocabulary targeted in previous units ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter) ● Students are given the opportunity to consider their own opinion on a modern debate ● Students reflect on ways language learning provides "windows" into new cultures and ideas		

Summative Assessments	Listening assessment, writing assessment, reading assessment	Delaware Proficiency Target for Interpretive Listening - Novice Mid Delaware Proficiency Target for Presentational Writing- Novice Low Delaware Proficiency Target for Interpretive Reading - Novice Low

SOMOS 1 UNIT 5 "LA CORRIDA DE TOROS"

	SUGGESTED LESSON FLOW	DE/WORLD READINESS STANDARDS	CAN DO STATEMENTS
Day 1	• Establish meaning • Introduce song: Lo que yo no tengo or Me voy	*Communication 1.1, 1.2* *Connections 3.1**	• I can communicate in spontaneous conversation in Spanish. • I can interpret new words in context.
DAY 2	• Bulletin bar graph • TPRS "Las novias de mi hermano" • Up/Down formative listening assessment	*Communication 1.2, 1.3*	• I can understand key details in authentic song lyrics. • I can retell a familiar story in Spanish. • I can understand details in a simple spoken text in Spanish. • I can understand details in a simple spoken text in Spanish. • I can respond to yes/no questions by recalling details from a familiar story.
DAY 3	• Finish TPRS "Las novias de mi hermano" • Listen and draw • Quiz writing • Simultaneous presentations • Parallel Storyboard	*Communication 1.1, 1.2, 1.3*	• I can recall explicit facts from a story (CCSS R.1). • I can compare two texts (CCSS R.9).
Day 4	• #authres reading • Shared reading • #authres infographic • Administer listening assessment	*Communication 1.1, 1.2, 1.3* *Culture 2.2*	• I can determine central ideas or themes in a text (CCSS R.2). • I can recall explicit facts from a story (CCSS R.1). • I can interpret the meaning of words and phrases that I hear (CCSS R.4).

DAY 5	**Consider optional extension - anything that is bolded from this point on is the optional extension** ● Anatomy of a bull ● Individual reading ● Shared reading ● **KWL chart: Bullfighting** ● **Watch 3 short video clips of bullfights** ● **"My initial perspective" reflection**	*Communication 1.1, 1.2, 1.3* *Culture 2.1*	● I can support conclusions with textual evidence (CCSS R.1). ● I can make logical inferences (CCSS R.1).
DAY 6	● Discuss companada in depth ● Show a Corrida de toros ● Ping Pong Recall ● **Read about toreros** ● **Watch video of a bullfight while groups record observations**	*Communication 1.2, 1.3* *Culture 2.1* *Communities 5.2*	● I can interpret the meaning of words and phrases that I read (CCSS R.4). ● I can communicate in spontaneous conversation in Spanish.
Day 7	● **Play Back at'cha to 'retell' the bullfight** ● **Share opinions on bullfights** ● Listen to Toro y torero ● Watch bullfight bloopers ● Optional: Administer Summative Assessments	*Communication 1.1, 1.2, 1.3* *Culture 2.1* *Communities 5.1* *Communities 5.2*	● I can identify the general topic and some basic information in written texts (Novice Interpretive). ● I can compare data in Spanish. ● I can support conclusions with textual evidence (CCSS R.1).
Day 8	● **Read extended Toreros reading** ● **True/False/Probable w/reading** ● **Read aloud Toreros reading while students say standout words**	*Communication 1.1, 1.2, 1.3* *Culture 2.1* *Connections 3.2*	● I can make logical inferences (CCSS R.1). ● I can express future plans in Spanish
Day 9	● **Tauromaquía: un arte slideshow reading** ● **Students imitate suertes**	*Communication 1.1, 1.2* *Culture 2.1* *Connections 3.2* *Comparisons 4.2*	● I can evaluate arguments and specific claims (CCSS R.9).
Day 10	● **Bullfighting protest slideshow** ● **Listen to Torero by Chayanne**	*Communication 1.1, 1.2* *Culture 2.1* *Connections 3.2* *Comparisons 4.2*	● I can evaluate arguments and specific claims (CCSS R.9). ● I can interpret the meaning of words and phrases (CCSS R.4).

Day 11	• **Compare initial perspectives to current perspectives** • **Revisit KWL chart** • **Optional listening & writing assessments**	*Communication 1.1, 1.2, 1.3* *Culture 2.1* *Comparisons 4.2* *Communities 5.1* *Communities 5.2*	• I can evaluate arguments and specific claims (CCSS R.9). • I can support conclusions with textual evidence (CCSS R.1).

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in supplementary activities during unit 5 such as

- Bullfighting reading
- "Imagination Lab" activities
- Subject pronoun study
- La Dominicana República study
- "de" for possession
- Select Spanish history study

DELAWARE/ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SOMOS 1 UNIT 6 "SIÉNTATE"
PLUS SUPPLEMENTARY ACTIVITIES (2 weeks)

Essential Questions	● How do I respond to authority? ● What kinds of instructions do I follow and what kinds do I ignore?		Core Vocabulary	**(se) sienta** sits (him/herself) down **(se) levanta** lifts (him/herself) **le grita** yells at him/her/it
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**		I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	
	Interpersonal		I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	
	Presentational		I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	
	Cultural		● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.	
AP Themes	● Families and Community » Family Structure			
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*		Listening: Listen to teacher during PQA, TPR, TPRS; Listen to song lyrics Reading: Read song lyrics, read class story, read substitute story Writing : Writing true and untrue facts from the story, writing substitute story from a new perspective Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, sharing 2 truths and a lie	
	Language + Culture *How is culture addressed in this unit?*		● Cabeza, hombros, rodilla y pie (authentic version of familiar song)	
	Real World Purpose *How does this unit prepare students to communicate in the real world?*		● I can talk about my body. ● I can give commands. ● I can follow commands.	
	Student Centered *How does this unit build on what students need, know, and can do?*		● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Builds on the foundation of vocabulary targeted in previous units ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter) ● Students generate TPR vocabulary for the activities ● Horizontal conjugation/perspective re-write allows students to draw on what they already know and think holistically about the language	

Summative Assessments	Interpretive reading assessment		Delaware Proficiency Target for Interpretive Reading- Novice Low
	Presentational Speaking Assessment		Delaware Proficiency Target for Presentational Speaking- Novice mid

SOMOS 1 UNIT 6 "SIÉNTATE"		
	SUGGESTED LESSON FLOW	**DE/WORLD READINESS STANDARDS**	**CAN DO STATEMENTS**

Day 1	- Campanada: perspective change - Establish meaning - Vocabulary in context - Personalized Questions and answer - Quick questions - Song: "Cabeza hombros rodilla y pie"	*Communication 1.1, 1.2* *Cultures 2.2* *Comparisons 4.2*	- I can identify several parts of my body in Spanish. - I can interpret the meaning of words and phrases that I hear or read (CCSS R.4). - I can understand questions in Spanish that contain familiar words.
DAY 2	- Campanada: generate vocabulary for TPR - Fill in collective vocabulary form - TPR activity - Ask quick questions - This or that? game	*Communication 1.2*	- I can respond to simple physical commands in Spanish. - I can interpret the meaning of words and phrases that I hear (CCSS R.4).
DAY 3	- Campanada: complete the sentence - Storyasking - Formative up/down listening assessment	*Communication 1.1, 1.2, 1.3*	- I can understand a story in Spanish that contains new vocabulary.I can interpret the meaning of words and phrases that I hear (CCSS R.4). - I can recall explicit facts from a story (CCSS R.1). - I can read closely to determine what a text says explicitly (CCSS R.1). - I can cite textual evidence when to support conclusions drawn from a text (CCSS R.1)
Day 4	- Campanada: translation - Write and discuss class story - Play TPR game - Play Mentiroso (2 truths and 1 lie)	*Communication 1.2, 1.3* *Connections 3.1* *Comparisons 4.1* *Communities 5.1*	- I can understand a familiar story when written from a new perspective. - I can interpret the meaning of words and phrases that I hear (CCSS R.4).

			• I can make logical inferences from a text (CCSS R.1).
			• I can read closely to determine what a text says explicitly (CCSS R.1).
			• I can write clearly and cohesively (CCSS W.4)
Day 5	• Campanada: translation • Shared reading of El profesor sustituto • Beep! • Horizontal conjugation	*Communication 1.2, 1.3* *Connections 3.1* *Comparisons 4.1*	• I can understand a familiar story when written from a new perspective. • I can interpret the meaning of words and phrases that I hear (CCSS R.4).
Day 6	• Campanada: write 2 truths and 1 lie • Optional: interpretive reading assessment	*Communication 1.2, 1.3*	• I can make logical inferences from a text (CCSS R.1). • I can read closely to determine what a text says explicitly (CCSS R.1).

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in supplementary activities during unit 6 such as

- Sentence games
- TPR Sentence Bingo
- Storybuilder activities
- Reinforcement of first person plural verb conjugations

DELAWARE/ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SOMOS 1 UNIT 7 "LOS CASTELLS DE TARRAGONA"
PLUS SUPPLEMENTARY ACTIVITIES (3-4 weeks)

Essential Questions	• How do I help others in my family, my school, my community, and my world? • How can I make a difference in my family, my school, my community, and my world? • What risks do I take in my day to day life?	Core Vocabulary	**tienes que** you have to **lo ayuda** helps him **no puede (hacer)** can't (do/make) **simpático(a)** nice

Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
	Cultural	• In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. • I can interact at a survival level in some familiar everyday contexts.

AP Themes	• Families and Community » Friendship and Love • Contemporary Life » Holidays and Celebrations, Travel

Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listen to teacher during PQA, TPR, TPRS; Listen to #authres Castells video and songs, listening to classmates during simultaneous presentations Reading: Reading class story, about famous towers, 3 Castells readings that increase in complexity, transcript from Castells video Writing : Shrinking summary, word-level response in CLOZE scripts, writing responses to personal questions during Campanadas Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS
	Language + Culture *How is culture addressed in this unit?*	• Song: No te puedo olvidar • Castells de Tarragona • Famous towers from around the world
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	• Expressing need/asking for help • Offering to help • Discussing what one can do
	Student Centered *How does this unit build on what students need, know, and can do?*	• Sheltered vocabulary - New words are added into conversation only at an processable rate • Builds on the foundation of vocabulary targeted in previous units • Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter) • Students visualize their participation in the tradition through thoughtful consideration of the points of view of the different roles • Talking about family and personal traditions • Students want to make an impact in their world at all levels and have an opportunity to reflect on that

Summative Assessments	Reading assessment: What are Castells of Tarragona? Writing assessment: Shrinking summary of class story	Delaware Proficiency Target for Interpretive Reading- Novice Low- Mid Delaware Proficiency Target for Presentational Writing- Novice Low-Mid

SOMOS 1 UNIT 7 "LOS CASTELLS DE TARRAGONA"

	SUGGESTED LESSON FLOW	DE/WORLD READINESS STANDARDS	CAN DO STATEMENTS
Day 1	• Campanada: Error correction • Establish meaning • Vocabulary in context • Personalized questions	*Communication 1.1, 1.2* *Cultures 2.2* *Comparisons 4.1*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can participate actively in a group conversation in Spanish.
DAY 2	• Campanada: discussion questions • Introduce song "Yo no te puedo olvidar" • ¿Cuál es simpático? situational discussion	*Communication 1.1, 1.2*	• I can make logical inferences from a text (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can cite textual evidence when to support conclusions drawn from a text (CCSS R.1) • I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1)
DAY 3	• Campanada: translate to English • Storyasking • Up/down quick quiz	*Communication 1.1, 1.2*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can listen closely to determine what is being explicitly said (CCSS R.1). • I can make logical inferences from a text (CCSS R.1).
Day 4	• Campanada: story recall • Write and discuss • Who said it? • Mural • Simultaneous presentations	*Communication 1.1, 1.2, 1.3* *Comparisons 4.1*	• I can make logical inferences from a text (CCSS R.1). • I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) • I can present information such that a listener can follow (CCSS SL.4)

			• I can demonstrate command of grammar and usage when speaking (CCSS W.1)
			• I can write clearly and cohesively (CCSS W.4)
			• I can write narratives with well-chosen details and event sequencing (CCSS W.3).
			• I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1)
DAY 5	• Campanada: Famous towers • CLOZE story • Same and different • Listening assessment	*Communication 1.2* *Cultures 2.1* *Connections 3.2* *Comparisons 4.2*	• I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) • I can read closely to determine what a text says explicitly (CCSS R.1). • I can determine central ideas or themes in a text (CCSS R.2). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can cite textual evidence to support conclusions drawn from a text (CCSS R.1)
DAY 6	• Campanada: Castell recall • Picture talk • Shared reading - Level A Los castells de Tarragona • Sequencing • ClipChat	*Communication 1.2* *Cultures 2.1, 2.2* *Connections 3.1, 3.2* *Comparisons 4.2*	• I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) • I can read closely to determine what a text says explicitly (CCSS R.1). • I can determine central ideas or themes in a text (CCSS R.2). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can cite textual evidence to support conclusions drawn from a text (CCSS R.1) • I can read and comprehend complex informational texts independently and proficiently (CCSS R.10).

Day 7	• Castells role discussion • Shared reading - Level B Los castells de Tarragona • #authres video • Reading Assessment	*Communication 1.1, 1.3* *Cultures 2.1* *Connections 3.2* *Comparisons 4.2*	• I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) • I can read and comprehend complex informational texts independently and proficiently (CCSS R.10).
Day 8	• Castells role discussion • Shared reading - Level C Los castells de Tarragona • Comparative reading • Close listening • Shrinking Summary • Culminating activities - different options	*Communication 1.1, 1.3* *Cultures 2.1* *Connections 3.2* *Comparisons 4.2*	• I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) • I can read and comprehend complex informational texts independently and proficiently (CCSS R.10).

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in supplementary activities during unit 7 such as

● Possessive adjectives in context (readings)

DELAWARE/ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SOMOS 1 UNIT 8 "LA COMIDA LATINA"
PLUS SUPPLEMENTARY ACTIVITIES (3 weeks)

Essential Questions	● How has Latin cuisine influenced food and food culture where I live? ● What foods and flavors do I associate with my culture(s)?		Core Vocabulary	**sabes** you know **busca** looks for **encuentra** finds
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.		
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.		
AP Themes	● Contemporary Life ● Contemporary Life » Travel			
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listen to teacher during PQA, TPR, TPRS; Listen to songs, Listen to Elotito music video and Elote unicornio commercial, Listen to classmates during communicative activities Reading: Reading class story, reading Jemma Bex story, reading about Latin influences in US diet, reading about traditional Latin foods, reading about Elote, Reading about the Elotito song Writing : Word-level response in I BLANKED activity (Novice Low standard) and Love poem to favorite thing, writing descriptions of familiar events for before/after activity, writing story for exit slip Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activities		
	Language + Culture *How is culture addressed in this unit?*	● Song: Cielito Lindo ● Latin influences in US diet ● Traditional latin foods from many countries ● Popular street food (Elote)		
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Describing food that they like/don't like ● Noticing Latin influences in their cuisine ● Recognizing and describing ingredients, food restrictions, and preferences ● Stating whether they know/don't know something		
	Student Centered *How does this unit build on what*	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Builds on the foundation of vocabulary targeted in previous units ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language ● Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter)		

	students need, know, and can do?	- Students connect new informational content to personal experience and surroundings (what they see when they go to restaurants and supermarkets) - Food is typically a high interest topic for students	
Summative Assessments	Interpretive reading, presentational speaking, and listening assessments		Delaware Proficiency Target for Interpretive Reading- Novice Low-Mid Delaware Proficiency Target for Presentational Speaking- Novice Mid Delaware Proficiency Target for Interpretive Listening- Novice Mid

SOMOS 1 UNIT 8 "LA COMIDA LATINA"

	SUGGESTED LESSON FLOW	**DE/WORLD READINESS STANDARDS**	**CAN DO STATEMENTS**
Day 1	- Campanada: Discussion question - Introduce vocabulary - Translate sentences - Review individual response - Questions - Discuss personalized questions - Introduce Cielito Lindo	*Communication 1.1, 1.2* *Cultures 2.2* *Connections 3.1, 3.2*	"I WILL BE ABLE TO UNDERSTAND SENTENCES AND QUESTIONS THAT CONTAIN NEW WORDS." - I can interpret the meaning of words and phrases that I read (CCSS R.4). - I can participate actively in a group conversation in Spanish. - I can integrate and evaluate information presented in diverse media formats (CCSSSL.2) - I can interpret a song in Spanish.
DAY 2	- Campanada: Translate short story - Play "Who knows what?" communicative activity - Start storyasking for TPRS® story Búscalo - Up/Down listening assessment	*Communication 1.1, 1.2, 1.3*	"I WILL BE ABLE TO COMPARE WHAT I KNOW TO WHAT MY CLASSMATES KNOW" - I can interpret the meaning of words and phrases that I hear (CCSS R.4). - I can listen closely to determine what is being explicitly said (CCSS R.1). - I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) - I can present information such that a listener can follow (CCSS SL.4) - I can demonstrate command of grammar and usage when speaking (CCSS W.1) - I can ask for help when I don't understand.

			• I can understand a simple story in the target language.
DAY 3	• Campanada: Complete the story in Spanish then translate • Write and discuss • Finish Storyasking • Play Before & After • Complete an Emotion Analysis	*Communication 1.1, 1.2, 1.3*	"I WILL BE ABLE TO DESCRIBE THE SEQUENCE OF EVENTS FROM A FAMILIAR STORY." • I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1) • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can listen closely to determine what is being explicitly said (CCSS R.1). • I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) • I can present information such that a listener can follow (CCSS SL.4) • I can demonstrate command of grammar and usage when speaking (CCSS W.1)
Day 4	• Campanada: Examine an Exit Slip from yesterday • Optional: Write and Discuss • Play "I Blanked" to review class story • Listen and draw • Play Chain Reaction	*Communication 1.1, 1.2* *Comparisons 4.1*	"I WILL BE ABLE TO READ AND UNDERSTAND STORIES IN SPANISH." • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can present information such that a listener can follow (CCSS SL.4)
DAY 5	• Campanada: Questions about familiarity with Latin food & flavors • Individual reading of "El Sabor latino de la dieta americana" • Shared reading • Infographics • Alphaboxes	*Communication 1.2* *Cultures 2.1, 2.2* *Connections 3.1, 3.2* *Comparisons 4.2* *Communities 5.1, 5.2*	"I WILL BE ABLE TO IDENTIFY SEVERAL WAYS THAT LATIN FOOD HAS INFLUENCED MY COUNTRY'S CUISINE." • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can determine central ideas or themes in a text (CCSS R.2). • I can make logical inferences from a text (CCSS R.1).

			• I can cite textual evidence to support conclusions drawn from a text (CCSS R.1)
			• I can read and comprehend complex informational texts independently and proficiently (CCSS R.10).
			• I can integrate and evaluate information presented in diverse media formats (CCSSSL.2)
DAY 6	• Campanada: Questions about Latin food • Gallery Walk with the 6 foods • Shared reading • Exit Ticket	*Communication 1.2* *Cultures 2.1, 2.2* *Connections 3.1, 3.2* *Comparisons 4.2*	"I WILL BE ABLE TO NAME SEVERAL TRADITIONAL FOODS FROM DIFFERENT SPANISH SPEAKING COUNTRIES" • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can make logical inferences from a text (CCSS R.1).
Day 7	• Campanada: Questions about enchiladas • Class Discussion • Read article about Doña Ángela • EdPuzzle video viewing of Doña Ángel'as video • Exit Ticket	*Communication 1.2* *Cultures 2.1* *Connections 3.2* *Comparisons 4.2*	"I WILL BE ABLE TO DESCRIBE WHAT ENCHILADAS ARE AND COMPARE IT TO A FOOD THAT I AM FAMILIAR WITH." • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can cite textual evidence to support conclusions drawn from a text (CCSS R.1) • I can read and comprehend complex informational texts independently and proficiently (CCSS R.10).
Day 8	• Campanada: Questions about enchiladas and comparisons • Discuss campanada and create Venn Diagram • Optional: assessments • Optional: Elote lesson, food fiesta, gazpacho, tamales or assess	*Communication 1.2, 1.3* *Cultures 2.1, 2.2* *Connections 3.2* *Comparisons 4.2*	"I WILL BE ABLE TO DESCRIBE WHY SOME PEOPLE LOVE ENCHILADAS." • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can integrate and evaluate information presented in diverse media formats (CCSSSL.2)

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in supplementary activities during unit 8 such as

- Study of popular song lyrics using *sabes*
- -ar verb study

DELAWARE/ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SOMOS 1 UNIT 9 "EL CUCUY"
PLUS SUPPLEMENTARY ACTIVITIES (3-4 weeks)

Essential Questions	● What do you fear? ● How do your fears influence your actions?		Core Vocabulary	**mira** s/he looks at **tiene miedo de** s/he has fear of **hacia** toward
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.		
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.		
AP Themes	● Families and Communities » Childhood and Adolescence ● Beauty and Aesthetics » Literature ● Personal and Public Identities » Beliefs and Values			
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listen to teacher during PQA, TPR, TPRS; Listen to songs, Listen to Joe Hayes narrate Cucuy, Listen to teacher during MovieTalk, listen to classmates in communicative activity, reading Nicolas & Maria + rat stories Writing : Word-level response in fear charting activity (Novice Low standard), writing a shrinking summary, writing truths and a lie, Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activitieS		
	Language + Culture *How is culture addressed in this unit?*	● Authentic song: Mira para arriba ● Learning the legend of the Cucuy		
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Discussing fears ● Telling stories ● Making comparisons (comparing fears, comparing legends, etc.)		
	Student Centered *How does this unit build on what students need, know, and can do?*	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Builds on the foundation of vocabulary targeted in previous units ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter) ● Connects a new legend to familiar ones from students' lives ● Spirals through several layers of the Cucuy legend, each one expanding on the knowledge of the language and the story built through the previous ones		

Summative Assessments	Reading assessment: El Cucuy OR Maria reading	Delaware Proficiency Target for Interpretive Reading)- Novice mid-low

SOMOS 1 UNIT 9 "EL CUCUY"

	SUGGESTED LESSON FLOW	DE/WORLD READINESS STANDARDS	CAN DO STATEMENTS
Day 1	- Campanada: Error correction - Introduce vocabulary - Establish meaning - Translate sentences - Review individual questions - Discuss personalized questions	*Communication 1.1, 1.2* *Comparisons 4.1*	"I WILL BE ABLE TO UNDERSTAND SENTENCES AND QUESTIONS THAT CONTAIN NEW WORDS." - I can interpret the meaning of words and phrases that I hear (CCSS R.4). - I can understand questions in Spanish that contain familiar words. - I can use my body and action to show that I understand. - I can participate actively in a group conversation in Spanish. - I can ask for help when I don't understand.
DAY 2	- Campanada: What do you fear? - Create Bulletin Board Bar Graph from Campanada question - Introduce Mira para arriba - Discuss song summary - Listen & complete song lyrics	*Communication 1.1, 1.2* *Connections 3.2* *Cultures 2.2*	"I CAN TALK ABOUT MY FEARS AND COMPARE THEM TO THOSE OF MY CLASSMATES" - I can read closely to determine what a text says explicitly (CCSS R.1). - I can interpret the meaning of words and phrases that I read (CCSS R.4). - I can interpret the meaning of words and phrases that I hear (CCSS R.4). - I can listen closely to determine what is being explicitly said (CCSS R.1). - I can ask for help when I don't understand. - I can understand a simple story in the target language. - I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)

DAY 3	• Campanada: Making observations • Analyze Bar Graph data • Do TPRS storyasking for Buscando un animal doméstico • Up/Down Listening assessment	*Communication 1.1, 1.2* *Connections 3.1*	"I WILL BE ABLE TO UNDERSTAND A STORY." • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can listen closely to determine what is being explicitly said (CCSS R.1).
Day 4	• Campanada: Complete paragraph then translate • Write It Up! • Shrinking Summary • Blind Retell • Exit Slip: use vocab to write an original story (formative writing assessment)	*Communication 1.2, 1.3* *Connections 3.1*	"I WILL BE ABLE TO RETELL A FAMILIAR STORY." • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can write clearly and cohesively (CCSS W.4) • I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) • I can present information such that a listener can follow (CCSS SL.4) • I can demonstrate command of grammar and usage when speaking (CCSS W.1)
DAY 5	• Campanada: Revise one exit slip from yesterday • ¡Mentiroso! (2 truths and a lie) • Read Nicolás y el ratón • Do a horizontal conjugation of Nicolás story	*Communication 1.1, 1.2, 1.3* *Comparisons 4.1, Connections 3.1*	"I WILL BE ABLE TO RETELL A STORY FROM A DIFFERENT PERSPECTIVE." • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can assess how point of view or purpose shapes the content and style of a text (CCSS R.6). • I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1)
DAY 6	• Campanada: Discuss fear of monsters • Administer Cucuy reading assessment • Review together reading assessment (after collecting) • Watch Grimm trailer about el Cucuy	*Communication 1.2, 1.3* *Cultures 2.2* *Comparisons 4.2*	"I WILL BE ABLE TO EXPLAIN WHAT THE CUCUY IS." • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4).

	• Students make guess about how the Cucuy from the reading differs from Grimm's Cucuy		• I can determine central ideas or themes in a text (CCSS R.2). • I can make logical inferences from a text (CCSS R.1). • I can cite textual evidence to support conclusions drawn from a text (CCSS R.1) • I can assess how point of view or purpose shapes the content and style of a text (CCSS R.6). • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)
Day 7	• Campanada: Students draw a Cucuy • Do Card Talk to share some drawings • Listen to Joe Hayes' Cucuy story • Students retell Joe Hayes' story in groups (writing and illustrating)	*Communication 1.1, 1.2, 1.3* *Cultures 2.2* *Comparisons 4.2*	"I WILL BE ABLE TO DESCRIBE THE CUCUY AND TELL ONE VERSION OF A CUCUY STORY." • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can determine central ideas or themes in a text (CCSS R.2). • I can make logical inferences from a text (CCSS R.1). • I can cite textual evidence to support conclusions drawn from a text (CCSS R.1) • I can write clearly and cohesively (CCSS W.4) • I can write narratives with well-chosen details and event sequencing (CCSS W.3). • I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1) • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can listen closely to determine what is being explicitly said (CCSS R.1). • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)

Day 8 Optional	• Mis compañeros y yo communicative activity • Reading assessment (Maria) • Writing assessment • Song: Eclipse total del corazón	*Will vary depending on activities chosen*	

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in supplementary activities during unit 9 such as

- Reading Spanish language legends from a variety of cultures
- Reading activities designed to practice days of the week
- Activities and games for time telling

DELAWARE/ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SOMOS 1 UNIT 10 "COMO AGUA PARA CHOCOLATE"
PLUS SUPPLEMENTARY ACTIVITIES (3-4 weeks)

Essential Questions	● How do my emotions affect my eating habits? ● In what ways are food and dining connected to my sense of family and community?		Core Vocabulary	**está triste y llora** s/he is feeling sad and cries **come** s/he eats **el lobo tiene hambre** the wolf has hunger (is hungry)
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.		
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.		
AP Themes	● Families and Communities » Friendship and Love, Customs and Ceremonies ● Personal and Public Identities » Beliefs and Values ● Contemporary Life » Holidays and Celebrations			
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listen to teacher during PQA, TPR, TPRS; Listen to songs, ... Reading: Reading class story,... Writing : ... Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activitieS		
	Language + Culture *How is culture addressed in this unit?*	● Celia Cruz, Ríe y llora ● Como agua para el chocolate / Laura Esquivel		
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Discussing food and eating ● Expressing emotion		
	Student Centered *How does this unit build on what students need, know, and can do?*	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Builds on the foundation of vocabulary targeted in previous units ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language ● Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter) ● Builds on food-related vocabulary from Unit 8 and emotions-related vocabulary from Unit 5		
Summative Assessments	Reading (about Como agua para chocolate) Listening (Pick the Pic using running dictation sketches) Presentational Speaking (using task cards)		Delaware Proficiency Target for Interpretive Reading- Novice High Delaware Proficiency Target for Interpretive Listening- Novice High Delaware Proficiency Target for Presentational Speaking- Novice Mid	

	Interpersonal (small group Gallery Walk activity)		Delaware Proficiency Target for Interpersonal Speaking and Listening- Novice Mid

SOMOS 1 UNIT 10 "COMO AGUA PARA CHOCOLATE"

	SUGGESTED LESSON FLOW	DE WORLD READINESS STANDARDS	CAN DO STATEMENTS
Day 1	- Campanada: Error correction - Introduce vocabulary - Establish meaning - Translate sentences - Review individual questions - Discuss personalized questions	*Communication 1.1, 1.2* *Comparisons 4.1*	"I WILL BE ABLE TO UNDERSTAND SENTENCES AND QUESTIONS THAT CONTAIN NEW WORDS." - I can interpret the meaning of words and phrases that I hear (CCSS R.4). - I can understand questions in Spanish that contain familiar words. - I can use my body and action to show that I understand. - I can participate actively in a group conversation in Spanish. - I can ask for help when I don't understand.
DAY 2	- Campanada: Ríe o llora questions - Introduce "Ríe y llora" by Celia Cruz - Biography - Watch music video - CLOZE lyrics - Ríe o llora Picture Talk	*Communication 1.2* *Cultures 2.1, 2.2* *Connections 3.1* *Comparisons 4.2*	"I WILL BE ABLE TO EXPLAIN THE MAIN IDEA OF AN AUTHENTIC SONG." - I can interpret the meaning of words and phrases that I hear (CCSS R.4). - I can participate actively in a group conversation in Spanish. - I can read closely to determine what a text says explicitly (CCSS R.1). - I can interpret the meaning of words and phrases that I read (CCSS R.4). - I can integrate and evaluate information presented in diverse media formats (CCSSSL.2) - I can interpret a song in Spanish.

DAY 3	• Do TPRS storyasking for El lobo hambriento • Up/Down Listening assessment	*Communication 1.1, 1.2* *Connections 3.1*	"I WILL BE ABLE TO UNDERSTAND A STORY." • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can listen closely to determine what is being explicitly said (CCSS R.1).
Day 4	• Campanada: Complete CLOZE summary of TPRS story • Write it up / Storyboard retell • Identify Top 8 events • Compare lists with Team Windows • Further compare lists with Gallery Walk • Do a Running Dictation	*Communication 1.1, 1.2, 1.3*	"I WILL BE ABLE TO SUMMARIZE A STORY IN SPANISH." • I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1) • I can write clearly and cohesively (CCSSW.4) • I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) • I can present information such that a listener can follow (CCSS SL.4) • I can demonstrate command of grammar and usage when speaking (CCSS W.1)
DAY 5	• Campanada: respond to comprehension questions about class story • Administer listening assessment / "Pick the pic" format using student illustrations from Running Dictation • Play Ninesquare	*Communication 1.1, 1.2*	"I WILL BE ABLE TO THE MEANING EXPRESSED BY DIFFERENT WORD PARTS IN SPANISH." • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can interpret the meaning of words and phrases that I hear (CCSS R.4).
DAY 6	• Campanada: What's your favorite food? • MovieTalk Henry el glotón • Administer reading assessment	*Communication 1.2* *Cultures 2.1, 2.2* *Connections 3.1* *Comparisons 4.2*	"I WILL BE ABLE TO UNDERSTAND THE PLOT OF A SHORT VIDEO." • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4).

			• I can determine central ideas or themes in a text (CCSS R.2).
			• I can make logical inferences from a text (CCSS R.1).
			• I can cite textual evidence to support conclusions drawn from a text (CCSS R.1)
			• I can integrate and evaluate information presented in diverse media formats (CCSSSL.2)
Day 7	• Campanada: correct errors in film summary • Review the Como agua...reading assessment • Watch wedding scene from Como agua para chocolate (search for the clip in the SOMOS Collaboration group) using MovieTalk or pausing and discussing	*Communication 1.2* *Cultures 2.1, 2.2* *Connections 3.2* *Comparisons 4.1, 4.2*	"I WILL BE ABLE TO UNDERSTAND WHAT HAPPENS DURING A KEY SCENE IN AN ICONIC SPANISH LANGUAGE NOVEL." • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can determine central ideas or themes in a text (CCSS R.2). • I can make logical inferences from a text (CCSS R.1). • I can cite textual evidence to support conclusions drawn from a text (CCSS R.1) • I can integrate and evaluate information presented in diverse media formats (CCSSSL.2)
Day 8 **OPTIONAL**	• Campanada: Connecting food and emotions • Card Talk using campanada cards • Speaking activity or assessment using task cards	*Communication 1.1, 1.2, 1.3*	"I WILL BE ABLE TO DESCRIBE HOW MY EATING HABITS ARE CONNECTED TO MY EMOTIONS" • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) • I can present information such that a listener can follow (CCSS SL.4) • I can demonstrate command of grammar and usage when speaking (CCSS W.1)

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in supplementary activities during unit 10 such as

- Common idiom games and readings
- Readers Theater for folktale readings
- Learning about food through songs
- Tener expressions bingo
- -er verb practice

Reading Spanish language legends from a variety of cultures

DELAWARE/ ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 2– UNIT 1
SOMOS 1 UNIT 12 "EL CORTEJO"
PLUS SUPPLEMENTARY ACTIVITIES (2 weeks)

Essential Questions	● What social behaviors surrounding dating are appropriate in my culture? ● How does my family and my culture influence my perceptions of what romantic relationships should look like?	**Core Vocabulary**	**no conoce a nadie** s/he doesn't know anyone **agarra la mano** s/he grabs the hand **sale de** s/he goes out of/from

Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.

AP Themes	● Families and Communities » Friendship and Love, Childhood and Adolescence

Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listen to teacher during PQA, TPRS; Listening to songs, Listening to instructions, Listening to authentic video Reading: Reading class story, reading song lyrics, Reading biographies, Reading video transcript, Reading informational texts, Reading alternative stories Writing : Writing events from the story, Writing responses to Campanadas Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activities
	Language + Culture *How is culture addressed in this unit?*	● Sale el sol and Nadie songs (and artist biographies) ● Dating customs ● Cosas que dicen los novios video (communication between individuals in a romantic relationship)
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Focus on useful vocabulary used in context ● Asking and answering questions ● Discussing social life (meeting people, going out, etc.) ● Considering benefits and challenges of romance and dating ● Interpreting authentic resources and understanding authentic speech (lifelong learning)
	Student Centered *How does this unit build on what students need, know, and can do?*	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Builds on the foundation of vocabulary targeted in previous units ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter)

		● Dating is high interest! ● Connecting with Spanish language YouTubers	
Summative Assessments	Reading Listening Goal-setting: What are my goals around using Spanish for enjoyment, enrichment, and advancement?		Delaware Proficiency Target for Interpretive Reading- Low-Mid Novice Delaware Proficiency Target for Interpretive Listening- Low-Mid Novice (it is anticipated students will have some summer learning loss)

SOMOS 1 UNIT 12 "EL CORTEJO"

	SUGGESTED LESSON FLOW	DE/ WORLD READINESS STANDARDS	CAN DO STATEMENTS
Day 1	● Campanada: Write stories using core vocabulary from previous units ● Share stories from Campanada ● Introduce vocabulary ● Establish meaning ● Translate sentences ● Review individual questions ● Discuss personalized questions ● PictureTalk Cat + Mouse graphic	*Communication 1.2* *Comparisons 4.1* *Cultures 2.1*	"I WILL BE ABLE TO UNDERSTAND SENTENCES AND QUESTIONS THAT CONTAIN NEW WORDS." ● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can understand questions in Spanish that contain familiar words. ● I can use my body and action to show that I understand. ● I can participate actively in a group conversation in Spanish. ● I can ask for help when I don't understand. ● I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) ● I can interpret a song in Spanish.
DAY 2	● Campanada: Translation ● Teach the song "Sale el sol" ● Choose a story artist ● TPRS storyasking for Carlos el cleptómano ● Up/Down Listening assessment	*Communication 1.2*	"I WILL BE ABLE TO UNDERSTAND A STORY WITH DIALOGUE IN SPANISH." ● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can participate actively in a group conversation in Spanish. ● I can interpret the meaning of words and phrases that I read (CCSS R.4).

			• I can listen closely to determine what is being explicitly said (CCSS R.1).
DAY 3	• Campanada: Personalized questions • Review class story using artist's storyboard • Finish storyasking • Read together Junior + Lorena version of the story • Compare class story with Junior + Lorena story	*Communication 1.2, 1.3* *Comparisons 4.1*	"I WILL BE ABLE TO RETELL A FAMILIAR STORY IN SPANISH." • I can present information such that a listener can follow (CCSS SL.4) • I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1) • I can write clearly and cohesively (CCSS W.4)
Day 4	• Campanada: Respond to questions about the class story • Discuss Campanada • Unscramble story • Listening assessment • Optional: Listen to Nadie and read and discuss Prima J biography	*Communication 1.1, 1.2, 1.3* *Connections 3.1* *Comparisons 4.1*	"I WILL BE ABLE TO UNDERSTAND A NARRATIVE TEXT IN SPANISH." • I can present information such that a listener can follow (CCSS SL.4) • I can demonstrate command of grammar and usage when speaking (CCSS W.1) • I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) • I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1) • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can determine central ideas or themes in a text (CCSS R.2). • I can cite textual evidence to support conclusions drawn from a text (CCSS R.1)
DAY 5	• Campanada: Translation • Students take 'El cortejo' reading assessment • Collect assessment • Read and discuss 'El cortejo' reading assessment	*Communication 1.2, 1.3* *Cultures 2.1, 2.2* *Connections 3.1, 3.2* *Comparisons 4.2*	"I WILL BE ABLE TO UNDERSTAND A DETAILED INFORMATIONAL TEXT." • I can read closely to determine what a text says explicitly (CCSS R.1).

			• I can interpret the meaning of words and phrases that I read (CCSS R.4).
			• I can determine central ideas or themes in a text (CCSS R.2).
			• I can cite textual evidence to support conclusions drawn from a text (CCSS R.1)
			• I can interpret the meaning of words and phrases that I read (CCSS R.4).
			• I can determine central ideas or themes in a text (CCSS R.2).
			• I can make logical inferences from a text (CCSS R.1).
			• I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1)

DAY 6	**PREP STATIONS BEFORE CLASS!**
	• Campanada: Translation
	• Watch 'Cosas que dicen los novios'
	  - Students fill in missing words from
	  - transcript
	  - discuss video
		Communication 1.1, 1.2, 1.3
		Cultures 2.1, 2.2
		Connections 3.2
		Comparisons 4.2
		Communities 5.2
			"I WILL BE ABLE TO UNDERSTAND AN AUTHENTIC YOUTUBE VIDEO IN SPANISH."
			• I can interpret the meaning of words and phrases that I hear (CCSS R.4).
			• I can read closely to determine what a text says explicitly (CCSS R.1).
			• I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in supplementary activities during unit 1 such as

- Direct object pronoun practice
- Reading comprehensible question techniques
- *Saber* vs. *conocer* games

DELAWARE / ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 2– UNIT 2
SOMOS 1 UNIT 13 "LOS PIROPOS"
(2-3 weeks)

Essential Questions	• What makes me who I am? • At what point does flirting become sexual harassment? • How can I use my words to uplift other people?	Core Vocabulary	**la mujer comienza a** the woman begins to **el hombre piensa que** the man thinks that **su verdadera pasión** his/her/their true passion
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	
	Cultural	• In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. • I can interact at a survival level in some familiar everyday contexts.	
AP Themes	• Families and Communities » Friendship and Love • Personal and Public Identities » Language and Identity, Gender and Sexuality, Beliefs and Values		
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listen to teacher during PQA, TPRS, ClipChat; Listening to song, Listening to instructions, Listening to MovieTalk, Listening to classmates' responses to prompts, Listening to compliments, Listening to authentic video Reading: Reading class story, video summary, reading song lyrics, Reading biographies and statements, Reading informational texts Writing : Writing events from the story, Writing responses to Campanadas, Writing responses to sentence frames/prompts, Writing compliments Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activities	
	Language + Culture *How is culture addressed in this unit?*	• El chico del apartamento 512 song • Selena biography • Piropos	
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	• Focus on useful vocabulary used in context • Asking and answering questions • Giving compliments • Interpreting authentic resources and understanding authentic speech • Considering multiple perspectives on controversial practices • Considering sexism as it relates to flirting and sexual harassment	
	Student Centered	• Sheltered vocabulary - New words are added into conversation only at an processable rate • Builds on the foundation of vocabulary targeted in previous units	

	How does this unit build on what students need, know, and can do?	• Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter) • Discussion of identity, especially outward appearance vs. true self • Giving and receiving simple compliments • Connected to important conversations happening in schools and communities surrounding sexual harassment and sexism
Summative Assessments	Listening Writing Interpersonal Communication	Delaware Proficiency Target for Interpretive Listening- Low-Mid Novice Delaware Proficiency Target for Presentational Writing- Low-Mid Novice Delaware Proficiency Target for Interpersonal Speaking and Listening- Low-Mid Novice

SOMOS 1 UNIT 13 "LOS PIROPOS"

	SUGGESTED LESSON FLOW	De/WORLD READINESS STANDARDS	CAN DO STATEMENTS
Day 1	• Campanada: Error correction based on Unit 12 • Introduce new Core Vocabulary • Translate practice sentences with new vocabulary • Card Talk: What is your true passion?	*Communication 1.2* *Comparisons 4.1*	**"I can understand new vocabulary words when I hear or read them in context."** • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can understand questions in Spanish that contain familiar words. • I can use my body and action to show that I understand. • I can participate actively in a group conversation in Spanish. • I can ask for help when I don't understand.
DAY 2	• Campanada: Translation • Ask Quick Questions (yes/no answer) orally • Discuss personalized questions • Show *Bunny New Girl* with ClipChat • Write & Discuss to review what happened in *Bunny New Girl*	*Communication 1.1, 1.2, 1.3* *Comparisons 4.1*	**"I can use vocabulary knowledge to help me understand a story in Spanish."** • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can listen closely to determine what is being explicitly said (CCSS R.1). • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)
DAY 3	• Campanada: True/False statements	*Communication 1.2* *Comparisons 4.1*	**"I can understand what a text says explicitly and analyze how characters think and feel."**

	• Story Path: fill in the blank sentences, Gallery Walk style, about *Bunny New Girl* • Emoji reading: annotate *Bunny New Girl* text with emojis	*Connections 3.2*	• I can read closely to determine what is being explicitly said (CCSS R.1). • I can make logical inferences from a text (CCSS R.1).
Day 4	• Campanada: Personalized questions • Discuss Campanada • TPRS® storyasking • Up/down formative listening assessment	*Communication 1.1, 1.2, 1.3* *Comparisons 4.1*	**"I can understand a story in Spanish."** • I can participate actively in a group conversation in Spanish. • I can demonstrate understanding using my body and my words. • I can participate actively in the co-creation of a story. • I can interpret the meaning of words and phrases that I hear (CCSS R.4).
DAY 5	• Campanada: Personalized question • Ping Pong recall game • Shared reading (class story) • Illustrate one scene • Pick the pic	*Communication 1.1, 1.2, 1.3* *Connections 3.1* *Comparisons 4.1*	**"I can narrate a familiar story in Spanish."** • I can present information such that a listener can follow (CCSS SL.4) • I can read closely to determine what a text says explicitly (CCSS R.1). • I can engage in the interpretation, expression, and negotiation of meaning about an image with diverse conversation partners.
DAY 6	• Campanada: create a story by filling in details • Shared reading: Intro to *El chico del apartamento 512* • CLOZE lyrics activity • Meaning match with *El chico del apartamento 512* • Interpretive Listening Assessment (Summative)	*Communication 1.2, 1.3* *Cultures 2.1, 2.2* *Connections 3.1, 3.2* *Comparisons 4.1, 4.2*	**"I can analyze and make inferences about authentic texts in Spanish."** • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can read closely to determine what a text says explicitly (CCSS R.1). • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)
Day 7	• Campanada: personalized question • ClipChat: Piropos camión de basura • Shared reading: 1st paragraph of *Los piropos*	*Communication 1.1, 1.2, 1.3* *Cultures 2.1, 2.2* *Connections 3.1, 3.2* *Comparisons 4.1, 4.2*	**"I can understand informational texts that contain familiar vocabulary."** • I can interpret the meaning of words and phrases that I hear (CCSS R.4).

	- Individual reading & comprehension page (*Los piropos*) - Disappearing Voices choral reading		- I can read closely to determine what a text says explicitly (CCSS R.1). - I can interpret the meaning of words and phrases that I read (CCSS R.4). - I can determine central ideas or themes in a text (CCSS R.2). - I can cite textual evidence to support conclusions drawn from a text (CCSS R.1) - I can make logical inferences from a text (CCSS R.1). - I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)
Day 8	- Campanda: sentence frame opinions - Write & Discuss about *piropos* - Cross the line: Fact or opinion? - Discuss "Soy más que mi apariencia" - Sentence Bingo	*Communication 1.1, 1.2, 1.3* *Connections 3.1, 3.2* *Comparisons 4.1, 4.2* *Cultures 2.1, 2.2* *Communities 5.2*	**"I can list some personal characteristics in Spanish"** - I can present information such that a listener can follow (CCSS SL.4) - I can interpret the meaning of words and phrases that I hear (CCSS R.4). - I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) - I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1)
Day 9	- Campanada: match statements with meaning - Shared reading: character stories - Tres cosas reading activity (optional) ¿Cómo son? reading activity - Review ¿Cómo son? with class discussion	*Communication 1.2* *Connections 3.1* *Comparisons 4.1* *Communities 5.1*	**"I can describe the traits of characters in a story"** - I can interpret the meaning of words and phrases that I hear (CCSS R.4). - I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1)
Day 10	- Campanada: list character traits in Spanish - Pick 10 traits - Pick 3 traits - Bulletin Board Bar Graph - Discussion	*Communication 1.1, 1.2* *Connections 3.1* *Comparisons 4.1* *Communities 5.1*	**"I can identify and describe character traits in myself and others."** - I can interpret the meaning of words and phrases that I hear (CCSS R.4). - I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)

Day 11	• Campanada: personalized questions • Interpret compliments • Write compliments	*Communication 1.2, 1.3* *Connections 3.1* *Comparisons 4.1* *Communities 5.1*	**"I can give compliments in Spanish"** • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can read closely to determine what a text says explicitly (CCSS R.1).
	• Writing assessment	*Communication 1.3*	**"I can write a story by describing a series of images"** • I can demonstrate command of grammar and usage when speaking (CCSS W.1) • I can write clearly and cohesively (CCSS W.4)

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in supplementary activities during unit 2 such as

- Viewing and discussing a short film in Spanish
- Reading and listening to additional literary and musical texts featuring sheltered vocabulary

DELAWARE/ ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 2– UNIT 3
SOMOS 1 UNIT 16 "LAS ABUELAS DE PLAZA DE MAYO"
PLUS SUPPLEMENTARY ACTIVITIES (3-4 weeks)

Essential Questions	● What does it mean to be an activist? ● In what situations do we show courage? ● What methods can we use to effect change in our lives, communities, and world?	Core Vocabulary	**miente -** lies **dice la verdad -** tells the truth **cree -** believes **fue/fui/fuiste -** was/were	**yo no fui -** it wasn't me **miente -** lies **dice la verdad -** tells the truth **cree -** believes

Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.		
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.		

AP Themes	● Global Challenges » Human Rights, Peace and War ● Personal and Public Identities ● Families and Communities

Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listen to teacher during PQA, TPRS, Listen & Draw; Listen to classmates during games and communicative activities; Listen to authentic audio in songs and interview Reading: Biographical information, personal interview questions, class story, Gurjot story, story-based activities, informational texts (simple and detailed), content-based questions Writing : Responses to personalized questions, story elements, missing words from a story, prior knowledge, new knowledge, wonderings, key words and summarizing statements, Speaking: Responding to PQA and Detector de mentiras questions, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activities
	Language + Culture *How is culture addressed in this unit?*	● Songs: *Yo no fui, Desapariciones* ● Pedro Infante & Pedro Fernández ● Abuelas de Plaza de Mayo ● History of Dirty War in Argentina
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Asking, asserting, and denying culpability ● Expressing belief or disbelief ● Feeling empathy across communities and cultures ● Using present and past tense time frames together
	Student Centered	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Builds on the foundation of vocabulary targeted in previous units ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language

How does this unit build on what students need, know, and can do?	● Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter)	
Summative Assessments	Writing Assessment	Delaware Proficiency Target for Presentational Writing- Novice Mid

SOMOS 1 UNIT 16 "LAS ABUELAS DE PLAZA DE MAYO"		
	SUGGESTED LESSON FLOW	**DE/WORLD READINESS STANDARDS**	**CAN DO STATEMENTS**

	SUGGESTED LESSON FLOW	**DE/WORLD READINESS STANDARDS**	**CAN DO STATEMENTS**

Day 1	● Campanada: Identify errors in passage
	● Introduce some core vocabulary
	  ○ Establish meaning
	  ○ Translate vocabulary in context
	● Complete 20 preguntas questionnaire
		Communication 1.2, 1.3
		Comparisons 4.1
			"I CAN INTERPRET NEW VOCABULARY WORDS IN CONTEXT."
			
			● I can interpret the meaning of words and phrases that I read (CCSS R.4).
			
			● I can participate actively in a group conversation in Spanish.

DAY 2	● Campanada: Translate short story ● Play Detector de mentiras ● Play Pencil Grab ● Write and discuss	*Communication 1.1, 1.2, 1.3* *Comparisons 4.1*	"I CAN UNDERSTAND SIMPLE PERSONAL DESCRIPTIONS IN SPANISH" ● I can listen closely to determine what is being explicitly said (CCSS R.1). ● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can present information such that a listener can follow (CCSS SL.4) ● I can demonstrate command of grammar and usage when speaking (CCSS W.1)

DAY 3	● Campanada: Identify 3 events in a short story
	● Introduce more core vocabulary structures
	  ○ Establish meaning
	  ○ Translate vocabulary in context
	● Read together "Los dos Pedros"
	● Identify missing lyrics in "Yo no fui"
	● Discuss "Yo no fui" song lyrics
		Communication 1.2, 1.3
		Cultures 2.1, 2.2
		Connections 3.1, 3.2
		Comparisons 4.1, 4.2
			"I CAN USE VOCABULARY KNOWLEDGE TO INTERPRET NARRATIVE AND INFORMATIONAL TEXTS IN SPANISH."
			
			● I can interpret the meaning of words and phrases that I read (CCSS R.4).
			
			● I can interpret the meaning of words and phrases that I hear (CCSS R.4).

			• I can integrate and evaluate information presented in diverse media formats (CCSSSL.2)

Day 4	• Students identify statements about a short story in Spanish as True or False.
	• Introduce more core vocabulary structures
	  ○ Establish meaning
	  ○ Translate vocabulary in context
	• Begin story asking for the TPRS® story *Yo no fui*
	• Up/down formative listening assessment
		Communication 1.2, 1.3
		Comparisons 4.1
			"I CAN INTERPRET A NARRATIVE IN SPANISH."
			• I can interpret the meaning of words and phrases that I hear (CCSS R.4).
			• I can listen closely to determine what is being explicitly said (CCSS R.1).
			• I can make logical inferences (CCSS R.1).
			• I can recall explicit facts from a story (CCSS R.1).
			• I can ask for help when I don't understand.
			• I can understand a simple story in the target language.

DAY 5	• Campanada: Recall class story • Alphaboxes to review class story • Write and discuss • Create illustrated class storybook	*Communication 1.2, 1.3* *Comparisons 4.1*	"I CAN RETELL A FAMILIAR STORY." • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can determine central ideas or themes in a text (CCSS R.2). • I can write clearly and cohesively (CCSSW.4) • I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1) • I can present information such that a reader can follow (CCSS SL.4)
DAY 6	• Campanada: CLOZE story • Listen & draw with Los cacahuates de Gurjot story • Ninesquare with Gurjot story • Choral reading of Gurjot story with missing words (CLOZE story)	*Communication 1.2* *Comparisons 4.1, 4.2*	"I CAN IDENTIFY THE MAIN IDEA AND DETAILS IN AN UNFAMILIAR STORY THAT I HEAR IN SPANISH." • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can make logical inferences from a text (CCSS R.1).

Day 7	• Campanada: Drawing prompt • Card Talk to review Campanada drawings. • Shared reading of *Abuelas de Plaza de Mayo* • This or That? with statements from reading • Explore online *Muro de la memoria*	*Communication 1.2* *Cultures 2.1, 2.2* *Connections 3.1, 3.2* *Comparisons 4.2*	"I CAN UNDERSTAND AN INFORMATIONAL TEXT IN SPANISH." • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can read and comprehend complex informational texts independently and proficiently (CCSS R.10). • I can integrate and evaluate information presented in diverse media formats (CCSSSL.2)
Day 8	• Campanada: Recall information • Individual Knew - Learned - Want to know (KLW/SAQ) reflection activity • Small group KLW/SAQ activity with Team Windows format • Whole-class KLW/SAQ reflection	*Communication 1.1, 1.2, 1.3* *Cultures 2.1, 2.2* *Connections 3.2* *Comparisons 4.2* *Communities 5.1*	"I CAN REFLECT ON MY LEARNING ABOUT A SPECIFIC TOPIC." • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can express myself clearly in spoken communication with diverse partners (CCSS SL.1) • I can present information such that a listener can follow (CCSS SL.4) • I can demonstrate command of grammar and usage when speaking (CCSS W.1) • I can integrate and evaluate information presented in diverse media formats (CCSSSL.2)
Day 9	• Campanada: Reflection question • Whole class discussion • View and discuss video of a protest • Individual or pair reading of extended Abuelas de Plaza de Mayo text with key word identification • Sequence and match summarizing statements to the original text	*Communication 1.2, 1.3* *Cultures 2.2* *Connections 3.2* *Comparisons 4.2*	"I CAN IDENTIFY KEY IDEAS IN A DETAILED INFORMATIONAL TEXT IN SPANISH." • I can read closely to determine what a text says explicitly (CCSS R.1). • I can cite textual evidence to support conclusions drawn from a text (CCSS R.1) • I can read and comprehend complex informational texts independently and proficiently (CCSS R.10). • I can integrate and evaluate information presented in diverse media formats (CCSSSL.2) • I can write clearly and cohesively (CCSSW.4)

			• I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1)
Day 10	• Campanada: Sentence completion • Listening activity with archived interview • Emotions ID activity • Draw murals while listening to song	*Communication 1.2* *Cultures 2.1, 2.2* *Connections 3.1, 3.2* *Communities 5.1*	"I CAN INFER THE FEELINGS OF HISTORICAL FIGURES THROUGH ANALYSIS OF VARIOUS TEXTS." • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can cite textual evidence to support conclusions drawn from a text (CCSS R.1) • I can integrate and evaluate information presented in diverse media formats (CCSSSL.2)
Day 11	• Campanada: Question prompt • Whole class discussion • Small group discussion using Fan N Pick activity format. • Song activity with *Desapariciones*	*Communication 1.1, 1.2, 1.3* *Cultures 2.1, 2.2* *Connections 3.1, 3.2* *Comparisons 4.2*	"I CAN SHARE FACTS AND EXPRESS OPINIONS ABOUT A TOPIC IN SPANISH." • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can express myself clearly in spoken communication with diverse partners (CCSS SL.1) • I can present information such that a listener can follow (CCSS SL.4) • I can demonstrate command of grammar and usage when speaking (CCSS W.1) • I can integrate and evaluate information presented in diverse media formats (CCSSSL.2)
Day 12	• Campanada: Brainstorm • Writing assessment	*Communication 1.3* *Cultures 2.1* *Connections 3.1, 3.2* *Comparisons 4.2*	"I CAN EXPRESS MY KNOWLEDGE THROUGH WRITTEN COMMUNICATION IN SPANISH." • I can integrate and evaluate information presented in diverse media formats (CCSSSL.2) • I can write clearly and cohesively (CCSSW.4)

| | | | • I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1) |
| | | | • I can present information such that a reader can follow (CCSS SL.4) |

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in supplementary activities during unit 3 such as

- Simple sentences games

DELAWARE/ ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 2– UNIT 4
SOMOS 1 UNIT 17 "LA INMIGRACIÓN"
PLUS SUPPLEMENTARY ACTIVITIES (2 weeks)

Essential Questions	● What is the story behind my status as a resident and/or citizen of this country? ● What reasons would make me want to stay in a country that I am living in? ● What reasons would make me want to leave the country that I am living in? ● For what reasons is it justifiable to go against the laws of a country?		Core Vocabulary	**llega a un país -** arrives to a country **Regresa allí/ahí -** returns there **lleva -** takes (carries)
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.		
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.		
AP Themes	● Global Challenges ● Personal and Public Identities			
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listen to teacher during PQA and TPRS®, Listening to story retells, Listening to MovieTalks, Listening to songs Reading: Reading class story, Writing : Horizontal conjugation, describing storyboard Speaking: One word responses during storyasking (yes/no, either/or)		
	Language + Culture *How is culture addressed in this unit?*	● Authentic song: Espacio sideral / Jesse & Joy ● Undocumented immigration (common reasons for immigrating and challenges faced)		
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Equipping students with useful vocabulary for narrating travel experiences ● Building the ability to see an issue from multiple sides; thoughtfully considering facts and multiple perspectives about immigration ● Developing empathy toward the experiences of immigrants		
	Student Centered *How does this unit build on what students need, know, and can do?*	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Builds on the foundation of vocabulary targeted in previous units ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter)		

Summative Assessments	READING ASSESSMENT - Read an informational text in Spanish and respond to comprehension questions	Delaware Proficiency Target for Interpretive Reading- Novice Mid

	SOMOS 1 UNIT 17 "LA INMIGRACIÓN INDOCUMENTADA"		
	SUGGESTED LESSON FLOW	**DE/WORLD READINESS STANDARDS**	**CAN DO STATEMENTS**
Day 1	- Campanada: correct errors in paragraph referencing Unit 16 - Introduce vocabulary - Establish meaning - Contextualized translation - Discussion - Play "I'm going on a trip"	*Communication 1.1, 1.2, 1.3* *Comparisons 4.1* *Connections 3.1*	"I WILL BE ABLE TO UNDERSTAND SENTENCES AND QUESTIONS THAT CONTAIN NEW WORDS." - I can interpret the meaning of words and phrases that I hear (CCSS R.4). - I can understand questions in Spanish that contain familiar words. - I can use my body and action to show that I understand. - I can participate actively in a group conversation in Spanish. - I can ask for help when I don't understand.
DAY 2	- Campanada: personalized questions - MovieTalk: Espacio sideral música video - Espacio sideral video summary reading activity - Song lyrics activity	*Communication 1.1, 1.2* *Cultures 2.1, 2.2* *Connections 3.2* *Comparisons 4.1*	"I WILL BE ABLE TO DISCUSS THE IDEAS PRESENTED IN AN AUTHENTIC SONG." - I can determine central ideas or themes in a text (CCSS R.2). - I can cite textual evidence to support conclusions drawn from a text (CCSS R.1) - I can interpret the meaning of words and phrases that I read (CCSS R.4). I can read closely to determine what a text says explicitly (CCSS R.1). - I can listen closely to determine what is being explicitly said (CCSS R.1). - I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)
DAY 3	- Campanada: Personalized questions - TPRS® Storyasking	*Communication 1.1, 1.2* *Comparisons 4.1*	"I WILL BE ABLE TO UNDERSTAND A STORY WITH DIALOGUE IN SPANISH."

	• Up/Down listening assessment (formative!)		• I can interpret the meaning of words and phrases that I hear (CCSS R.4).
			• I can participate actively in a group conversation in Spanish.
			• I can interpret the meaning of words and phrases that I read (CCSS R.4).
			• I can listen closely to determine what is being explicitly said (CCSS R.1).
Day 4	• Campanada: translate a portion of the story to English • Read the class story (prepared before class) OR do a Write and Discuss of the class story • Each student identifies 8 most significant events from story • Students compare their event list with classmates in groups using Team Windows structure • Groups compare their list with other groups using Gallery Walk	*Communication 1.1, 1.2, 1.3* *Connections 3.1* *Comparisons 4.1*	"I WILL BE ABLE TO RETELL A FAMILIAR STORY IN SPANISH." • I can present information such that a listener can follow (CCSS SL.4) • I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1) • I can write clearly and cohesively (CCSS W.4)
DAY 5	• Campanada: students write a summary of the class story • Students take a summative reading assessment • The class reads together the article "La inmigración" • Students respond to questions about the article (true/false/possible)	*Communication 1.3* *Comparisons 4.1*	• I can develop my writing through revisions and edits (CCSS W.5) • I can write clearly and cohesively (CCSS W.4) • I can write narratives with well-chosen details and event sequencing (CCSS W.3). • I can demonstrate command of grammar and usage when writing (CCSS W.1)
DAY 6	• Campanada: students respond to questions about the reading • Introduce "Peligro en el desierto" video with discussion • Show students "Peligro en el desierto" video while they do a Q&A Match-up activity	*Communication 1.2*	"I WILL BE ABLE TO UNDERSTAND A DETAILED INFORMATIONAL TEXT IN SPANISH." • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can determine central ideas or themes in a text (CCSS R.2).

			- I can cite textual evidence to support conclusions drawn from a text (CCSS R.1) - I can interpret the meaning of words and phrases that I read (CCSS R.4). - I can determine central ideas or themes in a text (CCSS R.2). - I can make logical inferences from a text (CCSS R.1). - I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)
Day 7	- Campanada: personalized questions for discussion - Students view and respond to questions using an authentic resource - The class discusses more questions related to immigration	*Communication 1.1, 1.2, 1.3* *Cultures 2.1, 2.2* *Connections 3.2* *Comparisons 4.2* *Communities 5.1*	"I WILL BE ABLE TO UNDERSTAND BASIC INFORMATION ABOUT INTERNATIONAL MIGRATION IN SPANISH." - I can interpret the meaning of words and phrases that I hear (CCSS R.4). - I can interpret the meaning of words and phrases that I read (CCSS R.4). - I can read closely to determine what a text says explicitly (CCSS R.1). - I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in supplementary activities during unit 4 such as

- Studies and discussions of undocumented immigration, especially across the southern US border
- Immigration-focused vocabulary games and discussion questions
- aligned story script and activities
- themed song with instructional activities and accompanying lyrics/reading activity sheet
- authentic video and reading activities

DELAWARE/ ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 2– UNIT 5
SOMOS 1 UNIT 18 "LAS SUPERSTICIONES ESPAÑOLAS"
PLUS SUPPLEMENTARY ACTIVITIES (3 weeks)

Essential Questions	● Am I superstitious? ● Is there such a thing as good or bad luck? ● Which of my beliefs are influenced by my culture?		**Core Vocabulary**	**esto le parece extraño** this seems strange to him/her **le da** s/he gives to him/her **devuelve** s/he gives back (returns an object)

Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.
AP Themes	● Personal and Public Identities » Beliefs and values	
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listen to teacher during PQA, TPR, TPRS; Listen to songs, Listen to authentic videos, Listening to classmates' questions during communicative activities Reading: Reading Son by Four biography, Superstitions text, class story, song lyrics, slideshow questions/prompts Writing : Describing events from class story, Responding to questions about reading, Responding to comprehension and discussion questions, writing responses to Campanadas Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activities
	Language + Culture *How is culture addressed in this unit?*	● #authres: A puro dolor (song), Tocar madera (song), About Spanish superstitions (video) ● Content focus: Spanish superstitions
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Focus on useful vocabulary used in context ● Asking and answering questions ● Expressing beliefs with "seems" ● Giving and taking (da, devuelve) ● Understanding global perspectives re: superstitions
	Student Centered	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Builds on the foundation of vocabulary targeted in previous units ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language ● Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter)

		How does this unit build on what students need, know, and can do?	● Discussing students' personal beliefs	

Summative Assessments	Interpretive Reading Assessment "Las Supersticiones Españolas" Interpretive Listening Assessment: "About Spanish Superstitions" Group multimodal assessment on these texts (Note: Students with learning needs will be assigned fewer questions to answer)	Delaware Proficiency Target for Interpretive Reading- Novice Mid Delaware Proficiency Target for Interpretive Listening- Novice High Delaware Proficiency Target for Presentational Speaking- Novice High Delaware Proficiency Target for Interpersonal Speaking and Listening- Novice Mid Delaware Proficiency Target for Presentational Writing- Novice Mid

SOMOS 1 UNIT 18 "LAS SUPERSTICIONES ESPAÑOLAS"

	SUGGESTED LESSON FLOW	DE/WORLD READINESS STANDARDS	CAN DO STATEMENTS
Day 1	● Campanada: Identify errors in reading about immigration (connected to Unit 17) ● Introduce vocabulary 　○ Establish meaning 　○ Translate sentences 　○ Review individual questions 　○ Discuss personalized questions ● Introduce "A puro dolor" 　○ Play music video 　○ Unscramble lyrics	*Communication 1.2* *Comparisons 4.1* *Cultures 2.1*	"I WILL BE ABLE TO UNDERSTAND SENTENCES AND QUESTIONS THAT CONTAIN NEW WORDS." ● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can understand questions in Spanish that contain familiar words. ● I can use my body and action to show that I understand. ● I can participate actively in a group conversation in Spanish. ● I can ask for help when I don't understand. ● I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) ● I can interpret a song in Spanish.
DAY 2	● Campanada: Translate & respond to question ● Read & discuss Son by Four biography ● Examine song lyrics ● TPRS storyasking for El hombre despreciable ● Up/Down Listening assessment	*Communication 1.2* *Cultures 2.2*	"I WILL BE ABLE TO UNDERSTAND A DETAILED, PRESENT TENSE NARRATIVE IN SPANISH." ● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can participate actively in a group conversation in Spanish. ● I can interpret the meaning of words and phrases that I read (CCSS R.4).

			• I can listen closely to determine what is being explicitly said (CCSS R.1).
			• I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)
			• I can interpret a song in Spanish.
DAY 3	• Campanada: Story questions • Recall class story • Finish storyasking • Story Strips to review story (or Write and Discuss) • Play Write, Draw, Pass	*Communication 1.1, 1.2, 1.3*	"I WILL BE ABLE TO RETELL A FAMILIAR STORY." • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can read closely to determine what a text says explicitly (CCSS R.1). • I can listen closely to determine what is being explicitly said (CCSS R.1). • I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1)
Day 4	• Campanada: Prep for 2 truths and a lie • Play Two Truths and a Lie • Students read cultural text "Las supersticiones españolas" • Class reads together "Las supersticiones españolas" and takes assessment Part 1	*Communication 1.1, 1.2, 1.3* *Connections 3.1* *Comparisons 4.1*	"I WILL BE ABLE TO IDENTIFY SIMILARITIES AND DIFFERENCES BETWEEN SUPERSTITIONS IN MY CULTURE AND SPANISH CULTURE." • I can present information such that a listener can follow (CCSS SL.4) • I can demonstrate command of grammar and usage when speaking (CCSS W.1) • I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) • I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1) • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can determine central ideas or themes in a text (CCSS R.2). • I can cite textual evidence to support conclusions drawn from a text (CCSS R.1)

DAY 5	● Campanada: Respond to personalized questions ● Watch "about Spanish superstitions" video ● Students respond to video-based questions (assessment part 2)	*Communication 1.2, 1.3* *Cultures 2.1, 2.2* *Connections 3.2* *Comparisons 4.2*	"I CAN UNDERSTAND KEY INFORMATION IN A YOUTUBE VIDEO IN SPANISH." ● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can read closely to determine what a text says explicitly (CCSS R.1). ● I can interpret the meaning of words and phrases that I read (CCSS R.4). ● I can determine central ideas or themes in a text (CCSS R.2). ● I can make logical inferences from a text (CCSS R.1). ● I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)
DAY 6	● Campanada: Personalized questions ● Student groups begin working on Assessment part 3: Multimodal response to text questions	*Communication 1.2, 1.3* *Cultures 2.1, 2.2* *Connections 3.2* *Comparisons 4.2*	● I can recognize words, phrases, and characters with the help of visuals ● I can present simple information about something I learned using words, phrases and memorized expressions
DAY 7	● Campanada: Personalized questions ● Continue to prepare in groups ● Optional: listen to song together (Tocar Madera- Manolo Teno") and complete comprehension activities	*Communication 1.1, 1.2* *Cultures 2.1, 2.2* *Connections 3.2* *Comparisons 4.2*	"I WILL BE ABLE TO DESCRIBE COMMON BELIEFS ABOUT GOOD AND BAD LUCK IN SPANISH." ● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can read closely to determine what a text says explicitly (CCSS R.1). ● I can interpret the meaning of words and phrases that I read (CCSS R.4). ● I can make logical inferences from a text (CCSS R.1). ● I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)
Day 8	● Campanada: Personalized question ● Fan N Pick communicative discussion ● Continue to prepare and begin to present in groups	*Communication 1.1, 1.2, 1.3* *Cultures 2.1, 2.2* *Connections 3.2* *Comparisons 4.2*	"I WILL BE ABLE TO DESCRIBE WHAT I KNOW AND BELIEVE ABOUT SUPERSTITIONS IN SPANISH." ● I can present information such that a listener can follow (CCSS SL.4)

			• I can demonstrate command of grammar and usage when speaking (CCSS W.1)
			• I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1)
			• I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1)
			• I can read closely to determine what a text says explicitly (CCSS R.1).
			• I can interpret the meaning of words and phrases that I read (CCSS R.4).
			• I can determine central ideas or themes in a text (CCSSR.2).
			• I can cite textual evidence to support conclusions drawn from a text (CCSS R.1)
ASSE- SME- NT DAY	• Campanada: Personalized questions • Multimodal group presentations and fishbowl discussions	*Communication 1.1, 1.2, 1.3* *Cultures 2.1, 2.2* *Connections 3.2* *Comparisons 4.2* *Communities 5.1*	• I can cite textual evidence to support conclusions drawn from a text (CCSS R.1) • I can answer a variety of simple questions • I can communicate some basic information • I can present simple information about something I learned using words, phrases and memorized expressions • I can write about something I have learned using lists, phrases, and memorized expressions

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in supplementary activities during unit 5 such as

- Additional TPRS storytelling
- Vocabulary games instructions for introducing vocabulary
- Supplementary legends and superstitions from Mexico and Central America
- Additional video- and songs relating to unit themes

DELAWARE/ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 2 UNIT 5 ASSESSMENT: INSTRUCTIONS

This assessment has three parts.

Part 1: Interpretative Reading
- On page 1, read "Las Supersticiones Españolas." Complete questions 1-8 that are found on the page below the story.

Part 2: Interpretive Listening
- After watching the video, "About Spanish Superstitions," complete parts 1 and 2 on page 2 of the assessment.

Part 3: Presentational Speaking, Presentational Writing, and Interpersonal Speaking and Listening
- Read the questions on page 3. They are "chunked" into three sections: Section A, Section B, and Section C.
- Your small group will need to read, write and discuss all 13 questions. Your teacher will let your group know how your group will need to respond to each "chunk" of questions. For one chunk, you will **prepare answers to read out loud** to the class. For one chunk you will respond in **writing**. For the last chunk, your group will **discuss** your answers in a fishbowl set-up. Write your assigned group and modalities here:
  - My group members: _____
  - We will share our group answers in a **prepared presentation** to questions in CHUNK _____
  - We will share our group answers **in writing** to questions in CHUNK _____
  - We will share our group answers in a fishbowl **discussion** to questions in CHUNK _____

LAS SUPERSTICIONES ESPAÑOLAS

¿Te consideras supersticioso? A las personas lógicas, las supersticiones les parecen muy extrañas. Sin embargo, a muchas personas las ideas y los rituales supersticiosos les parecen lógicos. Los rituales supersticiosos les devuelven la tranquilidad a algunas personas cuando están nerviosas y no tienen control de una situación. Hay personas supersticiosas en todos los países, pero… ¡los españoles están entre las personas más supersticiosas del planeta!

Muchas supersticiones españolas les parecen normales a las personas de otros países: por ejemplo, los gatos negros son un signo de <u>mala suerte</u>[1] para los españoles. Otras supersticiones les parecen extrañas a las personas de otros países. Por ejemplo, el día viernes y 13 es un día de mala suerte en los Estados Unidos y en Canadá. En España, el día viernes 13 no es un día de <u>mala suerte</u>; el día de <u>mala suerte</u> es el martes 13.

En España, es de <u>buena suerte</u> devolver ciertas cosas y es de <u>mala suerte</u> devolver otras. Por ejemplo, ¿qué haces cuando <u>alguien</u>[2] te da un <u>pellizco</u>[3]? Los gallegos –las personas de Galicia; una provincia de España– siempre devuelven los <u>pellizcos</u>. Ellos piensan que es de mala suerte no devolver un <u>pellizco</u>. Por otro lado, si un amigo te da un <u>pañuelo</u>[4], ¡no lo devuelvas! Devolver el <u>pañuelo</u> va a resultar en un conflicto porque le da <u>mala suerte</u> al recipiente.

[1](mala) suerte - (bad) luck   **[2]alguien** - someone   **[3]pellizco** - pinch   **[4]pañuelo** - handkerchief

CC 2006 Rosana Prada Flickr.com

Please respond to the following questions in ENGLISH, based on the reading:

1. According to the reading, to whom do all superstitions seem strange?

   to logical people

2. What is one thing that only some people in Spain consider to bring bad luck?

   not returning a pinch

3. What are three things that <u>all</u> Spanish people consider to bring bad luck?

   1 - black cats   2 - returning a handkerchief   3 - Tuesday the 13

4. What is one superstition that is common to people from Spain, the U.S., and Canada?

   black cats bring bad luck

On the blank beside #5-8, please write the letter of the phrase that best describes its significance. Four letters will not be used.

5. __A__ a pinch

6. __B__ a handkerchief

7. __G__ black cats

8. __F__ Tuesday the 13

A. good luck to return
B. bad luck to return
C. usually returned after one year
D. given on Friday the 13
E. "lucky" day in Spain
F. "unlucky" day in Spain
G. a sign of bad luck
H. a sign of good luck

Nombre y apellido _____ Fecha _____

6.

LAS SUPERSTICIONES ESPAÑOLAS

INSTRUCCIONES: Mira el video "About Spanish Superstitions" varias veces mientras completas las actividades: https://www.youtube.com/watch?v=g7pXbjm07Qw

A 🐈

B 🔴13

C 🐇

D 🧲

E 🍀

F ☂️

G 🪜

H 🪞

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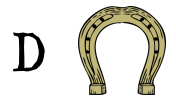
1) Escribe el nombre de cada objeto (A-H) en español:

A. el gato negro

B. el número trece

C. la pata de conejo

D. la herradura

E. el trébol de cuatro hojas

F. el paraguas

G. la escalera

H. el espejo

---

2) Completa cada oración con la letra apropiada de (1).

1. Si ves un **A**, debes caminar en la otra dirección porque te va a dar mala suerte.

2. No debes caminar por debajo de **G**, porque si lo haces te va a dar mala suerte.

3. Muchas personas piensan que romper **H** les da siete años de mala suerte.

4. Nunca debes abrir **F** en casa porque si lo haces, vas a tener mala suerte.

5. El número **B** se considera el número de mala suerte.

6. Si encuentras un **E**, una planta verde, ¡no se lo des a nadie! Te va a dar buena suerte.

7. Muchas personas les dan **C/D** o **C/D** a sus amigos porque piensan que estos dos objetos van a darles buena suerte. Si recibes uno de estos amuletos, ¡no lo devuelvas!

LAS SUPERSTICIONES ESPAÑOLAS
preguntas de discusión

1. ¿Te consideras supersticioso? ¿Por qué sí o por qué no?

A
2. ¿Conoces a alguna persona muy supersticiosa? ¿Qué supersticiones tiene?

3. ¿Conoces alguna superstición de una persona famosa? ¿Qué es y quién lo tiene?

4. ¿Es posible ser lógico y también supersticioso? ¿Por qué sí o por qué no?

B
5. Cuando estás nervioso o tienes miedo, ¿tienes alguna ritual que te devuelva la tranquilidad?

6. ¿Qué (o quién) te devuelve la tranquilidad cuando estás nervioso o tienes miedo?

7. ¿Tu cultura es una cultura supersticiosa? Explica tu opinión.

8. ¿Quiénes son las personas que te parecen más supersticiosas? (Los viejos, los atletas, las celebridades, las personas normales, las mujeres, los hombres, etc.)

C
9. ¿Piensas que hay un día de mala suerte?

10. ¿El martes 13 o el viernes 13 te parece el día de mala suerte?

11. Para ti, ¿es bueno devolver qué objetos?

12. ¿Cuáles cosas es mejor no devolver?

13. ¿Cuál de las supersticiones mencionadas en el artículo te parece más extraña? ¿más lógica?

SPANISH 2– UNIT 6
SOMOS 1 UNIT 19 "BIBLIOBURRO"
PLUS SUPPLEMENTARY ACTIVITIES (3 weeks)

Essential Questions	- How does access to books impact a community? - What impact does reading have on education? - What problems exist in my community, and how can I contribute to solutions?		Core Vocabulary	**viene a un pueblo** comes to a town **toda la gente** all of the people **pone (libros) encima de** puts (books) on top of **lee** s/he reads
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.		
	Cultural	- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. - I can interact at a survival level in some familiar everyday contexts.		
AP Themes	- Global Challenges » Human Rights - Contemporary Life » Education			
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listen to teacher during PQA, TPR, TPRS; Listen to song, Listen to authentic videos, Listen to BINGO sentences, Listening to classmates' questions during communicative activities Reading: Reading BINGO sentences, reading class story, reading Biblioburro & Santiago library article Writing : Writing responses to questions about reading, Writing responses to comprehension and discussion questions, writing responses to Campanadas, writing about Biblioburro, Comparing Soriano and Santiago Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activities		
	Language + Culture *How is culture addressed in this unit?*	- A mi burro authentic song - Biblioburro / access to libraries in rural communities - Washington Santiago news story from 2018		
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	- Focus on useful vocabulary used in context - Asking and answering questions - Describing where objects/things are located in relation to other things/objects - Discussing events, event attendance - Developing the belief that even one person can make a difference with their actions		
	Student Centered	- Sheltered vocabulary - New words are added into conversation only at an processable rate - Builds on the foundation of vocabulary targeted in previous units		

	How does this unit build on what students need, know, and can do?	• Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter) • Connects their literacy to a global challenge (access to books and education)
Summative Assessments	Interpretive Reading, Presentational Writing, Interpretive Listening, Presentational Speaking (formal assessments are not recommended but an option is offered)	Delaware Proficiency Target for Interpretive Reading- Novice Mid Delaware Proficiency Target for Interpretive Listening- Novice High Delaware Proficiency Target for Presentational Writing- Novice Mid Delaware Proficiency Target for Presentational Speaking- Novice High

SOMOS 1 UNIT 19 "BIBLIOBURRO"

	SUGGESTED LESSON FLOW	DE/WORLD READINESS STANDARDS	CAN DO STATEMENTS
PRE UNIT	Play 'Lotería' with estar + location boards multiple times before and during the unit. Campanada provided.	Communication 1.2	"I WILL BE ABLE DESCRIBE WHERE AN OBJECT IS LOCATED IN RELATION TO OTHER OBJECTS."
Day 1	• Campanada: Identify errors in reading about immigration (connected to Unit 17) • Teach 'A mi burro' • CLOZE lyrics • TPR body parts + duele • Introduce vocabulary • Establish meaning • Translate sentences • Review individual questions • Discuss personalized questions	Communication 1.2 Comparisons 4.1 Cultures 2.1	"I WILL BE ABLE TO UNDERSTAND SENTENCES AND QUESTIONS THAT CONTAIN NEW WORDS." • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can understand questions in Spanish that contain familiar words. • I can use my body and action to show that I understand. • I can participate actively in a group conversation in Spanish. • I can ask for help when I don't understand. • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) • I can interpret a song in Spanish.
DAY 2	• Campanada: Describing typical reactions to visits by famous people • TPRS storyasking for El ilusionista • Up/Down Listening assessment	Communication 1.2 Cultures 2.2	"I WILL BE ABLE TO UNDERSTAND A STORY WITH DIALOGUE IN SPANISH." • I can interpret the meaning of words and phrases that I hear (CCSS R.4).

			• I can participate actively in a group conversation in Spanish. • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can listen closely to determine what is being explicitly said (CCSS R.1).
DAY 3	• Campanada: Sequence sentences • Write and Discuss to recall class story • Read together the class story • Emotions analysis	*Communication 1.1, 1.2, 1.3*	"I WILL BE ABLE TO USE MY UNDERSTANDING OF A STORY TO MAKE INFERENCES ABOUT THE CHARACTERS." • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) • I can read closely to determine what a text says explicitly (CCSS R.1). • I can make logical inferences from a text (CCSS R.1).
Day 4	• Campanada: Respond to questions about personal reading habits • Discuss Campanada • Students interview each other about reading habits • Students write one compound sentence describing their own reading habits.	*Communication 1.1, 1.2, 1.3* *Connections 3.1* *Comparisons 4.1*	"I WILL BE ABLE TO DESCRIBE MY READING HABITS AND COMPARE THEM TO THOSE OF MY CLASSMATES." • I can present information such that a listener can follow (CCSS SL.4) • I can demonstrate command of grammar and usage when speaking (CCSS W.1) • I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) • I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1) • I can write clearly and cohesively (CCSS W.4)
DAY 5	• Campanada: Respond to personalized questions • Finish TPRS Storyasking • Read together Biblioburro text • Students respond to questions about text • Discuss reading together	*Communication 1.2, 1.3* *Cultures 2.1, 2.2* *Connections 3.2* *Comparisons 4.2*	"I WILL BE ABLE TO GIVE A SIMPLE DESCRIPTION OF BIBLIOBURRO IN SPANISH." • I can read closely to determine what a text says explicitly (CCSS R.1).

	• Exit slip: describe Biblioburro		• I can interpret the meaning of words and phrases that I read (CCSS R.4).
			• I can interpret the meaning of words and phrases that I hear (CCSS R.4).
			• I can determine central ideas or themes in a text (CCSS R.2).
			• I can cite textual evidence to support conclusions drawn from a text (CCSS R.1)
DAY 6	• Campanada: Describe and evaluate Biblioburro • Watch Biblioburro video without subtitles and complete viewing guide • Review viewing guide • Watch Biblioburro video with subtitles • Discuss personalized questions	*Communication 1.1, 1.2* *Cultures 2.1, 2.2* *Connections 3.2* *Comparisons 4.2*	"I WILL BE ABLE TO GIVE A DETAILED DESCRIPTION OF BIBLIOBURRO IN SPANISH." • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can determine central ideas or themes in a text (CCSS R.2). • I can make logical inferences from a text (CCSS R.1). • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)
Day 7	• Campanada: Identify a problem in students' community • Discuss Biblioburro questions using Fan N Pick communicative structure • Students read article about Washington Santiago and compare him and his library with Luis Soriano and Biblioburro.	*Communication 1.1, 1.2, 1.3* *Cultures 2.1, 2.2* *Connections 3.2* *Comparisons 4.2* *Communities 5.1, 5.2*	"I WILL BE ABLE TO MAKE CONNECTIONS BETWEEN BIBLIOBURRO, MY COMMUNITY, AND OTHER SPANISH SPEAKING COMMUNITIES." • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1)

			• I can present information such that a listener can follow (CCSS SL.4)
			• I can demonstrate command of grammar and usage when speaking (CCSS W.1)
ASSE SSME NT DAY	Campanada: Personalized question Listening assessment Reading assessment Writing assessment	*Communication 1.1, 1.2, 1.3* *Cultures 2.1, 2.2* *Connections 3.1, 3.2* *Communities 5.1*	"I WILL BE ABLE TO INTERPRET AN AUTHENTIC RESOURCE IN SPANISH." • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in supplementary activities during unit 6 such as

- Additional TPRS storytelling
- Cultura readings/ mini-units
- Additional video-based activities
- games that provide additional input and an opportunity for output

DELAWARE/ ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 2– UNIT 7
SOMOS 1 UNIT 20 "LADRONES"
PLUS SUPPLEMENTARY ACTIVITIES (3 weeks)

Essential Questions	● How is my community impacted by crime? ● How does my community protect its citizens and businesses?		Core Vocabulary	**deja** s/he leaves behind **la misma tienda** the same store **lleva una camisa** s/he wears a shirt
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.		
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.		
AP Themes	● Global Challenges ● Families and Communities			
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listen to teacher during PQA, TPRS; Listening to song, Listening to classmates during communicative activities, Listening to directions Reading: Reading class story, reading news articles, reading song lyric summaries, Reading informational texts Writing : Writing events from the story, Writing responses to Campanadas, Shared Writing (Write and Discuss), Writing questions and answers during Stations activity Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activities, Sharing Team Windows sentences, Reading aloud texts		
	Language + Culture *How is culture addressed in this unit?*	● Playa Limbo song ● Interpreting authentic resources ● News stories from Spanish speaking countries ● Crime and criminals from Spanish speaking countries		
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Focus on useful vocabulary used in context ● Asking and answering questions ● Describing clothing ● Discussing similarities and differences ● Retelling stories ● Discussing current events		
	Student Centered	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Builds on the foundation of vocabulary targeted in previous units ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter)		

	How does this unit build on what students need, know, and can do?		
Summative Assessments	Reading Writing: unit content Mid-term reflection: How am I progressing in my goals around using Spanish for enjoyment, enrichment, and advancement?		Delaware Proficiency Target for Interpretive Reading- Novice Mid Delaware Proficiency Target for Presentational Writing- Novice Mid

SOMOS 1 UNIT 20 "LADRONES"

	SUGGESTED LESSON FLOW	**DE/WORLD READINESS STANDARDS**	**CAN DO STATEMENTS**

Day 1	• Campanada: Identify errors in reading about Biblioburro (connected to Unit 19)
	• Introduce vocabulary
	• Establish meaning
	  ○ Translate sentences
	  ○ Review individual questions
	  ○ Discuss personalized questions
	• Teach 'Te dejé'
	  ○ scrambled lyrics
	  ○ music video
	  ○ read lyrics summary
		Communication 1.2
		Comparisons 4.1
		Cultures 2.1
			"I WILL BE ABLE TO UNDERSTAND SENTENCES AND QUESTIONS THAT CONTAIN NEW WORDS."
			
			• I can interpret the meaning of words and phrases that I hear (CCSS R.4).
			• I can understand questions in Spanish that contain familiar words.
			• I can use my body and action to show that I understand.
			• I can participate actively in a group conversation in Spanish.
			• I can ask for help when I don't understand.
			• I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)
			• I can interpret a song in Spanish.

DAY 2	• Campanada: Translation • TPRS storyasking for Ladrones • Up/Down Listening assessment	*Communication 1.2*	"I WILL BE ABLE TO UNDERSTAND A STORY WITH DIALOGUE IN SPANISH." • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can participate actively in a group conversation in Spanish. • I can interpret the meaning of words and phrases that I read (CCSS R.4).

			● I can listen closely to determine what is being explicitly said (CCSS R.1).
DAY 3	● Campanada: Personalized questions ● Optional: Write and Discuss to generate a typed version of class story, unless you prepared this before class ● Read class story OR alternate version ● Create a class storybook.	*Communication 1.2, 1.3* *Comparisons 4.1*	"I WILL BE ABLE TO RETELL A FAMILIAR STORY IN SPANISH." ● I can present information such that a listener can follow (CCSS SL.4) ● I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1) ● I can write clearly and cohesively (CCSS W.4)
Day 4	● Campanada: Respond to questions about the class story ● Discuss Campanada ● Play Mentiroso. ● Students read "Criminales habituales" with partners (Volleyball reading). ● Write and Discuss to review Criminales habituales	*Communication 1.1, 1.2, 1.3* *Connections 3.1* *Comparisons 4.1*	"I WILL BE ABLE TO UNDERSTAND A DETAILED INFORMATIONAL TEXT IN SPANISH." ● I can present information such that a listener can follow (CCSS SL.4) ● I can demonstrate command of grammar and usage when speaking (CCSS W.1) ● I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) ● I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1) ● I can read closely to determine what a text says explicitly (CCSS R.1). ● I can interpret the meaning of words and phrases that I read (CCSS R.4). ● I can determine central ideas or themes in a text (CCSS R.2). ● I can cite textual evidence to support conclusions drawn from a text (CCSS R.1)
DAY 5	● Campanada: Personalized question ● Students read El código secreto de los criminales in small groups ● Read together "Código secreto…" as a class ● Students share information related to the code using the Team Windows strategy	*Communication 1.2, 1.3* *Cultures 2.1, 2.2* *Connections 3.1, 3.2* *Comparisons 4.2*	"I WILL BE ABLE TO EXPRESS PERSONAL CONNECTIONS TO A DETAILED INFORMATIONAL TEXT." ● I can read closely to determine what a text says explicitly (CCSS R.1).

	• Optional if time remains: infographic #authres reading activity (described in Day 7 lesson plans)		• I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can determine central ideas or themes in a text (CCSS R.2). • I can cite textual evidence to support conclusions drawn from a text (CCSS R.1) • I can present information such that a listener can follow (CCSS SL.4) • I can demonstrate command of grammar and usage when speaking (CCSS W.1) • I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1)
DAY 6	PREP STATIONS BEFORE CLASS! • Campanada: Personalized question • Explain stations instructions • Students rotate through 5 stations	*Communication 1.1, 1.2, 1.3* *Cultures 2.1, 2.2* *Connections 3.2* *Comparisons 4.2*	"I WILL BE ABLE TO UNDERSTAND AND DISCUSS NON-FICTION TEXTS IN SPANISH." • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can determine central ideas or themes in a text (CCSS R.2). • I can make logical inferences from a text (CCSS R.1). • I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1)
Day 7	• Campanada: Personalized questions • Writing assessment • Reading assessment • Infographic #authres reading activity	*Communication 1.2, 1.3* *Cultures 2.1, 2.2* *Connections 3.2* *Comparisons 4.2* *Communities 5.1, 5.2*	"I WILL BE ABLE TO INTERPRET AN AUTHENTIC RESOURCE IN SPANISH." • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can read closely to determine what a text says explicitly (CCSS R.1).

			• I can interpret the meaning of words and phrases that I read (CCSS R.4).
			• I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)
			"I WILL BE ABLE TO EVALUATE A LEARNING EXPERIENCE."

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in supplementary activities during unit 7 such as

- Cultural readings
- Additional video-based activities
- Communicative activities and games
- Structured "mini-units" using relevant language constructions

DELAWARE/ ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 2– UNIT 8
SOMOS 1 UNIT 21 "UNA AVENTURA DE CAMPING"
PLUS SUPPLEMENTARY ACTIVITIES (2 weeks)

Essential Questions	● How do I respond when I feel fear? ● Who is someone that I can always count on to be by my side?		Core Vocabulary	**durante la noche** during the night **oye algo** s/he hears something **se despierta** s/he wakes up **se duerme** s/he goes to sleep
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.		
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.		
AP Themes	● Contemporary Life » Leisure & Sports ● Families & Communities » Friendship & Love			
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listen to teacher during PQA, TPRS; Listening to song, Listening to instructions, Listening to classmates questions and answers Reading: Reading questions, reading contextualized sentences, reading class story, reading sample story Writing : Writing responses to Campanadas, Collaborative writing (Write & Discuss), Writing events for Human Timeline, Transforming story to 1st person or past tense Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activities		
	Language + Culture *How is culture addressed in this unit?*	● Oye como va / Celia Cruz ● Cultural vocabulary from Oye como va		
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Focus on useful vocabulary used in context ● Asking and answering questions ● Narration ● Expressing thoughts in multiple tenses and/or perspectives		
	Student Centered *How does this unit build on what students need, know, and can do?*	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Builds on the foundation of vocabulary targeted in previous units ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter) ● Student ideas are the focus of Collective Interview and TPRS Storyasking		

		• Horizontal Conjugation exposes students to grammar in context
Summative Assessments	No summative assessments required. Teachers will continue to monitor and assess students' speaking skills daily	Delaware Proficiency Target for Interpersonal Speaking and Listening- Novice Mid

SOMOS 1 UNIT 21 "UNA AVENTURA DE CAMPING"		
SUGGESTED LESSON FLOW	**DE/WORLD READINESS STANDARDS**	**CAN DO STATEMENTS**

Day 1
• Campanada: Error correction of reading that uses Unit 18 topic/vocabulary
• Introduce new Core Vocabulary
• Establish meaning
   ○ Translate sentences
   ○ Review individual questions
   ○ Discuss personalized questions
• If time remains, teach students 'Oye como va'
   ○ Activate background knowledge
   ○ Discuss meaning of title
   ○ Read history of song & cultural vocal insight
   ○ Listen to song & complete CLOZE lyrics
	Communication 1.2, 1.1
	Comparisons 4.1, 4.2
	Cultures 2.1
		"I WILL BE ABLE TO UNDERSTAND SENTENCES AND QUESTIONS THAT CONTAIN NEW WORDS."
		• I can interpret the meaning of words and phrases that I hear (CCSS R.4).
		• I can understand questions in Spanish that contain familiar words.
		• I can use my body and action to show that I understand.
		• I can participate actively in a group conversation in Spanish.
		• I can ask for help when I don't understand.
		• I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)

DAY 2 • Campanada: Personalized questions • Discuss questions using Collective Interview format • Begin TPRS storyasking for Una aventura de camping • Up/Down Listening assessment at the end of the period • IF you finish the story, do a Write & Discuss with remaining time! If not, save for tomorrow.	*Communication 1.1, 1.2* *Comparisons 4.1*	"I WILL BE ABLE TO UNDERSTAND A STORY IN SPANISH." • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can participate actively in a group conversation in Spanish. • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can listen closely to determine what is being explicitly said (CCSS R.1).
DAY 3 • Campanada: Discuss story • Finish storyasking, if needed	*Communication 1.2, 1.3* *Connections 3.1*	• "I WILL BE ABLE TO RETELL A FAMILIAR STORY IN SPANISH."

		Comparisons 4.1	• I can present information such that a listener can follow (CCSS SL.4)
	• Create a Cooperative Mural. While discussing, write major events on 8x11 sheets of paper. • Create a Human Timeline with event sheets • Time leftover? Do an Emotions Analysis as a class, or print out on a worksheet and have students do on their own in a future class period.		• I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1) • I can write clearly and cohesively (CCSS W.4)
EXTE NSIO NS	• CULTURAL CONNECTION • Move on to El monstruo del armario BUT FIRST, CONSIDER… • Horizontal Conjugation • QAR Questions page	Communication 1.2, 1.3 Connections 3.1 Comparisons 4.1	

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in supplementary activities during unit 8 such as

- Practice with reflexive verbs
- Practice with transitive verbs
- Simple sentences games
- Cultural readings
- Additional video-based activities
- Communicative activities and games
- Structured "mini-units" using relevant language constructions

DELAWARE/ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 2– UNIT 9
SOMOS 1 UNIT 22 "LOS TRES CERDITOS"
PLUS SUPPLEMENTARY ACTIVITIES (2 weeks)

Essential Questions	- To what extent do I base my decisions on what will happen in the future? - How do I react when I sense that I am in danger? - Who in my life can I count on?		**Core Vocabulary**	**el cerdito teme -** the little pig fears **construye con cuidado -** builds carefully **sopla -** blows
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.		
	Cultural	- In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. - I can interact at a survival level in some familiar everyday contexts.		
AP Themes	Personal and Public Identities, Families and Communities			
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listen to teacher during PQA, TPR, TPRS; Listen to questions presented by classmates during Fan N Pick activity, Listening to teacher read aloud Reading: Reading story, Fan N Pick questions Writing : Writing answers to questions Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activities		
	Language + Culture *How is culture addressed in this unit?*	- This unit will connect with the individual culture of many students through study of a familiar childhood story - Consideration of cultural norms related to work ethic		
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	- Focus on useful vocabulary used in context - Asking and answering questions - Expressing personal reactions to media and situations - Building knowledge of geography - Expressing/interpreting communication re: basic needs (food, shelter, health) - Communicating beliefs and values		
	Student Centered	- Sheltered vocabulary - New words are added into conversation only at an processable rate - Builds on the foundation of vocabulary targeted in previous units - Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter)		

		How does this unit build on what students need, know, and can do?	● Gives students an opportunity to discuss beliefs, values, and challenges they are facing ● Multiple high-interest, authentic songs (one of them about a breakup!) ● Multiple opportunities for artistic expression	
Summative Assessments		Listening assessment, writing assessment, reading assessment		Delaware Proficiency Target for Reading- Novice High Delaware Proficiency Target for Interpretive Listening- Intermediate Low Delaware Proficiency Target for Presentational Writing- Novice High

SOMOS 1 UNIT 22 "LOS TRES CERDITOS"

	SUGGESTED LESSON FLOW	**DE/WORLD READINESS STANDARDS**	**CAN DO STATEMENTS**

Day 1	● Campanada: Translate 3 pigs story
	● Introduce vocabulary
	  ○ Establish meaning
	  ○ Translate sentences
	  ○ Review individual questions
	  ○ Discuss personalized questions
	● Tell *Los tres cerditos*
	● Up/down formative listening assessment
		Communication 1.2
		Comparisons 4.1
			I can understand "The Three Little Pigs" in Spanish.
			
			● I can interpret the meaning of words and phrases that I hear (CCSS R.4).
			● I can understand questions in Spanish that contain familiar words.
			● I can participate actively in a group conversation in Spanish.
			● I can ask for help when I don't understand.

DAY 2	● Campanada: answer questions about Los tres cerditos ● Retell Los tres cerditos ● Chorally read present tense as class ● Group read aloud of past tense version ● Create story books	*Communication 1.2* *Cultures 2.2*	I can understand a familiar story when it is told in the past tense. ● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can read closely to determine what a text says explicitly (CCSS R.1). ● I can interpret the meaning of words and phrases that I read (CCSS R.4). ● I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)
DAY 3	● Campanada: translate ● Listening assessment ● Introduce new vocabulary for part 2	*Communication 1.2*	I can understand a detailed version of a familiar story. ● I can interpret the meaning of words and phrases that I hear (CCSS R.4).

	○ Establish meaning ○ Translate sentences ● Tell Los tres cerditos ● Up/down formative assessment		● I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) ● I can interpret the meaning of words and phrases that I read (CCSS R.4).
Day 4	● Campanada: answer questions about Los tres cerditos ● Re-enact story in groups of four ● Read together extended version ● Share favorite scene	*Communication 1.2* *Connection 3.1*	I can understand a familiar story in the past tense. ● I can read closely to determine what a text says explicitly (CCSS R.1). ● I can interpret the meaning of words and phrases that I read (CCSS R.4). ● I can interpret the meaning of words and phrases that I hear (CCSS R.4).
DAY 5	● Campanada: answer questions about emotions ● Watch video **Los tres cerditos y el lobo feroz** ● Dramatic reading of script ● Play Go Fish, describe missing scene or yes/no game	*Communication 1.1*	I can interpret an authentic version of a familiar story. ● I can interpret the meaning of words and phrases that I read (CCSS R.4). ● I can read closely to determine what a text says explicitly (CCSS R.1).
DAY 6	● Campanada: answer question about story ● Class discussion ● Fan N Pick ● Writing assessment ● Reading assessment	*Communication 3.1*	I can apply the themes of a familiar story to my own life. ● I can write clearly and cohesively (CCSS W.4) ● I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) ● I can determine central ideas or themes in a text (CCSS R.2).

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in supplementary activities during unit 9 such as

- Structured video-based lessons using relevant language constructions
- Communication-based activities and games
- Comprehensible narratives relating to unit themes
- Mini-units with cross-curricular connections featuring songs videos, and unit vocabulary

DELAWARE/ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 2- UNIT 10

SOMOS 1 UNIT 23 "EL CAMINO DE SANTIAGO"

PLUS SUPPLEMENTARY ACTIVITIES (3 weeks)

Essential Questions	● What activities do I partake in for spiritual or religious reasons? ● How do I process and overcome difficult experiences in my life? ● What journeys (physical, mental, spiritual, emotional) do I foresee myself taking?	Core Vocabulary	**quiere ir** - s/he wants to go **se queda** - s/he stays (remains) **sigue** - s/he follows

Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.

AP Themes	● Personal and Public Identities » Beliefs and Values ● Contemporary Life » Travel

Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	Four Modalities *Which of the four modalities are used by students in this unit?*	Listening: Listen to teacher during PQA, TPR, TPRS; Listen to songs, Listen to questions presented by classmates during QQT activities, Listening to teacher read aloud song lyrics Reading: Reading class story, El fin de nosotros, song lyrics, El escape de Bre'Elle, scene descriptions, El camino de Santiago slideshow, Camino quest posters Writing : Writing answers to questions about song lyrics and stories, Writing original questions and answers about various readings, Describing scenes from stories Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activities
	Language + Culture *How is culture addressed in this unit?*	● ¿Con quién se queda el perro? authentic song ● El camino de Santiago ● Peregrino authentic song ● Antonio Machado quote
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Focus on useful vocabulary used in context ● Asking and answering questions ● Expressing personal reactions to media and situations ● Building knowledge of geography ● Expressing/interpreting communication re: basic needs (food, shelter, health) ● Communicating beliefs and values
	Student Centered *How does this unit build on what*	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Builds on the foundation of vocabulary targeted in previous units ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter) ● Gives students an opportunity to discuss beliefs, values, and challenges they are facing

	students need, know, and can do?	• Multiple high-interest, authentic songs (one of them about a breakup!) • Multiple opportunities for artistic expression	
Summative Assessments	Reading, Writing, Listening (Pick the Pic using running dictation sketches), Speaking (not recommended but an option is offered		Delaware Proficiency Target for Interpretive Reading- Novice High Delaware Proficiency Target for Interpretive Listening- Intermediate Low Delaware Proficiency Target for Presentational Writing- Novice High Delaware Proficiency Target for Presentational Speaking- Intermediate Low

SOMOS 1 UNIT 23 "EL CAMINO DE SANTIAGO"

	SUGGESTED LESSON FLOW	**DE/WORLD READINESS STANDARDS**	**CAN DO STATEMENTS**

Day 1	• Campanada: Translate 3 pigs story
	 • Introduce vocabulary
	    ○ Establish meaning
	    ○ Translate sentences
	    ○ Review individual questions
	    ○ Discuss personalized questions
	 • Play "Copión"
		Communication 1.2
		 Comparisons 4.1
			"I WILL BE ABLE TO UNDERSTAND SENTENCES AND QUESTIONS THAT CONTAIN NEW WORDS."
			 • I can interpret the meaning of words and phrases that I hear (CCSS R.4).
			 • I can understand questions in Spanish that contain familiar words.
			 • I can use my body and action to show that I understand.
			 • I can participate actively in a group conversation in Spanish.
			 • I can ask for help when I don't understand.

DAY 2	• Campanada: Select picture description
	 • Introduce "Con quién se queda el perro" by Jesse + Joy
	    ○ Students watch music video and describe things they observed OR listen to the song and list words they recognized
	    ○ Act out "El fin de nosotros"
	    ○ Students read "El fin de nosotros" in pairs
	    ○ Students annotate the story with Emojis
		Communication 1.2
		 Cultures 2.2
			"I WILL BE ABLE TO UNDERSTAND A STORY WITH DIALOGUE IN SPANISH."
			 • I can interpret the meaning of words and phrases that I hear (CCSS R.4).
			 • I can participate actively in a group conversation in Spanish.
			 • I can read closely to determine what a text says explicitly (CCSS R.1).
			 • I can interpret the meaning of words and phrases that I read (CCSS R.4).
			 • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)

			• I can interpret a song in Spanish.
DAY 3	• Campanada: Likes/dislikes • Cut up song lyrics sequencing activity • Complete the story based on the lyrics • Dialogue cards interpersonal activity	*Communication 1.1, 1.2, 1.3* *Cultures 2.2*	"I WILL BE ABLE TO IDENTIFY KEY DETAILS IN THE STORY SHARED IN AUTHENTIC SONG LYRICS." • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can listen closely to determine what is being explicitly said (CCSS R.1). • I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) • I can interpret a song in Spanish.
Day 4	• Campanada: Complete CLOZE statements • Students summarize El fin de nosotros story • Students compare lyrics and El fin de nosotros story • Start TPRS storyasking for La mamá vigilante • Up/Down Listening assessment	*Communication 1.2, 1.3* *Cultures 2.2*	"I WILL BE ABLE TO COMPARE THE STORIES SHARED IN DIVERSE MEDIA." • I can write clearly and cohesively (CCSS W.4) • I can present information such that a listener can follow (CCSS SL.4) • I can demonstrate command of grammar and usage when speaking (CCSS W.1) • I can interpret a song in Spanish.
DAY 5	• Campanada: Translate story to English • Finish TPRS Storyasking • Students sketch a scene from the class story • Classmates identify each scene as you show them to the class 1x1	*Communication 1.2, 1.3*	"I WILL BE ABLE TO UNDERSTAND A STORY IN SPANISH." • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can interpret the meaning of words and phrases that I hear (CCSS R.4).
DAY 6	• Campanada: Summarize the class story • Share summaries • Continue scene sketch activity	*Communication 1.1, 1.2, 1.3*	"I WILL BE ABLE TO SUMMARIZE A STORY IN SPANISH." • I can interpret the meaning of words and phrases that I hear (CCSS R.4).

	- Use scenes to retell the story scene by scene - Identify missing scenes (scenes that were not sketched) - Students vote for 8 most important scenes using sticky notes. Identify the top 10 voted for scenes. - Divide class into 10 groups; assign each one to one of the Top 10 events. - Each group describes their assigned scene in a single sentence - Do a running dictation with descriptions - Administer Pick the Pic listening assessment with pictures from the Running Dictation		- I can read closely to determine what a text says explicitly (CCSS R.1). - I can interpret the meaning of words and phrases that I read (CCSS R.4). - I can determine central ideas or themes in a text (CCSS R.2). - I can make logical inferences from a text (CCSS R.1). - I can cite textual evidence to support conclusions drawn from a text (CCSS R.1) - I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) - I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1)
Day 7	- Campanada: Situational response - Read together "El escape de Bre'Elle" - Students read story individually & complete comprehension activities - Students write one question and its answer about the story - Use questions and answers for Quiz Quiz Trade	*Communication 1.1, 1.2, 1.3*	"I WILL BE ABLE TO ASK AND ANSWER QUESTIONS ABOUT A STORY IN SPANISH." - I can interpret the meaning of words and phrases that I hear (CCSS R.4). - I can read closely to determine what a text says explicitly (CCSS R.1). - I can interpret the meaning of words and phrases that I read (CCSS R.4). - I can determine central ideas or themes in a text (CCSS R.2). - I can make logical inferences from a text (CCSS R.1). - I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) - I can present information such that a listener can follow (CCSS SL.4) - I can demonstrate command of grammar and usage when speaking (CCSS W.1) - I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)

Day 8	• Campanada: Respond to discussion question • Distribute blank Spain map • Read through Slides 1-25 of the Camino slideshow • Do Quiz Quiz Trade [again, this time] with questions from the slideshow • Camino de Santiago infograph interpretive activity	*Communication 1.1, 1.2, 1.3* *Cultures 2.1, 2.2* *Connections 3.1, 3.2* *Comparisons 4.2*	"I WILL BE ABLE TO USE MY KNOWLEDGE OF THE SPANISH LANGUAGE TO INTERPRET A CULTURAL READING." • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) • I can present information such that a listener can follow (CCSS SL.4) • I can demonstrate command of grammar and usage when speaking (CCSS W.1 • I can read closely to determine what a text says explicitly (CCSS R.1).

Day 9	• Campanada: Complete the sentence
	• Read Part II of the slideshow
	• Play 'Peregrino' by Papel Mache
	  ○ Watch the video
	  ○ Students read Spanish/English translation on lyrics sheet
	  ○ Students listen to song and identify standout lyrics
	  ○ Teacher reads song lyrics slowly; students join in when teacher reads anything they have circled
	  ○ Discuss!
	  ○ Optional: journal page with song lyrics
		Communication 1.2, 1.3
		Cultures 2.1, 2.2
		Connections 3.1, 3.2
		Comparisons 4.1, 4.2
			"I WILL BE ABLE TO CREATE PERSONAL CONNECTIONS TO IDEAS EXPRESSED IN AN AUTHENTIC SONG."
			• I can interpret the meaning of words and phrases that I hear (CCSS R.4).
			• I can read closely to determine what a text says explicitly (CCSS R.1).
			• I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)

Day 10	BEFORE CLASS: Set up Camino Quest • Campanada: Respond to discussion questions about Camino • Read and discuss Machado quote page • Students identify and record a problem that they want to get rid of. • Students take 'Pilgrimage' throughout school. At each stop they have to color one part of their Glyph	*Communication 1.2* *Cultures 2.1* *Connections 3.1, 3.2* *Comparisons 4.2*	"I WILL BE ABLE TO EVALUATE OPTIONS PRESENTED SPANISH IN SPANISH AND MAKE A CHOICE THAT I CAN DEFEND." • I can cite textual evidence to support conclusions drawn from a text (CCSS R.1) • I can read closely to determine what a text says explicitly (CCSS R.1).

	AND 'destroy' one piece of the problem that they wrote down		
Day 11	- Campanada: Debrief unit - Assessment day! Reading & Writing (could also do Pick the Pic listening assessment described on Day 6)	*Communities 5.2*	"I WILL BE ABLE TO EVALUATE A LEARNING EXPERIENCE."

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in supplementary activities during unit 10 such as

- Simple sentences games
- Cultural readings
- Additional video-based activities
- Communicative practice activities and games
- Structured "mini-units" using relevant language constructions

DELAWARE/ ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 2– UNIT 11
SOMOS 1 UNIT 25 "CUESTA DEMASIADO"
PLUS SUPPLEMENTARY ACTIVITIES (3 weeks)

Essential Questions	● How do I spend my money? ● How would I spend my money if I had more of it? ● Do I consider myself to be a lucky person? ● What does generosity look like in my life?	Core Vocabulary	**compra** s/he buys **vende** s/he, it sells **cuesta demasiado** it costs too much
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.	
AP Themes	● Contemporary Life » Holidays and Celebrations, Leisure and Sports, Advertising and Marketing		
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listen to teacher during PQA, TPR, TPRS, MovieTalk, songs, #authres commercials, news casts, trailers, and other videos, Listening to classmates during small group activities Reading: Reading class story, Reading about the lottery, Interpreting infographics and ads, Reading 2014 anuncio story, Reading singer biographies Writing : Writing recalled information from class story and about the lottery, Writing summaries of the Costis story and the Manuel story, Completing sentence frames, Recording Fan N Pick answers, Writing a story for a storyboard Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, Responding to partner questions in Fan N Pick, Sharing sentence frame answers in Team Windows activities, Stating events from class story, Singing the lottery numbers, Stating opinions	
	Language + Culture *How is culture addressed in this unit?*	● Song: Cuánto me cuesta tu amor ● Sorteo extraordinario de Navidad ● Honduras Lempiras ● Mendels #authres	
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Buying and selling ● Budgeting ● Comparing price and value	
	Student Centered *How does this unit build on what students need, know, and can do?*	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Builds on the foundation of vocabulary targeted in previous units ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter)	

Summative Assessments	Reading assessment: Short story + comprehension questions Writing assessment: Six frame storyboard description and/or Compare and contrast two stories from Sorteo extension Listening assessment: Comprehension based dictation	Delaware Proficiency Target for Interpretive Reading- Novice High Delaware Proficiency Target for Presentational Writing- Novice High Delaware Proficiency Target for Interpretive Listening- Intermediate Low

SOMOS 1 UNIT 25 "CUESTA DEMASIADO"

	SUGGESTED LESSON FLOW	DE/WORLD READINESS STANDARDS	CAN DO STATEMENTS

Day 1	• Campanada: PQA (tienda/camisa favorita)
	• Introduce new vocab
	  ○ Establish meaning
	  ○ translate practice sentences
	  ○ PQA
	• TPR new vocabulary
		Communication 1.1, 1.2, 1.3
		Comparisons 4.1
			• I can interpret the meaning of words and phrases that I hear (CCSS R.4).
			• I can interpret the meaning of words and phrases that I read (CCSS R.4).
			• I can participate actively in a group conversation in Spanish.
			• I can use my body and action to show that I understand.
			• I can understand questions in Spanish that contain familiar words.

DAY 2	• Campanada: Translate then answer question
	• Introduce song: Cuánto me cuesta
	  ○ Briefly intro / preface
	  ○ Examine lyrics & infer main idea
	  ○ CLOZE lyrics
	  ○ Sing the song
	  ○ Look at figurative language and commerce related vocab
	• Begin TPRS® storyasking
		Communication 1.1, 1.2
		Cultures 2.2
			• I can make logical inferences from a text (CCSS R.1).
			• I can interpret the meaning of words and phrases that I read (CCSS R.4).
			• I can cite textual evidence when to support conclusions drawn from a text (CCSS R.1)
			• I can understand a simple story in the target language.
			• I can ask for help when I don't understand.

DAY 3	• Campanada: Buying and selling elephants • TPRS continued: Cuesta demasiado • Play Back at'cha to review the story	*Communication 1.1, 1.2, 1.3* *Cultures 2.1*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can listen closely to determine what is being explicitly said (CCSS R.1). • I can make logical inferences from a text (CCSS R.1).

			• I can present information such that a listener can follow (CCSS SL.4) • I can express things that I know and remember in Spanish.
Day 4	• Campanada: story recall • Blind Retell • Four Square story map • Listening assessment: Dictation	*Communication 1.1, 1.2*	• I can make logical inferences from a text (CCSS R.1). • I can express myself clearly in spoken communication (CCSS SL.1) • I can present information such that a listener can follow (CCSS SL.4) • I can demonstrate command of grammar and usage when speaking (CCSS W.1)
DAY 5	• Campanada: Anticipatory set discussion questions • Read slides 3-16 with class to introduce lottery • Students pick a number • Analyze "Dónde está la suerte" infograph • Use random number generator to check the numbers that students wrote down: did anyone win? • Use El Sorteo Extraordinario de Navidad extension materials	*Communication 1.2* *Cultures 2.1* *Connections 3.1, 3.2* *Comparisons 4.2*	• I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) • I can read closely to determine what a text says explicitly (CCSS R.1). • I can determine central ideas or themes in a text (CCSS R.2). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can cite textual evidence to support conclusions drawn from a text (CCSS R.1)
DAY 6	• Campanada: Recall questions from yesterday • Read together lottery commercial intro & singer biographies • Watch 2013 commercial • Sort lyrics by singer • Read song lyrics • Team Windows activity to pick students' dream team of singers for a similar lotto commercial • Extend into Gallery Walk activity if time remains	*Communication 1.1, 1.2, 1.3* *Cultures 2.1* *Connections 3.1, 3.2* *Comparisons 4.2*	• I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) • I can read closely to determine what a text says explicitly (CCSS R.1). • I can determine central ideas or themes in a text (CCSS R.2). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can read and comprehend complex informational texts independently and proficiently (CCSS R.10).

Day 7	• Campanada: Personalized questions about watching lottery on 12/22 • Read together how the lottery winners are announced • Watch 2008 students sing the lottery • Read about how students prepare to sing the lottery • Watch the preparándose para cantar la lotería video • Complete Q&A Mix & Match while watching it again • Practice singing numbers	*Communication 1.1, 1.2, 1.3* *Cultures 2.1* *Connections 3.1, 3.2* *Comparisons 4.2* *Communities 5.1*	• I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) • I can read and comprehend complex informational texts independently and proficiently (CCSS R.10). • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)
Day 8	• Campanada: Reviewing singing the lotto info and numbers • Read together about what happened in Sodeto • Watch the "Cuando tocó" trailer • Students complete Story Elements hand for the trailer	*Communication 1.2, 1.3* *Cultures 2.1* *Connections 3.1, 3.2* *Comparisons 4.2*	• I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)
Day 9	• Campanada: Recall questions about Sodeto and Costis • MovieTalk the 2014 commercial • Students complete Story Elements hand for the commercial	*Communication 1.2, 1.3* *Cultures 2.1* *Connections 3.1, 3.2* *Comparisons 4.2*	• I can write narratives with well-chosen details and event sequencing (CCSS W.3). • I can write clearly and cohesively (CCSS W.4) • I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1) • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)
Day 10	• Campanada: Recall Manuel's story • Watch the commercial again • Read the written version of the commercial (past or present) • Fan N Pick to discuss the lottery	*Communication 1.1, 1.2, 1.3* *Cultures 2.1* *Connections 3.1, 3.2* *Comparisons 4.2*	• I can write narratives with well-chosen details and event sequencing (CCSS W.3). • I can write clearly and cohesively (CCSS W.4) • I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1) • I can express myself clearly in spoken communication (CCSS SL.1) • I can present information such that a listener can follow (CCSS SL.4)

			• I can demonstrate command of grammar and usage when speaking (CCSS W.1)
Day 11 (A)	• Campanada: Writing prep venn diagram • Students write compare and contrast Miguel and Sodeto stories	*Communication 1.3* *Cultures 2.1* *Comparisons 4.2*	• I can write narratives with well-chosen details and event sequencing (CCSS W.3). • I can write clearly and cohesively (CCSS W.4) • I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1)
Day 11 (B)	• Campanada: Use vocab in a story. • Mendels #authres worksheet / Honduran lempiras • Administer reading and/or writing assessment	*Communication 1.2, 1.3* *Cultures 2.2* *Connections 3.1, 3.2* *Comparisons 4.2*	• I can write narratives with well-chosen details and event sequencing (CCSS W.3). • I can write clearly and cohesively (CCSS W.4) • I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1)

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in supplementary activities during unit 11 such as

- Structured "mini-units" using relevant language constructions
- Cultural readings
- Additional video-based activities
- Communicative practice activities and games

DELAWARE/ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 2- UNIT 12
SOMOS 1 UNIT 26 "EL SISTEMA SOLAR"
PLUS SUPPLEMENTARY ACTIVITIES (2 weeks)

Essential Questions	● What goals do I want to achieve in my life?		**Core Vocabulary**	**fue el primero -** was the first **fue el último -** was the last **(su) propio -** (his/her) own **nació -** was born

Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.

AP Themes	● Science and Technology, Contemporary Life

Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listening to teacher during Grudgeball game, Electricidad Song Reading: Reading about Earth, Moon and Sun, Reading about Franklin Chang Díaz, Infographic, Jesse y Joy Biography, Writing: Writing answers to questions Speaking: Responding to PQA
	Language + Culture *How is culture addressed in this unit?*	● Students learn about various figures in the field of Space Exploration that are of Hispanic origin
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Focus on useful vocabulary used in context ● Asking and answering questions ● Expressing personal reactions to media and situations ● Building knowledge of geography ● Expressing/interpreting communication re: basic needs (food, shelter, health) ● Communicating beliefs and values
	Student Centered	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Builds on the foundation of vocabulary targeted in previous units ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter)

	How does this unit build on what students need, know, and can do?	• Gives students an opportunity to discuss beliefs, values, and challenges they are facing • Multiple high-interest, authentic songs (one of them about a breakup!) • Multiple opportunities for artistic expression	
Summative Assessments	Writing assessment		Delaware Proficiency Target for Presentational Writing- Novice High

	SOMOS 1 UNIT 26 "EL SISTEMA SOLAR"		
	SUGGESTED LESSON FLOW	**DE/WORLD READINESS STANDARDS**	**CAN DO STATEMENTS**
Day 1	• Campanada: answer questions • Establish meaning ○ Translate practice sentences • Grudgeball: Los famosos	*Communication 1.2* *Cultures 2.1*	"I can understand information about Spanish-speaking celebrities that is expressed with new vocabulary" • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can understand questions in Spanish that contain familiar words. •
DAY 2	• Campanada: answer questions • Read biography of Franklin Chang Díaz • Watch interview with viewing guide • Exit slip	*Communication 1.2* *Connections 3.1*	"I can explain who Franklin Chang Díaz is and why he is famous" • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can participate actively in a group conversation in Spanish. • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4).
DAY 3	• Campanada: answer astronomy questions • Universe slides • Read article: La Tierra • Read article: La Luna	*Communication 1.2* *Connections 3.1*	"I can participate in a conversation about basic astronomy in Spanish" • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can read closely to determine what a text says explicitly (CCSS R.1).

			• I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)
Day 4	• Campanada: answer questions about moon • Luna repaso • Luna video • Introduce song "Electricidad" • Watch music video • Discuss metaphor	*Communication 1.2* *Connections 3.1*	"I can understand basic information about the Moon in Spanish." • I can interpret a song in Spanish. • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can participate actively in a group conversation in Spanish. • I can read closely to determine what a text says explicitly (CCSS R.1).
DAY 5	• Campanada: metaphor fill in the blank • Electricidad slideshow • Read Jesse y Joy biography • Read #authres Los 5 Astronautas Más Famosos de la Historia y un Mono" • View website or handout • Matching activity • Optional question sheet	*Communication 1.2* *Connections 3.1*	"I can understand authentic song lyrics in Spanish." • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) • I can interpret a song in Spanish. • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4).
DAY 6	• Campanada: answer questions • Introduce astronaut competition • Infographic discussion • Metric conversions on infograph • Complete astronaut application • Complete astronaut competition	*Cultures 2.1* *Connections 3.1*	I can explain the basic requirements of becoming an astronaut. • I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4).
Day 7	• Campanada • Optional: writing assessment	*Communication 1.3*	• I can write clearly and cohesively (CCSS W.4)

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in supplementary activities during unit 12 such as

- Cultural and biographical readings
- Additional video-based activities
- Communicative practice activities and games

DELAWARE/ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 2- UNIT 13
SOMOS 1 UNIT 27 "LA SIESTA"
PLUS SUPPLEMENTARY ACTIVITIES (2 weeks)

Essential Questions	• At what time(s) of day am I most productive? • How do I rest? • In what ways is my personal schedule impacted by society?	Core Vocabulary	**hay que (estudiar)** you have to (study) **poco a poco se aburre** little by little s/he gets bored **vuelve a (estudiar)** returns/goes back to (studying)

Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
	Cultural	• In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. • I can interact at a survival level in some familiar everyday contexts.

AP Themes	• Contemporary Life, Families and Communities

Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	Four Modalities *Which of the four modalities are used by students in this unit?*	Listening: Listen to teacher during PQA, TPR, TPRS; Listen to songs, Listen to questions presented by classmates during Fan N Pick activity, Listening to teacher read aloud song lyrics Reading: Reading class story, Siestas, song lyrics, Hay que posters Writing: Writing answers to questions about song lyrics and stories Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activities
	Language + Culture *How is culture addressed in this unit?*	• Llueve el amor authentic song • Siestas
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	• Focus on useful vocabulary used in context • Asking and answering questions • Expressing personal reactions to media and situations • Building knowledge of geography • Expressing/interpreting communication re: basic needs (food, shelter, health) • Communicating beliefs and values

	Student Centered *How does this unit build on what students need, know, and can do?*	- Sheltered vocabulary - New words are added into conversation only at an processable rate - Builds on the foundation of vocabulary targeted in previous units - Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter) - Gives students an opportunity to discuss beliefs, values, and challenges they are facing - Multiple high-interest, authentic songs (one of them about a breakup!) - Multiple opportunities for artistic expression	
Summative Assessments	Final reading & writing assessment Course reflection		Delaware Proficiency Target for Interpretive Reading- Novice High Delaware Proficiency Target for Presentational Writing- Novice High Delaware Proficiency Target for Interpretive Listening- Intermediate Low Delaware Proficiency Target for Presentational Speaking- Intermediate Low

SOMOS 1 UNIT 27 "LA SIESTA"

	SUGGESTED LESSON FLOW	**DE/WORLD READINESS STANDARDS**	**CAN DO STATEMENTS**
Day 1	- Campanada: answer question - Introduce new vocabulary - Translate sentences - PQA - Introduce song "Llueve el amor" - Answer questions about song	*Communication 1.2* *Comparisons 4.1*	- I can interpret the meaning of words and phrases that I hear (CCSS R.4). - I can understand questions in Spanish that contain familiar words. - I can use my body and action to show that I understand. - I can participate actively in a group conversation in Spanish. - I can ask for help when I don't understand. - I can interpret a song in Spanish.
DAY 2	- Campanada: translate to English - Gallery walk with "Hay que…" posters - Storyasking - Up/down formative listening assessment	*Communication 1.2, 1.3* *Cultures 2.2*	- I can interpret the meaning of words and phrases that I hear (CCSS R.4). - I can participate actively in a group conversation in Spanish. - I can read closely to determine what a text says explicitly (CCSS R.1). - I can interpret the meaning of words and phrases that I read (CCSS R.4).

			• I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)
DAY 3	• Campanada: answer questions about story • Finish storyasking • Embedded storyboard • True/false questions about storyboard	*Communication 1.2, 1.3* *Cultures 2.2*	• I can write clearly and cohesively (CCSS W.4) • I can present information such that a listener can follow (CCSS SL.4) • I can demonstrate command of grammar and usage when speaking (CCSS W.1)
Day 4	• Campanada: re-tell story • Speaking practice with storyboard • Read & discuss "La hora militar" • Optional: play language game	*Communication 1.1, 1.2, 1.3*	• I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) • I can present information such that a listener can follow (CCSS SL.4) • I can demonstrate command of grammar and usage when speaking (CCSS W.1)
DAY 5	• Campanada: answer questions about time • Siesta reading assessment • Discuss reading assessment • Fan N Pick	*Communication 1.1, 1.2, 1.3* *Cultures 2.1, 2.2* *Connections 3.1, 3.2* *Comparisons 4.2*	• I can read closely to determine what a text says explicitly (CCSS R.1). • I can interpret the meaning of words and phrases that I read (CCSS R.4). • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can determine central ideas or themes in a text (CCSS R.2).
DAY 6	• Campanada: answer questions about siestas • Siesta championship reading • Siesta search handout • Course reflection	*Communication 1.2* *Cultures 2.1* *Connections 3.1, 3.2* *Comparisons 4.2* *Communities 5.1, 5.2*	• I can cite textual evidence to support conclusions drawn from a text (CCSS R.1) • I can read closely to determine what a text says explicitly (CCSS R.1).
ASSESSMENT DAYS	• Final written exam. Includes reading, listening, and speaking components	*Communication 1.2, 1.3* *Cultures 2.1, 2.2* *Connections 3.1, 3.2*	• I can cite textual evidence to support conclusions drawn from a text (CCSS R.1) • I can read closely to determine what a text says explicitly (CCSS R.1).

	Comparisons 4.1, 4.2	• I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)
		• I can present information such that a listener can follow (CCSS SL.4)
		• I can demonstrate command of grammar and usage when speaking (CCSS W.1)

These activities may extend beyond the days allotted above, and will be integrated throughout the weeks of this unit. In addition, students will engage in supplementary activities during unit 13 such as

- Idiom practice
- Cultural and biographical readings
- Additional video-based activities
- Final exam (oral & written)

DELAWARE/ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

NOVEL UNITS FOR SPANISH III- 10 weeks, total

In Freire's Spanish III curriculum , these two novel units would be taught before and after Units 13/14 (one novel unit preceding Units 13/14 and one novel unit following units 13/14).

Depending on students' progress with *Somos* 2 lessons, we hope to include one and probably two novel units in the course, each about 5 weeks long. It is difficult to sequence and lay these out before we see how well Spanish III students do with *Somos 2* curriculum, especially in our first year of transition. The main standards and "Can Do" statements in these novel units will depend on the novels chosen, but ideally, will include:

Standard	Can-do Statement
Communications 1.1	I can understand and share basic information. I can understand and identify cognates.
Communications 1.2	I can understand and read the novel. I can answer and ask questions about the story. I can write about people, places and events.
Cultures 2:1	I can understand and explain the context of the novel I am reading. I can create a timeline and identify main events that took place / are taking place there.
Cultures 2:2	I can identify and analyze cultural products found in the novel I am reading.
Connections 3.1	I can use technology to present examples of cultural artifacts which provide context for the novel I am reading.

Connections 3.2	I can locate and review information about the novel's cultural milieu, and compare it with analogues in the United States.
Comparisons 4.1	I can use my understanding of Spanish language tenses to make sense of plot and time in the novel I am reading.
Comparisons 4:2	I can research and look for information about a topic that interests me. I can compare and contrast cultures to my own.
Communities 5:1	I can assess my learning, practice and understanding of the language.
Communities 5.1	I can write and illustrate thematic statements in Spanish related to the novel I am reading.

One text we are considering is *Brandon Brown vs. Yucatan.* The other is *El nuevo Houdini.* Both are written by Carol Gaab and are available in two versions: present tense and past (preterite) tense. Students' progress in the first six units of Somos II/ Spanish III will help determine whether they are ready to read a novel in the past tense.

These two books have been recommended by subject experts at The Comprehensible Classroom to align with *Somos* 2 unit / Spanish III content. As with all Comprehensible Classroom/ *Somos* curriculum, complete teacher guides and lessons for these novels are available for teachers to use as the foundation of instruction.

We are hoping these books will be suitable for our students– but at Freire, we are always committed to making sure our materials fit our students. Upon review, we wonder whether both *Brandon Brown vs Yucatan* and *El nuevo Houdini* are too juvenile for older high school students. If we determine this is the case, we will find other short, simple, more appropriate novels for our Spanish III students. If this is the case, we will follow pacing similar to the plans laid out for *Brandon Brown vs Yucatan* and *El nuevo Houdini*:

NOVEL UNIT: El Nuevo Houdini	Novel: https://fluencymatters.com/product/el-nuevo-houdini-reader/ Teacher's Guide https://fluencymatters.com/product/el-nuevo-houdini-teachers-guide-download/ Lesson plans: https://martinabex.com/tag/el-nuevo-houdini/		5 weeks
El Ketchup	Use with Chapter 4 of El Nuevo Houdini	https://www.teacherspayteachers.com/Product/Cultural-Activities-Ketchup-Hecho-en-Latinoamerica-and-Asereje-552790	1 day
Unit 13: Crime scene investigatio n		Estar + participio pasivo	https://www.teacherspayteachers.com/Product/Grammar-Notes-Estar-past-participle-with-crime-scene-activity-2048617	4 days
Unit 14: El pretérito perfecto		El pretérito perfecto	https://www.teacherspayteachers.com/Product/Grammar-notes-Spanish-present-perfect-el-preterito-perfecto-with-reading-1251916	2 days
NOVEL UNIT Brandon Brown versus Yucatán	Novel: https://tprstorytelling.com/products-page/featured-novels/brandon-brown-versus-yucatan/ Teacher's Guide: https://tprstorytelling.com/products-page/tprs-pub-audio-books-tgs/brandon-brown-versus-yucatan-teachers-guide-on-cd-2/		5 weeks

SPANISH 3 – UNIT 1
SOMOS 2 UNIT 1 "FOUNDATIONS" (1-2 weeks)

Essential Questions	● How can I discuss things that happened in the past? ● How can I talk about what myself and others have said, where we have gone, and what we have seen?		Core Vocabulary	**¿adónde fuiste?** - where did you go? **el verano pasado** - last summer **el fin de semana pasado** - last weekend **fue** - went **dijo** - said **vine** - I came **vi** - I saw **vencí** - I conquered
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.		
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a functional level in some familiar everyday contexts.		
AP Themes	● Contemporary Life » Leisure and Sports			
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listening to the teacher narrate Card Talk, listening to the teacher tell a story, listening to classmates' responses to the teacher's questions Reading: Reading transcripts from conversations, reading a fable Writing: Fill in the blanks (Novice Low), translation Speaking: Responding to the teacher's questions about students' own cards and classmates', possibly retelling a fable		
	Language + Culture *How is culture addressed in this unit?*	● N/A		
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Communicating in the past tense ● Making inferences		
	Student Centered *How does this unit build on what students need, know, and can do?*	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● High frequency conversation: answers the question "What did you do [last weekend]?" and "Who told you that?". ● Card Talk is talking about students' personal lives		

Summative Assessments	None required; several possibilities offered in the plans: Reading - students read a simplified news article about a rumor and answer comprehension questions Writing - students use a class-created rumor as a focused free-write prompt Listening - students translate some sentences in context Presentational Speaking - students prepare and orally present a new ending for the fable	Delaware Proficiency Target for Interpretive Reading- Novice Mid-High Delaware Proficiency Target for Presentational Writing- Novice Mid-High Delaware Proficiency Target for Interpretive Listening- Novice Mid-High Delaware Proficiency Target for Presentational Speaking- Novice Mid-High

SOMOS 2 UNIT 1 "FOUNDATIONS"

	SUGGESTED LESSON FLOW	DE/WORLD READINESS STANDARDS	CAN DO STATEMENTS
Day 1	CARD TALK: FUE ● 1. Students sketch a place they have gone ● 2. Teacher leads conversation about several student sketches ● 3. Teacher writes out a transcript of the story for one or more of the sketches, prompted by student recall (write and discuss).	*Communication 1.1, 1.2*	● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can understand details in a simple spoken text in Spanish. ● I can recall explicit facts from a story (CCSS R.1).
DAY 2	● Read and discuss one or more stories that were written out yesterday. ● Teacher guides the conversation about another sketch. ● Teacher writes out a transcript of the story for one or more of the sketches, prompted by student recall (write and discuss).	*Communication 1.2, 1.3*	● I can retell a familiar narrative in Spanish. ● I can read closely to determine what a text says explicitly (CCSSR.1).
DAY 3	● Teacher tells the story of the Zebra and the Lion ● Teacher reads the story while students annotate individual copies ● Class plays Pencil Grab	*Communication 1.2*	● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can read closely to determine what a text says explicitly (CCSSR.1).
Day 4	● Students write 'rumors' ● Teacher shares one rumor with the class ● Class guesses who started the rumor ● Class develops a backstory about why that person started the rumor	*Communication 1.1, 1.2*	● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can make logical inferences from a text (CCSS R.1).

	● Repeat steps 2-4 several times		

DAY 5	● Teacher writes summary of yesterday's rumors, guided by class recall
	● Class reads the summaries, possibly in News article format
	● OPTIONS:
	  ○ Look at more rumors and repeat the process
	  ○ Embellish the existing rumors further
	  ○ Do a Chain Reaction interview with one of the rumor starters
		Communication 1.1, 1.2	● I can read closely to determine what a text says explicitly (CCSSR.1).

DAY 6	● Teacher introduces the model Caesar sentence ● Students illustrate Caesar sentence cards ● Teacher leads discussion about Caesar sentence cards, one at a time ● Teacher writes out a transcript of the conversation, prompted by student recall (write and discuss).	*Communication 1.1, 1.2*	● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can recall explicit facts from a story (CCSS R.1).
Day 7	● Class reads the transcripts ● Class plays a reading game of the teacher's choice (options in plans)	*Communication 1.1, 1.2*	● I can read closely to determine what a text says explicitly (CCSSR.1).

Curriculum guide suggests 7-10 days for these activities

DELAWARE/ ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 3– UNIT 2

SOMOS 2 UNIT 2 "LA MUCHACHA Y LA ARDILLA" (1-2 weeks)

Essential Questions	● How do I pursue the things that I want? ● What am I willing to do to get what I want?		Core Vocabulary	**se acercó a** approached (came close to) **se la (lo) llevó** carried it away with him/her **vio que había** saw that there was/were
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.		
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.		
AP Themes	● Families and Communities » Friendship and Love			
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listening to storyasking and MovieTalk, Listening to classmates' questions during communicative activities Reading: Reading class story, Reading Oktapodi script Writing: Writing missing words from CLOZE script (Novice Low), writing a story in a different tense, writing original questions about a story Speaking: Responding to personalized questions from the teacher, Responding to comprehension questions from classmates, Responding to personalized questions from classmates		
	Language + Culture *How is culture addressed in this unit?*	● N/A		
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Expressing and interpreting difference in meaning between past and present ● Expressing and interpreting past activities ● High frequency vocabulary		
	Student Centered *How does this unit build on what students need, know, and can do?*	● Sheltered vocabulary - New words are added into conversation and stories only at an processable rate ● Students are given choice and voice through TPRS style storyasking ● Using a short film as the content for much of the lesson links meaning to strong visuals, supporting comprehension appropriately for a range of interpretive proficiencies		
Summative Assessments	Interpretive listening assessment, presentational writing assessment		Delaware Proficiency Target for Presentational Writing- Novice Mid-High Delaware Proficiency Target for Interpretive Listening- Novice Mid-High/ Intermediate Low	

SOMOS 2 UNIT 2 "LA MUCHACHA Y LA ARDILLA"

	SUGGESTED LESSON FLOW	DE/WORLD READINESS STANDARDS	CAN DO STATEMENTS
Day 1	• Campanada: Contrasting 'vas' and 'fuiste' through PQA • Introduce vocabulary • Quick Draw	*Communication 1.2* *Comparisons 4.1*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4)
DAY 2	• Campanada: fill in the blank sentences • Storyasking • Up/down formative listening assessment	*Communication 1.2*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4) • I can determine central ideas or themes in a text (CCSS R.2).
DAY 3	• Campanada: answer questions about class story • Write and discuss • Storyboard illustrations • Communicative quiz	*Communication 1.1, 1.2*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can make logical inferences (CCSS R.1). • I can recall explicit facts from a story (CCSS R.1).
Day 4	• Campanada: answer questions about octopi in Spanish • ClipChat "Oktapodi" • Shared reading of "Oktapodi" story	*Communication 1.1, 1.2, 1.3*	• I can make logical inferences from a text (CCSS R.1). • I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) • I can present information such that a listener can follow (CCSS SL.4)
DAY 5	• Campanda: write events of the short film • Ping Pong Recall • Freeze Frame • Individual reading	*Communication 1.2, 1.3*	• I can determine central ideas or themes in a text (CCSS R.2). • I can interpret the meaning of words and phrases that I read (CCSS R.4) • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)

DAY 6	• Campanada: error correction • Scene machine • Listen and draw • Simultaneous presentations • CLOZE reading • Listening assessment	*Communication 1.1, 1.2, 1.3* *Comparisons 4.1*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4) • I can determine central ideas or themes in a text (CCSS R.2). • I can interpret the meaning of words and phrases that I read (CCSS R.4) • I can make logical inferences (CCSS R.1). • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)
Day 7	• Campanada: error correction • Horizontal conjugation • Una semana memorable communicative activity	*Communication 1.1, 1.2, 1.3* *Comparisons 4.1, 4.2* *Communities 5.2*	• I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1) • I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) • I can present information such that a listener can follow (CCSS SL.4) • I can demonstrate command of grammar and usage when speaking (CCSS W.1)

Curriculum guide suggests 7-10 days for these activities

DELAWARE/ ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 3– UNIT 3

SOMOS 2 UNIT 3 "LA MADRE DE JASÓN" (1-2 weeks)

Essential Questions	• What do I enjoy doing? (How do I have fun?) • What stories from my life do I love to tell? • What past experiences do I have that are typical, and what past experiences make me unique?	Core Vocabulary	**volvió temprano** returned early **conoció a un joven** met a young person **se divirtieron** they had fun **salió** left

Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	Interpretive	I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
	Presentational	I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.
	Cultural	• In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. • I can interact at a survival level in some familiar everyday contexts.

AP Themes	• Families and Communities » Friendship and Love, Family Structure

Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	Four Modalities *Which of the four modalities are used by students in this unit?*	Listening: Listening to storyasking and MovieTalk, Listening to classmates' questions during Tú hiciste qué and Before/After activities Reading: Reading class story, Reading Jack Jack story Writing: Writing recalled events from class story, Changing perspective in a horizontal conjugation, Writing personal responses to questions on Tú hiciste qué activity sheet Speaking: Responding to personalized questions from the teacher, Responding to comprehension questions, Saying and responding to questions by classmates during communicative activity
	Language + Culture *How is culture addressed in this unit?*	• Song: Todo cambió
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	• Expressing and interpreting difference in meaning between past and present • High frequency vocabulary • Narrating past events
	Student Centered *How does this unit build on what students need, know, and can do?*	• Sheltered vocabulary - New words are added into conversation and stories only at an processable rate • Students are given choice and voice through TPRS style storyasking • Using a short film as the content for much of the lesson links meaning to strong visuals, supporting comprehension appropriately for a range of interpretive proficiencies

SOMOS 2 UNIT 3 "LA MADRE DE JASÓN"

	SUGGESTED LESSON FLOW	DE/WORLD READINESS STANDARDS	CAN DO STATEMENTS
Day 1	• Campanada: Error correction • Establish meaning • Interpret vocabulary in context • Introduce a new song	*Communication 1.1, 1.2*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4)
DAY 2	• Campanada: story sentence translation • Ask a story (choose between 2 different scripts) • Formative listening assessment	*Communication 1.2*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4) • I can determine central ideas or themes in a text (CCSS R.2). • I can cite textual evidence to support conclusions drawn from a text (CCSS R.1) • I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) • I can present information such that a listener can follow (CCSS SL.4)
DAY 3	• Campanada: write about story • Write and Discuss • Class Storybook or Before/After • Play Write, Draw, Pass • Optional: -ER/-IR preterite verbs and/or Todo cambió song	*Communication 1.1, 1.3* *Cultures 2.1, 2.2*	• I can make logical inferences from a text (CCSS R.1). • I can read closely to determine what a text says explicitly (CCSS R.1).
Day 4	• Campanada: Translate a story • Comprehension Quest • Recap	*Communication 1.1, 1.2* *Cultures 2.1, 2.2* *Connections 3.1*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4) • I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1)

DAY 5	• Campanda: Sentence completion
	• Horizontal conjugation
	• ¿Tú hiciste qué? communicative activity
	   ○ Students give personal responses
	   ○ Inside/Outside circles to interview classmates
	   ○ Report and discuss findings as a class
		Communication 1.2, 1.3	• I can determine central ideas or themes in a text (CCSS R.2).
			• I can interpret the meaning of words and phrases that I read (CCSS R.4)
			• I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)

Day 6	• Campanada: horizontal conjugation • ClipChat: El ataque de Jack Jack • Shared reading ○ Rebobina • Optional extension	*Communication 1.1, 1.2* *Connections 3.1*	• I can make logical inferences from a text (CCSS R.1). • I can read closely to determine what a text says explicitly (CCSS R.1).
Day 7	• Campanada: write what you remember • Chain Reaction • Optional: interpretive reading assessment	*Communication 1.1, 1.2* *Connections 3.1*	• I can determine central ideas or themes in a text (CCSS R.2). • I can interpret the meaning of words and phrases that I read (CCSS R.4)

Curriculum guide suggests 7-10 days for these activities

DELAWARE/ ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 3– UNIT 4
SOMOS 2 UNIT 4 "SOY GRINGO" (1 week)

Essential Questions	● What slang do I use in my daily life, and what are the origins of those terms? ● How do stories change over time?		Core Vocabulary	Preterite stem changing verbs
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.		
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a functional level in some familiar contexts.		
AP Themes	● Personal and Public Identities » Nationalism and Patriotism, Language and Identity, Alienation and Assimilation			
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listening to teacher questions and classmate responses Reading: Reading the possible origins of the term Gringo Writing: Word level response (FITB questions), Collaborative writing (group sentences) Speaking: Chain reaction, responding to teacher questions		
	Language + Culture *How is culture addressed in this unit?*	● Origins of the term "Gringo"		
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Understanding connotations and intended meaning of the term Gringo ● Expressing and interpreting difference in meaning between past and present ● High frequency vocabulary ● Narrating past events		
	Student Centered *How does this unit build on what students need, know, and can do?*	● Sheltered vocabulary - New words are added into conversation and stories only at an processable rate ● Grammar is presented in context with a focus on meaning, not form.		
Summative Assessments	No summative assessments required in this short unit. Teachers will monitor and evaluate students' interpersonal Speaking and Listening skills via frequent, informal formative assessments		Delaware Proficiency Target for Interpersonal Speaking and Listening- Novice High	

SOMOS 2 UNIT 4 "SOY GRINGO"

	SUGGESTED LESSON FLOW	DE/WORLD READINESS STANDARDS	CAN DO STATEMENTS
Day 1+	- Read "Gringo" origins story. - After reading each version, have students complete the comprehension activity (use full-page activities from lesson plans PDF or the ones embedded in the booklet). - Review the comprehension activity before continuing to the next version.	*Communication 1.2* *Cultures 2.1* *Connections 3.1, 3.2* *Comparisons 4.1*	"I WILL BE ABLE TO DESCRIBE SEVERAL POSSIBLE THEORIES OF THE ORIGINS OF THE TERM "GRINGO"" - I can interpret the meaning of words and phrases that I hear (CCSS R.4 - I can determine central ideas or themes in a text (CCSS R.2). - I can cite textual evidence to support conclusions drawn from a text (CCSS R.1) - I can make logical inferences from a text (CCSS R.1). - I can read closely to determine what a text says explicitly (CCSS R.1).
DAY 2	- OPTIONAL: Preterite stem change verb notes - Group sentence recall: Show students a verb, have them recall or copy a sentence using it from the reading. Each group records answers on a whiteboard.	*Communication 1.2, 1.3*	"I WILL BE ABLE TO TALK ABOUT THE ORIGINS OF THE TERM 'GRINGO' IN SPANISH" - I can interpret the meaning of words and phrases that I hear (CCSS R.4) - I can cite textual evidence to support conclusions drawn from a text (CCSS R.1) - I can write clearly and cohesively (CCSS W.4) - I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1)
DAY 3	Chain reaction (can be individual, in pairs, or communicative).	*Communication 1.1, 1.2*	"I WILL BE ABLE TO INTERPRET FAMILIAR CONTEXT WHEN TOLD FROM A DIFFERENT PERSPECTIVE" - I can read closely to determine what a text says explicitly (CCSS R.1). - I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) - I can present information such that a listener can follow (CCSS SL.4)

				• I can demonstrate command of grammar and usage when speaking (CCSS W.1)

DELAWARE/ ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 3– UNIT 5

SOMOS 2 UNIT 5 "RUIDOS EN LA NOCHE" (1-2 weeks)

Essential Questions	● Am I more likely to make decisions based on facts or feelings? ● How do I react when I feel fear? ● To whom or what do I look for protection? ● How does social media influence my emotions?		Core Vocabulary	**cayó al suelo** s/he fell to the floor **leyeron en el periódico** they read the newspaper **oyó un ruido** s/he heard a noise
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.		
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.		
AP Themes	● Families and Communities ● Personal and Public Identities ● Contemporary Life » Advertising and Marketing			
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listen to teacher during PQA, TPRS; Listening to song, Listening to instructions, Listening to classmates questions and answers Reading: Reading questions, reading contextualized sentences, reading class story, reading sample story Writing : Writing responses to Campanadas, Collaborative writing (Write & Discuss), Reporting personal and classmate responses to acertijos. Speaking: Responding to PQA, contributing answers and responding to teacher questions during TPRS, Asking questions and responding to classmates' questions in communicative activities, sharing solutions to acertijos		
	Language + Culture *How is culture addressed in this unit?*	● Gato andino connection from reading assessment ● Oye by Yatra + Tini		
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Expressing and interpreting difference in meaning between past and present ● Expressing and interpreting past activities ● Focus on useful vocabulary used in context ● Asking and answering questions ● Narration		
	Student Centered *How does this unit build on what students need, know, and can do?*	● Sheltered vocabulary - New words are added into conversation and stories only at an processable rate ● Students are given choice and voice through TPRS style storyasking ● Sheltered vocabulary - New words are added into conversation only at an processable rate ● The song for the unit is by current popular artists ● Builds on the foundation of vocabulary targeted in previous units ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter)		

Summative Assessments	Interpretive Reading, Presentational Writing	Delaware Proficiency Target for Interpretive Reading- Novice High Delaware Proficiency Target for Presentational Writing- Novice High

SOMOS 2 UNIT 5 "RUIDOS EN LA NOCHE"

	SUGGESTED LESSON FLOW	DE/WORLD READINESS STANDARDS	CAN DO STATEMENTS
Day 1	• Campanada: conjugating verbs in context • Introduce 'Oye': (a) read background, (b) watch and discuss music video, (3) listen for single words and mark word cloud/fill in blanks	*Communication 1.2* *Comparisons 4.1, 4.2*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4) • I can integrate and evaluate information presented in diverse media formats (CCSS SL.2)
DAY 2	• Campanada: Sentence translation • Establish meaning for Core Vocabulary words • Translate practice sentences • TPRS Storyasking for "Ruidos en la noche" • If time remains: Write & Discuss Note: a song activity is provided to use when the Cantaninja activates their powers.	*Communication 1.1, 1.2, 1.3* *Comparisons 4.1*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4)
DAY 3	• Campanada: Sentence translation • Cooperative Mural • Who Said It? with quotes from the story Note: an additional song activity is provided to use when the Cantaninja activates their powers.	*Communication 1.1, 1.2, 1.3*	• I can make logical inferences from a text (CCSS R.1). • I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) • I can present information such that a listener can follow (CCSS SL.4)
Day 4	• Campanada: Respond to questions about the story • Silent Film acting • Students read «Los Mora» • Review «Los Mora» and read it together, possibly acting it out. • Play Same and Different to compare the class story to Los Mora.	*Communication 1.2* *Connections 3.1* *Comparisons 4.1*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4) • I can determine central ideas or themes in a text (CCSS R.2). • I can make logical inferences from a text (CCSS R.1).

DAY 5	- Campanada: Translate a paragraph - OPTIONAL: i-y verb notes - Students solve acertijos - Students discuss acertijos with partners - Students report findings to class and class discusses solutions to the acertijos.	*Communication 1.1, 1.2, 1.3* *Connections 3.1* *Communities 5.1*	- I can determine central ideas or themes in a text (CCSS R.2). - I can interpret the meaning of words and phrases that I read (CCSS R.4) - I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) - I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) - I can present information such that a listener can follow (CCSS SL.4) - I can make logical inferences from a text (CCSS R.1).
DAY 6	- Campanada: Story recall - Summative Writing Assessment - Summative reading assessment	*Communication 1.2, 1.3* *Comparisons 4.1, 4.2* *Cultures 2.1* *Connections 3.1*	- I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1) - I can present information such that a listener can follow (CCSS SL.4) - I can demonstrate command of grammar and usage when speaking (CCSS W.1) - I can determine central ideas or themes in a text (CCSS R.2).

DELAWARE/ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 3– UNIT 6
SOMOS 2 UNIT 6 "EL SECRETO" (2 weeks)

Essential Questions	● How do I respond to adversity? ● What secrets do I keep about myself and others?		Core Vocabulary	**no pudo** s/he tried to but couldn't **trajo** s/he brought **supo la verdad** s/he found out the truth
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.		
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.		
AP Themes	● Contemporary Life ● Families and Communities ● Global Challenges » Diversity Issues ● Personal and Public Identities			
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listening to the teacher tell a story, Listening to the teacher read aloud informational texts, Listening to a song Reading: Reading short stories, Reading an illustrated story, Reading informational texts, Reading song lyrics Writing: Shared Writing (Write and Discuss) Speaking: One word responses during storyasking (yes/no, either/or)		
	Language + Culture *How is culture addressed in this unit?*	● *No crea en el jamás* by Juanes ● Various biographies in *No se dio por vencido* activity		
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Describing various elements of identity ● Narrating a series of events ● Describing a challenge and considering potential responses to the challenge		
	Student Centered *How does this unit build on what students need, know, and can do?*	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter) ● A wide range of individuals are featured in the *No se dio por vencido* activity so that all students feel connected		

Summative Assessments	Writing assessment	Delaware Proficiency Target for Presentational Writing- Novice High

SOMOS 2 UNIT 6 "EL SECRETO"		
	SUGGESTED LESSON FLOW	**DE/WORLD READINESS STANDARDS**	**CAN DO STATEMENTS**
Day 1	• Campanada: translate from Spanish to English. • Introduce vocabulary (Establish meaning, Translate contextualized sentences, Ask quick questions) • Play "I'm going on a trip" • Exit Slip: rewrite the campanada in the past tense.	*Communication 1.2* *Comparisons 4.1*	• I can understand a simple paragraph in Spanish. • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can match sentences to their meaning.
DAY 2	• Campanada: answer questions in Spanish. • Introduce the song "No creo en el jamás" by Juanes • Shared reading with "No se dio por vencido" • Class discussion with lyrics and song	*Communication 1.1, 1.2, 1.3* *Connections 3.1*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can understand details in a simple spoken text in Spanish. • I can respond to yes/no questions by recalling details from a familiar story.
DAY 3	• Campanada: answer questions in Spanish. • Begin storyasking • Up/down formative listening assessment	*Communication 1.1, 1.2*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can make logical inferences (CCSS R.1). • I can recall explicit facts from a story (CCSS R.1).
Day 4	• Campanada: short cloze reading from yesterday's class story • Finish storyasking • Cooperative Mural • Jeopardy Q&A	*Communication 1.1, 1.2, 1.3* *Communities 5.1*	• I can make logical inferences (CCSS R.1). • I can determine central ideas or themes in a text (CCSS R.2). • I can interpret the meaning of words and phrases that I hear (CCSS R.4).
DAY 5	• Campanada: answer question in Spanish • Drama, drama y más drama matching worksheet/activity • Optional: Totally Irregular preterite verbs grammar notes	*Communication 1.1, 1.2, 1.3*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can make logical inferences (CCSS R.1).

	● Play language game		
DAY 6	● Campanada: answer question in Spanish ● Shared reading of "La novia desaparecida" ● Play a language game with leftover time	*Communication 1.1, 1.2, 1.3* *Connections 3.2* *Comparisons 4.1, 4.2* *Communities 5.2*	● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can determine central ideas or themes in a text (CCSS R.2).
Day 7	● Campanada: write a version from a story ● Writing assessment	*Communication 1.1, 1.2, 1.3* *Cultures 2.2* *Connections 3.1, 3.2* *Comparisons 4.1, 4.2*	● I can make logical inferences (CCSS R.1). ● I can determine central ideas or themes in a text (CCSS R.2). ● I can interpret the meaning of words and phrases that I hear (CCSS R.4).

Curriculum guide suggests 7-10 days for these activities

DELAWARE/ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 3– UNIT 7

SOMOS 2 UNIT 7 "EL ACOSADOR" (1-2 weeks)

Essential Questions	● What habits or traditions were part of my childhood and early adolescence? ● In what ways have I stayed the same over the years, and in what ways have I changed?	Core Vocabulary	**veía** s/he, it (I) used to see **era** s/he, it (I) was **iba** s/he, it (I) used to go or "was going"

Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.

AP Themes	● Families and Communities » Friendship and Love, Childhood and Adolescence

Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listening to the teacher tell a story, Listening to the teacher read aloud informational texts, Listening to a song Reading: Reading short stories, Reading an illustrated story, Reading informational texts, Reading song lyrics Writing: Shared Writing (Write and Discuss) Speaking: One word responses during storyasking (yes/no, either/or)
	Language + Culture *How is culture addressed in this unit?*	● Students consider personal culture through the lens of identity
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Describing cultural heritage and identity ● Narration ● Describing a problem ● Understanding questions
	Student Centered *How does this unit build on what students need, know, and can do?*	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter)

Summative Assessments	No summative assessments required in this unit. Teachers will monitor and evaluate students' interpersonal Speaking and Listening skills via frequent, informal formative assessments	Delaware Proficiency Target for Interpersonal Speaking and Listening- Novice High

SOMOS 2 UNIT "EL ACOSADOR"

	SUGGESTED LESSON FLOW	WORLD READINESS STANDARDS	CAN DO STATEMENTS
Day 1	• Campanada: rewrite a sentence in the past tense • Introduce vocabulary (Establish meaning, Translate contextualized sentences, Ask quick questions)	*Communication 1.2* *Comparisons 4.1*	• I can understand a simple paragraph in Spanish. • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can match sentences to their meaning.
DAY 2	• Campanada: respond to questions in Spanish • Storyasking using "El acosador" script • Formative listening assessment	*Communication 1.1, 1.2, 1.3* *Connections 3.1*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can understand details in a simple spoken text in Spanish. • I can respond to yes/no questions by recalling details from a familiar story.
DAY 3	• Campanada: respond to questions in Spanish • Play Back At'Cha • Read "Gabriela y la acosadora" or "Santiago el acosador"	*Communication 1.1, 1.2*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can make logical inferences (CCSS R.1). • I can recall explicit facts from a story (CCSS R.1).
Day 4 and 5	• Campanada: write a complete sentence for three different verbs • Introduce the imperfect tense • Stations	*Communication 1.1, 1.2, 1.3*	• I can make logical inferences (CCSS R.1). • I can determine central ideas or themes in a text (CCSS R.2). • I can interpret the meaning of words and phrases that I hear (CCSS R.4).

Curriculum guide suggests 5-8 days for these activities

DELAWARE/ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 3– UNIT 8
SOMOS 2 UNIT 8 "EL HOMBRE FELIZ" (1 week)

Essential Questions	● What leads to happiness? ● What is the difference between happiness and contentment? ● Which emotions, if any, are bad?		Core Vocabulary	
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.		
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.		
AP Themes	● Contemporary Life » Advertising and Marketing ● Personal and Public Identities » Beliefs and Values ● Families and Communities » Friendship and Love			
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listening to the teacher tell a story, Listening to the teacher read aloud informational texts Reading: Reading short stories, Reading an illustrated story, Reading informational texts Writing: Shared Writing (Write and Discuss), Free Write Speaking: One word responses during storyasking (yes/no, either/or)		
	Language + Culture *How is culture addressed in this unit?*	● Students explore an authentic story and read an interview with its creator		
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Discussing possessions, relationships, and emotions ● Describing objects ● Narrating a story		
	Student Centered *How does this unit build on what students need, know, and can do?*	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter) ● Personalized questions throughout the unit provide students with opportunities for self reflection		

Summative Assessments	Writing assessment	Delaware Proficiency Target for Presentational Writing- Novice High

SOMOS 2 UNIT 8 "EL HOMBRE FELIZ"

	SUGGESTED LESSON FLOW	DE/WORLD READINESS STANDARDS	CAN DO STATEMENTS
Day 1	• Class discussion with describing the picture • Shared reading of first story • Establish meaning for structures in Level II reading • Class discussion with new structures	*Communication 1.2* *Comparisons 4.1*	• I can understand a simple paragraph in Spanish. • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can match sentences to their meaning.
DAY 2	• In groups, students read Level II embedded reading • Teacher reads aloud Level II reading • Discussion with Level II reading • Read Level II while students join in with words they have underlined • Summarize level 2 reading	*Communication 1.1, 1.2, 1.3* *Connections 3.1*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can understand details in a simple spoken text in Spanish. • I can respond to yes/no questions by recalling details from a familiar story.
DAY 3	• Level III read aloud • Shared reading of Level III • Favorite words or phrases activity • Create oral poem with students • Optional: Chain reaction game	*Communication 1.1, 1.2* *Cultures 2.1* *Communities 5.1, 5.2*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can make logical inferences (CCSS R.1). • I can recall explicit facts from a story (CCSS R.1).
Day 4	• Show students the short film "El hombre feliz" • Transcript of story (Level IV) • Focused Free Write/Writing assessment • Students share reading in groups • Interview transcript	*Communication 1.1, 1.2, 1.3*	• I can make logical inferences (CCSS R.1). • I can determine central ideas or themes in a text (CCSS R.2). • I can interpret the meaning of words and phrases that I hear (CCSS R.4).

DELAWARE/ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 3- UNIT 9
SOMOS 2 UNIT 9 "LA CHANCLA" (1-2 weeks)

Essential Questions	● How do I engage with authority? ● What stereotypes exist about my culture, and are they accurate for my lived experience or not?	Core Vocabulary	**lo aguantaba** tolerated it **se quejaba de** complained about **no me contestes** don't talk back to me

Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	Interpretive	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.	

AP Themes	● Families and Communities » Childhood and Adolescence	

Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	Four Modalities *Which of the four modalities are used by students in this unit?*	Listening: Listening to the teacher tell a story, Listening to the teacher read aloud informational texts, Listening to a song Reading: Reading short stories, Reading an illustrated story, Reading informational texts, Reading song lyrics Writing: Shared Writing (Write and Discuss) Speaking: One word responses during storyasking (yes/no, either/or)
	Language + Culture *How is culture addressed in this unit?*	● Various authentic resources ● Perspectives: understanding the culture of the chancla
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Narrating a story ● Using dialogue ● Understanding multiple perspectives ● Understanding questions
	Student Centered *How does this unit build on what students need, know, and can do?*	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter)

Summative Assessments	Reading, writing, and listening assessments	Delaware Proficiency Target for Interpretive Reading- Novice High Delaware Proficiency Target for Interpretive Listening- Intermediate Low Delaware Proficiency Target for Presentational Writing- Novice High

SOMOS 2 UNIT 9 "LA CHANCLA"

	SUGGESTED LESSON FLOW	DE/WORLD READINESS STANDARDS	CAN DO STATEMENTS
Before unit	*Optional* ● Introduce song "El amante" by Nicky Jam		
Day 1	● Campanada: answer a question in Spanish ● Establish meaning ● Card Talk **or** Sentence Bingo	*Communication 1.2* *Comparisons 4.1*	● I can understand a simple paragraph in Spanish. ● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can match sentences to their meaning.
DAY 2	● Campanada: answer questions and describe in Spanish ● Introduce topic of chancla ● Shared Reading ● Cross the line - fact or opinion	*Communication 1.1, 1.2, 1.3* *Cultures 2.1* *Connections 3.1*	● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can understand details in a simple spoken text in Spanish. ● I can respond to yes/no questions by recalling details from a familiar story.
DAY 3	● Campanada: answer a question in Spanish ● Shared reading to introduce parody video ● Watch parody video ● Sequence of events of video	*Communication 1.1, 1.2* *Cultures 2.1*	● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can make logical inferences (CCSS R.1). ● I can recall explicit facts from a story (CCSS R.1).
Day 4	● Campanada: answer the questions in Spanish ● Storyasking ● Formative assessment ● Look ahead to prepare for tomorrow	*Communication 1.1, 1.2, 1.3*	● I can make logical inferences (CCSS R.1). ● I can determine central ideas or themes in a text (CCSS R.2). ● I can interpret the meaning of words and phrases that I hear (CCSS R.4).
DAY 5	● Campanada: write a summary of the story ● Write and discuss ● Around the world	*Communication 1.1, 1.2, 1.3*	● I can interpret the meaning of words and phrases that I hear (CCSS R.4). ● I can make logical inferences (CCSS R.1).

	- Simultaneous presentations - Character Map		I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1)
Day 6	- Campanada: answer a question in Spanish - I heard it Readaloud - Found it! - Smash Doodle	*Communication 1.1, 1.2, 1.3*	- I can interpret the meaning of words and phrases that I hear (CCSS R.4). - I can read closely to determine what a text says explicitly (CCSS R.1).
Day 7	- Campanada: match translations - Introduce a song - Interpret lyrics - Cloze lyrics - Match paraphrased lyrics	*Communication 1.1, 1.2, 1.3* *Cultures 2.1* *Connections 3.2*	I can cite textual evidence to support conclusions drawn from a text (CCSS R.1)
Day 8	- Campanada: answer the questions in Spanish - Reenactment - Compare and contrast story with song - Big idea reading of La cultura de la chancla - Detail Matchup - Disappearing voices	*Communication 1.1, 1.2, 1.3* *Cultures 2.1* *Connections 3.2* *Comparisons 4.2*	- I can integrate and evaluate information presented in diverse media formats (CCSS SL.2) - I can cite textual evidence to support conclusions drawn from a text (CCSS R.1)
Day 9	- Campanada: translate sentences - Summative assessments	*Communication 1.1, 1.2, 1.3*	I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1)

DELAWARE/ACTFL WORLD READINESS STANDARDS

COMMUNICATION

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1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

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4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

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COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 3- UNIT 10
SOMOS 2 UNIT 10 "EL CHICO IDEAL" (1-2 weeks)

Essential Questions	● What qualities do I look for in a friend or partner?		Core Vocabulary	**quería** s/he, I wanted **tenía** s/he, I had **olía a** s/he, I smelled like
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.		
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.		
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.		
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.		
AP Themes	● Families and Communities » Friendship and Love			
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listening to the teacher tell a story, Listening to the teacher read aloud informational texts, Listening to a song Reading: Reading short stories, Reading an illustrated story, Reading informational texts, Reading song lyrics Writing: Shared Writing (Write and Discuss) Speaking: One word responses during storyasking (yes/no, either/or)		
	Language + Culture *How is culture addressed in this unit?*	● Authentic song: Mi chica ideal by Chino y Nacho		
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Describing personal and physical characteristics ● Narrating a story in the past tense ● Initiating conversation and responding to questions		
	Student Centered *How does this unit build on what students need, know, and can do?*	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter) ● Students engage in personalized conversation about interests and desirable qualities in friends and partners		
Summative Assessments	Listening and Writing assessments		Delaware Proficiency Target for Interpretive Listening- Intermediate Low-Mid Delaware Proficiency Target for Presentational Writing- Novice High- Intermediate Low	

SOMOS 2 UNIT 10 "EL CHICO IDEAL"

	SUGGESTED LESSON FLOW	WORLD READINESS STANDARDS	CAN DO STATEMENTS
Day 1	• Campanada: answer questions in Spanish. • Discuss campanada • Introduce song, "Mi chica ideal" • Establish meaning	*Communication 1.2* *Comparisons 4.1*	• I can understand a simple paragraph in Spanish. • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can match sentences to their meaning.
DAY 2	• Campanada: answer the questions in Spanish about what students smell • Discuss campanada • Watch music video for "Mi chica ideal" • Shared reading with story of music video • Matching activity	*Communication 1.1, 1.2, 1.3* *Connections 3.1*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can understand details in a simple spoken text in Spanish. • I can respond to yes/no questions by recalling details from a familiar story.
DAY 3	• Campanada: answer a question in Spanish • Storyasking with "El chico ideal" script • Up/down formative listening assessment	*Communication 1.1, 1.2*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can make logical inferences (CCSS R.1). • I can recall explicit facts from a story (CCSS R.1).
Day 4	• Campanada: describe characters • Class story retell and draw mural • La chica ideal para Spiderman activity	*Communication 1.1, 1.2, 1.3*	• I can make logical inferences (CCSS R.1). • I can determine central ideas or themes in a text (CCSS R.2). • I can interpret the meaning of words and phrases that I hear (CCSS R.4).
DAY 5	• Campanada: describe a person • ClipChat - Ratón en venta • Sequencing activity	*Communication 1.1, 1.2, 1.3*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can make logical inferences (CCSS R.1).

| DAY 6+ | • Campanada: retell the ClipChat from the previous lesson
• Ratones en venta shared reading
• Speech bubble activity as whole class or individual
• Optional: grammar study
• Writing assessment: Mi primer mejor amigo
• Listening assessment (with images)
• Optional: Raton en venta extension | *Communication 1.1, 1.2, 1.3*
Cultures 2.1, 2.2
Connections 3.2
Comparisons 4.1, 4.2 | • I can interpret the meaning of words and phrases that I hear (CCSS R.4).
• I can determine central ideas or themes in a text (CCSS R.2).
• I can write about people, activities, events and experiences
• I can understand the basic purpose of a message |

DELAWARE/ACTFL WORLD READINESS STANDARDS

COMMUNICATION

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Interpretive Listening Assessment

INSTRUCTIONS: Your teacher will read 9 sentences. Listen to each sentence, and decide which of the 9 images below is being described. Write the LETTER of the image beside each question number below.

A

B

C

D

E

F

G

OCÉAN

H

I

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____
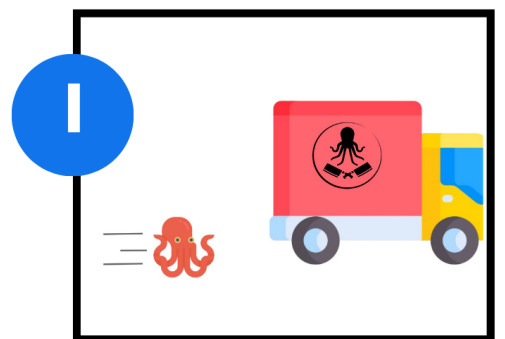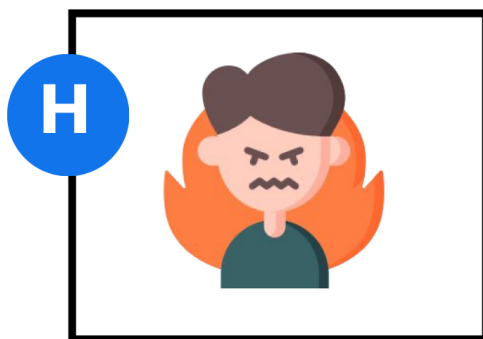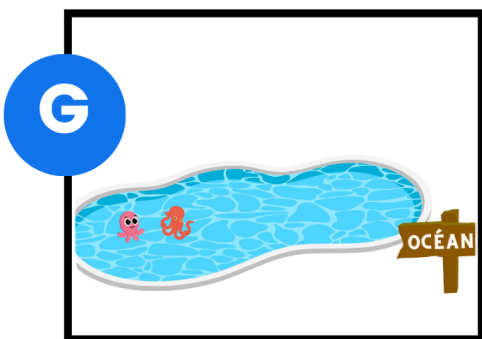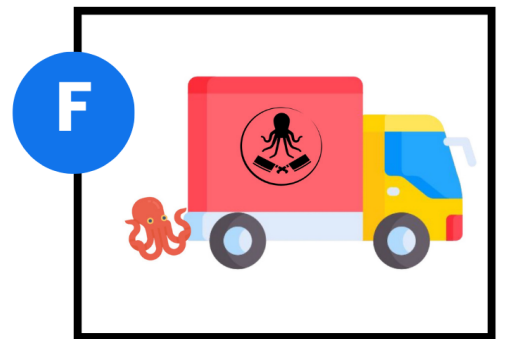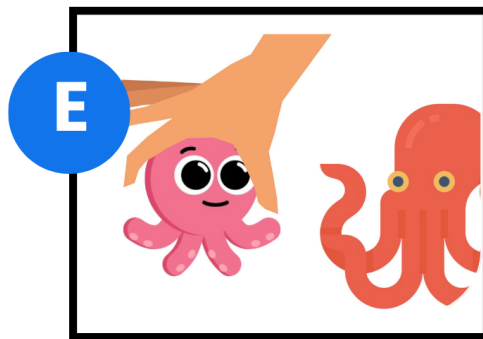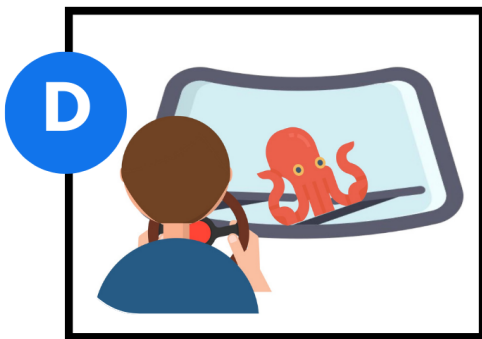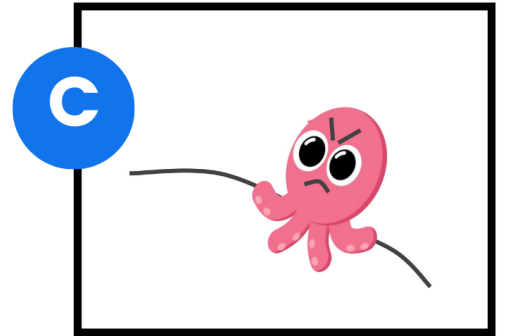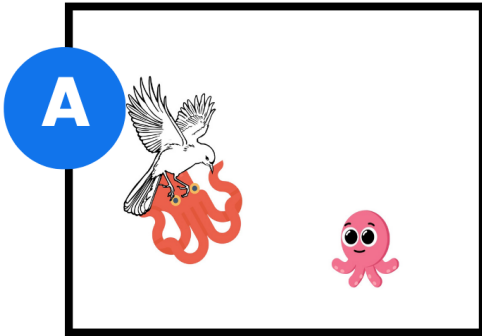
9. _____

LISTENING ASSESSMENT
Interpretive Assessment

TEACHER SCRIPT

1. El hombre que conducía la camioneta vio al pulpo en la ventana y ¡gritó! *Answer: D*

2. El hombre se enojó. *Answer: H*

3. El hombre se llevó al pulpo hembra y caminó hacia una camioneta. *Answer: B*

4. Los pulpos nadaron rápidamente por la piscina. Nadaron hacia el océano. *Answer: G*

5. El pulpo hembra se enojó. ¡Decidió salvar a su novio! *Answer: C*

6. Un día, una mano entró al acuario y ¡se llevó al pulpo hembra! *Answer: E*

7. De repente, un enorme pájaro se acercó a los pulpos y se llevó al pulpo macho. *Answer: A*

8. El pulpo macho se acercó al camioneta. *Answer: I*

9. El pulpo macho se agarró de la camioneta con los tentáculos. *Answer: F*

LISTENING ASSESSMENT
ANSWER KEY & GRADING GUIDE

TEACHER SCRIPT

1. El hombre que conducía la camioneta vio al pulpo en la ventana y ¡gritó! *Answer: D*
2. El hombre se enojó. *Answer: H*
3. El hombre se llevó al pulpo hembra y caminó hacia una camioneta. *Answer: B*
4. Los pulpos nadaron rápidamente por la piscina. Nadaron hacia el océano. *Answer: G*
5. El pulpo hembra se enojó. ¡Decidió salvar a su novio! *Answer: C*
6. Un día, una mano entró al acuario y ¡se llevó al pulpo hembra! *Answer: E*
7. De repente, un enorme pájaro se acercó a los pulpos y se llevó al pulpo macho. *Answer: A*
8. El pulpo macho se acercó al camioneta. *Answer: I*
9. El pulpo macho se agarró de la camioneta con los tentáculos. *Answer: F*

GRADING GUIDE

This assessment is different than our standard listening assessment, in which students are answering questions about a text. To evaluate the assessment with reference to the rubric, you will need to consider which images students *incorrectly* selected as being described. For example, if the statement was about a *pulpo* and the student chose the wrong image, but it was the image of an octopus, that is evidence that the student is latching on to the main idea of the passage but not the details (Developing). Consider which sentences contain less familiar words for students (1 "conducía", 4 "piscina", 7 "pájaro", etc—this will change based on what your particular group of students knows. Did the student miss only those "more challenging" statements (if so, "Proficient"), or did they mislabel even the statements that contained very familiar vocabulary (if so, "Emerging" or "Developing".

This approach to grading the assessment is certainly more time-consuming than attaching a grade to the percentage of responses correct, but it will better represent the student's performance in the grading category of interpretive listening.

INTERPRETIVE RUBRIC

ADVANCED		I can identify details from the text. I can give insightful evidence to support my conclusions and to make inferences. I can interpret unfamiliar words based on context.	**A**
PROFICIENT		I can identify the main idea and details about the text. I can give evidence from the text to support conclusions. My ability to make inferences is limited as I can understand familiar words, but I have trouble interpreting new words.	**B**
DEVELOPING		I can identify the main idea and a few details about the text. I struggle to provide evidence and make inferences. I can understand familiar words when they are used in familiar contexts.	**C**
EMERGING		My ability to interpret individual words significantly limits my understanding of the text. I can identify the main idea of the text, but I cannot give details or textual evidence to support conclusions about the text.	**D**
BEGINNING		I cannot understand the words in the text well enough to be able to identify the main idea or any details about the text.	**F**

SPANISH 3 UNIT 10 WRITING ASSESSMENT: MI PRIMER MEJOR AMIGO

Respond to the following prompt by writing a descriptive paragraph using a mix of past tenses- at least 5 examples of preterit and 5 examples imperfect past tenses:

What are some of your favorite memories of your first best friend? What do you remember doing with them? You can write about a friend, sibling or family member, or even more than one person. The goal is to share your memories.

_____

PRESENTATIONAL WRITING ASSESSMENT

SPANISH 3– UNIT 11
SOMOS 2 UNIT 11 "EL QUE SE ENOJA, PIERDE" (2 weeks)

Essential Questions	● What stories from my life do I love to tell? ● What past experiences do I have that are typical, and what past experiences make me unique?	Core Vocabulary	**Story Elements** **El argumento/La trama** The plot **El escenario** The setting **El tema** The theme **Los personajes** The characters **El conflicto** The conflict
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can understand the main idea and some pieces of information on familiar topics from sentences and series of connected sentences within texts that are spoken, written, or signed.	
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	
	Presentational	I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.	
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.	
AP Themes	● Families and Communities » Family Structures ● Contemporary Life » Rites of Passage		
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listening to a legend Reading: Reading a legend Writing: Pre-reading predictions, horizontal conjugation Speaking: Responding to personalized questions from the teacher, Responding to comprehension questions, Saying and responding to questions by classmates during communicative activity	
	Language + Culture *How is culture addressed in this unit?*	● Students learn an authentic tale	
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Expressing and interpreting difference in meaning between past and present ● High frequency vocabulary ● Narrating past events	
	Student Centered *How does this unit build on what students need, know, and can do?*	● Sheltered vocabulary - New words are added into conversation and stories only at an processable rate ● Students are given choice and voice through TPRS style storyasking ● Using a short film as the content for much of the lesson links meaning to strong visuals, supporting comprehension appropriately for a range of interpretive proficiencies	

Summative Assessments	Reading, writing, speaking, and listening assessments	Delaware Proficiency Target for Interpretive Reading- Intermediate Low
		Delaware Proficiency Target for Interpretive Listening- Intermediate High
		Delaware Proficiency Target for Presentational Writing- Intermediate Low
		Delaware Proficiency Target for Presentational Speaking-Intermediate Mid

SOMOS 2 UNIT 11 "EL QUE SE ENOJA, PIERDE"

	SUGGESTED LESSON FLOW	DE/WORLD READINESS STANDARDS	CAN DO STATEMENTS
Day 1	- Establish a definition for "fabúla" - Establish meaning for "El que se enoja, pierde" - Make pre-reading predictions - Read Part 1 of the story individually	*Communication 1.1, 1.2* *Connections 3.1*	I can interpret the meaning of words and phrases that I hear (CCSS R.4)
DAY 2	- Summarize Part 1 of the story - Read Part 1 of the story individually or as a class - Analyze characters' emotions with a partner or individually - Play Write, Draw, Pass - Extend Write, Draw, Pass activity with a partner or individually	*Communication 1.2*	- I can interpret the meaning of words and phrases that I hear (CCSS R.4) - I can determine central ideas or themes in a text (CCSS R.2). - I can cite textual evidence to support conclusions drawn from a text (CCSS R.1) - I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) - I can present information such that a listener can follow (CCSS SL.4)
DAY 3	- Look for verb patterns - Read Part 2 of the story individually - Formative reading assessment - Read Part 2 as a class with students acting it out or teacher reads the story to class - Summarize paragraphs of story	*Communication 1.1, 1.3* *Connections 3.1*	- I can make logical inferences from a text (CCSS R.1). - I can read closely to determine what a text says explicitly (CCSS R.1).
Day 4	- Play Before/After - Timeline activity	*Communication 1.1, 1.2* *Connections 3.1*	I can interpret the meaning of words and phrases that I hear (CCSS R.4)

	• Discussion questions as a class or individually on paper • Horizontal conjugation of Part 2		• I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1)
DAY 5	• Put Part 1 and Part 2 in chronological order by creating a human timeline or individually on a worksheet • Make predictions for Part 3 • Read Part 3 individually • Summarize Part 3 and moral of story • Read Part 3 as a class by having students act out or teacher reads to class • Write & Discuss Part 3 • Discuss questions as a class or individually	*Communication 1.2, 1.3*	• I can determine central ideas or themes in a text (CCSS R.2). • I can interpret the meaning of words and phrases that I read (CCSS R.4) • I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1) • I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) • I can interpret the meaning of words and phrases that I hear (CCSS R.4)
DAY 6	• Finish Part 3 Discussion • Put entire story in order • Unit assessment preparation • Administer writing assessment	*Communication 1.2, 1.3* *Connection 3.1*	• I can interpret the meaning of words and phrases that I read (CCSS R.4) • I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1) • I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) • I can interpret the meaning of words and phrases that I hear (CCSS R.4)
DAY 7	• Administer reading, listening and speaking assessment • Class story book	*Communication 1.2, 1.3* *Communities 5.1*	• I can interpret the meaning of words and phrases that I read (CCSS R.4) • I can demonstrate level-appropriate command of grammar and usage when writing (CCSS W.1) • I can express myself clearly in spoken communicate with diverse partners (CCSS SL.1) • I can interpret the meaning of words and phrases that I hear (CCSS R.4)

DELAWARE/ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.

COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 3– UNIT 12

SOMOS 2 UNIT 12 "EL LAGO ENCANTADO" (2-3 weeks)

Essential Questions	● Which possessions do I consider to be most valuable, and why? ● Who do I protect, and who protects me? ● To which communities do I belong?	Core Vocabulary	
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.	
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.	
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.	
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.	
AP Themes	● Personal and Public Identities » Alienation and Assimilation, Beliefs and Values ● Families and Communities » Customs and Ceremonies ● Beauty and Aesthetics » Literature		
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listening to the teacher tell a story, Listening to the teacher read aloud informational texts, Listening to a song Reading: Reading short stories, Reading an illustrated story, Reading informational texts, Reading song lyrics Writing: Shared Writing (Write and Discuss) Speaking: One word responses during storyasking (yes/no, either/or)	
	Language + Culture *How is culture addressed in this unit?*	● Historical context: Francisco Pizarro and the Conquest of South America ● Learning about Incan life and culture ● Authentic story: El lago encantado	
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Narrating a series of events ● Guessing the meaning of unfamiliar words based on context ● Gaining historical and geographical background knowledge	
Summative Assessments	No summative assessments required in this unit. Teachers will monitor and evaluate students' interpersonal Speaking and Listening skills via frequent, informal formative assessments	Delaware Proficiency Target for Interpersonal Speaking and Listening- Intermediate Low	

SOMOS 2 UNIT 12 "EL LAGO ENCANTADO"

	SUGGESTED LESSON FLOW	DE/WORLD READINESS STANDARDS	CAN DO STATEMENTS
Day 1	• Important vocabulary worksheet • Comprehension activity sheet • Watch video "¿Quiénes fueron los Incas?" • Complete guide	*Communication 1.2* *Comparisons 4.1*	• I can understand a simple paragraph in Spanish. • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can match sentences to their meaning.
DAY 2	• Discussion questions using "llegar" • Read Fransisco Pizarro's biography • Play the Lucky Reading Game	*Communication 1.1, 1.2, 1.3* *Connections 3.1*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can understand details in a simple spoken text in Spanish. • I can respond to yes/no questions by recalling details from a familiar story.
DAY 3	• Discussion about Francisco Pizarro • Comprehension worksheet • Venn Diagram activity and review • Magical possession activity	*Communication 1.1, 1.2*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can make logical inferences (CCSS R.1). • I can recall explicit facts from a story (CCSS R.1).
Day 4	• Magical possession activity with students' possessions • Read the saying together	*Communication 1.1, 1.2, 1.3*	• I can make logical inferences (CCSS R.1). • I can determine central ideas or themes in a text (CCSS R.2). • I can interpret the meaning of words and phrases that I hear (CCSS R.4).
DAY 5	• Tell 1st part of legend while illustrating • Discussion questions • Optional: quick language game	*Communication 1.1, 1.2, 1.3*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can make logical inferences (CCSS R.1).
DAY 6	• Play Back At'Cha • Icon reading • Read 1st part of legend to students two more times • Discuss and retell using icons	*Communication 1.1, 1.2, 1.3* *Connections 3.2* *Comparisons 4.1, 4.2*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can determine central ideas or themes in a text (CCSS R.2).

	● Draw the lake ● Comprehension questions		
Day 7	● Illustrate 2nd part of legend while telling ● Read Part 2 on their own and illustrate ● Simultaneous presentation ● Comprehension activities	*Communication 1.1, 1.2, 1.3* *Cultures 2.2* *Connections 3.1, 3.2* *Comparisons 4.1, 4.2*	● I can make logical inferences (CCSS R.1). ● I can determine central ideas or themes in a text (CCSS R.2). ● I can interpret the meaning of words and phrases that I hear (CCSS R.4).
Day 8	● Share student drawings ● Play "Who said it?" ● Prediction activity	*Communication 1.1, 1.2, 1.3* *Cultures 2.1* *Connections 3.2* *Comparisons 4.1, 4.2*	● I can make logical inferences (CCSS R.1). ● I can interpret the meaning of words and phrases that I hear or read (CCSS R.4).
Day 9	● Tell Part III of the story as you illustrate ● Act out story with Reader's Theater ● Play "Échame la culpa" song and do activity ● Reading page	*Communication 1.2, 1.3* *Cultures 2.1* *Connections 3.2* *Comparisons 4.1, 4.2*	● I can interpret the meaning of words and phrases that I hear or read (CCSS R.4).
Day 10	● Tell Part IV of the story as you illustrate ● Summary page ● Illustrate the storyboard	*Communication 1.2* *Cultures 2.1* *Connections 3.2* *Comparisons 4.1*	● I can determine central ideas or themes in a text (CCSS R.2). ● I can interpret the meaning of words and phrases that I hear or read (CCSS R.4).
Day 11	● Students read Part IV in groups ● Teacher reads Part IV to students as they identify language that stands out ● Summarize paragraphs ● Play, "Write, Draw, Pass"	*Communication 1.1, 1.2, 1.3* *Cultures 2.1* *Connections 3.2* *Comparisons 4.1, 4.2*	● I can determine central ideas or themes in a text (CCSS R.2). ● I can interpret the meaning of words and phrases that I hear or read (CCSS R.4).
Day 12	● Tell Part V of the story as you illustrate ● Simultaneous act out stories ● Story Element Glove activity	*Communication 1.2, 1.3* *Cultures 2.1* *Connections 3.2*	● I can determine central ideas or themes in a text (CCSS R.2).

		Comparisons 4.1 Communities 5.1	• I can interpret the meaning of words and phrases that I hear or read (CCSS R.4). • I can recall explicit facts from a story (CCSS R.1).
Day 13	• Discuss Story Element Glove • Mural activity • 1-3-10 Writing activity	Communication 1.1, 1.2, 1.3 Cultures 2.1 Connections 3.2 Comparisons 4.1, 4.2 Communities 5.2	• I can determine central ideas or themes in a text (CCSS R.2). • I can recall explicit facts from a story (CCSS R.1).

Curriculum guide suggests 13-21 days for these activities

DELAWARE/ACTFL WORLD READINESS STANDARDS

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CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

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COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

SPANISH 3– UNIT 14
SOMOS 2 UNIT 13 "ESTAR + PARTICIPIO PASIVO"
and UNIT 14 "PRETERITO PERFECTO" (1 week)

Essential Questions	● What changes do I experience on an hourly, daily, weekly, or other regular basis?	
Benchmarks *Lessons in this unit are preparing students to meet these benchmarks, which are in reference to authentic texts and real-world situations.*	**Interpretive**	I can identify the general topic and some basic information in both very familiar and everyday contexts by recognizing practiced or memorized words, phrases, and simple sentences in texts that are spoken, written, or signed.
	Interpersonal	I can communicate in spontaneous spoken, written, or signed conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, simple sentences, and questions.
	Presentational	I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed language.
	Cultural	● In my own and other cultures I can make comparisons between products and practices to help me understand perspectives. ● I can interact at a survival level in some familiar everyday contexts.
AP Themes	● Personal and Public Identities » Language and Identity	
Proficiency Orientation *Proficient learners can communicate about something appropriately and accurately for a purpose.*	**Four Modalities** *Which of the four modalities are used by students in this unit?*	Listening: Listening to the teacher tell a story, Listening to the teacher read aloud informational texts, Listening to a song Reading: Reading short stories, Reading an illustrated story, Reading informational texts, Reading song lyrics Writing: Shared Writing (Write and Discuss) Speaking: One word responses during storyasking (yes/no, either/or), singing the Caballito chorus
	Language + Culture *How is culture addressed in this unit?*	● N/A
	Real World Purpose *How does this unit prepare students to communicate in the real world?*	● Connecting causes and effects ● Describing a scene ● Describing actions in the past
	Student Centered *How does this unit build on what students need, know, and can do?*	● Sheltered vocabulary - New words are added into conversation only at an processable rate ● Output is not forced; learners are allowed a silent period, respecting what we know about Second Language Acquisition (in the early stages of communication in a new language, the learner's role is primarily as an interpreter)

Summative Assessments	None provided; teachers may choose to administer oral or written applied grammar assessments of unit skills/content.	(if assessments are chosen) Delaware Proficiency Target for Presentational Speaking- Intermediate Mid Delaware Proficiency Target for Presentational Writing- Intermediate Low

SOMOS 2 UNIT 13 "ESTAR + PARTICIPIO PASIVO" and 14 "PRETERITO PERFECTO"

	SUGGESTED LESSON FLOW	WORLD READINESS STANDARDS	CAN DO STATEMENTS
Day 1	• Campanada: answer a question in Spanish. • Crime Scene image discussion • Evidence slides and discussion	*Communication 1.2* *Comparisons 4.1*	• I can understand a simple paragraph in Spanish. • I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can match sentences to their meaning.
DAY 2	• Campanada: write a description of a crime scene • Stations	*Communication 1.1, 1.2, 1.3* *Connections 3.1*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can understand details in a simple spoken text in Spanish. • I can respond to yes/no questions by recalling details from a familiar story.
DAY 3	• Campanada: answer a question in Spanish • Conclusion discussion	*Communication 1.1, 1.2*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can make logical inferences (CCSS R.1). • I can recall explicit facts from a story (CCSS R.1).
Day 4	• Campanada: write two true descriptions • Complete fill in notes • Read together the description/condition slides • Play "Two truths and a lie"	*Communication 1.1, 1.2, 1.3*	• I can make logical inferences (CCSS R.1). • I can determine central ideas or themes in a text (CCSS R.2). • I can interpret the meaning of words and phrases that I hear (CCSS R.4).

Day 5	• Campanada: write a sentence using past tense • Complete fill in notes (irregular participles) • Read and rewrite story	*Communication 1.1, 1.2, 1.3* *Comparisons 4.1*	• I can interpret the meaning of words and phrases that I hear (CCSS R.4). • I can read closely to determine what a text says explicitly (CCSS R.1). • I can understand details in a simple spoken text in Spanish.

ACTFL WORLD READINESS STANDARDS

COMMUNICATION

1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.

1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

CULTURES

2.1 Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

CONNECTIONS

3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.

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COMPARISONS

4.1 Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

4.2 Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own

COMMUNITIES

5.1 School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

5.2 Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Appendix 3 - Curriculum Documents :: Visual Arts

FCSW VISUAL ARTS CURRICULUM

Art Course Progression and Allotted Time

Students at Freire Charter School Wilmington have access to the following art course

- 2-D Studio (Elective) - 60 minutes per day, 5 days per week

    - Standards Addressed: VA:Cr1.1, VA:Cr1.2, VA:Cr2.1, VA:Cr2.2, VA:Cr2.3, VA:Cr3.1, VA:Pr4.1, VA:Pr5.1, VA:Pr6.1, VA:Re.7.1, VA:Re.7.2, VA:Re8.1, VA:Re9.1, VA:Cn10.1, VA:Cn11.1

Afterschool Opportunities

-Art Club in partnership with Delaware Contemporary - 120 minutes per week, 1 day per week

2-D Studio will cover the whole sphere of skills, techniques, expression, and showcasing of artistic pieces. Students will learn the basics of using tools in drawing and painting to experiment and create final pieces for showcasing to a broader audience. Through critique, discussion, reflection, and experiences, students will tap into their artist mind. Students will have the opportunity to hone their skills in graphite, color pencils, markers, oil pastels, and acrylic paint through a variety of rigorous projects that provide interest and inspiration.

Unit 1: Introduction to Art
4 weeks
Who gets to decide when something is "art"? What layers of value do we see art through, if any? This just looks like a blob of paint? These questions are a few of many that will be rigorously interrogated throughout the course of this unit. Students will encounter and experience a variety of artistic movements, time periods, and philosophies to determine their own understanding of "art". There will be heavy emphasis on conceptual and contemporary practices, artists, studies, and modes of thought. Heavy emphasis will be placed on establishing a safe and productive studio community.

ESSENTIAL TOPICS	LEARNING OBJECTIVES
1. How is art defined? 2. Who is permitted to determine this definition? 3. Who is qualified to determine if art is successful? 4. What does successful art look like? 5. What values need to be constant to best support art making and sharing? 6. What characteristics of community are necessary to establish a collective art movement?	● Design an abstract concept that serves a purpose ● Collaborate with others to create a unified idea ● Use simple materials to create complex pieces of art with a previously determined design ● Manipulate common materials to form non traditional shapes, patterns, and thoughts ● Reflect on my own ability to communicate ideas through what I create ● Choose from a wide variety of options, items that best communicate my ideas ● Construct artwork using traditional materials like pencil and charcoal

	• Evaluate artwork based on predetermined criteria as well as personally established criteria • Revise and improve my previously created work • Justify the need for community, and the value it brings, both within and outside of the classroom
SUMMATIVE ASSESSMENTS **SPIRALING ASSIGNMENTS:** • Conceptual Challenge in the Contemporary • Design Challenge • Critiques • Sketchbook Entries • Community Engagement • MicroProjects **UNIT ASSIGNMENTS:** • Sketchbook Cover Design • Identity Map • Practice Thumbnail Sketches • Zentangle Drawing • Apocalypse Project	**STATE STANDARDS (NCAS)** **VA:CR1.1** **VA:CR2.1** **VA:CR2.2** **VA:CR2.3** **VA:PR6.1** **VA:RE7.1** **VA:RE7.2** **VA:RE8.1** **VA:RE9.1** **VA:CN10.1** **VA:CN11.1**

MEDIUMS	TECHNIQUES	ARTIST FOCUS	BROADER ARTISTIC PHILOSOPHY	SOCIAL JUSTICE/SEL THEME	VOCABULARY
• Paper • Collage • Graphite • Charcoal • Sculpture • Artist Choice	• Paper Manipulation • Collage Techniques • Simple Line Drawings • Line Weight	• Introductory Contemporary Artists: Duchamp, Picasso, Cattelan, Hirst, Nick Cave, etc. • Hard Focus: Kara Walker &	• Community focus, building, maintaining, and utilizing community around us	• Self-efficacy, ownership, voice, and empowerment • Identity • Community	• Community • Studio • Critique • Collaboration • Thumbnails • Sketching • Contemporary • 2-D/two-dimensional

		Jean-Michel Basquiat			● Readymade ● Installation

Unit 2: Pencil Drawing Introduction

5 weeks

Students will learn, practice, and apply beginning drawing techniques using professional tools. After establishing control of the tools and creating several independent works demonstrating their skills, students will learn "rules" of art and how to break them before researching concepts of home, representation, culture, segregation, and community obstacles in the culminating Neighborhood Project. Combining skills of drawing with conceptual knowledge, students will redesign a block of their neighborhood with specific attention to documenting their process, applying contemporary methods, and analyzing evaluation and exhibition criteria.

ESSENTIAL TOPICS	LEARNING OBJECTIVES
● Elements of Art ● Principles of Design ● Value, Shading, Contrast ● Beginner Drawing Techniques (one/two point perspective, line techniques) ● Home, Ownership, Place, Gentrification	● Design plans to help create a final piece ● Invent drawing techniques that suit me in the moment ● Judge the fine details and qualities of a piece of art ● Modify existing observations to create a unique and thoughtful piece ● Regularly create documentation of my process from creating beginning ideas to final product ● Develop an opinion about gentrification and determine steps for change ● Create an observational drawing and one-point perspective drawing ● Improve my understanding and skill in applying value to drawings ● Criticize existing works of art based on elements and principles of art ● Defend and improve upon work that I create

	- Categorize types and uses of various drawing materials and supports - Create a collaborative Neighborhood applying drawing techniques and social conceptual understanding - Evaluate and determine criteria for art analysis and evaluation - Evaluate and participate in the co-construction of an exhibition for viewing and critique
SUMMATIVE ASSESSMENTS **SPIRALING ASSIGNMENTS:** - Conceptual Challenge in the Contemporary - Design Challenge - Critiques - Sketchbook Entries - Community Engagement - MicroProjects **UNIT ASSIGNMENTS:** - Drawing Techniques & Vocab Quiz - Value Project - Zentangle Drawing - Street Art Madness **Neighborhood Project**	**STATE STANDARDS (NCAS)** **VA:CR1.1** **VA:CR1.2** **VA:CR2.1** **VA:PR5.1** **VA:PR6.1** **VA:RE7.1** **VA:RE7.2** **VA:RE8.1** **VA:RE9.1** **VA:CN10.1**

MEDIUMS	TECHNIQUES	ARTIST FOCUS	BROADER ARTISTIC PHILOSOPHY	SOCIAL JUSTICE/SEL THEME	VOCABULARY
● Paper ● Graphite ● Charcoal ● Vinyl Eraser ● Tortillon ● Dry Cleaning Pad ● Viewfinder ● Kneaded Eraser ● India Ink	● Contour Drawing ● Blind Contour Drawing ● Observational Drawing ● Hatching, Crosshatching, Stippling, Scumbling ● Shading and Adding Value/Contrast ● One-Point Perspective ● Two-Point Perspective	● Wilfredo Lam, Banksy, Sentrock, Max Sansing, JC Rivera, POSE, Matthew Hoffman, Hebru Brantley, Bunny!XLV, Don't Fret, Pizza in the Rain	● Interpreting Life in Detail, Interrogating Life in Detail ● Transforming Spaces	● Home, Ownership, Place, Gentrification	● See Mediums

Unit 3: Time to Add Color!
7 weeks
First, students will learn about the complexity of colors and their relationships, how people react to colors, and how colors play tricks on the mind. Students will spend a significant amount of time creating a realistic self portrait in the style of Chuck Close.

ESSENTIAL TOPICS	LEARNING OBJECTIVES
● Color Theory Basics (Color Wheel & Relationships) ● Color Pencils ● Grid Drawing Method ● Portraiture ● Facial Anatomy ● Perspectives, Stereotypes, Obstacles	● Properly utilize a ruler and accurately measure spaces ● Decide when use of the grid drawing method is appropriate ● Create a realist drawing of myself ● Construct and articulate an understanding of perspective and bias

	● Prepare a thoughtful written piece about overcoming obstacles and reaching dreams both in the contextual framework of art and self ● Assemble an arrangement of color relationships in a unified piece ● Choose appropriate materials when necessary ● Evaluate and critique portraiture in art ● Make an argument for the power of portraiture in contemporary society ● Create within previously determined parameters and develop a plan to push those boundaries ● Apply the design process thinking in imaging and creating a final piece ● Utilize important vocabulary to help articulate ideas and guide my creating
SUMMATIVE ASSESSMENTS **SPIRALING ASSIGNMENTS:** ● Conceptual Challenge in the Contemporary ● Design Challenge ● Critiques ● Sketchbook Entries ● Community Engagement ● MicroProjects **UNIT ASSIGNMENTS:** ● Color Theory Quiz ● Zentangle Part II ● Chuck Close Self Portrait ● Written Reflection	**STATE STANDARDS (NCAS)** **VA:CR1.1** **VA:CR1.2** **VA:CR2.1** **VA:PR5.1** **VA:PR6.1** **VA:RE7.1** **VA:RE7.2** **VA:RE8.1** **VA:RE9.1** **VA:CN10.1**

MEDIUMS	TECHNIQUES	ARTIST FOCUS	BROADER ARTISTIC PHILOSOPHY	SOCIAL JUSTICE/SEL THEME	VOCABULARY
● Bristol Board ● Prismacolor Pencils ● Blending Stumps	● Grid Drawing Method ● Blending Colors and (brief) Color Study ● Organic Shape Drawing ● Applying Value in Color ● Drawing Fabric	● Chuck Close, Yayoi Kusama, Amanda Williams	● Ability to Really See and Interpret ● Remaining creative within boundaries and pushing those boundaries	● Perspectives, stereotypes, obstacles with a focus on disability and growth mindset; Immigration	● See Mediums

Unit 4: Wet Media–Theory, Techniques, Abstraction
8 weeks
Students will learn and practice skills of abstraction through conception to present-day. There will be heavy emphasis on cubism.

ESSENTIAL TOPICS	LEARNING OBJECTIVES
● Color Theory Proficient Skills (Mixing and Layering Colors) ● Basic Painting Techniques ● Acrylic Paint (possibly watercolor) ● Picasso ● Cubism ● Female Artist Focus	● Properly clean my work space and materials, and store my work in the designated area ● Apply and successfully utilize various painting techniques such as mixing, layering, and other brush techniques ● Reference the history of various artists aligned to this unit of study, and have developed a deeper understanding of their contributions and limitations to the art world ● Design a plan from start to finish to create a finalized piece

	● Make a final painting that includes skills learned in class as well as my own personal vision and ideas ● Improve my design as I work through the steps to completion ● Create a successful final painting and can defend the choices I made in the process as adding to the artistic value ● Critique, analyze, and judge my own art, the art of my peers, and the art of masters in kind, generous, but critical ways ● Create a strong piece that demonstrates the strength of the women we value ● Reflect on the process of art couples with the history to develop an understanding of progress, strength, and obstacles
SUMMATIVE ASSESSMENTS **SPIRALING ASSIGNMENTS:** ● Conceptual Challenge in the Contemporary ● Design Challenge ● Critiques ● Sketchbook Entries ● Community Engagement ● MicroProjects **UNIT ASSIGNMENTS:** ● Color Theory Quiz Part 2 ● Color Wheel ● Value Chart ● Complementary Painting ● Monotone Painting	**STATE STANDARDS (NCAS)** **VA:CR1.1** **VA:CR1.2** **VA:CR2.1** **VA:CR3.1** **VA:PR5.1** **VA:PR6.1** **VA:RE7.1** **VA:RE7.2** **VA:RE8.1** **VA:RE9.1** **VA:CN10.1** **VA:CN11.1**

MEDIUMS	TECHNIQUES	ARTIST FOCUS	BROADER ARTISTIC PHILOSOPHY	SOCIAL JUSTICE/SEL THEME	VOCABULARY
- Feminine Abstraction - Written Reflection					
- Acrylic - Watercolor - Canvas Paper - Watercolor Paper - Watercolor tools - Brushes - Painting Knives	- More advanced Color Theory - Abstraction/Cubism	Picasso, Howardena Pindell, (8 Radical, Feminist Artists from the 1970s HuffPost), Julie Mehretu, Ursula Von Rydingsvard, Kusama, Sandy Skoglund, SWOON, Mademoiselle Maurice, Heather Hansen, Amy Sherald, Lina Iris Viktor, Maya Hayuk	- Equity, social justice as expressed in art - Interpreting and communicating abstract ideas - Political nature of art (Guerinca) - Power	- Equity, voice, and power - Feminism	See Mediums, Techniques, and Artists

Unit 5: Wet Media–Surrealism
8 weeks
Students will explore their dreams through drawing, painting, and research. Using the lens of surrealism, students will create original artworks for exhibition at a public venue.

ESSENTIAL TOPICS	LEARNING OBJECTIVES
- Surrealism - Dreamtime	Use various forms of wet media proficiently and understand the qualities of each

• Abstraction • Representation • Acrylic Techniques • Process Practice	• Reference and demonstrate my understanding of color relationships, mixing, vocabulary, application, surrealist characteristics, and means of communication in art • Properly clean my work space and materials, and store my work in the designated area • Apply and successfully utilize various painting techniques such as mixing, layering, and other brush techniques • Reference the history of various artists aligned to this unit of study, and have developed a deeper understanding of their contributions and limitations to the art world • Design a plan from start to finish to create a finalized piece • Make a final painting that includes skills learned in class as well as my own personal vision and ideas • Improve my design as I work through the steps to completion • Create a successful final painting and can defend the choices I made in the process as adding to the artistic value • Critique, analyze, and judge my own art, the art of my peers, and the art of masters in kind, generous, but critical ways
SUMMATIVE ASSESSMENTS **SPIRALING ASSIGNMENTS:** • Conceptual Challenge in the Contemporary • Design Challenge • Critiques	**STATE STANDARDS (NCAS)** **VA:CR1.1** **VA:CR1.2** **VA:CR2.1** **VA:CR2.2**

	VA:CR3.1
- Sketchbook Entries - Community Engagement - MicroProjects **UNIT ASSIGNMENTS:** - Dream journal - Surrealism Paintings	VA:CR3.1 VA:PR5.1 VA:PR6.1 VA:RE7.1 VA:RE7.2 VA:RE8.1 VA:RE9.1 VA:CN10.1 VA:CN11.1

MEDIUMS	TECHNIQUES	ARTIST FOCUS	BROADER ARTISTIC PHILOSOPHY	SOCIAL JUSTICE/SEL THEME	VOCABULARY
- Acrylic - Canvas Paper - Brushes - Painting Knives	- Surrealism - Interrogation of subject - Communication - Applying Value in Color - Drawing Fabric	Rene Magritte, Joan Miro, Salvador Dali, other surrealist artists	- Surrealism - Dreams - Communication and Juxtaposition	Student Selected	See Mediums and Artists

Unit 6: Wet Media–Pop Art
8 weeks
Students will explore the colorful world of Pop Art with a focus on Andy Warhol and Takashi Murakami's works. Students are given significant time to develop a series of works that will be displayed at our annual art exhibition.

ESSENTIAL TOPICS	LEARNING OBJECTIVES
- Pop Art - Bold Communication - Irony & Satire	- Construct a final project that is a culmination of my learnings in this class - Articulate and demonstrate how art can be used to communicate subtle or more covert ideas through various means, methods, and modes - Create a final Pop Art Piece

	- Determine the Criteria for exhibition of a piece - Selects ways in which my work will be displayed - Offer ideas on improved of mine and others' work - Reflect on my learnings this year, what it means to be an artist, a member of a community, and a voice with power

SUMMATIVE ASSESSMENTS	STATE STANDARDS
SPIRALING ASSIGNMENTS: - Conceptual Challenge in the Contemporary - Design Challenge - Critiques - Sketchbook Entries - Community Engagement - MicroProjects **UNIT ASSIGNMENTS:** - Society Critique - Pop Art Paintings - End of Year Reflection - Art Showcase Presentation	**VA:CR1.1** **VA:CR1.2** **VA:CR2.1** **VA:CR2.3** **VA:CR3.1** **VA:PR4.1** **VA:PR5.1** **VA:PR6.1** **VA:RE7.1** **VA:RE7.2** **VA:RE8.1** **VA:RE9.1** **VA:CN10.1** **VA:CN11.1**

MEDIUMS	TECHNIQUES	ARTIST FOCUS	BROADER ARTISTIC PHILOSOPHY	SOCIAL JUSTICE/SEL THEME	VOCABULARY
- Acrylic - Canvas Paper - Brushes - Painting Knives - Watercolor	- Pop Art - Satire in Art - Interrogation of subject - Communication	Andy Warhol, Takashi Murakami, etc.	- Art as communication - Art as protest	Student Selected	See Mediums and Artists

Name:

Date:

Period:

Unit Standards: VA:CR1.1, VA:CR1.2, VA:CR2.1, VA:PR5.1, VA:PR6.1, VA:RE7.1, VA:RE7.2, VA:RE8.1, VA:RE9.1, VA:CN10.1

Scope of Project:

- Begin creative process through multiple approaches–determine how you will best reach your goal and experiment with the options available in class (VA:CR1.1).
- Throughout the entirety of your process, document your work and progress daily to include in your Artist's Journal, along with the reflection questions following rubric (VA:CN10.1).
- You are solving a problem (design challenge) through an artistic investigation. Considering our contemporary practices of art (think Contemporary Elements), how you might find a solution to the prompt (VA:CR1.2).
- Consider both the degree you might plan your design before beginning AND the implications of beginning without a plan (VA:CR2.1).
- Create a collaborative exhibition showcasing your work and that of your peers. Analyze and evaluate how the exhibition will be presented and how this may influence our understanding of the work (VA:Pr5.1). Further, after seeing all the neighborhoods of Wilmington represented in our class, analyze how the impact of our collective exhibition has impacted your awareness of social issues discussed throughout the unit (i.e. Gentrification, Home, etc.) (VA:PR6.1).
- Determine how the process of creating this project, and seeing the full collaborative exhibition, has influenced your perception and understandings (VA:RE7.1; VA:RE7.2).
- Interpret the choices made in your own project and those of your classmates through identifying evidence to support your interpretation (VA:RE8.1).
- Establish relevant evaluation criteria to assess our progress and work as well as criteria to evaluate our collaborative exhibition (VA.RE9.1).

Set Up: You and a partner are muralists. A neighborhood in Wilmington/Greater Delaware has convinced the local politicians of the area to employ you as a commissioned artist. The community there wants you to redesign an entire city block including murals, street art, decorations, outdoor areas, roads, buildings, and shops. Your budget is unlimited.

Directions: You will design a city block in a neighborhood you have been selected/assigned. You will conduct research about the neighborhood, the community, the cultures, stores, and major attractions in the area (see research guide). Together with your partner, you will create this city block utilizing your skills in street art and further practicing perspective drawing.

Materials: Sharpie, handwriting pen, drawing pencils, micron pens, rulers, water colors, tempera paints, large drawing paper.

Checklist for Inclusion:

2-D Studio: Neighborhood Project

- Perspective Drawing _____
- Five Shops/Stores _____
- Five other buildings _____
- Trees, Telephone Poles, Lights _____
- 20 Decorative Elements _____
- Sidewalks _____
- 20 Other Details _____
- LOTS of Street Art and Sculptures_____

- Roads/Streets _____
- Foliage/Plants _____
- Signage and Details _____
- 10+ People _____
- 3+ Cars _____
- Windows and Doors _____
- Evidence of representation of community _____

Studio Rubric

	8	6	4	2
Class Work Time	Artist utilized 100% of time given in class	Artist utilized 80% of time given in class		Artist utilized less than 80% of time given in class
Effort of Product	Artist gave full amount of effort	Artist gave 80% effort	Artist gave 60% effort	Artist gave less than 60% effort
Use of Tools	Artist used tools appropriately throughout the process.			Artist may have sketched some items before applying ink. Failure to take care of tools is a zero on project.
Quality of Product	Artist paid attention to detail and the overall piece looks to be of high quality (clean, neat, organized, intentional, thoughtful, sturdy)	Artist mostly paid attention to detail and the overall piece looks to be of good quality	Artist paid attention to some detail and the overall piece looks to be of fine quality	Artist paid attention to few details and the overall piece looks to be of poor quality
Perspective Drawing	Artist shows advanced levels of understanding of perspective drawing. It is clear the artist accurately detailed all elements in accordance with perspective principles and guidelines. Windows, doors, streets, buildings and other details are all accurate.	Artist proficient level of understanding of perspective drawing.	Artists showed beginner level understanding of perspective drawing.	Artist did not show an understanding of perspective drawing.
Street Art	Artist created a section of neighborhood that is covered in appropriate street art. There is ample evidence that the street art represents the community within that neighborhood. The artist clearly did research and thoughtfully planned the project.	Artist created a section of neighborhood that is covered in appropriate street art that represents the community.	Artist created a section of neighborhood that is covered in appropriate street art.	Artist created a section of neighborhood that is mostly covered in appropriate street art. Note: If less than 50% of the neighborhood has street art, the grade for all rubric concentrations will be 50%.
Research	The final product demonstrates a keen awareness of, extensive research on, and a profound respect for the community.	The final product shows ample evidence of awareness, research, and respect.	The final product mostly demonstrates awareness, research, and respect.	The final product somewhat demonstrates awareness, research, and respect.
Collaboration	Artist team clearly worked well together through the brainstorming, planning, critique, and construction of their project. Both team members rated each other favorably and evidence in class suggests a strong partnership.	Artist team worked well together through the brainstorming, planning, critique, and construction of the project. Evidence in class suggests a strong partnership.	Artist team worked well throughout most of class time (this will be applied to people who are chronically absent).	Artist team did not work well together. In situations where one partner completes the majority of the work, second partner will not earn a passing grade on project.
Reflection	Artist fully and thoughtfully completed reflection at the conclusion of the project. Artist was	Artist fully and mostly thoughtfully completed reflection and made	Artist reflection was mostly completed. Some evidence of	Artist reflection was not mostly completed.

	able to demonstrate advanced understanding of larger concepts as they connected with the personal	strong connections between larger concepts and the personal.	connection between the concepts and the personal.	

NCAS Reflection Alignment (all responses should be typed and included in your Artist Journal)

Based on your Artist Journal

1. (VA: CN10.1) Be sure you have uploaded your progress photographs and notes to your digital sketchbook. Looking through your progress and process, what have you learned during your time with the neighborhood project?

Pre-Reflection Questions

2. (VA: CR1.1; VA: CR2.1) Describe your process for the creation of your neighborhood project? How did you start? Where did you go? Where did it end? Did you have a plan? If not, how did you begin? Did you "get" where you wanted to?

3. (VA: CR1.2) In what ways did you apply contemporary practices to the design and process of your neighborhood project? How did applying these contemporary practices expand or redirect your thinking and work?

4. (VA: RE7.1) What was your initial perception of your neighborhood–describe it? Through the process of designing and creating your neighborhood, how has your perception changed or been influenced?

During Critique & Exhibition

5. (VA: RE9.1) Outside of the grading criteria above, what criteria should we use to evaluate our completed neighborhood projects? What is this criteria best for critique and evaluation?

6. (VA: PR5.1; VA: PR6.1) Evaluate our curation skills. How were our neighborhood projects presented, why were they presented this way, and how has this arrangement contributed to your understanding of the works individually and collectively? Who would be the target audience and how might this impact them?

Post Critique & Exhibition

7. (VA: RE7.2) After the in-class exhibition, how has your perception of your neighborhood changed? How has your perception of other neighborhoods changed? How might art influence perceptions and understanding of human experiences?

8. (VA: RE7.1) How could art alter the human experience? How can art alter a person's understanding of the world?

9. (VA: RE8.1) Based on our collective exhibition, what interpretations can you make about our understanding of the neighborhoods we selected? What are commonalities and differences? In a short paragraph, write an analysis and interpretation of our collective endeavors.

Appendix 4

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                          ┌─────────────────┐
                          │  Head of School │
                          └────────┬────────┘
        ┌──────────────┬───────────┴───────────┬──────────────────┐
        ▼              ▼                         ▼                  ▼
┌──────────────┐ ┌──────────────────┐ ┌──────────────────┐ ┌──────────────────┐
│ Head of      │ │ Head of Academic │ │ Director of      │ │ Assistant Head   │
│ Climate      │ │ Supports         │ │ Student Services │ │ of Academics     │
└──────────────┘ └──────────────────┘ └──────────────────┘ └──────────────────┘
```

- Head of School
  - Head of Climate
    - Director of Discipline
      - Discipline Team
    - Director of Student Supports
    - Emotional Supports Team
    - School Nurse
  - Head of Academic Supports
    - Director of Academic Operations
      - Technology Coordinator
    - Director of Advising
      - Academic Advisors
      - College Counselors
  - Director of Student Services
    - Student Services Teachers
    - Paraprofessionals
  - Assistant Head of Academics
    - General Education Teachers

Appendix 4 :: Current Organizational Chart

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                              ┌─────────────────┐
                              │  Head of School │
                              └────────┬────────┘
         ┌──────────────┬──────────────┴──────────────┬──────────────┐
┌────────┴────────┐ ┌───┴──────────────┐ ┌────────────┴────┐ ┌────────┴────────┐
│ Head of Climate │ │ Head of Academic │ │   Director of   │ │ Assistant Head  │
│                 │ │     Supports     │ │ Student Services│ │  of Academics   │
└────────┬────────┘ └────────┬─────────┘ └────────┬────────┘ └────────┬────────┘
```

- **Head of School**
  - **Head of Climate**
    - **Director of Discipline**
      - **Discipline Team**
    - **Director of Student Supports**
    - **Emotional Supports Team**
    - **School Nurse**
  - **Head of Academic Supports**
    - **Director of Academic Operations**
      - **Technology Coordinator**
    - **Director of Advising**
      - **Academic Advisors**
      - **College Counselors**
  - **Director of Student Services**
    - **Student Services Teachers**
    - **Paraprofessionals**
  - **Assistant Head of Academics**
    - **General Education Teachers**

Appendix 4 :: Freire Network Organizational Chart

Orgchart

Chief Executive Officer and Freire Network Founder

Managing Director

- **Operations Manager**
- **Director of Data Analytics**
- **Compliance Manager**
- **Marketing and Recruitment Manager**
- **Director of Performance Management**
- **Executive Coordinator**
- **ESSER Coordinator**
- **Career Exploration Manager**

Teaching and Learning Manager

Chief of Leadership Development and Innovation

- **Senior Information Technology Director**
- **Human Resources Manager**
- **Talent and Recruitment Manager**
- **IT Systems Administrator**
- **Human Resources Coordinator**

Chief Financial Officer

- **Accounting Manager**
- **Accountant**
- **Business Coordinator**
- **Accounting Supervisor**

Chief of Advancement and Communications

- **Communications Manager**
- **Special Projects Coordinator**

Appendix 5 - Board Member and School Leader Succession Plans

Q36. Board Member and School Leader Succession Plans

Cultivating leadership and supporting growth are two fundamental values at Freire Schools.

When Freire Wilmington needs new board members, the existing members of the Board as well as the Freire Schools Network Office scan their network to identify promising candidates. Additionally, the Board holds cultivation events annually to introduce new community members to the school, with an eye toward identifying individuals who have an interest in board service. Finally, the Board has and will continue to participate in BoardLead to seek out diverse candidates who may not have otherwise had a connection to the school.

Once on the Board, our members complete the required Board governance trainings and participate in Board visitation days and other school events. These opportunities allow new and returning board members to learn more about the trustee role, as well as the school's successes, challenges, needs, and opportunities – best positioning board members to assume new leadership roles within the Board as the need arises.

In the event that the Board President is unable to fulfill their obligations to the school, the Vice President will temporarily assume these responsibilities. At a public Board meeting, the Board will set a date to elect a new Board President, with the Vice President serving in an interim capacity until then. Throughout the process, the Chief Advancement Officer of the Freire Schools Network Office would help draft communications to all the necessary stakeholders and ensure that our public website is updated appropriately so the public can reach the interim board chair and ultimately the new Board chair.

In the event of a sudden departure of our school leader, the Board Chair would consult with the CEO and Chief Leadership Officer of the Freire Schools Collaborative to appoint an Interim Head of School, most likely selecting someone from the school's existing Leadership Team. Fortunately, our school's distributed leadership model and School Leader Fellowship helps to cultivate promising leaders so they are ready for increased responsibility if the need arises.

The CEO and Chief Leadership Officer of the Freire Schools Network Office would then look to the leadership teams at all Freire network schools first to see if someone is ready for a Head of School or co-Head of School role. They would also consider posting a position or hiring an executive search firm to look for talented external candidates. They would then bring candidates for consideration to the Board. Throughout the process, the Chief Advancement Officer of the Freire Schools Network Offices would help draft communications to all the necessary stakeholders and ensure that our public website is updated appropriately and the Freire Schools Network Office's Operations and Compliance teams would notify DDOE.

Appendix 6 - Up-to-date Fire Inspection Certificate

Print | Export To PDF

Wilmington Fire Department

Fire Marshal's Office
800 French Street, 3rd Floor
Wilmington, DE 19801
Office (302) 576-3120
Fax (302) 573-7701

Occupant Name:	FREIRE CHARTER SCHOOL
Address:	201 West 14TH Street
City:	WILMINGTON

Inspection Date:	3/20/2023 (Initial Insp. Date: 2/1/2023)
InspectionType:	Reinspection #2 (Annual)
Inspected By:	Henry Rose
	henry.rose@cj.state.de.us

Property Owner: *-None-*

Insp. Result	Location	Code Set	Code
Deficient - Cleared		Delaware State Fire Prevention Regulations 705 Chapter 1 General Fire Safety Requirements	705.01-6.5 - Hallways, Aisles and Egress paths shall not be blocked or obstructed. 36" Minimum passage

✔ *Cleared on 3/20/2023*

Code Text:
    No person shall block, impede, or obstruct any aisle, passageway, hallway, lobby, foyer, or stairway leading to or from any entrance or exit required by law which will prevent, delay, hinder, or interfere with the free use of such passageway by any person. Special security or security devices which affect the exiting shall be subject to the approval of the State Fire Marshal.

Deficient - Cleared		Wilmington Code of Ordinances Chapter 12	Sec. 12-59 - Elimination of dangerous or hazardous conditions

✔ *Cleared on 3/20/2023*

Code Text:
Whenever any of the officers, members or inspectors of the fire department or the fire marshal's office shall find in any building or upon any premises dangerous or hazardous conditions or materials as follows, he or they shall order such dangerous conditions or materials to be removed or remedied in such manner as may be specified by the chief of fire or the fire marshal:

(1) Dangerous or unlawful amounts of combustible or explosive or otherwise hazardous materials.

(2) Hazardous conditions arising from defective or improperly installed equipment for handling or using combustible or explosive or otherwise hazardous materials.

(3) Dangerous accumulations of rubbish, waste paper, boxes, shavings or other highly combustible materials.

(4) Accumulations of dust or waste material in air conditioning or ventilating systems or of grease in kitchen or other exhaust ducts or inadequate clearances to unprotected combustible material from hoods, grease extractors, and ducts.

(5) Obstructions to or on fire escapes, designated access openings in exterior walls for fire department use, stairs, passageways, doors or windows, liable to interfere with the operations of the fire department or egress of occupants in case of fire.

(6) Any building or other structure which, for want of repairs, lack of adequate exit facilities, automatic or other fire alarm apparatus or fire extinguishing equipment, or by reason of its age or dilapidated condition, or from any other cause, creates a hazardous condition.

Deficient - Cleared	NFPA 01 2015 Chapter 12 Features of Fire Protection	12.3.3.2 - Fire rated walls or ceilings that have openings must be repaired or replaced

✔️ *Cleared on 3/20/2023*

Code Text:
   Where required, fire-rated gypsum wallboard walls or ceilings that are damaged to the extent that through openings exist, the damaged gypsum wallboard shall be replaced or returned to the required level of fire resistance using a listed repair system or using materials and methods equivalent to the original construction.

Thank you for your cooperation in keeping your business and our community safe! If you have any questions, please contact the Fire Marshal's office at 302-576-3120

Ref: 9425-9903

Appendix 7 - Up-to-date Insurance Certificates

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 09/07/2023

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER	CONTACT NAME:	Katie Wesemann		
Sovereign Insurance Group	PHONE (A/C, No, Ext): (800) 222-4478		FAX (A/C, No): (610) 535-6810	
920 Cassatt Road	E-MAIL ADDRESS: kwesemann@sovinsurance.com			
Suite 100	INSURER(S) AFFORDING COVERAGE			NAIC #
Berwyn PA 19312	INSURER A : Tokio Marine Specialty			
INSURED	INSURER B :			
FREIRE CHARTER SCHOOL WILMINGTON, INC	INSURER C :			
1617 JOHN F KENNEDY BLVD	INSURER D :			
STE 580	INSURER E :			
PHILADELPHIA PA 19103-1821	INSURER F :			

COVERAGES   **CERTIFICATE NUMBER:** 23-24 GL no AI   **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	☒ COMMERCIAL GENERAL LIABILITY			PHPK2574625	07/01/2023	07/01/2024	EACH OCCURRENCE	$ 1,000,000
	☐ CLAIMS-MADE ☒ OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$ 100,000
							MED EXP (Any one person)	$ 10,000
							PERSONAL & ADV INJURY	$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 3,000,000
	☐ POLICY ☐ PRO-JECT ☐ LOC						PRODUCTS - COMP/OP AGG	$ 3,000,000
	OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	☐ ANY AUTO						BODILY INJURY (Per person)	$
	☐ OWNED AUTOS ONLY ☐ SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	☐ HIRED AUTOS ONLY ☐ NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	☐ UMBRELLA LIAB ☐ OCCUR						EACH OCCURRENCE	$
	☐ EXCESS LIAB ☐ CLAIMS-MADE						AGGREGATE	$
	☐ DED ☐ RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	N/A					☐ PER STATUTE ☐ OTHER	
							E.L. EACH ACCIDENT	$
							E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Evidence of Coverage.

CERTIFICATE HOLDER	CANCELLATION
Evidence of Coverage	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE *Katie W*

ACORD 25 (2016/03)   The ACORD name and logo are registered marks of ACORD

Appendix 8 - Navigate School Safety Report

2021/2022
School Assessment Template

Freire Charter School

Created by: Colandus Francis
Created Date: Aug 30, 2021 at 10:43 AM
Completed by: Colandus Francis
Completed Date: Aug 31, 2021 at 1:46 AM

Interior

A. Building Access

Question	Answer	Comment
1. Does the facility have a designated single point of entry/exit to each building?	No	
2. Is it operationally feasible for this school to have a single point of entry/exit to each building?	Yes	
3. Main entrance has visible signs showing location of main office and advising visitors to report to that office?	Yes	
4. The designated points of entry are monitored to control building access by:	Both	

B. Visitor Procedures

Question	Answer	Comment
1. Visitors are required to show picture ID and sign in?	N/A	
2. Sign-in stations/desks are identified and staffed?	Yes	
3. Sign-in log includes date, name, address, time in, and time out?	N/A	
4. The supply of visitor ID badges is located out of reach of visitors?	N/A	

C. Building Interior

Question	Answer	Comment
1. School's floor plans are prominently posted on each floor of the building?	Yes	
2. Exit doors are numbered on the inside?	No	
3. The numbers that are on the inside of the exterior doors are no higher than three feet above the floor?	N/A	
4. Rooms are clearly numbered or labeled?	Yes	
5. Doors and locks are in good condition?	Yes	
6. Classroom doors can be locked from the inside?	Yes	
7. Classroom vision panels/door	Yes	

Question	Answer	Comment
windows can be quickly covered if needed. (Lockdown)		
8. Classrooms have the ability to communicate via 2-way intercom with the main office?	Yes	
9. There is adequate access to fire extinguishers?	Yes	
10. Fire extinguishers are inspected annually?	Yes	
11. Fire evacuation instructions are posted?	Yes	
12. GFCI Electrical Outlets are in use within 6-feet of all sinks or water sources?	Yes	
13. All sinks have hot water?	Yes	
14. Safety Symbols/Emergency signs are posted as needed?	Yes	
15. School elevators are in working order?	Yes	

D. Are these areas locked when not in use?

Question	Answer	Comment
1. Auditorium	No	
2. Cafeteria	No	
3. Classrooms	Yes	
4. Computer labs	Yes	
5. Gyms	No	
6. Kitchen	Yes	
7. Library	Yes	
8. Locker rooms	No	
9. Science labs	Yes	
10. Vocational shops	Yes	

E. The following are kept locked and access controlled:

Question	Answer	Comment
1. Air vents	Yes	
2. Boiler rooms and mechanical rooms	Yes	
3. Custodial closets	Yes	
4. Electrical panel access doors	Yes	
5. Hazardous materials storage areas	Yes	

Question	Answer	Comment
6. All chemicals, poisons, and flammable materials are stored properly	Yes	
7. Valuable items are secured (i.e., computers, video cameras)	Yes	

F. Cafeteria

Question	Answer	Comment
1. The cafeteria is uniformly and adequately lit?	Yes	
2. Does this school prepare meals on-site?	No	
3. A UL 300 compliant hood system is in place over the stove?	N/A	
4. The hood is inspected annually?	N/A	
5. The freezer door can be opened from the inside?	N/A	
6. A type K fire extinguisher (wet chemical tested for grease fires) is present in the kitchen area?	Yes	
7. Cafeteria staff know location of electrical/gas/water shutoffs?	Yes	
8. Cafeteria delivery entrance is always kept locked?	N/A	
9. Are all deliveries scheduled and the manifest is checked?	Yes	

G. Gymnasium area

Question	Answer	Comment
1. Lighting fixtures and windows are protected in play/gym areas?	N/A	
2. Has doors that can be locked from the inside?	Yes	
3. Communications system (intercom) is present?	Yes	

H. Science Laboratory

Question	Answer	Comment
1. Eyewash stations are present, functional, and flushed weekly to eliminate contamination?	Yes	
2. Emergency showers are present,	Yes	

Question	Answer	Comment
functional, and flushed weekly to eliminate contamination?		
3. Emergency shower has a drain or drain pan to collect environmental runoff?	Yes	
4. Fume hood is present and functional?	Yes	
5. Forced air ventilation is in use?	Yes	
6. Emergency shut-off switches are accessible to staff for gas, water, electricity?	Yes	
7. Protective clothing is available for each student (lab aprons/gloves/goggles)?	Yes	
8. First aid kit is stocked and accessible?	Yes	
9. Fire blanket is in good condition and accessible?	Yes	
10. Fire extinguisher is accessible?	Yes	
11. Chemical spill kit is accessible?	Yes	
12. Communication system (2-way intercom) is present to contact main office in an emergency?	Yes	
13. Communication system (telephone) is present to contact local 9-1-1 in case of emergency?	Yes	

I. Hazardous materials/supplies stored as required:

Question	Answer	Comment
1. All chemicals are stored in appropriate containers that are labeled with the name, formula, and health hazards associated with the chemical?	Yes	
2. Material Safety Data Sheets (MSDS) are available for each material?	Yes	
3. All chemicals are labeled, coded for compatibility, kept in appropriate containers, and locked?	Yes	
4. Corrosive materials cabinet is designed to store corrosives and is labeled?	Yes	
5. Flammable materials cabinet is designed to store flammables and is labeled?	Yes	
6. Storage area doors are marked "Hazardous Materials" or "Authorized Personnel Only?"	Yes	

J. Hallways/Stairwells

Question	Answer	Comment
1. Hallway transitions are monitored by staff?	Yes	
2. Hallways are uniformly and adequately lit?	Yes	
3. Hallways are free of graffiti?	Yes	
4. Hallways and public spaces are clean and in good repair?	Yes	
5. Hallways leading to exit doors are free of obstructions?	Yes	
6. Staff members monitor hallways during school hours?	Yes	
7. Stairwells are uniformly and adequately lit?	Yes	
8. Stairwells are free of graffiti?	Yes	
9. Stairwells are clean and in good repair?	Yes	
10. Handrails are appropriately placed and in good condition?	Yes	
11. Staff members monitor stairwells during school hours?	Yes	
12. Common areas are uniformly and adequately lit?	Yes	
13. All exit signs are lit, clearly visible, and point in the correct direction?	Yes	
14. Emergency lighting is properly installed and functioning?	Yes	
15. Locker areas are well lit?	Yes	
16. Unassigned lockers are secured/locked?	No	
17. Floor coverings are properly installed and in good repair (no loose tiles, shredded carpet, etc.)?	Yes	
18. All interior glass (doors, windows, etc.) is properly installed and repaired?	Yes	

K. Surveillance

Question	Answer	Comment
1. Formal and informal gathering areas(mini-plazas, patios, courtyards, entrances, parking lots, etc.)are monitored by video surveillance cameras?	No	Only parking lot

Question	Answer	Comment
2. Formal and informal gathering areas(mini-plazas, patios, courtyards, entrances, parking lots, etc.)are monitored by direct line-of-sight?	Yes	
3. Formal and informal gathering areas(mini-plazas, patios, courtyards, entrances, parking lots, etc.)are monitored by patrols/staff presence?	Yes	
4. Formal and informal gathering areas(mini-plazas, patios, courtyards, entrances, parking lots, etc.)are not monitored?	No	
5. Entrances and exits are monitored by video surveillance cameras:	Yes	
6. Entrances and exits are monitored by direct line-of-sight:	Yes	
7. Entrances and exits are monitored by patrols/staff presence:	Yes	
8. Entrances and exits are not monitored:	No	
9. Parking lots are monitored by video surveillance cameras:	Yes	
10. Parking lots are monitored by direct line-of-sight:	Yes	
11. Parking lots are monitored by patrols/ staff presence:	No	
12. Parking lots are not monitored:	No	
13. Security cameras are stationed inside the facility?	Yes	
14. Security camera locations provide maximum coverage of grounds?	Yes	

L. Restrooms

Question	Answer	Comment
1. Hand washing supplies are available in all restrooms?	Yes	
2. Hand washing instruction signs are posted?	Yes	
3. Restrooms are uniformly and adequately lit?	Yes	
4. Restroom walls and stalls are free of graffiti?	Yes	
5. The main entrances to the restrooms have hardware that prevents locking from inside?	Yes	

6. There are no lay-in ceilings in the restrooms or ceilings are equipped with clips or device to prevent removal?	Yes	
7. School restrooms have smoke detectors?	Yes	

Policy

A. The Emergency Response Plan (ERP):

Question	Answer	Comment
1. Joint planning meeting with first responders (law enforcement, fire, EMS, etc.) held to help build emergency response plan? Date of last meeting?	No	
2. Contains Incident Command System information?	Yes	
3. Incident Command System roles have been assigned?	Yes	
4. Crisis Team members have been assigned?	Yes	
5. Staff have received training on their assigned roles?	Yes	
6. Received written training?	N/S	
7. Received online FEMA training?	N/S	
8. Other online crisis/disaster training?	N/S	
9. Orientation session?	N/S	
10. The district/school has an Intruder Response plan and Threat Assessment Program?	Yes	
11. Staff are trained in Intruder Response?	N/S	
12. Staff are trained in Threat Assessment?	N/S	
13. There is an updated map of the campus layout with buildings, room numbers, evacuation routes, and utility shut-offs?	Yes	
14. The campus has an established chain of command that will handle emergency response?	Yes	
15. The school has designated emergency command post locations?	N/S	
16. The campus has a plan for sustaining occupants for 72 hours (food, water, cots, blankets, etc.)?	No	

17. Does the plan include school response to an act of violence on campus?	Yes	
18. Teachers have copies of the district's and/or school's emergency response plan?	N/S	
19. Where is the interior command post location during a lockdown?	Not sure	
20. Where is the interior command post location during severe weather?	Not sure	
21. Where is the exterior command post location during a fire drill or evacuation?	Not sure	

B. The Evacuation/Rally Point Annex:

Question	Answer	Comment
1. The evacuation plan includes procedures for persons with limited mobility and/or special health needs?	Yes	
2. The evacuation plan includes alternate evacuation sites?	Yes	
3. Rally Points or Immediate Evacuation areas that are on or near campus have been identified?	Yes	
4. Rally Points avoid parking lots, hazard areas and roadways?	Yes	
5. One of the Rally Points is at least 200-yards away from facility?	Yes	
6. Where is the primary evacuation site/ relocation center?	Adjacent park	
7. Where is the alternate evacuation site/relocation center?	not sure	
8. Where are the rally points located?	Adjacent park	

C. The following emergency practice drills are practiced and documented on a regular basis:

Question	Answer	Comment
1. Lockdown?	Yes	
2. Fire drills & evacuation of building?	Yes	
3. Reverse evacuation (outside-in)?	No	
4. Severe weather (e.g. tornado, hurricane)?	Yes	

D. Physical Security

Question	Answer	Comment
1. The school has full-time security or armed law enforcement on-site?	Yes	
2. Unarmed security officers are part of a school police force or employees of a security company contracted by the district?	N/S	
3. Entry to/exit from the facility is achieved by a single entry point (monitored by staff equipped with handheld radios and trained in reverse evacuations & intruder response)?	N/S	
4. Planning/information sharing meetings with public safety and law enforcement are held at least 4 times a year?	N/S	
5. There is a central security system?	Yes	
6. All security camera recordings are retained for 30 days?	Yes	
7. The central security alarm system is connected to local law enforcement?	Yes	
8. The fire alarm system automatically alerts local fire department?	Yes	
9. The alarm system is in compliance with ADA requirements?	N/S	
10. School maintains maintenance records on alarm system and updates them annually?	Yes	
11. Typical response time for fire and law enforcement is:	<7 min	
12. What law enforcement jurisdiction responds?	Wilmington PD	
13. If the campus is used after school or on weekends, security or staff is present?	Yes	
14. Are before/after school programs monitored by staff?	Yes	
15. Is there a current "key" control system to account for all keys to the facility?	Yes	
16. Staff and students must obtain parking decals or other form of ID to park on school property?	N/S	
17. The school has an identification procedure (e.g., badges, name tags,	Yes	

Question	Answer	Comment
wrist bands) for administration, staff, and students?		

E. Information Security

Question	Answer	Comment
1. School staff protects sensitive information from being released to the public?	Yes	
2. Campus files and records are maintained in locked, vandal proof, fireproof containers or location?	Yes	
3. The school regularly backs up important computer files?	Yes	
4. Filters or other mechanisms are in place to monitor suspicious internet activity on school computers?	Yes	

F. Code of Conduct

Question	Answer	Comment
1. Is the Teacher Code of Conduct reviewed and updated annually?	Yes	
2. Does the student handbook have anti-harassment, bullying, and anti-violence policies?	Yes	
3. Does the student handbook have interviewing policies in place for campus personnel?	No	
4. Does the student handbook have search policies?	N/S	
5. Does the student handbook have a dress code policy?	Yes	

G. Staff and Student Training

Question	Answer	Comment
1. Staff knows proper procedures for checking suspicious packages?	N/S	
2. Staff is trained to be on the lookout for anything out of the ordinary (persons, behavior, containers, vehicles, broken air vents, etc.)?	Yes	
3. Staff is trained in how to respond to threats from students, including verbal	Yes	

Question	Answer	Comment
threats and written work, notes, journals, or overheard conversations or statements.		
4. Front office staff (including student workers) know how to respond to a bomb threat, or other threatening/suspicious phone calls?	N/S	
5. Laboratory staff receives HAZMAT training?	Yes	
6. Intruder Response Plan (IRP) is current to the school year, was developed with local law enforcement and expands beyond a basic lockdown?	N/S	
7. Intruder response training is provided annually, coordinated with local law enforcement, AND lockdown drills are conducted at least 3-times per year?	N/S	
8. A comprehensive threat assessment program that includes staff awareness training, involves outside agencies, and provides for case management strategies, is trained and updated annually?	N/S	

H. Health Practices

Question	Answer	Comment
1. The campus has a full-time or part-time Nurse?	Yes	
2. The campus has policies and procedures to prevent the spread of infectious diseases?	Yes	
3. The campus keeps a record of all student injury and illness?	N/S	
4. The campus has an Automatic External Defibrillator (AED)?	Yes	
5. The campus has a written AED policy?	N/S	
6. CPR/First Aid Training rosters have been established?	N/S	
7. CPR/First Aid Training has been documented?	N/S	
8. All classrooms have First-Aid supplies/kits?	N/S	

I. Communications Capability

Question	Answer	Comment
1. The school communicates with parents throughout the year about what they should do in the event of a campus emergency via newsletters, guides, etc.?	Yes	
2. The school has an adequate, serviceable supply of 2-way hand-held radios?	Yes	
3. The school has 2-way, hand-held radios or cell phones that can communicate directly with emergency responders (LE, Fire, EMS or 9-1-1)?	N/S	
4. School has way of communicating with bus drivers during an emergency?	Yes	
5. The school has 2-way communication ability (intercom) between the office and the classrooms?	Yes	
6. In the event of a power outage, the facility has bullhorns on hand to enhance communications?	N/S	
7. How many hand-held radios does the school have?	Not sure	
8. How many bullhorns does the school have?	Not sure	
9. What is the name of the mass notification system for parents?	constant contact	

J. Arrival/Dismissal of School

Question	Answer	Comment
1. Drop off/pick up of students is monitored by school staff?	Yes	
2. School staff have 2-way communication available during monitoring?	Yes	
3. Crossing guards are in place to assist students to cross the streets?	Yes	
4. Traffic flow pattern is organized with one-way in and one-way out?	Yes	
5. Drop off/pick up traffic is controlled by staff or signage?	N/A	
6. Parking lots are not blocked by awaiting traffic?	No	
7. School bus loading/unloading is done in a safe manner?	Yes	
8. School bus loading/unloading is kept	N/S	

seperated from parent drop off/pick up?		
9. Consideration has been addressed for emergency vehicle traffic into, and out of, the immediate area during emergency situations?	Yes	

Exterior

A. Building Exterior

Question	Answer	Comment
1. The school has a marquee (or some other sign) visible from the road clearly indicating the facility's name?	Yes	
2. Mechanical, electrical, and other ground level equipment is surrounded by a protective enclosure?	Yes	
3. The exterior of the building is free of graffiti?	Yes	
4. Signs are posted that indicate restricted areas?	Yes	
5. Signs are posted that indicate a drug-free campus?	Yes	
6. Signs are posted that indicate a weapon-free campus?	Yes	
7. Signs are posted that indicate a smoke-free campus?	Yes	
8. Visitor policy/procedure signs are posted at all entrances?	N/S	
9. Facility is equipped with a "Knox Box (key box) Rapid Entry System" for emergency responders?	N/S	

B. Exterior Doors

Question	Answer	Comment
1. All double exterior doors have a sturdy center mullion?	Yes	
2. All exterior doors have non-removable hinge pins?	Yes	
3. All doors have secure locks which are in the locked position?	Yes	
4. All exterior doors allow for keyed re-entry?	Yes	
5. Exterior doors have an alarm that	Yes	

prevents students or others from opening the doors to allow unauthorized access?		
6. All exterior doors are numbered on the outside?	No	
7. The exterior numbers are clearly visible from the street?	Yes	
8. Deep recesses at entry/exit points are inaccessible when facility is closed?	N/A	
9. All windows have secure locks which are in the locked position?	Yes	

C. Trailer/Portables

Question	Answer	Comment
1. All trailers/portables are secured to their location?	N/A	
2. All trailers/portables are labeled/numbered?	N/A	
3. Areas surrounding trailers/portables are adequately lit?	N/A	

D. Perimeter of the Facility building observations

Question	Answer	Comment
1. Grounds are fenced in appropriate areas?	No	
2. Grounds are clear of debris and obstructions?	Yes	
3. Grounds are clear of safety hazards?	Yes	
4. Shrubs and foliage are trimmed to allow for good line of sight and to prevent people from hiding behind them?	Yes	
5. Grounds are visibly separated from adjacent properties?	No	
6. Gates, if present, are secured when not in use?	N/A	
7. Ground floor windows have unbroken panes?	Yes	
8. Access to the roof is restricted (no climbable plantings or architecture)?	Yes	
9. Paved pathways are positioned to provide the shortest walk between the two points they connect?	Yes	

E. Parking Areas

Question	Answer	Comment
1. A wall, chain link fence, or some physical barrier borders parking lots?	Yes	
2. Parking lot has signs to direct staff, students, and visitors to designated parking areas?	Yes	
3. Parking lots are in view of the building or monitored by security or cameras?	Yes	
4. Bicycle parking is in view of the building or monitored by security?	Yes	
5. Fire zones are clearly marked?	Yes	
6. Bus loading/drop off zones are clearly marked?	N/A	
7. Parking lots are adequately lit?	N/S	
8. Access points for parking lots are gated?	No	

F. Outdoor Areas

Question	Answer	Comment
1. Fences are in good condition?	N/A	
2. Vehicular access is restricted around play areas?	N/A	
3. Emergency vehicles can access play and recreation areas easily?	Yes	
4. Do surfaces around playground equipment have at least 12-inches of wood chips, mulch, sand, or pea gravel, or have mats made of safety-tested rubber or rubber-like material?	N/A	
5. Does protective surfacing extend at least 6-feet in all directions from play equipment? For swings, surfacing must extend twice the height of the suspending bar to both front and back?	N/A	
6. Are play structures more than 30-inches high spread at least 9-feet apart?	N/A	
7. Is the area free of dangerous hardware, like open "S" hooks or protruding bolt ends?	Yes	
8. Do spaces that could trap children, such as openings in guardrails or between ladder rungs, measure less than 3.5-inches or more than 9-inches?	N/A	

9. Is the area free of sharp points or edges on equipment?	Yes	
10. Is the area free of tripping hazards, like exposed concrete footings, tree stumps, and rocks?	Yes	
11. Do elevated surfaces, like platforms and ramps, all have guardrails to prevent falls?	N/A	

Appendix 8 - Navigate School Safety Report :: 2021-22 School Assessment

2021/2022
School Assessment Template

Freire Charter School

Created by: Colandus Francis
Created Date: Aug 30, 2021 at 10:43 AM
Completed by: Colandus Francis
Completed Date: Aug 31, 2021 at 1:46 AM

Interior

A. Building Access

Question	Answer	Comment
1. Does the facility have a designated single point of entry/exit to each building?	No	
2. Is it operationally feasible for this school to have a single point of entry/exit to each building?	Yes	
3. Main entrance has visible signs showing location of main office and advising visitors to report to that office?	Yes	
4. The designated points of entry are monitored to control building access by:	Both	

B. Visitor Procedures

Question	Answer	Comment
1. Visitors are required to show picture ID and sign in?	N/A	
2. Sign-in stations/desks are identified and staffed?	Yes	
3. Sign-in log includes date, name, address, time in, and time out?	N/A	
4. The supply of visitor ID badges is located out of reach of visitors?	N/A	

C. Building Interior

Question	Answer	Comment
1. School's floor plans are prominently posted on each floor of the building?	Yes	
2. Exit doors are numbered on the inside?	No	
3. The numbers that are on the inside of the exterior doors are no higher than three feet above the floor?	N/A	
4. Rooms are clearly numbered or labeled?	Yes	
5. Doors and locks are in good condition?	Yes	
6. Classroom doors can be locked from the inside?	Yes	
7. Classroom vision panels/door	Yes	

windows can be quickly covered if needed. (Lockdown)		
8. Classrooms have the ability to communicate via 2-way intercom with the main office?	Yes	
9. There is adequate access to fire extinguishers?	Yes	
10. Fire extinguishers are inspected annually?	Yes	
11. Fire evacuation instructions are posted?	Yes	
12. GFCI Electrical Outlets are in use within 6-feet of all sinks or water sources?	Yes	
13. All sinks have hot water?	Yes	
14. Safety Symbols/Emergency signs are posted as needed?	Yes	
15. School elevators are in working order?	Yes	

D. Are these areas locked when not in use?

Question	Answer	Comment
1. Auditorium	No	
2. Cafeteria	No	
3. Classrooms	Yes	
4. Computer labs	Yes	
5. Gyms	No	
6. Kitchen	Yes	
7. Library	Yes	
8. Locker rooms	No	
9. Science labs	Yes	
10. Vocational shops	Yes	

E. The following are kept locked and access controlled:

Question	Answer	Comment
1. Air vents	Yes	
2. Boiler rooms and mechanical rooms	Yes	
3. Custodial closets	Yes	
4. Electrical panel access doors	Yes	
5. Hazardous materials storage areas	Yes	

Question	Answer	Comment
6. All chemicals, poisons, and flammable materials are stored properly	Yes	
7. Valuable items are secured (i.e., computers, video cameras)	Yes	

F. Cafeteria

Question	Answer	Comment
1. The cafeteria is uniformly and adequately lit?	Yes	
2. Does this school prepare meals on-site?	No	
3. A UL 300 compliant hood system is in place over the stove?	N/A	
4. The hood is inspected annually?	N/A	
5. The freezer door can be opened from the inside?	N/A	
6. A type K fire extinguisher (wet chemical tested for grease fires) is present in the kitchen area?	Yes	
7. Cafeteria staff know location of electrical/gas/water shutoffs?	Yes	
8. Cafeteria delivery entrance is always kept locked?	N/A	
9. Are all deliveries scheduled and the manifest is checked?	Yes	

G. Gymnasium area

Question	Answer	Comment
1. Lighting fixtures and windows are protected in play/gym areas?	N/A	
2. Has doors that can be locked from the inside?	Yes	
3. Communications system (intercom) is present?	Yes	

H. Science Laboratory

Question	Answer	Comment
1. Eyewash stations are present, functional, and flushed weekly to eliminate contamination?	Yes	
2. Emergency showers are present,	Yes	

Question	Answer	Comment
functional, and flushed weekly to eliminate contamination?		
3. Emergency shower has a drain or drain pan to collect environmental runoff?	Yes	
4. Fume hood is present and functional?	Yes	
5. Forced air ventilation is in use?	Yes	
6. Emergency shut-off switches are accessible to staff for gas, water, electricity?	Yes	
7. Protective clothing is available for each student (lab aprons/gloves/goggles)?	Yes	
8. First aid kit is stocked and accessible?	Yes	
9. Fire blanket is in good condition and accessible?	Yes	
10. Fire extinguisher is accessible?	Yes	
11. Chemical spill kit is accessible?	Yes	
12. Communication system (2-way intercom) is present to contact main office in an emergency?	Yes	
13. Communication system (telephone) is present to contact local 9-1-1 in case of emergency?	Yes	

I. Hazardous materials/supplies stored as required:

Question	Answer	Comment
1. All chemicals are stored in appropriate containers that are labeled with the name, formula, and health hazards associated with the chemical?	Yes	
2. Material Safety Data Sheets (MSDS) are available for each material?	Yes	
3. All chemicals are labeled, coded for compatibility, kept in appropriate containers, and locked?	Yes	
4. Corrosive materials cabinet is designed to store corrosives and is labeled?	Yes	
5. Flammable materials cabinet is designed to store flammables and is labeled?	Yes	
6. Storage area doors are marked "Hazardous Materials" or "Authorized Personnel Only?"	Yes	

J. Hallways/Stairwells

Question	Answer	Comment
1. Hallway transitions are monitored by staff?	Yes	
2. Hallways are uniformly and adequately lit?	Yes	
3. Hallways are free of graffiti?	Yes	
4. Hallways and public spaces are clean and in good repair?	Yes	
5. Hallways leading to exit doors are free of obstructions?	Yes	
6. Staff members monitor hallways during school hours?	Yes	
7. Stairwells are uniformly and adequately lit?	Yes	
8. Stairwells are free of graffiti?	Yes	
9. Stairwells are clean and in good repair?	Yes	
10. Handrails are appropriately placed and in good condition?	Yes	
11. Staff members monitor stairwells during school hours?	Yes	
12. Common areas are uniformly and adequately lit?	Yes	
13. All exit signs are lit, clearly visible, and point in the correct direction?	Yes	
14. Emergency lighting is properly installed and functioning?	Yes	
15. Locker areas are well lit?	Yes	
16. Unassigned lockers are secured/locked?	No	
17. Floor coverings are properly installed and in good repair (no loose tiles, shredded carpet, etc.)?	Yes	
18. All interior glass (doors, windows, etc.) is properly installed and repaired?	Yes	

K. Surveillance

Question	Answer	Comment
1. Formal and informal gathering areas(mini-plazas, patios, courtyards, entrances, parking lots, etc.)are monitored by video surveillance cameras?	No	Only parking lot

Question	Answer	Comment
2. Formal and informal gathering areas(mini-plazas, patios, courtyards, entrances, parking lots, etc.)are monitored by direct line-of-sight?	Yes	
3. Formal and informal gathering areas(mini-plazas, patios, courtyards, entrances, parking lots, etc.)are monitored by patrols/staff presence?	Yes	
4. Formal and informal gathering areas(mini-plazas, patios, courtyards, entrances, parking lots, etc.)are not monitored?	No	
5. Entrances and exits are monitored by video surveillance cameras:	Yes	
6. Entrances and exits are monitored by direct line-of-sight:	Yes	
7. Entrances and exits are monitored by patrols/staff presence:	Yes	
8. Entrances and exits are not monitored:	No	
9. Parking lots are monitored by video surveillance cameras:	Yes	
10. Parking lots are monitored by direct line-of-sight:	Yes	
11. Parking lots are monitored by patrols/ staff presence:	No	
12. Parking lots are not monitored:	No	
13. Security cameras are stationed inside the facility?	Yes	
14. Security camera locations provide maximum coverage of grounds?	Yes	

L. Restrooms

Question	Answer	Comment
1. Hand washing supplies are available in all restrooms?	Yes	
2. Hand washing instruction signs are posted?	Yes	
3. Restrooms are uniformly and adequately lit?	Yes	
4. Restroom walls and stalls are free of graffiti?	Yes	
5. The main entrances to the restrooms have hardware that prevents locking from inside?	Yes	

Question	Answer	Comment
6. There are no lay-in ceilings in the restrooms or ceilings are equipped with clips or device to prevent removal?	Yes	
7. School restrooms have smoke detectors?	Yes	

Policy

A. The Emergency Response Plan (ERP):

Question	Answer	Comment
1. Joint planning meeting with first responders (law enforcement, fire, EMS, etc.) held to help build emergency response plan? Date of last meeting?	No	
2. Contains Incident Command System information?	Yes	
3. Incident Command System roles have been assigned?	Yes	
4. Crisis Team members have been assigned?	Yes	
5. Staff have received training on their assigned roles?	Yes	
6. Received written training?	N/S	
7. Received online FEMA training?	N/S	
8. Other online crisis/disaster training?	N/S	
9. Orientation session?	N/S	
10. The district/school has an Intruder Response plan and Threat Assessment Program?	Yes	
11. Staff are trained in Intruder Response?	N/S	
12. Staff are trained in Threat Assessment?	N/S	
13. There is an updated map of the campus layout with buildings, room numbers, evacuation routes, and utility shut-offs?	Yes	
14. The campus has an established chain of command that will handle emergency response?	Yes	
15. The school has designated emergency command post locations?	N/S	
16. The campus has a plan for sustaining occupants for 72 hours (food, water, cots, blankets, etc.)?	No	

17. Does the plan include school response to an act of violence on campus?	Yes	
18. Teachers have copies of the district's and/or school's emergency response plan?	N/S	
19. Where is the interior command post location during a lockdown?	Not sure	
20. Where is the interior command post location during severe weather?	Not sure	
21. Where is the exterior command post location during a fire drill or evacuation?	Not sure	

B. The Evacuation/Rally Point Annex:

Question	Answer	Comment
1. The evacuation plan includes procedures for persons with limited mobility and/or special health needs?	Yes	
2. The evacuation plan includes alternate evacuation sites?	Yes	
3. Rally Points or Immediate Evacuation areas that are on or near campus have been identified?	Yes	
4. Rally Points avoid parking lots, hazard areas and roadways?	Yes	
5. One of the Rally Points is at least 200-yards away from facility?	Yes	
6. Where is the primary evacuation site/relocation center?	Adjacent park	
7. Where is the alternate evacuation site/relocation center?	not sure	
8. Where are the rally points located?	Adjacent park	

C. The following emergency practice drills are practiced and documented on a regular basis:

Question	Answer	Comment
1. Lockdown?	Yes	
2. Fire drills & evacuation of building?	Yes	
3. Reverse evacuation (outside-in)?	No	
4. Severe weather (e.g. tornado, hurricane)?	Yes	

D. Physical Security

Question	Answer	Comment
1. The school has full-time security or armed law enforcement on-site?	Yes	
2. Unarmed security officers are part of a school police force or employees of a security company contracted by the district?	N/S	
3. Entry to/exit from the facility is achieved by a single entry point (monitored by staff equipped with handheld radios and trained in reverse evacuations & intruder response)?	N/S	
4. Planning/information sharing meetings with public safety and law enforcement are held at least 4 times a year?	N/S	
5. There is a central security system?	Yes	
6. All security camera recordings are retained for 30 days?	Yes	
7. The central security alarm system is connected to local law enforcement?	Yes	
8. The fire alarm system automatically alerts local fire department?	Yes	
9. The alarm system is in compliance with ADA requirements?	N/S	
10. School maintains maintenance records on alarm system and updates them annually?	Yes	
11. Typical response time for fire and law enforcement is:	<7 min	
12. What law enforcement jurisdiction responds?	Wilmington PD	
13. If the campus is used after school or on weekends, security or staff is present?	Yes	
14. Are before/after school programs monitored by staff?	Yes	
15. Is there a current "key" control system to account for all keys to the facility?	Yes	
16. Staff and students must obtain parking decals or other form of ID to park on school property?	N/S	
17. The school has an identification procedure (e.g., badges, name tags,	Yes	

Question	Answer	Comment
wrist bands) for administration, staff, and students?		

E. Information Security

Question	Answer	Comment
1. School staff protects sensitive information from being released to the public?	Yes	
2. Campus files and records are maintained in locked, vandal proof, fireproof containers or location?	Yes	
3. The school regularly backs up important computer files?	Yes	
4. Filters or other mechanisms are in place to monitor suspicious internet activity on school computers?	Yes	

F. Code of Conduct

Question	Answer	Comment
1. Is the Teacher Code of Conduct reviewed and updated annually?	Yes	
2. Does the student handbook have anti-harassment, bullying, and anti-violence policies?	Yes	
3. Does the student handbook have interviewing policies in place for campus personnel?	No	
4. Does the student handbook have search policies?	N/S	
5. Does the student handbook have a dress code policy?	Yes	

G. Staff and Student Training

Question	Answer	Comment
1. Staff knows proper procedures for checking suspicious packages?	N/S	
2. Staff is trained to be on the lookout for anything out of the ordinary (persons, behavior, containers, vehicles, broken air vents, etc.)?	Yes	
3. Staff is trained in how to respond to threats from students, including verbal	Yes	

threats and written work, notes, journals, or overheard conversations or statements.		
4. Front office staff (including student workers) know how to respond to a bomb threat, or other threatening/suspicious phone calls?	N/S	
5. Laboratory staff receives HAZMAT training?	Yes	
6. Intruder Response Plan (IRP) is current to the school year, was developed with local law enforcement and expands beyond a basic lockdown?	N/S	
7. Intruder response training is provided annually, coordinated with local law enforcement, AND lockdown drills are conducted at least 3-times per year?	N/S	
8. A comprehensive threat assessment program that includes staff awareness training, involves outside agencies, and provides for case management strategies, is trained and updated annually?	N/S	

H. Health Practices

Question	Answer	Comment
1. The campus has a full-time or part-time Nurse?	Yes	
2. The campus has policies and procedures to prevent the spread of infectious diseases?	Yes	
3. The campus keeps a record of all student injury and illness?	N/S	
4. The campus has an Automatic External Defibrillator (AED)?	Yes	
5. The campus has a written AED policy?	N/S	
6. CPR/First Aid Training rosters have been established?	N/S	
7. CPR/First Aid Training has been documented?	N/S	
8. All classrooms have First-Aid supplies/kits?	N/S	

I. Communications Capability

Question	Answer	Comment
1. The school communicates with parents throughout the year about what they should do in the event of a campus emergency via newsletters, guides, etc.?	Yes	
2. The school has an adequate, serviceable supply of 2-way hand-held radios?	Yes	
3. The school has 2-way, hand-held radios or cell phones that can communicate directly with emergency responders (LE, Fire, EMS or 9-1-1)?	N/S	
4. School has way of communicating with bus drivers during an emergency?	Yes	
5. The school has 2-way communication ability (intercom) between the office and the classrooms?	Yes	
6. In the event of a power outage, the facility has bullhorns on hand to enhance communications?	N/S	
7. How many hand-held radios does the school have?	Not sure	
8. How many bullhorns does the school have?	Not sure	
9. What is the name of the mass notification system for parents?	constant contact	

J. Arrival/Dismissal of School

Question	Answer	Comment
1. Drop off/pick up of students is monitored by school staff?	Yes	
2. School staff have 2-way communication available during monitoring?	Yes	
3. Crossing guards are in place to assist students to cross the streets?	Yes	
4. Traffic flow pattern is organized with one-way in and one-way out?	Yes	
5. Drop off/pick up traffic is controlled by staff or signage?	N/A	
6. Parking lots are not blocked by awaiting traffic?	No	
7. School bus loading/unloading is done in a safe manner?	Yes	
8. School bus loading/unloading is kept	N/S	

seperated from parent drop off/pick up?		
9. Consideration has been addressed for emergency vehicle traffic into, and out of, the immediate area during emergency situations?	Yes	

Exterior

A. Building Exterior

Question	Answer	Comment
1. The school has a marquee (or some other sign) visible from the road clearly indicating the facility's name?	Yes	
2. Mechanical, electrical, and other ground level equipment is surrounded by a protective enclosure?	Yes	
3. The exterior of the building is free of graffiti?	Yes	
4. Signs are posted that indicate restricted areas?	Yes	
5. Signs are posted that indicate a drug-free campus?	Yes	
6. Signs are posted that indicate a weapon-free campus?	Yes	
7. Signs are posted that indicate a smoke-free campus?	Yes	
8. Visitor policy/procedure signs are posted at all entrances?	N/S	
9. Facility is equipped with a "Knox Box (key box) Rapid Entry System" for emergency responders?	N/S	

B. Exterior Doors

Question	Answer	Comment
1. All double exterior doors have a sturdy center mullion?	Yes	
2. All exterior doors have non-removable hinge pins?	Yes	
3. All doors have secure locks which are in the locked position?	Yes	
4. All exterior doors allow for keyed re-entry?	Yes	
5. Exterior doors have an alarm that	Yes	

prevents students or others from opening the doors to allow unauthorized access?		
6. All exterior doors are numbered on the outside?	No	
7. The exterior numbers are clearly visible from the street?	Yes	
8. Deep recesses at entry/exit points are inaccessible when facility is closed?	N/A	
9. All windows have secure locks which are in the locked position?	Yes	

C. Trailer/Portables

Question	Answer	Comment
1. All trailers/portables are secured to their location?	N/A	
2. All trailers/portables are labeled/ numbered?	N/A	
3. Areas surrounding trailers/portables are adequately lit?	N/A	

D. Perimeter of the Facility building observations

Question	Answer	Comment
1. Grounds are fenced in appropriate areas?	No	
2. Grounds are clear of debris and obstructions?	Yes	
3. Grounds are clear of safety hazards?	Yes	
4. Shrubs and foliage are trimmed to allow for good line of sight and to prevent people from hiding behind them?	Yes	
5. Grounds are visibly separated from adjacent properties?	No	
6. Gates, if present, are secured when not in use?	N/A	
7. Ground floor windows have unbroken panes?	Yes	
8. Access to the roof is restricted (no climbable plantings or architecture)?	Yes	
9. Paved pathways are positioned to provide the shortest walk between the two points they connect?	Yes	

E. Parking Areas

Question	Answer	Comment
1. A wall, chain link fence, or some physical barrier borders parking lots?	Yes	
2. Parking lot has signs to direct staff, students, and visitors to designated parking areas?	Yes	
3. Parking lots are in view of the building or monitored by security or cameras?	Yes	
4. Bicycle parking is in view of the building or monitored by security?	Yes	
5. Fire zones are clearly marked?	Yes	
6. Bus loading/drop off zones are clearly marked?	N/A	
7. Parking lots are adequately lit?	N/S	
8. Access points for parking lots are gated?	No	

F. Outdoor Areas

Question	Answer	Comment
1. Fences are in good condition?	N/A	
2. Vehicular access is restricted around play areas?	N/A	
3. Emergency vehicles can access play and recreation areas easily?	Yes	
4. Do surfaces around playground equipment have at least 12-inches of wood chips, mulch, sand, or pea gravel, or have mats made of safety-tested rubber or rubber-like material?	N/A	
5. Does protective surfacing extend at least 6-feet in all directions from play equipment? For swings, surfacing must extend twice the height of the suspending bar to both front and back?	N/A	
6. Are play structures more than 30-inches high spread at least 9-feet apart?	N/A	
7. Is the area free of dangerous hardware, like open "S" hooks or protruding bolt ends?	Yes	
8. Do spaces that could trap children, such as openings in guardrails or between ladder rungs, measure less than 3.5-inches or more than 9-inches?	N/A	

9. Is the area free of sharp points or edges on equipment?	Yes	
10. Is the area free of tripping hazards, like exposed concrete footings, tree stumps, and rocks?	Yes	
11. Do elevated surfaces, like platforms and ramps, all have guardrails to prevent falls?	N/A	

Appendix 8 - Navigate School Safety Report :: 2022-23 School Assessment

2022/2023
School Assessment Template

Freire Charter School

Created by: Colandus Francis
Created Date: Sep 5, 2022 at 10:54 PM
Completed by: Colandus Francis
Completed Date: Sep 5, 2022 at 11:48 PM

Interior

A. Building Access

Question	Answer	Comment
1. Does the facility have a designated single point of entry/exit to each building?	No	
2. Is it operationally feasible for this school to have a single point of entry/exit to each building?	Yes	
3. Main entrance has visible signs showing location of main office and advising visitors to report to that office?	Yes	
4. The designated points of entry are monitored to control building access by:	Both	

B. Visitor Procedures

Question	Answer	Comment
1. Visitors are required to show picture ID and sign in?	Yes	
2. Sign-in stations/desks are identified and staffed?	Yes	
3. Sign-in log includes date, name, address, time in, and time out?	N/S	
4. The supply of visitor ID badges is located out of reach of visitors?	Yes	

C. Building Interior

Question	Answer	Comment
1. School's floor plans are prominently posted on each floor of the building?	Yes	
2. Exit doors are numbered on the inside?	No	
3. The numbers that are on the inside of the exterior doors are no higher than three feet above the floor?	N/A	
4. Rooms are clearly numbered or labeled?	Yes	
5. Doors and locks are in good condition?	Yes	
6. Classroom doors can be locked from the inside?	Yes	
7. Classroom vision panels/door	Yes	

Question	Answer	Comment
windows can be quickly covered if needed. (Lockdown)		
8. Classrooms have the ability to communicate via 2-way intercom with the main office?	Yes	
9. There is adequate access to fire extinguishers?	Yes	
10. Fire extinguishers are inspected annually?	Yes	
11. Fire evacuation instructions are posted?	Yes	
12. GFCI Electrical Outlets are in use within 6-feet of all sinks or water sources?	Yes	
13. All sinks have hot water?	Yes	
14. Safety Symbols/Emergency signs are posted as needed?	Yes	
15. School elevators are in working order?	Yes	

D. Are these areas locked when not in use?

Question	Answer	Comment
1. Auditorium	No	
2. Cafeteria	No	
3. Classrooms	Yes	
4. Computer labs	Yes	
5. Gyms	No	
6. Kitchen	Yes	
7. Library	Yes	
8. Locker rooms	N/A	
9. Science labs	Yes	
10. Vocational shops	Yes	

E. The following are kept locked and access controlled:

Question	Answer	Comment
1. Air vents	Yes	
2. Boiler rooms and mechanical rooms	Yes	
3. Custodial closets	Yes	
4. Electrical panel access doors	Yes	
5. Hazardous materials storage areas	Yes	

Question	Answer	Comment
6. All chemicals, poisons, and flammable materials are stored properly	Yes	
7. Valuable items are secured (i.e., computers, video cameras)	Yes	

F. Cafeteria

Question	Answer	Comment
1. The cafeteria is uniformly and adequately lit?	Yes	
2. Does this school prepare meals on-site?	No	
3. A UL 300 compliant hood system is in place over the stove?	N/A	
4. The hood is inspected annually?	N/A	
5. The freezer door can be opened from the inside?	N/A	
6. A type K fire extinguisher (wet chemical tested for grease fires) is present in the kitchen area?	Yes	
7. Cafeteria staff know location of electrical/gas/water shutoffs?	Yes	
8. Cafeteria delivery entrance is always kept locked?	Yes	
9. Are all deliveries scheduled and the manifest is checked?	Yes	

G. Gymnasium area

Question	Answer	Comment
1. Lighting fixtures and windows are protected in play/gym areas?	N/A	
2. Has doors that can be locked from the inside?	N/A	
3. Communications system (intercom) is present?	N/A	

H. Science Laboratory

Question	Answer	Comment
1. Eyewash stations are present, functional, and flushed weekly to eliminate contamination?	Yes	
2. Emergency showers are present,	Yes	

Question	Answer	Comment
functional, and flushed weekly to eliminate contamination?		
3. Emergency shower has a drain or drain pan to collect environmental runoff?	Yes	
4. Fume hood is present and functional?	Yes	
5. Forced air ventilation is in use?	Yes	
6. Emergency shut-off switches are accessible to staff for gas, water, electricity?	Yes	
7. Protective clothing is available for each student (lab aprons/gloves/goggles)?	Yes	
8. First aid kit is stocked and accessible?	Yes	
9. Fire blanket is in good condition and accessible?	Yes	
10. Fire extinguisher is accessible?	Yes	
11. Chemical spill kit is accessible?	Yes	
12. Communication system (2-way intercom) is present to contact main office in an emergency?	Yes	
13. Communication system (telephone) is present to contact local 9-1-1 in case of emergency?	Yes	

I. Hazardous materials/supplies stored as required:

Question	Answer	Comment
1. All chemicals are stored in appropriate containers that are labeled with the name, formula, and health hazards associated with the chemical?	Yes	
2. Material Safety Data Sheets (MSDS) are available for each material?	Yes	
3. All chemicals are labeled, coded for compatibility, kept in appropriate containers, and locked?	Yes	
4. Corrosive materials cabinet is designed to store corrosives and is labeled?	Yes	
5. Flammable materials cabinet is designed to store flammables and is labeled?	Yes	
6. Storage area doors are marked "Hazardous Materials" or "Authorized Personnel Only?"	Yes	

J. Hallways/Stairwells

Question	Answer	Comment
1. Hallway transitions are monitored by staff?	Yes	
2. Hallways are uniformly and adequately lit?	Yes	
3. Hallways are free of graffiti?	Yes	
4. Hallways and public spaces are clean and in good repair?	Yes	
5. Hallways leading to exit doors are free of obstructions?	Yes	
6. Staff members monitor hallways during school hours?	Yes	
7. Stairwells are uniformly and adequately lit?	Yes	
8. Stairwells are free of graffiti?	Yes	
9. Stairwells are clean and in good repair?	Yes	
10. Handrails are appropriately placed and in good condition?	Yes	
11. Staff members monitor stairwells during school hours?	Yes	
12. Common areas are uniformly and adequately lit?	Yes	
13. All exit signs are lit, clearly visible, and point in the correct direction?	Yes	
14. Emergency lighting is properly installed and functioning?	Yes	
15. Locker areas are well lit?	Yes	
16. Unassigned lockers are secured/ locked?	No	
17. Floor coverings are properly installed and in good repair (no loose tiles, shredded carpet, etc.)?	Yes	
18. All interior glass (doors, windows, etc.) is properly installed and repaired?	Yes	

K. Surveillance

Question	Answer	Comment
1. Formal and informal gathering areas(mini-plazas, patios, courtyards, entrances, parking lots, etc.)are monitored by video surveillance cameras?	Yes	

Question	Answer	Comment
2. Formal and informal gathering areas(mini-plazas, patios, courtyards, entrances, parking lots, etc.)are monitored by direct line-of-sight?	Yes	
3. Formal and informal gathering areas(mini-plazas, patios, courtyards, entrances, parking lots, etc.)are monitored by patrols/staff presence?	Yes	
4. Formal and informal gathering areas(mini-plazas, patios, courtyards, entrances, parking lots, etc.)are not monitored?	No	
5. Entrances and exits are monitored by video surveillance cameras:	Yes	
6. Entrances and exits are monitored by direct line-of-sight:	Yes	
7. Entrances and exits are monitored by patrols/staff presence:	Yes	
8. Entrances and exits are not monitored:	No	
9. Parking lots are monitored by video surveillance cameras:	Yes	
10. Parking lots are monitored by direct line-of-sight:	Yes	
11. Parking lots are monitored by patrols/ staff presence:	No	
12. Parking lots are not monitored:	No	
13. Security cameras are stationed inside the facility?	Yes	
14. Security camera locations provide maximum coverage of grounds?	Yes	

L. Restrooms

Question	Answer	Comment
1. Hand washing supplies are available in all restrooms?	Yes	
2. Hand washing instruction signs are posted?	Yes	
3. Restrooms are uniformly and adequately lit?	Yes	
4. Restroom walls and stalls are free of graffiti?	Yes	
5. The main entrances to the restrooms have hardware that prevents locking from inside?	Yes	

Question	Answer	Comment
6. There are no lay-in ceilings in the restrooms or ceilings are equipped with clips or device to prevent removal?	Yes	
7. School restrooms have smoke detectors?	Yes	

Policy

A. The Emergency Response Plan (ERP):

Question	Answer	Comment
1. Joint planning meeting with first responders (law enforcement, fire, EMS, etc.) held to help build emergency response plan? Date of last meeting?	No	
2. Contains Incident Command System information?	Yes	
3. Incident Command System roles have been assigned?	Yes	
4. Crisis Team members have been assigned?	Yes	
5. Staff have received training on their assigned roles?	Yes	
6. Received written training?	No	
7. Received online FEMA training?	No	
8. Other online crisis/disaster training?	N/S	
9. Orientation session?	Yes	
10. The district/school has an Intruder Response plan and Threat Assessment Program?	Yes	
11. Staff are trained in Intruder Response?	Yes	
12. Staff are trained in Threat Assessment?	Yes	
13. There is an updated map of the campus layout with buildings, room numbers, evacuation routes, and utility shut-offs?	Yes	
14. The campus has an established chain of command that will handle emergency response?	Yes	
15. The school has designated emergency command post locations?	Yes	
16. The campus has a plan for sustaining occupants for 72 hours (food, water, cots, blankets, etc.)?	No	

Question	Answer	Comment
17. Does the plan include school response to an act of violence on campus?	Yes	
18. Teachers have copies of the district's and/or school's emergency response plan?	Yes	
19. Where is the interior command post location during a lockdown?	Under revision.	
20. Where is the interior command post location during severe weather?	Under revision.	
21. Where is the exterior command post location during a fire drill or evacuation?	Evacuation Site.	

B. The Evacuation/Rally Point Annex:

Question	Answer	Comment
1. The evacuation plan includes procedures for persons with limited mobility and/or special health needs?	Yes	
2. The evacuation plan includes alternate evacuation sites?	Yes	
3. Rally Points or Immediate Evacuation areas that are on or near campus have been identified?	Yes	
4. Rally Points avoid parking lots, hazard areas and roadways?	Yes	
5. One of the Rally Points is at least 200-yards away from facility?	Yes	
6. Where is the primary evacuation site/ relocation center?	Adjacent Park	
7. Where is the alternate evacuation site/relocation center?	under revision.	
8. Where are the rally points located?	Adjacent park	

C. The following emergency practice drills are practiced and documented on a regular basis:

Question	Answer	Comment
1. Lockdown?	Yes	
2. Fire drills & evacuation of building?	Yes	
3. Reverse evacuation (outside-in)?	No	
4. Severe weather (e.g. tornado,	Yes	

Question	Answer
hurricane)?	

D. Physical Security

Question	Answer	Comment
1. The school has full-time security or armed law enforcement on-site?	No	
2. Unarmed security officers are part of a school police force or employees of a security company contracted by the district?	No	
3. Entry to/exit from the facility is achieved by a single entry point (monitored by staff equipped with handheld radios and trained in reverse evacuations & intruder response)?	Yes	
4. Planning/information sharing meetings with public safety and law enforcement are held at least 4 times a year?	No	
5. There is a central security system?	Yes	
6. All security camera recordings are retained for 30 days?	Yes	
7. The central security alarm system is connected to local law enforcement?	Yes	
8. The fire alarm system automatically alerts local fire department?	Yes	
9. The alarm system is in compliance with ADA requirements?	Yes	
10. School maintains maintenance records on alarm system and updates them annually?	Yes	
11. Typical response time for fire and law enforcement is:	<7 min	
12. What law enforcement jurisdiction responds?	Wilmington PD	
13. If the campus is used after school or on weekends, security or staff is present?	Yes	
14. Are before/after school programs monitored by staff?	Yes	
15. Is there a current "key" control system to account for all keys to the facility?	N/S	
16. Staff and students must obtain parking decals or other form of ID to	Yes	

Question	Answer	Comment
park on school property?		
17. The school has an identification procedure (e.g., badges, name tags, wrist bands) for administration, staff, and students?	Yes	

E. Information Security

Question	Answer	Comment
1. School staff protects sensitive information from being released to the public?	Yes	
2. Campus files and records are maintained in locked, vandal proof, fireproof containers or location?	Yes	
3. The school regularly backs up important computer files?	Yes	
4. Filters or other mechanisms are in place to monitor suspicious internet activity on school computers?	Yes	

F. Code of Conduct

Question	Answer	Comment
1. Is the Teacher Code of Conduct reviewed and updated annually?	Yes	
2. Does the student handbook have anti-harassment, bullying, and anti-violence policies?	Yes	
3. Does the student handbook have interviewing policies in place for campus personnel?	No	
4. Does the student handbook have search policies?	No	
5. Does the student handbook have a dress code policy?	Yes	

G. Staff and Student Training

Question	Answer	Comment
1. Staff knows proper procedures for checking suspicious packages?	N/S	
2. Staff is trained to be on the lookout for anything out of the ordinary (persons, behavior, containers, vehicles, broken air	Yes	

vents, etc.)?		
3. Staff is trained in how to respond to threats from students, including verbal threats and written work, notes, journals, or overheard conversations or statements.	Yes	
4. Front office staff (including student workers) know how to respond to a bomb threat, or other threatening/suspicious phone calls?	N/S	
5. Laboratory staff receives HAZMAT training?	Yes	
6. Intruder Response Plan (IRP) is current to the school year, was developed with local law enforcement and expands beyond a basic lockdown?	No	
7. Intruder response training is provided annually, coordinated with local law enforcement, AND lockdown drills are conducted at least 3-times per year?	No	
8. A comprehensive threat assessment program that includes staff awareness training, involves outside agencies, and provides for case management strategies, is trained and updated annually?	Yes	

H. Health Practices

Question	Answer	Comment
1. The campus has a full-time or part-time Nurse?	No	
2. The campus has policies and procedures to prevent the spread of infectious diseases?	Yes	
3. The campus keeps a record of all student injury and illness?	Yes	
4. The campus has an Automatic External Defibrillator (AED)?	Yes	
5. The campus has a written AED policy?	No	
6. CPR/First Aid Training rosters have been established?	N/S	
7. CPR/First Aid Training has been documented?	N/S	
8. All classrooms have First-Aid supplies/kits?	No	

I. Communications Capability

Question	Answer	Comment
1. The school communicates with parents throughout the year about what they should do in the event of a campus emergency via newsletters, guides, etc.?	Yes	
2. The school has an adequate, serviceable supply of 2-way hand-held radios?	Yes	
3. The school has 2-way, hand-held radios or cell phones that can communicate directly with emergency responders (LE, Fire, EMS or 9-1-1)?	Yes	
4. School has way of communicating with bus drivers during an emergency?	Yes	
5. The school has 2-way communication ability (intercom) between the office and the classrooms?	Yes	
6. In the event of a power outage, the facility has bullhorns on hand to enhance communications?	No	
7. How many hand-held radios does the school have?	6	
8. How many bullhorns does the school have?	None.	
9. What is the name of the mass notification system for parents?	Constant contact.	

J. Arrival/Dismissal of School

Question	Answer	Comment
1. Drop off/pick up of students is monitored by school staff?	Yes	
2. School staff have 2-way communication available during monitoring?	Yes	
3. Crossing guards are in place to assist students to cross the streets?	Yes	
4. Traffic flow pattern is organized with one-way in and one-way out?	Yes	
5. Drop off/pick up traffic is controlled by staff or signage?	N/A	
6. Parking lots are not blocked by awaiting traffic?	No	
7. School bus loading/unloading is done	Yes	

Question	Answer	Comment
in a safe manner?		
8. School bus loading/unloading is kept seperated from parent drop off/pick up?	Yes	
9. Consideration has been addressed for emergency vehicle traffic into, and out of, the immediate area during emergency situations?	Yes	

Exterior

A. Building Exterior

Question	Answer	Comment
1. The school has a marquee (or some other sign) visible from the road clearly indicating the facility's name?	Yes	
2. Mechanical, electrical, and other ground level equipment is surrounded by a protective enclosure?	Yes	
3. The exterior of the building is free of graffiti?	Yes	
4. Signs are posted that indicate restricted areas?	Yes	
5. Signs are posted that indicate a drug-free campus?	Yes	
6. Signs are posted that indicate a weapon-free campus?	Yes	
7. Signs are posted that indicate a smoke-free campus?	Yes	
8. Visitor policy/procedure signs are posted at all entrances?	Yes	
9. Facility is equipped with a "Knox Box (key box) Rapid Entry System" for emergency responders?	No	

B. Exterior Doors

Question	Answer	Comment
1. All double exterior doors have a sturdy center mullion?	Yes	
2. All exterior doors have non-removable hinge pins?	Yes	
3. All doors have secure locks which are in the locked position?	Yes	
4. All exterior doors allow for keyed re-	Yes	

Question	Answer	Comment
entry?		
5. Exterior doors have an alarm that prevents students or others from opening the doors to allow unauthorized access?	Yes	
6. All exterior doors are numbered on the outside?	No	
7. The exterior numbers are clearly visible from the street?	N/A	
8. Deep recesses at entry/exit points are inaccessible when facility is closed?	N/A	
9. All windows have secure locks which are in the locked position?	N/A	

C. Trailer/Portables

Question	Answer	Comment
1. All trailers/portables are secured to their location?	N/A	
2. All trailers/portables are labeled/ numbered?	N/A	
3. Areas surrounding trailers/portables are adequately lit?	N/A	

D. Perimeter of the Facility building observations

Question	Answer	Comment
1. Grounds are fenced in appropriate areas?	N/A	
2. Grounds are clear of debris and obstructions?	Yes	
3. Grounds are clear of safety hazards?	Yes	
4. Shrubs and foliage are trimmed to allow for good line of sight and to prevent people from hiding behind them?	Yes	
5. Grounds are visibly separated from adjacent properties?	Yes	
6. Gates, if present, are secured when not in use?	N/A	
7. Ground floor windows have unbroken panes?	Yes	
8. Access to the roof is restricted (no climbable plantings or architecture)?	Yes	
9. Paved pathways are positioned to provide the shortest walk between the	Yes	

two points they connect?		

E. Parking Areas

Question	Answer	Comment
1. A wall, chain link fence, or some physical barrier borders parking lots?	Yes	
2. Parking lot has signs to direct staff, students, and visitors to designated parking areas?	Yes	
3. Parking lots are in view of the building or monitored by security or cameras?	Yes	
4. Bicycle parking is in view of the building or monitored by security?	Yes	
5. Fire zones are clearly marked?	Yes	
6. Bus loading/drop off zones are clearly marked?	N/A	
7. Parking lots are adequately lit?	Yes	
8. Access points for parking lots are gated?	No	

F. Outdoor Areas

Question	Answer	Comment
1. Fences are in good condition?	N/A	
2. Vehicular access is restricted around play areas?	N/A	
3. Emergency vehicles can access play and recreation areas easily?	N/A	
4. Do surfaces around playground equipment have at least 12-inches of wood chips, mulch, sand, or pea gravel, or have mats made of safety-tested rubber or rubber-like material?	N/A	
5. Does protective surfacing extend at least 6-feet in all directions from play equipment? For swings, surfacing must extend twice the height of the suspending bar to both front and back?	N/A	
6. Are play structures more than 30-inches high spread at least 9-feet apart?	N/A	
7. Is the area free of dangerous hardware, like open "S" hooks or protruding bolt ends?	Yes	
8. Do spaces that could trap children,	N/A	

such as openings in guardrails or between ladder rungs, measure less than 3.5-inches or more than 9-inches?		
9. Is the area free of sharp points or edges on equipment?	Yes	
10. Is the area free of tripping hazards, like exposed concrete footings, tree stumps, and rocks?	Yes	
11. Do elevated surfaces, like platforms and ramps, all have guardrails to prevent falls?	No	

Appendix 8 - Navigate School Safety Report :: 2021-22 Safety Plan Report

Freire Charter School

Emergency Response Plan

Part 1: Basic Plan and Policies

Table of Contents

Table of Contents

Security Statement

This document is designated FOR OFFICIAL USE ONLY (FOUO). It contains sensitive but unclassified information that may be exempt from public release under the Freedom of Information Act (5 USC 552). This document is to be controlled, handled, transmitted, distributed, and disposed of in accordance with Freire Charter School Wilmington, State of Delaware and/or Department of Homeland Security policy relating to FOUO information, and will not be released to the public or personnel who do not have a valid need without prior approval from the Superintendent or their duly authorized designee. Copying, dissemination, or distribution of these documents, attachments or graphics to unauthorized user is prohibited.

Overview:

The goal of this Emergency Response Plan (ERP) is to document school-centered emergency management practices, relationships, responsibilities and general strategic considerations for the Freire Charter School Wilmington and to integrate emergency management to sustain educational and support missions.

This plan is based on a multi-hazard approach to emergency planning and addresses general functions that may need to be performed in an emergency. School personnel have the responsibility to protect students, visitors, and other staff members from the effects of an emergency to the extent practical. This involves assuming the primary role in identifying, mitigating, preparing for and responding to hazards.

Concept of Operations

School personnel are likely to be the first at the scene of an emergency. Therefore, The overarching goal of this ERP is to establish guidelines to assist school campuses in their mission to provide a safe and secure environment. This ERP is not intended to replace the responsibility of each campus to develop and test emergency processes, or usurp traditional classroom management.   The Freire Charter School Wilmington Board of Trustees is responsible for overall emergency planning for the District and the Principal is responsible for emergency planning for Freire Charter School Wilmington. The Board of Trustees and Principal may designate individuals to serve as District and School emergency management coordinators to support a strong school-centered emergency management program for Freire Charter School Wilmington.

Priorities in an Emergency

This ERP is designed for use at the school level and is consistent with the guidelines in the District Emergency Operations Plan. In responding to a critical incident, the school shall respond with the following priorities:

1. First Priority: Save Lives
2. Second Priority: Incident Stabilization
3. Third Priority: Property Preservation
4. Fourth Priority: Recovery

The ERP is primarily designed for use by management personnel at the school level; however, it is important for all staff to be aware of their responsibilities in an emergency.

Situations and Assumptions

This ERP is predicated on a realistic approach to the problems likely to be encountered during a major emergency or disaster. Hence, the following assumptions are made and should be used as general guidelines in such an event:

1. An emergency or a disaster may occur at any time of the day or night, on weekends, or holidays, with little or no advance warning.
2. The succession of events in an emergency or disaster is not predictable; therefore, published operational plans, such as this plan, should serve only as a guide and a checklist, and may require modifications in order to meet the requirements of the emergency.
3. An emergency or a disaster may be declared if information indicates that such conditions are developing or probable.
4. Disasters may be community wide. Therefore, it is necessary for the school to plan for and carry out disaster response and short-term recovery operations in conjunction with local resources.
5. Disasters are likely to result in delayed response times and the school should prepare to function independently of outside support in accordance with local, state, and federal guidelines.

Freire Charter School School Summary

Freire Charter School Wilmington is exposed to many hazards, all of which have the potential for impacting the school, causing casualties, and damaging or destroying public or private property. The scope of this ERP is based on the District's Area Hazards Assessment which is part of the District's EOP.

Demographics

Demographic	Number of People
Student Enrollment	527
Total School Staff	53

Student Grade Levels

Grade Level	Number of Classes
Early Childhood	0
Elementary	0
Middle	8
High School	9-12

Other Facilities on the Campus

Facilities	Number of Buildings
Administrative	0
Training	0
Transportation	0
Athletic	0

Area Hazards

This District EOP identifies the following Area Hazards that pose a threat to campuses with the geographic area.

Technological Hazards			
Electrical Failure	Natural Gas Failure	Water Failure	Sewer Failure
Alarm Failure	Communications Failure	HVAC Failure	Information Systems Failure
Natural Hazards			
Hurricane	Tornado	Severe Thunderstorm	Temperature Extremes
Food, External	Earthquake	Ice Storm	Pandemic
Epidemic			
Human Hazards			
Bus Accident	Campus Shooting	Fire	Bomb Threat
Workplace Violence	Hostage Situation	I.E.D./Explosive Device	Acts of Terrorism
Hazardous Materials Incident			
Mass Casualty Hazmat Incident	Large Area Hazmat Spill	Terrorism, Chemical	Radiologic Exposure
Small Casualty Hazmat Incident			

Local Hazards

Type	Location
No known local hazard	N/A

Plan Framework

This ERP is a component of the district's comprehensive Emergency Management Suite (EMS). The plan is developed and maintained in EMS and contains three parts.

Part One: Basic Plan: Includes a statement of purpose, policies and procedures and an overview of the district's emergency management program.

Part Two: Annexes and Resources: Contains emergency support annexes, which provide information that supports emergency response and management.

Emergency Response Guides (ERGs): Contains hazards specific guides, emergency contact numbers and emergency management information.

Plan Administration & Maintenance

The Freire Charter School Principal is responsible for approving and ensuring promulgation of this plan. It shall be reviewed annually and updated as needed. In addition to the emergency plan itself, assessments, resources, site mapping data, training programs and resources are contained in the Navigate EMS system. The plan and access to Navigate EMS will be distributed to the appropriate personnel.

Plan Distribution

Name/Agency	Date Delivered
/ Delaware Emergency Management Agency	10/22/2021
/	
/	
/	
/	
/	
/	
/	
/	

Vital Record Preservation

To continue normal operations following an emergency or disaster, vital records must be protected. These include:

- Legal documents including plans and contracts

- Financial accountability

- Student accountability

- Other documents deemed vital to school operations

Review

The Principal or designee is responsible for ensuring the development, implementation and revision of this plan. Prior to the start of each school year, the School will complete a review of the Freire Charter School Wilmington Emergency Response Plans (ERP) as well as support documentation. This includes updates to organizational and contact information, ongoing self-assessment results, drills and exercise expectations, and revisions identified as a result of the corrective action plan tasks, as well as policy and procedure reviews and applicable updates.

Readiness Levels

Freire Charter School Wilmington will endeavor to ensure that resources are in place to ensure safety and well-being of students, faculty and staff. When an incident occurs, or severity escalates quickly, readiness actions will occur in rapid succession and some activities may be merged.

LEVEL 4: NORMAL CONDITIONS - Regular campus operations are unaffected.

Emergency incidents occur and local officials are notified. One or more external and/or internal departments or agencies respond to handle the incident. Limited assistance may be requested from them.

An incident command post may be established. School personnel remain alert to hazards and vulnerabilities and share concerns with Administrators and/or first responders.

LEVEL 3: INCREASED READINESS - Regular campus operations are affected slightly, if at all. Incident Command and safety team are alerted.

A situation presents a greater potential threat than Level 4, but poses no immediate threat to District operations, life and/or property. Evolving situations are monitored when protective measures are needed.

Declaration of Level 3 may require the initiation of increased readiness activities within Department and Campus emergency plans. Staff will monitor weather radio, local news media, Internet and other sources through which emergency notification may be relayed and ensure that contingency plans and resources are in place.

Personnel with emergency responsibilities ensure individual and staff readiness. All personnel remain alert to hazards and report unusual activities and safety or security concerns.

LEVEL 2: HIGH READINESS - Incident impact is limited to a specific area or is an off-campus or vicinity event with either a direct or indirect impact upon the campus and/or District. Regular campus operations experience some level of disruption. Incident Command and safety team are activated.

A situation presents a significant potential and probability of disrupting the educational process, threatening school safety and security and/or causing loss of life and/or property. This condition will require some degree of warning to students, staff and parents. Actions could be triggered by either Natural (e.g. weather) or Human Caused (e.g. verified bomb threat) events.

Declaration of Level 2 likely will require the initiation of high readiness activities within the ERP.

The District Emergency Operations Center may be activated with limited staffing. Staff members monitor emergency notification sources, including warning systems, Emergency Alert System broadcasts, weather radio, local news media, social media and other communication sources. School faculty and staff should initiate appropriate protective measures.

All personnel must remain alert to hazards, follow instructions of District and local authorities and report unusual activities or safety/security concerns to their supervisors or command post immediately.

LEVEL 1: MAXIMUM READINESS - Large-scale disruption of District operations occurs. An array of outside agencies and District departments are activated. District EOC is operational, possibly around-the-clock, and a Unified Command System may be required. Multiple Incident Command Posts may be in use and the District may request additional support from outside sources.

Incident Command is in place with coordination between District EOC and Campus Command Post as well as with first responders and local emergency management. Actions could be generated by either Natural or Human Caused events. Maximum readiness actions may be appropriate when situations similar to the following occur:

1. Hurricane Warning: The impact of a hurricane, or severe tropical storm system, is imminent and will require evacuation, shelter and resource activations on a regional or statewide basis. Readiness actions may include continuous situation monitoring, activating decision points and resource request scenarios, assigning staff extra duties and adjusting both staff and school schedules as appropriate, providing parent notification and activating the District EOC.
2. Tornado Warning: A tornado has been sighted within or near District boundaries. Readiness actions include taking immediate shelter, halting all District transportation operations and student dismissals, ensuring student accountability and preparing for search/rescue and damage assessment processes.
3. Violence Threat: Threats are verified or ongoing either on campus or in immediate vicinity. Readiness actions should include close coordination with law enforcement, implementation of Heightened Security or other precautionary measures. Considerations are in place for release from Heightened Security, reunification and accountability. Scene management is turned over to law enforcement with a strong school presence in the liaison and operational roles of ICS. All affected areas should be treated as potential crime scenes.
4. Mass Gathering: Civil disorder is about to erupt into large-scale and widespread violence or a planned event is experiencing considerable disruption. Readiness actions may include requesting additional support of first responders, moving students and staff to safe locations and controlling release of students and restricting access to campuses.

Declaration of Level 1 likely will require the initiation of maximum readiness activities within Department and Campus emergency plans. School staff should initiate response activities including full safety accountability. All staff remains alert to hazards and report unusual activities and safety/security concerns.

Personnel with emergency responsibilities carry out assigned duties. Call back and continuity procedures may be implemented. Campus staff not involved in response or recovery may be released or assigned other duties. Educational activities likely are disrupted.

National Incident Management System (NIMS)

This plan is designed to comply with the preparedness guidelines established in the National Incident Management System (NIMS). NIMS was federally implemented in 2007, and was designed to centralize and coordinate emergency response through the use of standardized terminology and processes. The NIMS system is used throughout the United States to manage and coordinate any emergency response involving more than one agency or jurisdiction. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response.

NIMS established the Incident Command System (ICS) as a standardized organizational structure to establish a unified command and line of authority, with common operational terminology for the management of all major incidents.

ICS is a combination of personnel, facilities, equipment, procedures and communications operating within a common organizational framework to manage the resources required to effectively accomplish objectives related to the emergency or incident. The main concepts behind the ICS structure are:

1. every emergency requires the execution of certain tasks or functions;
2. every incident needs one person in charge;
3. no one should direct more than seven people; and
4. no one should report to more than one person.
5. every emergency needs a command post as a base of operations

Components of the ICS include:

1. Common terms established for organizational functions, resources and facilities;
2. Unified command structure with a common set of objectives and strategies;
3. Modular organization which expands or contracts as the incident progresses;
4. Manageable span of control by one person;
5. Pre-designated incident facilities;
6. Integrated communications;
7. Five-function structure for management of all major incidents.

Direction and Control

During emergency operations, the Freire Charter School School administration retains administrative and policy control over their students, employees and resources. The Superintendent is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response, recovery and continuity operations including inter-departmental processes, such as a common communications protocol, that are designed to facilitate a coordinated effort with both internal and external stakeholders. Freire Charter School School is responsible for having operational plans to support emergency incidents.

Continuity of Administration

Administrators may be unavailable or incapacitated in an emergency. Further, one administrator may need to assume the responsibilities of another, leaving his or her responsibilities to be filled by someone else. Therefore, it is necessary to establish a line of succession. The line should be at least three-individuals deep.

Continuity of Administration Table

Name	Position	Phone Number
1. Nate Durant	Head of School	(302) 407-4800 ex 513
2. Ruble Harris	Assistant Head of School	302-407-4800 Ext. 508
3. Katie Pollard	Assistant Head of School	302-407-4800
Madeline Weckel	Co-Head of School	302-407-4800 ext. 208

Communications

Establishing reliable communication networks is critical for dealing effectively with any emergency or crisis. Timely contact with law enforcement and other public agencies is necessary for effective response. School staff members and students must be told what is happening and what to do. Parents and families of staff members must be informed about the situation, including the status of their child or family member. Rumors must be quelled. And finally, the media must be informed and kept updated. It is the responsibility of the Superintendent to disseminate information to the public and the responsibility of the Principal to provide timely and accurate updates to the Superintendent. Key components of effective communications are:

Common Terminology

One of the most important reasons for schools to use the Incident Command System is that it provides common terminology. When communicating with schools, families, the community and public safety agencies, the School will endeavor to use plain language and avoid the use of code phrases and acronyms.

Communicating with Families

An important aspect of managing emergencies is communicating effectively with families. This is most effective before an emergency occurs. Some useful strategies include the following:
1. Develop a relationship with parents so that they trust and feel comfortable calling school personnel in the event of emergency.
2. Inform parents about the school's emergency plan, its purpose and objectives. Such information can be included in a school newsletter or informational materials prepared for parents.

3. Develop a list of community resources that may be helpful to parents in the event of an emergency. Publish links to the resources on the school website. Publicize the hotline number for recorded emergency information.
4. Identify parents who are willing to volunteer in case of an emergency, include them in preparation efforts, and include them in training.
5. Be prepared with translation services for non-English speaking families and students with English as a Second Language.

Communicating with the Media

During an emergency, the media are not allowed inside affected district facilities. Assign the media to a designated external area at the site of the emergency to allow full access to the site by emergency response teams. Refer to the Communications Annex for additional guidance.

Drill Program

A Multi-Hazard Emergency Reponses Plan (ERP) is only as good as the ability of students, faculty and staff to execute it. Following the established plan requires a quick and careful assessment of the situation and practiced decisions as to the best course of action. When everyone at the campus regularly practices the plan, school personnel are more confident in making decisions to effectively and efficiently manage an emergency or major incident. With good training and practice, everyone involved will be better able to react appropriately to emergency events.

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The safety and security of Freire Charter School students and staff depends upon everyone knowing what to do when an actual incident occurs. Conducting drills strengthens schools as learning organizations by empowering and creating a culture of preparedness. Drills allow administrators, staff and students to better prevent, mitigate, prepare for and recover from a variety of incidents.

Drills offer students and staff hands-on experience to achieve and maintain proficiency with emergency functions. To be effective, drills need discussion with participants, including students, so that everyone understands what is being done and what improvements still are needed.

Since drills easily can become routine, it is important throughout the school year to seek feedback from staff to identify what works and what parts of the ERP need to be practiced in future drills. It is the responsibility of the Principal to insure all drills are conducted, documented, and that follow-up action plans are developed and acted upon in a timely fashion.

Mandated Drills

Each school shall schedule and complete the minimum drills and evaluate the effectiveness of each:

Drill Type	Frequency (At Least)	Guidance
Fire/Evacuation	One drill each month while school is in session.	One announced drill (during first two weeks of new school year). One drill with special circumstances (scheduled during lunch, class change time, accountability/reunification issues, functional needs, etc.). Test evacuation procedures not usually addressed during fire drills. (Check with your local fire department about receiving fire drill credit for this drill.)
Lockdown/Intruder	Two per year.	
Tabletop Exercise	One each year.	
Recommended Practices		
Lockdown (Active Threat Lockdown and Heightened Security)	One drill each semester and each summer school session	Practice securing classrooms and discuss Run and Hide options. Allow time after the drill for teachers and students to talk about options and safety considerations. Provide ways for staff to share their own concerns, and those of their students with administrators.
Reverse Evacuation	One drill each semester and each summer school session	Practice bringing students into school and implementing Heightened Security.
Shelter in Place	One drill each semester and each summer school session	Practice moving to designated shelter locations inside the school.

Authorities and References

Authorities and References are listed in the District Emergency Operations Plan (EOP).

Glossary and Definitions

Unless otherwise defined in the ERP, terms have the following meaning:

Term	Definition
Access and Functional Needs	Persons who may have additional needs before, during and after an incident in functional areas, including but not limited to: maintaining independence, communication, transportation, supervision, and medical care. Individuals in need of additional response assistance may include those who have disabilities; are in special education programs; are from diverse cultures; have limited English proficiency or are non-English speaking; or are transportation disadvantaged.
After-Action Reviews	A structured review or debrief process that analyzes what happened, why it happened, and lessons learned or best practices identified, in a forum that includes participants and responsible program managers.
Comprehensive Multi-Hazard Exercise/Drill Program and Schedule	A plan developed by school districts with input from public officials, specialists from other organizations (i.e., Emergency Management, American Red Cross, Fire Marshal, Law Enforcement), and community members to ensure an efficient and effective response to emergencies and disasters.
Continuity of Operations	Program guidance to continue school district business, including instruction and other essential functions in the event of a disruption initiated by natural, human or technological impacts causing the loss of facilities, technology or the workforce.
Corrective Action Plans	Plans designed to support accountability in the implementation of procedures based on lessons learned and after-action reviews from actual incidents or from training and exercise.
Disability	The term refers to a person (child or adult) who has a physical or mental impairment that substantially limits one or more major life activities; a person who has a history or record of such impairment; or a person who is perceived by others as having such impairment. The term 'disability' has the same meaning as that used in the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and The Individuals with Disabilities Education Act (IDEA).
Drill	An action designed to test and to maintain skills in a particular operation or component of an EOP. Examples may include evacuation drill, Heightened Security drill, weather drill, shelter-in-place drill, reverse evacuation drill, and bus evacuation drill.

Term	Definition
Emergency Management Programs	An integrated approach to the management of emergencies using the four emergency phases (mitigation/prevention, preparedness, response, and recovery) and for all types of emergencies and disasters (natural, technological or human-caused).
Emergency Supplies	A collection of basic items needed to stay safe and be more comfortable during and after a disaster. These supplies should be stored in a portable container(s) in an accessible area to ensure availability in an emergency. Supply kit contents should be inventoried and restocked annually. Supply kit can include but is not limited to the following: First Aid Kit (bandages, medicine, and sanitizers), Emergency Tool Kit (hammer, ax, nails, putty, and duct tape), food, and water, Go Kit (master key and extra set of keys), and AEDs.
Exercise	An event designed to practice and test procedures that may be used in an emergency in order to improve performance and identify deficiencies. Examples of exercises may include drills, table top, functional and full scale.
Facility	Any district owned or leased building, works system or equipment with certain improved and maintained natural features.
Hazard	Any real or potential condition that can cause injury, illness or death of any personnel, or damage to or loss of equipment or property.
Hazard Analysis	A systematic identification and analysis process of existing and potential hazards. A hazard assessment is part of the emergency planning process and serves as the basis for developing Emergency Operation Plans.
Health Control Issues	Programs, policies, and procedures designed to mitigate and prevent widespread health emergencies or threats, including but not limited to programs for immunizations, maintenance of immunization record, health department regulation compliance, written AED policies, posted hand washing signs, readily available soap and hand sanitizer, and proactive School Health Advisory Committee.
Incident Command System	A system to coordinate Emergency Management Suite and incident management among various federal, state and local agencies. Enables facilities, equipment, personnel, procedures and communications to operate within a common organizational structure and aid in the management of resources and planning during incidents, unhindered by artificial jurisdictional boundaries.
School District (SD)	Created in accordance with Florida law, each school district has primary responsibility for implementing the state's system of public education and ensuring student performance. An SD is governed by a board of trustees who, as a body corporate, oversees the management of the district and ensures that the superintendent implements and monitors plans, procedures, programs, and systems to achieve appropriate, clearly defined, and desired results in the major areas of district operations.

Term	Definition
Inter-Jurisdictional Agreement	A written agreement between governmental entities to facilitate obtaining resources (personnel, equipment, supplies) needed to deal with an emergency.
Interoperability and Compatibility	A principle of the National Incident Management System (NIMS) that holds that systems must be able to work together and should not interfere with one another if the multiple jurisdictions, organizations, and functions that come together under the NIMS are to be effective in incident management. Interoperability and compatibility are achieved through the use of such tools as common communications and data standards, digital data formats, equipment standards, and design standards.
Interagency Collaboration	Two or more divisions of government (i.e., school district, fire department, etc.) or nongovernmental organizations (i.e., private contractor, business, etc.) working together for a common purpose.
Local-Level Stakeholders	Local stakeholders are considered representatives of such governmental entities as city or county government, other municipalities, school districts, first responders (police, fire, emergency medical), health departments and similar organizations, as well as representatives of the private sector and local volunteer organizations.
Memoranda of Understanding	A Memorandum of Understanding (MOU) or equivalent documents are written agreements that define the responsibilities of each party, provide the scope and authority of the agreement, clarify terms and timelines and outline compliance issues. Situation and need dictate the best type of agreement or whether one even is needed. Usually must be approved by the governing board or council of each agreeing agency / jurisdiction.
Mutual Aid Agreement	Commits participating parties to a mutually beneficial, cooperative agreement based on principles of contract law that support protecting lives and property. In most circumstances, participating parties provide resources, materials or services during emergency events with the idea that there will be a future reciprocal exchange of roughly comparable value, if and when required.
National Incident Management System	A systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. NIMS includes a core set of concepts, principles and terminology.
Operational Plans	Processes included in District or campus level plans to provide roles and responsibilities, tasks, and actions required of the school district and support organizations or agencies during a response; provides the framework for tactical planning.

Term	Definition
Professional School District Employee	A superintendent, principal, teacher (including a substitute teacher), supervisor, social worker, counselor, nurse, bus driver, student intern, member of the board of trustees and teacher's aide employed by a school district. Any other person employed by a school district whose employment requires certification and the exercise of discretion.
Preserve Evidence	Practice of ensuring that potential evidence is preserved.
Public Information	Public Information consists of the processes, procedures and systems to communicate timely, accurate and accessible information on the incident's cause, size and current situation to the public, responders and additional stakeholders (both directly affected and indirectly affected). Public Information platforms include coordination via traditional and social media platforms.
Resource Management	Coordination and oversight of the application of tools, processes, and systems that provide incident managers with timely and appropriate resources during an incident. Resources can include personnel, teams, facilities, equipment, and supplies.
Reunification	A process to return students to their parent or guardian while maintaining order and accountability after an incident.
Risky Behaviors	Actions that have been identified as precursors to violent or criminal behavior.
Safety	A condition of being safe from undergoing or causing hurt, injury, or loss.
Safety and Security Audit / Ongoing Self-Assessment	A process that systematically measures the conditions of each campus and facility including: physical safety and security, school climate, Emergency Management Suite and access control.
School Climate	The quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.
School Safety and Security Committee	A working group that meets regularly to participate on behalf of the district in developing and implementing emergency plans consistent with the district Multi-Hazard Emergency Operations Plan and ensures that the plans reflect specific campus, facility or support service needs.
Security	The quality or state of being secure as freedom from danger.
Staff	School district personnel including, but not limited to teachers, substitute teachers, paraprofessionals, food services, custodial staff, counselors, social workers, school based law enforcement, support service staff, principals, nurses, bus drivers, and school administrators.

Term	Definition
State-Level Stakeholders	State stakeholders are considered representatives of such entities as State Fire Marshal's Office, Florida Education Agency, Office of the Attorney General, Department of State Health Services, and Department of Public Safety, Department of Homeland Security, and Office of the Governor.
Stakeholders	Individuals or organizations with a legitimate interest in a given situation, action, or enterprise as well as a party who affects, or can be affected by, an entity's actions.
Strategic Plan	Processes included in District Multi-Hazard Emergency Operations Plans that detail emergency management responsibilities over the long-term; driven by guidance from senior leaders and established planning priorities; sets the context for operational planning.
Systematic	Having, showing, or involving a system, method, or plan arranged in or comprising an ordered system.
Tactical Plan	Processes included in campus plans that detail the personnel, equipment, protective actions and resource management involved in incident response.
Threat	An indication of possible violence, harm, or danger.
Warning Signs of Violence	Include a history of violent behavior, direct or indirect threats, intimidating behaviors, possession of weapons, or sudden change in behavior due to a triggering event.

Freire Charter School

Emergency Response Plan

Part 2: Annexes and Resources

Communications Annex

Communications

The ability to communicate is a critical part of emergency management and site security. This Annex should be maintained to accurately reflect the district's communications assets, and procedures.

COMMUNICATION TOOLS

1. Standard telephone - A standard telephone plugged into a standard jack may work even when the electrical power is off. Designate a school telephone number as a recorded "hot line" for parents to call for information during emergencies. The goal is to keep other telephone lines free for communication with first responders and others.
2. Cellular telephones - These phones may be the only tool working when electric service is out; they are useful to administrators and staff who may be travelling to or from a site.
3. Mass Messaging - This web-based communication tool allows for mass messaging of groups, such as staff or families. This can be an effective way of reaching large numbers of people.
4. Social Media - Social media sites, such as Facebook and Twitter, are extremely effective ways to reach large numbers of people. Because information that is posted is public, care should be taken to ensure the messages are accurate and consistent with other communications. Social media should be viewed as an ongoing strategy and not only used for emergency messaging.
5. Intercom systems - Ideally, systems should include teacher-initiated communications with the office using a handset rather than a wall-mounted speaker.
6. Bullhorns and megaphones - A battery-powered bullhorn or megaphone should be part of the school's emergency toolbox to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
7. Two-way radio - Two-way radios provide a reliable method of communication between rooms and buildings at a single site. Train all staff fully to operate the two-way radio.
8. Computers - A wireless laptop computer may be used for communication both within the school and to other sites. E-mail may be a useful tool for updating information for staff, other schools in an affected area, and the District Superintendent. Post information such as school evacuation, closure or relocation on the home page of the school and district website.
9. Fax machines - Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations can be faxed and returned in emergencies.
10. Alarm systems - Bells or buzzers which may be sounded in different ways to signal different types of emergencies - for example, fire, lockdown or special alert (with instructions to follow).

Handling Rumors

People are going to talk about an emergency and without facts, people speculate. Rumors create a negative perception of the school's ability to manage an emergency. The most effective strategy for combating rumors is to provide facts as soon as possible:

1. Identify and notify ALL internal groups including administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, bus drivers, etc. These are primary sources of information who are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they have accurate information because what they know will be passed on. A

faculty/staff meeting should be held before staff members go home so that information about the scope, cause of and response to the emergency can be clearly communicated.

2. Clerical staff who answer the telephone at the school and at the District Office must know what information can be shared and what information is considered confidential. They must also be kept informed about inaccurate information that is circulating so they can help correct misinformation. Designating staff to answer calls helps control the circulation of misinformation.

3. Use of key communicators in the community will also combat rumors. A telephone tree, news release or a briefing held especially for identified community representatives directly associated with the school will help convey accurate information.

4. The media can also help control rumors; ask reporters to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

5. After an immediate emergency has passed, a public meeting may be helpful.

6. It provides an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may help restoring the community's confidence in the school's ability to manage emergencies and to provide a safe environment.

7. If the incident involved damage or destruction, schedule an open house for parents and other community members to see the school restored. This will help everyone put the emergency behind them.

Public Information

Media Crisis Communication Guidelines

During an emergency, the media are not allowed inside affected district facilities. Assign the media to a designated external area at the site of the emergency to allow full access to the site by emergency response teams.

Most news people are sensitive when reporting emergencies that occur in school settings and are interested in doing a reputable job. The following suggestions will promote clear communications with the media:

1. Identify and assign a Public Information Officer or single information source.
2. Direct media representatives to one area where briefings can take place.
3. Instruct all staff to refer all information and questions to the Public Information Official or Media Liaison or District Office. Remind staff that only designated spokespeople are authorized to talk with news media.
4. Insist that reporters respect the privacy rights of students and staff. Answer questions within the limits of confidentiality.
5. Take initiative with news media and let them know what is or is not known about the situation.
6. Emphasize school's/district's good record.
7. Speak to reporters in plain language (English) - not in "educationese."
8. If the emergency is a death, Principal should consult with the deceased student/staff member's family before making a statement about the victim.
9. If there is involvement with a criminal case, work in conjunction with law enforcement.
10. When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.
11. Don't try to "kill" a story; don't say "no comment;" don't speculate; don't pass blame.
12. Contact District Support Team to regularly update.
13. Delay releasing information until facts are verified and the school's position is clear.
14. Assign sufficient staff to handle phones and keep a log of calls and personal contacts.
15. Express appreciation to all persons who helped handle the emergency.

Prepare statements about the situation to avoid ad-libbing. Important points to make are:

1. preparedness of the school;
2. coordination of efforts with community agencies;
3. access to information for parents;
4. responsible immediate action taken by school representatives (including those in positions of authority); and
5. support provided for students at the school.

Always provide a phone number to call for additional or updated information.

Interviews

All interviews with those involved in the emergency must be scheduled through the District Office.

Media requests for student interviews should be made through the District Office. Media interviews with students require parental consent and approval from the Superintendent's Office. When requests for student interviews are granted, the interview will be conducted at a district designated site to minimize the loss of instructional time and disruption to the learning environment.

A district representative may be present at any individual interview. In-depth interviews will be recorded and transcribed.

All information will be "on the record" and there will be no "unidentified sources" for information relating to the emergency. Any source of information is to be identified by name to ensure that the information can be verified if there is a question about its accuracy.

The district will not respond to rumors, speculation or unverified information that has not been provided by a designated spokesperson.

Authorized Spokesperson

A district spokesperson will be designated for the emergency based on its nature and location. The spokesperson will serve as the primary source throughout the emergency for any operational details.

To facilitate access to information when the spokesperson is not available, the appropriate district staff will convey authorized information to the media through press releases.

Describe the communications systems used in by the district:

Communications Systems

Description	Custodian/Administrator
Facebook	N/A
Twitter	N/A
Mass Messaging	On-Site
Bull Horn	On-Site

Description	Custodian/Administrator
School Radios	On-Site
Public Safety Radio	On-Site

School Medical Team

The School Medical Team assists the school nurse in providing basic first aid to students.

Last Name	First Name	Phone Number	Position
Theora	Wisher	302-407-4800	Nurse

First Aid Kits

Identify the person responsible for maintaining the first aid kits.

First Aid Kit Manager

Location	Expiration Date	Maintained By
Nurse's office	6/1/2022	Nurse

AED Locations

Identify the person responsible for maintaining the AEDs.

AED Manager

Location	Expiration Date	Maintained By
Nurse's Office	6/30/2022	Nurse

Health & Medical Annex

Automated External Defibrillators (AED)

The purpose of this program is to establish guidelines for the placement, care and use of Automated External Defibrillators (AED). This program pertains to AED(s) located in schools or other District facilities. The procedure is provided for District employees trained to respond to a victim of a sudden cardiac arrest.

AED LOCATION

1. Each site will be evaluated for the best placement of the AED. The AED placement will be determined by the site administrator or their designee, School Nurse Coordinator, Coordinator of Health and Physical Education, the Security Coordinator and local EMS.
2. Each facility employee where AED(s) are assigned will know the location(s) of the AED.
3. The location of the AED will be clearly marked.
4. The AED will be accessible at all times during the school day.
5. Contracted and other community activities are not guaranteed access to the AED as part of standard rental contracts.

EMERGENCY PROTOCOL

1. The First Responder who comes to the aid of the victim should:

   - Note the time of the event.

   - Follow First Aid/CPR with AED training protocols.

   - Provide the sequence of events to EMS when they take over the scene.

2. The second person who arrives should:

   - Bring the AED to the site and assist the First Aid Attendant or First Responder.

3. The third person who arrives should:

   - Record the events that occur and minimize traffic in the area.

4. Upon arrival of the Emergency Medical Services (EMS), the EMS will become the responsible authority when they tell the responder they have taken over for the care of the patient. Responding personnel will assist as needed.
5. In the event that the victim is a student, a District employee is to accompany the student to the hospital and will remain there until a parent or guardian arrives.
6. The Superintendent, Executive for Student Services, and the School Nurse Coordinator should be notified as soon as possible.
7. The trained employee responder who utilizes the AED shall complete the AED Incident Report within 24 hours or the next business day following the event.
8. Post Incident

   - The AED must be thoroughly cleaned of any substances that may have contacted the device. The employee responsible for this shall don protective gloves and use an approved sanitizer to clean the AED.

   - All preparation devices (i.e. electrodes, protective gloves, shaving razors, etc.) that were utilized during the emergency event must be replaced before returning the AED to service.

Mental Health Annex

1/25/21 The Mental Health is included in the Medical Annex and is part of each school's emergency plan as well as in the District plan.

Each building will have a Crisis Intervention Team that will operate in coordination with other building and district appointed teams. The Crisis Intervention Team addresses the emotional needs of the students and staff. In that capacity, the team must be able to make rapid assessments of student and staff needs, provide family outreach, plan and carry out appropriate interventions, use individual and group strategies, and make referrals to mental health resources as appropriate. The team is also a key component of the school threat assessment process, helping to identify those who pose a threat to themselves/others, then helping to develop appropriate interventions and responses.

The objectives of Crisis Management are:

Before the disaster/critical event:
1. Build community at school
2. Identify, monitor, and support at-risk students and staff
3. Develop ties with mental health and other community resources that support the emotional well-being of children

During the disaster/critical event:
1. Protect - children by shielding them from:

    - Bodily harm

    - Exposure to traumatic stimuli (sights, sounds, smells)

    - Media exposure
2. Direct-ambulatory students who are in shock and dissociative

    - By using kind and firm instruction

    - To move away from danger, destruction, and the severely injured
3. Connect

    - To you as a supportive presence

    - To caregivers

    - To accurate information
4. Triage for signs of stress that jeopardize safety
5. Segregate survivors based on exposure level
6. As appropriate, activate the Regional Homeland Security Mental Health Response System
7. Begin psychological first aid, including the work to reestablish the perception of security and sense of power

After the disaster/critical event:
1. Reunite the students with caregivers as soon as possible
2. Reestablish a calm routine

3. Restore the learning environment
4. Continue with psychological first aid
5. Provide responsive crisis and grief counseling
6. Initiate referrals to mental health professionals
7. Provide information and psycho-educational materials to families/caregivers
8. Assist in community efforts to provide support for families

Before, during, and after the disaster/critical event:
1. Provide ongoing support
2. Teach stress management
3. Provide empowering activities

Crisis Intervention Team Members:

This section will include the lists of CIT members for each school building in the district including the leader for each team. When appointing the CIT, consider persons who have:

1. Understanding of school mission
2. A sense of responsibility beyond routine
3. Ability to establish rapport quickly
4. Ability to listen to difficult feelings and experiences of others
5. Clear about feelings, thoughts, biases
6. Maintain confidentiality
7. Aware of limitations
8. Aware of the need for self-care
9. Ability to support persons with special needs
10. Understanding of the cultural diversity within the community

The CIT team may be made up of individuals from a range of school staff who meet the above criteria including: school counselors, psychologists, social workers, school nurses, teachers, special education professionals, language learners, school resource officers or other law enforcement. Also consider that some maintenance and dietary staff form a special bond with students and may be willing to be trained and act in this capacity. This team will be led by a knowledgeable school-based mental health professional such as the school counselor, social worker, or psychologist.

Before the Critical Event

Mitigation:

The Crisis Intervention Team is involved in on-going mitigation by working to develop resilient students and staff through integrated curriculum and social skills development. Resilient individuals are better able to cope with disaster and their recovery is expedited. (Also see, "The Road to Resilience:" https://www.apa.org/helpcenter/road-resilience). Conduct on-going screening of students for symptoms of post-traumatic stress disorder, anxiety disorder, or depression. Attend to bullying situations, provide programming that assists students in developing respectful relationships with others, and assess the overall climate and culture of your school.

Address these baseline conditions to improve the response to future events. Students who have been exposed to life threatening violence in their day-to-day lives will generally have:

1. Lower grade point averages
2. More negative comments in their school records

3. More absences

Timely identification and intervention with students experiencing academic, social and behavioral difficulty is an integral part of the mitigation effort. Mitigation supports efforts to prevent or reduce violence against self and others.

The Team will also develop ties with professional mental health resources in the area.

Parents:

The CIT will provide information to parents about likely responses to a disaster situation or critical event that children may undergo developmentally as well as information about the planned response if an event should happen.

Mental Health Resources:

The school district's written agreements with other community resources that the school could call upon in an overwhelming crisis situation should be listed here.

Notes for preparing the table:
1. Consider requesting responding agencies to be trained in psychological first aid.
2. Attach letters of understanding or memos of understanding with the community agencies or other schools that might assist.
3. Outside teams support the school's Crisis Intervention team in self care and assist in the development of letters, brochures, etc. that need to be sent to families. A "back-up" team supports and develops these needed resources while the local district's CITs work directly with the students.

Organizations that the school should consider include:
1. Supporting schools and neighboring school district teams
2. Local community mental health centers
3. Local College and University resources
4. Private mental health agencies
5. Chaplains and pastors with the appropriate training

Other regional, state and national resources may be requested through:

1. Regional Support and Assistance Teams where available
2. (NEAT) - National Emergency Assistance Team through the National Association of School Psychologists (http://www.nasponline.org/resources/crisis_safety/index.aspx)
3. NOVA, the National Organization of Victim Assistance:

   - Call upon a NOVA (National Organization for Victim Assistance) Community Crisis Team for assistance as necessary. Contact information for the national NOVA headquarters in Washington, D.C. is 703-535-6682. NOVA services include:

   - Immediate assistance within 24 hours

   - Planning coordination with emergency responders

   - On-site, one-to-one companioning

- On-site community group crisis intervention

In major catastrophes, it is recommended practice to establish a family assistance center where friends and families of loved ones can go to receive continuing updates on what is happening with rescue or recovery efforts, as well as to receive other information and obtain resources, including: family companioning, assistance in visiting the disaster site, crisis intervention, mental health referrals, assistance in filing for victim compensation, assistance with emergency financial needs and assistance with filling out forms for expedited death certification.

Training

The CIT will be part of the overall all-hazards drill and exercise plan. A mental health objective will be included in the exercise plan. Additionally, the CIT includes plans for new team member orientation on a regular basis and including community partners in the exercises. This plan guides

1. Ongoing training and exercising for the CIT
2. Training for all staff on referral of others and self-referral
3. Educating all staff about common stress reactions they may observe in the classroom
4. Training for special education teachers and facilitators regarding stress reactions of children with special needs

During the Critical Event

The job of the Crisis Intervention Team is to pay attention to students, staff, and parents, watching for signs of distress that jeopardize safety, and to activate mental health resources to intervene as appropriate in support of students, staff, and parents.

Psychological responses of survivors may include:

1. Irritability, anger
2. Self-blame, blaming others
3. Isolation, withdrawal
4. Fear of recurrence
5. Feeling stunned, numb, or overwhelmed
6. Feeling helpless
7. Mood swings
8. Sadness, depression, grief
9. Denial
10. Concentration and memory problems

Physiological responses of survivors may include:

1. Change in appetite
2. Headaches, chest pain
3. Diarrhea, stomach pain, nausea
4. Hyperactivity
5. Nightmares
6. Change in sleep patterns
7. Fatigue, low energy

These responses are common initial reactions to a critical incident. Be cognizant of students with pre-existing characteristics that might make them more vulnerable.

For some survivors the symptoms persist for weeks and months, resulting in chronic problems [including Post Traumatic Stress Disorder (PTSD)] if not dealt with effectively. While it is the job of the mental health professionals to whom we refer our needy students and staff members to diagnose mental health conditions like PTSD, it may be useful for the Crisis Intervention Team members to know the diagnostic criteria from the Diagnostic and Statistic Manual IV-TR), American Psychological Association for PTSD:

1. The person has been exposed to a traumatic event

   - Threat to physical integrity of self or others

   - Response of intense fear, helplessness or horror

   - Children may show disorganized or agitated behavior
2. The traumatic event is re-experienced (1 or more)

   - Intrusive recollection of the event

   - Young children may engage in repetitive, trauma-linked play

   - Dreams of the event

   - Children may report frightening dreams without recognizable content or dreams of monsters

   - Acting as if or feeling that the event is recurring

   - Young children may show trauma-specific reenactment

   - Intense psychological distress to exposure to trauma cues

   - Physiological reaction to exposure to trauma cues
3. There is avoidance of trauma cues and numbing of responsiveness (3 or more)

   - Avoid threats, feelings, conversations of trauma

   - Avoid activities, places, people linked to trauma

   - Can't recall important aspects of trauma

   - Less interest or participation in important activities

   - Feeling of detachment/estrangement from others

   - Restricted range of feelings

   - Sense of foreshortened future
4. Persistent increased arousal (2 or more)

- Difficulty sleeping

        - Irritability or outbursts of anger

        - Difficulty concentrating

        - Hypervigilance

        - Exaggerated startle response
   5. Disturbance lasts longer than one month
   6. Distress causes significant distress or impairment

While many students and staff may show some short-term stress responses, most will recover without developing a psychiatric condition.

The Crisis Intervention Teams must be prepared to do the right things in those first few hours following a disaster to limit the stress level of students and staff. Initially the priority must be given to reestablishing a feeling of security. The perception of security and a sense of power must be restored before the trauma can be addressed through appropriate intervention:
   1. Provide adequate site security. Security and safety measures need to be concrete and visible.
   2. Control the flow of information to protect against unnecessary re-exposure to the trauma
   3. Work together to mitigate future recurrences

Guided classroom discussion in a supportive environment (sometimes referred to as Group Crisis Intervention) is the simplest and most natural group intervention following a crisis. Prior to any discussion, triage students for exposure to violence and regroup those most exposed. The classroom discussions follow these steps:
   1. Introduction-state purpose; set rules so that the process is confidential, voluntary, and safe
   2. Explorations-ask students to describe their initial reactions to what they saw, heard, and felt
   3. Information-summarize perceptions, clarify misconceptions, dispel rumors, normalize experiences and reactions, provide appropriate accurate information, suggest stress management strategies

The classroom discussions should be facilitated by mental health professionals if they are available. The school counselor, school psychologist or social worker will normally make these arrangements and may serve as the facilitator. Under some circumstances, when professional mental health resources are not available, each classroom teacher may need to facilitate the discussion on their own. The students will initiate discussion when they are ready. This is most likely to occur in grade three on up during the period 24 to 72 hours after the traumatic event.

Some staff and students may need the help of a community-based mental health professional in coping with the disaster. Ask the teachers to utilize a Mental Health Referral Form to inform the school-based mental health professional regarding the students who need help.

When the building Crisis Intervention Team (CIT) needs help, they should first request support from the district CIT.

After the Critical Event

Critical Incident Stress Debriefing is an intervention that has suffered a recent decline in popularity due to conflicting research studies about its effectiveness and findings that it may, in certain cases, inhibit

individuals' recovery from trauma. At this time there is not enough evidence to support its use with children. An alternative intervention supported by the National Child Traumatic Stress Network is Psychological First Aid. A summary of techniques (taken from Child Trauma Toolkit for Educators at http://www.nctsnet.org/nccts/nav.do?pid=ctr_ctte) follows. Additional information about children's responses to traumatic events can be accessed at the NCTSN website: www.NCTSNet.org and in the Psychological First Aid, Field Operations Guide, 2nd. Edition, http://www.nctsnet.org/nccts/nav.do?pid=typ_terr_resources_pfa

Preschool Through Second Grade

1. Provide support, rest, comfort, food, opportunity to play or draw
2. Reestablish adult protective shield by providing reassurance that adults will keep them safe and take care of their needs
3. Help clarify or correct any misconceptions that they might have regarding the event
4. Help children label their feelings (e.g., sad, mad, scared, confused) and identify what is bothering them
5. Help to verbalize general feelings and complaints (so they will not feel alone with their feelings)
6. Separate what happened from physical reminders (e.g., monkey-bars, parking lot) to counter children attributing magical qualities to traumatic reminders
7. Encourage them to let their parents and teachers know when thoughts and feelings interfere with learning
8. Provide consistent caretaking (e.g. assurance of being picked up from school, knowledge of caretaker's whereabouts)
9. Tolerate regressive symptoms for the first several days, then utilize supportive intervention and referral
10. Give explanations about the physical reality of death

Third Through Fifth Grade

1. Support all students. For those who want to discuss the event, facilitate their discussion. Utilize the worksheet. Address any preoccupations with their own actions during the event or feelings of responsibility and guilt.
2. Help to identify and articulate traumatic reminders and anxieties; encourage them not to generalize
3. Permit them to talk and act it out; address distortions, and acknowledge normality of feelings and reactions
4. Encourage expression of fear, anger, sadness, in your supportive presence
5. Encourage them to let teachers know when thoughts and feelings interfere with learning
6. Support them in reporting dreams, provide information about why we have bad dreams
7. Help to share worries; reassurance with realistic information
8. Help to cope with the challenge to their own impulse control (e.g. acknowledge "It must be hard to feel so angry")
9. Offer to meet with children and parent(s) to help children let parents know how they are feeling
10. Encourage constructive activities on behalf of the injured or deceased
11. Help to retain positive memories as they work through the more intrusive traumatic memories so that they will not feel overwhelmed by their grief responses

Sixth Grade and Up
1. Support all students. For those who want to discuss the event, facilitate their discussion. Utilize the worksheet. Address feelings about the event, and realistic expectations of what could have been done.

2. Help them understand the adult nature of these feelings; encourage peer understanding and support
3. Help to understand their acting out behavior as an effort to numb their responses to, or to voice their anger over, the event
4. Address the impulse toward reckless behavior in the acute aftermath; link it to the challenge to impulse control associated with violence
5. Discuss the expectable strain on relationships with family and peers
6. Elicit their actual plans of revenge; address the realistic consequences of these actions; encourage constructive alternatives that lessen the traumatic sense of helplessness
7. Link attitude changes to the event's impact
8. Encourage postponing radical decisions in order to allow time to work through their responses to the event and to grieve.

Parents

Keep the parents of surviving students involved. Strategies for preventing secondary stress and mitigating primary stress reactions to a critical incident will include information sent home to assist parents in observing their children and helping them cope. Notify parents of staff concerns, stay in close communication with them, and elicit their help in monitoring the students.

School interventions following a crisis are normally effective educational experiences designed to encourage learning about one's own and others' perceptions and feelings following critical incidents. However, when the intervention following an incident is intended to be counseling, parent permission is normally required. Provide the parents a permission form as follows:

I hereby give permission for my son/daughter _____ to participate in a group discussion regarding the _____ incident that occurred on _____ at school. I understand that the discussion will be led by _____.

For students who are traumatized, but whose parents refuse to provide permission for individual or group counseling, the CIT should work with the parents regarding appropriate measures for their child. If a parent refuses assistance and the student is neglected and/or dangerous to himself or others, appropriate referrals to Children's Services for intervention are needed.

During the first days following the disaster the Crisis Intervention Team, with the support available from mental health professionals, will survey the survivors for traumatic exposure. Keep the students' varying levels of exposure (i.e., some who saw injuries/death and others who were absent or not exposed to the event) in mind when organizing a group discussion. Consider breaking the class into smaller groups by degree of exposure for the discussion. If some students avoided exposure to the traumatic event, you do not want to subject them to full details of their classmates' exposure. Student and staff responses to the incident may not be apparent immediately, therefore their level of exposure should be considered if delayed responses occur.

Off Site Responses

This section will include information about the CIT response and role in a critical incident that occurs away from the school site. Besides involvement in the school setting with other students, the team will:

1. Identify methods to work with the reunification team
2. Identify methods to maintain a presence at the hospital emergency room, family assistance center or other sites as needed

3. Establish a CIT communication protocol

Death Notifications

Under normal circumstances, law enforcement, a coroner or medical examiner would provide death notifications to family members of the deceased. However, in a significant event where first responders are unable to respond to the school, the school administrators may have to work with the families of those that they have confirmed as deceased in the event. The school administrator and/or his designee(s) (which may be crisis intervention team members) may have to provide death notifications to parents and spouses of staff members until law enforcement, the Red Cross, medical responders, or mental health professionals assume that responsibility.

If the notification takes place at the school, find a private place to meet with the parents/family members of the deceased. The notification should be made in person following these parameters whenever possible (NOVA pages 6-90 and 91):

1. Make the notification in pairs
2. Do not take personal items of the deceased with you to do the notification
3. If you or your partner were involved at the scene of the death, try to make sure that your clothes (or appearance) are not disheveled or bloody.
4. Introduce yourself and your partner, and be prepared to present credible identification, if appropriate.
5. Confirm that the person you are talking to is the appropriate person to be notified.
6. If you visit the home of a survivor, ask to enter the home before making notification.
7. Encourage survivors to sit and sit down with them when you talk to them.
8. The person making the actual notification should take the lead in all of the discussion. The person assisting the notifier should monitor the survivors for danger signs to themselves or others and be prepared to care for any children.
9. The notifier should tell the survivors simply and directly. For most people, your appearance, your demeanor, and the ritual involved will give them clues that something horrible has happened. Do not prolong natural anxiety. Leave no room for doubt or false hope: "We have come to tell you your son was killed when a man opened fire on a bus as your son was going to school. I am so sorry."
10. Be prepared to present confirming evidence in a convincing fashion in the face of denial.
11. Focus on immediate needs of survivors. If survivors want, help them notify others.
12. Do not leave survivors alone. Leave them with someone and with a "safety net."

Funerals and Memorials

The school's policy regarding funerals and memorials will support the students, staff and families with the grieving process and will facilitate recovery.

Funerals: The Crisis Intervention Team may assist in developing the policy that applies to all students and faculty regarding allowing funerals at school.

Memorials: "What is done for one must be done for all." This policy should address temporary and permanent memorials. In considering temporary displays, such as locker decoration or banners, the policy should address the kinds of displays, how long they will be displayed, and where displays will be permitted. In considering permanent memorials the types, size, and location of memorials should be addressed.

Notes: Some schools allow, and others do not allow memorials like benches, tree planting, etc. Others allow dedicated library books or scholarships. Take into consideration when developing the policy that it applies to all students and staff regardless of the cause of death, and that considerations regarding the longevity of the memorial are taken into account, for example, what happens to a particular memorial if the school is rebuilt elsewhere, what caretaking will be required, etc.

School policy will address handling graduation commencements, the empty chair when a student dies, etc. (Students sometimes feel angry when the student's chair/desk and locker name are removed too soon. It may feel like abandonment to them; therefore, sensitivity is required regarding how this is done. Some schools choose to leave the desk for a while and then eventually rearrange the room and sitting arrangements.) The policy or references to it will be included in this section.

Suicide

Suicide is preventable. Suicide intervention requires the knowledge of suicide warning signs and risk factors, as well as the willingness to accept heavy responsibility.

Recovery

The school Crisis Intervention Team will be involved with long-term recovery for the students, staff, and family. Some considerations are "triggers" or reminders of the event for students and faculty and the anniversary of the event. Triggers could be sights, sounds or smells, times of day, specific weather patterns, etc.

The school will plan whether to commemorate the anniversary date depending on the traumatic event. Even if nothing is done formally by the school system, the anniversary date may be a trigger for those who were involved or close to the critical incident. The CIT should be aware of this potential and consider ways to support students and staff.

Public Health Critical Event

The CIT will plan for public health outbreaks and the effects that these unique events may have on students and staff. Especially critical to consider is a pandemic flu event that could affect as much as 40% of the school population including staff and students.

Funding Sources

At times the incident/disaster is so large that outside resources are needed for an extended amount of time. The CIT is responsible for generating grant applications to support mental health recovery.

Evaluation and Recognition

The CIT will meet after the incident to discuss their response in terms of the successes and difficulties in implementing the annex/plan. A member should be appointed to represent the team on the Emergency Management Teams review of the event and to participate in the after-action review and report.

When the CIT meets, the team leader should also provide information about stress management and responses that team members might have in the aftermath of the incident. The team leader should also take this time to recognize the importance of the CIT's response and the contributions of each team member.

References

1. APA (American Psychological Association), Diagnostic and Statistic Manual-IV
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Mental Health Resources

Organization Name	Date of Written Agreement	Contact Name	Phone Number	Email Address
Freire Charter School Wilmington		Cheryl Wagner	302-407-4800	cheryl.wagner@freirecharter

Safety & Security Annex

General Safety Procedures

Introduction

These Safety and Security Procedures are intended to enhance the Safety and Security Procedures.

The entire school staff will be familiar with and assist in implementing all of the provisions of these procedures that deal with their area of the building or line of responsibility.

Access Control

The principal, or designee, should designate which entrance and exit doors are for use by staff, students, and visitors. (The principal, or designee, will designate the least number of unlocked doors possible to restrict access to the building while not impeding the flow of traffic for staff, students, and visitors prior to school, during school, and after school.)

Building Access

Door Number	Location	Times Locked	Monitored By	Who may use this door?
	Front Entrance	All Times(entry granted by buzzer)	Front Desk Clerk	Everyone
	Basement Door/Loading Area	All times	Motion Senor/Camera	School Personnel

Key Control

Name	Work Number	Cell Number	Home Number
Colandus Francis	302-407-4800	267-912-5586	
Max Matthews	302-407-4800	203-214-6121	
Ruble Harris	302-407-4800	302-244-1777	
Nathan Durant	302-407-4800	215-370-8513	

Security-Related Services & Vendors

Type	Agency	Agency Phone Number	Point of Contact	Contact Phone Number
Video	Sobieski	302-993-0600		
Alarms	Sobieski and Johnson	302-993-0600/877-		

Type	Agency	Agency Phone Number	Point of Contact	Contact Phone Number
	Controls	862-0697		
Locksmith	Bravo Lock and Safe	302-998-5397		

Recovery Annex

Recovery

AREA COMMAND (District) RESPONSIBILITIES

1. Use e-mail or telephone chain to notify schools within the district.
2. Walk the entire campus before faculty/students return.
3. If possible, have police crime tape removed and clean area before students return to campus.
4. Request support for secretary to handle phone calls, and parent requests for information. Prepare script or bullet points for accurate information.
5. Meet with the District Crisis Intervention Team before students return to campus.
6. Conduct debriefing before schools re-open. Provide handout of recommendations for procedures for referring students for counseling.
7. Meet with support staff.
8. Keep staff updated on events and circumstances.
9. Emphasize the need to provide verified facts only to reduce rumors.
10. Be highly visible to show presence, support and control of situation.
11. Restrict campus visitors until crisis is resolved.
12. Provide appropriate information to entire district to reduce rumors.
13. Work with Community Services to coordinate communication with parents/guardians.
14. Arrange selected class visits to speak to students.
15. Follow up with short meetings, planning period meetings or after-school meetings to review facts of incident and role of district in assisting with the situation. Allow others an opportunity to share their experiences and suggestions.
16. Make arrangements for rescheduling standardized testing programs or other canceled activities, which are required.
17. Make arrangements for excused absences; e.g., for student funeral visitations.
18. Conduct daily or after-crisis debriefings as appropriate.

COMMUNICATIONS

1. Prepare script or bullet points for secretaries or persons responsible for incoming calls.
2. Prepare communication (letters, e-mails, etc.) for parents, employees and media.
3. Obtain counseling tips for parents if necessary.

DISTRICT CRISIS INTERVENTION TEAM AND BUILDING COUNSELOR RESPONSIBILITIES

1. Establish an area for individual and group counseling.
2. Schedule day's activities depending upon the needs of the school. Cancel appointments and meetings not of an emergency nature.
3. Request transfer of additional secretarial help or volunteers from faculty to answer phones, etc.
4. Identify faculty or staff who are in need of mental health support services and utilize guidance, central office, community counseling or employee assistance program.
5. Identify and coordinate crisis intervention personnel who can work with groups or individuals. Maintain a list of students counseled. Make follow-up calls to parents of students in distress and provide parents strategies, information and available resources they can use to help their children.

SCHOOL RESPONSIBILITIES

1. Identify students who would like an opportunity to attend a group or individual counseling session.
2. Identify students obviously in distress and talk with them or have another student escort them to a group or individual counseling activity.
3. If class has a large number of distressed students, send special notice to guidance office.
4. Shorten and structure assignments. Postpone and reschedule tests as needed.
5. Provide an opportunity for students to discuss the loss, stages of grief, sharing a loss and what they have learned. Seek support for students in need.
6. If students are restless, get them active and focused on a project for the family (books, letters, picture, ideas for a memorial service).
7. Encourage support network in school (peer counselors, club members). Acknowledge emotions through discussion and involvement in constructive activities in classroom.
8. Discuss funeral to prepare students who plan to attend (when applicable). Answer questions.
9. Re arrange seating in class if appropriate.

Family Reunification

When normal student release is not possible due to an emergency at the school and/or relocation of students to an off-site shelter, the Family Reunification Plan may be enacted. Family Reunification is a controlled process where parents and/or caregivers are reunited with their student after they provide proof of identification. The release of each student is verified by a Reunification Team member.

Parent Reunion Area

The parent reunion area is the central location where parents can assemble, school staff can begin the process of reuniting students with their parents and parents can be provided with information about the school emergency.

To ensure proper student accounting, students should only be released from a parent reunion area not from evacuation locations.

When implementing REUNION/STUDENT RELEASE procedures:

Reunification Team

1. Designate a location for reunification of students with authorized adults e.g., parents, legal guardians or other authorized person listed on student's emergency care information form.

   - If using a District facility for reuniting students with parent, adopt the host facility's parent reunion plan for parent parking, parent staging, student assembly area, and location of counseling and medical/first aid services.

   - Provide the appropriate District Leadership with the location of the parent reunion area

2. Work with emergency responders to provide traffic and crowd control for the parent reunion area.
3. The Reunion Organizer and assigned staff will establish a parent staging area consisting of a minimum of one table for each grade level represented at the displaced school e.g., K-6 = 7

tables.

- Additional tables may be set up per grade level with alphabetic subsets e.g., A-L; M-Z

- Grade levels and alphabetic subsets should be clearly marked on a sheet of paper and affixed to the wall behind the table or to the table itself in such as manner so that it is visible to adults standing in line Emergency Cards will be distributed by grade to grade designated tables and alphabetic subsets, if applicable

4. When an adult makes an in-person request for the release of student(s) at the parent reunion area:

   - Obtain the name of student(s)

   - Request a picture ID to verify the identity of the adult.

   - Verify that he or she is authorized on the Student Emergency Care Information form.

   - Do not release students to people not listed on the student emergency care information form.

   - Document to whom the student has been released along with date and time and obtain signature from adult.

   - Assign staff or reliable students to act as runner(s) or use portable school radios to relay requests for students to respond from the student assembly area to the student release area

   - Young students and special needs students may require adults to escort them from the assembly area to the student release area and confirm the release of the student

   - If a child is in the counseling or medical/first aid area, escort the parent to the area for reunification

   - Inform parents of the location and availability of crisis counseling services

   - If the adult making the request for the release of a student is not listed on the Emergency Care Information form the student shall not be released

   - Students not picked up by parents or guardians will be released at the end of normal school day and bus transportation from the parent reunion location to the students' neighborhood will be arranged by the Transportation liaison

   - Time permitting, all students will be provided a back-pack letter for parents explaining the circumstances of the emergency that prompted the use of Parent Reunion/Student Release procedures. The back-pack letter will be prepared by the Information and Media Representative.

Reunification Resources

Parent/Student Sign Out Area

1. Signs identifying area
2. Placards with letters designating sign out areas
3. 4 to 6 tables
4. 8-12 chairs
5. Emergency sign out logs
6. Go Kit emergency care cards
7. Radios and/or cell phones
8. Tape to post signs and pens to fill out logs
9. 8 to 12 staff members to check people out (lesser numbers may suffice)
10. 8-12 runners to escort kids (lesser numbers may suffice)
11. Security and/or police presence
12. Administrative supervisor

Student Assembly Area

1. Administrative or supervisory oversight (with cell phone and or radio)
2. Security or Police
3. Effective adult supervision (optimum is teacher with every class)
4. Space large enough to house population (e.g. gym/auditorium)

Emotional Support Center

1. School counselor(s) and crisis intervention team members from student services.
2. Individual meeting rooms for private interview rooms. (Should be conveniently located to sign out area)

Parking Lot

1. Police and/or security presence for traffic control and
2. limiting access to building.
3. Directional signage if possible.

Media Staging Area

1. Security presence
2. District staff member and/or school administrator.

Communication with Parents and Caregivers

Suggestions for information provided on media notifications to parents on incidents requiring parent student reunification.

1. Do not attempt to go to your child's school: _____ you will only interfere with public safety emergency response efforts and it will take longer to see your children.
2. To pick up your child(children) proceed safely to the parent student reunification site located at _____ (give address)
3. Bring photo identification so verifications can be done and we can safely return your child to you.
4. When you arrive at the site, proceed through entrance number _____ to the sign out area.

Follow the instructions of the workers at the center.
5. Limit the use of cellular devices so the systems will be open for use by public safety officials
6. Please do not attempt to contact the schools. The systems may be overwhelmed and you will not be able to get through.
7. Stayed tuned to this station for further updates and directions as they become available.

Assisting Parents and Caregivers

As proven many times before, when a critical incident occurs at a school parents will contact and converge on the scene and should not only be expected but also planned for.

Be ready with specific instructions for parents as they arrive, and a central location should be established where the parents can wait to be reunited with their child or children. Be sure to staff this location with adequate personnel that can communicate updates to parents on a regular basis. If you keep the parents informed and they are confident there is progress towards a successful resolution of the incident they will generally be more cooperative.

The reunion area has the potential to become chaotic during and after an incident. With proper planning the reunion process can remain organized.

Some thoughts to consider regarding this process:

1. Have a suitable location for parents to gather as comfortably as possible, present ID and make request for student. Have the location staffed adequately.
2. Ability to locate students in uniform manner, class schedule, home room teacher, etc. (separate assembly area for students)
3. Ensure person picking up is authorized or release of older students is authorized, have sign out procedures and follow them
4. Bring the students to parents
5. Maintain proper control over students not yet released to parents
6. Use your strengths...You and your staff manage and move hundreds if not thousands of students every day
7. Communication, patience and control are key.
8. Share procedures with parents before there is ever an emergency
9. What would you do if you had trouble or could not locate a student, have a contingency plan

School Emergency Contact Numbers

The following people and/or agencies are emergency contacts.

Agency	Work Phone
Poison Control Center	800-222-1222
National Center for Missing/Exploited Children	800-843-5678
Suicide Hotline	800-273-8255
Domestic Violence Hotline	302-422-8058
Rape Hotline	800-656-4673
Child Abuse/Neglect Reporting	800-292-9582
National Dating Abuse Hotline	866-331-9474
SAMHSA	800-662-4357
Public Health	302-283-7100
New Castle County OEM	302-395-2700
DEMA CSSP Doug	302-659-2254
DEMA CSSP Nicole	302-659-2201

Stop the Bleeding

STOP THE BLEED™

No matter how rapid the arrival of professional emergency responders, bystanders will always be first on the scene. A person who is bleeding can die from blood loss within five minutes, so it's important to quickly stop the blood loss.

Remember to be aware of your surroundings and move yourself and the injured person to safety, if necessary.

Call 911.

Bystanders can take simple steps to keep the injured alive until appropriate medical care is available. Here are three actions that you can take to help save a life:

1. Apply Pressure with Hands
EXPOSE to find where the bleeding is coming from and apply **FIRM, STEADY PRESSURE** to the bleeding site with both hands if possible.

2. Apply Dressing and Press
EXPOSE to find where the bleeding is coming from and apply **FIRM, STEADY PRESSURE** to the bleeding site with bandages or clothing.

3. Apply Tourniquet(s)
If the bleeding doesn't stop, place a tourniquet 2-3 inches closer to the torso from the bleeding. The tourniquet may be applied and secured over clothing.

If the bleeding still doesn't stop, place a second tourniquet closer to the torso from first tourniquet.

PULL the strap through the buckle, **TWIST** the rod tightly, **CLIP** and **SECURE** the rod with the clasp or the Velcro strap.

The 'Stop the Bleed' campaign was initiated by a federal interagency workgroup convened by the National Security Council Staff, The White House. The purpose of the campaign is to build national resilience by better preparing the public to save lives by raising awareness of basic actions to stop life threatening bleeding following everyday emergencies and man-made and natural disasters. Advances made by military medicine and research in hemorrhage control during the wars in Afghanistan and Iraq have informed the work of this initiative which exemplifies translation of knowledge back to the homeland to the benefit of the general public. The Department of the Defense owns the 'Stop the Bleed' logo and phrase - trademark pending."

Homeland Security

Office of Health Affairs

Active Threat Lockdown

General Safety Message:

1. During an active threat situation, such as an active shooter-type attack, all staff are empowered to take action to protect themselves and others. The basic Active Threat Lockdown options are Run, Hide, which may include a standard lockdown in a classroom, or, as a last resort, Fight.
2. For non-active threats, that do NOT involve imminent danger, such as a non-violent intruder, use the Heightened Security response.
3. DO NOT USE CODE PHRASES.

Principal or Leader

Run/Hide/Fight Options

When heightened security measures are not possible or fail and a shooter is in your facility; you have only three response options or what's known as "Run/Hide/Fight." The options are not linear, and staff are empowered to select the option or options that best fit their situation.
1. RUN - Run away from the shooter
2. HIDE - Keep the shooter out of your room
3. FIGHT - Fight back against the shooter as a last resort

Run: Get out of the area. Utilize all paths of escape, including windows. Run if:
1. You have direct contact with the attacker. Or
2. You cannot secure your location. Or
3. You have a clear path of escape.

Hide: Deny the attacker access to your location. Lock doors if you can and reinforce doors with barricade, blockades, and/or jamming door or tying off door handles. Hide if:
1. You have indirect contact with the attacker; AND
2. You are able to secure your location.

Fight: As a last resort, fight back and resist the attacker using any means necessary; including improvised weapons. Fight if:
1. You have direct contact with the attacker; AND
2. You cannot Run; AND
3. You are afraid for your loss of life or serious bodily injury.

Teachers/Staff

1. Alert others are you are able.
2. Keep students away from the threat by initiating Run or Hide.
3. Fight only as a last resort when Run is not possible.
4. Provide first aid for victims, if needed.
5. Account for all students. Maintain order and await arrival of law enforcement.
6. Assist law enforcement - provide identity, location and description of individual and weapons.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.
6. Coordinate mental health support.

Heightened Security

General Safety Message:

1. Heightened security measures should be enacted when there is an indicator or threat of violence that is outside the school. If the threat is already inside the school, implement intruder response plans. Heightened security measures are designed to compartmentalize the school, making entry access to occupants more difficult.
2. If there is an active threat, such as an active shooter, enact ACTIVE THREAT LOCKDOWN.

Principal or Leader:
1. Assess the type of threat to determine the level of risk to the safety of students and staff.
2. Be prepared to escalate into ACTIVE THREAT LOCKDOWN as needed.
3. Consider the following:

   - Are students and staff outside?

   - What entrances need to be secured and monitored?

   - Should teaching continue in the secured classrooms or should the situation be treated as a HIDE under ACTIVE THREAT LOCKDOWN?

4. Recall all staff and students outside the school.
5. Restrict hallway access. Order students to their next scheduled classrooms immediately.
6. Establish a command post.
7. Secure all entrances.
8. Establish communications with law enforcement.
9. Delegate a Staff Member/SRO to monitor entrances and parking lots (from inside).
10. Inform staff of situation and review intruder response plans in case the situation escalates.
11. Develop plans to accommodate persons with special needs, restroom breaks and meals in case the event lasts for over an hour.

Teachers/Staff

1. If students are outside, initiate REVERSE EVACUATION and bring them inside.
2. Be prepared to escalate into Intruder Response as needed.
3. Report missing students to the office/command post.
4. Keep students calm.
5. Once students are inside the classroom, implement HEIGHTENED.
6. Review ACTIVE THREAT LOCKDOWN plans in case the situation escalates.
7. Report suspicious or concerning activities.
8. Remain with students until ALL CLEAR is given.

District

1. Ensure all impacted sites are aware of the possible danger and enacting plans.
2. Ensure appropriate emergency services have been notified and establish liaison as needed.
3. Maintain communications with affected school(s)

4. Establish District Area Command using the Incident Command System.
5. Dispatch resources to affected schools as needed and available.
6. Coordinate family and media communications.

Evacuation

General Safety Message

1. Evacuation is used when you believe the students are safer outside than inside the school. Remember, danger mays be outside the school too.
2. NO FIRE ALARM WILL BE IGNORED. Fire alarms have been used to force an evacuation with the intent of harming the evacuees. While no fire alarm will ever be ignored, when no evidence of a fire is present, implement Secondary Attack Countermeasures.

Principal or Leader

1. Ensure 9-1-1 and SRO has been notified.
2. Notify Incident Management Team and place them on stand-by.
3. Incident Management Team Instructions:
4. Establish a Command Post.
5. Team members should forward information immediately regarding unusable/unsafe exits.
6. Select rally point and request police presence there.
7. Announce the need to evacuate, list areas to avoid and the Rally Point.
8. Determine exterior rally points.
9. Establish exterior Command Post.
10. Ensure Liaison Officer is available to assist emergency response personnel as necessary.

   - Provide keys to the facility.

   - Provide floor plans.

   - Provide utility shutoff information.

   - Student Roster.

11. Notify Public Information Office
12. Arrange for transportation to shelter areas if necessary.
13. Prevent people and students from gathering near parked cars and emergency vehicles.
14. Arrange for police presence at Rally Points.
15. Announce "all clear" when directed by emergency response personnel.

Teachers/Staff
1. Take control of students in your immediate area.
2. Take attendance, note any missing students.
3. If indoors, proceed with evacuation.
4. Scan for dangers, such as smoke.
5. Move uninjured students far away from the building and avoid parking lots.
6. Report any missing students.
7. Provide first aid for victims, if needed.
8. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Shelter in place

General Safety Message:

1. Shelter in Place used the building for protection from environmental hazards such as severe weather or a hazardous material release near the school.
2. Shelter in Place is NOT used for protection from human threats. Refer to Active Threat Lockdown for response to an attack or imminent danger and refer Heightened Security for possible danger.
3. About severe weather:

   - A WATCH is issued when storms are possible in and near the WATCH area. It does not mean that they will occur, it only means they are possible.

   - A WARNING is issued when storms are occurring or imminent in the WARNING area. If a WARNING is issued, seek safe shelter immediately.

Principal or Leader

1. Initiate REVERSE EVACUATION procedures for playgrounds, sporting events, etc.
2. Move students to the safest and best available shelter area based on the nature of the threat (Severe Weather or Hazardous Materials).
3. Avoid auditoriums, gymnasiums and other structures with large roof spans.
4. Make arrangements for special needs, snacks, and quiet recreational activities

Teachers/Staff

1. Take control of students.
2. If outside, enact reverse evacuation.
3. Move students to shelter area.
4. Account for all students.
5. Maintain order and await further guidance.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Reverse Evacuation

General Safety Message:

1. REVERSE EVACUATION is implemented when it is unsafe to remain outdoors requiring students and staff to immediately return indoors for safety.
2. This action should be considered appropriate for, but not limited to, the following types of incidents/emergencies:

   - Chemical Accident near campus

   - Flooding

   - Explosion on or near campus

   - Rabid Animal on campus

   - Severe Weather

Principal or Leader

1. Instruct Students to return to the facility and to their current classroom or to the previous one that attended.
2. Immediately Call 9-1-1, if warranted
3. Remain calm
4. Notify Principal or designee to report location and condition of students or staff
5. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency, if necessary
6. Document the names of all injured students and their first-aid needs
7. Account for all students and staff throughout the emergency

Teachers/Staff

1. Take control of students.
2. If inside, remain indoors.
3. Account for all students.
4. Maintain order and await further guidance based on the event that caused the need to enact Reverse Evacuation (I.e. Heightened Security).

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Hazard-Specific Guides

All district and school administrators and site managers are empowered with the authority to deviate from emergency plans to protect lives. The hazard-specific guides in this document outline the core emergency actions leaders may enact in response to the emergency. Each Hazard Guide page contains the following:

General Safety Message: A brief summary or talking point that explains the hazard.

Principal/Leader Actions: Basic action steps to help the principal or leader.

Teacher/Staff Actions: Core teacher or staff responsibilities.

District: These explain how the district can help the school(s) or location(s) that are experiencing in the emergency.

The response procedures in this document support the Freire Charter School School District Emergency Operations Plan (EOP) and are intended to assist the district in implementing Area Command support and oversight of emergencies. This content guide is meant to serve as a ready reference and should be studied and practiced prior to the occurrence of an emergency. The procedures in this section provide a basic outline of site-level response guidelines and core objectives for the district-level Area Command and site-level Incident Commanders.

Area Command

Area Command is an Incident Command concept that is designed to help the district support and emergency that impacts one or more locations. Under Area Command, the district provides support to the affected site(s), but the site(s) maintain actual control of the emergency or Incident Command. If the district needs to assume Incident Command of an emergency, they should dispatch personnel to the site.

Transfer of Command

While a site manager, such as a principal may be the initial Incident Commander, for emergencies that require public safety response, an official from the lead public safety agency will likely assume Incident Command and the site leader will provide support.

Intentionally Blank

Abduction/Missing Student

General Safety Message:

1. IF THERE HAS BEEN AN ABDUCTION, DO NOT CONFRONT THE SUSPECT AND IMPLEMENT IMMEDIATE HEIGHTENED SECURITY PROCEDURES.

Principal or Leader:

1. Verify information.
2. Call 911 and explain the situation.
3. Initiate HEIGHTENED SECURITY.
4. Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.
5. Notify District Office.
6. Assign staff to high-traffic areas to look for any unusual activity.
7. Assign staff to conduct an immediate search of the school campus/bus, as appropriate.
8. Gather information about student to provide to law enforcement authorities:

   - photo

   - home address

   - parent contact numbers

   - class schedule

   - special activities

   - bus route/walking information

9. Contact the parents/guardians of the student involved and maintain an open line of communication.
10. If case involves abduction, begin gathering witness information for law enforcement. Provide suspect information to law enforcement, if known.
11. Double-check circumstances:
12. Did someone pick up the student?
13. Could the student have walked home?
14. Is he or she at a medical appointment or another activity?
15. Assist law enforcement with investigation. Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order). Assure that all parties who know the student or have participated in the search are available to speak with law enforcement when they arrive.
16. Establish a Public Information Officer (PIO) function.
17. If missing during bus transportation, provide law enforcement with child's bus stop location and other nearby bus stops.
18. Have driver keep in communication with the transportation dispatcher. Have transportation

dispatcher coordinate efforts and information with the law enforcement dispatcher.
19. When the child is found, contact all appropriate parties as soon as possible.
20. Arrange for counseling of students, as needed.

Teachers/Staff

1. Confirm that student attended school that day. Notify Principal/Designee.
2. Provide description of the student, including height, weight, clothing worn that day, backpack, vehicle information, where last seen and when.
3. Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
4. Take attendance in the classroom and report any other missing students to the office.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Aircraft Accident

General Safety Message:

1. Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school(s).
2. If it is safe to remain inside the building, all students should be kept in the school(s) under supervision.
3. An aircraft crash may also result in an explosion, hazardous material spill, or utility interruption.

Principal or Leader

Aircraft crash into school:

1. EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash site. Take class roster/nametags and emergency backpack.
2. Check school site to assure that all students have been evacuated.
3. Take attendance at the assembly area.
4. Report missing students to the Principal or designee and to emergency responders.
5. Maintain control of the students at a safe distance away from the crash site.
6. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
7. Move all uninjured students to a safe distance from the accident.
8. Document the names of all injured students and their first-aid needs.
9. Account for all students and staff throughout the emergency.

Aircraft crash near school:

1. Notify 911 and district as appropriate.
2. Move students away from immediate vicinity of the crash
3. Remain inside with students unless subsequent explosions or fire endangers the building. Listen for instructions.

Teachers/Staff
1. Take control of students in your immediate area.
2. Keep students away from danger.
3. Provide first aid for victims, if needed.
4. Account for all students. Maintain order and await further guidance.

District
1. Ensure emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Bomb Threat

General Safety Message:

No bomb threat will be ignored, but immediate evacuation is not the safest course of action.

Principal or Leader

1. Refer to and complete Bomb Threat Guide
2. Notify 911 and SRO of the threat.
3. Notify Public Information Office of the threat.
4. Establish an Interior Command post.
5. As needed, make/verify Incident Management Team Assignments.
6. Ensure the Operations Chief assigns/performs a "search" of the area.

    1. Teachers and staff will search their own areas.

    2. Incident Management Team members will be assigned search areas. Report suspicious activity and/or objects immediately.

    3. Search instructions for Incident Management Team(s):

    1. Search in two-person teams.

    2. Divide area to be searched in half (based on content, not size).

    3. Listen for "ticking" or "clockwork" sounds.

    4. Search your half of the room waist height (around 3 feet) and below first.

    5. Search your half of the room above waist height second.

7. Announce the need to secure the facility by restricting hallway access immediately.

    1. If during passing times, instruct teachers to take control of students in their area.

    2. Do NOT allow access to lockers or common areas.

8. Ensure the Liaison Officer is in place to meet the police/sheriff.
9. The principal's decision to evacuate takes into account the police's recommendations.
10. If evacuation is necessary:

    1. Select rally point (request police presence there).

    2. Search exit routes and path to Rally Point.

    3. Once deemed to be safe, proceed with evacuation along searched route.

4. Avoid Parking Lots.

5. Operations Chief assigns/performs a sweep of evacuation route.

6. Incident Management Team performs sweep of building to ensure evacuation.

7. Move the Command Post to an exterior location.

8. Load buses away from parking lots (if applicable)

Teachers/Staff
1. Allow students into your classroom, then restrict hallway access.
2. Scan your area or room for anything suspicious. If something suspicious is located, move students out of the room and notify the office immediately.
3. Follow instructions regarding Heightened Security or possible Evacuation.

District

1. Ensure appropriate emergency services have been notified and establish liaison.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Bus Accident

General Safety Message:

1. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip.
2. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

Principal or Leader

1. Immediately Call 9-1-1, if warranted
2. Remain calm
3. Notify Principal and Bus Dispatch to report location and condition of students and the bus
4. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency
5. Move all uninjured students to a safe distance from the accident
6. Document the names of all injured students and their first-aid needs
7. Account for all students and staff throughout the emergency

Teachers/Staff

1. Take control of students in your immediate area.
2. Keep students away from danger, this includes the roadway.
3. Provide first aid for victims, if needed.
4. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Contagious Disease

General Safety Message:

1. Individuals working, living or playing (such as in schools) are at an increased risk to contract and spread a communicable disease.
2. Handwashing alone is the most effective tool used to combat communicable diseases.
3. Any unsuspected drop (10-15%) in attendance at any school(s) should be suspect. Attendance is indirectly proportionate to the likelihood of a communicable disease occurrence within a school setting.

Principal or Leader

1. Announce the need to restrict hallway access and gatherings of large groups of individuals. Implementation of HEIGHTENED SECURITY procedures may be considered.
2. Liaison with local Public Health Officials is warranted.
3. Notify Principal or designee to report suspect attendance levels and status of students/staff.
4. Coordinate with local Public Health Officials to obtain a description of symptoms, basic treatment and isolation guidelines.

Teachers/Staff

1. Take control of students in your immediate area.
2. Report and isolate students who may be symptomatic or ill.
3. Provide first aid for victims, if needed.
4. Account for all students. Maintain order and await further guidance.

District

1. Ensure local Public Health services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Earthquake

General Safety Message

During the tremor, persons should "DUCK, COVER and HOLD".

Principal or Leader

1. Announce for everyone to remain in place.
2. Assign Operations Chief or Incident Management Team to search for structural damage.
3. Evacuate only if warranted or determined to be prudent.

If evacuation is necessary

1. Announce evacuation.
2. Announce unusable exits and/or rally points.
3. Determine who has special needs for evacuation.

Following evacuation - follow these steps in order
1. Establish a Command Post.
2. Call all Incident Management Team members to the command post and make/verify Incident Management Assignments.
3. Meet with emergency response personnel.
4. If time and safety allow, shut off gas to the facility.
5. Obtain a head count.
6. Notify District Office
7. Request transportation needs.
8. Make arrangements for sheltering (if necessary).
9. Arrange for family reunification.

Teachers/Staff
1. Take control of students in your immediate area.
2. Evacuate if you believe the room or building is unsafe.
3. Scan for dangers, such as exposes power lines or falling debris.
4. Provide first aid for victims, if needed.
5. Account for all students. Maintain order and await further guidance.

District
1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Explosion

General Safety Message:

1. Emergency response will depend on the type of explosion (smoke bomb, chemical laboratory incident, pipe bomb, etc.) and the proximity to the school. All students should be kept away from the explosion area and under supervision.

Principal or Leader

1. If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment
2. Check to be sure all students have left the school site. Remain with the students throughout the evacuation process
3. Upon arrival at assembly area, check attendance. Report status to site administrator immediately
4. Render first aid as necessary
5. Do not return to the building until the emergency response personnel determine it is safe to do so
6. If explosion occurred in the surrounding area, initiate SHELTER-IN-PLACE. Keep students at a safe distance from site of the explosion.

Teachers/Staff

1. Take control of students in your immediate area.
2. If indoors, proceed with evacuation.
3. Scan for dangers, such as exposes power lines or falling debris.
4. Move uninjured students far away from the building and avoid parking lots.
5. Provide first aid for victims, if needed.
6. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Field Trip-Off Campus Incident

General Safety Message

All off-site events should be approved by the school principal or district office prior to scheduling. The person responsible for the trip (trip leader) should file an "Off-Site Event" form and Off-Site Event Roster with the school or district office prior to departing campus.

Principal or Leader

1. Notify 9-1-1 and SRO.
2. Determine if emergency response personnel have been notified and are on the way.
3. Obtain accident information, type of accident, location, number of injuries, etc.
4. Determine if students are injured and need medical assistance.
5. Advise that assistance is on the way and maintain communications with person reporting incident until emergency personnel are on scene.
6. Initiate communications with police, medical and EMT personnel.
7. Obtain hospital information, if applicable.
8. Obtain list of injured students from hospitals.
9. Send school representative to hospital.
10. Obtain bus roster.
11. Request alternate transportation as necessary.
12. Send school representative to the accident scene, if necessary.
13. Ensure Liaison Officer is available to assist emergency response personnel as necessary.
14. Provide information and student roster.
15. Make arrangement for family reunification.

Teachers/Staff

1. Take control of students.
2. Provide first aid for victims, if needed.
3. Reconnect with larger group (if applicable).
4. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Fire/Fire Alarm

General Safety Message

NO FIRE ALARM WILL BE IGNORED. Fire alarms have been used to force an evacuation with the intent of harming the evacuees. While no fire alarm will ever be ignored, when no evidence of a fire is present, implement Secondary Attack Countermeasures. If you know the alarm to be false, you may cancel the evacuation order, however, 9-1-1 MUST be notified.

Principal or Leader

1. Ensure 9-1-1 and SRO has been notified.
2. Notify Incident Management Team and place them on stand-by.
3. Incident Management Team Instructions:
4. Establish a Command Post.
5. Team members should forward information immediately regarding unusable/unsafe exits.
6. Announce the need to evacuate, list areas to avoid and the Rally Point.
7. Determine exterior rally points.
8. Establish exterior Command Post.
9. Ensure Liaison Officer is available to assist emergency response personnel as necessary.

    1. Provide keys to the facility.

    2. Provide floor plans.

    3. Provide utility shutoff information.

    4. Student Roster.

10. Notify Public Information Office
11. Arrange for transportation to shelter areas if necessary.
12. Prevent people and students from gathering near parked cars and emergency vehicles.
13. Arrange for police presence at Rally Points.
14. Make arrangement for family reunification.
15. Announce "all clear" when directed by emergency response personnel.

Teachers/Staff

1. Take control of students in your immediate area.
2. Take attendance, note any missing students.
3. If indoors, proceed with evacuation.
4. Scan for dangers, such as smoke.
5. Move uninjured students far away from the building and avoid parking lots.
6. Report any missing students.
7. Provide first aid for victims, if needed.
8. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Hazardous Materials Incident (Exterior)

General Safety Message:

1. The nature of the material and the proximity of the incident to the school site will determine which ACTION should be implemented. Police, Fire, or Public Health may order an EVACUATION of the school(s). See also BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENT

Principal or Leader

1. Call 9-1-1, if necessary
2. If there is a threat of airborne toxicity, shut off the ventilation system to the affected area
3. Initiate EVACUATION. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
4. Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
5. If time is available, arrange for transportation and move students and staff away from the path of the hazardous materials.
6. Notify District Office or the incident
7. Wait for instructions from emergency responders - Health or Fire Department.
8. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
9. Upon return to school, ensure that all classrooms are adequately aired.

Teachers/Staff

1. Take control of students.
2. If outside, enact reverse evacuation.
3. Close all doors and windows.
4. Move students to shelter area.
5. Provide first aid for victims, if needed.
6. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Hazardous Materials Incident (Interior)

General Safety Message:

1. The nature of the material and the proximity of the incident to the school site will determine which ACTION should be implemented. Police, Fire, or Public Health may order an EVACUATION of the school(s). See also BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENT.

Site Emergency Response Actions:

1. Call 9-1-1, if necessary
2. If there is a threat of airborne toxicity, shut off the ventilation system to the affected area
3. Initiate EVACUATION. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
4. If time is available, arrange for transportation and move students and staff away from the path of the hazardous materials.
5. Notify District Office or the incident
6. Wait for instructions from emergency responders - Health or Fire Department.
7. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
8. Upon return to school, ensure that all classrooms are adequately aired.

Teachers/Staff

1. Take control of students.
2. If outside, do NOT reenter school.
3. Evacuate students.
4. Provide first aid for victims, if needed.
5. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Hostage Situation

General Safety Message:

1. A hostage situation occurs when someone is held against their will through force or the threat of violence.
2. Hostage situations are among the most serious and complex incidents which impact public school systems. Usually, hostage perpetrators are either mentally ill, political or religious extremists, or fleeing criminals seeking a hiding place. Typically, the hostage taker is agitated and unpredictable. Consequently, he/she should be considered extremely dangerous.
3. All school and office personnel must be prepared to carry out plans in the event of a hostage situation in the school or community. In the event of this incident occurring, the following actions should be taken to maintain the safety of all students and staff.
4. If an active shooting type attack, that involved the murder or attempted murder of people, preceded the hostage situation, staff should likely consider the situation as an active threat and consider the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) options.
5. If violence has NOT preceded the hostage taking, compliance with the hostage takers demands is likely the best course of action. However, if the situation escalates and violence appears imminent, staff can apply the ALICE options to save lives.

1. DO NOT USE CODE PHRASES.

Principal or Leader:

1. Call 911
2. Implement School Emergency Response Plan.
3. Initiate ALICE Active Threat Lockdown procedures.

   1. Lockdown: People in classrooms proximate to the hostage taker that do not have a clear path of escape.

   2. Evacuate: Person in areas that cannot be secured or have a clear path of escape.

   3. Counter: Last resort if violence is imminent and there is no path of escape.
4. Try not to allow additional hostages to be taken (lockdown and evade).

What to do-if you become a hostage

1. Above all else try to remain calm.
2. The goal is to survive.

   - Comply when the hostage taker is making demands and/or not attempting to injure or kill others.

   - Resist if the hostage taker is attacking or preparing to injure or kill others.

   - Look for and mentally plan an escape and evade route.

   - The senior staff person should try to serve as spokesperson for the group.

- If students are included as hostages, make every effort to keep them calm.

ALICE Options

If facing imminent danger from an attacker or hostage taker, there are three core options: Lockdown, Evacuate, Counter. The ALICE system stands for Alert, Lockdown, Inform, Counter, Evacuate. The options are not linear, and staff are empowered to select the option or options that best fit their situation.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed. Provide access to floor plans and site mapping data.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.
6. Coordinate mental health support.

Hurricane

General Safety Message:

1. Hurricanes are unlike most disasters in that they come with a time element warning usually of 3-5 days. Take advantage of the warning period and announce school closings as soon as practical.
2. Hurricanes can and do cause severe infrastructure damage to both facilities and utilities requiring either enhanced pre-mitigation efforts or major clean-up and restoration efforts.

Principal or Leader

1. Participate in Hurricane Watch mitigation activities
2. Monitor NOAA Weather Radio for the latest weather conditions and updates
3. Determine if the school is to be used as a shelter.

    1. Verify school emergency plans are current

    2. Ensure emergency water, food and supplies are pre-stationed

    3. Test generator and verify fuel supply

    4. Secure unused areas of the school

4. Initiate Hurricane mitigation efforts:

    1. Install external window barriers

    2. Move high-value equipment to interior rooms on elevated shelves

    3. Move books and papers to upper levels of bookshelves

    4. Disconnect utilities (Gas, Water, Electric) to mitigate any secondary incident precipitated by a hurricane/typhoon

    5. Secure all outside playground and athletic equipment

5. Encourage staff and students to evacuate the area per Emergency Management Instruction/Recommendation inland to areas of safety

Teachers/Staff (Pre-Event)

1. Assist in pre-event planning and disseminating guidelines to students.
2. Develop family/personal preparedness plan.

District (Pre-Event)
1. Monitor NOAA Weather Radio for weather updates and information

2. Establish liaison with local Emergency Management Agency for area updates
3. Determine school closing schedule
4. Determine which, if any, schools are to be used as shelters.
5. Establish District Area Command using the Incident Command System
6. Establish Communications with all schools
7. Dispatch resources to assist schools in mitigation efforts as needed and available
8. Coordinate family and media communications to include evacuation instructions

District (Post-Event)

1. Monitor NOAA Weather Radio for weather updates and information.
2. Establish liaison with local Emergency Management Agency for area updates
3. Establish District Area Command using the Incident Command System
4. Obtain safety status of all schools and facilities
5. Dispatch resources to assist schools in assessment as needed and available
6. Establish business continuity/resumption plan based on available schools, staff and resources
7. Coordinate family and media communications to include disaster assistance instructions

Severe Weather (Tornado/Severe Thunderstorm)

General Safety Message:

1. Severe Thunderstorms and Tornados can be accompanied by high winds, hail, lightning, downed trees, and swollen creeks.
2. An emergency response is required when this type of weather poses any risk to the students or staff. Assure that each student's and staff's method of returning home is safe and reliable.
3. A WATCH is issued when storms are possible in and near the WATCH area. It does not mean that they will occur, it only means they are possible.
4. A WARNING is issued when storms are occurring or imminent in the WARNING area. If a WARNING is issued, seek safe shelter immediately.

Principal or Leader

1. Monitor weather forecasts and weather-related communications to determine the onset of storm conditions that could affect school operations.
2. Each school should assign/designate a "Weather Watcher" during hazardous weather conditions.
3. Initiate REVERSE EVACUATION procedures for playgrounds, sporting events, etc.
4. Evacuate any classrooms bearing full force winds. Evacuate to lowest floor of school building near inside walls and away from windows.
5. Avoid auditoriums, gymnasiums and other structures with large roof spans.
6. Monitor weather and alter release times accordingly.
7. Make arrangements for special needs, snacks, and quiet recreational activities.

Teachers/Staff

1. Take control of students.
2. If outside, enact reverse evacuation.
3. Move students to shelter area.
4. Account for all students.
5. Maintain order and await further guidance.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Severe Weather (Winter Storm)

General Safety Message:

1. Severe winter weather events come in many forms i.e., Snow, Ice, and Extreme Temperatures.
2. Severe winter weather can be accompanied by high winds, hail, lightning, downed trees, and swollen creeks.
3. An emergency response is required when this type of weather poses any risk to the students or staff. Assure that each student's and staff's method of returning home is safe and reliable

Principal or Leader

1. Monitor weather forecasts and weather-related communications to determine the onset of storm conditions that could affect school operations.
2. Each school should assign/designate a "Weather Watcher" during hazardous weather conditions.
3. Initiate REVERSE EVACUATION procedures for playgrounds, sporting events, etc.
4. Evacuate any classrooms bearing full force winds. Evacuate to lowest floor of school building near inside walls and away from windows.
5. Take attendance. Report any missing students to principal or designee.
6. Close all blinds and curtains.
7. Avoid auditoriums, gymnasiums and other structures with large roof spans.
8. Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks, and quiet recreational activities.

Teachers/Staff

1. Assist in pre-event planning and disseminating guidelines to students.
2. If student dismissal is delayed due to weather, assist in providing student care.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Person with Weapon

General Safety Message:

1. The brandishing of any weapons poses an immediate threat to students and staff; consider implementing ACTIVE THREAT LOCKDOWN.
2. Response is the same whether the weapon is used, seen, or suspected but not in use.

Principal or Leader

1. Call 9-1-1 and/or alert the SRO.
2. Take immediate action to prevent casualties and enact Active Threat Lockdown.
3. Isolate the suspect and/or the area.
4. Move others to a safe area to protect them from danger.
5. Alert the Principal or their designee
6. Provide first aid to victims, if needed.
7. Account for all students and staff.
8. Assist police officers - provide identity, location, and description of any individual brandishing a weapon. Consider the potential of multiple suspects.

Teachers/Staff

1. Alert others of the danger.
2. Take immediate action to prevent casualties and enact Active Threat Lockdown.
3. Move students away from the danger.
4. Account for all students.
5. Assist police officers - provide identity, location, and description of any individual brandishing a weapon.
6. Consider the potential of multiple suspects.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Suspicious Object/Potential Explosive Device

General Safety Message:

The following list shows various types of parcels that should draw immediate attention, concern, or suspicion:

1. Foreign mail, air mail, or special delivery packages
2. Restrictive markings, e.g., "Personal" or "Confidential"
3. Handwritten or poorly typed addresses
4. Titles but no names
5. Misspelling of "common" names
6. Excessive weight, unevenly distributed weight
7. No return address
8. Excessive postage
9. Excessive masking tape, string, etc.
10. Oily stains or discoloration to packaging
11. Protruding wires or tin foil
12. Rigid envelope

Principal or Leader

1. Isolate the room/area around the suspicious object.
2. Call 9-1-1
3. Enact Heightened Security procedures.
4. Prepare to EVACUATE the school; avoiding the room/area where the object is located.
5. Request law enforcement presence outside the school at the evacuation assembly area.
6. Search evacuation routes for additional suspicious objects.

Unopened and non-leaking package or envelope:

1. Do not open package or object.
2. Do not pass it around to show it to other people.
3. Do not bend, squeeze, shake, or drop package.
4. Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other individuals.
5. Leave the room promptly and prevent anyone from entering.
6. Notify Principal or designee

Leaking package:

1. Do not sniff, touch, taste, or look too closely at the spilled contents.
2. Do not clean up any powder
3. Put the package on a stable surface
4. Leave the room promptly and prevent anyone from entering
5. Wash hands thoroughly with soap and water
6. Notify Principal or designee

Teachers/Staff

1. Alert others of the danger.
2. Move students away from the danger.
3. Account for all students.
4. Follow Heightened Security and/or Evacuation instructions.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Threat of Violence

General Safety Message:

1. Threats of violence can occur when a belligerent or armed person on the school campus bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community.
2. Threats of violence are presented as overt hostility. They may be received by school officials in various forms (written note, email communication, a phone call, or orally from the suspect themselves).

Principal or Leader

1. If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have the students lie down and cover their heads. Keep students calm.
2. If inside a classroom, institute an immediate HEIGHTENED SECURITY. Close all curtains and blinds.
3. Disconnect any school television systems in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
4. Remain with students until the ALL CLEAR is given.

Teachers/Staff

1. If students are outside, initiate REVERSE EVACUATION and bring them inside.
2. Be prepared to escalate into Intruder Response as needed.
3. Report missing students to the office/command post.
4. Keep students calm.
5. Once students are inside the classroom, implement HEIGHTENED.
6. Review ACTIVE THREAT LOCKDOWN plans in case the situation escalates.
7. Report suspicious or concerning activities.
8. Remain with students until ALL CLEAR is given.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Custom Annex

Potential Emergency

Students and Staff will be immediatley alerted of any emergency and safety committee will deliver appropriate directions to safety.

School Safety Team

As identified in this plan, Freire Charter School School has a Safety Team to prepare for, respond to, recover from emergencies and that identifies mitigation and prevention measures that keep the school campus safe and secure.

This Team will develop, maintain and test the School ERP and assist in responding to emergencies that impact their school campus.

Name and Title	Work Phone	Cell Phone	Email	Text Messages?
Ruble Harris, Assistant Head of School	302-407-4800 x 508	302-244-1777	ruble.harris@freirewilmington.org	Yes
Mike Jackson, Counselor	302-407-4800 ext. 504	610-324-7119	michael.jackson@freirewilmington.org	
Brandi Savage	302-407-4800 x 512	302-229-5163	brandi.savage@freirewilmington.org	
Dr. Tamara Perry, Psychologist	302-407-4800	202-494-9290	tamara.perry@freirewilmington.org	
Khyle Nelson, Dean	302-407-4800	302-482-5425	khyle.nelson@freirewilmington.org	
Colandus Francis, Operations Manager	267-583-4460	267-912-5586	colandus@freireschools.org	Yes

Emergency Management Information

Command Post Locations

Type (Interior Command Post, Exterior Command Post)	Location
Interior Command Post	Front Desk:Lobby
Interior Command Post	Cafetorium
Exterior Command Post	External Parking Garage

Non-Secure Areas

Non-secure Area	Nearest Securable Location

Evacuation Rally Points

H Flechter Brown Park
Cafetorium

Off-Site Evacuation Shelters (Relocation Centers)

Name	Address	Point of Contact	Phone Number
H Flechter Brown Park	399 S Park Dr. Wilmington, DE 19801	Nate Durant	215-370-8513
External Parking Garage	205 W. 14th St. Wilmington, DE 19801	Nate Durant	215-370-8513

Severe Weather Shelters

Shelter Areas	Rooms Assigned (optional)
Cafetorium	
Windowless Interior Hallways	Floors 2-3

Freire Charter School
Emergency Response Plan
Part 1: Basic Plan and Policies

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Security Statement

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Overview:

The goal of this Emergency Response Plan (ERP) is to document school-centered emergency management practices, relationships, responsibilities and general strategic considerations for the Freire Charter School Wilmington and to integrate emergency management to sustain educational and support missions.

This plan is based on a multi-hazard approach to emergency planning and addresses general functions that may need to be performed in an emergency. School personnel have the responsibility to protect students, visitors, and other staff members from the effects of an emergency to the extent practical. This involves assuming the primary role in identifying, mitigating, preparing for and responding to hazards.

Concept of Operations

School personnel are likely to be the first at the scene of an emergency. Therefore, The overarching goal of this ERP is to establish guidelines to assist school campuses in their mission to provide a safe and secure environment. This ERP is not intended to replace the responsibility of each campus to develop and test emergency processes, or usurp traditional classroom management.   The Freire Charter School Wilmington Board of Trustees is responsible for overall emergency planning for the District and the Principal is responsible for emergency planning for Freire Charter School Wilmington. The Board of Trustees and Principal may designate individuals to serve as District and School emergency management coordinators to support a strong school-centered emergency management program for Freire Charter School Wilmington.

Priorities in an Emergency

This ERP is designed for use at the school level and is consistent with the guidelines in the District Emergency Operations Plan. In responding to a critical incident, the school shall respond with the following priorities:

1. First Priority: Save Lives
2. Second Priority: Incident Stabilization
3. Third Priority: Property Preservation
4. Fourth Priority: Recovery

The ERP is primarily designed for use by management personnel at the school level; however, it is important for all staff to be aware of their responsibilities in an emergency.

Situations and Assumptions

This ERP is predicated on a realistic approach to the problems likely to be encountered during a major emergency or disaster. Hence, the following assumptions are made and should be used as general guidelines in such an event:

1. An emergency or a disaster may occur at any time of the day or night, on weekends, or holidays, with little or no advance warning.
2. The succession of events in an emergency or disaster is not predictable; therefore, published operational plans, such as this plan, should serve only as a guide and a checklist, and may require modifications in order to meet the requirements of the emergency.
3. An emergency or a disaster may be declared if information indicates that such conditions are developing or probable.
4. Disasters may be community wide. Therefore, it is necessary for the school to plan for and carry out disaster response and short-term recovery operations in conjunction with local resources.
5. Disasters are likely to result in delayed response times and the school should prepare to function independently of outside support in accordance with local, state, and federal guidelines.

Freire Charter School School Summary

Freire Charter School Wilmington is exposed to many hazards, all of which have the potential for impacting the school, causing casualties, and damaging or destroying public or private property. The scope of this ERP is based on the District's Area Hazards Assessment which is part of the District's EOP.

Demographics

Demographic	Number of People
Student Enrollment	474
Total School Staff	54

Student Grade Levels

Grade Level	Number of Classes
Early Childhood	0
Elementary	0
Middle	8
High School	9-12

Other Facilities on the Campus

Facilities	Number of Buildings
Administrative	0
Training	0
Transportation	0
Athletic	0

Area Hazards

This District EOP identifies the following Area Hazards that pose a threat to campuses with the geographic area.

Technological Hazards			
Electrical Failure	Natural Gas Failure	Water Failure	Sewer Failure
Alarm Failure	Communications Failure	HVAC Failure	Information Systems Failure
Natural Hazards			
Hurricane	Tornado	Severe Thunderstorm	Temperature Extremes
Food, External	Earthquake	Ice Storm	Pandemic
Epidemic			
Human Hazards			
Bus Accident	Campus Shooting	Fire	Bomb Threat
Workplace Violence	Hostage Situation	I.E.D./Explosive Device	Acts of Terrorism
Hazardous Materials Incident			
Mass Casualty Hazmat Incident	Large Area Hazmat Spill	Terrorism, Chemical	Radiologic Exposure
Small Casualty Hazmat Incident			

Local Hazards

Type	Location
Brandywine Creek	behind school

Plan Framework

This ERP is a component of the district's comprehensive Emergency Management Suite (EMS). The plan is developed and maintained in EMS and contains three parts.

> Part One: Basic Plan: Includes a statement of purpose, policies and procedures and an overview of the district's emergency management program.

> Part Two: Annexes and Resources: Contains emergency support annexes, which provide information that supports emergency response and management.

> Emergency Response Guides (ERGs): Contains hazards specific guides, emergency contact numbers and emergency management information.

Plan Administration & Maintenance

The Freire Charter School Principal is responsible for approving and ensuring promulgation of this plan. It shall be reviewed annually and updated as needed. In addition to the emergency plan itself, assessments, resources, site mapping data, training programs and resources are contained in the Navigate EMS system. The plan and access to Navigate EMS will be distributed to the appropriate personnel.

Plan Distribution

Name/Agency	Date Delivered
Douglas Scheer / Delaware Emergency Management Agency	10/28/2022
/	
/	
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/	
/	
/	
/	
/	

Vital Record Preservation

To continue normal operations following an emergency or disaster, vital records must be protected. These include:

- Legal documents including plans and contracts

- Financial accountability

- Student accountability
- Other documents deemed vital to school operations

Review

The Principal or designee is responsible for ensuring the development, implementation and revision of this plan. Prior to the start of each school year, the School will complete a review of the Freire Charter School Wilmington Emergency Response Plans (ERP) as well as support documentation. This includes updates to organizational and contact information, ongoing self-assessment results, drills and exercise expectations, and revisions identified as a result of the corrective action plan tasks, as well as policy and procedure reviews and applicable updates.

Readiness Levels

Freire Charter School Wilmington will endeavor to ensure that resources are in place to ensure safety and well-being of students, faculty and staff. When an incident occurs, or severity escalates quickly, readiness actions will occur in rapid succession and some activities may be merged.

LEVEL 4: NORMAL CONDITIONS - Regular campus operations are unaffected.

Emergency incidents occur and local officials are notified. One or more external and/or internal departments or agencies respond to handle the incident. Limited assistance may be requested from them.

An incident command post may be established. School personnel remain alert to hazards and vulnerabilities and share concerns with Administrators and/or first responders.

LEVEL 3: INCREASED READINESS - Regular campus operations are affected slightly, if at all. Incident Command and safety team are alerted.

A situation presents a greater potential threat than Level 4, but poses no immediate threat to District operations, life and/or property. Evolving situations are monitored when protective measures are needed.

Declaration of Level 3 may require the initiation of increased readiness activities within Department and Campus emergency plans. Staff will monitor weather radio, local news media, Internet and other sources through which emergency notification may be relayed and ensure that contingency plans and resources are in place.

Personnel with emergency responsibilities ensure individual and staff readiness. All personnel remain alert to hazards and report unusual activities and safety or security concerns.

LEVEL 2: HIGH READINESS - Incident impact is limited to a specific area or is an off-campus or vicinity event with either a direct or indirect impact upon the campus and/or District. Regular campus operations experience some level of disruption. Incident Command and safety team are activated.

A situation presents a significant potential and probability of disrupting the educational process, threatening school safety and security and/or causing loss of life and/or property. This condition will require some degree of warning to students, staff and parents. Actions could be triggered by either Natural (e.g. weather) or Human Caused (e.g. verified bomb threat) events.

Declaration of Level 2 likely will require the initiation of high readiness activities within the ERP.

The District Emergency Operations Center may be activated with limited staffing. Staff members monitor emergency notification sources, including warning systems, Emergency Alert System broadcasts, weather radio, local news media, social media and other communication sources. School faculty and staff should initiate appropriate protective measures.

All personnel must remain alert to hazards, follow instructions of District and local authorities and report unusual activities or safety/security concerns to their supervisors or command post immediately.

LEVEL 1: MAXIMUM READINESS - Large-scale disruption of District operations occurs. An array of outside agencies and District departments are activated. District EOC is operational, possibly around-the-clock, and a Unified Command System may be required. Multiple Incident Command Posts may be in use and the District may request additional support from outside sources.

Incident Command is in place with coordination between District EOC and Campus Command Post as well as with first responders and local emergency management. Actions could be generated by either Natural or Human Caused events. Maximum readiness actions may be appropriate when situations similar to the following occur:

1. Hurricane Warning: The impact of a hurricane, or severe tropical storm system, is imminent and will require evacuation, shelter and resource activations on a regional or statewide basis. Readiness actions may include continuous situation monitoring, activating decision points and resource request scenarios, assigning staff extra duties and adjusting both staff and school schedules as appropriate, providing parent notification and activating the District EOC.
2. Tornado Warning: A tornado has been sighted within or near District boundaries. Readiness actions include taking immediate shelter, halting all District transportation operations and student dismissals, ensuring student accountability and preparing for search/rescue and damage assessment processes.
3. Violence Threat: Threats are verified or ongoing either on campus or in immediate vicinity. Readiness actions should include close coordination with law enforcement, implementation of Heightened Security or other precautionary measures. Considerations are in place for release from Heightened Security, reunification and accountability. Scene management is turned over to law enforcement with a strong school presence in the liaison and operational roles of ICS. All affected areas should be treated as potential crime scenes.
4. Mass Gathering: Civil disorder is about to erupt into large-scale and widespread violence or a planned event is experiencing considerable disruption. Readiness actions may include requesting additional support of first responders, moving students and staff to safe locations and controlling release of students and restricting access to campuses.

Declaration of Level 1 likely will require the initiation of maximum readiness activities within Department and Campus emergency plans. School staff should initiate response activities including full safety accountability. All staff remains alert to hazards and report unusual activities and safety/security concerns.

Personnel with emergency responsibilities carry out assigned duties. Call back and continuity procedures may be implemented. Campus staff not involved in response or recovery may be released or assigned other duties. Educational activities likely are disrupted.

National Incident Management System (NIMS)

This plan is designed to comply with the preparedness guidelines established in the National Incident Management System (NIMS). NIMS was federally implemented in 2007, and was designed to centralize and coordinate emergency response through the use of standardized terminology and processes. The NIMS system is used throughout the United States to manage and coordinate any emergency response involving more than one agency or jurisdiction. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response.

NIMS established the Incident Command System (ICS) as a standardized organizational structure to establish a unified command and line of authority, with common operational terminology for the management of all major incidents.

ICS is a combination of personnel, facilities, equipment, procedures and communications operating within a common organizational framework to manage the resources required to effectively accomplish objectives related to the emergency or incident. The main concepts behind the ICS structure are:

1. every emergency requires the execution of certain tasks or functions;
2. every incident needs one person in charge;
3. no one should direct more than seven people; and
4. no one should report to more than one person.
5. every emergency needs a command post as a base of operations

Components of the ICS include:

1. Common terms established for organizational functions, resources and facilities;
2. Unified command structure with a common set of objectives and strategies;
3. Modular organization which expands or contracts as the incident progresses;
4. Manageable span of control by one person;
5. Pre-designated incident facilities;
6. Integrated communications;
7. Five-function structure for management of all major incidents.

Direction and Control

During emergency operations, the Freire Charter School School administration retains administrative and policy control over their students, employees and resources. The Superintendent is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response, recovery and continuity operations including inter-departmental processes, such as a common communications protocol, that are designed to facilitate a coordinated effort with both internal and external stakeholders. Freire Charter School School is responsible for having operational plans to support emergency incidents.

Continuity of Administration

Administrators may be unavailable or incapacitated in an emergency. Further, one administrator may need to assume the responsibilities of another, leaving his or her responsibilities to be filled by someone else. Therefore, it is necessary to establish a line of succession. The line should be at least three-individuals deep.

Continuity of Administration Table

Name	Position	Phone Number
Madeline Weckel	Co-Head of School	302-407-4800 ex 513
2. Ruble Harris	Assistant Head of School	302-407-4800 Ext. 508
3. Katie Pollard	Assistant Head of School	302-407-4800

Communications

Establishing reliable communication networks is critical for dealing effectively with any emergency or crisis. Timely contact with law enforcement and other public agencies is necessary for effective response. School staff members and students must be told what is happening and what to do. Parents and families of staff members must be informed about the situation, including the status of their child or family member. Rumors must be quelled. And finally, the media must be informed and kept updated. It is the responsibility of the Superintendent to disseminate information to the public and the responsibility of the Principal to provide timely and accurate updates to the Superintendent. Key components of effective communications are:

Common Terminology

One of the most important reasons for schools to use the Incident Command System is that it provides common terminology. When communicating with schools, families, the community and public safety agencies, the School will endeavor to use plain language and avoid the use of code phrases and acronyms.

Communicating with Families

An important aspect of managing emergencies is communicating effectively with families. This is most effective before an emergency occurs. Some useful strategies include the following:
1. Develop a relationship with parents so that they trust and feel comfortable calling school personnel in the event of emergency.
2. Inform parents about the school's emergency plan, its purpose and objectives. Such information can be included in a school newsletter or informational materials prepared for parents.
3. Develop a list of community resources that may be helpful to parents in the event of an emergency. Publish links to the resources on the school website. Publicize the hotline number

for recorded emergency information.
   4. Identify parents who are willing to volunteer in case of an emergency, include them in preparation efforts, and include them in training.
   5. Be prepared with translation services for non-English speaking families and students with English as a Second Language.

Communicating with the Media

During an emergency, the media are not allowed inside affected district facilities. Assign the media to a designated external area at the site of the emergency to allow full access to the site by emergency response teams. Refer to the Communications Annex for additional guidance.

Drill Program

A Multi-Hazard Emergency Reponses Plan (ERP) is only as good as the ability of students, faculty and staff to execute it. Following the established plan requires a quick and careful assessment of the situation and practiced decisions as to the best course of action. When everyone at the campus regularly practices the plan, school personnel are more confident in making decisions to effectively and efficiently manage an emergency or major incident. With good training and practice, everyone involved will be better able to react appropriately to emergency events.

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The safety and security of Freire Charter School students and staff depends upon everyone knowing what to do when an actual incident occurs. Conducting drills strengthens schools as learning organizations by empowering and creating a culture of preparedness. Drills allow administrators, staff and students to better prevent, mitigate, prepare for and recover from a variety of incidents.

Drills offer students and staff hands-on experience to achieve and maintain proficiency with emergency functions. To be effective, drills need discussion with participants, including students, so that everyone understands what is being done and what improvements still are needed.

Since drills easily can become routine, it is important throughout the school year to seek feedback from staff to identify what works and what parts of the ERP need to be practiced in future drills. It is the responsibility of the Principal to insure all drills are conducted, documented, and that follow-up action plans are developed and acted upon in a timely fashion.

Mandated Drills

Each school shall schedule and complete the minimum drills and evaluate the effectiveness of each:

Drill Type	Frequency (At Least)	Guidance
Fire/Evacuation	One drill each month while school is in session.	One announced drill (during first two weeks of new school year). One drill with special circumstances (scheduled during lunch, class change time, accountability/reunification issues, functional needs, etc.). Test evacuation procedures not usually addressed during fire drills. (Check with your local fire department about receiving fire drill credit for this drill.)
Lockdown/Intruder	Two per year.	First drill conducted in month of September
Tabletop Exercise	One each year.	
Recommended Practices		
Lockdown (Active Threat Lockdown and Heightened Security)	One drill each semester and each summer school session	Practice securing classrooms and discuss Run and Hide options. Allow time after the drill for teachers and students to talk about options and safety considerations. Provide ways for staff to share their own concerns, and those of their students with administrators.
Reverse Evacuation	One drill each semester and each summer school session	Practice bringing students into school and implementing Heightened Security.
Shelter in Place	One drill each semester and each summer school session	Practice moving to designated shelter locations inside the school.

Authorities and References

Authorities and References are listed in the District Emergency Operations Plan (EOP).

Glossary and Definitions

Unless otherwise defined in the ERP, terms have the following meaning:

Term	Definition
Access and Functional Needs	Persons who may have additional needs before, during and after an incident in functional areas, including but not limited to: maintaining independence, communication, transportation, supervision, and medical care. Individuals in need of additional response assistance may include those who have disabilities; are in special education programs; are from diverse cultures; have limited English proficiency or are non-English speaking; or are transportation disadvantaged.
After-Action Reviews	A structured review or debrief process that analyzes what happened, why it happened, and lessons learned or best practices identified, in a forum that includes participants and responsible program managers.
Comprehensive Multi-Hazard Exercise/Drill Program and Schedule	A plan developed by school districts with input from public officials, specialists from other organizations (i.e., Emergency Management, American Red Cross, Fire Marshal, Law Enforcement), and community members to ensure an efficient and effective response to emergencies and disasters.
Continuity of Operations	Program guidance to continue school district business, including instruction and other essential functions in the event of a disruption initiated by natural, human or technological impacts causing the loss of facilities, technology or the workforce.
Corrective Action Plans	Plans designed to support accountability in the implementation of procedures based on lessons learned and after-action reviews from actual incidents or from training and exercise.
Disability	The term refers to a person (child or adult) who has a physical or mental impairment that substantially limits one or more major life activities; a person who has a history or record of such impairment; or a person who is perceived by others as having such impairment. The term 'disability' has the same meaning as that used in the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and The Individuals with Disabilities Education Act (IDEA).
Drill	An action designed to test and to maintain skills in a particular operation or component of an EOP. Examples may include evacuation drill, Heightened Security drill, weather drill, shelter-in-place drill, reverse evacuation drill, and bus evacuation drill.
Emergency Management Programs	An integrated approach to the management of emergencies using the four emergency phases (mitigation/prevention, preparedness, response, and recovery) and for all types of emergencies and

Term	Definition
	disasters (natural, technological or human-caused).
Emergency Supplies	A collection of basic items needed to stay safe and be more comfortable during and after a disaster. These supplies should be stored in a portable container(s) in an accessible area to ensure availability in an emergency. Supply kit contents should be inventoried and restocked annually. Supply kit can include but is not limited to the following: First Aid Kit (bandages, medicine, and sanitizers), Emergency Tool Kit (hammer, ax, nails, putty, and duct tape), food, and water, Go Kit (master key and extra set of keys), and AEDs.
Exercise	An event designed to practice and test procedures that may be used in an emergency in order to improve performance and identify deficiencies. Examples of exercises may include drills, table top, functional and full scale.
Facility	Any district owned or leased building, works system or equipment with certain improved and maintained natural features.
Hazard	Any real or potential condition that can cause injury, illness or death of any personnel, or damage to or loss of equipment or property.
Hazard Analysis	A systematic identification and analysis process of existing and potential hazards. A hazard assessment is part of the emergency planning process and serves as the basis for developing Emergency Operation Plans.
Health Control Issues	Programs, policies, and procedures designed to mitigate and prevent widespread health emergencies or threats, including but not limited to programs for immunizations, maintenance of immunization record, health department regulation compliance, written AED policies, posted hand washing signs, readily available soap and hand sanitizer, and proactive School Health Advisory Committee.
Incident Command System	A system to coordinate Emergency Management Suite and incident management among various federal, state and local agencies. Enables facilities, equipment, personnel, procedures and communications to operate within a common organizational structure and aid in the management of resources and planning during incidents, unhindered by artificial jurisdictional boundaries.
School District (SD)	Created in accordance with Florida law, each school district has primary responsibility for implementing the state's system of public education and ensuring student performance. An SD is governed by a board of trustees who, as a body corporate, oversees the management of the district and ensures that the superintendent implements and monitors plans, procedures, programs, and systems to achieve appropriate, clearly defined, and desired results in the major areas of district operations.
Inter-Jurisdictional Agreement	A written agreement between governmental entities to facilitate obtaining resources (personnel, equipment, supplies) needed to deal with an emergency.

Term	Definition
Interoperability and Compatibility	A principle of the National Incident Management System (NIMS) that holds that systems must be able to work together and should not interfere with one another if the multiple jurisdictions, organizations, and functions that come together under the NIMS are to be effective in incident management. Interoperability and compatibility are achieved through the use of such tools as common communications and data standards, digital data formats, equipment standards, and design standards.
Interagency Collaboration	Two or more divisions of government (i.e., school district, fire department, etc.) or nongovernmental organizations (i.e., private contractor, business, etc.) working together for a common purpose.
Local-Level Stakeholders	Local stakeholders are considered representatives of such governmental entities as city or county government, other municipalities, school districts, first responders (police, fire, emergency medical), health departments and similar organizations, as well as representatives of the private sector and local volunteer organizations.
Memoranda of Understanding	A Memorandum of Understanding (MOU) or equivalent documents are written agreements that define the responsibilities of each party, provide the scope and authority of the agreement, clarify terms and timelines and outline compliance issues. Situation and need dictate the best type of agreement or whether one even is needed. Usually must be approved by the governing board or council of each agreeing agency / jurisdiction.
Mutual Aid Agreement	Commits participating parties to a mutually beneficial, cooperative agreement based on principles of contract law that support protecting lives and property. In most circumstances, participating parties provide resources, materials or services during emergency events with the idea that there will be a future reciprocal exchange of roughly comparable value, if and when required.
National Incident Management System	A systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. NIMS includes a core set of concepts, principles and terminology.
Operational Plans	Processes included in District or campus level plans to provide roles and responsibilities, tasks, and actions required of the school district and support organizations or agencies during a response; provides the framework for tactical planning.
Professional School District Employee	A superintendent, principal, teacher (including a substitute teacher), supervisor, social worker, counselor, nurse, bus driver, student intern, member of the board of trustees and teacher's aide employed by a school district. Any other person employed by a school district whose employment requires certification and the exercise of discretion.

Term	Definition
Preserve Evidence	Practice of ensuring that potential evidence is preserved.
Public Information	Public Information consists of the processes, procedures and systems to communicate timely, accurate and accessible information on the incident's cause, size and current situation to the public, responders and additional stakeholders (both directly affected and indirectly affected). Public Information platforms include coordination via traditional and social media platforms.
Resource Management	Coordination and oversight of the application of tools, processes, and systems that provide incident managers with timely and appropriate resources during an incident. Resources can include personnel, teams, facilities, equipment, and supplies.
Reunification	A process to return students to their parent or guardian while maintaining order and accountability after an incident.
Risky Behaviors	Actions that have been identified as precursors to violent or criminal behavior.
Safety	A condition of being safe from undergoing or causing hurt, injury, or loss.
Safety and Security Audit / Ongoing Self-Assessment	A process that systematically measures the conditions of each campus and facility including: physical safety and security, school climate, Emergency Management Suite and access control.
School Climate	The quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.
School Safety and Security Committee	A working group that meets regularly to participate on behalf of the district in developing and implementing emergency plans consistent with the district Multi-Hazard Emergency Operations Plan and ensures that the plans reflect specific campus, facility or support service needs.
Security	The quality or state of being secure as freedom from danger.
Staff	School district personnel including, but not limited to teachers, substitute teachers, paraprofessionals, food services, custodial staff, counselors, social workers, school based law enforcement, support service staff, principals, nurses, bus drivers, and school administrators.
State-Level Stakeholders	State stakeholders are considered representatives of such entities as State Fire Marshal's Office, Florida Education Agency, Office of the Attorney General, Department of State Health Services, and Department of Public Safety, Department of Homeland Security, and Office of the Governor.
Stakeholders	Individuals or organizations with a legitimate interest in a given situation, action, or enterprise as well as a party who affects, or can be affected by, an entity's actions.

Term	Definition
Strategic Plan	Processes included in District Multi-Hazard Emergency Operations Plans that detail emergency management responsibilities over the long-term; driven by guidance from senior leaders and established planning priorities; sets the context for operational planning.
Systematic	Having, showing, or involving a system, method, or plan arranged in or comprising an ordered system.
Tactical Plan	Processes included in campus plans that detail the personnel, equipment, protective actions and resource management involved in incident response.
Threat	An indication of possible violence, harm, or danger.
Warning Signs of Violence	Include a history of violent behavior, direct or indirect threats, intimidating behaviors, possession of weapons, or sudden change in behavior due to a triggering event.

Freire Charter School

Emergency Response Plan

Part 2: Annexes and Resources

Communications Annex

Communications

The ability to communicate is a critical part of emergency management and site security. This Annex should be maintained to accurately reflect the district's communications assets, and procedures.

COMMUNICATION TOOLS

1. Standard telephone - A standard telephone plugged into a standard jack may work even when the electrical power is off. Designate a school telephone number as a recorded "hot line" for parents to call for information during emergencies. The goal is to keep other telephone lines free for communication with first responders and others.
2. Cellular telephones - These phones may be the only tool working when electric service is out; they are useful to administrators and staff who may be travelling to or from a site.
3. Mass Messaging - This web-based communication tool allows for mass messaging of groups, such as staff or families. This can be an effective way of reaching large numbers of people.
4. Social Media - Social media sites, such as Facebook and Twitter, are extremely effective ways to reach large numbers of people. Because information that is posted is public, care should be taken to ensure the messages are accurate and consistent with other communications. Social media should be viewed as an ongoing strategy and not only used for emergency messaging.
5. Intercom systems - Ideally, systems should include teacher-initiated communications with the office using a handset rather than a wall-mounted speaker.
6. Bullhorns and megaphones - A battery-powered bullhorn or megaphone should be part of the school's emergency toolbox to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
7. Two-way radio - Two-way radios provide a reliable method of communication between rooms and buildings at a single site. Train all staff fully to operate the two-way radio.
8. Computers - A wireless laptop computer may be used for communication both within the school and to other sites. E-mail may be a useful tool for updating information for staff, other schools in an affected area, and the District Superintendent. Post information such as school evacuation, closure or relocation on the home page of the school and district website.
9. Fax machines - Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations can be faxed and returned in emergencies.
10. Alarm systems - Bells or buzzers which may be sounded in different ways to signal different types of emergencies - for example, fire, lockdown or special alert (with instructions to follow).

Handling Rumors

People are going to talk about an emergency and without facts, people speculate. Rumors create a negative perception of the school's ability to manage an emergency. The most effective strategy for combating rumors is to provide facts as soon as possible:

1. Identify and notify ALL internal groups including administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, bus drivers, etc. These are primary sources of information who are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they have accurate information because what they know will be passed on. A

faculty/staff meeting should be held before staff members go home so that information about the scope, cause of and response to the emergency can be clearly communicated.
2. Clerical staff who answer the telephone at the school and at the District Office must know what information can be shared and what information is considered confidential. They must also be kept informed about inaccurate information that is circulating so they can help correct misinformation. Designating staff to answer calls helps control the circulation of misinformation.
3. Use of key communicators in the community will also combat rumors. A telephone tree, news release or a briefing held especially for identified community representatives directly associated with the school will help convey accurate information.
4. The media can also help control rumors; ask reporters to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
5. After an immediate emergency has passed, a public meeting may be helpful.
6. It provides an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may help restoring the community's confidence in the school's ability to manage emergencies and to provide a safe environment.
7. If the incident involved damage or destruction, schedule an open house for parents and other community members to see the school restored. This will help everyone put the emergency behind them.

Public Information

Media Crisis Communication Guidelines

During an emergency, the media are not allowed inside affected district facilities. Assign the media to a designated external area at the site of the emergency to allow full access to the site by emergency response teams.

Most news people are sensitive when reporting emergencies that occur in school settings and are interested in doing a reputable job. The following suggestions will promote clear communications with the media:

1. Identify and assign a Public Information Officer or single information source.
2. Direct media representatives to one area where briefings can take place.
3. Instruct all staff to refer all information and questions to the Public Information Official or Media Liaison or District Office. Remind staff that only designated spokespeople are authorized to talk with news media.
4. Insist that reporters respect the privacy rights of students and staff. Answer questions within the limits of confidentiality.
5. Take initiative with news media and let them know what is or is not known about the situation.
6. Emphasize school's/district's good record.
7. Speak to reporters in plain language (English) - not in "educationese."
8. If the emergency is a death, Principal should consult with the deceased student/staff member's family before making a statement about the victim.
9. If there is involvement with a criminal case, work in conjunction with law enforcement.
10. When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.
11. Don't try to "kill" a story; don't say "no comment;" don't speculate; don't pass blame.
12. Contact District Support Team to regularly update.
13. Delay releasing information until facts are verified and the school's position is clear.
14. Assign sufficient staff to handle phones and keep a log of calls and personal contacts.
15. Express appreciation to all persons who helped handle the emergency.

Prepare statements about the situation to avoid ad-libbing. Important points to make are:

1. preparedness of the school;
2. coordination of efforts with community agencies;
3. access to information for parents;
4. responsible immediate action taken by school representatives (including those in positions of authority); and
5. support provided for students at the school.

Always provide a phone number to call for additional or updated information.

Interviews

All interviews with those involved in the emergency must be scheduled through the District Office.

Media requests for student interviews should be made through the District Office. Media interviews with students require parental consent and approval from the Superintendent's Office. When requests for student interviews are granted, the interview will be conducted at a district designated site to minimize the loss of instructional time and disruption to the learning environment.

A district representative may be present at any individual interview. In-depth interviews will be recorded and transcribed.

All information will be "on the record" and there will be no "unidentified sources" for information relating to the emergency. Any source of information is to be identified by name to ensure that the information can be verified if there is a question about its accuracy.

The district will not respond to rumors, speculation or unverified information that has not been provided by a designated spokesperson.

Authorized Spokesperson

A district spokesperson will be designated for the emergency based on its nature and location. The spokesperson will serve as the primary source throughout the emergency for any operational details.

To facilitate access to information when the spokesperson is not available, the appropriate district staff will convey authorized information to the media through press releases.

Describe the communications systems used in by the district:

Communications Systems

Description	Custodian/Administrator
Facebook	N/A
Twitter	N/A
Mass Messaging	On-Site
Bull Horn	On-Site

Description	Custodian/Administrator
School Radios	On-Site
Public Safety Radio	On-Site

Health & Medical Annex

Automated External Defibrillators (AED)

The purpose of this program is to establish guidelines for the placement, care and use of Automated External Defibrillators (AED). This program pertains to AED(s) located in schools or other District facilities. The procedure is provided for District employees trained to respond to a victim of a sudden cardiac arrest.

AED LOCATION

1. Each site will be evaluated for the best placement of the AED. The AED placement will be determined by the site administrator or their designee, School Nurse Coordinator, Coordinator of Health and Physical Education, the Security Coordinator and local EMS.
2. Each facility employee where AED(s) are assigned will know the location(s) of the AED.
3. The location of the AED will be clearly marked.
4. The AED will be accessible at all times during the school day.
5. Contracted and other community activities are not guaranteed access to the AED as part of standard rental contracts.

EMERGENCY PROTOCOL

1. The First Responder who comes to the aid of the victim should:

   - Note the time of the event.

   - Follow First Aid/CPR with AED training protocols.

   - Provide the sequence of events to EMS when they take over the scene.

2. The second person who arrives should:

   - Bring the AED to the site and assist the First Aid Attendant or First Responder.

3. The third person who arrives should:

   - Record the events that occur and minimize traffic in the area.

4. Upon arrival of the Emergency Medical Services (EMS), the EMS will become the responsible authority when they tell the responder they have taken over for the care of the patient. Responding personnel will assist as needed.
5. In the event that the victim is a student, a District employee is to accompany the student to the hospital and will remain there until a parent or guardian arrives.
6. The Superintendent, Executive for Student Services, and the School Nurse Coordinator should be notified as soon as possible.
7. The trained employee responder who utilizes the AED shall complete the AED Incident Report

within 24 hours or the next business day following the event.
8. Post Incident

- The AED must be thoroughly cleaned of any substances that may have contacted the device. The employee responsible for this shall don protective gloves and use an approved sanitizer to clean the AED.

- All preparation devices (i.e. electrodes, protective gloves, shaving razors, etc.) that were utilized during the emergency event must be replaced before returning the AED to service.

School Medical Team

The School Medical Team assists the school nurse in providing basic first aid to students.

Last Name	First Name	Phone Number	Position
Theora	Wisher	302-407-4800	Nurse

First Aid Kits

Identify the person responsible for maintaining the first aid kits.

First Aid Kit Manager

Location	Expiration Date	Maintained By
Nurse's office		Nurse - newer kit on order and updated upon arrival

AED Locations

Identify the person responsible for maintaining the AEDs.

AED Manager

Location	Expiration Date	Maintained By
Nurse's Office		Nurse - pads expired and new ones on back order,will update

Functional Needs Population

Freire Charter School is committed to the safe evacuation and transport of all students and staff. The school recognizes that some members of its population may need additional assistance during and after an emergency. Those who may need additional assistance may have physical, sensory, mental

health and cognitive and/or intellectual disabilities affecting their ability to function independently without assistance. The functional needs population includes, but is not limited to, students/staff with:

Limited English proficiency,

Blindness or visual disabilities,

Cognitive or emotional disabilities,

Deafness or hearing loss,

Mobility/Physical/Medically fragile disabilities (permanent and temporary),

Allergies (including asthma and severe allergies).

These numbers will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff who require additional assistance during an emergency will be identified by the Nurse, IEP and safety team and is available with Katie Pollard, Academic Supports.

A list of staff members that have been trained and assigned to assist the functional needs population during drills, exercises and incidents is available in the FCSW Staff Directory, electtronically.

Mental Health Annex

1/25/21 The Mental Health is included in the Medical Annex and is part of each school's emergency plan as well as in the District plan.

Each building will have a Crisis Intervention Team that will operate in coordination with other building and district appointed teams. The Crisis Intervention Team addresses the emotional needs of the students and staff. In that capacity, the team must be able to make rapid assessments of student and staff needs, provide family outreach, plan and carry out appropriate interventions, use individual and group strategies, and make referrals to mental health resources as appropriate. The team is also a key component of the school threat assessment process, helping to identify those who pose a threat to themselves/others, then helping to develop appropriate interventions and responses.

The objectives of Crisis Management are:

Before the disaster/critical event:
1. Build community at school
2. Identify, monitor, and support at-risk students and staff
3. Develop ties with mental health and other community resources that support the emotional well-being of children

During the disaster/critical event:
1. Protect - children by shielding them from:

   - Bodily harm

   - Exposure to traumatic stimuli (sights, sounds, smells)

   - Media exposure
2. Direct-ambulatory students who are in shock and dissociative

   - By using kind and firm instruction

   - To move away from danger, destruction, and the severely injured
3. Connect

   - To you as a supportive presence

   - To caregivers

   - To accurate information
4. Triage for signs of stress that jeopardize safety
5. Segregate survivors based on exposure level
6. As appropriate, activate the Regional Homeland Security Mental Health Response System
7. Begin psychological first aid, including the work to reestablish the perception of security and sense of power

After the disaster/critical event:
1. Reunite the students with caregivers as soon as possible
2. Reestablish a calm routine

3. Restore the learning environment
4. Continue with psychological first aid
5. Provide responsive crisis and grief counseling
6. Initiate referrals to mental health professionals
7. Provide information and psycho-educational materials to families/caregivers
8. Assist in community efforts to provide support for families

Before, during, and after the disaster/critical event:
1. Provide ongoing support
2. Teach stress management
3. Provide empowering activities

Crisis Intervention Team Members:

This section will include the lists of CIT members for each school building in the district including the leader for each team. When appointing the CIT, consider persons who have:

1. Understanding of school mission
2. A sense of responsibility beyond routine
3. Ability to establish rapport quickly
4. Ability to listen to difficult feelings and experiences of others
5. Clear about feelings, thoughts, biases
6. Maintain confidentiality
7. Aware of limitations
8. Aware of the need for self-care
9. Ability to support persons with special needs
10. Understanding of the cultural diversity within the community

The CIT team may be made up of individuals from a range of school staff who meet the above criteria including: school counselors, psychologists, social workers, school nurses, teachers, special education professionals, language learners, school resource officers or other law enforcement. Also consider that some maintenance and dietary staff form a special bond with students and may be willing to be trained and act in this capacity. This team will be led by a knowledgeable school-based mental health professional such as the school counselor, social worker, or psychologist.

Before the Critical Event

Mitigation:

The Crisis Intervention Team is involved in on-going mitigation by working to develop resilient students and staff through integrated curriculum and social skills development. Resilient individuals are better able to cope with disaster and their recovery is expedited. (Also see, "The Road to Resilience:" https://www.apa.org/helpcenter/road-resilience). Conduct on-going screening of students for symptoms of post-traumatic stress disorder, anxiety disorder, or depression. Attend to bullying situations, provide programming that assists students in developing respectful relationships with others, and assess the overall climate and culture of your school.

Address these baseline conditions to improve the response to future events. Students who have been exposed to life threatening violence in their day-to-day lives will generally have:

1. Lower grade point averages
2. More negative comments in their school records

3. More absences

Timely identification and intervention with students experiencing academic, social and behavioral difficulty is an integral part of the mitigation effort. Mitigation supports efforts to prevent or reduce violence against self and others.

The Team will also develop ties with professional mental health resources in the area.

Parents:

The CIT will provide information to parents about likely responses to a disaster situation or critical event that children may undergo developmentally as well as information about the planned response if an event should happen.

Mental Health Resources:

The school district's written agreements with other community resources that the school could call upon in an overwhelming crisis situation should be listed here.

Notes for preparing the table:
1. Consider requesting responding agencies to be trained in psychological first aid.
2. Attach letters of understanding or memos of understanding with the community agencies or other schools that might assist.
3. Outside teams support the school's Crisis Intervention team in self care and assist in the development of letters, brochures, etc. that need to be sent to families. A "back-up" team supports and develops these needed resources while the local district's CITs work directly with the students.

Organizations that the school should consider include:
1. Supporting schools and neighboring school district teams
2. Local community mental health centers
3. Local College and University resources
4. Private mental health agencies
5. Chaplains and pastors with the appropriate training

Other regional, state and national resources may be requested through:

1. Regional Support and Assistance Teams where available
2. (NEAT) - National Emergency Assistance Team through the National Association of School Psychologists (http://www.nasponline.org/resources/crisis_safety/index.aspx)
3. NOVA, the National Organization of Victim Assistance:

   - Call upon a NOVA (National Organization for Victim Assistance) Community Crisis Team for assistance as necessary. Contact information for the national NOVA headquarters in Washington, D.C. is 703-535-6682. NOVA services include:

   - Immediate assistance within 24 hours

   - Planning coordination with emergency responders

   - On-site, one-to-one companioning

- On-site community group crisis intervention

In major catastrophes, it is recommended practice to establish a family assistance center where friends and families of loved ones can go to receive continuing updates on what is happening with rescue or recovery efforts, as well as to receive other information and obtain resources, including: family companioning, assistance in visiting the disaster site, crisis intervention, mental health referrals, assistance in filing for victim compensation, assistance with emergency financial needs and assistance with filling out forms for expedited death certification.

Training

The CIT will be part of the overall all-hazards drill and exercise plan. A mental health objective will be included in the exercise plan. Additionally, the CIT includes plans for new team member orientation on a regular basis and including community partners in the exercises. This plan guides

1. Ongoing training and exercising for the CIT
2. Training for all staff on referral of others and self-referral
3. Educating all staff about common stress reactions they may observe in the classroom
4. Training for special education teachers and facilitators regarding stress reactions of children with special needs

During the Critical Event

The job of the Crisis Intervention Team is to pay attention to students, staff, and parents, watching for signs of distress that jeopardize safety, and to activate mental health resources to intervene as appropriate in support of students, staff, and parents.

Psychological responses of survivors may include:

1. Irritability, anger
2. Self-blame, blaming others
3. Isolation, withdrawal
4. Fear of recurrence
5. Feeling stunned, numb, or overwhelmed
6. Feeling helpless
7. Mood swings
8. Sadness, depression, grief
9. Denial
10. Concentration and memory problems

Physiological responses of survivors may include:

1. Change in appetite
2. Headaches, chest pain
3. Diarrhea, stomach pain, nausea
4. Hyperactivity
5. Nightmares
6. Change in sleep patterns
7. Fatigue, low energy

These responses are common initial reactions to a critical incident. Be cognizant of students with pre-existing characteristics that might make them more vulnerable.

For some survivors the symptoms persist for weeks and months, resulting in chronic problems [including Post Traumatic Stress Disorder (PTSD)] if not dealt with effectively. While it is the job of the mental health professionals to whom we refer our needy students and staff members to diagnose mental health conditions like PTSD, it may be useful for the Crisis Intervention Team members to know the diagnostic criteria from the Diagnostic and Statistic Manual IV-TR), American Psychological Association for PTSD:

1. The person has been exposed to a traumatic event

    - Threat to physical integrity of self or others

    - Response of intense fear, helplessness or horror

    - Children may show disorganized or agitated behavior
2. The traumatic event is re-experienced (1 or more)

    - Intrusive recollection of the event

    - Young children may engage in repetitive, trauma-linked play

    - Dreams of the event

    - Children may report frightening dreams without recognizable content or dreams of monsters

    - Acting as if or feeling that the event is recurring

    - Young children may show trauma-specific reenactment

    - Intense psychological distress to exposure to trauma cues

    - Physiological reaction to exposure to trauma cues
3. There is avoidance of trauma cues and numbing of responsiveness (3 or more)

    - Avoid threats, feelings, conversations of trauma

    - Avoid activities, places, people linked to trauma

    - Can't recall important aspects of trauma

    - Less interest or participation in important activities

    - Feeling of detachment/estrangement from others

    - Restricted range of feelings

    - Sense of foreshortened future
4. Persistent increased arousal (2 or more)

- Difficulty sleeping

- Irritability or outbursts of anger

- Difficulty concentrating

- Hypervigilance

- Exaggerated startle response
5. Disturbance lasts longer than one month
6. Distress causes significant distress or impairment

While many students and staff may show some short-term stress responses, most will recover without developing a psychiatric condition.

The Crisis Intervention Teams must be prepared to do the right things in those first few hours following a disaster to limit the stress level of students and staff. Initially the priority must be given to reestablishing a feeling of security. The perception of security and a sense of power must be restored before the trauma can be addressed through appropriate intervention:
1. Provide adequate site security. Security and safety measures need to be concrete and visible.
2. Control the flow of information to protect against unnecessary re-exposure to the trauma
3. Work together to mitigate future recurrences

Guided classroom discussion in a supportive environment (sometimes referred to as Group Crisis Intervention) is the simplest and most natural group intervention following a crisis. Prior to any discussion, triage students for exposure to violence and regroup those most exposed. The classroom discussions follow these steps:
1. Introduction-state purpose; set rules so that the process is confidential, voluntary, and safe
2. Explorations-ask students to describe their initial reactions to what they saw, heard, and felt
3. Information-summarize perceptions, clarify misconceptions, dispel rumors, normalize experiences and reactions, provide appropriate accurate information, suggest stress management strategies

The classroom discussions should be facilitated by mental health professionals if they are available. The school counselor, school psychologist or social worker will normally make these arrangements and may serve as the facilitator. Under some circumstances, when professional mental health resources are not available, each classroom teacher may need to facilitate the discussion on their own. The students will initiate discussion when they are ready. This is most likely to occur in grade three on up during the period 24 to 72 hours after the traumatic event.

Some staff and students may need the help of a community-based mental health professional in coping with the disaster. Ask the teachers to utilize a Mental Health Referral Form to inform the school-based mental health professional regarding the students who need help.

When the building Crisis Intervention Team (CIT) needs help, they should first request support from the district CIT.

After the Critical Event

Critical Incident Stress Debriefing is an intervention that has suffered a recent decline in popularity due to conflicting research studies about its effectiveness and findings that it may, in certain cases, inhibit

individuals' recovery from trauma. At this time there is not enough evidence to support its use with children. An alternative intervention supported by the National Child Traumatic Stress Network is Psychological First Aid. A summary of techniques (taken from Child Trauma Toolkit for Educators at http://www.nctsnet.org/nccts/nav.do?pid=ctr_ctte) follows. Additional information about children's responses to traumatic events can be accessed at the NCTSN website: www.NCTSNet.org and in the Psychological First Aid, Field Operations Guide, 2nd. Edition, http://www.nctsnet.org/nccts/nav.do?pid=typ_terr_resources_pfa

Preschool Through Second Grade

1. Provide support, rest, comfort, food, opportunity to play or draw
2. Reestablish adult protective shield by providing reassurance that adults will keep them safe and take care of their needs
3. Help clarify or correct any misconceptions that they might have regarding the event
4. Help children label their feelings (e.g., sad, mad, scared, confused) and identify what is bothering them
5. Help to verbalize general feelings and complaints (so they will not feel alone with their feelings)
6. Separate what happened from physical reminders (e.g., monkey-bars, parking lot) to counter children attributing magical qualities to traumatic reminders
7. Encourage them to let their parents and teachers know when thoughts and feelings interfere with learning
8. Provide consistent caretaking (e.g. assurance of being picked up from school, knowledge of caretaker's whereabouts)
9. Tolerate regressive symptoms for the first several days, then utilize supportive intervention and referral
10. Give explanations about the physical reality of death

Third Through Fifth Grade

1. Support all students. For those who want to discuss the event, facilitate their discussion. Utilize the worksheet. Address any preoccupations with their own actions during the event or feelings of responsibility and guilt.
2. Help to identify and articulate traumatic reminders and anxieties; encourage them not to generalize
3. Permit them to talk and act it out; address distortions, and acknowledge normality of feelings and reactions
4. Encourage expression of fear, anger, sadness, in your supportive presence
5. Encourage them to let teachers know when thoughts and feelings interfere with learning
6. Support them in reporting dreams, provide information about why we have bad dreams
7. Help to share worries; reassurance with realistic information
8. Help to cope with the challenge to their own impulse control (e.g. acknowledge "It must be hard to feel so angry")
9. Offer to meet with children and parent(s) to help children let parents know how they are feeling
10. Encourage constructive activities on behalf of the injured or deceased
11. Help to retain positive memories as they work through the more intrusive traumatic memories so that they will not feel overwhelmed by their grief responses

Sixth Grade and Up
1. Support all students. For those who want to discuss the event, facilitate their discussion. Utilize the worksheet. Address feelings about the event, and realistic expectations of what could have been done.

2. Help them understand the adult nature of these feelings; encourage peer understanding and support
3. Help to understand their acting out behavior as an effort to numb their responses to, or to voice their anger over, the event
4. Address the impulse toward reckless behavior in the acute aftermath; link it to the challenge to impulse control associated with violence
5. Discuss the expectable strain on relationships with family and peers
6. Elicit their actual plans of revenge; address the realistic consequences of these actions; encourage constructive alternatives that lessen the traumatic sense of helplessness
7. Link attitude changes to the event's impact
8. Encourage postponing radical decisions in order to allow time to work through their responses to the event and to grieve.

Parents

Keep the parents of surviving students involved. Strategies for preventing secondary stress and mitigating primary stress reactions to a critical incident will include information sent home to assist parents in observing their children and helping them cope. Notify parents of staff concerns, stay in close communication with them, and elicit their help in monitoring the students.

School interventions following a crisis are normally effective educational experiences designed to encourage learning about one's own and others' perceptions and feelings following critical incidents. However, when the intervention following an incident is intended to be counseling, parent permission is normally required. Provide the parents a permission form as follows:

I hereby give permission for my son/daughter _____ to participate in a group discussion regarding the _____ incident that occurred on _____ at school. I understand that the discussion will be led by _____.

For students who are traumatized, but whose parents refuse to provide permission for individual or group counseling, the CIT should work with the parents regarding appropriate measures for their child. If a parent refuses assistance and the student is neglected and/or dangerous to himself or others, appropriate referrals to Children's Services for intervention are needed.

During the first days following the disaster the Crisis Intervention Team, with the support available from mental health professionals, will survey the survivors for traumatic exposure. Keep the students' varying levels of exposure (i.e., some who saw injuries/death and others who were absent or not exposed to the event) in mind when organizing a group discussion. Consider breaking the class into smaller groups by degree of exposure for the discussion. If some students avoided exposure to the traumatic event, you do not want to subject them to full details of their classmates' exposure. Student and staff responses to the incident may not be apparent immediately, therefore their level of exposure should be considered if delayed responses occur.

Off Site Responses

This section will include information about the CIT response and role in a critical incident that occurs away from the school site. Besides involvement in the school setting with other students, the team will:

1. Identify methods to work with the reunification team
2. Identify methods to maintain a presence at the hospital emergency room, family assistance center or other sites as needed

3. Establish a CIT communication protocol

Death Notifications

Under normal circumstances, law enforcement, a coroner or medical examiner would provide death notifications to family members of the deceased. However, in a significant event where first responders are unable to respond to the school, the school administrators may have to work with the families of those that they have confirmed as deceased in the event. The school administrator and/or his designee(s) (which may be crisis intervention team members) may have to provide death notifications to parents and spouses of staff members until law enforcement, the Red Cross, medical responders, or mental health professionals assume that responsibility.

If the notification takes place at the school, find a private place to meet with the parents/family members of the deceased. The notification should be made in person following these parameters whenever possible (NOVA pages 6-90 and 91):

1. Make the notification in pairs
2. Do not take personal items of the deceased with you to do the notification
3. If you or your partner were involved at the scene of the death, try to make sure that your clothes (or appearance) are not disheveled or bloody.
4. Introduce yourself and your partner, and be prepared to present credible identification, if appropriate.
5. Confirm that the person you are talking to is the appropriate person to be notified.
6. If you visit the home of a survivor, ask to enter the home before making notification.
7. Encourage survivors to sit and sit down with them when you talk to them.
8. The person making the actual notification should take the lead in all of the discussion. The person assisting the notifier should monitor the survivors for danger signs to themselves or others and be prepared to care for any children.
9. The notifier should tell the survivors simply and directly. For most people, your appearance, your demeanor, and the ritual involved will give them clues that something horrible has happened. Do not prolong natural anxiety. Leave no room for doubt or false hope: "We have come to tell you your son was killed when a man opened fire on a bus as your son was going to school. I am so sorry."
10. Be prepared to present confirming evidence in a convincing fashion in the face of denial.
11. Focus on immediate needs of survivors. If survivors want, help them notify others.
12. Do not leave survivors alone. Leave them with someone and with a "safety net."

Funerals and Memorials

The school's policy regarding funerals and memorials will support the students, staff and families with the grieving process and will facilitate recovery.

Funerals: The Crisis Intervention Team may assist in developing the policy that applies to all students and faculty regarding allowing funerals at school.

Memorials: "What is done for one must be done for all." This policy should address temporary and permanent memorials. In considering temporary displays, such as locker decoration or banners, the policy should address the kinds of displays, how long they will be displayed, and where displays will be permitted. In considering permanent memorials the types, size, and location of memorials should be addressed.

Notes: Some schools allow, and others do not allow memorials like benches, tree planting, etc. Others allow dedicated library books or scholarships. Take into consideration when developing the policy that it applies to all students and staff regardless of the cause of death, and that considerations regarding the longevity of the memorial are taken into account, for example, what happens to a particular memorial if the school is rebuilt elsewhere, what caretaking will be required, etc.

School policy will address handling graduation commencements, the empty chair when a student dies, etc. (Students sometimes feel angry when the student's chair/desk and locker name are removed too soon. It may feel like abandonment to them; therefore, sensitivity is required regarding how this is done. Some schools choose to leave the desk for a while and then eventually rearrange the room and sitting arrangements.) The policy or references to it will be included in this section.

Suicide

Suicide is preventable. Suicide intervention requires the knowledge of suicide warning signs and risk factors, as well as the willingness to accept heavy responsibility.

Recovery

The school Crisis Intervention Team will be involved with long-term recovery for the students, staff, and family. Some considerations are "triggers" or reminders of the event for students and faculty and the anniversary of the event. Triggers could be sights, sounds or smells, times of day, specific weather patterns, etc.

The school will plan whether to commemorate the anniversary date depending on the traumatic event. Even if nothing is done formally by the school system, the anniversary date may be a trigger for those who were involved or close to the critical incident. The CIT should be aware of this potential and consider ways to support students and staff.

Public Health Critical Event

The CIT will plan for public health outbreaks and the effects that these unique events may have on students and staff. Especially critical to consider is a pandemic flu event that could affect as much as 40% of the school population including staff and students.

Funding Sources

At times the incident/disaster is so large that outside resources are needed for an extended amount of time. The CIT is responsible for generating grant applications to support mental health recovery.

Evaluation and Recognition

The CIT will meet after the incident to discuss their response in terms of the successes and difficulties in implementing the annex/plan. A member should be appointed to represent the team on the Emergency Management Teams review of the event and to participate in the after-action review and report.

When the CIT meets, the team leader should also provide information about stress management and responses that team members might have in the aftermath of the incident. The team leader should also take this time to recognize the importance of the CIT's response and the contributions of each team member.

References

1. APA (American Psychological Association), Diagnostic and Statistic Manual-IV
2. Kendall Johnson, School Crisis Management: A Hands-on Guide to Training Crisis Response Teams. Alameda, CA: Hunter House Publishers, Second Edition 1993, 2000.
3. NASP (National Association of School Psychologists), Best Practices in School Crisis Prevention and Intervention. Bethesda, MD: NASP Publications, 2002, chapters 26-27
4. NCTSN (National Child Traumatic Stress Network), The 3R's of School Crises and Disasters, undated
5. NOVA (National Organization for Victim Assistance), The Community Crisis Response Team, 2002
6. Pynoos, R. S., & Nader, K. (1987). Psychological first aid and treatment approach to children exposed to community violence: Research implications. Journal of Traumatic Stress, 1, 445-473.
7. USDE (U.S. Department of Education), Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003U.S. Department of Education, Readiness and Emergency Management for Schools (REMS) Technical Assistance Center, Helpful Hints for School Emergency Management, Vol. 3, Issue 3, 2008: "Psychological First Aid (PFA) for Students and Teachers: Listen, Protect, Connect - Model and Teach"

Mental Health Resources

Organization Name	Date of Written Agreement	Contact Name	Phone Number	Email Address
Freire Charter School Wilmington		Cheryl Wagner	302-407-4800	cheryl.wagner@freirecharter

Safety & Security Annex

General Safety Procedures

Introduction

These Safety and Security Procedures are intended to enhance the Safety and Security Procedures.

The entire school staff will be familiar with and assist in implementing all of the provisions of these procedures that deal with their area of the building or line of responsibility.

Access Control

The principal, or designee, should designate which entrance and exit doors are for use by staff, students, and visitors. (The principal, or designee, will designate the least number of unlocked doors possible to restrict access to the building while not impeding the flow of traffic for staff, students, and visitors prior to school, during school, and after school.)

Building Access

Door Number	Location	Times Locked	Monitored By	Who may use this door?
	Front Entrance	All Times(entry granted by buzzer)	Front Desk Clerk	Everyone
	Basement Door/Loading Area	All times	Motion Senor/Camera	School Personnel

Key Control

Name	Work Number	Cell Number	Home Number
Colandus Francis	302-407-4800	267-912-5586	
Ruble Harris	302-407-4800	302-244-1777	
Madeline Weckel	302-407-4800	215-870-4658	

Security-Related Services & Vendors

Type	Agency	Agency Phone Number	Point of Contact	Contact Phone Number
Video	Sobieski	302-993-0600		
Alarms	Sobieski and Johnson Controls	302-993-0600/877-862-0697		

Type	Agency	Agency Phone Number	Point of Contact	Contact Phone Number
Locksmith	Bravo Lock and Safe	302-998-5397		

Recovery Annex

Recovery

AREA COMMAND (District) RESPONSIBILITIES

1. Use e-mail or telephone chain to notify schools within the district.
2. Walk the entire campus before faculty/students return.
3. If possible, have police crime tape removed and clean area before students return to campus.
4. Request support for secretary to handle phone calls, and parent requests for information. Prepare script or bullet points for accurate information.
5. Meet with the District Crisis Intervention Team before students return to campus.
6. Conduct debriefing before schools re-open. Provide handout of recommendations for procedures for referring students for counseling.
7. Meet with support staff.
8. Keep staff updated on events and circumstances.
9. Emphasize the need to provide verified facts only to reduce rumors.
10. Be highly visible to show presence, support and control of situation.
11. Restrict campus visitors until crisis is resolved.
12. Provide appropriate information to entire district to reduce rumors.
13. Work with Community Services to coordinate communication with parents/guardians.
14. Arrange selected class visits to speak to students.
15. Follow up with short meetings, planning period meetings or after-school meetings to review facts of incident and role of district in assisting with the situation. Allow others an opportunity to share their experiences and suggestions.
16. Make arrangements for rescheduling standardized testing programs or other canceled activities, which are required.
17. Make arrangements for excused absences; e.g., for student funeral visitations.
18. Conduct daily or after-crisis debriefings as appropriate.

COMMUNICATIONS

1. Prepare script or bullet points for secretaries or persons responsible for incoming calls.
2. Prepare communication (letters, e-mails, etc.) for parents, employees and media.
3. Obtain counseling tips for parents if necessary.

DISTRICT CRISIS INTERVENTION TEAM AND BUILDING COUNSELOR RESPONSIBILITIES

1. Establish an area for individual and group counseling.
2. Schedule day's activities depending upon the needs of the school. Cancel appointments and meetings not of an emergency nature.
3. Request transfer of additional secretarial help or volunteers from faculty to answer phones, etc.
4. Identify faculty or staff who are in need of mental health support services and utilize guidance, central office, community counseling or employee assistance program.
5. Identify and coordinate crisis intervention personnel who can work with groups or individuals. Maintain a list of students counseled. Make follow-up calls to parents of students in distress and provide parents strategies, information and available resources they can use to help their children.

SCHOOL RESPONSIBILITIES

1. Identify students who would like an opportunity to attend a group or individual counseling session.
2. Identify students obviously in distress and talk with them or have another student escort them to a group or individual counseling activity.
3. If class has a large number of distressed students, send special notice to guidance office.
4. Shorten and structure assignments. Postpone and reschedule tests as needed.
5. Provide an opportunity for students to discuss the loss, stages of grief, sharing a loss and what they have learned. Seek support for students in need.
6. If students are restless, get them active and focused on a project for the family (books, letters, picture, ideas for a memorial service).
7. Encourage support network in school (peer counselors, club members). Acknowledge emotions through discussion and involvement in constructive activities in classroom.
8. Discuss funeral to prepare students who plan to attend (when applicable). Answer questions.
9. Re arrange seating in class if appropriate.

Family Reunification

When normal student release is not possible due to an emergency at the school and/or relocation of students to an off-site shelter, the Family Reunification Plan may be enacted. Family Reunification is a controlled process where parents and/or caregivers are reunited with their student after they provide proof of identification. The release of each student is verified by a Reunification Team member.

Parent Reunion Area

The parent reunion area is the central location where parents can assemble, school staff can begin the process of reuniting students with their parents and parents can be provided with information about the school emergency.

To ensure proper student accounting, students should only be released from a parent reunion area not from evacuation locations.

When implementing REUNION/STUDENT RELEASE procedures:

Reunification Team

1. Designate a location for reunification of students with authorized adults e.g., parents, legal guardians or other authorized person listed on student's emergency care information form.

   - If using a District facility for reuniting students with parent, adopt the host facility's parent reunion plan for parent parking, parent staging, student assembly area, and location of counseling and medical/first aid services.

   - Provide the appropriate District Leadership with the location of the parent reunion area

2. Work with emergency responders to provide traffic and crowd control for the parent reunion area.
3. The Reunion Organizer and assigned staff will establish a parent staging area consisting of a minimum of one table for each grade level represented at the displaced school e.g., K-6 = 7

tables.

- Additional tables may be set up per grade level with alphabetic subsets e.g., A-L; M-Z

- Grade levels and alphabetic subsets should be clearly marked on a sheet of paper and affixed to the wall behind the table or to the table itself in such as manner so that it is visible to adults standing in line Emergency Cards will be distributed by grade to grade designated tables and alphabetic subsets, if applicable

4. When an adult makes an in-person request for the release of student(s) at the parent reunion area:

- Obtain the name of student(s)

- Request a picture ID to verify the identity of the adult.

- Verify that he or she is authorized on the Student Emergency Care Information form.

- Do not release students to people not listed on the student emergency care information form.

- Document to whom the student has been released along with date and time and obtain signature from adult.

- Assign staff or reliable students to act as runner(s) or use portable school radios to relay requests for students to respond from the student assembly area to the student release area

- Young students and special needs students may require adults to escort them from the assembly area to the student release area and confirm the release of the student

- If a child is in the counseling or medical/first aid area, escort the parent to the area for reunification

- Inform parents of the location and availability of crisis counseling services

- If the adult making the request for the release of a student is not listed on the Emergency Care Information form the student shall not be released

- Students not picked up by parents or guardians will be released at the end of normal school day and bus transportation from the parent reunion location to the students' neighborhood will be arranged by the Transportation liaison

- Time permitting, all students will be provided a back-pack letter for parents explaining the circumstances of the emergency that prompted the use of Parent Reunion/Student Release procedures. The back-pack letter will be prepared by the Information and Media Representative.

Reunification Resources

Parent/Student Sign Out Area

1. Signs identifying area
2. Placards with letters designating sign out areas
3. 4 to 6 tables
4. 8-12 chairs
5. Emergency sign out logs
6. Go Kit emergency care cards
7. Radios and/or cell phones
8. Tape to post signs and pens to fill out logs
9. 8 to 12 staff members to check people out (lesser numbers may suffice)
10. 8-12 runners to escort kids (lesser numbers may suffice)
11. Security and/or police presence
12. Administrative supervisor

Student Assembly Area

1. Administrative or supervisory oversight (with cell phone and or radio)
2. Security or Police
3. Effective adult supervision (optimum is teacher with every class)
4. Space large enough to house population (e.g. gym/auditorium)

Emotional Support Center

1. School counselor(s) and crisis intervention team members from student services.
2. Individual meeting rooms for private interview rooms. (Should be conveniently located to sign out area)

Parking Lot

1. Police and/or security presence for traffic control and
2. limiting access to building.
3. Directional signage if possible.

Media Staging Area

1. Security presence
2. District staff member and/or school administrator.

Communication with Parents and Caregivers

Suggestions for information provided on media notifications to parents on incidents requiring parent student reunification.

1. Do not attempt to go to your child's school: _____ you will only interfere with public safety emergency response efforts and it will take longer to see your children.
2. To pick up your child(children) proceed safely to the parent student reunification site located at _____ (give address)
3. Bring photo identification so verifications can be done and we can safely return your child to you.
4. When you arrive at the site, proceed through entrance number ____ to the sign out area.

Follow the instructions of the workers at the center.
5. Limit the use of cellular devices so the systems will be open for use by public safety officials
6. Please do not attempt to contact the schools. The systems may be overwhelmed and you will not be able to get through.
7. Stayed tuned to this station for further updates and directions as they become available.

Assisting Parents and Caregivers

As proven many times before, when a critical incident occurs at a school parents will contact and converge on the scene and should not only be expected but also planned for.

Be ready with specific instructions for parents as they arrive, and a central location should be established where the parents can wait to be reunited with their child or children. Be sure to staff this location with adequate personnel that can communicate updates to parents on a regular basis. If you keep the parents informed and they are confident there is progress towards a successful resolution of the incident they will generally be more cooperative.

The reunion area has the potential to become chaotic during and after an incident. With proper planning the reunion process can remain organized.

Some thoughts to consider regarding this process:

1. Have a suitable location for parents to gather as comfortably as possible, present ID and make request for student. Have the location staffed adequately.
2. Ability to locate students in uniform manner, class schedule, home room teacher, etc. (separate assembly area for students)
3. Ensure person picking up is authorized or release of older students is authorized, have sign out procedures and follow them
4. Bring the students to parents
5. Maintain proper control over students not yet released to parents
6. Use your strengths...You and your staff manage and move hundreds if not thousands of students every day
7. Communication, patience and control are key.
8. Share procedures with parents before there is ever an emergency
9. What would you do if you had trouble or could not locate a student, have a contingency plan

School Emergency Contact Numbers

The following people and/or agencies are emergency contacts.

Agency	Work Phone
Poison Control Center	800-222-1222
National Center for Missing/Exploited Children	800-843-5678
Suicide Hotline	800-273-8255
Domestic Violence Hotline	302-422-8058
Rape Hotline	800-656-4673
Child Abuse/Neglect Reporting	800-292-9582
National Dating Abuse Hotline	866-331-9474
SAMHSA	800-662-4357
Public Health	302-283-7100
New Castle County OEM	302-395-2700
DEMA CSSP Doug	302-659-2254
DEMA CSSP Nicole	302-659-2201

Stop the Bleeding

STOP THE BLEED

No matter how rapid the arrival of professional emergency responders, bystanders will always be first on the scene. A person who is bleeding can die from blood loss within five minutes, so it's important to quickly stop the blood loss.

Remember to be aware of your surroundings and move yourself and the injured person to safety, if necessary.

Call 911.

Bystanders can take simple steps to keep the injured alive until appropriate medical care is available. Here are three actions that you can take to help save a life:

1. Apply Pressure with Hands
EXPOSE to find where the bleeding is coming from and apply **FIRM, STEADY PRESSURE** to the bleeding site with both hands if possible.

2. Apply Dressing and Press
EXPOSE to find where the bleeding is coming from and apply **FIRM, STEADY PRESSURE** to the bleeding site with bandages or clothing.

3. Apply Tourniquet(s)
If the bleeding doesn't stop, place a tourniquet 2-3 inches closer to the torso from the bleeding. The tourniquet may be applied and secured over clothing.

If the bleeding still doesn't stop, place a second tourniquet closer to the torso from first tourniquet.

PULL the strap through the buckle, **TWIST** the rod tightly, **CLIP** and **SECURE** the rod with the clasp or the Velcro strap.

The 'Stop the Bleed' campaign was initiated by a federal interagency workgroup convened by the National Security Council Staff, The White House. The purpose of the campaign is to build national resilience by better preparing the public to save lives by raising awareness of basic actions to stop life threatening bleeding following everyday emergencies and man-made and natural disasters. Advances made by military medicine and research in hemorrhage control during the wars in Afghanistan and Iraq have informed the work of this initiative which exemplifies translation of knowledge back to the homeland to the benefit of the general public. The Department of the Defense owns the 'Stop the Bleed' logo and phrase - trademark pending."

U.S. DEPARTMENT OF HOMELAND SECURITY
Homeland Security

Office of Health Affairs

Active Threat Lockdown

General Safety Message:

1. During an active threat situation, such as an active shooter-type attack, all staff are empowered to take action to protect themselves and others. The basic Active Threat Lockdown options are Run, Hide, which may include a standard lockdown in a classroom, or, as a last resort, Fight.
2. For non-active threats, that do NOT involve imminent danger, such as a non-violent intruder, use the Heightened Security response.
3. DO NOT USE CODE PHRASES.

Principal or Leader

Run/Hide/Fight Options

When heightened security measures are not possible or fail and a shooter is in your facility; you have only three response options or what's known as "Run/Hide/Fight." The options are not linear, and staff are empowered to select the option or options that best fit their situation.
1. RUN - Run away from the shooter
2. HIDE - Keep the shooter out of your room
3. FIGHT - Fight back against the shooter as a last resort

Run: Get out of the area. Utilize all paths of escape, including windows. Run if:
1. You have direct contact with the attacker. Or
2. You cannot secure your location. Or
3. You have a clear path of escape.

Hide: Deny the attacker access to your location. Lock doors if you can and reinforce doors with barricade, blockades, and/or jamming door or tying off door handles. Hide if:
1. You have indirect contact with the attacker; AND
2. You are able to secure your location.

Fight: As a last resort, fight back and resist the attacker using any means necessary; including improvised weapons. Fight if:
1. You have direct contact with the attacker; AND
2. You cannot Run; AND
3. You are afraid for your loss of life or serious bodily injury.

Teachers/Staff

1. Alert others are you are able.
2. Keep students away from the threat by initiating Run or Hide.
3. Fight only as a last resort when Run is not possible.
4. Provide first aid for victims, if needed.
5. Account for all students. Maintain order and await arrival of law enforcement.
6. Assist law enforcement - provide identity, location and description of individual and weapons.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.
6. Coordinate mental health support.

Heightened Security

General Safety Message:

1. Heightened security measures should be enacted when there is an indicator or threat of violence that is outside the school. If the threat is already inside the school, implement intruder response plans. Heightened security measures are designed to compartmentalize the school, making entry access to occupants more difficult.
2. If there is an active threat, such as an active shooter, enact ACTIVE THREAT LOCKDOWN.

Principal or Leader:
1. Assess the type of threat to determine the level of risk to the safety of students and staff.
2. Be prepared to escalate into ACTIVE THREAT LOCKDOWN as needed.
3. Consider the following:

   - Are students and staff outside?

   - What entrances need to be secured and monitored?

   - Should teaching continue in the secured classrooms or should the situation be treated as a HIDE under ACTIVE THREAT LOCKDOWN?

4. Recall all staff and students outside the school.
5. Restrict hallway access. Order students to their next scheduled classrooms immediately.
6. Establish a command post.
7. Secure all entrances.
8. Establish communications with law enforcement.
9. Delegate a Staff Member/SRO to monitor entrances and parking lots (from inside).
10. Inform staff of situation and review intruder response plans in case the situation escalates.
11. Develop plans to accommodate persons with special needs, restroom breaks and meals in case the event lasts for over an hour.

Teachers/Staff

1. If students are outside, initiate REVERSE EVACUATION and bring them inside.
2. Be prepared to escalate into Intruder Response as needed.
3. Report missing students to the office/command post.
4. Keep students calm.
5. Once students are inside the classroom, implement HEIGHTENED.
6. Review ACTIVE THREAT LOCKDOWN plans in case the situation escalates.
7. Report suspicious or concerning activities.
8. Remain with students until ALL CLEAR is given.

District

1. Ensure all impacted sites are aware of the possible danger and enacting plans.
2. Ensure appropriate emergency services have been notified and establish liaison as needed.
3. Maintain communications with affected school(s)

4. Establish District Area Command using the Incident Command System.
5. Dispatch resources to affected schools as needed and available.
6. Coordinate family and media communications.

Evacuation

General Safety Message

1. Evacuation is used when you believe the students are safer outside than inside the school. Remember, danger mays be outside the school too.
2. NO FIRE ALARM WILL BE IGNORED. Fire alarms have been used to force an evacuation with the intent of harming the evacuees. While no fire alarm will ever be ignored, when no evidence of a fire is present, implement Secondary Attack Countermeasures.

Principal or Leader

1. Ensure 9-1-1 and SRO has been notified.
2. Notify Incident Management Team and place them on stand-by.
3. Incident Management Team Instructions:
4. Establish a Command Post.
5. Team members should forward information immediately regarding unusable/unsafe exits.
6. Select rally point and request police presence there.
7. Announce the need to evacuate, list areas to avoid and the Rally Point.
8. Determine exterior rally points.
9. Establish exterior Command Post.
10. Ensure Liaison Officer is available to assist emergency response personnel as necessary.

    - Provide keys to the facility.

    - Provide floor plans.

    - Provide utility shutoff information.

    - Student Roster.

11. Notify Public Information Office
12. Arrange for transportation to shelter areas if necessary.
13. Prevent people and students from gathering near parked cars and emergency vehicles.
14. Arrange for police presence at Rally Points.
15. Announce "all clear" when directed by emergency response personnel.

Teachers/Staff
1. Take control of students in your immediate area.
2. Take attendance, note any missing students.
3. If indoors, proceed with evacuation.
4. Scan for dangers, such as smoke.
5. Move uninjured students far away from the building and avoid parking lots.
6. Report any missing students.
7. Provide first aid for victims, if needed.
8. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Shelter in place

General Safety Message:

1. Shelter in Place used the building for protection from environmental hazards such as severe weather or a hazardous material release near the school.
2. Shelter in Place is NOT used for protection from human threats. Refer to Active Threat Lockdown for response to an attack or imminent danger and refer Heightened Security for possible danger.
3. About severe weather:

   - A WATCH is issued when storms are possible in and near the WATCH area. It does not mean that they will occur, it only means they are possible.

   - A WARNING is issued when storms are occurring or imminent in the WARNING area. If a WARNING is issued, seek safe shelter immediately.

Principal or Leader

1. Initiate REVERSE EVACUATION procedures for playgrounds, sporting events, etc.
2. Move students to the safest and best available shelter area based on the nature of the threat (Severe Weather or Hazardous Materials).
3. Avoid auditoriums, gymnasiums and other structures with large roof spans.
4. Make arrangements for special needs, snacks, and quiet recreational activities

Teachers/Staff

1. Take control of students.
2. If outside, enact reverse evacuation.
3. Move students to shelter area.
4. Account for all students.
5. Maintain order and await further guidance.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Reverse Evacuation

General Safety Message:

1. REVERSE EVACUATION is implemented when it is unsafe to remain outdoors requiring students and staff to immediately return indoors for safety.
2. This action should be considered appropriate for, but not limited to, the following types of incidents/emergencies:

   - Chemical Accident near campus

   - Flooding

   - Explosion on or near campus

   - Rabid Animal on campus

   - Severe Weather

Principal or Leader

1. Instruct Students to return to the facility and to their current classroom or to the previous one that attended.
2. Immediately Call 9-1-1, if warranted
3. Remain calm
4. Notify Principal or designee to report location and condition of students or staff
5. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency, if necessary
6. Document the names of all injured students and their first-aid needs
7. Account for all students and staff throughout the emergency

Teachers/Staff

1. Take control of students.
2. If inside, remain indoors.
3. Account for all students.
4. Maintain order and await further guidance based on the event that caused the need to enact Reverse Evacuation (I.e. Heightened Security).

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Hazard-Specific Guides

All district and school administrators and site managers are empowered with the authority to deviate from emergency plans to protect lives. The hazard-specific guides in this document outline the core emergency actions leaders may enact in response to the emergency. Each Hazard Guide page contains the following:

General Safety Message: A brief summary or talking point that explains the hazard.

Principal/Leader Actions: Basic action steps to help the principal or leader.

Teacher/Staff Actions: Core teacher or staff responsibilities.

District: These explain how the district can help the school(s) or location(s) that are experiencing in the emergency.

The response procedures in this document support the Freire Charter School School District Emergency Operations Plan (EOP) and are intended to assist the district in implementing Area Command support and oversight of emergencies. This content guide is meant to serve as a ready reference and should be studied and practiced prior to the occurrence of an emergency. The procedures in this section provide a basic outline of site-level response guidelines and core objectives for the district-level Area Command and site-level Incident Commanders.

Area Command

Area Command is an Incident Command concept that is designed to help the district support and emergency that impacts one or more locations. Under Area Command, the district provides support to the affected site(s), but the site(s) maintain actual control of the emergency or Incident Command. If the district needs to assume Incident Command of an emergency, they should dispatch personnel to the site.

Transfer of Command

While a site manager, such as a principal may be the initial Incident Commander, for emergencies that require public safety response, an official from the lead public safety agency will likely assume Incident Command and the site leader will provide support.

Intentionally Blank

Abduction/Missing Student

General Safety Message:

1. IF THERE HAS BEEN AN ABDUCTION, DO NOT CONFRONT THE SUSPECT AND IMPLEMENT IMMEDIATE HEIGHTENED SECURITY PROCEDURES.

Principal or Leader:

1. Verify information.
2. Call 911 and explain the situation.
3. Initiate HEIGHTENED SECURITY.
4. Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.
5. Notify District Office.
6. Assign staff to high-traffic areas to look for any unusual activity.
7. Assign staff to conduct an immediate search of the school campus/bus, as appropriate.
8. Gather information about student to provide to law enforcement authorities:

   - photo

   - home address

   - parent contact numbers

   - class schedule

   - special activities

   - bus route/walking information

9. Contact the parents/guardians of the student involved and maintain an open line of communication.
10. If case involves abduction, begin gathering witness information for law enforcement. Provide suspect information to law enforcement, if known.
11. Double-check circumstances:
12. Did someone pick up the student?
13. Could the student have walked home?
14. Is he or she at a medical appointment or another activity?
15. Assist law enforcement with investigation. Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order). Assure that all parties who know the student or have participated in the search are available to speak with law enforcement when they arrive.
16. Establish a Public Information Officer (PIO) function.
17. If missing during bus transportation, provide law enforcement with child's bus stop location and other nearby bus stops.
18. Have driver keep in communication with the transportation dispatcher. Have transportation

dispatcher coordinate efforts and information with the law enforcement dispatcher.
19. When the child is found, contact all appropriate parties as soon as possible.
20. Arrange for counseling of students, as needed.

Teachers/Staff

1. Confirm that student attended school that day. Notify Principal/Designee.
2. Provide description of the student, including height, weight, clothing worn that day, backpack, vehicle information, where last seen and when.
3. Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
4. Take attendance in the classroom and report any other missing students to the office.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Aircraft Accident

General Safety Message:

1. Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school(s).
2. If it is safe to remain inside the building, all students should be kept in the school(s) under supervision.
3. An aircraft crash may also result in an explosion, hazardous material spill, or utility interruption.

Principal or Leader

Aircraft crash into school:

1. EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash site. Take class roster/nametags and emergency backpack.
2. Check school site to assure that all students have been evacuated.
3. Take attendance at the assembly area.
4. Report missing students to the Principal or designee and to emergency responders.
5. Maintain control of the students at a safe distance away from the crash site.
6. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
7. Move all uninjured students to a safe distance from the accident.
8. Document the names of all injured students and their first-aid needs.
9. Account for all students and staff throughout the emergency.

Aircraft crash near school:

1. Notify 911 and district as appropriate.
2. Move students away from immediate vicinity of the crash
3. Remain inside with students unless subsequent explosions or fire endangers the building. Listen for instructions.

Teachers/Staff
1. Take control of students in your immediate area.
2. Keep students away from danger.
3. Provide first aid for victims, if needed.
4. Account for all students. Maintain order and await further guidance.

District
1. Ensure emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Bomb Threat

General Safety Message:

No bomb threat will be ignored, but immediate evacuation is not the safest course of action.

Principal or Leader

1. Refer to and complete Bomb Threat Guide
2. Notify 911 and SRO of the threat.
3. Notify Public Information Office of the threat.
4. Establish an Interior Command post.
5. As needed, make/verify Incident Management Team Assignments.
6. Ensure the Operations Chief assigns/performs a "search" of the area.

   1. Teachers and staff will search their own areas.

   2. Incident Management Team members will be assigned search areas. Report suspicious activity and/or objects immediately.

   3. Search instructions for Incident Management Team(s):

   1. Search in two-person teams.

   2. Divide area to be searched in half (based on content, not size).

   3. Listen for "ticking" or "clockwork" sounds.

   4. Search your half of the room waist height (around 3 feet) and below first.

   5. Search your half of the room above waist height second.

7. Announce the need to secure the facility by restricting hallway access immediately.

   1. If during passing times, instruct teachers to take control of students in their area.

   2. Do NOT allow access to lockers or common areas.

8. Ensure the Liaison Officer is in place to meet the police/sheriff.
9. The principal's decision to evacuate takes into account the police's recommendations.
10. If evacuation is necessary:

   1. Select rally point (request police presence there).

   2. Search exit routes and path to Rally Point.

   3. Once deemed to be safe, proceed with evacuation along searched route.

4. Avoid Parking Lots.

5. Operations Chief assigns/performs a sweep of evacuation route.

6. Incident Management Team performs sweep of building to ensure evacuation.

7. Move the Command Post to an exterior location.

8. Load buses away from parking lots (if applicable)

Teachers/Staff
1. Allow students into your classroom, then restrict hallway access.
2. Scan your area or room for anything suspicious. If something suspicious is located, move students out of the room and notify the office immediately.
3. Follow instructions regarding Heightened Security or possible Evacuation.

District

1. Ensure appropriate emergency services have been notified and establish liaison.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Bus Accident

General Safety Message:

1. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip.
2. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

Principal or Leader

1. Immediately Call 9-1-1, if warranted
2. Remain calm
3. Notify Principal and Bus Dispatch to report location and condition of students and the bus
4. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency
5. Move all uninjured students to a safe distance from the accident
6. Document the names of all injured students and their first-aid needs
7. Account for all students and staff throughout the emergency

Teachers/Staff

1. Take control of students in your immediate area.
2. Keep students away from danger, this includes the roadway.
3. Provide first aid for victims, if needed.
4. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Contagious Disease

General Safety Message:

1. Individuals working, living or playing (such as in schools) are at an increased risk to contract and spread a communicable disease.
2. Handwashing alone is the most effective tool used to combat communicable diseases.
3. Any unsuspected drop (10-15%) in attendance at any school(s) should be suspect. Attendance is indirectly proportionate to the likelihood of a communicable disease occurrence within a school setting.

Principal or Leader

1. Announce the need to restrict hallway access and gatherings of large groups of individuals. Implementation of HEIGHTENED SECURITY procedures may be considered.
2. Liaison with local Public Health Officials is warranted.
3. Notify Principal or designee to report suspect attendance levels and status of students/staff.
4. Coordinate with local Public Health Officials to obtain a description of symptoms, basic treatment and isolation guidelines.

Teachers/Staff

1. Take control of students in your immediate area.
2. Report and isolate students who may be symptomatic or ill.
3. Provide first aid for victims, if needed.
4. Account for all students. Maintain order and await further guidance.

District

1. Ensure local Public Health services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Earthquake

General Safety Message

During the tremor, persons should "DUCK, COVER and HOLD".

Principal or Leader

1. Announce for everyone to remain in place.
2. Assign Operations Chief or Incident Management Team to search for structural damage.
3. Evacuate only if warranted or determined to be prudent.

If evacuation is necessary

1. Announce evacuation.
2. Announce unusable exits and/or rally points.
3. Determine who has special needs for evacuation.

Following evacuation - follow these steps in order
1. Establish a Command Post.
2. Call all Incident Management Team members to the command post and make/verify Incident Management Assignments.
3. Meet with emergency response personnel.
4. If time and safety allow, shut off gas to the facility.
5. Obtain a head count.
6. Notify District Office
7. Request transportation needs.
8. Make arrangements for sheltering (if necessary).
9. Arrange for family reunification.

Teachers/Staff
1. Take control of students in your immediate area.
2. Evacuate if you believe the room or building is unsafe.
3. Scan for dangers, such as exposes power lines or falling debris.
4. Provide first aid for victims, if needed.
5. Account for all students. Maintain order and await further guidance.

District
1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Explosion

General Safety Message:

1. Emergency response will depend on the type of explosion (smoke bomb, chemical laboratory incident, pipe bomb, etc.) and the proximity to the school. All students should be kept away from the explosion area and under supervision.

Principal or Leader

1. If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment
2. Check to be sure all students have left the school site. Remain with the students throughout the evacuation process
3. Upon arrival at assembly area, check attendance. Report status to site administrator immediately
4. Render first aid as necessary
5. Do not return to the building until the emergency response personnel determine it is safe to do so
6. If explosion occurred in the surrounding area, initiate SHELTER-IN-PLACE. Keep students at a safe distance from site of the explosion.

Teachers/Staff

1. Take control of students in your immediate area.
2. If indoors, proceed with evacuation.
3. Scan for dangers, such as exposes power lines or falling debris.
4. Move uninjured students far away from the building and avoid parking lots.
5. Provide first aid for victims, if needed.
6. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Field Trip-Off Campus Incident

General Safety Message

All off-site events should be approved by the school principal or district office prior to scheduling. The person responsible for the trip (trip leader) should file an "Off-Site Event" form and Off-Site Event Roster with the school or district office prior to departing campus.

Principal or Leader

1. Notify 9-1-1 and SRO.
2. Determine if emergency response personnel have been notified and are on the way.
3. Obtain accident information, type of accident, location, number of injuries, etc.
4. Determine if students are injured and need medical assistance.
5. Advise that assistance is on the way and maintain communications with person reporting incident until emergency personnel are on scene.
6. Initiate communications with police, medical and EMT personnel.
7. Obtain hospital information, if applicable.
8. Obtain list of injured students from hospitals.
9. Send school representative to hospital.
10. Obtain bus roster.
11. Request alternate transportation as necessary.
12. Send school representative to the accident scene, if necessary.
13. Ensure Liaison Officer is available to assist emergency response personnel as necessary.
14. Provide information and student roster.
15. Make arrangement for family reunification.

Teachers/Staff

1. Take control of students.
2. Provide first aid for victims, if needed.
3. Reconnect with larger group (if applicable).
4. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Fire/Fire Alarm

General Safety Message

NO FIRE ALARM WILL BE IGNORED. Fire alarms have been used to force an evacuation with the intent of harming the evacuees. While no fire alarm will ever be ignored, when no evidence of a fire is present, implement Secondary Attack Countermeasures. If you know the alarm to be false, you may cancel the evacuation order, however, 9-1-1 MUST be notified.

Principal or Leader

1. Ensure 9-1-1 and SRO has been notified.
2. Notify Incident Management Team and place them on stand-by.
3. Incident Management Team Instructions:
4. Establish a Command Post.
5. Team members should forward information immediately regarding unusable/unsafe exits.
6. Announce the need to evacuate, list areas to avoid and the Rally Point.
7. Determine exterior rally points.
8. Establish exterior Command Post.
9. Ensure Liaison Officer is available to assist emergency response personnel as necessary.

   1. Provide keys to the facility.

   2. Provide floor plans.

   3. Provide utility shutoff information.

   4. Student Roster.

10. Notify Public Information Office
11. Arrange for transportation to shelter areas if necessary.
12. Prevent people and students from gathering near parked cars and emergency vehicles.
13. Arrange for police presence at Rally Points.
14. Make arrangement for family reunification.
15. Announce "all clear" when directed by emergency response personnel.

Teachers/Staff

1. Take control of students in your immediate area.
2. Take attendance, note any missing students.
3. If indoors, proceed with evacuation.
4. Scan for dangers, such as smoke.
5. Move uninjured students far away from the building and avoid parking lots.
6. Report any missing students.
7. Provide first aid for victims, if needed.
8. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Hazardous Materials Incident (Exterior)

General Safety Message:

1. The nature of the material and the proximity of the incident to the school site will determine which ACTION should be implemented. Police, Fire, or Public Health may order an EVACUATION of the school(s). See also BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENT

Principal or Leader

1. Call 9-1-1, if necessary
2. If there is a threat of airborne toxicity, shut off the ventilation system to the affected area
3. Initiate EVACUATION. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
4. Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
5. If time is available, arrange for transportation and move students and staff away from the path of the hazardous materials.
6. Notify District Office or the incident
7. Wait for instructions from emergency responders - Health or Fire Department.
8. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
9. Upon return to school, ensure that all classrooms are adequately aired.

Teachers/Staff

1. Take control of students.
2. If outside, enact reverse evacuation.
3. Close all doors and windows.
4. Move students to shelter area.
5. Provide first aid for victims, if needed.
6. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Hazardous Materials Incident (Interior)

General Safety Message:

1. The nature of the material and the proximity of the incident to the school site will determine which ACTION should be implemented. Police, Fire, or Public Health may order an EVACUATION of the school(s). See also BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENT.

Site Emergency Response Actions:

1. Call 9-1-1, if necessary
2. If there is a threat of airborne toxicity, shut off the ventilation system to the affected area
3. Initiate EVACUATION. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
4. If time is available, arrange for transportation and move students and staff away from the path of the hazardous materials.
5. Notify District Office or the incident
6. Wait for instructions from emergency responders - Health or Fire Department.
7. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
8. Upon return to school, ensure that all classrooms are adequately aired.

Teachers/Staff

1. Take control of students.
2. If outside, do NOT reenter school.
3. Evacuate students.
4. Provide first aid for victims, if needed.
5. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Hostage Situation

General Safety Message:

1. A hostage situation occurs when someone is held against their will through force or the threat of violence.
2. Hostage situations are among the most serious and complex incidents which impact public school systems. Usually, hostage perpetrators are either mentally ill, political or religious extremists, or fleeing criminals seeking a hiding place. Typically, the hostage taker is agitated and unpredictable. Consequently, he/she should be considered extremely dangerous.
3. All school and office personnel must be prepared to carry out plans in the event of a hostage situation in the school or community. In the event of this incident occurring, the following actions should be taken to maintain the safety of all students and staff.
4. If an active shooting type attack, that involved the murder or attempted murder of people, preceded the hostage situation, staff should likely consider the situation as an active threat and consider the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) options.
5. If violence has NOT preceded the hostage taking, compliance with the hostage takers demands is likely the best course of action. However, if the situation escalates and violence appears imminent, staff can apply the ALICE options to save lives.

1. DO NOT USE CODE PHRASES.

Principal or Leader:

1. Call 911
2. Implement School Emergency Response Plan.
3. Initiate ALICE Active Threat Lockdown procedures.

   1. Lockdown: People in classrooms proximate to the hostage taker that do not have a clear path of escape.

   2. Evacuate: Person in areas that cannot be secured or have a clear path of escape.

   3. Counter: Last resort if violence is imminent and there is no path of escape.
4. Try not to allow additional hostages to be taken (lockdown and evade).

What to do-if you become a hostage

1. Above all else try to remain calm.
2. The goal is to survive.

   - Comply when the hostage taker is making demands and/or not attempting to injure or kill others.

   - Resist if the hostage taker is attacking or preparing to injure or kill others.

   - Look for and mentally plan an escape and evade route.

   - The senior staff person should try to serve as spokesperson for the group.

- If students are included as hostages, make every effort to keep them calm.

ALICE Options

If facing imminent danger from an attacker or hostage taker, there are three core options: Lockdown, Evacuate, Counter. The ALICE system stands for Alert, Lockdown, Inform, Counter, Evacuate. The options are not linear, and staff are empowered to select the option or options that best fit their situation.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed. Provide access to floor plans and site mapping data.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.
6. Coordinate mental health support.

Hurricane

General Safety Message:

1. Hurricanes are unlike most disasters in that they come with a time element warning usually of 3-5 days. Take advantage of the warning period and announce school closings as soon as practical.
2. Hurricanes can and do cause severe infrastructure damage to both facilities and utilities requiring either enhanced pre-mitigation efforts or major clean-up and restoration efforts.

Principal or Leader

1. Participate in Hurricane Watch mitigation activities
2. Monitor NOAA Weather Radio for the latest weather conditions and updates
3. Determine if the school is to be used as a shelter.

   1. Verify school emergency plans are current

   2. Ensure emergency water, food and supplies are pre-stationed

   3. Test generator and verify fuel supply

   4. Secure unused areas of the school

4. Initiate Hurricane mitigation efforts:

   1. Install external window barriers

   2. Move high-value equipment to interior rooms on elevated shelves

   3. Move books and papers to upper levels of bookshelves

   4. Disconnect utilities (Gas, Water, Electric) to mitigate any secondary incident precipitated by a hurricane/typhoon

   5. Secure all outside playground and athletic equipment

5. Encourage staff and students to evacuate the area per Emergency Management Instruction/Recommendation inland to areas of safety

Teachers/Staff (Pre-Event)

1. Assist in pre-event planning and disseminating guidelines to students.
2. Develop family/personal preparedness plan.

District (Pre-Event)
1. Monitor NOAA Weather Radio for weather updates and information

2. Establish liaison with local Emergency Management Agency for area updates
3. Determine school closing schedule
4. Determine which, if any, schools are to be used as shelters.
5. Establish District Area Command using the Incident Command System
6. Establish Communications with all schools
7. Dispatch resources to assist schools in mitigation efforts as needed and available
8. Coordinate family and media communications to include evacuation instructions

District (Post-Event)

1. Monitor NOAA Weather Radio for weather updates and information.
2. Establish liaison with local Emergency Management Agency for area updates
3. Establish District Area Command using the Incident Command System
4. Obtain safety status of all schools and facilities
5. Dispatch resources to assist schools in assessment as needed and available
6. Establish business continuity/resumption plan based on available schools, staff and resources
7. Coordinate family and media communications to include disaster assistance instructions

Severe Weather (Tornado/Severe Thunderstorm)

General Safety Message:

1. Severe Thunderstorms and Tornados can be accompanied by high winds, hail, lightning, downed trees, and swollen creeks.
2. An emergency response is required when this type of weather poses any risk to the students or staff. Assure that each student's and staff's method of returning home is safe and reliable.
3. A WATCH is issued when storms are possible in and near the WATCH area. It does not mean that they will occur, it only means they are possible.
4. A WARNING is issued when storms are occurring or imminent in the WARNING area. If a WARNING is issued, seek safe shelter immediately.

Principal or Leader

1. Monitor weather forecasts and weather-related communications to determine the onset of storm conditions that could affect school operations.
2. Each school should assign/designate a "Weather Watcher" during hazardous weather conditions.
3. Initiate REVERSE EVACUATION procedures for playgrounds, sporting events, etc.
4. Evacuate any classrooms bearing full force winds. Evacuate to lowest floor of school building near inside walls and away from windows.
5. Avoid auditoriums, gymnasiums and other structures with large roof spans.
6. Monitor weather and alter release times accordingly.
7. Make arrangements for special needs, snacks, and quiet recreational activities.

Teachers/Staff

1. Take control of students.
2. If outside, enact reverse evacuation.
3. Move students to shelter area.
4. Account for all students.
5. Maintain order and await further guidance.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Severe Weather (Winter Storm)

General Safety Message:

1. Severe winter weather events come in many forms i.e., Snow, Ice, and Extreme Temperatures.
2. Severe winter weather can be accompanied by high winds, hail, lightning, downed trees, and swollen creeks.
3. An emergency response is required when this type of weather poses any risk to the students or staff. Assure that each student's and staff's method of returning home is safe and reliable

Principal or Leader

1. Monitor weather forecasts and weather-related communications to determine the onset of storm conditions that could affect school operations.
2. Each school should assign/designate a "Weather Watcher" during hazardous weather conditions.
3. Initiate REVERSE EVACUATION procedures for playgrounds, sporting events, etc.
4. Evacuate any classrooms bearing full force winds. Evacuate to lowest floor of school building near inside walls and away from windows.
5. Take attendance. Report any missing students to principal or designee.
6. Close all blinds and curtains.
7. Avoid auditoriums, gymnasiums and other structures with large roof spans.
8. Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks, and quiet recreational activities.

Teachers/Staff

1. Assist in pre-event planning and disseminating guidelines to students.
2. If student dismissal is delayed due to weather, assist in providing student care.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Person with Weapon

General Safety Message:

1. The brandishing of any weapons poses an immediate threat to students and staff; consider implementing ACTIVE THREAT LOCKDOWN.
2. Response is the same whether the weapon is used, seen, or suspected but not in use.

Principal or Leader

1. Call 9-1-1 and/or alert the SRO.
2. Take immediate action to prevent casualties and enact Active Threat Lockdown.
3. Isolate the suspect and/or the area.
4. Move others to a safe area to protect them from danger.
5. Alert the Principal or their designee
6. Provide first aid to victims, if needed.
7. Account for all students and staff.
8. Assist police officers - provide identity, location, and description of any individual brandishing a weapon. Consider the potential of multiple suspects.

Teachers/Staff

1. Alert others of the danger.
2. Take immediate action to prevent casualties and enact Active Threat Lockdown.
3. Move students away from the danger.
4. Account for all students.
5. Assist police officers - provide identity, location, and description of any individual brandishing a weapon.
6. Consider the potential of multiple suspects.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Suspicious Object/Potential Explosive Device

General Safety Message:

The following list shows various types of parcels that should draw immediate attention, concern, or suspicion:

1. Foreign mail, air mail, or special delivery packages
2. Restrictive markings, e.g., "Personal" or "Confidential"
3. Handwritten or poorly typed addresses
4. Titles but no names
5. Misspelling of "common" names
6. Excessive weight, unevenly distributed weight
7. No return address
8. Excessive postage
9. Excessive masking tape, string, etc.
10. Oily stains or discoloration to packaging
11. Protruding wires or tin foil
12. Rigid envelope

Principal or Leader

1. Isolate the room/area around the suspicious object.
2. Call 9-1-1
3. Enact Heightened Security procedures.
4. Prepare to EVACUATE the school; avoiding the room/area where the object is located.
5. Request law enforcement presence outside the school at the evacuation assembly area.
6. Search evacuation routes for additional suspicious objects.

Unopened and non-leaking package or envelope:

1. Do not open package or object.
2. Do not pass it around to show it to other people.
3. Do not bend, squeeze, shake, or drop package.
4. Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other individuals.
5. Leave the room promptly and prevent anyone from entering.
6. Notify Principal or designee

Leaking package:

1. Do not sniff, touch, taste, or look too closely at the spilled contents.
2. Do not clean up any powder
3. Put the package on a stable surface
4. Leave the room promptly and prevent anyone from entering
5. Wash hands thoroughly with soap and water
6. Notify Principal or designee

Teachers/Staff

1. Alert others of the danger.
2. Move students away from the danger.
3. Account for all students.
4. Follow Heightened Security and/or Evacuation instructions.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Threat of Violence

General Safety Message:

1. Threats of violence can occur when a belligerent or armed person on the school campus bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community.
2. Threats of violence are presented as overt hostility. They may be received by school officials in various forms (written note, email communication, a phone call, or orally from the suspect themselves).

Principal or Leader

1. If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have the students lie down and cover their heads. Keep students calm.
2. If inside a classroom, institute an immediate HEIGHTENED SECURITY. Close all curtains and blinds.
3. Disconnect any school television systems in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
4. Remain with students until the ALL CLEAR is given.

Teachers/Staff

1. If students are outside, initiate REVERSE EVACUATION and bring them inside.
2. Be prepared to escalate into Intruder Response as needed.
3. Report missing students to the office/command post.
4. Keep students calm.
5. Once students are inside the classroom, implement HEIGHTENED.
6. Review ACTIVE THREAT LOCKDOWN plans in case the situation escalates.
7. Report suspicious or concerning activities.
8. Remain with students until ALL CLEAR is given.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Custom Annex

Potential Emergency

Students and Staff will be immediatley alerted of any emergency and safety committee will deliver appropriate directions to safety.

School Safety Team

As identified in this plan, Freire Charter School School has a Safety Team to prepare for, respond to, recover from emergencies and that identifies mitigation and prevention measures that keep the school campus safe and secure.

This Team will develop, maintain and test the School ERP and assist in responding to emergencies that impact their school campus.

Name and Title	Work Phone	Cell Phone	Email	Text Messages?
Ruble Harris, Assistant Head of School	302-407-4800 x 508	302-244-1777	ruble.harris@freirewilmington.org	Yes
Mike Jackson, Counselor	302-407-4800 ext. 504	610-324-7119	michael.jackson@freirewilmington.org	
Brandi Savage	302-407-4800 x 512	302-229-5163	brandi.savage@freirewilmington.org	
Dr. Tamara Perry, Psychologist	302-407-4800	202-494-9290	tamara.perry@freirewilmington.org	
Khyle Nelson, Dean	302-407-4800	302-482-5425	khyle.nelson@freirewilmington.org	
Colandus Francis, Operations Manager	267-912-5586	267-912-5586	colandus@freireschools.org	Yes
Madeline Weckel, Head of School	302-407-4800	215-870-4658	madeline.weckel@freirewilmington.org	Yes

Emergency Management Information

Command Post Locations

Type (Interior Command Post, Exterior Command Post)	Location
Interior Command Post	Front Desk:Lobby
Interior Command Post	Cafetorium
Exterior Command Post	External Parking Garage

Non-Secure Areas

Non-secure Area	Nearest Securable Location

Evacuation Rally Points

H Flechter Brown Park
Community Education Building (secondary)

Off-Site Evacuation Shelters (Relocation Centers)

Name	Address	Point of Contact	Phone Number
H Flechter Brown Park	399 S Park Dr. Wilmington, DE 19801	Ruble Harris	302-244-1777
Central Education Building	1200 N French St, Wilmington, DE 19801	Ruble Harris	302-244-1777

Severe Weather Shelters

Shelter Areas	Rooms Assigned (optional)
Cafetorium	
Windowless Interior Hallways	Floors 2-3

Appendix 8 - Navigate School Safety Report :: 2022-23 Safety Plan Report

Freire Charter School
Emergency Response Plan
Part 1: Basic Plan and Policies

Table of Contents

Table of Contents

Security Statement

This document is designated FOR OFFICIAL USE ONLY (FOUO). It contains sensitive but unclassified information that may be exempt from public release under the Freedom of Information Act (5 USC 552). This document is to be controlled, handled, transmitted, distributed, and disposed of in accordance with Freire Charter School Wilmington, State of Delaware and/or Department of Homeland Security policy relating to FOUO information, and will not be released to the public or personnel who do not have a valid need without prior approval from the Superintendent or their duly authorized designee. Copying, dissemination, or distribution of these documents, attachments or graphics to unauthorized user is prohibited.

Overview:

The goal of this Emergency Response Plan (ERP) is to document school-centered emergency management practices, relationships, responsibilities and general strategic considerations for the Freire Charter School Wilmington and to integrate emergency management to sustain educational and support missions.

This plan is based on a multi-hazard approach to emergency planning and addresses general functions that may need to be performed in an emergency. School personnel have the responsibility to protect students, visitors, and other staff members from the effects of an emergency to the extent practical. This involves assuming the primary role in identifying, mitigating, preparing for and responding to hazards.

Concept of Operations

School personnel are likely to be the first at the scene of an emergency. Therefore, The overarching goal of this ERP is to establish guidelines to assist school campuses in their mission to provide a safe and secure environment. This ERP is not intended to replace the responsibility of each campus to develop and test emergency processes, or usurp traditional classroom management.   The Freire Charter School Wilmington Board of Trustees is responsible for overall emergency planning for the District and the Principal is responsible for emergency planning for Freire Charter School Wilmington. The Board of Trustees and Principal may designate individuals to serve as District and School emergency management coordinators to support a strong school-centered emergency management program for Freire Charter School Wilmington.

Priorities in an Emergency

This ERP is designed for use at the school level and is consistent with the guidelines in the District Emergency Operations Plan. In responding to a critical incident, the school shall respond with the following priorities:

1. First Priority: Save Lives
2. Second Priority: Incident Stabilization
3. Third Priority: Property Preservation
4. Fourth Priority: Recovery

The ERP is primarily designed for use by management personnel at the school level; however, it is important for all staff to be aware of their responsibilities in an emergency.

Situations and Assumptions

This ERP is predicated on a realistic approach to the problems likely to be encountered during a major emergency or disaster. Hence, the following assumptions are made and should be used as general guidelines in such an event:

1. An emergency or a disaster may occur at any time of the day or night, on weekends, or holidays, with little or no advance warning.
2. The succession of events in an emergency or disaster is not predictable; therefore, published operational plans, such as this plan, should serve only as a guide and a checklist, and may require modifications in order to meet the requirements of the emergency.
3. An emergency or a disaster may be declared if information indicates that such conditions are developing or probable.
4. Disasters may be community wide. Therefore, it is necessary for the school to plan for and carry out disaster response and short-term recovery operations in conjunction with local resources.
5. Disasters are likely to result in delayed response times and the school should prepare to function independently of outside support in accordance with local, state, and federal guidelines.

Freire Charter School School Summary

Freire Charter School Wilmington is exposed to many hazards, all of which have the potential for impacting the school, causing casualties, and damaging or destroying public or private property. The scope of this ERP is based on the District's Area Hazards Assessment which is part of the District's EOP.

Demographics

Demographic	Number of People
Student Enrollment	474
Total School Staff	54

Student Grade Levels

Grade Level	Number of Classes
Early Childhood	0
Elementary	0
Middle	8
High School	9-12

Other Facilities on the Campus

Facilities	Number of Buildings
Administrative	0
Training	0
Transportation	0
Athletic	0

Area Hazards

This District EOP identifies the following Area Hazards that pose a threat to campuses with the geographic area.

Technological Hazards			
Electrical Failure	Natural Gas Failure	Water Failure	Sewer Failure
Alarm Failure	Communications Failure	HVAC Failure	Information Systems Failure
Natural Hazards			
Hurricane	Tornado	Severe Thunderstorm	Temperature Extremes
Food, External	Earthquake	Ice Storm	Pandemic
Epidemic			
Human Hazards			
Bus Accident	Campus Shooting	Fire	Bomb Threat
Workplace Violence	Hostage Situation	I.E.D./Explosive Device	Acts of Terrorism
Hazardous Materials Incident			
Mass Casualty Hazmat Incident	Large Area Hazmat Spill	Terrorism, Chemical	Radiologic Exposure
Small Casualty Hazmat Incident			

Local Hazards

Type	Location
Brandywine Creek	behind school

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Plan Framework

This ERP is a component of the district's comprehensive Emergency Management Suite (EMS). The plan is developed and maintained in EMS and contains three parts.

Part One: Basic Plan: Includes a statement of purpose, policies and procedures and an overview of the district's emergency management program.

Part Two: Annexes and Resources: Contains emergency support annexes, which provide information that supports emergency response and management.

Emergency Response Guides (ERGs): Contains hazards specific guides, emergency contact numbers and emergency management information.

Plan Administration & Maintenance

The Freire Charter School Principal is responsible for approving and ensuring promulgation of this plan. It shall be reviewed annually and updated as needed. In addition to the emergency plan itself, assessments, resources, site mapping data, training programs and resources are contained in the Navigate EMS system. The plan and access to Navigate EMS will be distributed to the appropriate personnel.

Plan Distribution

Name/Agency	Date Delivered
Douglas Scheer / Delaware Emergency Management Agency	10/28/2022
/	
/	
/	
/	
/	
/	
/	
/	

Vital Record Preservation

To continue normal operations following an emergency or disaster, vital records must be protected. These include:

- Legal documents including plans and contracts
- Financial accountability

- Student accountability
- Other documents deemed vital to school operations

Review

The Principal or designee is responsible for ensuring the development, implementation and revision of this plan. Prior to the start of each school year, the School will complete a review of the Freire Charter School Wilmington Emergency Response Plans (ERP) as well as support documentation. This includes updates to organizational and contact information, ongoing self-assessment results, drills and exercise expectations, and revisions identified as a result of the corrective action plan tasks, as well as policy and procedure reviews and applicable updates.

Readiness Levels

Freire Charter School Wilmington will endeavor to ensure that resources are in place to ensure safety and well-being of students, faculty and staff. When an incident occurs, or severity escalates quickly, readiness actions will occur in rapid succession and some activities may be merged.

LEVEL 4: NORMAL CONDITIONS - Regular campus operations are unaffected.

Emergency incidents occur and local officials are notified. One or more external and/or internal departments or agencies respond to handle the incident. Limited assistance may be requested from them.

An incident command post may be established. School personnel remain alert to hazards and vulnerabilities and share concerns with Administrators and/or first responders.

LEVEL 3: INCREASED READINESS - Regular campus operations are affected slightly, if at all. Incident Command and safety team are alerted.

A situation presents a greater potential threat than Level 4, but poses no immediate threat to District operations, life and/or property. Evolving situations are monitored when protective measures are needed.

Declaration of Level 3 may require the initiation of increased readiness activities within Department and Campus emergency plans. Staff will monitor weather radio, local news media, Internet and other sources through which emergency notification may be relayed and ensure that contingency plans and resources are in place.

Personnel with emergency responsibilities ensure individual and staff readiness. All personnel remain alert to hazards and report unusual activities and safety or security concerns.

LEVEL 2: HIGH READINESS - Incident impact is limited to a specific area or is an off-campus or vicinity event with either a direct or indirect impact upon the campus and/or District. Regular campus operations experience some level of disruption. Incident Command and safety team are activated.

A situation presents a significant potential and probability of disrupting the educational process, threatening school safety and security and/or causing loss of life and/or property. This condition will require some degree of warning to students, staff and parents. Actions could be triggered by either Natural (e.g. weather) or Human Caused (e.g. verified bomb threat) events.

Declaration of Level 2 likely will require the initiation of high readiness activities within the ERP.

The District Emergency Operations Center may be activated with limited staffing. Staff members monitor emergency notification sources, including warning systems, Emergency Alert System broadcasts, weather radio, local news media, social media and other communication sources. School faculty and staff should initiate appropriate protective measures.

All personnel must remain alert to hazards, follow instructions of District and local authorities and report unusual activities or safety/security concerns to their supervisors or command post immediately.

LEVEL 1: MAXIMUM READINESS - Large-scale disruption of District operations occurs. An array of outside agencies and District departments are activated. District EOC is operational, possibly around-the-clock, and a Unified Command System may be required. Multiple Incident Command Posts may be in use and the District may request additional support from outside sources.

Incident Command is in place with coordination between District EOC and Campus Command Post as well as with first responders and local emergency management. Actions could be generated by either Natural or Human Caused events. Maximum readiness actions may be appropriate when situations similar to the following occur:

1. Hurricane Warning: The impact of a hurricane, or severe tropical storm system, is imminent and will require evacuation, shelter and resource activations on a regional or statewide basis. Readiness actions may include continuous situation monitoring, activating decision points and resource request scenarios, assigning staff extra duties and adjusting both staff and school schedules as appropriate, providing parent notification and activating the District EOC.
2. Tornado Warning: A tornado has been sighted within or near District boundaries. Readiness actions include taking immediate shelter, halting all District transportation operations and student dismissals, ensuring student accountability and preparing for search/rescue and damage assessment processes.
3. Violence Threat: Threats are verified or ongoing either on campus or in immediate vicinity. Readiness actions should include close coordination with law enforcement, implementation of Heightened Security or other precautionary measures. Considerations are in place for release from Heightened Security, reunification and accountability. Scene management is turned over to law enforcement with a strong school presence in the liaison and operational roles of ICS. All affected areas should be treated as potential crime scenes.
4. Mass Gathering: Civil disorder is about to erupt into large-scale and widespread violence or a planned event is experiencing considerable disruption. Readiness actions may include requesting additional support of first responders, moving students and staff to safe locations and controlling release of students and restricting access to campuses.

Declaration of Level 1 likely will require the initiation of maximum readiness activities within Department and Campus emergency plans. School staff should initiate response activities including full safety accountability. All staff remains alert to hazards and report unusual activities and safety/security concerns.

Personnel with emergency responsibilities carry out assigned duties. Call back and continuity procedures may be implemented. Campus staff not involved in response or recovery may be released or assigned other duties. Educational activities likely are disrupted.

National Incident Management System (NIMS)

This plan is designed to comply with the preparedness guidelines established in the National Incident Management System (NIMS). NIMS was federally implemented in 2007, and was designed to centralize and coordinate emergency response through the use of standardized terminology and processes. The NIMS system is used throughout the United States to manage and coordinate any emergency response involving more than one agency or jurisdiction. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response.

NIMS established the Incident Command System (ICS) as a standardized organizational structure to establish a unified command and line of authority, with common operational terminology for the management of all major incidents.

ICS is a combination of personnel, facilities, equipment, procedures and communications operating within a common organizational framework to manage the resources required to effectively accomplish objectives related to the emergency or incident. The main concepts behind the ICS structure are:

1. every emergency requires the execution of certain tasks or functions;
2. every incident needs one person in charge;
3. no one should direct more than seven people; and
4. no one should report to more than one person.
5. every emergency needs a command post as a base of operations

Components of the ICS include:

1. Common terms established for organizational functions, resources and facilities;
2. Unified command structure with a common set of objectives and strategies;
3. Modular organization which expands or contracts as the incident progresses;
4. Manageable span of control by one person;
5. Pre-designated incident facilities;
6. Integrated communications;
7. Five-function structure for management of all major incidents.

Direction and Control

During emergency operations, the Freire Charter School School administration retains administrative and policy control over their students, employees and resources. The Superintendent is responsible for establishing objectives and policies for emergency operations and providing general guidance for emergency response, recovery and continuity operations including inter-departmental processes, such as a common communications protocol, that are designed to facilitate a coordinated effort with both internal and external stakeholders. Freire Charter School School is responsible for having operational plans to support emergency incidents.

Continuity of Administration

Administrators may be unavailable or incapacitated in an emergency. Further, one administrator may need to assume the responsibilities of another, leaving his or her responsibilities to be filled by someone else. Therefore, it is necessary to establish a line of succession. The line should be at least three-individuals deep.

Continuity of Administration Table

Name	Position	Phone Number
Madeline Weckel	Co-Head of School	302-407-4800 ex 513
2. Ruble Harris	Assistant Head of School	302-407-4800 Ext. 508
3. Katie Pollard	Assistant Head of School	302-407-4800

Communications

Establishing reliable communication networks is critical for dealing effectively with any emergency or crisis. Timely contact with law enforcement and other public agencies is necessary for effective response. School staff members and students must be told what is happening and what to do. Parents and families of staff members must be informed about the situation, including the status of their child or family member. Rumors must be quelled. And finally, the media must be informed and kept updated. It is the responsibility of the Superintendent to disseminate information to the public and the responsibility of the Principal to provide timely and accurate updates to the Superintendent. Key components of effective communications are:

Common Terminology

One of the most important reasons for schools to use the Incident Command System is that it provides common terminology. When communicating with schools, families, the community and public safety agencies, the School will endeavor to use plain language and avoid the use of code phrases and acronyms.

Communicating with Families

An important aspect of managing emergencies is communicating effectively with families. This is most effective before an emergency occurs. Some useful strategies include the following:
1. Develop a relationship with parents so that they trust and feel comfortable calling school personnel in the event of emergency.
2. Inform parents about the school's emergency plan, its purpose and objectives. Such information can be included in a school newsletter or informational materials prepared for parents.
3. Develop a list of community resources that may be helpful to parents in the event of an emergency. Publish links to the resources on the school website. Publicize the hotline number

for recorded emergency information.
4. Identify parents who are willing to volunteer in case of an emergency, include them in preparation efforts, and include them in training.
5. Be prepared with translation services for non-English speaking families and students with English as a Second Language.

Communicating with the Media

During an emergency, the media are not allowed inside affected district facilities. Assign the media to a designated external area at the site of the emergency to allow full access to the site by emergency response teams. Refer to the Communications Annex for additional guidance.

Drill Program

A Multi-Hazard Emergency Reponses Plan (ERP) is only as good as the ability of students, faculty and staff to execute it. Following the established plan requires a quick and careful assessment of the situation and practiced decisions as to the best course of action. When everyone at the campus regularly practices the plan, school personnel are more confident in making decisions to effectively and efficiently manage an emergency or major incident. With good training and practice, everyone involved will be better able to react appropriately to emergency events.

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The safety and security of Freire Charter School students and staff depends upon everyone knowing what to do when an actual incident occurs. Conducting drills strengthens schools as learning organizations by empowering and creating a culture of preparedness. Drills allow administrators, staff and students to better prevent, mitigate, prepare for and recover from a variety of incidents.

Drills offer students and staff hands-on experience to achieve and maintain proficiency with emergency functions. To be effective, drills need discussion with participants, including students, so that everyone understands what is being done and what improvements still are needed.

Since drills easily can become routine, it is important throughout the school year to seek feedback from staff to identify what works and what parts of the ERP need to be practiced in future drills. It is the responsibility of the Principal to insure all drills are conducted, documented, and that follow-up action plans are developed and acted upon in a timely fashion.

Mandated Drills

Each school shall schedule and complete the minimum drills and evaluate the effectiveness of each:

Drill Type	Frequency (At Least)	Guidance
Fire/Evacuation	One drill each month while school is in session.	One announced drill (during first two weeks of new school year). One drill with special circumstances (scheduled during lunch, class change time, accountability/reunification issues, functional needs, etc.). Test evacuation procedures not usually addressed during fire drills. (Check with your local fire department about receiving fire drill credit for this drill.)
Lockdown/Intruder	Two per year.	First drill conducted in month of September
Tabletop Exercise	One each year.	
Recommended Practices		
Lockdown (Active Threat Lockdown and Heightened Security)	One drill each semester and each summer school session	Practice securing classrooms and discuss Run and Hide options. Allow time after the drill for teachers and students to talk about options and safety considerations. Provide ways for staff to share their own concerns, and those of their students with administrators.
Reverse Evacuation	One drill each semester and each summer school session	Practice bringing students into school and implementing Heightened Security.
Shelter in Place	One drill each semester and each summer school session	Practice moving to designated shelter locations inside the school.

Authorities and References

Authorities and References are listed in the District Emergency Operations Plan (EOP).

Glossary and Definitions

Unless otherwise defined in the ERP, terms have the following meaning:

Term	Definition
Access and Functional Needs	Persons who may have additional needs before, during and after an incident in functional areas, including but not limited to: maintaining independence, communication, transportation, supervision, and medical care. Individuals in need of additional response assistance may include those who have disabilities; are in special education programs; are from diverse cultures; have limited English proficiency or are non-English speaking; or are transportation disadvantaged.
After-Action Reviews	A structured review or debrief process that analyzes what happened, why it happened, and lessons learned or best practices identified, in a forum that includes participants and responsible program managers.
Comprehensive Multi-Hazard Exercise/Drill Program and Schedule	A plan developed by school districts with input from public officials, specialists from other organizations (i.e., Emergency Management, American Red Cross, Fire Marshal, Law Enforcement), and community members to ensure an efficient and effective response to emergencies and disasters.
Continuity of Operations	Program guidance to continue school district business, including instruction and other essential functions in the event of a disruption initiated by natural, human or technological impacts causing the loss of facilities, technology or the workforce.
Corrective Action Plans	Plans designed to support accountability in the implementation of procedures based on lessons learned and after-action reviews from actual incidents or from training and exercise.
Disability	The term refers to a person (child or adult) who has a physical or mental impairment that substantially limits one or more major life activities; a person who has a history or record of such impairment; or a person who is perceived by others as having such impairment. The term 'disability' has the same meaning as that used in the Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1973, and The Individuals with Disabilities Education Act (IDEA).
Drill	An action designed to test and to maintain skills in a particular operation or component of an EOP. Examples may include evacuation drill, Heightened Security drill, weather drill, shelter-in-place drill, reverse evacuation drill, and bus evacuation drill.
Emergency Management Programs	An integrated approach to the management of emergencies using the four emergency phases (mitigation/prevention, preparedness, response, and recovery) and for all types of emergencies and

Term	Definition
	disasters (natural, technological or human-caused).
Emergency Supplies	A collection of basic items needed to stay safe and be more comfortable during and after a disaster. These supplies should be stored in a portable container(s) in an accessible area to ensure availability in an emergency. Supply kit contents should be inventoried and restocked annually. Supply kit can include but is not limited to the following: First Aid Kit (bandages, medicine, and sanitizers), Emergency Tool Kit (hammer, ax, nails, putty, and duct tape), food, and water, Go Kit (master key and extra set of keys), and AEDs.
Exercise	An event designed to practice and test procedures that may be used in an emergency in order to improve performance and identify deficiencies. Examples of exercises may include drills, table top, functional and full scale.
Facility	Any district owned or leased building, works system or equipment with certain improved and maintained natural features.
Hazard	Any real or potential condition that can cause injury, illness or death of any personnel, or damage to or loss of equipment or property.
Hazard Analysis	A systematic identification and analysis process of existing and potential hazards. A hazard assessment is part of the emergency planning process and serves as the basis for developing Emergency Operation Plans.
Health Control Issues	Programs, policies, and procedures designed to mitigate and prevent widespread health emergencies or threats, including but not limited to programs for immunizations, maintenance of immunization record, health department regulation compliance, written AED policies, posted hand washing signs, readily available soap and hand sanitizer, and proactive School Health Advisory Committee.
Incident Command System	A system to coordinate Emergency Management Suite and incident management among various federal, state and local agencies. Enables facilities, equipment, personnel, procedures and communications to operate within a common organizational structure and aid in the management of resources and planning during incidents, unhindered by artificial jurisdictional boundaries.
School District (SD)	Created in accordance with Florida law, each school district has primary responsibility for implementing the state's system of public education and ensuring student performance. An SD is governed by a board of trustees who, as a body corporate, oversees the management of the district and ensures that the superintendent implements and monitors plans, procedures, programs, and systems to achieve appropriate, clearly defined, and desired results in the major areas of district operations.
Inter-Jurisdictional Agreement	A written agreement between governmental entities to facilitate obtaining resources (personnel, equipment, supplies) needed to deal with an emergency.

Term	Definition
Interoperability and Compatibility	A principle of the National Incident Management System (NIMS) that holds that systems must be able to work together and should not interfere with one another if the multiple jurisdictions, organizations, and functions that come together under the NIMS are to be effective in incident management. Interoperability and compatibility are achieved through the use of such tools as common communications and data standards, digital data formats, equipment standards, and design standards.
Interagency Collaboration	Two or more divisions of government (i.e., school district, fire department, etc.) or nongovernmental organizations (i.e., private contractor, business, etc.) working together for a common purpose.
Local-Level Stakeholders	Local stakeholders are considered representatives of such governmental entities as city or county government, other municipalities, school districts, first responders (police, fire, emergency medical), health departments and similar organizations, as well as representatives of the private sector and local volunteer organizations.
Memoranda of Understanding	A Memorandum of Understanding (MOU) or equivalent documents are written agreements that define the responsibilities of each party, provide the scope and authority of the agreement, clarify terms and timelines and outline compliance issues. Situation and need dictate the best type of agreement or whether one even is needed. Usually must be approved by the governing board or council of each agreeing agency / jurisdiction.
Mutual Aid Agreement	Commits participating parties to a mutually beneficial, cooperative agreement based on principles of contract law that support protecting lives and property. In most circumstances, participating parties provide resources, materials or services during emergency events with the idea that there will be a future reciprocal exchange of roughly comparable value, if and when required.
National Incident Management System	A systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. NIMS includes a core set of concepts, principles and terminology.
Operational Plans	Processes included in District or campus level plans to provide roles and responsibilities, tasks, and actions required of the school district and support organizations or agencies during a response; provides the framework for tactical planning.
Professional School District Employee	A superintendent, principal, teacher (including a substitute teacher), supervisor, social worker, counselor, nurse, bus driver, student intern, member of the board of trustees and teacher's aide employed by a school district. Any other person employed by a school district whose employment requires certification and the exercise of discretion.

Term	Definition
Preserve Evidence	Practice of ensuring that potential evidence is preserved.
Public Information	Public Information consists of the processes, procedures and systems to communicate timely, accurate and accessible information on the incident's cause, size and current situation to the public, responders and additional stakeholders (both directly affected and indirectly affected). Public Information platforms include coordination via traditional and social media platforms.
Resource Management	Coordination and oversight of the application of tools, processes, and systems that provide incident managers with timely and appropriate resources during an incident. Resources can include personnel, teams, facilities, equipment, and supplies.
Reunification	A process to return students to their parent or guardian while maintaining order and accountability after an incident.
Risky Behaviors	Actions that have been identified as precursors to violent or criminal behavior.
Safety	A condition of being safe from undergoing or causing hurt, injury, or loss.
Safety and Security Audit / Ongoing Self-Assessment	A process that systematically measures the conditions of each campus and facility including: physical safety and security, school climate, Emergency Management Suite and access control.
School Climate	The quality and character of school life. School climate is based on patterns of students', parents' and school personnel's experience of school life and reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.
School Safety and Security Committee	A working group that meets regularly to participate on behalf of the district in developing and implementing emergency plans consistent with the district Multi-Hazard Emergency Operations Plan and ensures that the plans reflect specific campus, facility or support service needs.
Security	The quality or state of being secure as freedom from danger.
Staff	School district personnel including, but not limited to teachers, substitute teachers, paraprofessionals, food services, custodial staff, counselors, social workers, school based law enforcement, support service staff, principals, nurses, bus drivers, and school administrators.
State-Level Stakeholders	State stakeholders are considered representatives of such entities as State Fire Marshal's Office, Florida Education Agency, Office of the Attorney General, Department of State Health Services, and Department of Public Safety, Department of Homeland Security, and Office of the Governor.
Stakeholders	Individuals or organizations with a legitimate interest in a given situation, action, or enterprise as well as a party who affects, or can be affected by, an entity's actions.

Term	Definition
Strategic Plan	Processes included in District Multi-Hazard Emergency Operations Plans that detail emergency management responsibilities over the long-term; driven by guidance from senior leaders and established planning priorities; sets the context for operational planning.
Systematic	Having, showing, or involving a system, method, or plan arranged in or comprising an ordered system.
Tactical Plan	Processes included in campus plans that detail the personnel, equipment, protective actions and resource management involved in incident response.
Threat	An indication of possible violence, harm, or danger.
Warning Signs of Violence	Include a history of violent behavior, direct or indirect threats, intimidating behaviors, possession of weapons, or sudden change in behavior due to a triggering event.

Freire Charter School

Emergency Response Plan

Part 2: Annexes and Resources

Communications Annex

Communications

The ability to communicate is a critical part of emergency management and site security. This Annex should be maintained to accurately reflect the district's communications assets, and procedures.

COMMUNICATION TOOLS

1. Standard telephone - A standard telephone plugged into a standard jack may work even when the electrical power is off. Designate a school telephone number as a recorded "hot line" for parents to call for information during emergencies. The goal is to keep other telephone lines free for communication with first responders and others.
2. Cellular telephones - These phones may be the only tool working when electric service is out; they are useful to administrators and staff who may be travelling to or from a site.
3. Mass Messaging - This web-based communication tool allows for mass messaging of groups, such as staff or families. This can be an effective way of reaching large numbers of people.
4. Social Media - Social media sites, such as Facebook and Twitter, are extremely effective ways to reach large numbers of people. Because information that is posted is public, care should be taken to ensure the messages are accurate and consistent with other communications. Social media should be viewed as an ongoing strategy and not only used for emergency messaging.
5. Intercom systems - Ideally, systems should include teacher-initiated communications with the office using a handset rather than a wall-mounted speaker.
6. Bullhorns and megaphones - A battery-powered bullhorn or megaphone should be part of the school's emergency toolbox to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
7. Two-way radio - Two-way radios provide a reliable method of communication between rooms and buildings at a single site. Train all staff fully to operate the two-way radio.
8. Computers - A wireless laptop computer may be used for communication both within the school and to other sites. E-mail may be a useful tool for updating information for staff, other schools in an affected area, and the District Superintendent. Post information such as school evacuation, closure or relocation on the home page of the school and district website.
9. Fax machines - Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations can be faxed and returned in emergencies.
10. Alarm systems - Bells or buzzers which may be sounded in different ways to signal different types of emergencies - for example, fire, lockdown or special alert (with instructions to follow).

Handling Rumors

People are going to talk about an emergency and without facts, people speculate. Rumors create a negative perception of the school's ability to manage an emergency. The most effective strategy for combating rumors is to provide facts as soon as possible:

1. Identify and notify ALL internal groups including administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, bus drivers, etc. These are primary sources of information who are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they have accurate information because what they know will be passed on. A

faculty/staff meeting should be held before staff members go home so that information about the scope, cause of and response to the emergency can be clearly communicated.

2. Clerical staff who answer the telephone at the school and at the District Office must know what information can be shared and what information is considered confidential. They must also be kept informed about inaccurate information that is circulating so they can help correct misinformation. Designating staff to answer calls helps control the circulation of misinformation.

3. Use of key communicators in the community will also combat rumors. A telephone tree, news release or a briefing held especially for identified community representatives directly associated with the school will help convey accurate information.

4. The media can also help control rumors; ask reporters to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

5. After an immediate emergency has passed, a public meeting may be helpful.

6. It provides an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may help restoring the community's confidence in the school's ability to manage emergencies and to provide a safe environment.

7. If the incident involved damage or destruction, schedule an open house for parents and other community members to see the school restored. This will help everyone put the emergency behind them.

Public Information

Media Crisis Communication Guidelines

During an emergency, the media are not allowed inside affected district facilities. Assign the media to a designated external area at the site of the emergency to allow full access to the site by emergency response teams.

Most news people are sensitive when reporting emergencies that occur in school settings and are interested in doing a reputable job. The following suggestions will promote clear communications with the media:

1. Identify and assign a Public Information Officer or single information source.
2. Direct media representatives to one area where briefings can take place.
3. Instruct all staff to refer all information and questions to the Public Information Official or Media Liaison or District Office. Remind staff that only designated spokespeople are authorized to talk with news media.
4. Insist that reporters respect the privacy rights of students and staff. Answer questions within the limits of confidentiality.
5. Take initiative with news media and let them know what is or is not known about the situation.
6. Emphasize school's/district's good record.
7. Speak to reporters in plain language (English) - not in "educationese."
8. If the emergency is a death, Principal should consult with the deceased student/staff member's family before making a statement about the victim.
9. If there is involvement with a criminal case, work in conjunction with law enforcement.
10. When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.
11. Don't try to "kill" a story; don't say "no comment;" don't speculate; don't pass blame.
12. Contact District Support Team to regularly update.
13. Delay releasing information until facts are verified and the school's position is clear.
14. Assign sufficient staff to handle phones and keep a log of calls and personal contacts.
15. Express appreciation to all persons who helped handle the emergency.

Prepare statements about the situation to avoid ad-libbing. Important points to make are:

1. preparedness of the school;
2. coordination of efforts with community agencies;
3. access to information for parents;
4. responsible immediate action taken by school representatives (including those in positions of authority); and
5. support provided for students at the school.

Always provide a phone number to call for additional or updated information.

Interviews

All interviews with those involved in the emergency must be scheduled through the District Office.

Media requests for student interviews should be made through the District Office. Media interviews with students require parental consent and approval from the Superintendent's Office. When requests for student interviews are granted, the interview will be conducted at a district designated site to minimize the loss of instructional time and disruption to the learning environment.

A district representative may be present at any individual interview. In-depth interviews will be recorded and transcribed.

All information will be "on the record" and there will be no "unidentified sources" for information relating to the emergency. Any source of information is to be identified by name to ensure that the information can be verified if there is a question about its accuracy.

The district will not respond to rumors, speculation or unverified information that has not been provided by a designated spokesperson.

Authorized Spokesperson

A district spokesperson will be designated for the emergency based on its nature and location. The spokesperson will serve as the primary source throughout the emergency for any operational details.

To facilitate access to information when the spokesperson is not available, the appropriate district staff will convey authorized information to the media through press releases.

Describe the communications systems used in by the district:

Communications Systems

Description	Custodian/Administrator
Facebook	N/A
Twitter	N/A
Mass Messaging	On-Site
Bull Horn	On-Site

Description	Custodian/Administrator
School Radios	On-Site
Public Safety Radio	On-Site

Health & Medical Annex

Automated External Defibrillators (AED)

The purpose of this program is to establish guidelines for the placement, care and use of Automated External Defibrillators (AED). This program pertains to AED(s) located in schools or other District facilities. The procedure is provided for District employees trained to respond to a victim of a sudden cardiac arrest.

AED LOCATION

1. Each site will be evaluated for the best placement of the AED. The AED placement will be determined by the site administrator or their designee, School Nurse Coordinator, Coordinator of Health and Physical Education, the Security Coordinator and local EMS.
2. Each facility employee where AED(s) are assigned will know the location(s) of the AED.
3. The location of the AED will be clearly marked.
4. The AED will be accessible at all times during the school day.
5. Contracted and other community activities are not guaranteed access to the AED as part of standard rental contracts.

EMERGENCY PROTOCOL

1. The First Responder who comes to the aid of the victim should:

   - Note the time of the event.

   - Follow First Aid/CPR with AED training protocols.

   - Provide the sequence of events to EMS when they take over the scene.

2. The second person who arrives should:

   - Bring the AED to the site and assist the First Aid Attendant or First Responder.

3. The third person who arrives should:

   - Record the events that occur and minimize traffic in the area.

4. Upon arrival of the Emergency Medical Services (EMS), the EMS will become the responsible authority when they tell the responder they have taken over for the care of the patient. Responding personnel will assist as needed.
5. In the event that the victim is a student, a District employee is to accompany the student to the hospital and will remain there until a parent or guardian arrives.
6. The Superintendent, Executive for Student Services, and the School Nurse Coordinator should be notified as soon as possible.
7. The trained employee responder who utilizes the AED shall complete the AED Incident Report

within 24 hours or the next business day following the event.
8. Post Incident

- The AED must be thoroughly cleaned of any substances that may have contacted the device. The employee responsible for this shall don protective gloves and use an approved sanitizer to clean the AED.

- All preparation devices (i.e. electrodes, protective gloves, shaving razors, etc.) that were utilized during the emergency event must be replaced before returning the AED to service.

School Medical Team

The School Medical Team assists the school nurse in providing basic first aid to students.

Last Name	First Name	Phone Number	Position
Theora	Wisher	302-407-4800	Nurse

First Aid Kits

Identify the person responsible for maintaining the first aid kits.

First Aid Kit Manager

Location	Expiration Date	Maintained By
Nurse's office		Nurse - newer kit on order and updated upon arrival

AED Locations

Identify the person responsible for maintaining the AEDs.

AED Manager

Location	Expiration Date	Maintained By
Nurse's Office		Nurse - pads expired and new ones on back order,will update

Functional Needs Population

Freire Charter School is committed to the safe evacuation and transport of all students and staff. The school recognizes that some members of its population may need additional assistance during and after an emergency. Those who may need additional assistance may have physical, sensory, mental

health and cognitive and/or intellectual disabilities affecting their ability to function independently without assistance. The functional needs population includes, but is not limited to, students/staff with:

Limited English proficiency,

Blindness or visual disabilities,

Cognitive or emotional disabilities,

Deafness or hearing loss,

Mobility/Physical/Medically fragile disabilities (permanent and temporary),

Allergies (including asthma and severe allergies).

These numbers will fluctuate. Students and/or staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff who require additional assistance during an emergency will be identified by the Nurse, IEP and safety team and is available with Katie Pollard, Academic Supports.

A list of staff members that have been trained and assigned to assist the functional needs population during drills, exercises and incidents is available in the FCSW Staff Directory, electtronically.

Mental Health Annex

1/25/21 The Mental Health is included in the Medical Annex and is part of each school's emergency plan as well as in the District plan.

Each building will have a Crisis Intervention Team that will operate in coordination with other building and district appointed teams. The Crisis Intervention Team addresses the emotional needs of the students and staff. In that capacity, the team must be able to make rapid assessments of student and staff needs, provide family outreach, plan and carry out appropriate interventions, use individual and group strategies, and make referrals to mental health resources as appropriate. The team is also a key component of the school threat assessment process, helping to identify those who pose a threat to themselves/others, then helping to develop appropriate interventions and responses.

The objectives of Crisis Management are:

Before the disaster/critical event:
1. Build community at school
2. Identify, monitor, and support at-risk students and staff
3. Develop ties with mental health and other community resources that support the emotional well-being of children

During the disaster/critical event:
1. Protect - children by shielding them from:

   - Bodily harm

   - Exposure to traumatic stimuli (sights, sounds, smells)

   - Media exposure
2. Direct-ambulatory students who are in shock and dissociative

   - By using kind and firm instruction

   - To move away from danger, destruction, and the severely injured
3. Connect

   - To you as a supportive presence

   - To caregivers

   - To accurate information
4. Triage for signs of stress that jeopardize safety
5. Segregate survivors based on exposure level
6. As appropriate, activate the Regional Homeland Security Mental Health Response System
7. Begin psychological first aid, including the work to reestablish the perception of security and sense of power

After the disaster/critical event:
1. Reunite the students with caregivers as soon as possible
2. Reestablish a calm routine

3. Restore the learning environment
4. Continue with psychological first aid
5. Provide responsive crisis and grief counseling
6. Initiate referrals to mental health professionals
7. Provide information and psycho-educational materials to families/caregivers
8. Assist in community efforts to provide support for families

Before, during, and after the disaster/critical event:
1. Provide ongoing support
2. Teach stress management
3. Provide empowering activities

Crisis Intervention Team Members:

This section will include the lists of CIT members for each school building in the district including the leader for each team. When appointing the CIT, consider persons who have:

1. Understanding of school mission
2. A sense of responsibility beyond routine
3. Ability to establish rapport quickly
4. Ability to listen to difficult feelings and experiences of others
5. Clear about feelings, thoughts, biases
6. Maintain confidentiality
7. Aware of limitations
8. Aware of the need for self-care
9. Ability to support persons with special needs
10. Understanding of the cultural diversity within the community

The CIT team may be made up of individuals from a range of school staff who meet the above criteria including: school counselors, psychologists, social workers, school nurses, teachers, special education professionals, language learners, school resource officers or other law enforcement. Also consider that some maintenance and dietary staff form a special bond with students and may be willing to be trained and act in this capacity. This team will be led by a knowledgeable school-based mental health professional such as the school counselor, social worker, or psychologist.

Before the Critical Event

Mitigation:

The Crisis Intervention Team is involved in on-going mitigation by working to develop resilient students and staff through integrated curriculum and social skills development. Resilient individuals are better able to cope with disaster and their recovery is expedited. (Also see, "The Road to Resilience:" https://www.apa.org/helpcenter/road-resilience). Conduct on-going screening of students for symptoms of post-traumatic stress disorder, anxiety disorder, or depression. Attend to bullying situations, provide programming that assists students in developing respectful relationships with others, and assess the overall climate and culture of your school.

Address these baseline conditions to improve the response to future events. Students who have been exposed to life threatening violence in their day-to-day lives will generally have:

1. Lower grade point averages
2. More negative comments in their school records

3. More absences

Timely identification and intervention with students experiencing academic, social and behavioral difficulty is an integral part of the mitigation effort. Mitigation supports efforts to prevent or reduce violence against self and others.

The Team will also develop ties with professional mental health resources in the area.

Parents:

The CIT will provide information to parents about likely responses to a disaster situation or critical event that children may undergo developmentally as well as information about the planned response if an event should happen.

Mental Health Resources:

The school district's written agreements with other community resources that the school could call upon in an overwhelming crisis situation should be listed here.

Notes for preparing the table:
1. Consider requesting responding agencies to be trained in psychological first aid.
2. Attach letters of understanding or memos of understanding with the community agencies or other schools that might assist.
3. Outside teams support the school's Crisis Intervention team in self care and assist in the development of letters, brochures, etc. that need to be sent to families. A "back-up" team supports and develops these needed resources while the local district's CITs work directly with the students.

Organizations that the school should consider include:
1. Supporting schools and neighboring school district teams
2. Local community mental health centers
3. Local College and University resources
4. Private mental health agencies
5. Chaplains and pastors with the appropriate training

Other regional, state and national resources may be requested through:

1. Regional Support and Assistance Teams where available
2. (NEAT) - National Emergency Assistance Team through the National Association of School Psychologists (http://www.nasponline.org/resources/crisis_safety/index.aspx)
3. NOVA, the National Organization of Victim Assistance:

    - Call upon a NOVA (National Organization for Victim Assistance) Community Crisis Team for assistance as necessary. Contact information for the national NOVA headquarters in Washington, D.C. is 703-535-6682. NOVA services include:

    - Immediate assistance within 24 hours

    - Planning coordination with emergency responders

    - On-site, one-to-one companioning

- On-site community group crisis intervention

In major catastrophes, it is recommended practice to establish a family assistance center where friends and families of loved ones can go to receive continuing updates on what is happening with rescue or recovery efforts, as well as to receive other information and obtain resources, including: family companioning, assistance in visiting the disaster site, crisis intervention, mental health referrals, assistance in filing for victim compensation, assistance with emergency financial needs and assistance with filling out forms for expedited death certification.

Training

The CIT will be part of the overall all-hazards drill and exercise plan. A mental health objective will be included in the exercise plan. Additionally, the CIT includes plans for new team member orientation on a regular basis and including community partners in the exercises. This plan guides

1. Ongoing training and exercising for the CIT
2. Training for all staff on referral of others and self-referral
3. Educating all staff about common stress reactions they may observe in the classroom
4. Training for special education teachers and facilitators regarding stress reactions of children with special needs

During the Critical Event

The job of the Crisis Intervention Team is to pay attention to students, staff, and parents, watching for signs of distress that jeopardize safety, and to activate mental health resources to intervene as appropriate in support of students, staff, and parents.

Psychological responses of survivors may include:

1. Irritability, anger
2. Self-blame, blaming others
3. Isolation, withdrawal
4. Fear of recurrence
5. Feeling stunned, numb, or overwhelmed
6. Feeling helpless
7. Mood swings
8. Sadness, depression, grief
9. Denial
10. Concentration and memory problems

Physiological responses of survivors may include:

1. Change in appetite
2. Headaches, chest pain
3. Diarrhea, stomach pain, nausea
4. Hyperactivity
5. Nightmares
6. Change in sleep patterns
7. Fatigue, low energy

These responses are common initial reactions to a critical incident. Be cognizant of students with pre-existing characteristics that might make them more vulnerable.

For some survivors the symptoms persist for weeks and months, resulting in chronic problems [including Post Traumatic Stress Disorder (PTSD)] if not dealt with effectively. While it is the job of the mental health professionals to whom we refer our needy students and staff members to diagnose mental health conditions like PTSD, it may be useful for the Crisis Intervention Team members to know the diagnostic criteria from the Diagnostic and Statistic Manual IV-TR), American Psychological Association for PTSD:

1. The person has been exposed to a traumatic event

   - Threat to physical integrity of self or others

   - Response of intense fear, helplessness or horror

   - Children may show disorganized or agitated behavior
2. The traumatic event is re-experienced (1 or more)

   - Intrusive recollection of the event

   - Young children may engage in repetitive, trauma-linked play

   - Dreams of the event

   - Children may report frightening dreams without recognizable content or dreams of monsters

   - Acting as if or feeling that the event is recurring

   - Young children may show trauma-specific reenactment

   - Intense psychological distress to exposure to trauma cues

   - Physiological reaction to exposure to trauma cues
3. There is avoidance of trauma cues and numbing of responsiveness (3 or more)

   - Avoid threats, feelings, conversations of trauma

   - Avoid activities, places, people linked to trauma

   - Can't recall important aspects of trauma

   - Less interest or participation in important activities

   - Feeling of detachment/estrangement from others

   - Restricted range of feelings

   - Sense of foreshortened future
4. Persistent increased arousal (2 or more)

    - Difficulty sleeping

    - Irritability or outbursts of anger

    - Difficulty concentrating

    - Hypervigilance

    - Exaggerated startle response
5. Disturbance lasts longer than one month
6. Distress causes significant distress or impairment

While many students and staff may show some short-term stress responses, most will recover without developing a psychiatric condition.

The Crisis Intervention Teams must be prepared to do the right things in those first few hours following a disaster to limit the stress level of students and staff. Initially the priority must be given to reestablishing a feeling of security. The perception of security and a sense of power must be restored before the trauma can be addressed through appropriate intervention:
1. Provide adequate site security. Security and safety measures need to be concrete and visible.
2. Control the flow of information to protect against unnecessary re-exposure to the trauma
3. Work together to mitigate future recurrences

Guided classroom discussion in a supportive environment (sometimes referred to as Group Crisis Intervention) is the simplest and most natural group intervention following a crisis. Prior to any discussion, triage students for exposure to violence and regroup those most exposed. The classroom discussions follow these steps:
1. Introduction-state purpose; set rules so that the process is confidential, voluntary, and safe
2. Explorations-ask students to describe their initial reactions to what they saw, heard, and felt
3. Information-summarize perceptions, clarify misconceptions, dispel rumors, normalize experiences and reactions, provide appropriate accurate information, suggest stress management strategies

The classroom discussions should be facilitated by mental health professionals if they are available. The school counselor, school psychologist or social worker will normally make these arrangements and may serve as the facilitator. Under some circumstances, when professional mental health resources are not available, each classroom teacher may need to facilitate the discussion on their own. The students will initiate discussion when they are ready. This is most likely to occur in grade three on up during the period 24 to 72 hours after the traumatic event.

Some staff and students may need the help of a community-based mental health professional in coping with the disaster. Ask the teachers to utilize a Mental Health Referral Form to inform the school-based mental health professional regarding the students who need help.

When the building Crisis Intervention Team (CIT) needs help, they should first request support from the district CIT.

After the Critical Event

Critical Incident Stress Debriefing is an intervention that has suffered a recent decline in popularity due to conflicting research studies about its effectiveness and findings that it may, in certain cases, inhibit

individuals' recovery from trauma. At this time there is not enough evidence to support its use with children. An alternative intervention supported by the National Child Traumatic Stress Network is Psychological First Aid. A summary of techniques (taken from Child Trauma Toolkit for Educators at http://www.nctsnet.org/nccts/nav.do?pid=ctr_ctte) follows. Additional information about children's responses to traumatic events can be accessed at the NCTSN website: www.NCTSNet.org and in the Psychological First Aid, Field Operations Guide, 2nd. Edition, http://www.nctsnet.org/nccts/nav.do?pid=typ_terr_resources_pfa

Preschool Through Second Grade

1. Provide support, rest, comfort, food, opportunity to play or draw
2. Reestablish adult protective shield by providing reassurance that adults will keep them safe and take care of their needs
3. Help clarify or correct any misconceptions that they might have regarding the event
4. Help children label their feelings (e.g., sad, mad, scared, confused) and identify what is bothering them
5. Help to verbalize general feelings and complaints (so they will not feel alone with their feelings)
6. Separate what happened from physical reminders (e.g., monkey-bars, parking lot) to counter children attributing magical qualities to traumatic reminders
7. Encourage them to let their parents and teachers know when thoughts and feelings interfere with learning
8. Provide consistent caretaking (e.g. assurance of being picked up from school, knowledge of caretaker's whereabouts)
9. Tolerate regressive symptoms for the first several days, then utilize supportive intervention and referral
10. Give explanations about the physical reality of death

Third Through Fifth Grade

1. Support all students. For those who want to discuss the event, facilitate their discussion. Utilize the worksheet. Address any preoccupations with their own actions during the event or feelings of responsibility and guilt.
2. Help to identify and articulate traumatic reminders and anxieties; encourage them not to generalize
3. Permit them to talk and act it out; address distortions, and acknowledge normality of feelings and reactions
4. Encourage expression of fear, anger, sadness, in your supportive presence
5. Encourage them to let teachers know when thoughts and feelings interfere with learning
6. Support them in reporting dreams, provide information about why we have bad dreams
7. Help to share worries; reassurance with realistic information
8. Help to cope with the challenge to their own impulse control (e.g. acknowledge "It must be hard to feel so angry")
9. Offer to meet with children and parent(s) to help children let parents know how they are feeling
10. Encourage constructive activities on behalf of the injured or deceased
11. Help to retain positive memories as they work through the more intrusive traumatic memories so that they will not feel overwhelmed by their grief responses

Sixth Grade and Up
1. Support all students. For those who want to discuss the event, facilitate their discussion. Utilize the worksheet. Address feelings about the event, and realistic expectations of what could have been done.

2. Help them understand the adult nature of these feelings; encourage peer understanding and support
3. Help to understand their acting out behavior as an effort to numb their responses to, or to voice their anger over, the event
4. Address the impulse toward reckless behavior in the acute aftermath; link it to the challenge to impulse control associated with violence
5. Discuss the expectable strain on relationships with family and peers
6. Elicit their actual plans of revenge; address the realistic consequences of these actions; encourage constructive alternatives that lessen the traumatic sense of helplessness
7. Link attitude changes to the event's impact
8. Encourage postponing radical decisions in order to allow time to work through their responses to the event and to grieve.

Parents

Keep the parents of surviving students involved. Strategies for preventing secondary stress and mitigating primary stress reactions to a critical incident will include information sent home to assist parents in observing their children and helping them cope. Notify parents of staff concerns, stay in close communication with them, and elicit their help in monitoring the students.

School interventions following a crisis are normally effective educational experiences designed to encourage learning about one's own and others' perceptions and feelings following critical incidents. However, when the intervention following an incident is intended to be counseling, parent permission is normally required. Provide the parents a permission form as follows:

I hereby give permission for my son/daughter _____ to participate in a group discussion regarding the _____ incident that occurred on _____ at school. I understand that the discussion will be led by _____.

For students who are traumatized, but whose parents refuse to provide permission for individual or group counseling, the CIT should work with the parents regarding appropriate measures for their child. If a parent refuses assistance and the student is neglected and/or dangerous to himself or others, appropriate referrals to Children's Services for intervention are needed.

During the first days following the disaster the Crisis Intervention Team, with the support available from mental health professionals, will survey the survivors for traumatic exposure. Keep the students' varying levels of exposure (i.e., some who saw injuries/death and others who were absent or not exposed to the event) in mind when organizing a group discussion. Consider breaking the class into smaller groups by degree of exposure for the discussion. If some students avoided exposure to the traumatic event, you do not want to subject them to full details of their classmates' exposure. Student and staff responses to the incident may not be apparent immediately, therefore their level of exposure should be considered if delayed responses occur.

Off Site Responses

This section will include information about the CIT response and role in a critical incident that occurs away from the school site. Besides involvement in the school setting with other students, the team will:

1. Identify methods to work with the reunification team
2. Identify methods to maintain a presence at the hospital emergency room, family assistance center or other sites as needed

3. Establish a CIT communication protocol

Death Notifications

Under normal circumstances, law enforcement, a coroner or medical examiner would provide death notifications to family members of the deceased. However, in a significant event where first responders are unable to respond to the school, the school administrators may have to work with the families of those that they have confirmed as deceased in the event. The school administrator and/or his designee(s) (which may be crisis intervention team members) may have to provide death notifications to parents and spouses of staff members until law enforcement, the Red Cross, medical responders, or mental health professionals assume that responsibility.

If the notification takes place at the school, find a private place to meet with the parents/family members of the deceased. The notification should be made in person following these parameters whenever possible (NOVA pages 6-90 and 91):

1. Make the notification in pairs
2. Do not take personal items of the deceased with you to do the notification
3. If you or your partner were involved at the scene of the death, try to make sure that your clothes (or appearance) are not disheveled or bloody.
4. Introduce yourself and your partner, and be prepared to present credible identification, if appropriate.
5. Confirm that the person you are talking to is the appropriate person to be notified.
6. If you visit the home of a survivor, ask to enter the home before making notification.
7. Encourage survivors to sit and sit down with them when you talk to them.
8. The person making the actual notification should take the lead in all of the discussion. The person assisting the notifier should monitor the survivors for danger signs to themselves or others and be prepared to care for any children.
9. The notifier should tell the survivors simply and directly. For most people, your appearance, your demeanor, and the ritual involved will give them clues that something horrible has happened. Do not prolong natural anxiety. Leave no room for doubt or false hope: "We have come to tell you your son was killed when a man opened fire on a bus as your son was going to school. I am so sorry."
10. Be prepared to present confirming evidence in a convincing fashion in the face of denial.
11. Focus on immediate needs of survivors. If survivors want, help them notify others.
12. Do not leave survivors alone. Leave them with someone and with a "safety net."

Funerals and Memorials

The school's policy regarding funerals and memorials will support the students, staff and families with the grieving process and will facilitate recovery.

Funerals: The Crisis Intervention Team may assist in developing the policy that applies to all students and faculty regarding allowing funerals at school.

Memorials: "What is done for one must be done for all." This policy should address temporary and permanent memorials. In considering temporary displays, such as locker decoration or banners, the policy should address the kinds of displays, how long they will be displayed, and where displays will be permitted. In considering permanent memorials the types, size, and location of memorials should be addressed.

Notes: Some schools allow, and others do not allow memorials like benches, tree planting, etc. Others allow dedicated library books or scholarships. Take into consideration when developing the policy that it applies to all students and staff regardless of the cause of death, and that considerations regarding the longevity of the memorial are taken into account, for example, what happens to a particular memorial if the school is rebuilt elsewhere, what caretaking will be required, etc.

School policy will address handling graduation commencements, the empty chair when a student dies, etc. (Students sometimes feel angry when the student's chair/desk and locker name are removed too soon. It may feel like abandonment to them; therefore, sensitivity is required regarding how this is done. Some schools choose to leave the desk for a while and then eventually rearrange the room and sitting arrangements.) The policy or references to it will be included in this section.

Suicide

Suicide is preventable. Suicide intervention requires the knowledge of suicide warning signs and risk factors, as well as the willingness to accept heavy responsibility.

Recovery

The school Crisis Intervention Team will be involved with long-term recovery for the students, staff, and family. Some considerations are "triggers" or reminders of the event for students and faculty and the anniversary of the event. Triggers could be sights, sounds or smells, times of day, specific weather patterns, etc.

The school will plan whether to commemorate the anniversary date depending on the traumatic event. Even if nothing is done formally by the school system, the anniversary date may be a trigger for those who were involved or close to the critical incident. The CIT should be aware of this potential and consider ways to support students and staff.

Public Health Critical Event

The CIT will plan for public health outbreaks and the effects that these unique events may have on students and staff. Especially critical to consider is a pandemic flu event that could affect as much as 40% of the school population including staff and students.

Funding Sources

At times the incident/disaster is so large that outside resources are needed for an extended amount of time. The CIT is responsible for generating grant applications to support mental health recovery.

Evaluation and Recognition

The CIT will meet after the incident to discuss their response in terms of the successes and difficulties in implementing the annex/plan. A member should be appointed to represent the team on the Emergency Management Teams review of the event and to participate in the after-action review and report.

When the CIT meets, the team leader should also provide information about stress management and responses that team members might have in the aftermath of the incident. The team leader should also take this time to recognize the importance of the CIT's response and the contributions of each team member.

References

1. APA (American Psychological Association), Diagnostic and Statistic Manual-IV
2. Kendall Johnson, School Crisis Management: A Hands-on Guide to Training Crisis Response Teams. Alameda, CA: Hunter House Publishers, Second Edition 1993, 2000.
3. NASP (National Association of School Psychologists), Best Practices in School Crisis Prevention and Intervention. Bethesda, MD: NASP Publications, 2002, chapters 26-27
4. NCTSN (National Child Traumatic Stress Network), The 3R's of School Crises and Disasters, undated
5. NOVA (National Organization for Victim Assistance), The Community Crisis Response Team, 2002
6. Pynoos, R. S., & Nader, K. (1987). Psychological first aid and treatment approach to children exposed to community violence: Research implications. Journal of Traumatic Stress, 1, 445-473.
7. USDE (U.S. Department of Education), Practical Information on Crisis Planning: A Guide for Schools and Communities, May 2003U.S. Department of Education, Readiness and Emergency Management for Schools (REMS) Technical Assistance Center, Helpful Hints for School Emergency Management, Vol. 3, Issue 3, 2008: "Psychological First Aid (PFA) for Students and Teachers: Listen, Protect, Connect - Model and Teach"

Mental Health Resources

Organization Name	Date of Written Agreement	Contact Name	Phone Number	Email Address
Freire Charter School Wilmington		Cheryl Wagner	302-407-4800	cheryl.wagner@freirecharter

Safety & Security Annex

General Safety Procedures

Introduction

These Safety and Security Procedures are intended to enhance the Safety and Security Procedures.

The entire school staff will be familiar with and assist in implementing all of the provisions of these procedures that deal with their area of the building or line of responsibility.

Access Control

The principal, or designee, should designate which entrance and exit doors are for use by staff, students, and visitors. (The principal, or designee, will designate the least number of unlocked doors possible to restrict access to the building while not impeding the flow of traffic for staff, students, and visitors prior to school, during school, and after school.)

Building Access

Door Number	Location	Times Locked	Monitored By	Who may use this door?
	Front Entrance	All Times(entry granted by buzzer)	Front Desk Clerk	Everyone
	Basement Door/Loading Area	All times	Motion Senor/Camera	School Personnel

Key Control

Name	Work Number	Cell Number	Home Number
Colandus Francis	302-407-4800	267-912-5586	
Ruble Harris	302-407-4800	302-244-1777	
Madeline Weckel	302-407-4800	215-870-4658	

Security-Related Services & Vendors

Type	Agency	Agency Phone Number	Point of Contact	Contact Phone Number
Video	Sobieski	302-993-0600		
Alarms	Sobieski and Johnson Controls	302-993-0600/877-862-0697		

Type	Agency	Agency Phone Number	Point of Contact	Contact Phone Number
Locksmith	Bravo Lock and Safe	302-998-5397		

Recovery Annex

Recovery

AREA COMMAND (District) RESPONSIBILITIES

1. Use e-mail or telephone chain to notify schools within the district.
2. Walk the entire campus before faculty/students return.
3. If possible, have police crime tape removed and clean area before students return to campus.
4. Request support for secretary to handle phone calls, and parent requests for information. Prepare script or bullet points for accurate information.
5. Meet with the District Crisis Intervention Team before students return to campus.
6. Conduct debriefing before schools re-open. Provide handout of recommendations for procedures for referring students for counseling.
7. Meet with support staff.
8. Keep staff updated on events and circumstances.
9. Emphasize the need to provide verified facts only to reduce rumors.
10. Be highly visible to show presence, support and control of situation.
11. Restrict campus visitors until crisis is resolved.
12. Provide appropriate information to entire district to reduce rumors.
13. Work with Community Services to coordinate communication with parents/guardians.
14. Arrange selected class visits to speak to students.
15. Follow up with short meetings, planning period meetings or after-school meetings to review facts of incident and role of district in assisting with the situation. Allow others an opportunity to share their experiences and suggestions.
16. Make arrangements for rescheduling standardized testing programs or other canceled activities, which are required.
17. Make arrangements for excused absences; e.g., for student funeral visitations.
18. Conduct daily or after-crisis debriefings as appropriate.

COMMUNICATIONS

1. Prepare script or bullet points for secretaries or persons responsible for incoming calls.
2. Prepare communication (letters, e-mails, etc.) for parents, employees and media.
3. Obtain counseling tips for parents if necessary.

DISTRICT CRISIS INTERVENTION TEAM AND BUILDING COUNSELOR RESPONSIBILITIES

1. Establish an area for individual and group counseling.
2. Schedule day's activities depending upon the needs of the school. Cancel appointments and meetings not of an emergency nature.
3. Request transfer of additional secretarial help or volunteers from faculty to answer phones, etc.
4. Identify faculty or staff who are in need of mental health support services and utilize guidance, central office, community counseling or employee assistance program.
5. Identify and coordinate crisis intervention personnel who can work with groups or individuals. Maintain a list of students counseled. Make follow-up calls to parents of students in distress and provide parents strategies, information and available resources they can use to help their children.

SCHOOL RESPONSIBILITIES

1. Identify students who would like an opportunity to attend a group or individual counseling session.
2. Identify students obviously in distress and talk with them or have another student escort them to a group or individual counseling activity.
3. If class has a large number of distressed students, send special notice to guidance office.
4. Shorten and structure assignments. Postpone and reschedule tests as needed.
5. Provide an opportunity for students to discuss the loss, stages of grief, sharing a loss and what they have learned. Seek support for students in need.
6. If students are restless, get them active and focused on a project for the family (books, letters, picture, ideas for a memorial service).
7. Encourage support network in school (peer counselors, club members). Acknowledge emotions through discussion and involvement in constructive activities in classroom.
8. Discuss funeral to prepare students who plan to attend (when applicable). Answer questions.
9. Re arrange seating in class if appropriate.

Family Reunification

When normal student release is not possible due to an emergency at the school and/or relocation of students to an off-site shelter, the Family Reunification Plan may be enacted. Family Reunification is a controlled process where parents and/or caregivers are reunited with their student after they provide proof of identification. The release of each student is verified by a Reunification Team member.

Parent Reunion Area

The parent reunion area is the central location where parents can assemble, school staff can begin the process of reuniting students with their parents and parents can be provided with information about the school emergency.

To ensure proper student accounting, students should only be released from a parent reunion area not from evacuation locations.

When implementing REUNION/STUDENT RELEASE procedures:

Reunification Team

1. Designate a location for reunification of students with authorized adults e.g., parents, legal guardians or other authorized person listed on student's emergency care information form.

   - If using a District facility for reuniting students with parent, adopt the host facility's parent reunion plan for parent parking, parent staging, student assembly area, and location of counseling and medical/first aid services.

   - Provide the appropriate District Leadership with the location of the parent reunion area

2. Work with emergency responders to provide traffic and crowd control for the parent reunion area.
3. The Reunion Organizer and assigned staff will establish a parent staging area consisting of a minimum of one table for each grade level represented at the displaced school e.g., K-6 = 7

tables.

- Additional tables may be set up per grade level with alphabetic subsets e.g., A-L; M-Z

- Grade levels and alphabetic subsets should be clearly marked on a sheet of paper and affixed to the wall behind the table or to the table itself in such as manner so that it is visible to adults standing in line Emergency Cards will be distributed by grade to grade designated tables and alphabetic subsets, if applicable

4. When an adult makes an in-person request for the release of student(s) at the parent reunion area:

- Obtain the name of student(s)

- Request a picture ID to verify the identity of the adult.

- Verify that he or she is authorized on the Student Emergency Care Information form.

- Do not release students to people not listed on the student emergency care information form.

- Document to whom the student has been released along with date and time and obtain signature from adult.

- Assign staff or reliable students to act as runner(s) or use portable school radios to relay requests for students to respond from the student assembly area to the student release area

- Young students and special needs students may require adults to escort them from the assembly area to the student release area and confirm the release of the student

- If a child is in the counseling or medical/first aid area, escort the parent to the area for reunification

- Inform parents of the location and availability of crisis counseling services

- If the adult making the request for the release of a student is not listed on the Emergency Care Information form the student shall not be released

- Students not picked up by parents or guardians will be released at the end of normal school day and bus transportation from the parent reunion location to the students' neighborhood will be arranged by the Transportation liaison

- Time permitting, all students will be provided a back-pack letter for parents explaining the circumstances of the emergency that prompted the use of Parent Reunion/Student Release procedures. The back-pack letter will be prepared by the Information and Media Representative.

Reunification Resources

Parent/Student Sign Out Area

1. Signs identifying area
2. Placards with letters designating sign out areas
3. 4 to 6 tables
4. 8-12 chairs
5. Emergency sign out logs
6. Go Kit emergency care cards
7. Radios and/or cell phones
8. Tape to post signs and pens to fill out logs
9. 8 to 12 staff members to check people out (lesser numbers may suffice)
10. 8-12 runners to escort kids (lesser numbers may suffice)
11. Security and/or police presence
12. Administrative supervisor

Student Assembly Area

1. Administrative or supervisory oversight (with cell phone and or radio)
2. Security or Police
3. Effective adult supervision (optimum is teacher with every class)
4. Space large enough to house population (e.g. gym/auditorium)

Emotional Support Center

1. School counselor(s) and crisis intervention team members from student services.
2. Individual meeting rooms for private interview rooms. (Should be conveniently located to sign out area)

Parking Lot

1. Police and/or security presence for traffic control and
2. limiting access to building.
3. Directional signage if possible.

Media Staging Area

1. Security presence
2. District staff member and/or school administrator.

Communication with Parents and Caregivers

Suggestions for information provided on media notifications to parents on incidents requiring parent student reunification.

1. Do not attempt to go to your child's school: _____ you will only interfere with public safety emergency response efforts and it will take longer to see your children.
2. To pick up your child(children) proceed safely to the parent student reunification site located at _____ (give address)
3. Bring photo identification so verifications can be done and we can safely return your child to you.
4. When you arrive at the site, proceed through entrance number _____ to the sign out area.

Follow the instructions of the workers at the center.
5. Limit the use of cellular devices so the systems will be open for use by public safety officials
6. Please do not attempt to contact the schools. The systems may be overwhelmed and you will not be able to get through.
7. Stayed tuned to this station for further updates and directions as they become available.

Assisting Parents and Caregivers

As proven many times before, when a critical incident occurs at a school parents will contact and converge on the scene and should not only be expected but also planned for.

Be ready with specific instructions for parents as they arrive, and a central location should be established where the parents can wait to be reunited with their child or children. Be sure to staff this location with adequate personnel that can communicate updates to parents on a regular basis. If you keep the parents informed and they are confident there is progress towards a successful resolution of the incident they will generally be more cooperative.

The reunion area has the potential to become chaotic during and after an incident. With proper planning the reunion process can remain organized.

Some thoughts to consider regarding this process:

1. Have a suitable location for parents to gather as comfortably as possible, present ID and make request for student. Have the location staffed adequately.
2. Ability to locate students in uniform manner, class schedule, home room teacher, etc. (separate assembly area for students)
3. Ensure person picking up is authorized or release of older students is authorized, have sign out procedures and follow them
4. Bring the students to parents
5. Maintain proper control over students not yet released to parents
6. Use your strengths...You and your staff manage and move hundreds if not thousands of students every day
7. Communication, patience and control are key.
8. Share procedures with parents before there is ever an emergency
9. What would you do if you had trouble or could not locate a student, have a contingency plan

School Emergency Contact Numbers

The following people and/or agencies are emergency contacts.

Agency	Work Phone
Poison Control Center	800-222-1222
National Center for Missing/Exploited Children	800-843-5678
Suicide Hotline	800-273-8255
Domestic Violence Hotline	302-422-8058
Rape Hotline	800-656-4673
Child Abuse/Neglect Reporting	800-292-9582
National Dating Abuse Hotline	866-331-9474
SAMHSA	800-662-4357
Public Health	302-283-7100
New Castle County OEM	302-395-2700
DEMA CSSP Doug	302-659-2254
DEMA CSSP Nicole	302-659-2201

Stop the Bleeding

STOP THE BLEED

No matter how rapid the arrival of professional emergency responders, bystanders will always be first on the scene. A person who is bleeding can die from blood loss within five minutes, so it's important to quickly stop the blood loss.

Remember to be aware of your surroundings and move yourself and the injured person to safety, if necessary.

Call 911.

Bystanders can take simple steps to keep the injured alive until appropriate medical care is available. Here are three actions that you can take to help save a life:

1. Apply Pressure with Hands
EXPOSE to find where the bleeding is coming from and apply **FIRM, STEADY PRESSURE** to the bleeding site with both hands if possible.

2. Apply Dressing and Press
EXPOSE to find where the bleeding is coming from and apply **FIRM, STEADY PRESSURE** to the bleeding site with bandages or clothing.

3. Apply Tourniquet(s)
If the bleeding doesn't stop, place a tourniquet 2-3 inches closer to the torso from the bleeding. The tourniquet may be applied and secured over clothing.

If the bleeding still doesn't stop, place a second tourniquet closer to the torso from first tourniquet.

PULL the strap through the buckle, **TWIST** the rod tightly, **CLIP** and **SECURE** the rod with the clasp or the Velcro strap.

The 'Stop the Bleed' campaign was initiated by a federal interagency workgroup convened by the National Security Council Staff, The White House. The purpose of the campaign is to build national resilience by better preparing the public to save lives by raising awareness of basic actions to stop life threatening bleeding following everyday emergencies and man-made and natural disasters. Advances made by military medicine and research in hemorrhage control during the wars in Afghanistan and Iraq have informed the work of this initiative which exemplifies translation of knowledge back to the homeland to the benefit of the general public. The Department of the Defense owns the 'Stop the Bleed' logo and phrase - trademark pending."

U.S. Department of Homeland Security

Office of Health Affairs

Active Threat Lockdown

General Safety Message:

1. During an active threat situation, such as an active shooter-type attack, all staff are empowered to take action to protect themselves and others. The basic Active Threat Lockdown options are Run, Hide, which may include a standard lockdown in a classroom, or, as a last resort, Fight.
2. For non-active threats, that do NOT involve imminent danger, such as a non-violent intruder, use the Heightened Security response.
3. DO NOT USE CODE PHRASES.

Principal or Leader

Run/Hide/Fight Options

When heightened security measures are not possible or fail and a shooter is in your facility; you have only three response options or what's known as "Run/Hide/Fight." The options are not linear, and staff are empowered to select the option or options that best fit their situation.
1. RUN - Run away from the shooter
2. HIDE - Keep the shooter out of your room
3. FIGHT - Fight back against the shooter as a last resort

Run: Get out of the area. Utilize all paths of escape, including windows. Run if:
1. You have direct contact with the attacker. Or
2. You cannot secure your location. Or
3. You have a clear path of escape.

Hide: Deny the attacker access to your location. Lock doors if you can and reinforce doors with barricade, blockades, and/or jamming door or tying off door handles. Hide if:
1. You have indirect contact with the attacker; AND
2. You are able to secure your location.

Fight: As a last resort, fight back and resist the attacker using any means necessary; including improvised weapons. Fight if:
1. You have direct contact with the attacker; AND
2. You cannot Run; AND
3. You are afraid for your loss of life or serious bodily injury.

Teachers/Staff

1. Alert others are you are able.
2. Keep students away from the threat by initiating Run or Hide.
3. Fight only as a last resort when Run is not possible.
4. Provide first aid for victims, if needed.
5. Account for all students. Maintain order and await arrival of law enforcement.
6. Assist law enforcement - provide identity, location and description of individual and weapons.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.
6. Coordinate mental health support.

Heightened Security

General Safety Message:

1. Heightened security measures should be enacted when there is an indicator or threat of violence that is outside the school. If the threat is already inside the school, implement intruder response plans. Heightened security measures are designed to compartmentalize the school, making entry access to occupants more difficult.
2. If there is an active threat, such as an active shooter, enact ACTIVE THREAT LOCKDOWN.

Principal or Leader:
1. Assess the type of threat to determine the level of risk to the safety of students and staff.
2. Be prepared to escalate into ACTIVE THREAT LOCKDOWN as needed.
3. Consider the following:

   - Are students and staff outside?

   - What entrances need to be secured and monitored?

   - Should teaching continue in the secured classrooms or should the situation be treated as a HIDE under ACTIVE THREAT LOCKDOWN?

4. Recall all staff and students outside the school.
5. Restrict hallway access. Order students to their next scheduled classrooms immediately.
6. Establish a command post.
7. Secure all entrances.
8. Establish communications with law enforcement.
9. Delegate a Staff Member/SRO to monitor entrances and parking lots (from inside).
10. Inform staff of situation and review intruder response plans in case the situation escalates.
11. Develop plans to accommodate persons with special needs, restroom breaks and meals in case the event lasts for over an hour.

Teachers/Staff

1. If students are outside, initiate REVERSE EVACUATION and bring them inside.
2. Be prepared to escalate into Intruder Response as needed.
3. Report missing students to the office/command post.
4. Keep students calm.
5. Once students are inside the classroom, implement HEIGHTENED.
6. Review ACTIVE THREAT LOCKDOWN plans in case the situation escalates.
7. Report suspicious or concerning activities.
8. Remain with students until ALL CLEAR is given.

District

1. Ensure all impacted sites are aware of the possible danger and enacting plans.
2. Ensure appropriate emergency services have been notified and establish liaison as needed.
3. Maintain communications with affected school(s)

4. Establish District Area Command using the Incident Command System.
5. Dispatch resources to affected schools as needed and available.
6. Coordinate family and media communications.

Evacuation

General Safety Message

1. Evacuation is used when you believe the students are safer outside than inside the school. Remember, danger mays be outside the school too.
2. NO FIRE ALARM WILL BE IGNORED. Fire alarms have been used to force an evacuation with the intent of harming the evacuees. While no fire alarm will ever be ignored, when no evidence of a fire is present, implement Secondary Attack Countermeasures.

Principal or Leader

1. Ensure 9-1-1 and SRO has been notified.
2. Notify Incident Management Team and place them on stand-by.
3. Incident Management Team Instructions:
4. Establish a Command Post.
5. Team members should forward information immediately regarding unusable/unsafe exits.
6. Select rally point and request police presence there.
7. Announce the need to evacuate, list areas to avoid and the Rally Point.
8. Determine exterior rally points.
9. Establish exterior Command Post.
10. Ensure Liaison Officer is available to assist emergency response personnel as necessary.

    - Provide keys to the facility.

    - Provide floor plans.

    - Provide utility shutoff information.

    - Student Roster.

11. Notify Public Information Office
12. Arrange for transportation to shelter areas if necessary.
13. Prevent people and students from gathering near parked cars and emergency vehicles.
14. Arrange for police presence at Rally Points.
15. Announce "all clear" when directed by emergency response personnel.

Teachers/Staff
1. Take control of students in your immediate area.
2. Take attendance, note any missing students.
3. If indoors, proceed with evacuation.
4. Scan for dangers, such as smoke.
5. Move uninjured students far away from the building and avoid parking lots.
6. Report any missing students.
7. Provide first aid for victims, if needed.
8. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Shelter in place

General Safety Message:

1. Shelter in Place used the building for protection from environmental hazards such as severe weather or a hazardous material release near the school.
2. Shelter in Place is NOT used for protection from human threats. Refer to Active Threat Lockdown for response to an attack or imminent danger and refer Heightened Security for possible danger.
3. About severe weather:

   - A WATCH is issued when storms are possible in and near the WATCH area. It does not mean that they will occur, it only means they are possible.

   - A WARNING is issued when storms are occurring or imminent in the WARNING area. If a WARNING is issued, seek safe shelter immediately.

Principal or Leader

1. Initiate REVERSE EVACUATION procedures for playgrounds, sporting events, etc.
2. Move students to the safest and best available shelter area based on the nature of the threat (Severe Weather or Hazardous Materials).
3. Avoid auditoriums, gymnasiums and other structures with large roof spans.
4. Make arrangements for special needs, snacks, and quiet recreational activities

Teachers/Staff

1. Take control of students.
2. If outside, enact reverse evacuation.
3. Move students to shelter area.
4. Account for all students.
5. Maintain order and await further guidance.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Reverse Evacuation

General Safety Message:

1. REVERSE EVACUATION is implemented when it is unsafe to remain outdoors requiring students and staff to immediately return indoors for safety.
2. This action should be considered appropriate for, but not limited to, the following types of incidents/emergencies:

   - Chemical Accident near campus

   - Flooding

   - Explosion on or near campus

   - Rabid Animal on campus

   - Severe Weather

Principal or Leader

1. Instruct Students to return to the facility and to their current classroom or to the previous one that attended.
2. Immediately Call 9-1-1, if warranted
3. Remain calm
4. Notify Principal or designee to report location and condition of students or staff
5. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency, if necessary
6. Document the names of all injured students and their first-aid needs
7. Account for all students and staff throughout the emergency

Teachers/Staff

1. Take control of students.
2. If inside, remain indoors.
3. Account for all students.
4. Maintain order and await further guidance based on the event that caused the need to enact Reverse Evacuation (I.e. Heightened Security).

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Hazard-Specific Guides

All district and school administrators and site managers are empowered with the authority to deviate from emergency plans to protect lives. The hazard-specific guides in this document outline the core emergency actions leaders may enact in response to the emergency. Each Hazard Guide page contains the following:

General Safety Message: A brief summary or talking point that explains the hazard.

Principal/Leader Actions: Basic action steps to help the principal or leader.

Teacher/Staff Actions: Core teacher or staff responsibilities.

District: These explain how the district can help the school(s) or location(s) that are experiencing in the emergency.

The response procedures in this document support the Freire Charter School School District Emergency Operations Plan (EOP) and are intended to assist the district in implementing Area Command support and oversight of emergencies. This content guide is meant to serve as a ready reference and should be studied and practiced prior to the occurrence of an emergency. The procedures in this section provide a basic outline of site-level response guidelines and core objectives for the district-level Area Command and site-level Incident Commanders.

Area Command

Area Command is an Incident Command concept that is designed to help the district support and emergency that impacts one or more locations. Under Area Command, the district provides support to the affected site(s), but the site(s) maintain actual control of the emergency or Incident Command. If the district needs to assume Incident Command of an emergency, they should dispatch personnel to the site.

Transfer of Command

While a site manager, such as a principal may be the initial Incident Commander, for emergencies that require public safety response, an official from the lead public safety agency will likely assume Incident Command and the site leader will provide support.

Intentionally Blank

Abduction/Missing Student

General Safety Message:

1. IF THERE HAS BEEN AN ABDUCTION, DO NOT CONFRONT THE SUSPECT AND IMPLEMENT IMMEDIATE HEIGHTENED SECURITY PROCEDURES.

Principal or Leader:

1. Verify information.
2. Call 911 and explain the situation.
3. Initiate HEIGHTENED SECURITY.
4. Delegate a Staff Member/SRO to meet with arriving Emergency Response Personnel to provide a situational briefing and answer any questions.
5. Notify District Office.
6. Assign staff to high-traffic areas to look for any unusual activity.
7. Assign staff to conduct an immediate search of the school campus/bus, as appropriate.
8. Gather information about student to provide to law enforcement authorities:

    - photo

    - home address

    - parent contact numbers

    - class schedule

    - special activities

    - bus route/walking information

9. Contact the parents/guardians of the student involved and maintain an open line of communication.
10. If case involves abduction, begin gathering witness information for law enforcement. Provide suspect information to law enforcement, if known.
11. Double-check circumstances:
12. Did someone pick up the student?
13. Could the student have walked home?
14. Is he or she at a medical appointment or another activity?
15. Assist law enforcement with investigation. Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order). Assure that all parties who know the student or have participated in the search are available to speak with law enforcement when they arrive.
16. Establish a Public Information Officer (PIO) function.
17. If missing during bus transportation, provide law enforcement with child's bus stop location and other nearby bus stops.
18. Have driver keep in communication with the transportation dispatcher. Have transportation

dispatcher coordinate efforts and information with the law enforcement dispatcher.
19. When the child is found, contact all appropriate parties as soon as possible.
20. Arrange for counseling of students, as needed.

Teachers/Staff

1. Confirm that student attended school that day. Notify Principal/Designee.
2. Provide description of the student, including height, weight, clothing worn that day, backpack, vehicle information, where last seen and when.
3. Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
4. Take attendance in the classroom and report any other missing students to the office.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Aircraft Accident

General Safety Message:

1. Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school(s).
2. If it is safe to remain inside the building, all students should be kept in the school(s) under supervision.
3. An aircraft crash may also result in an explosion, hazardous material spill, or utility interruption.

Principal or Leader

Aircraft crash into school:

1. EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash site. Take class roster/nametags and emergency backpack.
2. Check school site to assure that all students have been evacuated.
3. Take attendance at the assembly area.
4. Report missing students to the Principal or designee and to emergency responders.
5. Maintain control of the students at a safe distance away from the crash site.
6. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
7. Move all uninjured students to a safe distance from the accident.
8. Document the names of all injured students and their first-aid needs.
9. Account for all students and staff throughout the emergency.

Aircraft crash near school:

1. Notify 911 and district as appropriate.
2. Move students away from immediate vicinity of the crash
3. Remain inside with students unless subsequent explosions or fire endangers the building. Listen for instructions.

Teachers/Staff
1. Take control of students in your immediate area.
2. Keep students away from danger.
3. Provide first aid for victims, if needed.
4. Account for all students. Maintain order and await further guidance.

District
1. Ensure emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Bomb Threat

General Safety Message:

No bomb threat will be ignored, but immediate evacuation is not the safest course of action.

Principal or Leader

1. Refer to and complete Bomb Threat Guide
2. Notify 911 and SRO of the threat.
3. Notify Public Information Office of the threat.
4. Establish an Interior Command post.
5. As needed, make/verify Incident Management Team Assignments.
6. Ensure the Operations Chief assigns/performs a "search" of the area.

   1. Teachers and staff will search their own areas.

   2. Incident Management Team members will be assigned search areas. Report suspicious activity and/or objects immediately.

   3. Search instructions for Incident Management Team(s):

   1. Search in two-person teams.

   2. Divide area to be searched in half (based on content, not size).

   3. Listen for "ticking" or "clockwork" sounds.

   4. Search your half of the room waist height (around 3 feet) and below first.

   5. Search your half of the room above waist height second.

7. Announce the need to secure the facility by restricting hallway access immediately.

   1. If during passing times, instruct teachers to take control of students in their area.

   2. Do NOT allow access to lockers or common areas.

8. Ensure the Liaison Officer is in place to meet the police/sheriff.
9. The principal's decision to evacuate takes into account the police's recommendations.
10. If evacuation is necessary:

   1. Select rally point (request police presence there).

   2. Search exit routes and path to Rally Point.

   3. Once deemed to be safe, proceed with evacuation along searched route.

4. Avoid Parking Lots.

5. Operations Chief assigns/performs a sweep of evacuation route.

6. Incident Management Team performs sweep of building to ensure evacuation.

7. Move the Command Post to an exterior location.

8. Load buses away from parking lots (if applicable)

Teachers/Staff
1. Allow students into your classroom, then restrict hallway access.
2. Scan your area or room for anything suspicious. If something suspicious is located, move students out of the room and notify the office immediately.
3. Follow instructions regarding Heightened Security or possible Evacuation.

District

1. Ensure appropriate emergency services have been notified and establish liaison.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Bus Accident

General Safety Message:

1. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip.
2. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

Principal or Leader

1. Immediately Call 9-1-1, if warranted
2. Remain calm
3. Notify Principal and Bus Dispatch to report location and condition of students and the bus
4. Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency
5. Move all uninjured students to a safe distance from the accident
6. Document the names of all injured students and their first-aid needs
7. Account for all students and staff throughout the emergency

Teachers/Staff

1. Take control of students in your immediate area.
2. Keep students away from danger, this includes the roadway.
3. Provide first aid for victims, if needed.
4. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Contagious Disease

General Safety Message:

1. Individuals working, living or playing (such as in schools) are at an increased risk to contract and spread a communicable disease.
2. Handwashing alone is the most effective tool used to combat communicable diseases.
3. Any unsuspected drop (10-15%) in attendance at any school(s) should be suspect. Attendance is indirectly proportionate to the likelihood of a communicable disease occurrence within a school setting.

Principal or Leader

1. Announce the need to restrict hallway access and gatherings of large groups of individuals. Implementation of HEIGHTENED SECURITY procedures may be considered.
2. Liaison with local Public Health Officials is warranted.
3. Notify Principal or designee to report suspect attendance levels and status of students/staff.
4. Coordinate with local Public Health Officials to obtain a description of symptoms, basic treatment and isolation guidelines.

Teachers/Staff

1. Take control of students in your immediate area.
2. Report and isolate students who may be symptomatic or ill.
3. Provide first aid for victims, if needed.
4. Account for all students. Maintain order and await further guidance.

District

1. Ensure local Public Health services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Earthquake

General Safety Message

During the tremor, persons should "DUCK, COVER and HOLD".

Principal or Leader

1. Announce for everyone to remain in place.
2. Assign Operations Chief or Incident Management Team to search for structural damage.
3. Evacuate only if warranted or determined to be prudent.

If evacuation is necessary

1. Announce evacuation.
2. Announce unusable exits and/or rally points.
3. Determine who has special needs for evacuation.

Following evacuation - follow these steps in order
1. Establish a Command Post.
2. Call all Incident Management Team members to the command post and make/verify Incident Management Assignments.
3. Meet with emergency response personnel.
4. If time and safety allow, shut off gas to the facility.
5. Obtain a head count.
6. Notify District Office
7. Request transportation needs.
8. Make arrangements for sheltering (if necessary).
9. Arrange for family reunification.

Teachers/Staff
1. Take control of students in your immediate area.
2. Evacuate if you believe the room or building is unsafe.
3. Scan for dangers, such as exposes power lines or falling debris.
4. Provide first aid for victims, if needed.
5. Account for all students. Maintain order and await further guidance.

District
1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Explosion

General Safety Message:

1. Emergency response will depend on the type of explosion (smoke bomb, chemical laboratory incident, pipe bomb, etc.) and the proximity to the school. All students should be kept away from the explosion area and under supervision.

Principal or Leader

1. If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment
2. Check to be sure all students have left the school site. Remain with the students throughout the evacuation process
3. Upon arrival at assembly area, check attendance. Report status to site administrator immediately
4. Render first aid as necessary
5. Do not return to the building until the emergency response personnel determine it is safe to do so
6. If explosion occurred in the surrounding area, initiate SHELTER-IN-PLACE. Keep students at a safe distance from site of the explosion.

Teachers/Staff

1. Take control of students in your immediate area.
2. If indoors, proceed with evacuation.
3. Scan for dangers, such as exposes power lines or falling debris.
4. Move uninjured students far away from the building and avoid parking lots.
5. Provide first aid for victims, if needed.
6. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Field Trip-Off Campus Incident

General Safety Message

All off-site events should be approved by the school principal or district office prior to scheduling. The person responsible for the trip (trip leader) should file an "Off-Site Event" form and Off-Site Event Roster with the school or district office prior to departing campus.

Principal or Leader

1. Notify 9-1-1 and SRO.
2. Determine if emergency response personnel have been notified and are on the way.
3. Obtain accident information, type of accident, location, number of injuries, etc.
4. Determine if students are injured and need medical assistance.
5. Advise that assistance is on the way and maintain communications with person reporting incident until emergency personnel are on scene.
6. Initiate communications with police, medical and EMT personnel.
7. Obtain hospital information, if applicable.
8. Obtain list of injured students from hospitals.
9. Send school representative to hospital.
10. Obtain bus roster.
11. Request alternate transportation as necessary.
12. Send school representative to the accident scene, if necessary.
13. Ensure Liaison Officer is available to assist emergency response personnel as necessary.
14. Provide information and student roster.
15. Make arrangement for family reunification.

Teachers/Staff

1. Take control of students.
2. Provide first aid for victims, if needed.
3. Reconnect with larger group (if applicable).
4. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Fire/Fire Alarm

General Safety Message

NO FIRE ALARM WILL BE IGNORED. Fire alarms have been used to force an evacuation with the intent of harming the evacuees. While no fire alarm will ever be ignored, when no evidence of a fire is present, implement Secondary Attack Countermeasures. If you know the alarm to be false, you may cancel the evacuation order, however, 9-1-1 MUST be notified.

Principal or Leader

1. Ensure 9-1-1 and SRO has been notified.
2. Notify Incident Management Team and place them on stand-by.
3. Incident Management Team Instructions:
4. Establish a Command Post.
5. Team members should forward information immediately regarding unusable/unsafe exits.
6. Announce the need to evacuate, list areas to avoid and the Rally Point.
7. Determine exterior rally points.
8. Establish exterior Command Post.
9. Ensure Liaison Officer is available to assist emergency response personnel as necessary.

    1. Provide keys to the facility.

    2. Provide floor plans.

    3. Provide utility shutoff information.

    4. Student Roster.

10. Notify Public Information Office
11. Arrange for transportation to shelter areas if necessary.
12. Prevent people and students from gathering near parked cars and emergency vehicles.
13. Arrange for police presence at Rally Points.
14. Make arrangement for family reunification.
15. Announce "all clear" when directed by emergency response personnel.

Teachers/Staff

1. Take control of students in your immediate area.
2. Take attendance, note any missing students.
3. If indoors, proceed with evacuation.
4. Scan for dangers, such as smoke.
5. Move uninjured students far away from the building and avoid parking lots.
6. Report any missing students.
7. Provide first aid for victims, if needed.
8. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Hazardous Materials Incident (Exterior)

General Safety Message:

1. The nature of the material and the proximity of the incident to the school site will determine which ACTION should be implemented. Police, Fire, or Public Health may order an EVACUATION of the school(s). See also BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENT

Principal or Leader

1. Call 9-1-1, if necessary
2. If there is a threat of airborne toxicity, shut off the ventilation system to the affected area
3. Initiate EVACUATION. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
4. Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
5. If time is available, arrange for transportation and move students and staff away from the path of the hazardous materials.
6. Notify District Office or the incident
7. Wait for instructions from emergency responders - Health or Fire Department.
8. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
9. Upon return to school, ensure that all classrooms are adequately aired.

Teachers/Staff

1. Take control of students.
2. If outside, enact reverse evacuation.
3. Close all doors and windows.
4. Move students to shelter area.
5. Provide first aid for victims, if needed.
6. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Hazardous Materials Incident (Interior)

General Safety Message:

1. The nature of the material and the proximity of the incident to the school site will determine which ACTION should be implemented. Police, Fire, or Public Health may order an EVACUATION of the school(s). See also BIOLOGICAL AGENT RELEASE and CHEMICAL ACCIDENT.

Site Emergency Response Actions:

1. Call 9-1-1, if necessary
2. If there is a threat of airborne toxicity, shut off the ventilation system to the affected area
3. Initiate EVACUATION. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
4. If time is available, arrange for transportation and move students and staff away from the path of the hazardous materials.
5. Notify District Office or the incident
6. Wait for instructions from emergency responders - Health or Fire Department.
7. Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
8. Upon return to school, ensure that all classrooms are adequately aired.

Teachers/Staff

1. Take control of students.
2. If outside, do NOT reenter school.
3. Evacuate students.
4. Provide first aid for victims, if needed.
5. Account for all students. Maintain order and await further guidance.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.

Hostage Situation

General Safety Message:

1. A hostage situation occurs when someone is held against their will through force or the threat of violence.
2. Hostage situations are among the most serious and complex incidents which impact public school systems. Usually, hostage perpetrators are either mentally ill, political or religious extremists, or fleeing criminals seeking a hiding place. Typically, the hostage taker is agitated and unpredictable. Consequently, he/she should be considered extremely dangerous.
3. All school and office personnel must be prepared to carry out plans in the event of a hostage situation in the school or community. In the event of this incident occurring, the following actions should be taken to maintain the safety of all students and staff.
4. If an active shooting type attack, that involved the murder or attempted murder of people, preceded the hostage situation, staff should likely consider the situation as an active threat and consider the ALICE (Alert, Lockdown, Inform, Counter, Evacuate) options.
5. If violence has NOT preceded the hostage taking, compliance with the hostage takers demands is likely the best course of action. However, if the situation escalates and violence appears imminent, staff can apply the ALICE options to save lives.

1. DO NOT USE CODE PHRASES.

Principal or Leader:

1. Call 911
2. Implement School Emergency Response Plan.
3. Initiate ALICE Active Threat Lockdown procedures.

   1. Lockdown: People in classrooms proximate to the hostage taker that do not have a clear path of escape.

   2. Evacuate: Person in areas that cannot be secured or have a clear path of escape.

   3. Counter: Last resort if violence is imminent and there is no path of escape.
4. Try not to allow additional hostages to be taken (lockdown and evade).

What to do-if you become a hostage

1. Above all else try to remain calm.
2. The goal is to survive.

   - Comply when the hostage taker is making demands and/or not attempting to injure or kill others.

   - Resist if the hostage taker is attacking or preparing to injure or kill others.

   - Look for and mentally plan an escape and evade route.

   - The senior staff person should try to serve as spokesperson for the group.

- If students are included as hostages, make every effort to keep them calm.

ALICE Options

If facing imminent danger from an attacker or hostage taker, there are three core options: Lockdown, Evacuate, Counter. The ALICE system stands for Alert, Lockdown, Inform, Counter, Evacuate. The options are not linear, and staff are empowered to select the option or options that best fit their situation.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed. Provide access to floor plans and site mapping data.
2. Establish communications with affected school(s)
3. Establish District Area Command using the Incident Command System.
4. Dispatch resources to affected schools as needed and available.
5. Coordinate family and media communications.
6. Coordinate mental health support.

Hurricane

General Safety Message:

1. Hurricanes are unlike most disasters in that they come with a time element warning usually of 3-5 days. Take advantage of the warning period and announce school closings as soon as practical.
2. Hurricanes can and do cause severe infrastructure damage to both facilities and utilities requiring either enhanced pre-mitigation efforts or major clean-up and restoration efforts.

Principal or Leader

1. Participate in Hurricane Watch mitigation activities
2. Monitor NOAA Weather Radio for the latest weather conditions and updates
3. Determine if the school is to be used as a shelter.

   1. Verify school emergency plans are current

   2. Ensure emergency water, food and supplies are pre-stationed

   3. Test generator and verify fuel supply

   4. Secure unused areas of the school

4. Initiate Hurricane mitigation efforts:

   1. Install external window barriers

   2. Move high-value equipment to interior rooms on elevated shelves

   3. Move books and papers to upper levels of bookshelves

   4. Disconnect utilities (Gas, Water, Electric) to mitigate any secondary incident precipitated by a hurricane/typhoon

   5. Secure all outside playground and athletic equipment

5. Encourage staff and students to evacuate the area per Emergency Management Instruction/Recommendation inland to areas of safety

Teachers/Staff (Pre-Event)

1. Assist in pre-event planning and disseminating guidelines to students.
2. Develop family/personal preparedness plan.

District (Pre-Event)
1. Monitor NOAA Weather Radio for weather updates and information

2. Establish liaison with local Emergency Management Agency for area updates
3. Determine school closing schedule
4. Determine which, if any, schools are to be used as shelters.
5. Establish District Area Command using the Incident Command System
6. Establish Communications with all schools
7. Dispatch resources to assist schools in mitigation efforts as needed and available
8. Coordinate family and media communications to include evacuation instructions

District (Post-Event)

1. Monitor NOAA Weather Radio for weather updates and information.
2. Establish liaison with local Emergency Management Agency for area updates
3. Establish District Area Command using the Incident Command System
4. Obtain safety status of all schools and facilities
5. Dispatch resources to assist schools in assessment as needed and available
6. Establish business continuity/resumption plan based on available schools, staff and resources
7. Coordinate family and media communications to include disaster assistance instructions

Severe Weather (Tornado/Severe Thunderstorm)

General Safety Message:

1. Severe Thunderstorms and Tornados can be accompanied by high winds, hail, lightning, downed trees, and swollen creeks.
2. An emergency response is required when this type of weather poses any risk to the students or staff. Assure that each student's and staff's method of returning home is safe and reliable.
3. A WATCH is issued when storms are possible in and near the WATCH area. It does not mean that they will occur, it only means they are possible.
4. A WARNING is issued when storms are occurring or imminent in the WARNING area. If a WARNING is issued, seek safe shelter immediately.

Principal or Leader

1. Monitor weather forecasts and weather-related communications to determine the onset of storm conditions that could affect school operations.
2. Each school should assign/designate a "Weather Watcher" during hazardous weather conditions.
3. Initiate REVERSE EVACUATION procedures for playgrounds, sporting events, etc.
4. Evacuate any classrooms bearing full force winds. Evacuate to lowest floor of school building near inside walls and away from windows.
5. Avoid auditoriums, gymnasiums and other structures with large roof spans.
6. Monitor weather and alter release times accordingly.
7. Make arrangements for special needs, snacks, and quiet recreational activities.

Teachers/Staff

1. Take control of students.
2. If outside, enact reverse evacuation.
3. Move students to shelter area.
4. Account for all students.
5. Maintain order and await further guidance.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Severe Weather (Winter Storm)

General Safety Message:

1. Severe winter weather events come in many forms i.e., Snow, Ice, and Extreme Temperatures.
2. Severe winter weather can be accompanied by high winds, hail, lightning, downed trees, and swollen creeks.
3. An emergency response is required when this type of weather poses any risk to the students or staff. Assure that each student's and staff's method of returning home is safe and reliable

Principal or Leader

1. Monitor weather forecasts and weather-related communications to determine the onset of storm conditions that could affect school operations.
2. Each school should assign/designate a "Weather Watcher" during hazardous weather conditions.
3. Initiate REVERSE EVACUATION procedures for playgrounds, sporting events, etc.
4. Evacuate any classrooms bearing full force winds. Evacuate to lowest floor of school building near inside walls and away from windows.
5. Take attendance. Report any missing students to principal or designee.
6. Close all blinds and curtains.
7. Avoid auditoriums, gymnasiums and other structures with large roof spans.
8. Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks, and quiet recreational activities.

Teachers/Staff

1. Assist in pre-event planning and disseminating guidelines to students.
2. If student dismissal is delayed due to weather, assist in providing student care.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Person with Weapon

General Safety Message:

1. The brandishing of any weapons poses an immediate threat to students and staff; consider implementing ACTIVE THREAT LOCKDOWN.
2. Response is the same whether the weapon is used, seen, or suspected but not in use.

Principal or Leader

1. Call 9-1-1 and/or alert the SRO.
2. Take immediate action to prevent casualties and enact Active Threat Lockdown.
3. Isolate the suspect and/or the area.
4. Move others to a safe area to protect them from danger.
5. Alert the Principal or their designee
6. Provide first aid to victims, if needed.
7. Account for all students and staff.
8. Assist police officers - provide identity, location, and description of any individual brandishing a weapon. Consider the potential of multiple suspects.

Teachers/Staff

1. Alert others of the danger.
2. Take immediate action to prevent casualties and enact Active Threat Lockdown.
3. Move students away from the danger.
4. Account for all students.
5. Assist police officers - provide identity, location, and description of any individual brandishing a weapon.
6. Consider the potential of multiple suspects.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Suspicious Object/Potential Explosive Device

General Safety Message:

The following list shows various types of parcels that should draw immediate attention, concern, or suspicion:

1. Foreign mail, air mail, or special delivery packages
2. Restrictive markings, e.g., "Personal" or "Confidential"
3. Handwritten or poorly typed addresses
4. Titles but no names
5. Misspelling of "common" names
6. Excessive weight, unevenly distributed weight
7. No return address
8. Excessive postage
9. Excessive masking tape, string, etc.
10. Oily stains or discoloration to packaging
11. Protruding wires or tin foil
12. Rigid envelope

Principal or Leader

1. Isolate the room/area around the suspicious object.
2. Call 9-1-1
3. Enact Heightened Security procedures.
4. Prepare to EVACUATE the school; avoiding the room/area where the object is located.
5. Request law enforcement presence outside the school at the evacuation assembly area.
6. Search evacuation routes for additional suspicious objects.

Unopened and non-leaking package or envelope:

1. Do not open package or object.
2. Do not pass it around to show it to other people.
3. Do not bend, squeeze, shake, or drop package.
4. Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other individuals.
5. Leave the room promptly and prevent anyone from entering.
6. Notify Principal or designee

Leaking package:

1. Do not sniff, touch, taste, or look too closely at the spilled contents.
2. Do not clean up any powder
3. Put the package on a stable surface
4. Leave the room promptly and prevent anyone from entering
5. Wash hands thoroughly with soap and water
6. Notify Principal or designee

Teachers/Staff

1. Alert others of the danger.
2. Move students away from the danger.
3. Account for all students.
4. Follow Heightened Security and/or Evacuation instructions.

District

1. Ensure appropriate emergency services have been notified and establish liaison as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Threat of Violence

General Safety Message:

1. Threats of violence can occur when a belligerent or armed person on the school campus bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community.
2. Threats of violence are presented as overt hostility. They may be received by school officials in various forms (written note, email communication, a phone call, or orally from the suspect themselves).

Principal or Leader

1. If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have the students lie down and cover their heads. Keep students calm.
2. If inside a classroom, institute an immediate HEIGHTENED SECURITY. Close all curtains and blinds.
3. Disconnect any school television systems in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
4. Remain with students until the ALL CLEAR is given.

Teachers/Staff

1. If students are outside, initiate REVERSE EVACUATION and bring them inside.
2. Be prepared to escalate into Intruder Response as needed.
3. Report missing students to the office/command post.
4. Keep students calm.
5. Once students are inside the classroom, implement HEIGHTENED.
6. Review ACTIVE THREAT LOCKDOWN plans in case the situation escalates.
7. Report suspicious or concerning activities.
8. Remain with students until ALL CLEAR is given.

District

1. Ensure emergency services have been notified and establish liaison, as needed
2. Establish Communications with affected school(s)
3. Establish District Area Command using the Incident Command System
4. Dispatch resources to affected school(s) as needed and available
5. Coordinate family and media communications

Custom Annex

Potential Emergency

Students and Staff will be immediatley alerted of any emergency and safety committee will deliver appropriate directions to safety.

School Safety Team

As identified in this plan, Freire Charter School School has a Safety Team to prepare for, respond to, recover from emergencies and that identifies mitigation and prevention measures that keep the school campus safe and secure.

This Team will develop, maintain and test the School ERP and assist in responding to emergencies that impact their school campus.

Name and Title	Work Phone	Cell Phone	Email	Text Messages?
Ruble Harris, Assistant Head of School	302-407-4800 x 508	302-244-1777	ruble.harris@freirewilmington.org	Yes
Mike Jackson, Counselor	302-407-4800 ext. 504	610-324-7119	michael.jackson@freirewilmington.org	
Brandi Savage	302-407-4800 x 512	302-229-5163	brandi.savage@freirewilmington.org	
Dr. Tamara Perry, Psychologist	302-407-4800	202-494-9290	tamara.perry@freirewilmington.org	
Khyle Nelson, Dean	302-407-4800	302-482-5425	khyle.nelson@freirewilmington.org	
Colandus Francis, Operations Manager	267-912-5586	267-912-5586	colandus@freireschools.org	Yes
Madeline Weckel, Head of School	302-407-4800	215-870-4658	madeline.weckel@freirewilmington.org	Yes

Emergency Management Information

Command Post Locations

Type (Interior Command Post, Exterior Command Post)	Location
Interior Command Post	Front Desk:Lobby
Interior Command Post	Cafetorium
Exterior Command Post	External Parking Garage

Non-Secure Areas

Non-secure Area	Nearest Securable Location

Evacuation Rally Points

H Flechter Brown Park
Community Education Building (secondary)

Off-Site Evacuation Shelters (Relocation Centers)

Name	Address	Point of Contact	Phone Number
H Flechter Brown Park	399 S Park Dr. Wilmington, DE 19801	Ruble Harris	302-244-1777
Central Education Building	1200 N French St, Wilmington, DE 19801	Ruble Harris	302-244-1777

Severe Weather Shelters

Shelter Areas	Rooms Assigned (optional)
Cafetorium	
Windowless Interior Hallways	Floors 2-3

Appendix 10 - Final Fiscal Year 2023 Revenue and Expenditure Budget Report

FREIRE CHARTER SCHOOL WILMINGTON
MONTHLY FINANCIAL STATEMENT - GENERAL FUND (MODIFIED CASH BASIS)
12 MONTHS ENDING 6/30/23

REVENUES	Final Budget	Encumbrance	Receipt To Date	% Received	Anticipated Receipts Remaining	
State Funding						
Operations & Transportation (05213)	$ 4,136,000		$ 4,167,945	100.8%	$ (31,945)	
Minor Capital Improvements (50022)	$ 77,000		$ 79,455	103.2%	$ (2,455)	
Education Sustainment Funds (05289)	$ 92,000		$ 89,355	97.1%	$ 2,645	
Education Opportunity Funding (05297)	$ 130,000		$ 130,050	100.0%	$ (50)	
Other State Funds (Type 01)	$ 12,000		$ 173,125	1442.7%	$ (161,125)	{a}
State Carry Over Funds	$ –		$ –	---	$ –	
Total State Funds	$ 4,447,000		$ 4,639,930	104.3%	$ (192,930)	
Local Funds	$ 2,547,000		$ 2,689,372	105.6%	$ (142,372)	
Federal Funds	$ 1,848,000		$ 1,067,964	57.8%	$ 780,036	{b}
Fundraising & Other Funds	$ 102,000		$ 12,262,140	12021.7%	$ (12,160,140)	{c}
Local & Other Carry Over Funds			$ –	0.0%	$ –	
All Funds Total	$ 8,944,000		$ 20,659,406	231.0%	$ (11,715,406)	

	EXPENDITURES Operating Budget Description	Final Budget	Encumbrance	Expenditures	Remaining Balance	% Obligated	
1	Salaries and Benefits	$ 3,750,592	$ –	$ 3,262,406	$ 488,187	87.0%	
2	Utilities	$ 136,000	$ –	$ 141,271	$ (5,271)	103.9%	
3	Facility – Lease	$ –	$ –	$ 47,943	$ (47,943)	0.0%	{d}
4	Facility – Mortgage	$ 576,000	$ –	$ 1,115,019	$ (539,019)	193.6%	{e}
5	Transportation-Student	$ 510,000	$ –	$ 656,478	$ (146,478)	128.7%	{f}
6	Contractor – Food Service	$ –	$ –	$ –	$ –	---	
7	Contractor – Instructional / Educational	$ 273,000	$ –	$ 327,875	$ (54,875)	120.1%	
8	Contractor – Financial Services	$ 80,000	$ –	$ 571,071	$ (491,071)	713.8%	{g}
10	Charter Management Organization	$ 884,000	$ –	$ 779,609	$ 104,391	88.2%	{h}
11	Other Instructional & Direct Student Costs	$ 265,434	$ –	$ 603,882	$ (338,448)	227.5%	{i}
12	Custodial, Repairs, Maintenance, and Other Facility Costs	$ 298,000	$ –	$ 407,023	$ (109,023)	136.6%	{j}
13	Capital Purchases	$ –	$ –	$ 10,548,969	$ (10,548,969)	0.0%	{k}
14	All Other Expenses	$ 217,000	$ –	$ 478,653	$ (261,653)	220.6%	{l}
15	Contingency	$ 139,880	$ –	$ –	$ 139,880	0.0%	
	Total Operating Budget	$ 7,129,906	$ –	$ 18,940,199	$ (11,810,293)	265.6%	
	Federal Expenses	$ 1,355,974	$ –	1,616,619	$ (260,646)	119.2%	
	Total Operating Budget – All Funds	$ 8,485,880	$ –	$ 20,556,818	$ (12,070,938)	242.2%	
	Surplus / Deficit	$ 458,120		$ 102,588			

{a} – The school received a one time salary supplement for the 27th pay that was not in the original budget.

{b} – The school did not spend as much ESSER grant revenue as originally anticipated. All remaining ESSER grant funds will be spent in FY24.
{c} – The school took out a loan to finance the purchase of their building. This loan is considered revenue under GASB. The school also received significant donations in FY23 to help fund the construction of a gym.
{d} – The school did not expect to pay any rent in FY23 because they were purchasing the building. However, they had to pay July 2022 rent because closing on the building did not happen until the end of July 2022.

{e} – This overage is driven by the school paying off and existing loan it has as well as the new loan payments for the purchase of the building.

Appendix 11 - Approved Preliminary Fiscal Year 2024 Budget

OVERALL ANALYSIS

Budget Overview / Enrollment

The following fiscal year 2024 budget was approved by the Board of Directors and is based on 475 students, which is 95% of the School's approved enrollment of 500 students. The School serves students in grades 8 through 12.

Based on the presented budget and projected balance sheets for fiscal year 2024, the School expects to achieve the following financial ratios:

```
Current Ratio                    1.91
Enrollment                        95%
Debt to Asset Ratio              0.65
Annual Margin                  13.21%
3 Year Margin                  13.21%
# of Days Cash on Hand            75
Debt Service Coverage Ratio     7.14
Annual Cash Flow             $21,289
Three Year Cash Flow        $243,630
```

Despite undergoing a large construction project and assuming only a 2% increases in revenue rates for FY24, the School meets all the Department of Education's financial ratios. They will have a three year cash flow surplus of $243k and a total cash balance of over $2M.

STATE / LOCAL FUNDS

Special Education Enrollment

The School's total expected special education enrollment is 115 students (24%), which is a conservative estimate based on the School's historical special education %. If the special education enrollment exceeds 115 students the additional revenue will go toward supporting these additional students, including hiring additional special education teachers or paraprofessionals.

State Appropriations

Revenue estimates are based on 475 students and assume a 2% increase in funding for the 2023-24 school year.

MCI Funding, Educational sustainment funds, the Technology Block Grant and the Opportunity Grant funds were based on historical trends and adjusted for changes in enrollment.

The following chart summarizes total state funding for FY24:

State Appropriations - Base	$3,797,000
MCI Funding	$ 79,000
Educational Sustainment Fund	$ 87,000
Technology Block Grant	$ 12,000
Opportunity Grant	$ 130,000
Total State Appropriations	$4,105,000

Local Funds

Local school district funds are based on 2023 rates and adjusted for changes in enrollment. Total local revenues are:

Local Appropriations	$2,553,000
Local Appropriations - Alternative Placement	$68,000
Total Local Funds	$2,621,000

Personnel Costs

Total staffing (all positions and all funding sources) include:

Classroom Teachers	24
Special Education Teachers	10
Special Teachers (Phys Ed., Art, Musi)	0
Counselors	6
Principal/Administrative	10
Nurse	1
Clerical	2
Total FTE	53

3 positions were eliminated in the FY24 budget. 1 position was an administrative position. The other 2 positions were instructional but there will be no programmatic impact.

2 special education teachers and 2 counselors are funded via federal funds (Title Grant and IDEA Grant).

Salaries are based on each employee's 2022-23 salary. An overall average salary increase of 4% was given to staff.

These salary increases are the minimum increases expected assuming Federal, State, and Local funding rates remain unchanged. Additional salary increases will be granted if Federal, State, and Local funding rates increase.

"Other" salary costs may consist of stipends for coaching and after school activities.

OEC Costs are budgeted at the FY 2023 rate (32.21%).

Health insurance is budgeted based on each employee's actual insurance selection at FY 2023 rates.

Student Support

Transportation – Based on the School's FY23 transportation contract plus the estimated cost of DART passes. Transportation costs related to alternative placement was also adjusted for the increase in students expected to be enrolled in alternative placement.

Extra-Curricular Transportation – Budgeted to increase 3% per year, consistent with the increase in the School's transportation contract.

Cafeteria – The school uses an outside vendor (Community Education Building) to provide meals to students. The budgeted cost is for direct costs in excess of food service reimbursements received by Community Education Building. FY24 costs were based on FY23 actuals and increased by 5%.

Extra-Curricular– Consists of field trips, sports, and other after school activities. No increases are expected as all planned activities are operating in Year 0.

Supplies & Materials / Textbooks– Consists of classroom supplies, instructional supplies, and books. FY24 costs were based on FY23 costs and increased by 5% for inflation.

Professional Development – Includes seminars, training sessions, and the use of outside professional teacher coaches. The School's FTE is not increasing in FY24 so the cost was increased by 5% to adjust for inflation.

Other Educational Program – Consists of special education related services, such as alternative supports, homebound services, ESL tutoring, and assessments. If special ed enrolment increases the additional revenue will be used to expand the services provided to those students.

Classroom Technology – This budget consists of services, supplies, and equipment replacements. FY24 costs were based on FY23 costs and increased by 5% for inflation.

Contracted Services – This budget consists of outside educational services, including temporary help and outside substitutes. FY24 costs were based on FY23 costs and increased by 5% for inflation.

<u>Operation and Maintenance of Plan</u>

Insurance / Utilities / Maintenance / Telephone / Other – These expenses and services are based on historical cost trends and increased 5% for inflation.

Rent – school will pay for parking rent while the gymnasium is being built.

Mortgage – The School has one outstanding loan with a monthly debt service payment of $57,409.77. The School is expected to take out an additional $2,750,000 loan in FY24 to finance construction on their gym. Estimated monthly payments for that loan are $19,307.30.

<u>Administrative / Operations Support</u>

Enrollment / Recruitment – This expense was increased slightly in FY24 to try to increase enrollment.

Other - Other expenses consists of legal fees, dues, and other miscellaneous expenses. FY24 costs were based on FY23 costs and increased by 5% for inflation.

All Other Expenses – All other expenses are based on historical spending, increased 5% per year.

<u>Management Company</u>

Fees – Represents 10% of state and local revenues paid to the School's central office. These services include educational support, curriculum development, business office services, fundraising, data management, operations, and grant writing.

Accounting / Payroll - Represents the School's fee to the external accountant who manages the School's FSF and PHRST accounting system.

<u>FEDERAL FUNDS</u>

<u>Federal Revenues</u>

Entitlement Funding is based on the 2012-23 rates, prorated for the change in enrollment to 475 students.

Other federal grants is budgeted at $300,000 per year based on the approved 21st Century Grant and $566,544 for the remaining ESSER Grant funds.

<u>Federal Expenses</u>

Entitlement funding is strictly used to fund personnel costs. See "Personnel Cost" narrative above under the State/Local funds budget for key assumptions and positions funded by federal grants.

Other federal grant expenses are specifically identified in the 21st Century Grant and ESSER Grant which are budgeted accordingly.

OTHER FUNDS

Other Revenues

Includes $2,750,000 in other financing sources which is the loan the school will receive fo the construction on the gym. Also includes private donations to help with the gym construction.

Donations of $100,000 are budgeted and will be received from the Freire Charter School Foundation. Historical fundraising of the Foundation has significantly exceeded the budgeted amount. Generally, the School's $100k annual donation from its Foundation is deposited in June.

Other Expenses

Renovation - This line item represents a one-time capital purchase to build a gym.

Note:

Since the Board of Directors approved the School's FY24 budget some new information around enrollment has come to light. As a result of this, the School has developed two additional budgets that are included in this packet. The board is currently reviewing the additional budget scenarios and will be approving them at their next meeting in October.

Freire Charter School Wilmington 2023-24 board approved budget based on 475 students

	Revenue		
1	State Appropriations	$4,580,000	
2	School District Local Fund Transfers	$2,621,000	
	Entitlement Funding	$474,000	
	Other Federal Grants	$934,544	
	Foundation Funds	$100,000	
	Donations	$1,676,401	
	Construction / Bank Loans	$2,750,000	
	TOTAL REVENUE	**$13,135,945**	

	EXPENDITURES		
	Personnel Salaries / Other Employer Costs		**FTE**
3	Classroom Teachers	$1,525,310	24.00
4	Special Education Teachers	$476,173	11.00
5	Special Teachers (Phys Ed, Art, Music)	$0	0.00
6	Counselors	$192,450	3.00
7	Principal/Administrative	$1,025,933	14.00
8	Nurse	$58,320	1.00
9	Clerical	$0	0.00
10	Custodial		0.00
11	Substitutes	$49,350	0.00
12	Personnel - Other	$0	0.00
13	Other Employer Costs (32.21% of Salaries)	$1,071,799	
14	Health Insurance	$450,004	
15	Other Benefits	$18,900	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$4,868,239**	**53.00**
	Student Support		
16	Transportation	$563,826	
17	Extra Curricular Transportation	$50,000	
18	Cafeteria	$39,900	
19	Extra Curricular	$0	
20	Student Support - Supplies and Materials	$136,950	
21	Textbooks	$21,000	
22	Curriculum	$0	
23	Athletic Supplies	$49,100	
24	Instructional Software	$68,850	
25	Alternative Placement	$128,100	
26	Professional Development	$39,900	
27	Assessments	$0	
28	Other Educational Program	$0	
29	Therapists (Occupational, Speech)	$109,200	
30	Classroom Technology	$16,800	
31	School Climate	$0	
32	Computers	$0	
33	Contracted Services	$0	
34	Student Suppot - Other	$5,250	
	SUBTOTAL STUDENT SUPPORT	**$1,228,876**	
	Operations and Maintenance of Facilities		

35	Insurance (Property/Liability)	$155,035
36	Rent	$63,000
37	Mortgage	$864,155
38	Utilities	$80,550
39	Maintenance	$71,200
40	Custodial	$185,850
41	Telephone/Communications	$36,750
42	Construction	$0
43	Renovation	$4,526,401
44	Operations - Other	$21,000
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$6,003,941**
	Administrative/Operations Support	
45	Equipment Lease/Maintenance	$0
46	Equipment Purchase	$0
47	Admin - Supplies and Materials	$31,500
48	Printing and Copying	$13,650
49	Postage and Shipping	$1,050
50	Legal fees	$18,900
51	Enrollment / Recruitment	$57,750
52	Staffing (recruitment and assessment)	$0
53	Technology Plan	$0
54	Adminisrative - Other	$40,950
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	**$163,800**
	Management Company	
55	Fees	$767,500
56	Salaries/Other Employee Costs	$45,000
57	Curriculum	$0
58	Accounting and Payroll	$37,300
59	Other	$0
	SUBTOTAL MANAGEMENT COMPANY	**$849,800**
	TOTAL EXPENDITURES	**$13,114,656**
60	**# Students**	0
	REVENUE LESS EXPENDITURES	**$21,289**

Freire Charter School Wilmington 2023-24 board approved budget based on 475 students

	State & Local Revenue		
		YEAR 0	
1	State Appropriations	$4,580,000	
2	School District Local Fund Transfers	$2,621,000	
	TOTAL STATE & LOCAL REVENUE	**$7,201,000**	

	State & Local Expenses		
	Personnel Salaries / Other Employer Costs		FTE
3	Classroom Teachers	$1,058,377	18.00
4	Special Education Teachers	$390,773	9.00
5	Special Teachers (Phys Ed, Art, Music)		
6	Counselors	$64,200	1.00
7	Principal/Administrative	$696,350	8.00
8	Nurse	$58,320	1.00
9	Clerical		
10	Custodial		
11	Substitutes	$49,350	
12	Personnel - Other		
13	Other Employer Costs (32.21% of Salaries)	$746,425	
14	Health Insurance	$432,000	
15	Other Benefits	$18,900	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$3,514,695**	**37.00**
	Student Support		
16	Transportation	$563,826	
17	Extra Curricular Transportation	$50,000	
18	Cafeteria	$39,900	
19	Extra Curricular		
20	Student Support - Supplies and Materials	$81,950	
21	Textbooks	$21,000	
22	Curriculum		
23	Professional Development	$39,900	
24	Instructional Software	$68,850	
25	Alternative Placement	$128,100	
26	Assessments		
27	Other Educational Program		
28	Therapists (Occupational, Speech)	$109,200	
29	Classroom Technology	$16,800	
30	School Climate		
31	Athletic Supplies	$49,100	
32	Computers		
33	Contracted Services		
34	Student Suppot - Other	$5,250	
	SUBTOTAL STUDENT SUPPORT	**$1,173,876**	
	Operations and Maintenance of Facilities		
35	Insurance (Property/Liability)	$155,035	
36	Rent	$63,000	
37	Mortgage	$864,155	

38	Utilities	$80,550
39	Custodial	$185,850
40	Maintenance	$71,200
41	Telephone/Communications	$36,750
42	Construction	
43	Renovation	
44	Operations - Other	$21,000
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$1,477,540**
	Administrative/Operations Support	
45	Equipment Lease/Maintenance	
46	Equipment Purchase	
47	Admin - Supplies and Materials	$31,500
48	Printing and Copying	$13,650
49	Postage and Shipping	$1,050
50	Enrollment / Recruitment	$57,750
51	Legal fees	$18,900
52	Staffing (recruitment and assessment)	
53	Technology Plan	
54	Adminisrative - Other	$40,950
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	**$163,800**
	Management Company	
55	Fees	$767,500
56	Salaries/Other Employee Costs	$45,000
57	Curriculum	
58	Accounting and Payroll	$37,300
59	Other	
	SUBTOTAL MANAGEMENT COMPANY	**$849,800**
	STATE & LOCAL EXPENDITURES	**$7,179,711**
60	**# Students**	0
	REVENUE LESS EXPENDITURES	**$21,289**

Freire Charter School Wilmington 2023-24 board approved budget based on 475 students

	Federal Funds	**YEAR 0**	
1	Entitlement Funding	$474,000	
2	Other Federal Grants	$934,544	
	TOTAL FEDERAL REVENUE	**$1,408,544**	

	Federal Expenses		
	Personnel Salaries / Other Employer Costs		**FTE**
3	Classroom Teachers	$466,933	6.00
4	Special Education Teachers	$85,400	2.00
5	Special Teachers (Phys Ed, Art, Music)	$0	0.00
6	Counselors	$128,250	2.00
7	Principal/Administrative	$329,583	6.00
8	Nurse	$0	0.00
9	Clerical	$0	0.00
10	Custodial	$0	0.00
11	Substitutes	$0	0.00
12	Other		0.00
13	Other Employer Costs (32.21% of Salaries)	$325,374	
14	Health Insurance	$18,004	
15	Other Benefits	$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$1,353,544**	**16.00**

	Student Support		
16	Transportation	$0	
17	Extra Curricular Transportation	$0	
18	Cafeteria	$0	
19	Extra Curricular	$0	
20	Student Support - Supplies and Materials	$55,000	
21	Textbooks	$0	
22	Curriculum	$0	
23	Professional Development	$0	
24	Assessments	$0	
25	Other Educational Program	$0	
26	Therapists (Occupational, Speech)	$0	
27	Classroom Technology	$0	
28	School Climate	$0	
29	Computers	$0	
30	Contracted Services	$0	
31	Other	$0	
	SUBTOTAL STUDENT SUPPORT	**$55,000**	

	Operations and Maintenance of Facilities		
32	Insurance (Property/Liability)	$0	
33	Rent	$0	
34	Mortgage	$0	
35	Utilities	$0	
36	Maintenance	$0	
37	Telephone/Communications	$0	

38	Construction	$0
39	Renovation	$0
40	Other	$0
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$0**
	Administrative/Operations Support	
41	Equipment Lease/Maintenance	$0
42	Equipment Purchase	$0
43	Supplies and Materials	$0
44	Printing and Copying	$0
45	Postage and Shipping	$0
46	Enrollment / Recruitment	$0
47	Staffing (recruitment and assessment)	$0
48	Technology Plan	$0
49	Other	$0
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	**$0**
	Management Company	
50	Fees	$0
51	Salaries/Other Employee Costs	$0
52	Curriculum	$0
53	Accounting and Payroll	$0
54	Other	$0
	SUBTOTAL MANAGEMENT COMPANY	**$0**
	FEDERAL EXPENDITURES	**$1,408,544**
55	**# Students**	0
	REVENUE LESS EXPENDITURES	**$0**

Freire Charter School Wilmington 2023-24 board approved budget based on 475 students

	Other Funds		
1	Foundation Funds	$100,000	
2	Donations	$1,676,401	
3	Construction / Bank Loans	$2,750,000	
	TOTAL OTHER REVENUE	**$4,526,401**	

	Other Expenses		
	Personnel Salaries / Other Employer Costs		**FTE**
4	Classroom Teachers	$0	0.00
5	Special Education Teachers	$0	0.00
6	Special Teachers (Phys Ed, Art, Music)	$0	0.00
7	Counselors	$0	0.00
8	Principal/Administrative	$0	0.00
9	Nurse	$0	0.00
10	Clerical	$0	0.00
11	Custodial	$0	0.00
12	Substitutes	$0	0.00
13	Other	$0	0.00
14	Other Employer Costs (32.21% of Salaries)	$0	
15	Health Insurance	$0	
16	Other Benefits	$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$0**	**0.00**
	Student Support		
17	Transportation	$0	
18	Extra Curricular Transportation	$0	
19	Cafeteria	$0	
20	Extra Curricular	$0	
21	Supplies and Materials	$0	
22	Textbooks	$0	
23	Curriculum	$0	
24	Professional Development	$0	
25	Assessments	$0	
26	Other Educational Program	$0	
27	Therapists (Occupational, Speech)	$0	
28	Classroom Technology	$0	
29	School Climate	$0	
30	Computers	$0	
31	Contracted Services	$0	
32	Other	$0	
	SUBTOTAL STUDENT SUPPORT	**$0**	
	Operations and Maintenance of Facilities		
33	Insurance (Property/Liability)	$0	
34	Rent	$0	
35	Mortgage	$0	
36	Utilities	$0	
37	Maintenance	$0	

38	Telephone/Communications	$0
39	Construction	$0
40	Renovation	$4,526,401
41	Other	$0
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$4,526,401**
	Administrative/Operations Support	
42	Equipment Lease/Maintenance	$0
43	Equipment Purchase	$0
44	Supplies and Materials	$0
45	Printing and Copying	$0
46	Postage and Shipping	$0
47	Enrollment / Recruitment	$0
48	Staffing (recruitment and assessment)	$0
49	Technology Plan	$0
50	Other	$0
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	**$0**
	Management Company	
51	Fees	$0
52	Salaries/Other Employee Costs	$0
53	Curriculum	$0
54	Accounting and Payroll	$0
55	Other	$0
	SUBTOTAL MANAGEMENT COMPANY	**$0**
	OTHER EXPENDITURES	**$4,526,401**
56	**# Students**	0
	REVENUE LESS EXPENDITURES	**$0**

Freire Charter School Wilmington 2023-24 proposed budget based on 420 students

	Revenue		
1	State Appropriations	$4,170,580	
2	School District Local Fund Transfers	$2,340,000	
	Entitlement Funding	$424,000	
	Other Federal Grants	$934,544	
	Foundation Funds	$100,000	
	Donations	$1,676,401	
	Construction / Bank Loans	$2,750,000	
	TOTAL REVENUE	**$12,395,525**	

	EXPENDITURES		
	Personnel Salaries / Other Employer Costs		**FTE**
3	Classroom Teachers	$1,246,703	22.00
4	Special Education Teachers	$476,173	11.00
5	Special Teachers (Phys Ed, Art, Music)	$0	0.00
6	Counselors	$192,450	3.00
7	Principal/Administrative	$725,933	9.00
8	Nurse	$58,320	1.00
9	Clerical	$0	0.00
10	Custodial		0.00
11	Substitutes	$49,350	0.00
12	Personnel - Other	$0	0.00
13	Other Employer Costs (32.21% of Salaries)	$885,430	
14	Health Insurance	$327,029	
15	Other Benefits	$18,900	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$3,980,288**	**46.00**
	Student Support		
16	Transportation	$563,826	
17	Extra Curricular Transportation	$50,000	
18	Cafeteria	$39,900	
19	Extra Curricular	$0	
20	Student Support - Supplies and Materials	$252,606	
	Athletic Supplies	$49,100	
21	Textbooks	$21,000	
22	Curriculum	$0	
23	Instructional Software	$68,850	
24	Alternative Placement	$128,100	
25	Professional Development	$39,900	
26	Assessments	$0	
27	Other Educational Program	$0	
28	Therapists (Occupational, Speech)	$109,200	
29	Classroom Technology	$16,800	
30	School Climate	$0	
31	Computers	$0	
32	Contracted Services	$0	
33	Student Suppot - Other	$5,250	
	SUBTOTAL STUDENT SUPPORT	**$1,344,532**	

Operations and Maintenance of Facilities

34	Insurance (Property/Liability)	$155,035
35	Rent	$63,000
36	Mortgage	$864,155
37	Utilities	$117,300
38	Maintenance	$71,200
39	Custodial	$185,850
40	Telephone/Communications	$0
41	Construction	$0
42	Renovation	$4,526,401
43	Operations - Other	$21,000

SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES   **$6,003,941**

Administrative/Operations Support

44	Equipment Lease/Maintenance	$0
45	Equipment Purchase	$0
46	Admin - Supplies and Materials	$31,500
47	Printing and Copying	$13,650
48	Postage and Shipping	$1,050
49	Legal fees	$18,900
50	Enrollment / Recruitment	$57,750
51	Staffing (recruitment and assessment)	$0
52	Technology Plan	$0
53	Adminisrative - Other	$40,950

SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT   **$163,800**

Management Company

54	Fees	$767,500
55	Salaries/Other Employee Costs	$45,000
56	Curriculum	$0
57	Accounting and Payroll	$37,300
58	Other	$0

SUBTOTAL MANAGEMENT COMPANY   **$849,800**

TOTAL EXPENDITURES   **$12,342,361**

59	**# Students**	450

REVENUE LESS EXPENDITURES   **$53,164**

Freire Charter School Wilmington 2023-24 proposed budget based on 420 students

	State & Local Revenue		
1	State Appropriations	$4,170,580	
2	School District Local Fund Transfers	$2,340,000	
	TOTAL STATE & LOCAL REVENUE	**$6,510,580**	

	State & Local Expenses **Personnel Salaries / Other Employer Costs**		FTE
3	Classroom Teachers	$818,377	16.00
4	Special Education Teachers	$390,773	9.00
5	Special Teachers (Phys Ed, Art, Music)		
6	Counselors	$64,200	1.00
7	Principal/Administrative	$396,350	3.00
8	Nurse	$58,320	1.00
9	Clerical		
10	Custodial		
11	Substitutes	$49,350	
12	Personnel - Other		
13	Other Employer Costs (32.21% of Salaries)	$572,491	
14	Health Insurance	$307,982	
15	Other Benefits	$18,900	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$2,676,743**	**30.00**

	Student Support		
16	Transportation	$563,826	
17	Extra Curricular Transportation	$50,000	
18	Cafeteria	$39,900	
19	Extra Curricular		
20	Student Support - Supplies and Materials	$197,606	
21	Textbooks	$21,000	
22	Curriculum		
23	Professional Development	$39,900	
24	Instructional Software	$68,850	
25	Alternative Placement	$128,100	
26	Assessments		
27	Other Educational Program		
28	Therapists (Occupational, Speech)	$109,200	
29	Classroom Technology	$16,800	
30	School Climate		
31	Athletic Supplies	$49,100	
32	Computers		
33	Contracted Services		
34	Student Suppot - Other	$5,250	
	SUBTOTAL STUDENT SUPPORT	**$1,289,532**	

Operations and Maintenance of Facilities

35	Insurance (Property/Liability)	$155,035
36	Rent	$63,000
37	Mortgage	$864,155
38	Utilities	$117,300
39	Custodial	$185,850
40	Maintenance	$71,200
41	Telephone/Communications	
42	Construction	
43	Renovation	
44	Operations - Other	$21,000
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$1,477,540**
	Administrative/Operations Support	
45	Equipment Lease/Maintenance	
46	Equipment Purchase	
47	Admin - Supplies and Materials	$31,500
48	Printing and Copying	$13,650
49	Postage and Shipping	$1,050
50	Enrollment / Recruitment	$57,750
51	Legal fees	$18,900
52	Staffing (recruitment and assessment)	
53	Technology Plan	
54	Adminisrative - Other	$40,950
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	**$163,800**
	Management Company	
55	Fees	$767,500
56	Salaries/Other Employee Costs	$45,000
57	Curriculum	
58	Accounting and Payroll	$37,300
59	Other	
	SUBTOTAL MANAGEMENT COMPANY	**$849,800**
	STATE & LOCAL EXPENDITURES	**$6,457,415**
60	**# Students**	450
	REVENUE LESS EXPENDITURES	**$53,165**

	$	53,165
	$	0

Freire Charter School Wilmington 2023-24 proposed budget based on 420 students

	Federal Funds		
1	Entitlement Funding	$424,000	
2	Other Federal Grants	$934,544	
	TOTAL FEDERAL REVENUE	**$1,358,544**	

	Federal Expenses **Personnel Salaries / Other Employer Costs**		FTE
3	Classroom Teachers	$428,326	6.00
4	Special Education Teachers	$85,400	2.00
5	Special Teachers (Phys Ed, Art, Music)	$0	0.00
6	Counselors	$128,250	2.00
7	Principal/Administrative	$329,583	6.00
8	Nurse	$0	0.00
9	Clerical	$0	0.00
10	Custodial	$0	0.00
11	Substitutes	$0	0.00
12	Other		0.00
13	Other Employer Costs (32.21% of Salaries)	$312,939	
14	Health Insurance	$19,047	
15	Other Benefits	$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$1,303,544**	**16.00**
	Student Support		
16	Transportation	$0	
17	Extra Curricular Transportation	$0	
18	Cafeteria	$0	
19	Extra Curricular	$0	
20	Student Support - Supplies and Materials	$55,000	
21	Textbooks	$0	
22	Curriculum	$0	
23	Professional Development	$0	
24	Assessments	$0	
25	Other Educational Program	$0	
26	Therapists (Occupational, Speech)	$0	
27	Classroom Technology	$0	
28	School Climate	$0	
29	Computers	$0	
30	Contracted Services	$0	
31	Other	$0	
	SUBTOTAL STUDENT SUPPORT	**$55,000**	
	Operations and Maintenance of Facilities		
32	Insurance (Property/Liability)	$0	
33	Rent	$0	
34	Mortgage	$0	

35	Utilities	$0
36	Maintenance	$0
37	Telephone/Communications	$0
38	Construction	$0
39	Renovation	$0
40	Other	$0

| | **SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES** | **$0** |

	Administrative/Operations Support	
41	Equipment Lease/Maintenance	$0
42	Equipment Purchase	$0
43	Supplies and Materials	$0
44	Printing and Copying	$0
45	Postage and Shipping	$0
46	Enrollment / Recruitment	$0
47	Staffing (recruitment and assessment)	$0
48	Technology Plan	$0
49	Other	$0

| | **SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT** | **$0** |

	Management Company	
50	Fees	$0
51	Salaries/Other Employee Costs	$0
52	Curriculum	$0
53	Accounting and Payroll	$0
54	Other	$0

| | **SUBTOTAL MANAGEMENT COMPANY** | **$0** |

| | **FEDERAL EXPENDITURES** | **$1,358,544** |

| 55 | **# Students** | 450 |
| | **REVENUE LESS EXPENDITURES** | **($0)** |

Freire Charter School Wilmington 2023-24 proposed budget based on 420 students

	Other Funds		
1	Foundation Funds	$100,000	
2	Donations	$1,676,401	
3	Construction / Bank Loans	$2,750,000	
	TOTAL OTHER REVENUE	**$4,526,401**	

	Other Expenses **Personnel Salaries / Other Employer Costs**		**FTE**
4	Classroom Teachers	$0	0.00
5	Special Education Teachers	$0	0.00
6	Special Teachers (Phys Ed, Art, Music)	$0	0.00
7	Counselors	$0	0.00
8	Principal/Administrative	$0	0.00
9	Nurse	$0	0.00
10	Clerical	$0	0.00
11	Custodial	$0	0.00
12	Substitutes	$0	0.00
13	Other	$0	0.00
14	Other Employer Costs (32.21% of Salaries)	$0	
15	Health Insurance	$0	
16	Other Benefits	$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	**$0**	**0.00**
	Student Support		
17	Transportation	$0	
18	Extra Curricular Transportation	$0	
19	Cafeteria	$0	
20	Extra Curricular	$0	
21	Supplies and Materials	$0	
22	Textbooks	$0	
23	Curriculum	$0	
24	Professional Development	$0	
25	Assessments	$0	
26	Other Educational Program	$0	
27	Therapists (Occupational, Speech)	$0	
28	Classroom Technology	$0	
29	School Climate	$0	
30	Computers	$0	
31	Contracted Services	$0	
32	Other	$0	
	SUBTOTAL STUDENT SUPPORT	**$0**	
	Operations and Maintenance of Facilities		
33	Insurance (Property/Liability)	$0	
34	Rent	$0	

35	Mortgage	$0
36	Utilities	$0
37	Maintenance	$0
38	Telephone/Communications	$0
39	Construction	$0
40	Renovation	$4,526,401
41	Other	$0
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	**$4,526,401**
	Administrative/Operations Support	
42	Equipment Lease/Maintenance	$0
43	Equipment Purchase	$0
44	Supplies and Materials	$0
45	Printing and Copying	$0
46	Postage and Shipping	$0
47	Enrollment / Recruitment	$0
48	Staffing (recruitment and assessment)	$0
49	Technology Plan	$0
50	Other	$0
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	**$0**
	Management Company	
51	Fees	$0
52	Salaries/Other Employee Costs	$0
53	Curriculum	$0
54	Accounting and Payroll	$0
55	Other	$0
	SUBTOTAL MANAGEMENT COMPANY	**$0**
	OTHER EXPENDITURES	**$4,526,401**
56	**# Students**	450
	REVENUE LESS EXPENDITURES	**$0**