**Major Modification Application** 

# Early College High School @ Delaware State University 2020-21 Charter Modification Application



## DELAWARE DEPARTMENT OF EDUCATION CHARTER SCHOOL APPLICATION FORM FOR MODIFYING AN APPROVED CHARTER

## EARLY COLLEGE HIGH SCHOOL AT DELAWARE STATE UNIVERSITY

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## IV. CHARTER SCHOOL MODIFICATION APPLICATION QUESTIONS

There are core questions that must be answered by the applicant, regardless of whether the modification is considered a minor or major modification. Additional questions are determined by the specific nature of the request, for example expansion or reduction by more than 15%, change of name, change of location, etc. Please provide clear, complete, and accurate information in response to each question.

Please indicate the type(s) of modification(s) you are requesting by checking all applicable boxes below:

## Table 2

Mir			ijor Modification (Section A <u>AND</u> additional estions identified below)
	Enrollment change (increase or decrease) between 5 and 15%		Performance Agreement Section A only
	Change agreement with EMO/CMO	х	Enrollment change (increase or decrease) of greater than 15% <b>Section B</b>
	Start date (one-time) delay	x	Grade configuration (adding grade levels or reducing grade levels) <b>Section C</b>
Х	Name of charter school		Educational Program (i.e. curriculum) Section D
	Existing or planned school facilities or structures (including any plan to use temporary or modular structures)		Mission (includes At-Risk designation) Section E
	Change in terms to current site facility arrangement (i.e. lease to purchase)		Replace, remove, or add EMO/CMO, or transfer of authorizer <b>Section F</b>
	Educator Evaluation Process		Enrollment preferences Section G
	A change to the current authorized number of hours, either daily or annually, devoted to actual school sessions.	x	Location change Section H
	Other		Goals for student performance Section I

# Section A Core Questions:

1. What modification does the school's Board of Directors want to make to the term(s) of the charter? Identify the page number(s) on which the term(s) is/are stated in the currently approved charter. If the term(s) of the charter the school wants to modify is/are conditions placed on the charter by the Secretary of Education and members of the State Board of Education, state the condition(s) and the date(s) on which the condition(s) was/were placed on the school's charter.

The changes to the terms of the original charter are in name, enrollment, grade configuration, and the facility.

- The name of the school is currently Early College High School. The modification would add Early College Middle School. The entire school system would be referred to Early College @ Delaware State University. (pg. 1)
- The enrollment terms in the original charter (pg. 1) and renewal (pg. 8) were for 425 students as a maximum in Grades 9-12. This modification would change enrollment to 625 students.
- The grade configuration in the original charter (pg. 1) was for grades 9-12. This modification would change the grade configuration to Grades 7-12.

In addition, ECHS will be moved to the Delaware State University newly-acquired Wesley campus in the summer of 2022. Currently, ECHS@DSU is located in two facilities: the DSU Living and Learning Commons (Freshmen Academy) and in Grossley Hall on the DSU main campus (Upperclassmen Campus). The new facility will have more room to include all of the grade levels from 7-12.

2. What is the effective date of the proposed modification?

The effective date of the proposed modification is July 1, 2022.

3. The authorizer will review your most recent Performance Review Reports as part of your application. Discuss the school's academic performance, compliance with the terms of its charter, and financial viability as measured by the Performance Framework.

According to the most recent Performance Review Reports, ECHS@DSU has met all measures and is financially viable.

4. Describe the rationale for the request(s). Discuss any relevant research base or evidence that supports this type of request. (*Attachments may be provided*)

The early college model is committed to serve students underrepresented in higher education: low-income youth, first-generation college-attendees, English language learners, and students of color. ECHS@DSU is proposing to expand to 150-200 seventh and eighth grade students. By creating a middle school division, ECHS@DSU will be able to begin providing support to students earlier in their academic careers, and getting them academically and socially ready to take college classes at a younger age.

Middle school students would have the opportunity to take high school level courses in 7<sup>th</sup> or 8<sup>th</sup> grade.

ECHS@ is proposing to expand by adding a middle level (ECMS) division to ECHS@DSU with 150-200 seventh and eighth grade students beginning the collegegoing culture earlier. Researchers Matt Gaertner and Katie McClarty of Pearson's Research & Innovation Network analyzed longitudinal data from more than 11,000 students in the National Education Longitudinal Study (NELS) of 1988 combined rich student- and school-level data to evaluate whether more information makes for more accurate college-readiness prediction. They used academic achievement, behavior, motivation, social engagement, family circumstances and school characteristics as predictors. Gaertner and McClarty (2015) cited that although college readiness is a centerpiece of major educational initiatives such as the Common Core State Standards, few systems have been implemented to track children's progress toward this goal.

Instead, college-readiness information is typically conveyed late in a student's highschool career, and tends to focus solely on academic accomplishments-grades and admissions test scores. Late-stage feedback can be problematic for students who need to correct course, so the purpose of Gaertner and McClarty's research was to develop a system for communicating more comprehensive college-readiness diagnoses earlier in a child's K-12 career. By creating a middle school division, ECHS@ DSU will be able to begin providing supports to students who need them earlier in their academic careers in order to have them raise their level of achievement while in middle school; thereby, getting them academically and socially ready to take college classes at younger age. Middle school students who have a higher academic level would have the opportunity to take high school level courses in 8<sup>th</sup> grade; thereby, changing their trajectory to take college courses at an earlier age. ECHS@DSU uses a similar measurement, the ECHS College Readiness Rubric, which uses grades, attendance, behavior, teacher recommendations, and assessments to determine when students will be able to take courses at the university level. Since its inception, the tool has successfully indicated students who have a propensity toward completing college level work. The ECHS College Readiness program was developed to measure college readiness and to provide support and intervention for students who struggle in addition to identifying students who should be taking higher level courses. This can easily translate for middle school students in allowing them to take high school classes while they are in middle school.

Although the ECHS@DSU is located in Kent County, students from the entire state of Delaware would benefit from attendance at Early College Middle School. Students who struggle would have the assistance they need to complete their middle level school work. Those who excel would have the opportunity to take high school classes, which would lead to them taking college classes earlier in their high school careers.

5. Describe how the proposed modification will impact the operation of the school. Include how student achievement, staffing, facilities, and financial viability of the school may be impacted in the current school year and for the remainder of the school's charter term. ECHS@DSU has graduated three classes of students since opening in 2014. The graduating students of the Early College High School@ Delaware State University (ECHS@DSU) have collectively earned 6,458 college credits with an average of 31 college credits earned by the time a student graduates from high school. At the end of the 2019-2020 school year, the cumulative total of college credits earned for all ECHS@DSU students (grades 9 - 12) was 7,951.

		Graduates	Current Students		
Credits Earned	Class of 2018	Class of 2019	Class of 2020	Class of 2021	Class of 2022
	*2,692	*1,777	*1,989	1,111	382

 Table 1: College Credits Earned

\*Students participated in a summer bridge program and earned 3 college credits in the summer.

Eligibility to take college courses is determined by the ECHS@DSU College Readiness Rubric and ECHS@DSU students may be eligible to begin taking college classes at Delaware State University as early as the student's tenth grade year of high school.

ECHS@DSU students are earning more college credits while in high school than any other high school students within the state of Delaware. Throughout the history of education, minority students and students from low-income families have been underrepresented as college degree recipients. As of the 2016-17 school year data, Hispanic (21.2%) and African-American (13.2%) students are less likely than white (56%) students to earn an associate's degree (NCES, 2018). When we look at college credit attainment for minority students and students from low-income families, our results are quite impressive. African-American and Latinx students make up 85 percent of ECHS@DSU enrollment. We provide opportunity and access to the early college model for all students within the state by providing transportation to all students and eliminating any financial cost for college tuition and related fees to enroll in the college courses.

ECHS@DSU students are able to take college classes at DSU that will lead them towards any of the forty-two baccalaureate degrees that DSU offers. Our career pathways are aligned with forty-one of the forty-two DSU undergraduate majors. On average ECHS@DSU students are able to complete the first year of their undergraduate coursework by high school graduation.

ECHS@DSU is a high-performing charter school serving all students in the state of Delaware that is focused on providing a high quality educational experience that provides the opportunity for students to graduate with one to two years of college credits, preparing them for completion of a four-year college program.

Tables 3, 4, and 5 show multiple years of English Reading and Writing and Math test performance data and highlights how student performance has progressed from year to

year. While comparisons from year to year do not show immediate growth, comparisons of students to themselves over the years (indicated by the colors) shows growth as they move from year to year and from test to test.

	SY2018	SY2019	SY2020	
Mean Total Score	829 – 19% Met	743 – 21% Met	873 – 33% Met	
	both benchmarks	both benchmarks	both benchmarks	
Mean ERW	410 – 46% Met	381 – 37% Met	435 – 53% Met	
Score	ERW benchmark	ERW benchmark	ERW benchmark	
Mean Math Score	420 – 33% Met	362 – 21% Met	438 – 39% Met	
	Math Benchmark	Math benchmark	Math benchmark	

Table 2: PSAT 8/9 Results

## Table 3: PSAT 10 Results

	SY2018	SY2019	SY2020
Mean Total Score	892 – 40% Met	847 – 16% Met	873 – 23% Met
	both benchmarks	both benchmarks	both benchmarks
Mean ERW	455 – 54% Met	431 – 51% Met	443 – 55% Met
Score	ERW benchmark	ERW benchmark	ERW benchmark
Mean Math Score	437 – 46% Met	416 – 19% Met	430 – 25% Met
	Math benchmark	Math benchmark	Math benchmark

Table 4: SAT

	SY2018	SY2019	SY2020
Mean Total Score	930 – 12% Met	924 – 17% Met	916 – 13% Met
	both benchmarks	both benchmarks	both benchmarks
Mean ERW	472 – 45% Met	479 – 42% Met	470 – 42% Met
Score	ERW benchmark	ERW benchmark	ERW benchmark
Mean Math Score	458 – 12% Met	445 – 17% Met	445 – 14% Met
	Math benchmark	Math benchmark	Math benchmark

ECHS@DSU has continued to maintain a positive learning environment in which teachers can focus on teaching and students can focus on learning. The school is located on the campus of Delaware State University. As such, the university police department is an integral part of our safety and crisis teams. The campus police have

designated an officer as our school resource officer who supports our students and staff when needed. Since the school's inception there have been relatively low levels of student referrals, on average 90% of the students receive zero to one referral per year.

ap	ie 5. Student Discipline Relerrais			
		SY2018	SY2019	SY2020
	Total Enrollment	398	393	421
	% of Students with 0-1 Referral	92%	90%	92%
	% of Students with 2-5 Referrals	8%	9%	7%
	% of Students with 6+ Referrals	0%	1%	1%

Table 5: Student Discipline Referrals

Evidence of success in significantly increasing student academic achievement, including graduation rates for all students and for each of the subgroups of students, served by the charter school; and Evidence of success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students described in section 1111(c)(2) of ESEA (i.e. economically disadvantaged students, minority students, students with disabilities and English language learners), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

ECHS@DSU been in operation since 2014 and has graduated three cohorts of students. The total graduation rate and rate for African-American and Latinx has improved with each graduating class. Our four-year graduation rates have consistently been higher than the state 4-year graduation rates (Class of 2018-86.69% and Class of 2019-88.27%). When reviewing the data by subgroups, our student results continue to graduate at higher rates than the state average in each subgroup.

	Class of 2018	Class of 2019	Class of 2020 (preliminary)	
Total Graduation Rate	87.84%	90.63%	98.64%	
Low-Income	86.96%	100%	Data not yet available	
African-American	88.24%	92.59%	100%	
Hispanic or Latinx	66.67%	75%	100%	
Students with Disabilities	<5% ( <i>n</i> =2)	100%	83%	
English Language Learners	<5% ( <i>n</i> =1)	100%	n/a	

Table 6: ECHS 4-Year	<b>Graduation Rates</b>
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	Class of 2018	Class of 2019
Total Graduation Rate	86.69%	88.27%
Low-Income	77.88%	80.94%
African-American	83.68%	86.37%
Hispanic or Latinx	83.31%	85.02%
Students with Disabilities	69.8%	71.59%
English Language Learners	75.44%	75.25%

## Table 7: Delaware 4-Year Graduation Rates

Reference:

DDOE. (n.d.). *Delaware report card: 4 year graduation rates.* [Infographic]. Retrieved September 10, 2020, from

https://reportcard.doe.k12.de.us/detail.html#displaypage?scope=state&district=0&schoo I=0&id=204

6. Indicate the projected impact, if any, of the proposed modification on the school's present financial position, and its financial position going forward. If the modification promises to create financial challenges, indicate how those will be remedied.

ECHS@DSU has a history of responsible financial and operational management, has never failed an audit, and complies with all applicable national, state, and local educational, operational, and safety statutes and regulations and will continue to do so as the ECHS@DSU is expanded to include middle grade levels with CSP funding. ECHS@DSU has not had any significant issues in the area of financial or operational management or student safety, or other significant problems with statutory or regulatory compliance that could lead to revocation of the school's charter. Please see Financial Frameworks from FY18, FY19, FY20.

As demonstrated by the various statements and schedules, ECHS@DSU continues to meet its responsibility for sound financial management.

- SY2017-18 Overall rating of Approaching Standard on Organization Framework and Financial Framework.
- SY2018-19 Overall rating Approaching Standard on Organizational Framework and Meets Standard on the Financial Framework.
- SY2019-20 Overall rating (100%) of Meets Standard on Organizational Framework and Meets Standard on the Financial Framework

Key Financial Highlights for Fiscal Year 2020 are as follow:

- Enrollment was certified at 99% of the approved enrollment of 425 for FY20.
- Economic viability continues with monitoring the solvency factors as set aside

within the Financial Frameworks

- The FY20 Audit was again without findings
- The Financial Framework for FY20--Overall rating Meeting the Standard.

Per recommendations at the ECHS@DSU Renewal CSAC Committee Meeting in 2017, the ECHS@DSU Administration is aware that the main transportation budget needs to be sustainable, especially with the prospect of adding two additional grades. To make this possible, the following incremental changes have/will take place:

- Terminated ECHS@ DSU shuttle bus
- Streamline existing hub stops
- Eliminate transportation for students who live within a two-mile radius of the school
- Increase use of DART bus passes for upperclassmen

The Appendix Final Financial Documents indicate financial viability for the Early College@ Delaware State University at both 100% of the projected enrollment and 80% of the projected enrollment. The documents including all staffing projections in both the high school and proposed middle school.

# Section B Questions:

1. Describe the nature and extent of the proposed changes to the school's current grade configuration, if applicable. Indicate whether you seek to add or cease offering a grade or grades, substantially increase or decrease current enrollment practices and/or projections for future enrollment, etc. (*Please make sure to indicate whether you seek an increase or reduction of enrollment of between 5 and 15% or more than 15% of the currently approved total enrollment and note that modification requests that fall into those ranges must be received by the Department of Education's Charter School Office between November 1 and December 31.)* 

Early College High School at Delaware State University proposes to continue offering grades 9-12 and increasing student enrollment to 575 students in the 2022-2023 school year by adding grades 7 and 8 with each grade level serving 75 students. ECHS plans to increase total student enrollment to 625 by the 2023-2024 school year by increasing the number of students enrolled in grades 7 and 8 to 100 students for each grade level. At the end of year 5, there is a projected increase in enrollment of 47.05% over the current enrollment. Increased enrollment will begin in year 3 in grades 7 and 8 with a continued "rolling up" for the subsequent years with a total enrollment of 625 students. (See enrollment projections in Appendix: Final Financial)

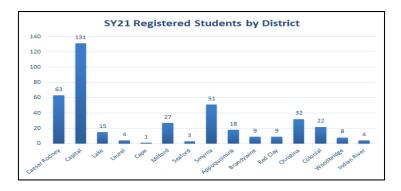
2. If your proposed modification involves an expansion of greater than 15% of your currently approved enrollment and the change will be effective within 18 months of the date of this application, identify the impacts of this expansion on the surrounding school districts and community for consideration.

This proposed enrollment plan will not be in effect until 20 months after this application (July 2022).

Although ECHS@DSU accepts students from all over the state of Delaware, the physical location is within the Capital School District feeder. Almost half (48.6%) of the registered ECHS@DSU students for the 2021 school year reside within the Capital and Caesar Rodney School District feeder areas. The remaining 52% of the student population are spread throughout the state.

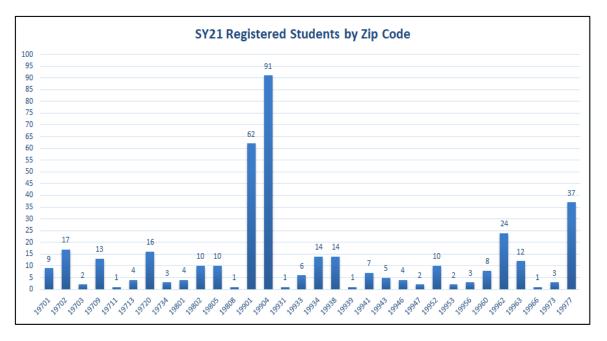
Figure 1: SY21 Registered Students by Zip District

Figure 1: SY21 Registered Students by District



The most recent census data reports 1,463 students in grades 9 through 12 residing in zip code 19901 and 2,147 students in grades 9 through 12 residing in zip code 19904. These two zip codes have the highest count of registered ECHS@DSU for the current year, 62 (4% of census student enrollment data) and 91 (4% of census student enrollment data) students respectively.

Figure 2: SY21 Registered Students by Zip Code



Although it is difficult to forecast the overall future student population within these zip codes by the planned opening of the middle school and if the total enrollment numbers remain relatively the same within the reported margins of error, the expansion of Early College to include middle grade levels will have little to no impact on the local school district enrollment numbers. The expansion will however provide the parents and middle school students who reside within the city of Dover another educational option.

\*\*<u>Please note:</u> In addition to meeting the approval criteria established in 14 Del. C. § 512, an authorizer considering a charter school's application for <u>expansion by more</u> <u>than 15% occurring less than 18 months from the date of the modification</u> <u>application</u> shall also consider impact of the proposed new school or expansion.

**"Impact"** is the positive and negative effect that a new charter school or charter school expansion, if it should be approved, is projected to have upon the surrounding area and the education system of the state. Impact shall include educational, financial, and community information. In accordance with 14 Del. C. § 511(b)(4),

"Information regarding impact, as defined by regulations established by the Department with the approval of the State Board no later than October 31, 2014, shall be considered in conjunction with the factors in § 512 of this title but shall not alone provide the basis for disapproval of an application for a new charter application or an expansion. The information regarding impact may, however, be among the bases for disapproval of an application or expansion if at least 1 criteria in § 512 of this title is also deemed not satisfied by the authorizer. The information regarding impact may, by itself or in combination with other factors, form the basis for conditions being placed on the approval. Those conditions may include but shall not be limited to restrictions or prohibitions on geographic location, programmatic offerings, academic focus or emphasis, and grade levels served. In no event shall the placement of conditions on approval, based solely or in part on considerations of impact, be considered disapproval of an application."

For each application, members of the public will have the opportunity to submit public comments that describe the positive and negative impact that the proposed charter school will have on the surrounding area and the education system of the state. Based on the information submitted in these public comments, the Department of Education and the State Board of Education may propose conditions relating to impact. A charter applicant will have opportunities to respond to any proposed conditions at the CSAC Final Meeting, a public hearing, and in writing prior to the decision on whether the charter is approved.

3. Describe the projected impact of the enrollment modification on the school's program, mission, culture and offerings (both academic and non-academic).

In the summer of 2020 Delaware State University and Wesley College signed a definitive agreement for Delaware State University's acquisition of Wesley College no later than June 30, 2021. The DSU Administration is having a preliminary discussion about the feasibility to relocate ECHS@DSU to the Wesley Campus. Currently, ECHS@DSU is housed in two locations: The ECHS@DSU Freshmen Academy is located at the DSU Living and Learning Commons, while the upperclassmen are located on the DSU main campus.

By moving the ECHS@DSU, more space will be provided so that all four high school grades can fit more comfortably in one location, which will also make it easier for supervision and for building a sense of community and pride. Should the move to Wesley not take place, ECHS will house 7<sup>th</sup> and 9<sup>th</sup> grade at the Living and Learning Commons and 10-12<sup>th</sup> on the main campus. The eighth grade will be added in the second year.

The CSP start up grant would not only allow for the planning involved with moving the current school, but also for expansion into two more grades at the middle level with the ultimate goal of beginning the college-going culture earlier, providing support for struggling students, and for providing a means for students showing readiness to begin excelling in academics at a younger age.

Ultimately, ECHS@ DSU would like to increase the number of high quality charter school seats available to students across Delaware, evaluate and enhance the impact of the early college model on student achievement, families, and share best practices between ECHS@DSU and other public schools. With the funding, ECHS@DSU believes that it can strengthen the organization by starting the college-going culture sooner with adding in middle school students, increase student achievement by offering the opportunity for middle school students to earn high school credits, and increase opportunity for minority and first-generation students to take college level courses.

Early college programs have traditionally had attrition challenges due to the rigorous nature of the curriculum, student motivation, and the pace of the classes. ECHS@DSU has had challenges in the past with enrollment and with attrition. The modification will allow for ECHS to start with younger grades, build a stronger student who will be equipped with the college readiness to be successful with an accelerated program.

4. Please complete the "Projected Enrollment Table" below:

**Projected Enrollment** a. Provide a five-year enrollment chart by grade level, in the prescribed format below. Ensure that the chart allows for the natural progression of students from year-to-year.

<u>Note:</u> This will become the school's authorized enrollment if the modification
application is approved.

Projected Enrollment						
	2020-2021 Year 0	2021-2022 Year 1	2022-2023 Year 2	2023-2024 Year 3	2024-2025 Year 4	2025-2026 Year 5
К	0	0	0	0	0	0
Grade 1	0	0	0	0	0	0
Grade 2	0	0	0	0	0	0
Grade 3	0	0	0	0	0	0
Grade 4	0	0	0	0	0	0
Grade 5	0	0	0	0	0	0
Grade 6	0	0	0	0	0	0
Grade 7	0	0	75	100	100	100
Grade 8	0	0	75	100	100	100
Grade 9	110	108	100	109	110	106
Grade 10	109	110	106	100	109	110
Grade 11	98	109	110	106	100	109
Grade 12	85	98	109	110	106	100
Total	402	425	575	625	625	625

# Section C Questions:

1. Describe the nature and extent of the proposed changes to the school's current grade configuration. Indicate whether you seek to add or cease offering a grade or grades, substantially increase or decrease current enrollment practices and/or projections for future enrollment, etc. (*Please make sure to indicate whether you seek an increase or reduction of enrollment of between 5 and 15% or more than 15% of the currently approved total enrollment and note that modification requests that fall into those ranges must be received by the Department of Education's Charter School Office between November 1 and December 31.)* 

Early College High School at Delaware State University is seeking to modify its current grade configuration. ECHS@DSU currently serves students in grades 9 through 12 and is proposing to serve students in grades 7 through 12 beginning with the 2022-2023 school year. The addition of the 7th and 8th grades will increase the overall student enrollment by 200 students, which is a 47% increase in total student enrollment. (See enrollment projections in Appendix: Final Financials)

2. Provide an overview of the planned curriculum, including one scope and sequence per subject area per grade band (K-2, 3-5, 6-8, 9-12) for each grade level that will be affected by this modification. The scope and sequence documents should identify course outcomes and demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts (ELA) and Mathematics, and Next Generation Science Standards) in all content areas. Summarize curricular choices, by subject, and the rationale for each choice, including research and other evidence of effectiveness. If the modification includes a commitment to join the Social Studies and/or Science Coalition, then a signed MOU would replace the scope and sequence requirement for Social Studies and/or Science.

The curriculum planned for the seventh and eighth grades will align directly with the other curriculum offerings. ECHS@DSU intends to implement the Collegeboard Springboard curriculum for English and Mathematics in all grade levels. The Springboard curriculum is aligned to state standards while ensuring college and career readiness. ECHS@DSU has selected the Springboard curriculum due to the rich professional development available and instructional tools available for teachers. Collegeboard reports data results showing that schools which implement Springboard saw a 4%-8% increase in PSAT/NMSQT performance and SAT scores rise by 26 points on average (Collegeboard, 2020). (See Appendix B for ELA Curriculum and Appendix C for Math Curriculum)

ECHS@DSU participates in the Science and Social Studies coalitions and will continue to align with the Department of Education program for both content areas.

3. Provide one Mathematics unit of instruction with corresponding summative assessments and scoring rubrics, and one ELA unit with corresponding summative assessment and scoring rubrics to demonstrate alignment of instruction to the Delaware

Content Standards (Common Core State Standards in ELA and Mathematics). If the school does not intend to join the Delaware Science or Social Studies Coalitions, then 1 Science unit and 1 Social Studies unit with corresponding summative assessments and scoring rubrics to demonstrate alignment of instruction to the Next Generation Science Standards and Delaware Social Studies Content Standards are also required.

(See Appendix B for ELA Curriculum and Appendix C for Math Curriculum). ECHS@DSU participates in the Science and Social Studies coalitions and will continue to align with the Department of Education program for both content areas.

# Section H Questions:

1. Please describe any challenges that the current school facility presents. If the modification is approved, will it generate any new challenges and describe how you will address them.

The current ECHS facilities present a multitude of challenges. The Freshmen Academy is located at the DSU Living and Learning Commons, formerly the Dover Sheraton. The upperclassmen students (Grades 10-11-12) are located at Grossley Hall on the DSU campus. Both buildings are decades old.

The Living and Learning Commons facility is a 30 year-old hotel. The roof leaks in many places when there is a rain or weather event. The HVAC system is not sufficient. There is only enough space for one grade level--the freshmen class--so the upperclassmen are housed in Grossley Hall on the DSU main campus.

Grossley Hall was a part of the original campus of Delaware State College and served as the Administration Building. ECHS has seven classrooms, an office suite, and a lecture hall in the building. The classrooms are small, but ECHS being there is for the convenience of the students being able to walk to their DSU classes.

Having a school in two places is hard for managing the day-to-day operations of school on an already over-extended administration and staff. Having all grade levels in a new location with enough room for not only grades 9-12, but also two new grades, will be of great benefit for ECHS.

Delaware State University is currently finalizing its acquisition of Wesley College. The acquisition could mean final placement of the Early College @ DSU at the Wesley campus. There would be a great amount of space for all grades. Both college presidents are contemplating the change and the outlook is good for final placement of EC@DSU.

2. Please describe the proposed location of the school. Include information about siting, space available, costs to the school (and how they differ from the current facilities arrangement), safety, any co-located programs sharing the same facility, the quality of the instructional and non-instructional space and any other significant factors impacting the attractiveness and viability of the proposed facility.

The proposed location of the Early College @DSU high school and middle school divisions will be at the Wesley Campus of Delaware State University. The proposed needs for EC@DSU are listed on the table below.

Table 8

Classrooms with Storage	20	Traditional Classrooms
Science Labs	2	chemistry, physical science
Large-Group Classroom	1	Seats 100
Office Suites	2	8 office in one and 7 in the other
Conference Rooms	2	Administrative Office, Student Services
Cafeteria	1	300 seating
Gymnasium	1	Physical Education Classes during day; Athletic Teams by Afternoon, Evening
Auditorium	1	Assemblies, Drama Performances
Athletic Fields	6	Cross-Country, Football, Soccer, Baseball, Softball, Track
Medical Suite	1	Isolation Room, Bathroom, Medical Storage, Treatment Room
Supply Closets	3	high school, middle school, book room
Music Room	2	Chorus and Band

3. Describe the projected impact of the location modification on the school's program, mission, culture and offerings (both academic and non-academic).

The early college model is committed to serve students underrepresented in higher education: low-income youth, first-generation college-attendees, English language learners, and students of color. ECHS@DSU is proposing to expand to 150-200 seventh and eighth grade students. By creating a middle school division, ECHS@DSU will be able to begin providing support to students earlier in their academic careers, and getting them academically and socially ready to take college classes at a younger age. Middle school students would have the opportunity to take high school level courses in 7<sup>th</sup> or 8th grade.

The overarching goals are to strengthen the organization's mission and values by starting the college-going culture sooner with adding in middle school students, to increase student achievement by offering the opportunity for middle school students to

earn high school credits, and to increase opportunity for minority and first-generation students to take college level courses. The measurable outcomes are

- Expansion of high school to include middle level grades of 7<sup>th</sup> and 8<sup>th</sup>
- Middle school is fully staffed and curriculum alignment completed
- Finalize year long and daily schedule to guarantee student learning needs and teacher development needs can be met
- Educational supplies and classroom technology purchased
- Parent engagement strategies implemented and community partnerships established
- 90% of the students persist through the end of the year
- 95% of students re-enroll for the following year

The Early College High School at Delaware State University (ECHS@DSU) opened its doors in 2014 through the vision of the President of HBCU, Delaware State University, Dr. Harry L. Williams. The mission of Early College High School at Delaware State University is to provide highly motivated students with a curriculum that is integrated with the relevant curriculum at the Delaware State University such that all students graduate with one to two years of college credits, preparing them for completion of a four-year college program. The school shall provide a safe, caring, and nurturing environment that develops the academic and social skills and personal character traits necessary for successful college completion, with a special focus on first generation college attendees. ECHS@DSU is a 9-12 tuition-free, public charter school, which enables all high school students to accelerate their college education. Students have the potential to earn 30-60 credits, which will shorten their college years.

In 2011 under the leadership of Dr. Harry Williams, Delaware State University proposed to open an early college charter school that would afford minority and low income students the opportunity to earn college credits while still in high school. In 2014, EHCH@DSU opened its doors to 125 students from across the state of Delaware providing a rigorous curriculum and support structures to prepare them academically, mentally and socially for college matriculation.

There is no admissions testing or screening applications in the current school choice system. Students are admitted to ECHS via a lottery, which brings in a diverse population of students from all walks of life, middle schools, and communities. The early college model attracts many students who are at the top of their classes; however, the bulk of the students who enter ECHS@DSU are average students with the desire to attend college. These students need support from instructors, tutoring and mentoring, family support through engagement and individualized attention in order to be able to do college level work by the time they are in their junior year.

One of the core principles of the early college model is the commitment to serve students who have traditionally been underrepresented in higher education, a group that overlaps significantly with the population of students deemed at risk. Early college high schools have traditionally been designed so that low-income youth, first-generation college-attendees, English language learners, students of color, and other young people underrepresented in higher education can earn a high school diploma and college credit

simultaneously. An early college high school is intended to serve these unique needs. During the 2014/2015 school year, 59% of ECHS students qualified for free and reduced lunches and 5.4% qualified for special education services. In 2020, the number of students who qualify for free and reduced lunch is 47%; however, the percentage of students who qualify for special education services has grown to just over 10%. Despite national data regarding similar student populations, the culture of success and support that is established at early college high schools has been successful in changing the odds for these students.

ECHS@ is proposing to expand by adding a middle level (ECMS) division to ECHS@DSU with 150-200 seventh and eighth grade students beginning the collegegoing culture earlier. Researchers Matt Gaertner and Katie McClarty of Pearson's Research & Innovation Network analyzed longitudinal data from more than 11,000 students in the National Education Longitudinal Study (NELS) of 1988 combined rich student- and school-level data to evaluate whether more information makes for more accurate college-readiness prediction. They used academic achievement, behavior, motivation, social engagement, family circumstances and school characteristics as predictors. Gaertner and McClarty (2015) cited that although college readiness is a centerpiece of major educational initiatives such as the Common Core State Standards, few systems have been implemented to track children's progress toward this goal.

Instead, college-readiness information is typically conveyed late in a student's highschool career, and tends to focus solely on academic accomplishments-grades and admissions test scores. Late-stage feedback can be problematic for students who need to correct course, so the purpose of Gaertner and McClarty's research was to develop a system for communicating more comprehensive college-readiness diagnoses earlier in a child's K-12 career. By creating a middle school division, ECHS@ DSU will be able to begin providing supports to students who need them earlier in their academic careers in order to have them raise their level of achievement while in middle school; thereby, getting them academically and socially ready to take college classes at younger age. Middle school students who have a higher academic level would have the opportunity to take high school level courses in 8<sup>th</sup> grade; thereby, changing their trajectory to take college courses at an earlier age. ECHS@DSU uses a similar measurement, the ECHS College Readiness Rubric, which uses grades, attendance, behavior, teacher recommendations, and assessments to determine when students will be able to take courses at the university level. Since its inception, the tool has successfully indicated students who have a propensity toward completing college level work. The ECHS College Readiness program was developed to measure college readiness and to provide support and intervention for students who struggle in addition to identifying students who should be taking higher level courses. This can easily translate for middle school students in allowing them to take high school classes while they are in middle school.

Although the ECHS@DSU is located in Kent County, students from the entire state of Delaware would benefit from attendance at Early College Middle School. Students who struggle would have the assistance they need to complete their middle level school

work. Those who excel would have the opportunity to take high school classes, which would lead to them taking college classes earlier in their high school careers.

4. Articulate a facility usage plan for the school going forward. Will the proposed location solve space needs for a limited amount of time or permanently? Will further modifications be required?

ECHS@DSU and ECMS@DSU will be housed in the Wesley Campus at Delaware State University pending the finalization of the acquisition by June 2021. The move will take place during the summer of 2022. The Early College@DSU will be placed there permanently. There will be enough space to house both the high school and middle school divisions. There will be no need for further modification.

# Unit Count Needs Based Program for November 13, 2020

	Pre	eΚ	K	-3	4-	12	Ba	sic	Inter	sive	Com	plex	То	tal
	Ratio:	12.8	Ratio	16.2	Ratio	20.0	Ratic	5: 8.4	Ratic	: 6.0	Ratio	: 2.6		
Grade	Pupils	Units	Pupils	Units	Pupils	Units	Pupils	Units	Pupils	Units	Pupils	Units	Pupils	Units
09	0	0.00	0	0.00	97	4.85	11	1.31	1	0.17	0	0.00	109	6.33
10	0	0.00	0	0.00	102	5.10	7	0.83	0	0.00	0	0.00	109	5.93
11	0	0.00	0	0.00	90	4.50	5	0.60	1	0.17	0	0.00	96	5.27
12	0	0.00	0	0.00	77	3.85	7	0.83	1	0.17	0	0.00	85	4.85
4-12	0	0.00	0	0.00	366	18.30	30	3.57	3	0.50	0	0.00	399	22.37
PK-12	0	0.00	0	0.00	366	18.30	30	3.57	3	0.50	0	0.00	399	22.37

Early College High School at Delaware State University (96044040)

#### Initial each statement of assurance and sign and date below.

ØD



I certify that students with disabilities reported on this form are receiving special education services in accordance with a valid IEP in place on November 13, 2020.



I certify that students with disabilities reported on this form counted in PreK, 4 – 12 Basic Special Education (Basic), PreK – 12 Intensive Special Education (Intensive) and PreK – 12 Complex Special Education (Complex) are in accordance with 14 Del.C. §1703 and 14 DE Admin.Code 928. Unit count verification of this signed assurance will be conducted by the Department of Education, Exceptional Children Resources Group. Districts and charter schools shall make available upon request documentation of earned staff units to be reviewed by the Department of Education or State Auditor of Accounts.

**Principal:** 

Date: 11/16/2020

Appendix B: Springboard ELA Curriculum



# SpringBoard

# Grade 7 Curriculum Map

### Unit 1: The Choices We Make - 7 weeks: 5 structured with 2 flex weeks

# Writing and Research

Goals: To apply techniques to create coherence and sentence variety in writing

To apply revision techniques in preparing To apply revision techniques in preparing

Focus Area: Narrative

#### Language and Writer's Craft

Goals: To apply techniques to create coherence and sentence variety in writing

drafts for publication To apply revision techniques in preparing

Focus Areas: sentence variety, coherence, punctuating coordinate adjectives, pronouns and antecedents

### Speaking and Listening

Sharing and Responding in Writing Groups Sharing and Discussing Textual Evidence Collaborating to Analyze Text Collaborating to Create a Poster

### Embedde Assessaments

1: Revising a Personal Narrative about Choice

2: Creating an Illustrated Myth

#### Essential Questions

how do authors use narrative elements to create a story؟

What are the elements of effective revision?

#### Targeted Common Core State Standards

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#### seitinutropportunities

Writing to Sources : Activities 1.3, 1.4, 1.11 Narrative Writing Prompt: 1.5 Citing Textual Evidence: Activities 1.3, 1.4, 1.5, 1.11, 1.12, 1.14, 1.15, Revision: Activities 1.6, 1.7, 1.8, 1.9 Researching a Phenomenon and Creating a Poster: Activities 1.13, 1.15, 1.13, 1.15, Auestions: ongoing Questions: ongoing

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# BribsəA

**Goals:** To use knowledge of genre texts

To examine plot elements in narrative writing

Genres: poetry, personal narrative, a memoir excerpt, myths, a fable, informational texts

Key Texts: "The Road Not Taken," "Choices," "The Scholarship Jacket" Excerpt from Bad Boy, "Why Couldn't I Have Been Named Ashley?" "Phaethon," "Arachne," Aesop's "The Burro and the Fox," Huveane and Clay "The Burro and the Fox," Huveane and Clay People," "Mbombo," "The Creation of Earth, Sky, Animals, and Man"

#### Vocabulary

Academic: effect, coherence, internal coherence, external coherence

Literary: genre, denotation, connotation, figurative language, narrative, sensory details, folklore, myths, symbol



# SpringBoard®

# Grade 7 Curriculum Map

Unit 1 Pacing and Planning Guide 5 weeks structured with 2 flex weeks

District Expectations and Opportunities for Additional	Differentiation for Student Needs	SpringBoard Activities and Sportunities and Sportunities	Dates
Instruction			
			*səted bətesgu
		Orientation, policies, procedures, book collection, etc.	periods
Display unpacking graphic organizer on classroom	Students and teacher unpack the EA with	Unit 1: The Choices We Make	period
wall to be referred to throughout the unit.	Students and teacher unpack the EX with Stoplight Organizer and manipulative		nourad
	stickies to measure level of understanding.	1.1: Previewing the Unit - Unpack	
		Embedded Assessment 1	Poinou
	<mark>L1:</mark> Option of reading text in home language	1.2: Exploring the Concept of Choice - Paraphrase and analyze quotes related to	period
		choices	
		-Prepare a "Choices" portfolio	
Short Cycle Assessment for ELA Grade 7 Unit 1	L1: audio performance available on	1.3: Choices and Consequences: Paired	period
6.1 yiivii)	SpringBoard Digital	Poetry - Compare Diction of 2 Poems,	
	Conduct a word sort of words to the parents	Mriting Prompt	
	<b>consequence</b> and add them to the word wall.		
	Advanced learners: Students can select a		
	third poem of their choice to include in their analysis.		
Introducing the Strategy: Metacognitive		– Arrative Personal Narrative –	periods
Markers		Graphic Organizer	
Writing To Sources: Explanatory Text can be		BrisU :1,1,2,1,2,2,2,2,2,2,2,2,2,2,2,2,2,2,2,2	
assigned for homework and/or checked for		-Practice	
grade Timed Writing Opportunity			
Varrative Writing Prompt should be used as	To support the vocabulary of sensory	J.1. S. Analyzing Language - reading excerpt	periods
starting point for Embedded Assessment	details, students can label sensory details with a sketch of the appropriate body part	of "Bad Boy" and Brainstorming/Narrative Writing Prompt	
Language and Writer's Craft: Sentence Variety	(i.e., sight=eye).		
Cursive Writing Practice Opportunity			

Check Your Understanding can be used as Exit Slip	Extend L4-L5 L3-L4 L2-L3	http://wins.ss.gom/s-sc/see Read "The Burro and the Fox", Craphic Organizer	1 period
Wanted Posters can be collected for a formative grade	Wanted poster as optional assignment and/or extension activity	1.13: A Matter of Pride: Graphic Organizer, Research	2 periods
Short Cycle Assessment for ELA Grade V Unit 1 ארנועונע איז ג'ו ג'ו ארנועניטא	Consider using a think aloud to model how characters are developed through conflict and dialogue.	1.12: Poor Choices: "Phaethon" – Close Reads, Writing Prompt	2 periods
	Model how to complete a plot diagram, provide terms and specific examples of each element	1.11: Expanding Narrative Writing: Myths and Folklore – Plot Diagram	1 period
Display unpacking graphic organizer on classroom wall to be referred to throughout the unit.	Students and teacher unpack the EA with Stoplight Organizer and manipulative sticky notes to measure level of understanding.	רניסי Previewing Embedded Assessment 2: - Unpack Babbedm3 אניער - Unpack Debbbedm3	1 period
Embedded Assessment should be graded using Scoring Guide -Scoring Guide can be broken down into 3 summative grades: 1. Ideas, 2.Structure, 3. Use of Language	Use strategic grouping for writing groups.	Embedded Assessment 1: Revising a Personal Narrative about Choice	3 periods
r iinU 7 סרט סרט גרא פר דרא סרא סרא טוינ ז פ.וי-א. ארגייין איז	רא-ר2 ר3-ר4 ר3-ר3	1.9: Tie It Together: Revising the Ending- Graphic Organizer, Revised Draft	1 period
Introducing the Strategy: Looping	<mark>F4-F2</mark> F3-F4 F3-F3 Extend	1.8: Can You Sense it? Revising the Middle - Graphic Organizer, Revised Draft	1 period
ስ tinU ፕ ebsið AJ∃ tol tnemssessA elov0 trofið ۲.۱-Ք.Ի vivitoA	<mark>13-14</mark> 17-13	1.7: Once Upon a Time: Revising the Beginning - revising students' personal narrative drafts from the previous activity	1 period
	To support students in roles, desk role cards can be made with role name on front of card and question stems on back		
	Differentiation can occur for the Narrative Writing Prompt to include graphic organizers and timing adjusted accordingly	Note: 1 period for writing prompt where students plan using figurative language and sensory details; 1 period for Writing Group Conferencing/Roles	
grade Timed Writing Opportunity	<b>F4-F2</b> <b>F3-F4</b>	Drafting a Personal Narrative- timed writing	
Narrative Writing Prompt can be checked for	<mark></mark>	bns piqoT s gnizood) :gnitirW b9miT :0.1	2 periods

			ELA Grade 7 Unit 1 Open-Response
			ELA Grade 7 Unit 1 Multiple Choice
			online or to download on the SpringBoard website.
			There are two end of unit assessments available
			lessons, and/or testing (NWEA, STAR, etc.)
			activities including Writing Workshops, library
			used for remediation of skills, extension of
5 periods	Flex Days		Flex Days are at teacher discretion and may be
		Day 4: Illustration	egengaed
		Day 3: Final Draft	summative grades: 1. Ideas, 2.Structure, 3. Use of
		Day 2: Revise/Edit	-Scoring Guide can be broken down into 3
	Illustrated Myth	Day 1: Plan/Draft	Scoring Guide
	Embedded Assessment 2: Creating an	Suggested Timeline:	Embedded Assessment should be graded using
		4.) lesson learned/theme	
		conflict and character choices; 3.) setting;	
		niem (.2 ;2) characters; 2.) characters; 2.) main	
		pe completed in groups with each student	
	ldeas for an Original Myth	Natural phenomenon graphic organizer can	
	Man," Graphic Organizer, Generated	and nomineers sidners nonemeneda [emitel]	
		זמבעט	
	"The Creation of Earth, Sky, Animals, and	ideas	
	"Voices of the Ancestors: African Myth,"	Day 2: Collaborative groups to generate	
	World - Close Reads "In the Beginning,"	dnestions	and/or turned in with Embedded Assessment
2 periods	1.15: Creation Myths from Around the	Day 1: Close Reads and text-dependent	Graphic organizer can be collected for grade



# SpringBoard

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# Grade 7 Curriculum Map

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# Unit 2: What Influences My Choices? 7 weeks

Sharing and Responding in Writing Groups Sharing and Discussing Textual Evidence Collaborating for Discussions Collaborating for Research Viewing Diverse Media Collaborating to Analyze Collaborating in Debate	<ul> <li>Provide State</li> <li>Prompts: Activities 2.13, 2.14, 2.15</li> <li>Citing Textual Evidence: Activities 2.3, 2.6, 2.8, 2.9, 2.12, 2.13, 2.14, 2.15</li> <li>Duderstanding Text Features: Activities 2.2, 2.3, 2.6, 2.7, 2.12, 2.14,</li> <li>Evaluating Sources: Activity 2.3, 2.4, 2.6, 2.12</li> <li>Fvaluating Sources: Activity 2.3, 2.4, 2.6, 2.12</li> </ul>	Vocabulary Academic: text features, credibility, primary source, secondary source, valid, claim, counterclaim Literary: informational writing, rhetoric, Thesis
To provide and accept constructive feedback from others	Additional Assessment Opportunities 2.4, 2.5, 2.6, Writing to Sources: Explanatory Text: Activities 2.4, 2.5, 2.6, 2.8, 2.9	
e collaborative group within a collaborative group	۲۰۲۲ ۲۰۲۰ ۲۰۲۰ ۲۰۲۹ ۲۰۲۰ ۲۰۲۰ ۲۰۲۰ ۲۰۲۰	Food in School Vending Machines," "Ain't 1 a Woman?" "Nobel Lecture" "Should We Live Life, or Capture It?," "The Joy of Instragram," "Screen Time?"
devices, phrases and clauses Speaking and Listening	או־2.2, או־2.3, או־2.10; או־2.1, או־2.2, או־2.3, או־2.4, או־2.5, או־2.6, או־2.7,	Companies Market Directly to Kids," "America, The Not- So-Beautiful, "Another Study Highlights the Insanity of Selling Junk
formal style, sentence variety, sentence structure and transitions, using rhetorical	Targeted Common Core State Standards	Commercial-Free Childhood website, The Myth of Choice: How Junk-Food Marketers Target Our Kids "More
Focus Areas: revising for cohesion and clarity, revising for precise language and	youth? What makes an effective argument?	New York Times for Kids," from Campaign for a
fter) s'retiv bne egeugnel	What role does advertising play in the lives of	essays, speeches, online article, student essay Key Texts: "How Kids Can Resist Advertising and Be
	Essential Questions	texts Genres: informational texts, online film, news articles,
noitetn9mug1A <b>:2691A 2u207</b>	2: Writing an Argumentative Essay	۲۰ identify and analyze the use of appeals, language, and ۲۰ identify and analyze the use of appeals, language, and
Goals: To write an argumentative essay	<ul> <li>Δ: Writing an Expository Essay and Participating in</li> <li>a Collaborative Discussion</li> </ul>	<b>Goals</b> : To understand how our lives are affected by media and advertising
Writing and Research	stn <b>əm</b> ssəssA bəbbədm∃	gnibeəЯ

end on the second second

Questions: ongoing



# SpringBoard®

# Grade 7 Curriculum Map

Unit 2 Pacing and Planning Guide 7 weeks structured with 1 flex week

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<b>Dates*</b> period <b>I</b> Suggested Sider (0/9) periods 2 periods 2 period 2
period l periods 2 periods
Suggested Start Date: A 10/9) Start Date: A 10/9) Start Date: A 10/9) Start Date: A 10/9
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Embedded Assessment should be graded using	Use previous lesson's outline to create draft	Embedded Assessment 1.Writing an	periods
	Teacher may choose to provide conclusion statements for students to choose from as thesis statement for essay or final statement Co-construct a model text to show students how to use the outline and RAFT as a strategy for organizing writing. Students create their own outline (may work with a partner/groups as teacher sees fit).	2.9: Gathering Evidence: Bringing It All Together- Outline, Writing to Sources: Informational Text	periods
Short Cycle Assessment for ELA Grade 7 Unit 2 Activity 2.4-2.8 Writing to Sources: Informational Text can be collected for formative grade Cursive Writing Practice Opportunity	Day 1: Close reads of "More Companies Market Diretly to Kids", text dependent questions, and Check Your Understanding Variety, Writing to Compare and Contrast, and Writing to Sources: Informational Text	2.8: Gathering Evidence from a News Article-, Close Reads of article "More Companies Market Directly to Kids", Language and Writer's Craft, Writing to Sources: Explanatory Text	sboineq
	Collaborative Discussion Groups can be differentiated at teacher discretion	Z.7: Gathering Evidence from a Film- RAFT Graphic Organizer, Collaborative Discussion (groups)	period
Writing Prompt from Activity 2.5 can be Writing Prompt from Activity 2.5 can be collected for formative grade Timed Writing Dapportunity Language and Writer's Craft: Revising for Precise Language and Formal Style Writing to Sources: Informational Text Writing Prompt from Activity 2.6 can be collected for Prompt from Activity 2.6 can be collected for formative grade Timed Writing Opportunity	L2-L3, L3-L4, L4-L5, Support Groups can be created for the activities on pages 111-112. The teacher may want to assign sites on same topic to each group. One site should be a credible site while the other should be a non-credible site. See examples of hoax sites at the following site: nittps://teachbytes.com/2012/11/01/test- https://teachbytes.com/2012/11/01/test- sites/	2.6: Evaluating Sources: How Credible Are They?- Graphic Organizers, Close Reads, Primary and Secondary Sources, Searching for Sources, Writing to Sources: Informational Text	periods

Г	Debate, Language and Writer's Craft,	1	
	Day 2: Plan and Present an Argument: Class		
	and Practice Scenario	Argument Writing Prompt	
Activity ۲.۵ کار	bay T: close read of both texts and text, dependent questions, Working from the Text,	Debate Graphic Organizer, Practice Scenario,	
Short Cycle Assessment for ELA Grade 7 Unit 2	Day 1: Close read of both texts and text-	Lie Life, or Capture It?" and "The Joy of Instagram," and text-dependent questions,	
	F-43	Opposing Claims - Close Read of "Should We	
Language and Writer's Craft: Complex Sentences	<mark>ר־ר־ז' ר־ז-רּל' רַ<i>א</i>-רַב</mark>	2.15: Differing Opinions: Acknowledging	2 periods
Activity 2.13-2.14			
formative grade Short Cycle Assessment for ELA Grade 7 Unit 2			
Argument Writing Prompt may be checked for			
web herbody of new transmit existint treasment	rebuttals, and refuting rebuttals	organizer, Argument Writing Prompt	
Devices	of rhetorical appeals: ethos, pathos, and logos;	Woman?," and "Nobel Lecture, graphic	
Language and Writer's Craft: Using Rhetorical	L1 Provide additional support for understanding	2.14: Just the Right Rhetoric: Logical Appeals - Rhetorical Appeals, Close Reads of "Ain't I a	2 periods
	<mark>↓↓</mark>	ploored looing Liningtod Lithia off toul it f	shown
		Argument	
Cursive Writing Practice Opportunity		"Another Study Highlights", SOAPSTone, Constructing an Argument, Research Plan for	
	nuciva (Figure (Carta (Farca (Carta	previous lesson's reading), Close reads of	
Language and Writer's Craft: Writing Parallel Lists	<u>רארא, רא-ר</u> 5, Support, Extend	Evidence – Supporting a Claim (using	
		2.13: Exploring and Evaluating Reasons and	2 periods
SOAPSTone can be checked for grade	may be used for elements of SOAPSTone	or ministred are vor so bedachan	
Introducing the Strategy: SOAPAOR	Paired reading, read-aloud, or SpringBoard Digital audio may used for reading of "America" Jigsaw may be used for elements of SOAPTone	2.12: Which Claims to Believe – Close reads of "America the Not-So-Beautiful",	2 periods
	leainid hundening up hunde heen eniheen henied		-rC
	about arguing		
	students to share a personal reflection		
	group norms. Pair-Share after brainstorming to allow	– Group Norms	
	Collaborative groups. Review sample	2.11: Preparing for Argumentative Writing	1 period
		Internet of States	
		topic for an argumentative essay, Group Graphic Organizer	
	notes to measure level of understanding	Unpack Embedded Assessment 2; Select a	
wall to be referred to throughout the unit.	Stoplight Organizer and manipulative sticky	- Preparing for Argumentative Writing -	
Display unpacking graphic organizer on classroom	Students and teacher unpack the EA with	2.10: Unpacking Embedded Assessment 2:	1 period
	Day 3: Collaborative Discussion		
grades: 1. Ideas, 2.Structure, 3. Use of Language	Day 2; Publishing Final Draft and Preparing for Discussion		
-Scoring Guide can be broken down into 3 summative	Day 1: Revising and Editing	in a Collaborative Discussion	
Scoring Guide	<u>Suggested:</u>	Informational Essay and Participating	

Flex Days are at teacher discretion and may be used for remediation of skills, extension of activities including Writing Workshops, library lessons, and/or testing (NWEA, STAR, etc.) There are two end of unit assessments available online or to download on the SpringBoard website. ELA Grade 7 Unit 2 Open-Response ELA Grade 7 Unit 2 Open-Response		Flex Days	5 periods
Embedded Assessment should be graded using Scoring Guide -Scoring Guide can be broken down into 3 summative grades: 1. Ideas, 2.Structure, 3. Use of Language	<u>Suggested:</u> Day 1: Planning and Prewriting Day 2: Researching Day 4: Revising and Publishing Day 4: Revising and Publishing	Embedded Assessment 2: Writing an Argumentative Essay	4 periods
Practice can be checked for formative grade	Think-Pair-Share and group work are possible	LC 2.16 Language Checkpoint: Placing Modifiers	1 period
Activity 2.15-2.16 Argument Writing Prompt outline can be turned in with Embedded Assessment			
Grammar & Usage Mini-Lesson: Correct Modifier Placement Short Cycle Assessment for ELA Grade 7 Unit 2	Students may work with a partner or small group to create outline for Argument Writing Prompt	2.16: To Introduce and Conclude - Close read "Screen Time?," text-dependent questions, Argument Writing Prompt	1 period
STREAM ACTION OF A LINK COULD BE READING	Argument Writing Prompt revision of text (from Activity 2.14)		



# SpringBoard

research project

# Grade 7 Curriculum Map

### Unit 3: Choices and Consequences - 7 weeks structured with 2 flex weeks

#### Writing and Research

Goals: Το write a literary analysis essay

To create and present a biographical

Focus Areas: Literary analysis; multimedia research presentation

#### Language and Writer's Craft

Focus Areas: subordinate clauses, coordinating conjunctions, understanding phrases, active and passive voice, adjectival and prepositional phrases, correcting dangling and misplaced modifiers

#### Speaking and Listening

Sharing and Responding in Writing Groups Sharing and Discussing Textual Evidence Collaborating for Discussions Collaborating to Present Information Collaborating to Create Visuals Viewing Diverse Media

### stnamssassA babbadm3

נוננימא א Literary Analysis Essay נודיW :1

2: Creating a Biographical Presentation

#### Essential Questions

What is the relationship between choices and consequences?

What makes a great leader?

enilno :inemzeszek jinU gniogno

#### Targeted Common Core State Standards

רי.עד' רי.עד' רי.עד' רי.עד' רי.עד' רי.עד' רי.עד' רי.עד' רי.עד' רי.עדי רי.עדי רי.עדי רי.עדי רי.עדי אידעדי אידעד ארי.עד' ארי.עד' ארי.עדי אידעדי אידעדיי אידעדיי ארי.עד' ארי.עדי ארי.עדי ארי.עדי ארי.עדי ארי.עדי ארי.עדיי ארי.עדי ארי.עדי ארי.עדי ארי.עדי ארי.עדיי ארי.עדיי.

#### seitinutroqqO tnemsessA lenoitibbA

Narrative Writing Prompt: **3.2** Writing to Sources: Informational Text: Activities 3.3 3.5, 3.6, 3.7, 3.8, 3.9 Informational Writing Prompt: 3.4 Citing Textual Evidence: Activities 3.3, 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.17, 3.19, 3.20 Book Cover Design: Activity 3.14

Reader/Writer Notebook and Key Ideas and Details Questions:

# gnibeəA

**Goals:** To use textual evidence to support analysis and inferences

of informational texts of informational texts

Genres: a novel, a news article, poetry, biography and autobiography excerpts, informational text, nonfiction text, speeches

Key Texts: Tangerine, "To an Athlete Dying Young," "Do not go gentle into that good night," film clips from Invictus, Nobel Peace From A Long Walk to Freedom, "Invictus," excerpts from Playing the Enemy: Nelson Mandela and the Game that Made a Nation, Velson Mandela's Nobel Prize Acceptance Speech, Speeches by Great Leaders, Landmarks of Nelson Mandelas Life

#### Λοcabulary

Academic: tone, voice

Literary: subordinate, flashback, foreshadowing, motif, mood, meter, rhyme scheme



## Grade 7 Curriculum Map

Unit 3 Pacing and Planning Guide - 8 weeks structured with 2 flex weeks

Opportunities for Additional Instruction	Differentiation for Student Needs	bns səitivitɔA bıso8gniıq2 səitinutıoqqO tnəmzsəzzA	2 Sefe
			Dates* Dates*
	Students and teacher unpack the EA with Stoplight Organizer and manipulative stickies to measure level of understanding.	<b>Vitt 3: Choices and Consequences</b> 3.1: Previewing the Unit - Unpack Embedded հssessaert 1	boirad I
Introducing the Strategy: Questioning the Text Double-entry Journals can be checked for a grade Cursive Writing Practice Opportunity	Think-Pair-Share L2-L3, L3-L4, L4-L5, Support	3.2: Reading the Novel Tangerine - Double-Entry Journal, Introducing the Strategy: Questioning the Text,	boin9q I
Language and Writer's Craft: Writing and Revising with Subordinate Clauses Informational Text Writing Prompt can be collected for grade Timed Writing Opportunity	<mark>۲5-ГЗ՝ ГЗ-Г⊀<sup>-</sup>ГЗ</mark>	<ul> <li>3.3: There's a New Kid in Town - Writing to Sources: Informational Text,</li> <li>Subordinate Conjunctions</li> <li>3.4: Like Mother, Like Son? - Flashback/</li> <li>Foreshadowing Graphic Organizer,</li> </ul>	1 period 1.5 periods
Informational Writing Prompt can be collected for a grade Timed Writing Opportunity	Ctroups or pairs highly (Groups or pairs highly) encouraged for graphic organizers) Dat 1: Close reading of Paul's entry for Monday, August 28th. Flashback and Foreshadowing graphic organizers	r or canadowing drapme or gamizer, Characterization, Informational Writing Prompt	

-		n to compared apploid on annu (mut tourne t	
		Teacher may want to project pictures of a	
		.gnibsər trəading.	
	"gnuoY gniyd ətəldtA ns oT"	this lesson. Consider assigning this during	
period	3.10: Mourning and Night – Close reads of	Students will need to read 38 pages prior to	
	Sources: Informational Text	to each and add to the list on chart paper	
	Entry Journal, Graphic Organizer, Writing to	conflicts around the room where groups move	
period	3.9: Conflicts and Consequences - Double	Teacher may decide to have carousel of	Informational Text can be turned in for a grade
		Craft lesson	
		Vriting Prompt, and Language and Writer's	
		YouTube, graphic organizer, Informational	
		through Friday, November 10th Day 2: "Amazing Grace" versions from	
		Day 1: Reading of Tangerine (and/or review)	Short Cycle Assessment for ELA Grade 7 Unit 3 Activity 3.7-3.8
	Active vs. Passive Verbs	Suggested:	5 tin   5 chor? 4   3 not the marshes 4 cloud the d2
	Writing to Sources: Informational Text,	[5	Passive Voice
5 periods	3.8: Seeing is Believing - Graphic Organizer,	<mark>۲Տ-ГЗ՝ ГЗ-Г<mark>4</mark></mark>	Language and Writer's Craft: Active Versus
	Sources: Informational Text		
	entry journal, Venn Diagram, Writing to		graded
period	3.7: Same Sport, Different School - Double-	<mark>୮Տ-୮Յ՝ ୮Յ-୮<del>ፋ</del>՝ ୮<del></del>-۲۲</mark>	Writing Prompt and/or Venn Diagram can be
			Short Cycle Assessment for ELA Grade 7 Unit 3 Activity 3.2-3.6
			6 Ainti 5 obord 4 13 not the monopoly of our thodd
			for a grade Timed Writing Opportunity
			Informational Writing Prompt can be collected
			Phrases Cursive Writing Practice Opportunity
	Informational Text, Understanding Phrases		Language and Writer's Craft: Understanding
sboirods.	3.6: SIFTing Through Tangerine – Quickwrite, SIFT graphic organizer,, Writing to Sources:	<u> </u>	Introducing the Strategy: SIFT
			Timed Writing Opportunity
			vtinutround putinW hemiT
		<mark>ר־ר־מ' ר־מי רלי רל-רצ</mark>	for a grade
periods	3.5: Oh, Brother! - Graphic Organizer, Writing to Sources: Informational Text	Graphic organizer should be Jigsawed	Informational Writing Prompt can be collected
spoinou	Saitin MI rosiacon Osidaca Inodiora (0.25	Informational Writing Prompt	
		Day 2: Characterization graphic organizer and	

2 periods	3.17: Comparing Text and Film – Close reads of "Playing the Enemy," film clip viewing with graphic organizer	Consider assigning one piece of the graphic organizer for Viewing the Film <i>Invictus</i> to each group. Use jigsaw strategy to share answers.	oraphic organizer can be checked for grade 3 of the checked for grade 3 of the checked for SLO of the checked for SLO of the checked for the
5 P 0 1 1 0 1	Visuals/Timeline, Presentations		obour rol horizodo od neo norinorno sidnov)
1 period	3.16:Visual Impact - Quickwrite,	<mark>r5-r3՝ r3-r4</mark>	Timeline can be collected for grade
			collected for a grade
			Citation and annotation note cards can be
	annotationne		librarian on citations and annotations
	Evaluation Chart, Sample citations and		librarian to visit class or a lesson with the school
	Sources - Research Groups, Internet Source		conjunction with this lesson to visit the library for
2 periods	3.15: Planning for Research and Citing	<mark>L2-L3, L3-L4, L4-L5, Support</mark>	ni (s)yab xəft əsu ot tnaw yanı rəhses T**
	Adjectival and Prepositional Phrases		
	Freedom", Genre Graphic Organizer,		
	Organizers, Close Read of "A Long Walk to		Cursive Writing Practice Opportunity
_	Nobel Peace Prize", KWHL Graphic		Prepositional Phrases
l period	3.14: A Long Walk to Peace – Close read "The	L2-L3, L3-L4, L4-L5, Support, Extend	Language and Writer's Craft: Adjectival and
		Jigsaw Sections of Clips Graphic Organizer	
	Graphic Organizers		
1 period	- boowylloH ni sləbnsM nosləV :E1.E	<mark></mark>	
		down into groups	
		Quotes from graphic organizer can be broken	
	Organizer	notes to measure level of understanding.	
	– Unpack Embedded Assessment 2, Graphic	Stoplight Organizer and manipulative sticky	wall to be referred to throughout the unit.
1 period	3.12: Previewing Embedded Assessment 2	Students and teacher unpack the EA with	Display unpacking graphic organizer on classroom
		Day2: Revising/Publishing and Reflection	
		created)	
spoulod =	Literary Analysis Essay	Day1: Drafting (using outline previously	
2 periods	Embedded Assessment 1: Writing a	first half of the unit for reading <u>Tangerine</u> Suggested:	
spoined o	Flex Reading Days for <u>Tangerine</u>	These days can be used at anytime during the	
			Short Cycle Assessment for ELA Grade 7 Unit 3 Activity 3.9-3.11
2.1 periods	3.11: The Final Score - Double Entry Journal, Choices Outline, Motif Graphic Organizer	Ability groups can be used to assign motifs	Outline can be turned in for grade or turned in with EA
		L3-L4, L4-L5, Support, Extend	
		boem	
		laurel oak and/or other images from the	

			ELA Grade 7 Unit 3 Open-Response
			ELA Grade 7 Unit 3 Multiple Choice
			online or to download on the SpringBoard website.
			There are two end of unit assessments available
			testing (NWEA, STAR, etc.)
			including Writing Workshops, library lessons, and/or
			for remediation of skills, extension of activities
v periods	Flex Days		Flex Days are at teacher discretion and may be used
	<u> </u>		grades: 1. Ideas, 2.Structure, 3. Use of Language
			-Scoring Guide can be broken down into 3 summative
	Creating a Biographical Presentation		Scoring Guide
2 periods	Presentation of Embedded Assessment 2 :		Embedded Assessment should be graded using
		Day 2: Creating/Rehearsal	
	Biographical Presentation	Day 1: Planning and Prewriting/Researching	
spoirods	Embedded Assessment 2: Creating a	Suggested:	
spoinou (		.bot2022113	
	Misplaced Modifiers		
	Discussion, Research Group, Dangling and		a record and a second and a
Ţ	"Nobel Prize Acceptance Speech," Quickwrite,	student choice or at teacher discretion	Misplaced Modifiers
period	3.18: Follow the Leader - Close read of	Research groups to be created either by	Language and Writer's Craft. Dangling and
	Using Pronouns		Scoring Rubric as criteria and graded
period	:TrioqXวəfC əgsugase Checkpoint:		Pronouns can be added to the Embedded Assessment



# Grade 7 Curriculum Map

#### Unit 4: How We Choose to Act - 8 weeks

#### gnibeeA

ิ ธอวนอชิ รรดววช **Goals:** To increase textual analysis skills

text, drama Genres: poetry, monologues, informational

excerpts from Twelfth Night ", 'leaw ant 'neaW aW" ", 'nemyewdgiH edT" ",dfeeH wolsnuoH fo nemyewdgiH Aed Riding Hood and the Wolf, "The "Dreams," "Study Tips," "The Raven," "Little ",emiT the Last for the Last Time," Tablada "Homesteaders," clip from "Jerry may," "Mother to Son," Haiku by Jose Juan bne vllom bne vllim bne eiggem" ",gnineva Key Texts: "Stopping By Woods on a Snowy

#### Vocabulary

diagram Academic: precise, structure, improvise,

parody, dialogue prose, poetic devices, internal rhyme, consonance, monologue, pantomime, verse, Literary: persona, alliteration, assonance,

### Writing and Research

BritinW Focus Areas: Narrative and Creative

#### therO s'netinW bne egengned

angling and misplaced modifiers Focus Areas: varying syntax for effect,

#### Speaking and Listening

communication skills Goals: To strengthen verbal and nonverbal

slliys To improve oral fluency and presentation

<u>Το collaborate on a Shakespearean</u>

bsıformance

Performance/Presentation: Activities 4.4, 4.6, 4.13, 4.14 Creating Visuals: Activities 4.9, 4.10, 4.11 4.4 : sugolonoM a gnifinW Varrative Writing Prompt: 4.3, 4.4, 4.6, 4.7 Writing to Sources Informational Text: Activities 4.5, 4.71, 4.13, 4.13

#### DocuSign Envelope ID: 9057E533-1827-4DA7-8D86-1D72016A9A98 9 anilno :tn9m22922A tinU Reader/Writer Notebook and Key Ideas and Details Questions: ongoing Citing Textual Evidence: Activities 4.2, 4.4, 4.6, 4.8, 4.9, 4.10, 4.11, 4.12, 4.14, 4.15, 4.15, 4.15, 4.17 **SeitinutroqqO** fragment **InnoitibbA**

#### Embedde Assessments

1: Creating and presenting a monologue

2: Performing a Shakespearean Dialogue

#### Essential Questions

fanguage for effect? How do writers and speakers use

Second the second secon How do performers communicate

#### Targeted Common Core State Standards

9'L''1 'S'L''1 't''L''1 'E''L''1 'Z''L''1 'T'L''1 9'L'15 'S'L'15 't'L'15 'Z'L'15 't'L'15 ;01.7.W ,0.7.W ,2.7.W ,4.7.W ,5.7.W ,2.7.W RI.7.2, RI.7.4, RI.7.10; '0ד.7.19, פר.7.19, אר.70; י9י.2'יז' ארי.2'יז' ארי.2'יז' ארי.2'יז' ארי.2'ינ' (די.2'יז' איי) ארי.2'יז' איי



## Grade 7 Curriculum Map

Unit 4 Pacing and Planning Guide - 8 weeks

District Expectations and	Differentiation for Student Needs	SpringBoard Activities and	Dates
Opportunities for Additional Instruction		Assessment Opportunities	
			Dates* Dates*
Display unpacking graphic organizer on classroom Wall to be referred to throughout the unit.	Students and teacher unpack the EA with Stoplight Organizer and manipulative sticky	Unit 4: How We Choose to Act 4.1: Previewing the Unit - Unpack Embedded	1 period
	scopress to measure level of understanding.	Assessment in the same service of the service of th	
Writing to Sources can be collected for grade	ΓΤ' ΓΓ5-Γ3' Γ3-Γ <b>4</b> 'Γ <b>4</b> -Γ2	4.2: Using Language for Effect - Oral	3 periods
Timed Writing Opportunity	<u>Suggested:</u>	Interpretation, Writing Prompt	·
	معند المعند ا معند المعند ا		
	Day 1: Read poem, second read, working from		
	text, check your understanding.		
	Day 2: Conduct close read of poems		
	"maggie and milly and molly and may," "Mother to Son," "Haiku," "Homesteaders" and		
	text dependant questions		
	Day 3: Oral interpretation and Writing to		
	Sources		
Writing Prompt can be collected for grade and/or	P.1.2025.04.	<ul> <li>– sugolonoM cibemoO s gnizylenA :6.4</li> <li>famorg paitirW rosigence cidaero</li> </ul>	sboriods
performed for grade	Suggested: Day 1-2. Shared Reading about performance,	Graphic organizer, Writing Prompt (Suggested: 2 periods)	
Timed Writing Opportunity	Watch clip, discussion questions, <b>Assign</b>	(	
	Discussion Groups View clip second time,		
Cursive Writing Practice Opportunity	Work on graphic organizer		
	Day 3 Language and Writer's Craft		

	graphic organizer.		
Timed Writing Opportunity	read, jigsaw text dependant questions, introduce RAFT strategy and complete		
Narrative Writing Prompt can be checked/collected for a grade.	dependant questions, working from the text. <u>Day 2: C</u> lose read "The Highwayman," second		
od nes tumord paitinW oviteracl	Hounslow Heath, reread and answer text		
	Suggested: <u>Day1:</u> Close read The Highwayman of		
TAAA Strategy: TAAA	<b><u><b>r</b></u><u></u><b>r</b><u></u><u></u><b>r</b><u></u><u></u><b>r</b><u></u><u></u><b>r</b><u></u><u></u><u><b>r</b></u><u></u><u><b>r</b></u><u></u><u><b>r</b></u><u></u><u><b>r</b></u><u></u><u><b>r</b></u><u></u><u><b>r</b></u><u></u><u><b>r</b></u><u><b>r</b></u></b>	emedT qoleved of egengated gaisU 7.4	periods
	presentation reflection.		
	<u>Day2-3:</u> Narrative writing prompt, performing your monologue. after		
Timed Writing Opportunity	questions, working from the text.		
collected for a grade.	<u>Day 1: C</u> lose read Little Red Riding Hood, second read, answer text dependant	Graphic Organizer, Creative Writing Prompt	
Varrative writing prompt can be checked/	Znädested:	– elsT lenoitiberT s gnimrofsnerT :0.4	periods
Activity 4.5-4.8			
Short Cycle Assessment for ELA Grade 7 Unit 4	Sources: Informational Text		
	Day 2: Working from the Text, Writing to		
Writing to Sources: Informational Text can be checked/collected for a grade	graphic organizer, set purpose for reading, listen to "Raven". Jigsaw discussion questions.		
Pronons	Day 1: Review poetic devices, complete	Poetry - Writing Prompt	
Grammar & Usage Mini-Lesson: Relative	<u>רד, רב-רפ, רפ-נפל:</u> גען רב-נא, רא-נה	4.5. Analyzing and Responding to Warrative	periods
a grade.	Day 2: Writing a Monologue		
Writing a Monologue can be checked/collected for			
	presentations. Language and Writer's Craft		
Cursive Writing Practice Opportunity	Close read, answer text dependant questions. Introduce Choral Reading Strategy, student		
Effect	Children's Crusade"		
Language and Writer's Craft: Varying Syntax for	Read one of the monologues "The Paper Avalanche," "Dreams," "Study Tips," "The		
	Day 1: Prepare for an Oral Interpretation,	Presentation, Writing a Monologue	
Introducing the Strategy: Choral Reading	<u>אררר: אררי:</u> <u>רארר: ראי ראירר</u>	4.4: Analyzing and Presenting a Dramatic Monologue – Graphic Organizer, Monologue	periods
	adura i Sumi a amarini		
	Narrative Writing Prompt		

l		Day:2 Writing to Sources: Informational Text	
l		questions. working from text.	
l		Second read , answer text dependant	
l		2	
l	- Writing to Sources; Informational Text	Day 1: Close read Twelfth Night Act 1, Scene 4-	
2 periods	4.13: Interpreting Character in Performance	<u>Suggested:</u>	
	5 4 10	dependant questions	
l		Close read, second read and answer text	
l		<u>Suggested:</u>	
nound t	angomia gunningianus isi gunau izzi		
1 period	4.12: Acting for Understanding - Dialogue	<u> </u>	
l		interpretations.	
l		take notes using graphic organizer for	
l		Day 2: Listen to actor performing monologue,	
1		dependant questions, working from text.	
1	Reading	<i>Night</i> , second read and answer text	41.4-21.4 yiivii)A
1	Shakespearean Monologue - Choral	Day 1: Close read Monologue from <i>Twelfth</i>	Short Cycle Assessment for ELA Grade 7 Unit 4
2 periods	a gnirəviləd bna gnizylanA : ۲۱.4	:pətsə <u>B</u> Bu <u>S</u>	
1			
l			
l		Representations.	
l		Twelfth Night Plot Summaries, Create Visual	
l		who have disguised their identity.	
l			
nound t	Improvisation - Visual Representation	Think-pair-share to create a list of characters	
1 period	4.10:	<u>Suggested:</u>	Short Cycle Assessment for ELA Grade 7 Unit 4
l		strategy. Create Mask.	
l		questions. Work from the text using SIFT	
1		second read and answer the text dependant	
1 period	Putting on the Mask – SIFT	Day 1-2: Close read We Wear the Mask,	
	6.4	<u>:bəteqg:</u>	
l	2 Ju9mss9ssA		
l	Performing Shakespeare - Unpack Embedded	notes to measure level of understanding.	
l	Previewing Embedded Assessment 2 and	Stoplight Organizer and manipulative sticky	wall to be referred to throughout the unit.
1 period	8'7	Students and teacher unpack the EA with	Display unpacking graphic organizer on classroom
1 1	Presenting a Monologue		i
4 periods	Embedded Assessment 1: Creating and		
spoinouly	has paircord if thomsees the helder		
1			
1		1 MILLO I SUMMA AMPRIMINA	
		<u>Day 3</u> : Narrative Writing Prompt	

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	t.5 periods	
		Have students use the Scoring Guide for Embedded Assessment 2 to help them evaluate and revise their performance.
Embedded Assessment 2: Performing a Shakespearean Dialogue		
Flex Days days.	3 periods Flex Days	Refer to cover page for information regarding flex days.
		There are two end of unit assessments available
LEA Grade 7 Unit 4 Mu		online or to download on the SpringBoard website. ELA Grade 7 Unit 4 Multiple Choice ELA Grade 7 Unit 4 Open-Response

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### Grade 8 Curriculum Map

Unit 1: The Challenge of Heroism (Suggested Time: 8 weeks)

#### Bribeaß

pero of texts to develop an original definition of **Goals:** To analyze and synthesize a variety

iqeas, structure and language To analyze and evaluate expository texts for

autobiography excerpt, an essay story, narrative poetry, poetry, articles, an Genres: novel excerpts, film clips, a short

"nemeltneb e to Douglass, an American Slave, "A Definition from The Narrative of the Life of Frederick Captain!" "Frederick Douglass," Excerpt YM , nietgeD O" , nlooniJ mederdA rot Excerpt from White House Funeral Sermon "Sonnet 116," "Where I Find Heroes," ",neM A" ,yszzybO shT mort stgrszs, Key Texts: Excerpts from A Wrinkle in Time,

#### Vocabulary

antonyms, formal, concise, function, negation Academic: context, technique, synonyms,

sisədt nuance, definition essay, allegory, coherence, epic, tone, diction, denotation connotation, view, conflict, protagonist, mood, plot, pacing, Literary: archetype, imagery, setting, point of

**InnoitibbA** 

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fime?

CCSS.ELA-Lit.L.8.1, 8.2, 8.4, 8.5, 8.6

CCSS.ELA-Lit.SL.8.1, 8.2, 8.4, 8.5, 8.6;

CCSS.ELA-Lit.W.8.2, 8.3, 8.4, 8.5, 8.7, 8.8,

CCSS.ELA-Lit.RI.8.1, 8.2, 8.4, 8.5, 8.6, 8.10;

CCSS.ELA-Lit.RL.8.1, 8.2, 8.3, 8.4, 8.5, 8.10;

sbrebnet2 siewelsD strA sgeugne1 betsgreT

archetype appear in stories throughout

Essential Questions

1: Writing a Hero's Journey Narrative

Embedded Assessments

How does the Hero's Journey

2: Writing a Definition Essay

Sonah a hero?

## Writing and Research

ad∖tadanA narrative based on the Hero's Journey Goals: To create an original illustrated

uoitinitab to To develop expository texts using strategies

Focus Areas: Narrative, Expository

#### therD s'retive bre egengred

and Mood, Transitions and Quotations Focus Areas: Revising and Editing, Verbs

#### Speaking and Listening

collaborating to Analyze Texts Collaborating to Apply an Archetype Collaborating for a Presentation Sharing and Discussing Textual Evidence Sharing and Responding in Writing Groups

	ope ID: 9057E533-1827-4DA7-8D86-1D72016A9A98
	anilno <b>:1namssaszA tinU</b>
	Reader/Writer Notebook and Key Ideas and Details Questions: ongoing
	Presentation: Activity 1.11
Opportunities	Creating Visuals: Activities 1.4, 1.6, 1.7, 1.9
tnemssessA	<b>01.1</b> , 1.12, 1.12, 1.12, 1.3, 1.6, 1.7, 1.9, 1.12, 1.13, 1.14, 1.16
+400435055V	Expository Writing Prompts: Activities 1.13, 1.14, 1.16, 1.17

Varrative Writing Prompts: Activities 1.6, 1.7, 1.9



# Grade 8 Curriculum Map

**Solution** Solution Series Serie

Articles of the week can provide additional support for FSA. Some suggested sites: http://vms.vale.kl2.or.us/articles-week https://newsela.cor.us/articles-week https://newsela.cor.s (For NewsELA create a sign in and the site contains articles with (For NewsELA create a sign in and the site contains articles with the ability to differentiate, contains quizzes, and contains writing prompts) New articles appear daily. Begin building Vocabulary/Literary terms notebook.	introduce concepts or challenging texts. Give a mini-lesson on genre and sub-genre in literature <b>and</b> writing. (Define informative/expository essay, narrative essay, and argumentative essay). This will help they keep This will help they keep		
	Ose video clips to		
<u>mentor-sentences-to-improve.html</u>	Hero's Journey Archetype		
-gnisu/e0/£102/moo.toqsgold.doeocyceratilotredoestloodoselbbim//:qttd	various stages of the		
sentence, students edit their own sentences.	text to illustrate the		
students imitate the model sentence, students revise original	substitute less complex		
grammar/conventions, label punctuation/parts of speech,	<ul> <li>Teacher could elect to</li> </ul>		
(provide a model sentence, students copy and notice	yəssyb0 əhT, holin2		
ringers is to use the mentor sentence strategy.	Ex. <sup>T</sup> he Drummer Boy of		
A strategy for incorporating grammar mini-lessons a bell	responses from students.		
	material and eliciting		
publishing skills).	teacher modeling chunking		
conventions, and technology (Microsoft Word, basic typing and	as a whole group with		
Suggested use of supplemental instruction in grammar,	accompany a specific text		
	complete the activities that		
strategies, etc.).	is more complex, is to	Heroism	
test/ post-test, formative assessment, to model reading	instruction when the text	The Challenge of	меекз
Use State Reading Assessments at teacher's discretion (pre-	<ul> <li>An idea for differentiating</li> </ul>	1 tinU	First Nine
Opportunities for Additional Instruction	spəəN		
District Expectations and	Differentiation for Student	SpringBoard Activities	Dates

\verseanoitinitab-a-gnititw/w4470exwz80v1/moo.izarq/\:qttd		noitiniləU , zəpnəllad)	ZZ
Activity 1.13 prezi slideshow		Physical and Emotional	77 Days 22-
words.		Innoitem Then Inninuda	55 mg
using the words from the activity to illustrate the meaning of the		anoT to asnauN	
To add to the tone activity, students could create sentences		Activities of Tage And Activities A	12 yed
(Shmoop video writing a narrative)		<b>04T</b> [[ [-0[ [ 20itivit2]	
	Vartative Narrative		Days 18- Days 18-
<u>UgEn-mXYgOO=v:n3tew/mo2.9dutuoy.www//:sqtth</u>	Writing a Hero's Journey	f mbedded Assessant 1	-81 200
	groups with their drafts.		
	before the students work with in		
	and editing as a whole class		
	exemplar paper to model revision	sysb 2-9.1	
	teacher might want to use an	sybb S-8.f	
	As a precursor to activity 1.8, the	syab E-7.1	
		syab 2-0.1	
	organizer.	syab E-Z.I	
Model/create a writer's checklist as a whole group.	students time to complete graphic	The Return	
	organizer. Pause to allow	Revising and Editing,	
	conjunction with the graphic	and Writer's Craft:	
	Hero's Journey Archetype in	The Initiation, Language	
	illustrate the framework of the	Archetype, Departure,	
	movie clips can be used to	Hero's Journey	
(Video to explain the Hero's Journey Archetype)	Batman Begins or the selected	941 gnibnatryabnU	
http://ed.ted.com/lessons/what-makes-a-hero-matthew-winkler	In activity 1.5, the whole movie	9.1-2.1 səitivitəA	71-ð sysG
		yab 1-4.1	
		sysb 2-E.I	
What message(s) does the commercial give the viewer?	of 2.	syab 2.1-2.1	
*Commercials could also introduce persuasive techniques.	1.4 to be done in 1 period instead	Vab 21.1	
(olie mine angle outpertai onle blues aleiorommo?*	conserve time. This allows activity	sənpindəəT	
<u>YtOUdXxZMVn=vfd2hvatch?vatch?vatch?vatch?vatch?vatch?</u>	film/visual techniques in order to	with Imagery, Visual	
(Jeep Commercial w/singing animals)	clips to demonstrate the	gnin9q0 ,29gn9llad) GuisiV yrapparl diw	
https://www.youtube.com/watch?v=45Vok2fM7Lg	commercial as opposed to movie	Dainen() sepaellod)	
Suggested Commercials for framing, angle, lighting	Activity 1.4 could use a	4.1-1.1 sətivitəA	Z-1 syaU
nittail alane animert rot aleiarammed betrennig	focus on.	V L L L Soitivita	∃ t 3mc(l
	of writing that they will		
	track of the different types		

		svads	33
	Writing a Definition Essay	Embedded Assessment 2-	-25 sysG
		2.71.1 sys	
		1.16-1 Day	
	continue grammar mini lessons.	Activities 1.61.1 Seitivite	
	osla bna (uoləgnA ayaM yd <i>əsiA l</i>	Organization	
	poetry to work on TPCASTT ( <i>Still</i>	:suɔoɨ pnitinW	
(oəbiv əgasu ammoə)	you could pull in some more	Definition, Expository	33
<u>nttp://ed.ted.com/lessons/comma-story-terisa-folaron</u>	If there is time left in the 9 weeks,	Negation Strategy for	-92sysd
		Activity 1.15-2 Days	
		Quotations	
authority, bias) as well as		Craft: Transitions and	
Use RADCAB (relevancy, appropriateness, detail, currency,		s'rətitW bap əqbuyari	Day 28
	sq9ts of the steps.		
	into 1 period without leaving out		
	Activity 1.13 may be difficult to fit		
	Phillip Petit's walk		
(you tube video)	accompanying video clip showing		
<u>sxxd2qqq5Am=vfd3few/mo3.9dutuov.www//:sqttf</u>	If time permits, view		
		syads-41.1	
(txt) (informational text) (informational text)	Walk, 40 Years Later	1.13-1 Day	
http://www.history.com/news/the-twin-towers-high-wire-	Article: Twin Towers High-Wire	syad 2-21.1	
		Activities 1.12-1.4	
enilno AOA e ni eldelieve si <b>gniqmid occo</b> M	piece of informational text.	Heroes: Examples	
	Model SOAPStone using another	Strategies, Historical	



#### Writing and Research

**Goals:** Το develop informative/explanatory texts using the comparison/ contrast organizational structure

To develop effective arguments using logical reasoning, relevant evidence, and

Focus Areas: Expository, Argumentative

#### fanguage and Writer's Craft

**bassive voice** passive voice

**Focus Areas:** embedding direct quotations, active and passive voice, maintaining voice and mood

#### Speaking and Listening

Sharing and Responding in Writing Groups Sharing and Discussing Textual Evidence Collaborating for Research Collaborating for Debate

#### stnemssessA bebbedm3

1: Writing an Expository Essay

2: Writing an Argumentative Essay

#### Essential Questions

To what extent can a perfect or ideal society exist?

Sevitosite the seven and the seven seven and the seven seven and the seven seven and the seven s

#### sbrebnet2 sizevels Delaware Standards

CCCS.ELA-Lif.RL.8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.9, 8.10; CCCS.ELA-Lif.RL.8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, CCCS.ELA-Lif.W.8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10; CCCS.ELA-Lif.SL.8.1, 8.3, 8.4, 8.5, 8.6, CCCS.ELA-Lif.N.8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8,

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	Reader/Writer Notebook and Key Ideas and Details Questions: ongoing	
	Annotated Bibliography: Activity 2.16	
	Socratic Seminar/Discussion/Debate: Activity 2.6, 2.8, 2.12, 2.17	Opportunities
	Creating Visuals: Activities 2.4, 2.5	Wasessment
	Citing Textual Evidence: Activities 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.11, 2.13, 2.15, 2.16	tnemssessA
	Expository Writing Prompts: Activities 2.2, 2.3, 2.5.2.7, 2.9	lenoitibbA
	Argumentative Writing Prompts: Activities 2.13, 2.15, 2.16	

### Grade & Curriculum Map

### Unit 2: The Challenge of Utopia (Suggested Time: 8.5 weeks)

#### BnibeaA

theme Goals: To analyze a novel for archetype and

To analyze and evaluate a variety of expository and argumentative texts for of

**Genres**: an essay, a short story, a novel, an informational text, articles

#### Vocabulary

Academic: compare/contrast, utopia, dystopia, argument, debate, controversy, research, search terms, universal, seminar, Socratic

Literary: antagonist



# Grade 8 Curriculum Map

**Unit 2 Pacing and Planning Guide** 

District Expectations and Opportunities for Additional Instruction	spəəN	seitivitoA braoggning2	2ated
Use State Reading Assessments at teacher's		2 tinU	sniN bnoss2
assessment, to model reading strategies, etc.).		siqotU to əgnəllsıfD əhT	сурар Сарада

	their own utopian society		
	students work in groups to create		
	possible types of utopias. Have the	Activity 2.3-2 days	
Adaptation of Harrison Bergeron	about utopia/dystopia. Brainstorm	Reality	
DVD 2081 (from izzit.org)	Activate background knowledge	Utopian Ideals and Dystopian	4-5 sysd
	diagram, T-chart, etc.		
paragraph writing strategy.	compare/contrast. Ex. Venn		
graphic organizers, writing frames, rubrics, PEEL	graphic organizers to use for		
Suggested resources: list of transition words,	brainstorming and introduce	2.1-2.2 sysb	
	real world examples. Use	увb 21.2	
sıe kept.	Scaffold compare/contrast using	Activities 2.2-1.2 seitivita	
resources in which all final drafts of student works		ςοωbακ <b>ε/</b> ζουεκαεε	
Create a writing folder (portfolio) containing	Preview the unit	Expository Writing:	2-î syad
notebook.			
Begin building Vocabulary/Literary terms			
Visiby.			
contains writing prompts) New articles appear			
the ability to differentiate, contains quizzes, and			
(create a sign in and the site contains articles with			
<u>/ttp://iewsela.com/</u>			
<u>\text{Barry_creation_creation_creation_creation} \text{List} \tex</u>			
<u>http://vms.vale.k12.or.us/articles-week</u>			
for FSA. Some suggested sites:			
Articles of the week can provide additional support			
own sentences.			
students revise original sentence, students edit their			
speech, students imitate the model sentence,			
grammar/conventions, label punctuation/parts of			
(provide a model sentence, students copy and notice			
a bell ringers is to use the mentor sentence strategy.			
A strategy for incorporating grammar mini-lessons			
Word, basic typing and publishing skills).			
grammar, conventions, and technology (Microsoft			
Suggested use of supplemental instruction in			

Days 25-10     Understanding of Society's Way of the intervet (understanding body of the intervet (understanding body of the intervet (understanding body body of the intervet (understanding body body intervet (understanding body body body intervet (understanding body body body intervet (understanding body body body body body body body body		Τ	1	
Days 2-10     Indestronding a Society's Way of the group is it possible of the statisty is concrete solution in the group is the strategy.     Indestronding a Society's Way of the strategy.       Days 2-10     Indestronding a Society's Way of the strategy.     Indestronding a Society's Way of the strategy.       Days 11-16     A Shift in Perspective: Beginning for the strategy.     Indestronding the strategy.       Days 11-16     A Shift in Perspective: Beginning for the strategy.     Indestronding a Society's Way of the strategy.       Days 11-16     A Shift in Perspective: Beginning for the strategy.     Indestronding a Society's Way of the strategy.       Days 11-16     A Shift in Perspective: Beginning for the strategy.     Indestronding a Society's Way of the strategy.       Days 11-16     A Shift in Perspective: Beginning for the strategy.     Indestronding a Society's Way of the strategy.       Days 11-16     A Shift in Perspective: Beginning for the strategy.     Indestronding a Society's May of the strategy.       Days 11-16     A Shift in Perspective: Beginning for the strategy.     Indestronding a Society's May of the strategy.       Days 11-16     A Shift in Perspective: Beginning for the strategy.     Indestronding a Society's May of the strategy.       Days 11-16     A Shift in Perspective: Beginning for the strategy.     Indestronding a Society's May of the strategy.       Days 11-16     A Shift in Perspective: Beginning for the strategy.     Indestronding a Society's May of the strategy.       Days 11-16 <th></th> <th></th> <th></th> <th></th>				
Days 5-10     Understanding a Society's Way in the group. Is it possible to the strategy.     Mith a fegroup. Is it possible to the strategy.       Days 5-10     Understanding a Society's Way of the constraint of the strategy.     Mith a fegroup. Is it possible to the strategy.       Days 5-10     Understanding a Society's Way of the strategy.     Mith a fegroup. Is it possible to the strategy.       Days 11-16     A Shift in Perspective: Beginning     Mith a ferrategy.       Days 11-16     A Shift in Perspective: Beginning     Mith a society is a condicional to the strategy.       Days 11-16     A Shift in Perspective: Beginning     Mith a society is a condicional to the strategy.       Days 11-16     A Shift in Perspective: Beginning     Mith a society is a condicional to the strategy.       Days 11-16     A Shift in Perspective: Beginning     Mith a society is a condicional to the strategy.       Days 11-16     A Shift in Perspective: Beginning     Mith a society is a condicional to the strategy.       Days 11-16     A Shift in Perspective: Beginning     Mith a society is a condicional to the strategy.       Days 11-16     A Shift in Perspective: Beginning     Mith a society is a condicional to the strategy.       Days 11-16     A Shift in Perspective: Beginning     Mith a society is a condicional to the strategy.       Days 11-16     A Shift in Perspective: Beginning     Mith a society is a condicional to the strategy.       Days 11-16     A Shift in Perspective: Beginnin				
Days 29-10     Inderstanding a Society's Work     Nith the group, is tho society?       Days 21-10     Understanding a Society's Work     Inter adding The Giver: When reading The Giver.       Days 21-10     Understanding a Society's Work     Inter adding The Giver: When reading The Giver.       Days 21-10     Understanding a Society's Work     Inter adding The Giver.       Days 21-10     Inter Advinities 21.7-2. days     Inter adding The Giver.       Days 11-16     A Shift in Perspective: Beginning     Provide the statesty of				
Days 5-10     Understanding a Society's Way of Activities 2.17-2.65     With the group, 15 it possible to mode and/or show video integration of conflicting mode and/or show video integration of mode 2.2.5.2 days     Society's Way of Materstanding a Society's Way of Materstanding 2.2.5.2 days     Materstanding 2.2.5.2 days       Days 12-10     Materstanding a Society's Way Materstanding 2.2.5.2 days     Society's Way of Materstanding 2.2.5.2 days     Materstanding 2.2.5.2 days       Days 12-16     A Shift in Perspective: Beginning Materstanding 2.2.5.2 days     Materstanding 2.2.5.2 days     Materstanding 2.2.5.2 days       Days 12-2.10     Materstanding 2.2.5.2 days     Materstanding 2.2.5.2 days     Materstanding 2.2.5.2 days       Days 12-2.10     Materstanding 2.2.5.2 days     Materstanding 2.2.5.2 days     Materstanding 2.2.5.2 days       Days 12-2.10     Materstanding 2.2.2.2.9     Materstanding 2.2.2.2 days     Materstanding 2.2.2.2 days       Days 12-2.12     Materstanding 2.2.2.2.4     Materstanding 2.2.2.2.4       Days 12-2.12     Materstanding 2.2.2.2.9     Materstanding 2.2.2.2.4       Days 12-2.12     Materstanding 2.2.2.2.4     Materstanding 2.2.2.2.4       Days 21-2.2     Materstanding 2.2.2.2.4     Materstanding 2.2.2.2.4       Days 21-2.12     Materstanding 2.2.2.2.4     Materstanding 2.2.2.2.4       Days 21-2.12     Materstanding 2.2.2.2.4     Materstanding 2.2.2.2.4       Days 21-2.12     Materstanding 2.2.2.2.4     Materstand				
Days 5-10     Understanding a Society's Way of the integration in goal base statements     Mith the group, is to possible to have statements     Mith the group, is to possible to have statements       Days 5-10     Understanding a Society's Way of the integration in goal base statements     Mith the group, is to possible to have statements     Mith the group, is to possible to have statements       Days 15-16     A Shift in Perspective: Beginning for Adventure, Novigating the is classes and in CD's to model fluency is classes and in CD's to model fluency is classes and in CD's to model fluency for the isotratic statements     Mith state is classes in the group, isotratic statements       Days 15-26     Days 11-16     A Shift in Perspective: Beginning for Adventure, Novigating the isotratic statements     Miths://www.youtube.com/watch?v=6Wit/New Miths://www.youtube.com/watch?v=6Wit/New Miths://www.youtube.com/watch?v=6Wit/New Miths://www.youtube.com/watch?v=6Wit/New Miths://www.youtube.com/watch?v=6Wit/New Miths://www.youtube.com/watch?v=6Wit/New Miths://www.youtube.com/watch?v=6Wit/New Miths://www.youtube.com/watch?v=6Wit/New Miths://www.youtube.com/watch?v=6Wit/New Miths://www.youtube.com/watch?v=6Wit/New Miths://www.youtube.com/watch?v=6Wit/New Miths://www.youtube.com/watch?v=6Wit/New Miths://www.youtube.com/watch?v=6Wit/New Miths://www.youtube.com/watch?v=6Wit/New Miths://www.youtube.com/watch?v=6Wit/New Miths://www.youtube.com/watch?v=6Wit/New Miths://www.youtube.com/watch?v=0Wit/New Miths://www.youtube.com/watch?v=0Wit/New Miths://www.youtube.com/watch?v=0Wit/New Miths://www.youtube.com/watch?v=0Wit/New Miths://www.youtube.com/watch?v=0Wit/New Miths://www.youtube.com/watch?v=0Wit/New Miths://www.youtube.com/watch?v=0Wit/New Miths://www.youtube.com/watch?v=0Wit/New Miths://www.youtube.com/watch?v=0Wit/New Miths://www.youtube.com				
Days 5-10     Understanding a Society's Way of Prespectives, Questioning Conflicting Prespectives, Questioning Conflicting Prespectives, Questioning Society Prespectives, Questioning Prespectives, Repression.     Prespectives, Questioning Society Prespectives, Questioning Prespectives, Repression.       Days 11-16     A Shift in Perspectives, Regraments of Prespectives, Questioning Prespectives, Regraments of Prespectives, Regraments of Prespectives, Regraments of Prespectives, Regraments of Prespecting Prespectives, Regraments of Prespectives, Regraments		Teacher could select a topic and		Davs 29-30
Days 5-10With the group, 1s' thoseible to have a perfect society?with the group, 1s' thoseible to have a perfect society?Days 5-10Understanting a Society's Way of the spectry contemplating Size Greate Seminar and and ceating with expression.The Group is thoseible to have a perfect society?Days 5-10Understanting a Society's Way of the spectry contemplating Size Greate Seminar and and writes 2,1-2.6The Group is thoseible to have a perfect society?Days 11-16A Shift in Perspective: Beginning the streed states of the size society.The one on conducting a Society SeminariaDays 11-16A Shift in Perspective: Beginning the streed states states of the size society.The one on conducting a Society SeminariaDays 11-16A Shift in Perspective: Beginning the streed states states of the size states states the streed states states of the states states the states states of the states states and conducting a Society SeminariaDays 11-16A Shift in Perspective: Beginning the states states the states states the states states and states the states statesDays 11-16A Shift in Perspective: Beginning the the states states the states states the states statesDays 12-28Don't Hate-Debute!Days 12-28Don't Hate-Debute!				
Days 5-10       Understanding a Society's Way of Life, Contemptating Conflicting Perspectives, Questioning Society's Size-2 days       Mith the group, 1s it possible to model and/or show video         Days 11-16       A Shift in Perspective: Beginning Activities 2.1-2.5       Mithesi statement in the strategy.       Mithesi//www.youtube.com/watch?v=8wxE8K.x510         Days 11-16       A Shift in Perspective: Beginning Activities 2.1-2.5       Mithesi//watch?v=6w26N/56/16/16/2F.2M         Days 11-16       A Shift in Perspective: Beginning Activities 2.1-2.5       Mithesi//watch?v=6w26N/56/16/16/2F.2M         Days 11-16       A Shift in Perspective: Beginning Activities 2.1-2.5       Mithesi//watch?v=6w26N/56/16/16/2F.2M         Days 11-16       A Shift in Perspective: Beginning Activities 2.1-2.5       Mithesi//watch?v=6w26N/16/2F.2M         Days 11-16       A Shift in Perspective: Beginning Activities 2.1-2.51       Mithesi statements Activities 2.1-2.2         Days 11-16       A Shift in Perspective: Beginning Activities 2.1-2.50       Mithesi statements Activities 2.1-2.50         Days 11-16       A Shift in Perspective: Beginning Activities 2.1-2.50       Mithesi statements Activities 2.1-2.50         Days 11-16       A Shift in Perspective: Beginning Activities 2.1-2.51       Mithesi statements Activities 2.1-2.50         Days 11-16       A Shift in Perspective: Beginning Activities 2.1-2.51       Mithesi statements Activities 2.1-2.50         Days 10-2.61       Activities 2.1-2.50 <th></th> <td></td> <td>-</td> <td></td>			-	
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Days 5-10     Understanding a Society's Way of Life, Concompleting Conflicting bits of specific society?     Mith the group. Is it possible to have a perfect society?       Days 5-10     Understanding a Society's Way of Life, Concompleting Conflicting berspectives, Questioning Society Activities 2.4-2.6     Society's Way of have a perfect society?       Days 5-10     Life, Concompleting Conflicting berspectives, Questioning Society Activities 2.4-2.6     Society's Way of have a perfect society?       Days 5-10     A Shift in Perspectives. Beginning Activities 2.7-2.9     Downey of how derstand of Trie Bin of the how derstand of Trie Bin of the societies and reasoning. Review the differences in claim, how formure, Navigating the societies and reasoning. Review the differences in claim, how formation beer societies 2.10-2.10     Societies Action Society?       Days 11-16     A Shift in Perspective: Beginning formery beer societies 2.2-2.9     Mith Societies Completies 2.0-2.0     Mith Societies 2.0-2.0       Days 11-16     A Shift in Perspective: Beginning formery beer days     Mith Societies Completies 2.0-2.0     Mith Societies Societies Societies Societies Societies Societies and reasoning. Review the differences in claim, how derives (useling String S			-	
Days 5-10     Understanding a Society's Way of Life, Contemplating Sorgety Perspectives, Questioning Society 2.5-2 days     Mith the group. 1s it possible to model and/or show video       Days 5-10     Understanding a Society's Way of Society Society 2.5-2 days     The Giver: When reading With expression.       Days 5-10     Understanding Society Matthies 2.4-2.6     Society Society 2.5-2 days       Days 11-16     A Shift in Perspective: Beginning the Adventure, Advigating the strategy.     Mitps://www.youtube.com/watch?v=6pGVR6ZFt 2M Mitps://www.youtube.com/watch?v=8wz68R.2D       Days 11-16     A Shift in Perspective: Beginning the Adventure, Advigating the strates 2.4-2.6     Mitps://www.youtube.com/watch?v=8wz68R.2D       Days 11-16     A Shift in Perspective: Beginning the Adventure, Advigating the strates 2.12-2 days     Mitps://www.youtube.com/watch?v=8wz68R.2D       Days 11-16     A Shift in Perspective: Beginning the advisor of condicing the strategy.     Mitps://www.youtube.com/watch?v=8wz68R.2D       Days 11-16     A Shift in Perspective: Beginning the Adventure, Advigating the strates 2.12-2 days     Mitps://www.youtube.com/watch?v=8wz68R.2D       Days 11-16     A Shift in Perspective: Beginning the Adventure for the strategy.     Mitps://www.youtube.com/watch?v=8wz68R.2D       Days 11-16     A Shift in Perspective: Beginning the Adventure for the strategy.     Mitps://www.youtube.com/watch?v=1kGv58RR.2D       Days 11-16     A Shift in Perspective: Beginning the strategy.     Mitps://www.youtube.com/watch?v=1kGv58RR.2D       Days 12-20     Un		teach/scaffold this activity.	2.12-2 sysb	
Days 5-10     Understanding a Society's Way of Tie Contemplating a Society's Way of Tie Contemplating a Society's Way of The Contemplating a Society's Way Society's Way of The Contemplating a Society's Way of The Contemplating a Society's Way Society's Way of The Contemplating the strategy.     Days 5-10 The Contemplating a Society's Society's Way of The Contemplating the strategy.       Days 11-16     A Shift in Perspective: Beginning the Adventure, Navigating the strategy of Society's May and the the Adventure, Navigating the strategy of Society and the strategy.     The Society's Society for the Strategy of Society for the Strategy of Society and the strategy of Society and strategy of Society and strategy of Society and the stra	<u>wx8A7Mu3b20=v;h3tch?v=02dEuMFR8kw</u>	to the debate and having to	Activities 2.12-21.5 8	
Days 5-10Understanding a Society's Way of The Giver: When reading The GiverDays 5-10Understanding a Society's Way of The Giver: When reading The GiverLife, Contemplating Conflicting Perspectives, Questioning Society's S.6-2 daysThe Giver: When reading The GiverDays 5-10Understanding a Society's Way of The Silver, DanagePerspectives, Questioning Society Activities 2.4-2.6S.6 Introduce Socratic Seminar The Giver The stages/steps of Hero's Journey Match Ratio Rath Rath Rath Rath Rath Rath Rath Rath	Ethos, pathos, and logos video	Activity 2.12 would take longer due		Days 21-28
Days 5-10Understanding a Society's Way of Inter structures, Questioning Society's Way inter structures, Questioning Society inter structures, Questioning Society inter structures, Questioning Society inter structures, Questioning Society inter structure, Main a copy of inter structure, Society inter struct		thesis statement.	2.1-11.2 sysb	
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with the group. Is it possible to		use audio CD's to model fluency	Life, Contemplating Conflicting	
with the group. Is it possible to have a perfect society?		The Giver: When reading The Giver		Days 5-10
with the group. Is it possible to				
Share Share Share Share		developing rules/norms. Share		

	Philosophical Chairs strategy (which is an AVID strategy) could be incorporated for debating.		
http://ed.ted.com/lessons/comma-story-terisa-folaron Continue to conduct grammar mini-lessons <u>http://www.d120.org/assets/</u> 1/avid/Using_Philosophical_Chairs.pdf	Teacher may want to provide a list of topics to choose from for the debatable essay Embedded Assessment.	۲ tnəmssəssA bəbbədm∃	25-15 sybd
Numerous graphic organizers exist on the internet for argumentative writing.			



## Grade 8 Curriculum Map

Unit 3: The Challenge to Make a Difference (8 weeks)

#### BnibseA

**Goals:** To analyze the development of a text

**Genres**: memoirs, poetry, a children's book, film clips, a drama excerpt, novels, a diary excerpt, a speech excerpt, informational texts, an article

Key Texts teacher-selected Holocaust narratives, excerpt from Night, "First They Came for the Communists," Terrible Things: An Allegory of the Holocaust, film clips from Life is Beautiful, excerpt from The Boy in the Striped Pajamas, excerpt from The Boy in the a Young Girl, excerpt from Elie Wiesel's Nobel Peace Prize Acceptance Speech, from Do Something! A Handbook for Young Activists, "Famine as a Weapon...It's Time to Stop Starvation in Sudan"

#### Vocabulary

Academic: communication, resume, euphemism, slogan, campaign, media, media channels, target audience, evaluate

Literary: enunciation, call to action, found

wəod

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#### Writing and Research

global significance Goals: To research an issue of national or

To create an informative and persuasive multimedia presentation

Focus Areas: Narrative, Expository

#### Language and Writer's Craft

**Goals:** To strengthen writing through the effective use of voice and mood

Focus Areas: Voice and Mood for Effect, Participial Phrases, Clauses

#### Speaking and Listening

כסוומאסימניעפ פללפכניעפוץ וח מ רמחקפ סל כסוומאסרמניעפ discussions

Engaging in Literature Circles Collaborating for Researching and Presenting Viewing Diverse Media

	Drift Assesses 1971, 1970, 1971, 1970, 1971, 1970, 1971, 1970, 1971, 1970, 1971, 1970, 1971, 1970, 1971, 1970, 1971, 1970, 1971, 1970, 1971, 1970, 1971, 197
	Reader/Writer Notebook and Key Ideas and Details Questions: ongoing
	Research/Investigation: Activities 3.14, 3.16
	Presentation: Activity 3.7, 3.8, 3.11
Opportunities	Citing Textual Evidence: Activities 3.3, 3.4, 3.5, 3.6, 3.10, 3.11, 3.12, 3.15, 3.17, 3.18, 3.19
<b>tn</b> 9m22922A	Z1.5 ytivity 3.15 Store and a stativity 3.15 Store and a static and a
100033033V	Expository Writing Prompts: Activities 3.5, 3.9, 3.10
IsnoitibbA	Narrative Writing Prompt: Activities 3.8

8.5, 8.6; CCCS.ELA.L.8.1, 8.2, 8.3, 8.4, 8.5, 8.6

difference?

folocaust?

8.7, 8.8, 8.9, 8.10; CCCS.ELA-Lit.SL.8.1, 8.2, 8.3, 8.4,

8.8, 8.10; CCCS.ELA-Lit.W.8.1, 8.2, 8.3, 8.4, 8.5, 8.6,

8.10; CCCS.ELA-Lit.RI.8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7,

CCCS.ELA-Lit.RL.8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8,

How can one person make a

Targeted Language Arts Delaware Standards

Why is it important to learn about the

Essential Questions

2: Presenting a Multimedia Campaign

Presenting Voices of the Holocaust

Embedded Assessments

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# Grade 8 Curriculum Map

**Out 3 Pacing and Planning Guide** 

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(Elie Wiesel) <u>https://www.youtue.com/watch?v=mAywDN3dYJU</u>	yelp others.		
<u>Swx-MBo</u>	public service and responsibility to	Forget, Never Again Activities 3.13-3.15	
- <u>[] =vifasiw/mos.edutuov.www//:sqifa</u> .15 video <u>https://www.youtube.com/watch?vm8</u>	Activate Prior knowledge about	Μαking a Di∯erence, Never Εοταεί Νονομ Αστίη	C7-77 SAPA
-II -widstew, mos odutuov www.//.sattd.oobiv. 21.5	the class.	rovol oznarottil o pridoll	Days 22-25
	in darkness" and present that to		
	poem with the theme "finding to the fight		
commentary/analysis, and discussion questions.	students could create a found	tsusoloH	
discussion (talking points, details from text,		Presenting Voices of the	
	embedded assessment the	Embedded Assessments 1-2days	τ <u>7-07</u> ελνα
Review key elements of conducting a panel	To supplement or replace the	Value of the strangers	12-02 sysU
$a \wedge a $ snumber $b = b + b + b + b + b + b + b + b + b + $		syab 2-11.8	
The Boy in the Striped Pajamas DVD		sycb 2-01.8	
	עוססת בעון הב עמעניסן סמצ ער מעובצי	sych 2-01 5	
The Diary of Anne Frank DVD	(backdrop of Holocaust) while the mood can be humorous at times.		
דיאב אבממניאמיי ענער בעלא עסער באר	The overall tone is serious	Activities 3.9-3.12	
Life is Beautiful: film clips from DVD	contrast between mood and tone.	the Fence, Creating a Memorable Opening	
426Av14EUGe=vfd5tew/mo2.9dutuov.www//:sqttd	clips as a mini-lesson for the	Tone Shifts, The Wrong Side of	
3.11 Miep's Interview	Suggestion: Use Life is Beautiful	Finding Light in Film, Dramatic	01-51 sybd
moimotal stand tt s	Indituona si odi Losll ingitsonnus	sitement mlið ni tábi Lenibuið	01 21 2000
	Guided research		
site. http://www.ushmn.org/		syab E-8.E	
access to look at the Holocaust Memorial Museum	noitstonab	sysb 2-7.5	
Research project in Activity 3.8 will need internet	Review diction, connotation, and	уер 1-9.5	
tomotai boon llin 9.5 utivite & ai tooiona denoored	bag agitotogago agitoib moined	8.6-3.6 Set Activities	
background information.	day depending on research.	the Museum, Presenting Voices	
Several you tube videos contain useful Holocaust	Activity 3.7 may take an additional	Dangerous Diction, Exploring	21-7 sysd
		3.5-1 day	
		syab S-4.5	
		Activities 3.6-4.6	
Bunting (picture book)	and close reading strategies	ViogellA an gnizylanA	
Terrible Things: An Allegory of the Holocaust by Eve	Model Chunking, choral reading,	Making Thematic Connections,	0-4 sysU
	circles.		<u>,                                    </u>
	to supplement the literature		
(CNN documentary survivors of Auschwitz)	used to differentiate instruction or		
<u>wdx0irideas_v3=v3-watch?v=g2bahri0www.virideas</u>	Video Documentaries could be		

The Diary of Anne Frank play By Francis Goodrich and Albert Hacket	If there is time left in the 9 weeks, you could work on grammar, read the rest of <u>The Diary of Anne</u> <u>Frank</u> , or go deeper into the Holocaust	Embedded Assessment 2-4 days Presenting a Multimedia Rampaign	72-25 sysd
Attps://www.youtube.com/watch?v=Pvfi/mFY78 (I Escaped a North Korean Prison Camp)	compare/contrast with North Korea and Holocaust Germany based on the videos. 3.18 may take two days	Vision to Action, Examining Media Campaigns, Raising Avareness Activities 3.16-2.19 3.16-2 days 3.18-1 day 3.19-1 day	
	students can do a	Students Taking Action, From	Days 26-31
(Elie Wiesel <i>Night</i> trailer)		3.15-2 days	



## Grade 8 Curriculum Map

Unit 4: The Challenge of Comedy (Suggested Time: 8.5 weeks)

#### gnibeaA

create humor in print and nonprint texts Goals: To analyze how a variety of authors

universal truth or theme <u>t</u>o aualyze how humor is used to reveal a

Крәшоэ To analyze a scene from a Shakespearean

tx91 lenoitemrofni novel excerpt, poetry, drama, an cartoons, an article, film clips, a short story, a Genres: essays, comic strips, political

"hdgiri aget SamoriavO Dream, from "Fear Busters—10 Tips to film excerpts from A Midsummer Night's Delectable?" "The Power of Pets," print and met oifferT el" ", esecoM" ", enreY The Adventures of Tom Sawyer, "They Have sea creatures," "The Open Window," from Brothers, "I've got a few pet peeves about Mey Texts: "Made You Laugh," from

#### Vocabulary

acunouap Academic: juxtaposition, caricature, deride,

alliteration, comedy, performance Literary: satire, persona, irony, dialect, yarn,

# SpringBoard

#### Writing and Research

a ynworons text Goals: To write a well-developed analysis of

Focus Areas: Narrative, Expository,

### therD s'retirW bne egengned

Goals: To understand verbals and how they

are used in writing

Focus Areas: verbals

#### Speaking and Listening

zyakesbearean comedy Goals: To perform a scene from a

Collaborating for Performance Sharing and Responding in Writing Groups Sharing and Discussing Textual Evidence

	9nilno <b>:tn9mzz9zzA tinU</b>
	Reader/Writer Notebook and Key Ideas and Details Questions: ongoing
	Visual Representation: Activity 4.13
2 pportunities	Rehearsal/Performance: Activities 4.14, 4.16, 4.17, 4.18, 4.20
	Citing Textual Evidence: Activities 4.2, 4.4, 4.5, 4.5, 4.7, 4.8, 4.10, 4.11, 4.15
tnemzzezzA	Expository Writing Prompts: Activities 4.3, 4.4, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10
lenoitibbA	Narrative Writing Prompt: Activities 4.4, 4.13

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### Embedded Assessments

1: Writing an Analysis of a Humorous

#### Essential Questions

humor to convey truth? How do writers and speakers use

of a Shakespearean comedy? What makes an effective performance

#### sbrebnet2 siewelsD strA sgeugnel betsgreT

CCCS.ELA-Lit.L.8.1, 8.4, 8.5, 8.6 CCCS.ELA-Lit.SL.8.1, 8.2, 8.4, 8.5, 8.6; CCCS.ELA-Lit.W.8.2, 8.3, 8.4, 8.5, 8.7, 8.9, 8.10; **:01.8,01.8** 8.9, 8.10; CCCS.ELA-Lit.RI.8.1, 8.2, 8.3, 8.4, 8.5, CCCS.ELA-Lit.RL.8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7,

# Text

2: Performing Shakespearean Comedy



# Grade 8 Curriculum Map

**Out 4 Pacing and Planning Guide** 

District Expectations and Opportunities for Additional Instruction	Differentiation for Student Needs	səitivitɔA brɛoßgnirq2	Dates
Continue the same game plan as in unit 1 and 2 for meeting district expectations and teaching the standards.		Unit 4 The Challenge of	Fourth Fourth
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-10-sisylane-ne/nf4rsegfsw9(mosiserg/);qtth noitetneserg S.4		Understanding the	4-î sysû
<del>j.ounu</del>		complexity of Humor,	
<u>-ndoj-ynodtns-sqit-gnitsb-nsəreagearean-dating-tips-kmony-john-</u>		χρ <b>ə</b> шο <u>ς</u> βαίγζίες Σίας	
peters		Activities 4.1-4.3	
		Vab 21.4	
		syeb 2-2. <del>1</del>	
<u>oOzbZgb9t1-=v?dɔtsw/moɔ.edutuoy.www//:sqttd</u> o9biv Z.4		4.3-1 day Humorous Anecdotes,	11-2 sysU
$\frac{1}{2}$		Finding Truth in	ττος ένα
		Сотеду, Satirical	
		Humor	
		6.4-4.4 səitivitəA	
		syab E-4.4	
		syab 2-2.4	
		sysb 2-9.4	
		Elements of Humor:	22-21 sybu
		Comic Characters and	
		Caricatures, Comic	
		Situations, Hyperbole, Comic Wordplay,	
		Planning and Revisives	
		fo sisylpnA np	
		txəT suoromuH	
		ff.4-7.4 səitivitəA	
		syab S-7. <del>1</del>	

	grammar	Хрәшоу	
	weeks, you could work on	Shakespearean	
	If there is time left in the 9	Performing	24-04 sysd
	0 odt ai thel omit si prodt h		21 01 200
		увр 2 (1. <del>1</del> Увр 1-02. <del>1</del>	
		sysb 2-91.4	
		even 2-81.4	
		yeb 1-71.4	
		Activities 4.71.4 seitivita	
		Dress Rehersal	
		Text, Different Text,	
		amb? ,squord success Same	
		səinnqmoJ pnitəA dtiw	
		Ренfоrтапсе, Working	
		fo əpnəllad) ədt pnisal	02-45 sysd
		syab 2-91. <del>1</del>	
		Vab 1-21.4	
		81.4-21.4 səitivitəA	
		Веадіпд	
		<b>Collaborative Close</b>	
		pup səjupduloy	
		Scene, Acting	
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	3 ac anitin/VI	4.11-3 days	10 00 mm d
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		sysb 2-9.4	
		syab 2-8.4	

sysb 2-2	
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VISUAL PROMPT What do you picture when you hear the word hero? What words and images immediately come to mind?

# OF HEROISM THE CHALLENGE

S

A syou set out for Ithaka full of adventure, full of discovery. Laistrygonians, Cyclops, angry Poseidon – don't be afraid of them; you'll never find things like that on your way as long as you keep your thoughts raised high ...

SI

-from "Ithaka" by C. P. Cavafy

# TINU

GOALS

# The Challenge of Heroism

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- To analyze and evaluate definition of hero develop an original a variety of texts to
- convey information about To compose texts that structure, and language narrative texts for ideas, informational and

a topic using strategies of

#### diction auoj mnemonic devices oiqə weiv to thioq роош VOCABULARY pacing archetype **YAAAATIJ** coherence negation noitonnt apubnu esionoo ACADEMIC

noitinifab

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# YTIVITDA F.F

# Previewing the Unit

#### Learning Targets

- Discuss the big ideas and vocabulary for the unit.
- Demonstrate an understanding of the skills and knowledge needed to complete Embedded Assessment 1 successfully.

#### Weiver

In this activity, you will begin thinking about the skills and knowledge needed to write a Hero's Journey narrative.

### Making Connections

This unit focuses on the challenge of *heroism*. Because this word is used every day—in television shows, movies, video games, books, the news, and school—we rarely take time to actually think about what it means. You will be introduced to the archetype of the Hero's Journey and study various examples of heroes and how their journeys fit the archetype. You will also have the opportunity to practice informational writing and write a definition essay about heroism.

#### Essential Questions

Based on your current thinking, how would you answer these questions?

1. What defines a hero?

2. How does the Hero's Journey archetype appear in stories throughout time?

#### **Developing Vocabulary**

Begin your vocabulary study by creating a chart to use the QHT strategy to sort the terms on the Contents page. Use print or digital resources to learn more about the terms you sorted into the "Q" and "H" columns. Keep in mind that there is more to knowing a new word than just learning the definition. Truly knowing a word also involves an understanding of its syllables, pronunciation, word origin, and part of speech.

### Unpacking Embedded Assessment 1

Closely read the assignment for Embedded Assessment 1: Writing a Hero's Journey Narrative.

Think about all the heroes you have encountered in fiction and in real life. What type of hero appeals to you? Write and create an illustrated narrative about an original hero. Use the Hero's Journey archetype to develop and structure your ideas. Orally present your narrative to your classmates.

Find the Scoring Guide and work with your class to paraphrase the expectations for the assignment. Create a graphic organizer to use as a visual reminder of the required skills and concepts. Copy the graphic organizer into your Reader/Writer Notebook and revisit it after each activity to check your progress.

#### Learning Strategies

Think-Pair-Share QHT Close Reading Paraphrasing Graphic Organizer Note-taking

#### **ГІТЕКА** В У

VOCABULARY

An archetype is a character, symbol, story pattern, or other element that is common to human experience across cultures and that occurs frequently in literature, myth, and folklore.

### 29toN YM

# YTIVIT DA

# Understanding Challenges

#### Learning Strategies

- Graphic Organizer **Collaborative Discussion**
- Note-taking

### 29toN YM

#### Learning Targets

- .msionad bra sagnallenges of challenges and heroism. Analyze and collaborate to discuss quotes and identify connections
- Follow complex oral instructions to complete a group task.

#### Preview

challenges and present your analysis to the class. In this activity, you will work in groups to analyze a quote on the subject of

#### The Concept of Challenge

- challenges be helpful to an individual? How can they be harmful? the word positive or negative? Based on your prior experiences, how can 1. Quickwrite: When you hear the word challenges, what comes to mind? Is
- questions to make sure that you understand the task. in the table that follows. As needed, ask your teacher or peers clarifying Follow your teacher's directions to form groups of four to analyze a quote

#### Quotes

-Rev. Dr. Martin Luther King, Jr. (clergyman, activist) and convenience, but how he stands at times of controversy and challenges." A. "The true measure of a man is not how he behaves in moments of comfort

- George S. Patton (U.S. Army officer) B. "Accept the challenges so that you can feel the exhilaration of victory."

(writer, essayist, historian) became a stepping-stone in the pathway of the strong." --Thomas Carlyle C. "The block of granite which was an obstacle in the pathway of the weak.

composer, scholar, activist) to help you discover who you are." - Bernice Johnson Reagon (singer, D. "Life's challenges are not supposed to paralyze you; they're supposed .....

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### 3. Circle the corresponding letter for the quote that your group is assigned. A B C D

<b>Challenge Category</b>	səjdwox3	Baraphrase
		1
•		
		7 7 8
		1

4. Write your group's summary sentence in the following space.

#### 5. Assign speaking parts for the presentation.

ır pronunciation.	<ul> <li>Present using appropriate eye contact, adequate volume, and clea</li> </ul>
	(d) Explain how the quote connects to the concept of heroism.
	(c) Explain the group's categorization of the quote.
	(b) Provide specific examples from life or literature.
	(a) Fluently read the quote and explain the meaning.
<b>2</b> beaker	Element of Presentation

7. As other groups present, listen to them, try to comprehend their main points, and take notes in your Reader/Writer Notebook.

#### 🔽 Check Your Understanding

Think about the content of all four quotes. How does the concept of challenge connect to the concept of heroism?

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# **1.3**

# Journey Archetype

#### Learning Strategies

Metacognitive Markers Glose Reading Note-taking Collaborative Discussion

#### **WORD CONNECTIONS**

#### είγποίοσγ

perfect example of something. common story element or a Today it is used to denote a ".9bom stropies are made." word meant "original pattern used in the 14th century, the terif nedW "Jebom" enesm means "first," and the root type Greek prefix arch- in archetype you determine its meaning. The a word's etymology can help German, and Greek. Knowing (anguages, including Latin, English words come from other the origin of words. Many ftymology is the study of

Knowing the meanings of arch- and type can help you of other words, such as archbishop and prototype.

#### Learning Targets

- Identify the archetype of the Hero's Journey within the genre of the adventure story or myth.
- Identify the stages of the Hero's Journey within a film.

#### Preview

In this activity, you will learn the stages of the Hero's Journey. Then you will watch a film and think about how it fits into the archetype of the Hero's Journey.

### Genre Study: The Archetype of the Hero's Journey

In literature, an archetype is a character, symbol, story pattern, or other element that is common to human experience across cultures. It refers to a common plot pattern or to a character type, such as the Innocent, the Mother Figure, or the Hero, or to images that occur in the literature of all cultures.

The archetype of the Hero's Journey describes a plot pattern that most often occurs within the genre of adventure story or myth. It shows the development of a hero.

Joseph Campbell, an American anthropologist, writer, and lecturer, studied the myths and stories of multiple cultures and began to notice common plot patterns. In The Hero with a Thousand Faces, Campbell defines common elements of the Hero's Journey. Campbell found that most journey myths have three parts:

Departure: The hero leaves home to venture into the unknown on some sort of quest.

Initiation: The hero faces a series of problems.

Return: With the help of a friend, the hero returns home successfully.

Although these elements may be referred to as the stages of the Hero's Journey, they are not presented in the exact same order, and some stories do not contain every element of the journey.

### Setting a Purpose for Viewing

 As you study the stages of the Hero's Journey archetype in the graphic organizer that follows, use metacognitive markers to indicate your level of understanding and to guide future discussion:

i = duestions, ! = connections, and \* = comments.

After you review the stages of the Hero's Journey archetype as a class, you will use the last column of the graphic organizer to record details from the film that align to each stage. For now, leave it blank.

<b>C</b>	
	5

		Hero's Journey Archetype	
	Example	Explanation	sdəjş
			<b>ζ</b> τα <b>de 1: Departure</b>
		The story's exposition introduces the hero, and soon the hero's normal life is disrupted. Something changes; the hero faces a problem, obstacle, or challenge.	۲ <b>. The Call to Adventure</b> The future hero is first given notice that his or her life is going to change.
0		At first the hero is reluctant to accept the change. Usually this reluctance presents itself as second thoughts or personal doubt. Hesitation, whether brief or lengthy, humanizes the hero for the reader.	2. Refusat of the Call The future hero often refuses to accept the Call to Adventure. The refusal may stem from a sense of duty, an obligation, a fear, or insecurity.
All rights reserved.		The hero finally accepts the call and begins a physical, spiritual, achieve a boon, something that is helpful or beneficial.	3. The Beginning of the Adventure, The hero begins the adventure, leaving the known limits of his or her world to venture into an unknown and dangerous realm where the rules and limits are unknown.
Board.			Stage 2: Initiation
© 2021 College Board. All rights reserved		The story develops rising action as the hero faces a series of challenges that become increasingly difficult as the story unfolds.	4. The Road of Trials The hero experiences and is transformed by a series of tests, transformed by a series of tests, transformed by a series of these usually fails one or more of these tests, which often occur in threes.
0		This love often drives the hero to continue on the journey, even when the hero doubts him/ herself.	5. The Experience with Unconditional Love During the Road of Trials, the hero experiences support (physical and/or mental) from a friend, family member, mentor, and so on.

	hero's experience.	
	typically revealed at this point. To determine theme, think about the hero's struggles, transformation, and achievement. The reader is expected to learn a lesson about life through the	At this final point in the adventure, the hero must retain the wisdom gained on the quest, integrate that wisdom into his or her previous life, and perhaps decide how to share the wisdom with the rest of the world.
X	The final step is the story's resolution, when the hero returns with the boon. The theme is	10. The Crossing or Return Threshotd
	Just as it looks as if the hero will not make it home with the boon, the hero is "rescued." The rescuer is sometimes the same person who provided love or support throughout the journey.	9. Rescue from Without Just as the hero may need guides and assistance on the quest, oftentimes he or she must have powerful guides and rescuers to bring him or her back to everyday life. Sometimes the hero does not realize that it is time to return, that he or she can return, or that others are relying on him or her to return.
	supernatural) may keep the hero from returning. This step is similar to the Road of Trials.	Net T
	For some heroes, the journey "home" (psychological or dangerous as the journey out. Forces (sometimes magical or	8. The Magic Flight The hero experiences adventure and perhaps danger as he or she returns to life as it was before the Call to Adventure.
	The falling action begins as the hero begins to think about the Return. Sometimes the hero does not want to look back after achieving the boon. Sometimes the hero likes the "new world" better. This step is similar to the Refusal of the Call (in both cases, the hero does not take action right away).	X. Refusal of the Return When the goal of the adventure is accomplished, the hero may refuse to return with the boon or gift, either because the hero doubts the return will bring change or because the hero prefers to stay in a better place rather than return to a normal life of pain and trouble.
		Stage 3: Return
	The story reaches the climax as the hero gains what he or she set out to achieve. The Call to Adventure (what the hero is asked to do), the Beginning of the Adventure (what the hero sets out to do), and the Ultimate Boon (what the hero achieves) must connect.	6. <b>The Ultimate Boon</b> The goal of the quest is achieved. The boon can be a physical object knowledge, courage, or love. The Road of Trials makes the hero strong enough to achieve this goal.
	The story reaches the climax as	nong etemitill edT à

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### Working from the Film

development. All plot development includes: structure events in your narrative. You already know the basic elements of plot Embedded Assessment 1 requires you to use the Hero's Journey to sequence and

place), characters, and central conflict are introduced. Exposition: Events that set the context for the story; the setting (time and

Rising Action: Events that develop the plot and lead to the climax.

·vrois Climax: The main event; the turning point, or highest point of tension in the

Falling Action: The events that lead to the resolution.

Resolution: Conflict is completely resolved, and the lesson has been learned.

- notes from the film for guidance. Then provide examples of each step from the film you just watched. Use your Create a plot diagram in your Reader/Writer Notebook and label each step.
- falling action. How does a writer effectively pace plot events? the plot diagram gives an idea of how rising action is paced in contrast to 3. Discussion: One narrative technique that writers use is pacing. Notice how
- fhe theme? of the plot diagram. How do each of these events show the development of What is a theme of Big Hero 6? Review the labels you created for each stage. author's message. Read the Literary Terms box to learn more about theme. A. Discussion: Determining a story's theme is important to understanding an
- characters, setting, and plot help determine the main theme of the story. summary. Use details you recorded from each stage to tell how events, your completed plot diagram. Include the main theme of Big Hero 6 in your 5. In your Reader/Writer Notebook, write a summary of Big Hero 6, using

#### 🖾 Focus on the Sentence

Journey archetype. fragments into complete sentences using what you learned about the Hero's the sentences. Write "F" if the words are a sentence fragment. Change the Write "S" if the words form a complete sentence. Capitalize and punctuate

the call to adventure

transformed by a series of tests, tasks, or challenges

the ultimate boon occurs when the goal of the quest is achieved

the falling action

### **YAAAATIJ**

than others. stages are shorter or longer in the plot. Some events and takes to develop each stage the amount of time a writer to describing each event and amount of time a writer gives technique that refers to the Pacing is a narrative

drives the narrative. underlying main theme that nore than one theme, events, characters, setting, that runs through a text A theme is a main idea

but usually there is one and plot. A text may have develops a theme through or literary work. A writer

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**Collaborative Discussion** 

Learning Strategies

#### Planning for Independent Reading

#### Learning Targets

- Select criteria for a reading text.
- Set goals for an independent reading plan.

#### Preview

In this activity, you will preview a self-selected book that contains a Hero's Journey and set goals for your independent reading.

#### D Planning Independent Reading

The focus of this unit is the Hero's Journey archetype. For Embedded Assessment 1, you will be writing your own Hero's Journey narrative with accompanying visuals. In the previous activity, you were able to preview the stages of the Hero's Journey using a film. Now, in your Independent Reading, you have the opportunity to read a full-length Hero's Journey story. Reading a full-length story will help you with creating your Embedded Assessment, and it will expose you to how authors create a Hero's Journey narrative. In the back of your SpringBoard book, you'll find a list of suggested Hero's Journey narratives. To help you choose the right book, use the following questions as a guide.

- What have you enjoyed reading in the past? What is your favorite book or favorite type of book? Who is your favorite author?
- 2. Preview the book you have selected. What do the front and back covers show you? What type of visual is shown? What types of fonts and colors are used? Are there awards or brags that tell you about the book?
- 3. Read the first few pages. Are they interesting? How does the author try to hook you to keep reading? What can you tell about the characters and setting (location and time) so far? Does this seem too hard, too easy, or just right?

#### Reading Discussion Groups

Follow your teacher's oral guidance through a book pass. Practice previewing each book by looking at the covers and reading the first few pages.

- 1. In your Reader/Writer Notebook, record each book's title and author, something from your previewing that stands out to you, and your rating of the book.
- 2. After previewing each book and thinking about the goals of this unit, do you want to continue reading the book you brought to the group or choose something else?
- Create an Independent Reading Plan to help you set personal reading goals.
   Keep this plan in your Reader/Writer Notebook.

ι μανε chosen to read

py (author)

because (reason from previewing)

I will set aside time to read at (time, place) ....

I should finish this text by (date)

#### Unit 1 • The Challenge of Heroism II

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<b>7</b> °	L

0	10. <b>The Crossing or Return Threshold:</b> (Theme Statement)
	9. Rescue from Without:
	8. The Magic Flight:
	ל. Refusal of the Return:
	Stage 3: Return
	6. The Ultimate Boon:
	5. The Experience with Unconditional Love:
	4. <b>The Road of Trials:</b> (a) (c) (c)
	Stage 2: Initiation
	3. The Beginning of the Adventure:
	2. Refusal of the Call:
	ז. The Call to Adventure:
	Stage 1: Departure
	Text:
1	<ul> <li>4. Record your daily reading progress in your Independent Reading Log. Write a brief daily report in your log responding to what you have read. Include in your report questions, personal connections, or inferences about what you have read.</li> <li>5. As you identify new titles to read for your independent reading, add them to the My Independent reading. Of the reading, and the to the My Independent reading.</li> <li>6. Use this graphic organizer to record each stage of the Hero's Journey from your Independent Reading to mathematications.</li> </ul>
Į.	

### ттитра **7.5**

#### The Onset of Adventure

#### Learning Strategies

Marking the Text Discussion Groups Rereading Summarizing Sketching

#### **YAAAATI**

pnizilouziV

Figurative language is language that is used to convey meaning beyond the literal definition of a word. Examples of figurative language are similes, metaphors, allusions, and personification.

# VOCABULARY

#### 29toN YM

#### Learning Targets

 Analyze the imagery in a poem and describe how it achieves specific ideas, themes, and moods.

#### **Preview**

In this activity, you will explain the author's message in a poem by analyzing imagery and how it contributes to the mood.

#### Setting a Purpose for Reading

- As you read, underline figurative language and descriptive words and phrases that help to create an image in your mind.
- Circle unknown words and phrases. Try to determine the meaning of the words
   by using context clues, word parts, or a dictionary.

#### About the Author

Constantine P. Cavafy (1863–1933) was born to Greek parents in 1863, in the Egyptian city of Alexandria. His poetry was obscure throughout much of his life and shared mostly with close friends. Much of his work was personal, and most of his poems were not published until after his death in 1933. His "Ithaka" was inspired by the return of Odysseus to his home island, as described by Homer in the Odyssey.

Poem

# **FLABJER**

by C. P. Cavafy translated by Edmund Keeley and Philip Sherrard

- As you set out for Ithaka hope your road is a long one, full of adventure, full of discovery. Laistrygonians, Cyclops, 5 angry Poseidon—don't be afraid of tl woy'll never find things like that on y
- Latisty Poseidon—don't be afraid of them;
  angry Poseidon—don't be afraid of them;
  you'll never find things like that on your way as long as you keep your thoughts raised high,
  as long as a rare excitement
  as long as a rare excitement

Unit 1 • The Challenge of Heroism 13

sensual: appealing to the taken from various tropical trees ebony: a valuable black wood, tree sap amber: fossilized, transparent, to make jewelry interior of some seashells, used mother of pearl: the shiny

physical senses



29toN VM

you enter harbors you're seeing for the first time; with what pleasure, what joy, 15 May there be many summer mornings when, Hope your road is a long one. unless your soul sets them up in front of you. unless you bring them along inside your soul, wild Poseidon-you won't encounter them

10 Laistrygonians, Cyclops,

20 mother of pearl and coral, amber and ebony. to buy fine things, may you stop at Phoenician trading stations

25 Keep Ithaka always in your mind. to learn and go on learning from their scholars. and may you visit many Egyptian cities sa many sensual perfumes as you can; sensual perfume of every kind-

Better if it lasts for years, But don't hurry the journey at all. Arriving there is what you're destined for.

not expecting Ithaka to make you rich. 30 wealthy with all you've gained on the way, so you're old by the time you reach the island,

She has nothing left to give you now. Without her you wouldn't have set out. Ithaka gave you the marvelous journey.

you'll have understood by then what these Ithakas mean. Wise as you will have become, so full of experience, 35 And if you find her poor, Ithaka won't have fooled you.

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#### LITERARY Mood is the overa

Mood is the overall emotion of a text, which is created by the author's language and tone and the subject matter.

# OCABULARY

#### Making Observations

- Muat captures your attention?
- What emotions might someone feel while reading the poem?
- What do you notice about the journey described in the poem?

#### Returning to the Text

- Return to the text as you respond to the following questions. Use text evidence to support your responses.
- Write any additional questions you have about the poem in your Reader/
- 1. Look at stanza 3. What are some synonyms for the word destined?

2. What is the mood of this poem? How do you feel after reading it? Explain how the author's use of language contributes to the mood.

3. Remember that personification is a technique that writers use when they give human characteristics to something nonhuman. Reread lines 32–34 of the poem, and explain how Cavafy is using this technique.

 4. What might the journey to Ithaka be a metaphor for? Provide evidence from the text to support your interpretation.

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impact the overall mood and tone of the poem? underlined in the poem. How does Cavafy's use of the classical allusions 5. Craft and Structure: Go back to the classical allusions to the Odyssey you

#### Working from the Text

- created by the author's word choice and use of figurative language. 6. As you hear the poem read aloud, make mental visualizations of images
- Notes alongside the poem. Make a list of images you pictured while you listened to the poem in the My
- you pictured. 8. Return to the poem. Highlight the parts of the text that inspired the images
- margin to help illustrate your meaning. author using in that part of the poem to create mood? Draw a visual in the in the poem. Then look at the context of those words. What imagery is the 9. Discussion Groups: Form small groups. Look at the words you highlighted
- Notebook. readers? Write a statement about the poem's theme in your Reader/Writer that the poet uses. What is the message about life that he is trying to tell his 10. Focus on the words you highlighted in "Ithaka" and think about the imagery

#### socus on the Sentence

about the poem, "Ithaka," by Cavafy. Use correct capitalization and punctuation. Change the sentence fragments into complete sentences, using what you learned

"ithaka" by cavafy uses

on your journey

imagery in the poem

#### **READING LINK** INDEPENDENT

#### Read and Connect

the mood. that the author uses to create activity? Analyze the language that is set in the poem in this to or different from the mood of your book? How is it similar the author set in the opening challenges. What mood does sets the context for the hero's book and write about how it of your independent reading Examine the opening chapter

#### 29toN VM

### The Departure

## ۲11۷177 **ک.۲**

#### γεαιμία ταιθείς

- Analyze a story for structure and narrative techniques.
- Draft the opening for an original Hero's Journey narrative.

#### Preview

In this activity, you will read a short story about a hero's departure and begin creating a hero of your own.

#### The Departure

Joseph Campbell describes the first stage of the Hero's Journey as the hero's departure or separation. The Departure Stage consists of three steps: the Call to Adventure, Refusal of the Call, and the Beginning of the Adventure.

#### Setting a Purpose for Reading

- As you read, underline and label events relating to a Hero's Journey.
- Circle unknown words and phrases. Try to determine the meaning of the words
   by using context clues, word parts, or a dictionary.

#### About the Author

Ray Bradbury (1920–2012) is remembered mostly as a fantasy writer, although "The Drummer Boy of Shiloh" is set firmly in the real world. His most famous novel, Fahrenheit 451, was published in 1953. Other famous fantasy works include 1950's Wicked This Way Comes. "The Drummer Boy of Shiloh" first appeared in Bradbury's 1964 short Schioh" first appeared in Bradbury's 1964 short story collection, The Machineries of Joy.

#### **Σμοτί Story**

# The Drummer

#### by Ray Bradbury

In the April night, more than once, blossoms fell from the orchard trees and lit with rustling taps on the drumskin. At midnight a peach stone left miraculously on a branch through winter, flicked by a bird, fell swift and unseen, struck once, like panic, which jerked the boy upright. In silence he listened to his own heart ruffle away away—at last gone from his ears and back in his chest again.

29toN VM

Rereading Parizing

Close Reading

Marking the Text

Learning Strategies

pnisuffid

#### ruffle: to flutter or move in a slow, wavy pattern

Unit 1 • The Challenge of Heroism I.7

After that, he turned the drum on its side, where its great lunar face peered at him whenever he opened his eyes.

3 His face, alert or at rest, was solemn. It was indeed a solemn night for a boy just turned fourteen in the peach field near the Owl Creek not far from the church at Shiloh.<sup>1</sup>

" ... thirty-one, thirty-two, thirty-three ... "

Jnable to see, he stopped counting.

6. Beyond the thirty-three familiar shadows, forty thousand men, exhausted by nervous expectation, unable to sleep for **romantic** dreams of battles yet unfought, lay crazily askew in their uniforms. A mile yet farther on, another army was strewn **helter-skelter**, turning slow, basting themselves with the thought of what they would do when the time came: a leap, a yell, a blind plunge their strategy, raw youth their protection and **benediction**.

Now and again the boy heard a vast wind come up, that gently stirred the air. But he knew what it was—the army here, the army there, whispering to itself in the dark. Some men talking to others, others murmuring to themselves, and all so quiet it was like a natural element arisen from South or Morth with the motion of the earth toward dawn.

What the men whispered the boy could only guess, and he guessed that it was: "Me, I'm the one, I'm the one of all the rest who won't die. I'll live through it. I'll go home. The band will play. And I'll be there to hear it."

Yes, thought the boy, that's all very well for them, they can give as good as they get!

**10** For with the careless bones of the young men harvested by the night and **bindled** around campfires were the similarly strewn steel bones of their rifles, with bayonets fixed like eternal lightning lost in the orchard grass.

11. Me, thought the boy, I got only a drum, two sticks to beat it and no shield.

12 There wasn't a man-boy on the ground tonight who did not have a shield he cast, riveted or carved himself on his way to his first attack, compounded of remote but nonetheless firm and fiery family devotion, flag-blown patriotism and cocksure immortality strengthened by the touchstone of very real gunpowder; yet farther off away in the dark, as if one of those great prairie-burning trains had chanted them away never to return—leaving him with this drum which was worse than a toy in the game to be played tomorrow or some day much too soon.

13 The boy turned on his side. A moth brushed his face, but it was peach blossom. A peach blossom flicked him, but it was a moth. Nothing stayed put. Nothing had a name. Nothing was as it once was.

<sup>1</sup> Shiloh is the site of a Civil War battle in 1862; now a national military park in southwest Tennessee
<sup>2</sup> Minié ball is a type of rifle bullet that became prominent during the Civil War

#### 29toN YM

#### WORD CONNECTIONS

#### Εέγποίοgy

In the past, people would test the quality of gold or silver by rubbing a stone across it and analyzing the color of the streak it left. The 1 5th-century Middle English word touch meant "to test," so this stone became known as a touchstone. This term is now a metaphor for any is now a metaphor for any method used to test the quality or effectiveness of guality or effectiveness of something else.

romantic: fondly imaginary helter-skelter: in a confused or disorderly way benediction: a prayer or blessing bindled: held together in a sack immortality: the ability to live

forever

29ton YM

14 If he lay very still when the dawn came up and the soldiers put on their bravery with their caps, perhaps they might go away, the war with them, and not notice him lying small here, no more than a toy himself.

... won ... IlsW" 诸

**16** The boy shut up his eyes to hide inside himself, but it was too late. Someone, walking by in the night, stood over him.

17 "Well," said the voice quietly, "here's a soldier crying before the fight. Good. Get it over. Won't be time once it all starts."

**18** And the voice was about to move on when the boy, startled, touched the drum at his elbow. The man above, hearing this, stopped. The boy could feel his eyes, sense him slowly bending near. A hand must have come down out of the night, for there was a little rat-tat as the fingernails brushed and the man's breath fanned his face.

"Sii i'nsi kod rammer boy, isn't it?" 😢

20 The boy nodded not knowing if his nod was seen. "Sir, is that you?" he said.

21 "I assume it is." The man's knees cracked as he bent still closer.

22 He smelled as all fathers should smell, of salt sweat, ginger, tobacco, horse, eyes—brass buttons that watched the boy.

23 He could only be, and was, the general.

24 "What's your name, boy?" he asked.

25 "Joby" whispered the boy, starting to sit up.

**26** "All right Joby, don't stir." A hand pressed his chest gently and the boy relaxed. "How long you been with us, Joby?"

27 "Three weeks, sir."

"Run off from home or joined legitimately, boy?"

.93 Silence.

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**30** "... Fool question," said the general. "Do you shave yet, boy? Even more of not much older. Raw, raw, the lot of you. You ready for tomorrow or the next mot much older. Raw, raw, the lot of you. You ready for tomorrow or the next

31 "I think so, sir."

32 "You want to cry some more, go on ahead. I did the same last night."

"You, sir?"

34 "It's the truth. Thinking of everything ahead. Both sides figuring the other side will just give up, and soon, and the war done in weeks, and us all home. Well, that's not how it's going to be. And maybe that's why I cried."

35 "Yes, sir," said Joby.

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36 The general must have taken out a cigar now, for the dark was suddenly filled with the smell of tobacco unlit as yet, but chewed as the man thought what next to say.

37 "It's going to be a crazy time," said the general. "Counting both sides, there's a hundred thousand men, give or take a few thousand out there tonight, not one as can spit a sparrow off a tree, or knows a horse clod from a Minié ball. Stand up, bare the breast, ask to be a target, thank them and sit down, do the same. But here we are, taken with spring fever and thinking it blood both going to be a here, going to live forever. And I can see all of them over there tonida be, nodding agreement, save the other way around. It's wrong, boy, it's wrong as a horse innocents will get shot out of pure ... enthusiasm than ever got shot before. Owl Creek was full of boys splashing around in the noonday sun just a few hours ago. I fear it will be full of boys again, just floating, at should be instead put on hindside front and a man marching backward through life...

The general stopped and made a little pile of winter leaves and twigs in the darkness, as if he might at any moment strike fire to them to see his way through the coming days when the sun might not show its face because of what was happening here and just beyond.

The boy watched the hand stirring the leaves and opened his lips to say something, but did not say it. The general heard the boy's breath and spoke himself.

40 "Why am I telling you this? That's what you wanted to ask, eh? Well, when you got a bunch of wild horses on a loose rein somewhere somehow you got to bring order, rein them in. These lads, fresh out of the milkshed, don't know what I know, and I can't tell them: men actually die in war. So each is his own army. I got to make one army of them. And for that, boy, I need you.

41 "Me!" The boy's lips barely twitched.

42 "Now, boy," said the general quietly, "you are the heart of the army. Think of that. You're the heart of the army. Listen, now."

43 And, lying there, Joby listened. And the general spoke on.

44 If he, Joby, beat slow tomorrow, the heart would beat slow in the men. They would lag by the wayside. They would drowse in the fields on their muskets. They would sleep forever, after that, in those same fields—their hearts slowed by a drummer boy and stopped by enemy lead.

45 But if he beat a sure, steady, ever faster rhythm, then, then their knees would come up in a long line down over that hill, one knee after the other, like a wave on the ocean shore! Had he seen the ocean ever? Seen the waves rolling in like a well-ordered cavalry charge to the sand? Well, that was it that's what he wanted, that's what was needed! Joby was his right hand and his left. He gave the orders, but Joby set the pace!

#### SOTON YM



#### 29toN YM

46 So bring the right knee up and the right foot out and the left knee up and the left foot out. One following the other in good time, in brisk time. Move the blood up the body and made the head proud and the spine stiff and the jaw resolute. Focus the eye and set the teeth, flare the nostrils and tighten the indeed make men feel as if they'd put on steel. He must keep at it, at it! Long sud steady, steady and long! The men, even though shot or torn, those wounds got in hot blood—in blood he'd helped stir—would feel less pain. If their blood was cold, it would be more than slaughter, it would be murderous nightmare and pain best not told and no one to guess.

47 The general spoke and stopped, letting his breath slack off. Then after a moment, he said, "So there you are, that's it. Will you do that, boy? Do you know now you're general of the army when the general's left behind?"

- 48 The boy nodded mutely.
- 49 "You'll run them through for me then boy?"
- "Yes, sir" 02

51 "Good. And maybe, many nights from tonight, many years from now, when you're as old or far much older than me, when they ask you what you did in this awful time, you will tell them—one part humble and one part proud— 'I was the drummer boy at the battle of Owl Creek', or the Tennessee River, or maybe they'll just name it after the church there. 'I was the drummer boy at Shiloh.' Who will ever hear those words and not know you, boy, or what you thought this night, or what you'll think tomorrow or the next day when we must get up on our legs and movel"

52 The general stood up. "Well then ... Bless you, boy. Good night."

53 "Good night, sir." And tobacco, brass, boot polish, salt sweat and leather, the man moved away through the grass.

54 Joby lay for a moment, staring but unable to see where the man had gone. He swallowed. He wiped his eyes. He cleared his throat. He settled himself. Then, at last, very slowly and firmly, he turned the drum so that it faced up toward the sky.

55 He lay next to it, his arm around it, feeling the tremor, the touch, the muted thunder as, all the rest of the April night in the year 1862, near the Tennessee River, not far from the Owl Creek, very close to the church named Shiloh, the peach blossoms fell on the drum.

#### Making Observations

- Mhat characters do we meet in the story?
- Which events relate to a Hero's Journey?

i Li

resolute: determined slack: to diminish or fade away

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Return to the text as you respond to the following question	ext evidence to support
Joby is afraid of the imminent battle, but	
Joby is afraid of the imminent battle, so	
Joby is afraid of the imminent battle because	
Use details from the story to complete the following sentence	

- Nonu tesbouses.
- Write any additional questions you have about the short story in your Reader/Writer Notebook.
- 1. What textual evidence in the beginning of the story shows that the boy is afraid?

figuratively, and why did the author choose this word? 2. The word harvested is used figuratively in paragraph 10. How do you know it is used

meaning of the first sentence in paragraph 12. How does the sentence convey the boy's mood? 3. Consult reference materials to find the meanings of ramrod and flint. Relate these words to the

4. How did Joby join the army? What is significant about that?

5. Consult reference materials to find the meaning of the word drowse. How does that word create a contrast in paragraph 44?

6. What shift happens in paragraphs 44, 45, and 46? Use textual evidence in your answer.

7. How does the general's comment, "Do you know now you're general of the army when the general's left behind?" prove to be a decisive moment in the conversation between him and Joby? What theme is developed through their interaction?

#### Working from the Text

8. Examine the first 10 paragraphs of "The Drummer Boy of Shiloh." How does the author establish the story's setting and point of view? Use evidence from the text to support your response.

#### LITERARY Point of view is the perspective from which a story is told. In first-person point of view, a character tells the story from his or her own perspective. In third-person point of view, a narrator (not a character)

VOCABULARY

tells the story.

9. Return to the text and put a star next to parts of the story that show the stages of Joby's journey. Which stages of the Hero's Journey has Joby passed through by the time the story draws to a close?

### **10.** Reread a chunk of the text to identify and evaluate the narrative elements listed in the graphic organizer.

	What is the effect of the description?	What descriptive detail does the author provide?	Structure: Exposition
0			enittəS
wed.			Character
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© 2021			Point of View
0	umary of the central idea, supporting	ave identified and evaluated the narrativ your Reader/Writer Notebook, write a su tion using evidence from the text. Explain s now ready to start his journey.	central idea. In your interpreta

12. Use your imagination to create an original hero. In your Reader/Writer Notebook, sketch your image of a hero. Label unique characteristics and give him or her a meaningful name. In the right column, use the prompting questions to brainstorm ideas for a story.

<b>Setting:</b> (In what kind of place does your hero live? Does he or she live in the past, present, or future?)	
τροιλεουλ Εχροσίτιου	

**Character:** (What are the hero's strengths and weaknesses? Who are the hero's family and friends? What does the hero do every day? What does the hero want from the hero?)

Conflicts: (What challenges might the hero experience? How might the hero transform into someone stronger?)

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#### Тhе Hook

Nobody wants to read a dull story or one that goes on for several paragraphs before it starts becoming interesting. That's what makes the **hook** important. A hook is the opening sentence or sentences that capture the reader's interest. Hooks come in many forms. In a narrative, hooks often introduce a character or setting.

Introducing a Character: "Late in the winter of my seventeenth year, my mother decided I was depressed, presumably because I rarely left the house, spent quite a lot of time in bed, read the same book over and over, ate infrequently, and devoted quite a bit of my abundant free time to thinking about death." (Green, The Fault in Our Stars) or "I know I'm not an ordinary ten-year-old kid." (Palacio, Wonder)

Introducing a Setting: "In the April night, more than once, blossoms fell from the orchard trees and lit with rustling taps on the drumskin." ("The Drummer Boy of Shiloh") or "It was one of those super-duper-cold Saturdays." (Curtis, The Watsons Go to Birmingham)

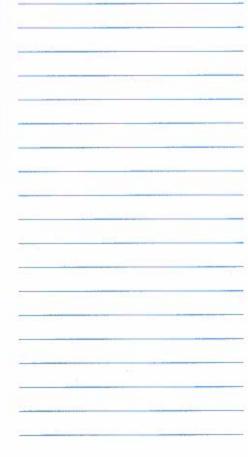
Think about possible hooks for your Hero's Journey narrative as you proceed.

#### 🕼 Drafting the Embedded Assessment

Now, think about the hero you just envisioned. What might the hero experience in the Departure Stage of his or her journey? Draft the beginning of a narrative using the three steps in this stage (The Call, The Refusal, and The Beginning) to guide your structure and development. Be sure to:

- Begin with a hook that helps establish a context and point of view (firstperson or third-person).
- Use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters.
- Make use of complete complex and compound-complex sentences.
- Use details and imagery to create mood.

#### soton ym



## **BEADING LINK**

#### Read and Recommend

Prepare a short persuasive written presentation. In it, describe a text you have independently read or are reading that incorporates archetype. Include an active and provide clear reasons for that recommendation of the text relevant vocabulary from your relevant vocabulary from your presentation orally.

#### The Initiation

### ۲.۲۱۷۱۲۵ ۲.۲

#### **εθατηίng Strategies**

Marking the Text Note-taking Close Reading Diffusing Skimming/Scanning Visualizing

#### WORD CONNECTIONS

#### Cognates

The English word initiation has at its root init, which comes from the Latin word initialis, meaning "beginning." Its Spanish cognate is iniciación, which derives from iniciar, meaning "to begin."

#### **УЯАЯЭТІ** І

An epic is a long narrative about the deeds of heroes or gods. Mnemonic devices are techniques a person can use to help them remember something. They are often found in epic poetry because these poems were recited aloud by memory to an audience.

VOCABULARY

## READING LINK

Read and Discuss In groups of four, discuss the books you have read independently. Compare the heroes of your texts. List the and compare the steps they have taken on their Hero's Journeys. Explore the traits that the hero in your book has that the hero in your book has

#### ςτεαιτήση Τατgets

- Demonstrate understanding of the Hero's Journey archetype by drafting and illustrating an event in a hero's Road of Trials.
- Analyze how characters' motivations and behaviors influence events and resolution of the conflict.
- Analyze how punctuation and line length influence a poem's meaning.
- Integrate ideas from multiple texts to build knowledge and vocabulary about a theme.

#### **Preview**

In this activity, you will read and analyze an excerpt from an epic poem as well as various images of these scenes.

#### Genre Study: Epic Poetry

An epic poem is a very long poetic work that usually tells a story (often about a journey) of a hero's incredible adventures. Epic poetry is distinguished from other types of poetry by its length (from tens of thousands of words to over a million), as well as its descriptive narration of myth-like adventures.

Before the development of writing, the oldest epic poetry was passed along orally, with several individuals responsible for remembering different parts of a work. Breaking an epic poem into episodes made it easier for individuals to remember. So did breaking episodes into stanzas and poetically crafted lines that include to help performers remember the poem. An epithet is a term or phrase used to characterize the nature of a character, an object, or an event. For example, "rosyfingered" is an epithet often used to describe the dawn in the Odyssey, the epic for are about to read.

Look out for epithets and other characteristics of this genre while you read. Additionally, when you read, you'll see that the first six books of the Odyssey have been translated into prose, and the final book is a poetic translation. Consider how each translation depicts the initiation stage in Odysseus' heroic journey.

#### Setting a Purpose for Reading

- As you read, underline evidence of Odysseus' actions or words that influence key events.
- Circle unknown words and phrases. Try to determine the meaning of the words

your classmates' books.

29toN VM

#### About the Author

War. Odysseus meets many obstacles on his voyage. of Odysseus' return home to Ithaca after the Trojan Odyssey that you will read in this activity tells the tale the Hero's Journey archetype. The excerpt from the epic poems: the Iliad and the Odyssey. Both illustrate Most scholars believe that he authored two famous sometime between the 12th and 8th centuries BCE. little is known about him. He is thought to have lived Homer was an ancient Greek poet, but beyond that



## by Homer fiassfipg au

prose translation by Tony Kline, poetic translation by Allen Mandelbaum

#### Odysseus Tells His Tale: The Cyclops's Cave Book IX: 152-192

and darkness fell, and we settled to our rest on the shore. smoke and hear their voices, and the sound of their sheep and goats. Sun set Looking across to the land of the neighboring Cyclops,<sup>1</sup> we could see

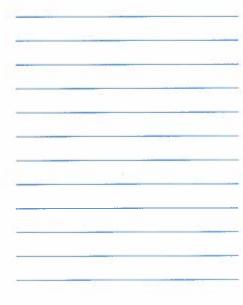
lawless, or good to strangers, and in their hearts fear the gods." and try and find out who these men are, whether they are cruel, savage and saying: "The rest of you loyal friends stay here, while I and my crew take ship 👔 As soon as rosy-fingered Dawn appeared, I gathered my men together,

peak of the high mountains, that stands there isolated to our gaze. monster and a wonder, not like any ordinary human, but like some wooded alone, and keeping clear of others, lived in lawless solitude. He was born a crowned oaks. There a giant spent the night, one that grazed his herds far off, and round it was a raised yard walled by deep-set stones, tall pines and highclose to the sea. Large herds of sheep and goats were penned there at night the nearby shore, we saw a deep cave overhung with laurels at the cliff's edge in their rows struck the grey water with their oars. When we had reached cables. They boarded swiftly and took their place on the benches then sitting 3 With this I went aboard and ordered my crew to follow and loose the

#### OUEST KNOMFEDGE

#### ways heroes overcome What are some outstanding Knowledge Question:

Knowledge Question. think about your answer to the overcoming challenges, and about the theme of heroes you read, build knowledge heroic figure, Odysseus. While challenges faced by a classical 1.7, you will read about heroes in literature. In Activity You have been reading about 2sabuajjoyo



I Cyclops: one-eyed giants

#### **MORD CONNECTIONS**

#### The English word be Etymology

The English word bouquet comes from a French word of the same spelling meaning "little wood." The term derives from the Medieval Latin word from the Medieval Latin word from the Medieval Latin word

#### 29toN YM

#### Odysseus Tells His Tale: Polyphemus Returns Book IX: 193–255

Then I ordered the rest of my loyal friends to stay there and guard the ship, while I selected the twelve best men and went forward. I took with me a goatskin filled with dark sweet wine that Maron, son of Euanthes, priest of Apollo, guardian god of Ismarus, had given me, because out of respect we well-wrought gold, and a silver mixing-bowl: and wine, twelve jars in all, sweet that honeyed red wine, he offered me splendid gifts, seven talents of that honeyed red wine, he would pour a full cup into twenty of water, and the bouquet that rose from the mixing bowl was wonderfully sweet: in truth no one could hold back. I filled a large goatskin with the wine, and took it along, with some food in a bag, since my instincts told me the giant would come at us with some food in a bag, since my instincts told me the giant would come at us with some food in a bag, since my instincts told me the giant would come at us with some food in a bag, since my instincts told me the giant would come at us with some food in a bag, since my instincts told me the giant would come at us with some food in a bag, since my instincts told me the giant would come at us with some food in a bag, since my instincts told me the giant would come at us with some food in a bag, since my instincts told me the giant would come at us with some food in a bag, since my instincts told me the giant would come at us with some food in a bag, since my instincts told me the giant would come at us with some food in a bag, since my instincts told me the giant would come at us with some food in a bag.

5 Soon we came to the cave, and found him absent; he was grazing his wellfed flocks in the fields. So we went inside and marveled at its contents. There were baskets full of cheeses, and pens crowded with lambs and kids, each flock with its firstlings, later ones, and newborn separated. The pails and bowls for milking, all solidly made, were swimming with whey. At first my men begged me to take some cheeses and go, then to drive the lambs and kids from the pens down to the swift ship and set sail. But I would not listen, though it would have been best, wishing to see the giant himself, and test his hospitality. When he did appear he proved no joy to my men.

6 So we lit a fire and made an offering, and helped ourselves to the cheese, and sat in the cave eating, waiting for him to return, shepherding his flocks. He arrived bearing a huge weight of dry wood to burn at suppertime, and he florng it down inside the cave with a crash. Gripped by terror we shrank back mile a fited his door. He drove his well-fed flocks into the wide cave, the ones he makens could not have carried it, yet such was the great rocky mass he used for wagons could not have carried it, yet such was the great rocky mass he used for the ryoung to each. Next he curdled half of the white milk, and stored the whey in wicker baskets, leaving the rest in pails for him to drink for his supper. When he had busied himself at his tasks, and kindled a fire, he suddenly saw us, and said: "Strangers, who are you? Where do you sail from over the seat to chank for his supper. Toads? Are you on business, or do you roam at random, like pirates who chance the roads? Are you on business, or do you roam at random, like pirates who chance the roads? Are you on business, or do you roam at random, like pirates who chance the reads? Are you on business, or do you roam at random, like pirates who chance the their lives to bring evil to others?"

#### Book IX: 256–306 Odysseus Tells His Tale: Trapped

7 Our spirits fell at his words, in terror at his loud voice and monstrous size. Nevertheless I answered him, saying: "We are Achaeans, returning from Troy, driven over the ocean depths by every wind that blows. Heading for home

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drinks

parts out of milk

curdled: separated the solid

draught: a liquid that one

talents: ancient coins

whey: the watery part of milk

we were forced to take another route, a different course, as Zeus,<sup>2</sup> I suppose, intended. We are followers of Agamemnon, Atreus' son, whose fame spreads widest on earth, so great was that city he **sacked** and host he **slew**. But we, for our part, come as suppliants to your knees, hoping for hospitality, and the kindness that is due to strangers. Good sir, do not refuse us: respect the gods. We are **suppliants** and Zeus protects visitors and suppliants, Zeus the god of guests, who follows the steps of sacred travelers.<sup>3</sup>

8 His answer was devoid of pity. "Stranger, you are a foreigner or a fool, telling me to fear and revere the gods, since the Cyclopes care nothing for aegis-bearing Zeus: we are greater than they. I would spare neither you nor your friends, to evade Zeus' anger, but only as my own heart prompted. But tell me, now, where you moored your fine ship, when you landed. Was it somewhere nearby, or further off? I'd like to know."

9 His words were designed to fool me, but failed. I was too wise for that, and answered him with cunning words: "Poseidon,<sup>3</sup> Earth-Shaker, smashed my ship to pieces, wrecking her on the rocks that edge your island, driving her close to the headland so the wind threw her onshore. But I and my men here escaped destruction."

10 Devoid of pity, he was silent in response, but leaping up laid hands on my crew. Two he seized and dashed to the ground like whelps, and their brains ran out and stained the earth. He tore them limb from limb for his supper, eating the flesh and entrails, bone and marrow, like a mountain lion, leaving nothing. Helplessly we watched these cruel acts, raising our hands to heaven and weeping. When the Cyclops had filed his huge stomach with human flesh, and fleel heaving nothing. Then I formed a courageous plan to steal up to him, draw my sharp sword, and fleeling for the place where the midriff supports the liver, stab him there. But the next thought checked me. Trapped in the cave we would certainly die, since we'd have no way to move the great stone from the wide entrance. So, sighing, we waited for bright day.

#### Book IX: 307-359 Odysseus Tells His Tale: Offering the Cyclops Wine

11 As soon as rosy-fingered Dawn appeared, Cyclops relit the fire. Then he milked the ewes, and bleating goats in order, putting her young to each. When he had busied himself at his tasks, he again seized two of my men and began to eat them. When he had finished he drove his well-fed flocks from the cave, effortlessly lifting the huge door stone, and replacing it again like the cap on a quiver. Then whistling loudly he turned his flocks out on to the mountain slopes, leaving me with murder in my heart searching for a way to take vengeance on him, if Athene<sup>4</sup> would grant me inspiration. The best plan seemed to be this:

#### 29ton YM

sacked: attacked a city and stole from it slew: killed bevoid: absent devoid: absent and awe and awe aggis: protection whelps: young children or

30

slamina

<sup>2</sup> Zeus: the king of the gods

<sup>&</sup>lt;sup>3</sup> Poseidon: god of the sea and of earthquakes <sup>4</sup> Athene: goddess of wisdom, the arts, and war

#### soton ym

12 The Cyclops' huge club, a trunk of green olive wood he had cut to take with him as soon as it was seasoned, lay next to a sheep pen. It was so large and thick that it looked to us like the mast of a twenty-oared black ship, a broad-beamed merchant vessel that sails the deep ocean. Approaching it, I cut off a six-foot it I sharpened the end to a point, and hardened the point in the blazing fire, after which I hid it carefully in a one of the heaps of dung that lay around the cave. I ordered the men to **cast lots** as to which of them should dare to help me raise the stake and twist it into the Cyclops' eye when sweet sleep took him. The lot fell on the very ones I would have chosen, four of them, with myself making a fifth.

13 He returned at evening, shepherding his well-fed flocks. He herded them swiftly, every one, into the deep cave, leaving none in the broad yard, commanded to do so by a god, or because of some premonition. Then he lifted the huge door stone and set it in place, and sat down to milk the ewes and bleating goats in order, putting her young to each. But when he had busied himself at his tasks, he again seized two of my men and began to eat them. That said: "Here, Cyclops, have some wine to follow your meal of human flesh, so you can taste the sort of drink we carried in our ship. I was bringing the drink to you as a gift, hoping you might pity me and help me on my homeward path: but your savagery is past bearing. Cruel man, why would anyone on earth ever visit you again, when you behave so badly?"

14. At this, he took the cup and drained it, and found the sweet drink so delightful he asked for another draught: "Give me more, freely, then quickly tell me your name so I may give you a guest gift, one that will please you. Among us Cyclopes the fertile earth produces rich grape clusters, and Zeus' rain swells them: but this is a taste from a stream of **ambrosia and nectat**."

#### Book IX: 360-412 Book IX: 360-412

**15** As he finished speaking I handed him the bright wine. Three times I poured and gave it to him, and three times, foolishly, he drained it. When the wine had **fuddled** his wits I tried him with **subtle** words: "Cyclops, you asked my name, and I will tell it: give me afterwards a guest gift as you promised. My name is Nobody. Nobody, my father, mother, and friends call me."

16 Those were my words, and this his cruel answer: "Then, my gift is this. I will eat Nobody last of all his company, and all the others before him."

17 As he spoke, he reeled and toppled over on his back, his thick neck twisted to one side, and all-conquering sleep overpowered him. In his drunken slumber he vomited wine and pieces of human flesh. Then I thrust the stake mords, so none would hang back from fear. When the olivewood stake was glowing hot, and ready to catch fire despite its greenness, I drew it from the coals, then my men stood round me, and a god breathed courage into us. They held the sharpened olivewood stake, and thrust it into his eye, while I threw my held the sharpened olivewood stake, and thrust it into his eye, while I threw my

annini

subtle: not obvious

and drink of the gods

decide something

gnizuinos sbam :bslbbui

ambrosia and nectar: the food

premonition: a vision of the

cast lots: to throw a set of objects in order to impartially

weight on the end, and twisted it round and round, as a man bores the timbers of a ship with a drill that others twirl lower down with a strap held at both ends, and so keep the drill continuously moving. We took the red-hot stake despite the heat. His lids and brows were scorched by flame from the burning hissing when the smith dips it in cool water to temper it, strengthening the erds, and the rock echoed. Seized by terror we shrank back, as he wrenched the iron, so his eye hissed against the olivewood stake. Then he screamed, terribly, and the rock echoed. Seized by terror we shrank back, as he wrenched the his cry, and crowding in from the every side they stood by the cave mouth and his cry, and crowding in from every side they stood by the cave mouth and call through deathless night, and wake us? Is a mortal stealing your flocks, or trying to kill you by violence or **treachery**?"

**18** Out of the cave came mighty Polyphemus' voice: "Nobody, my friends, is trying to kill me by violence or treachery."

19 To this they replied with winged words: "If you are alone, and nobody does you violence, it's an inescapable sickness that comes from Zeus: pray to the Lord Poseidon, our father."

#### Odysseus Tells His Tale: Escape Book IX: 413–479

20 Off they went, while I laughed to myself at how the name and the clever scheme had deceived him. Meanwhile the Cyclops, groaning and in pain, groped arms outstretched, to catch anyone stealing past among his sheep. That was arms outstretched, to catch anyone stealing past among his sheep. That was and saving myself, and my men from death. I dreamed up all sorts of tricks and sade saving myself, and my men from death. I dreamed up all sorts of tricks and with deep black wool. These I silently tied together in threes, is a man to every three sheep. As for me I took the pick of the flock, and curled best among the top totect him. So there was to below his shaggy belly, gripped his back and lay there face upwards, patiently gripped his back and is y there face upwards, patiently gripped his back and lay there face upwards, patiently below his shaggy belly, gripped his back and lay there face upwards, patiently below his shaggy belly, gripped his back and lay there face upwards, patiently below his shaggy belly, gripped his back and lay there face upwards, patiently below his shaggy belly, gripped his back and lay there lay there face upwards, patiently below his shaggy belly, gripped his back and lay there lay there lay there lay the lock, and curled below his shaggy belly, gripped his back and lay there late upwards, patiently below his shaggy belly, gripped his back and lay there late upwards, patiently below his shaggy belly, gripped his back and lay there late upwards, patiently below his shaggy belly, gripped his back and lay there late upwards, patiently and curled below his shaggy belly, gripped his back and lay there late upwards, patiently below his shaggy belly, gripped his back and lay there late upwards, patiently below his shaggy below his shaggy belly, gripped his back and lay there late upwards, patiently below his shaggy belly.

21 As soon as rosy-fingered Dawn appeared, the males rushed out to graze, while the un-milked females udders bursting bleated in the pens. Their master, tormented by agonies of pain, felt the backs of the sheep as they passed him, but foolishly failed to see my men tied under the rams' bellies. My ram went last, burdened by the weight of his fleece, and me and my teeming thoughts. And as he felt its back, mighty Polyphemus spoke to him:

22 "My fine ram, why leave the cave like this last of the flock? You have never lagged behind before, always the first to step out proudly and graze on the tender grass shoots, always first to reach the flowing river, and first to

#### SOTON YM

treachery: a betrayal of trust fleeces: the coats of wool on sheep

29toN VM

show your wish to return at evening to the fold. Today you are last of all. You must surely be grieving over your master's eye, blinded by an evil man and his wicked friends, when my wits were fuddled with wine: Nobody, I say, has not tell me where he hides himself from my anger, then I'd strike him down, his brains would be sprinkled all over the floor of the cave, and my heart would be eased of the pain that nothing, Nobody, has brought me."

23 With this he drove the ram away from him out of doors, and I loosed myself when the ram was a little way from the cave, then untied my men. Swiftly, keeping an eye behind us, we shepherded those long-limbed sheep, rich and fat, down to the ship. And a welcome sight, indeed, to our dear friends were we, escapees from death, though they wept and sighed for the others we lost. I would not let them weep though, but stopped them all with a nod and a frown. I told them to haul the host of fine-fleeced sheep on board and put to sea. They boarded swiftly and took their place on the benches then sitting in their rows struck the grey water with their oars. When we were almost out of earshot, I shouted to the Cyclops, mocking him:

24 "Cyclops, the men you snatched with brutal force and ate within your cave were surely not the contrades of a coward. You have caused much grief; and it returns to haunt you now; you did not hesitate; hard heart, you ate your guests within your house; therefore lord Zeus has joined with other gods to batter you.'

<sup>25</sup> "My words incensed him more. He ripped the top of a huge peak, then hurled a chunk at us; that mass fell just beyond our ship's dark prow. The sea surged as the mass dropped; and the wash and signaled with my head: I spurred my men and signaled with my head: I spurred my men to fall hard on the oars, to fend against shipwreck; and they rowed hard—they strained, they bent. When we were twice as distant as we'd been, on all sides curbed me with these cautious words: on all sides curbed me with these cautious words:

26 "Why must you goad that savage so? Just now, that mass that monster cast into the sea drove back our ship to shore: we thought we'd reached our end. And if he'd heard us breathe or speak even the slightest word, he would have hurled one more rough rock and smashed our heads and hull. That brute has force to spare: he can throw far'

27 "These were their words. But my firm heart was not Convinced. Again my anger had to taunt:

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who lives in Ithaca—Laértës' son. Odysseus, ravager of cities: one then tell him that the man who gouged you was about the shameful blinding of your eye, 'Cyclops, if any mortal man should ask

return, promising that Poseidon will safely see Odysseus home, but Odysseus rebukes Polyphemes prophecy that one day Odysseus would blind him. He tries to coerce Odysseus and his men to hand have been supposed on their ship, Polyphemus reveals that long ago he heard

#### tseud eppelwond 🔌

- What classic traits of a hero does Odysseus possess?
- What challenges did Odysseus face?
- How did Odysseus overcome the challenges he faced?

#### Returning to the Text

- Your responses. Return to the text as you respond to the following questions. Use text evidence to support
- Write any additional questions you have about the epic poem in your Reader/Writer Notebook.
- paragraphs tells you this? 1. What motivates Odysseus to go to the land of the Cyclops? What evidence in the first two

influence the events that follow? hospitality. When he did appear he proved no joy to my men." How does Odysseus' behavior would not listen, though it would have been best, wishing to see the giant himself, and test his What does the following quote from paragraph 5 reveal about Odysseus' character? "But I

Swollof that straye of the events that follow? Based on the words and actions of the Cyclops, how would you describe his character? How

**4.** What does the word cunning tell you about Odysseus' special abilities? What does the word cunning tell you about Odysseus' special abilities?

 List the verbs used in the blinding of the Cyclops. What effect do these verbs have on the pacing of this event?

6. Summarize paragraphs 21 and 22, maintaining meaning and logical order. How do Odysseus and his men escape? What makes paragraph 22 dramatic? How does Odysseus' behavior influence the resolution to the conflict?

 Why do some lines in the poetic translation of the Odyssey end with a period and others with a comma? What is different about what those two graphical elements convey?

B. The adventure on the Road of Trials concludes with Odysseus having the last word of dialogue.
Is this an effective way to end? Why or why not?

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KQ Why is Odysseus' success so remarkable? What does his defeat of the Cyclops tell you

#### Working from the Text

10. Return to the epic poem and make observations and inferences about Odysseus' character. Use the My Notes to annotate descriptions of his own words, actions, motivations, and behaviors. Also note how others react to him.

- 11. Use the evidence you gathered to express your understanding about Odysseus' character. In one or two sentences, describe Odysseus.
- 12. Use the following chart to organize your notes about Odysseus. Fill in the description column with your notes, and then analyze what this information means about Odysseus and how his character affects the plot, meaning the events and resolution of the conflict.

Character         Effect on the Plot           Worlds			Character Analysis of Odysseus	
O sroibald		Effect on the Plot	Description	
SnoitovitoM sroitovitoM	0			words
	rved			anoitaA
	allene Roord. All rights rese			Motivations
Others' Reactions	© 2021 Ca			Behaviors
에서의 것은 것 같은 것은 것 같아요. 이상 사실에서는 실망에서 것 같아요. 것 같아요. 것 같아요. 그 같이지? 이 것이 것 같아요. 것은 것 같이 것 같아요. 것 같아요. 것 같아요. 전쟁 것 같아요. 것 않	0			Others' Reactions

of text evidence to support your response. events and resolution of the Odyssey excerpt. Include at least two examples 13. Quickwrite: Write an explanation of how Odysseus' character influences the

#### 🗹 Check Your Understanding

by Odysseus and his men. Refer directly to the content of the paragraph. Reread paragraph 21 and write a statement explaining a heroic trait demonstrated

Writer Notebook. Then map out the sequence of events on a plot diagram in your Reader/ 14. Analyze the structure of the narrative and summarize the events.

ways heroes overcome What are some outstanding OUEST KNOMFEDGE

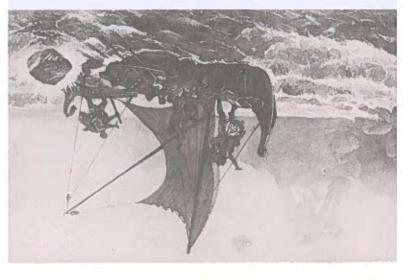
səpnəllendes?

#### Setting a Purpose for Viewing

- As you look at the pictures, think about the mood the artist was trying to create.
- Think about this question: Why are the images effective?



The Cyclops lies sleeping. Illustration by comic book artist Gino
 Photonio, published in the 20th Century in The Wanderings of Ulysses.



Polyphemus tosses rocks at the fleeing Odysseus and his crew.
 Polyphemus tosses rocks at the fleeing Odysseus and his crew.



 Odysseus cunningly escapes the cave. Illustration by Charles Edmund Brock, published in The Children's Hour: Stories from the Classics, 1907.

#### tsənD əbbəlwonX 🔕

- What emotions do you feel or sense while looking at the pictures?
   How did Odvsseus face the challenges
- How did Odysseus face the challenges
   depicted in each image?

#### Returning to the Images

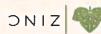
- Return to the images as you respond to the following questions. Use evidence
- to support your answers.
   Write any additional questions you have about the images in your Reader/ Writer Notebook.
- 15. Ko Image 2 shows how "Odysseus cunningly escapes the cave." Why does the caption use the word cunningly to describe the escape?

16. Choose one image. How does the depiction of the event in your chosen picture compare with the description in the text?

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### **U** READING LINK

You can continue to build your knowledge about this theme by reading related poetry and fiction at ZINC Reading Labs. Select the **poetry** and **fiction** filters and type keywords such as heroes or challenges in the Search all ZINC articles field.



#### isən əbpəiwoni 🔌

Use what you have learned so far about heroes and your knowledge from reading the *Odyssey* about the ways that Odysseus overcame challenges. Write an informational essay that responds to the question: What are some outstanding ways heroes overcome challenges?

Be sure to:

- Clearly introduce the topic.
- Develop the topic with well-chosen evidence from the text.
- Provide a conclusion that supports the information.

#### Working from the Images

18. Use the graphic organizer to analyze the mood each image creates. First, locate the text evidence used to illustrate the scene depicted in the image. Then, analyze the artist's interpretation. How does the image represent the text? Does the image accurately reflect the text? Did the artist take any liberties? Finally note the mood created in the image.

	shading, and expressions used in the visua		
connect ideas.	ad imagery to create tone and mood. ogically and naturally and use transitions to		
		experiences, events, o	
on and develop	ues such as dialogue, pacing, and descripti		
ur understanding of the	u created in the previous activity. What mig his or her journey? Draft an event using you our structure and development. Be sure to:	Think about the hero you in the Initiation Stage of	
	JnemeseseA bebbedn	Drafting the En	
			ຣ ອຸຊົນ
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			age 1

Odyssey and how the artist uses these devices to evoke a certain mood. What scene from

your narrative would make a good visual?

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#### The Return

## 11VIT2A

#### ςearning Strategies

Marking the Text Diffusing Skimming/Scanning Drafting

#### WORD CONNECTIONS

Roots and Affixes

The prefix re-, as in return, is a very common and useful datin prefix that means "again" or "back." You can use it to determine the meaning of many English words, such as replay, rewrite, replace, regenerate, reproduce, recall, recreate, and so on.

#### 29toN YM

#### 

- Analyze a novel excerpt for archetype and narrative techniques.
- Draft and illustrate the final event in a narrative.

#### Preview

In this activity, you will see how the Return stage of the Hero's Journey archetype is presented in a novel excerpt.

#### The Return

While some stories end after the hero has achieved the Ultimate Boon (the goal he or she set out to achieve), most stories continue into the final stage: The Return.

#### Using Evidence to Support Understanding

To understand how Meg's journey is an example of a Hero's Journey archetype, you will need to read closely and make inferences about the characters and the conflict. You will need to keep track of evidence in the text that supports your understanding of events and characters, and then you connect this evidence. These what you know about the Hero's Journey archetype to make an inference. These inferences will help you come to a greater understanding about the text as a whole. One strategy for keeping track of evidence is annotation. Use the Setting evidence.

#### Setting a Purpose for Reading

- As you read, underline and label evidence of a Hero's Journey.
- Circle unknown words and phrases. Try to determine the meaning of the words
   by using context clues, word parts, or a dictionary.

#### About the Author

s f f r F

Madeleine L'Engle (1918–2007) submitted her best-known work, A Wrinkle in Time, to 27 publishers before it was accepted and published. It went on to win the 1963 Newbery Award for best children's book. A Wrinkle in Time is the first book in a series that follows the lives of Meg Murry, her youngest brother Charles Wallace, their friend Calvin O'Keefe, and twin brothers finst book in a series that follows the lives of Meg finst book in a series that follows the lives of Meg first book in a series that follows the lives of Meg first book in a series that follows the lives of Meg first book in a series that follows the lives of Meg first book in a series that follows the lives of Meg first fook in a series that follows the lives of the first book in a series that follows the lives of the secondy and Dennys. Beginning with A Wrinkle first foothers series the characters first footh and Dennys. Beginning with A Wrinkle they have to defeat in order to save the world.

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#### Ϳ϶νοͶ

## Smit ni slänine in Time

#### by Madeleine L'Engle

#### excerpt from Chapter 12, "The Foolish and the Weak"

This excerpt comes near the end of Meg Murry's journey. She has found her father with the help of Mrs. Whatsit, Mrs. Who, and Mrs. Which. They have escaped Camazotz, but they were forced to leave behind her younger brother Charles Wallace in the grip of the "Black Thing." Now Meg must return to Camazotz to get her brother.

Immediately Meg was swept into darkness, into nothingness, and then into the icy devouring cold of the Black Thing. Mrs Which won't let it get me, she thought over and over while the cold of the Black Thing seemed to crunch at her bones.

2 Then they were through it, and she was standing breathlessly on her feet on the same hill on which they had first landed on Camazotz. She was cold and when she had spent an affernoon skating on the pond. She looked around. She was completely alone. Her heart began to pound.

Then, seeming to echo from all around her, came Mrs Which's unforgettable voice, "I hhave nnott ggivenn yyou mmyy ggifft. Yyou hhave ssomethinngg thatt ITT hhass nnott. Thiss ssomethinngg iss yyourr only wweapponn. Bbutt yyou mmusstt ffinndd itt fforr yyourrssellft." Then the voice ceased, and Meg knew that she was alone.

A She walked slowly down the hill, her heart thumping paintully against her ribs. There below her was the same row of identical houses they had seen before, and beyond these the linear buildings of the city. She walked along the quiet street. It was dark and the street was deserted. No children playing ball or skipping rope. No mother figures at the doors. No father figures returning from work. In the same window of each house was a light, and as Meg walked down the street all the lights were extinguished simultaneously. Was it because of her presence, or was it simply that it was time for lights out?

5 She felt numb, beyond rage or disappointment or even fear. She put one foot ahead of the other with precise regularity, not allowing her pace to lag. She was not thinking; she was not planning; she was simply walking slowly but steadily toward the city and the domed building where IT lay.

6 Now she approached the outlying buildings of the city. In each of them was a vertical line of light, but it was a dim, eerie light, not the warm light of stairways in cities at home. And there were no isolated brightly lit windows where someone was working late, or an office was being cleaned. Out of each where someone was working late, or an office was being cleaned. Out of each

#### GRAMMAR & USAGE

readers. paint a more vivid picture for uses prepositional phrases to pay attention to how the author ,9miT ni 9lhninW A bo9r uoy 2A what is happening to Meg. adds vivid details to describe of these prepositional phrases Notice how the author's use describing the noun cold. Black Thing as an adjective, prepositional phrase of the sentence, the author uses the where Meg went. In that same function as adverbs, describing three prepositional phrases the icy devouring cold. These into nothingness, and into preposition into: into darkness, phrases beginning with the uses three prepositional the first sentence, the author from A Wrinkle in Time. In at paragraph 1 in the excerpt as adjectives or adverbs. Look Prepositional phrases function of time, direction, or location. phrases show relationships to add details. Prepositional and prepositional phrases Writers use prepositions Prepositional Phrases Prepositions and

eerie: spooky; inspiring fear

#### eston ym

building came one man, perhaps a watchman, and each man started walking the width of the building. They appeared not to see her. At any rate they paid no attention to her whatsoever, and she went on past them.

Possibly got? That have I got that IT hasn't got? she thought suddenly. What have I possibly got?

8 Now she was walking by the tallest of the business buildings. More dim vertical lines of light. The walls glowed slightly to give a faint illumination to the streets. CENTRAL Central Intelligence was ahead of her. Was the man with red eyes still sitting there? Or was he allowed to go to bed? But this was not where she must go, though the man with red eyes seemed the kind old gentleman he claimed to be when compared with IT. But he was no longer of gentleman he claimed to be when compared with IT. But he was no longer of gentleman he claimed to be when compared with IT. But he was no longer of gentleman he claimed to be when compared with IT. But he was no longer of gentleman he claimed to be when compared with IT. But he was no longer of many consequence in the search for Charles Wallace. She must go directly to IT.

9 IT isn't used to being resisted. Father said that's how he managed, and how Calvin and I managed as long as we did. Father saved me then. There's nobody here to save me now. I have to do it myself. I have to resist IT by myself. Is that what I have that IT hasn't got? No, I'm sure IT can resist. IT just isn't used to having other people resist.

10 CENTRAL Central Intelligence blocked with its huge rectangle the end of the square. She turned to walk around it, and almost imperceptibly her steps slowed.

It was not far to the great dome which housed IT.

12 I'm going to Charles Wallace. That's what's important. That's what I have to think of. I wish I could feel numb again the way I did at first. Suppose IT has him somewhere else? Suppose he isn't there?

13 I have to go there first, anyhow. That's the only way I can find out.

14 Her steps got slower and slower as she passed the great bronzed doors, the huge slabs of the CENTRAL Central Intelligence building, as she finally saw ahead of her the strange, light, pulsing dome of IT.

15 Father said it was all right for me to be afraid. He said to go ahead and be afraid. And Mrs Who said—I don't understand what she said but I think it was meant to make me not hate being only me, and me being the way I am. And Mrs Whatsit said to remember that she loves me. That's what I have to think about. Not about being afraid. Or not as smart as IT. Mrs Whatsit loves me. That's quite something, to be loved by someone like Mrs Whatsit.

16 She was there.

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17 No matter how slowly her feet had taken her at the end, they had taken her there.

18 Directly ahead of her was the circular building, its walls glowing with violet flame, its silvery roof pulsing with a light that seemed to Meg to be insane. Again she could feel the light, neither warm nor cold, but reaching out to touch her, pulling her toward IT.

consequence: importance imperceptibly: in a manner that is hardly noticeable violet: a purplish-blue color

.nithiw saw and and sucking, and she was within.

could feel the inexorable beat within her body, controlling her heart, her lungs. breath, for breath in her own rhythm, not the permeating pulsing of IT. She 20 It was as though the wind had been knocked out of her. She gasped for

21 But not herself. Not Meg. It did not quite have her.

rhythm of IT. as she had seen him before, with a tic in his forehead reiterating the revolting Wallace was crouched beside IT, his eyes still slowly twirling, his jaw still slack, pulsing and quivering on the dais, soft and exposed and nauseating. Charles before them cleared and she could see. There was the brain, there was IT, lying 22 She blinked her eyes rapidly and against the rhythm until the redness

not Charles at all. Where was Charles Wallace, her own beloved Charles Wallace? stomach, for she had to realize afresh that she was seeing Charles, and yet it was 33 As she saw him it was again as though she had been punched in the

24 What is it I have got that IT hasn't got?

Mrs Whatsit would send you. She is our friend, you know." nice to have you back, dear sister. We have been waiting for you. We knew that woH" .You have nothing that IT hasn't got," Charles Wallace said coldly. "How

.TI omi qu bened ganed up into IT. 26 For an appalling moment Meg believed, and in that moment she felt her

27 "No!" she screamed at the top of her lungs. "No! You lie!"

28 For a moment she was free from ITs clutches again.

29 As long as I can stay angry enough IT can't get me.

30 Is that what I have that IT doesn't have?

". svan t have." TI that gninton oven uot". You have nothing that IT and "You have nothing that IT

the strength of IT. churned in ITs rhythm. Her body trembled with the strength of her hatred and began to be lost in IT. The red miasma swam before her eyes; her stomach hatred, sheer and unadulterated, and as she became lost in hatred she also was not Charles Wallace at all. No, it was not anger, it was loathing; it was 32 "You're lying," she replied, and she felt only anger toward this boy who

Hate was nothing that IT didn't have. IT knew all about hate. 33 With the last vestige of consciousness she jerked her mind and body.

she screamed. "You are lying about that, and you were lying about Mrs Whatsit!"

35 "Mrs Whatsit hates you," Charles Wallace said.

#### **MORD CONNECTIONS**

root exor comes from Latin and debatable and laughable. The "capable or worthy of," as in supam alda- xittus adt .beffective and inexperienced. ni pninpem emps edt prefix in- means "not." It has In the word inexorable, the sexifia bnp stoos

"to plead for."

**MORD CONNECTIONS** 

#### is used to mean a poisonous ti woN ".noitullot" no "nibte" same Greek word that means vapors." It derives from the Latin word meaning "noxious in the 1660s as a Modern The word midsma appeared είλωοιοσλ

**Something** vestige: a bit or trace of reiterating: repeating lli leel gaixem :gaiteseuen ενειγωλέτε permeating: spreading

atmosphere.

#### eston ym

36 And that was where IT made ITs fatal mistake, for as Meg said, automatically, "Mrs Whatsit loves me; that's what she told me, that she loves me," suddenly she knew.

37 She knew!

.эvо.Л <mark>88</mark>

39 That was what she had that IT did not have.

40 She had Mrs Whatsit's love, and her father's, and her mother's, and the real Charles Wallace's love, and the twins', and Aunt Beast's.

41 And she had her love for them.

42 But how could she use it? What was she meant to do?

43 If she could give love to IT perhaps it would shrivel up and die, for she was sure that IT could not withstand love. But she, in all her weakness and foolishness and nothingness, was incapable of loving IT. Perhaps it was not too much to ask of her, but she could not do it.

44 But she could love Charles Wallace.

45 She could stand there and she could love Charles Wallace.

46 Her own Charles Wallace, the real Charles Wallace, the child for whom she had come back to Camazotz, to IT, the baby who was so much more than she was, and who was yet so utterly vulnerable.

47 She could love Charles Wallace.

48 Charles. Charles, I love you. My baby brother who always takes care of me. Come back to me, Charles Wallace, come away from IT, come back, come home. I love you, Charles. Oh, Charles Wallace, I love you.

49 Tears were streaming down her cheeks, but she was unaware of them.

**50** Now she was even able to look at him, at this animated thing that was not her own Charles Wallace at all. She was able to look and love.

51 I love you. Charles Wallace, you are my darling and my dear and the light of my life and the treasure of my heart, I love you. I love you. I love you.

**52** Slowly his mouth closed. Slowly his eyes stopped their twirling. The tic in the forehead ceased its revolting twitch. Slowly he advanced toward her.

"I love you!" she cried. "I love you, Charles! I love you!"

**54** Then suddenly he was running, pelting, he was in her arms, he was shrieking with sobs. "Meg! Meg! Meg!"

55 "I love you, Charles!" she cried again, her sobs almost as loud as his, her tears mingling with his. "I love you! I love you!"

vulnerable: susceptible to danger

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who now had her in its clutches. came a sense of Mrs Whatsit's presence, so that she knew it could not be IT seemed to tear through her. Darkness again. Through the darkness to save her 56 A whirl of darkness. An icy cold blast. An angry, resentful howl that

was crying out, "Meg! Oh, Meg!" was rolling over on the sweet-smelling autumnal earth, and Charles Wallace And then the feel of earth beneath her, of something in her arms, and she

J9V0 tightly about her neck. "Meg, you saved me! You saved me!" he said over and Now she was hugging him close to her, and his little arms were clasped

through the darkness toward them. <sup>65</sup> "Meg!" came a call, and there were her father and Calvin hurrying

Call Where are we?" 60 Still holding Charles she struggled to stand up and look around. "Father!

"!ilooord ht ni bebnsl we broccoli!" suddenly he laughed, his own, sweet, contagious laugh. "In the twins' vegetable 61 Charles Wallace, holding her hand tightly, was looking around, too, and

father, to hug Calvin, and not to let go of Charles Wallace for one second. 62 Meg began to laugh, too, at the same time that she was trying to hug her

63 "Meg, you did it!" Calvin shouted. "You saved Charles!"

was trying to control his anxiety and eagerness. turned toward the house. "Now I must go in to Mother." Meg could tell that he 64 "I'm very proud of you, my daughter." Mr. Murry kissed her gravely, then

Murry walking toward them through the long, wet grass. 65 "Look!" she pointed to the house, and there were the twins and Mrs.

squinting in the moonlight, and then starting to run toward his wife. 66 "First thing tomorrow I must get some new glasses," Mr. Murry said,

67 Dennys's voice came crossly over the lawn. "Hey, Meg, it's bedtime."

68 Sandy suddenly yelled, "Father!"

all over with the exuberance of his greeting. kitchen. He dashed across the lawn to join in the joy, and almost knocked them longer, catapulted his sleek black body right through the screened door to the and Fortinbras, who could bear being left out of the happiness not one second They were talking and laughing all at once, when they were startled by a crash, out and pulled him in and Mrs. Murry gave him a special hug all of his own. Charles Wallace and the twins, and Calvin grinning by them until Meg reached happy jumble of arms and legs and hugging, the older Murrys and Meg and him, and they were in each other's arms, and then there was a tremendous 69 Mr. Murry was running across the lawn, Mrs. Murry running toward

even greater and deeper than the joy and love which were already there. be near, because all through her she felt a flooding of joy and of love that was 70 Meg knew all at once that Mrs Whatsit, Mrs Who, and Mrs Which must

#### 29toN VM

gravely: seriously

person to another

paragraph 69).

seipngoj

contagious: passed from one

autumnal: related to autumn

the English verb catapult (in

meaning. The Spanish word

differently than, its Spanish

the same as, but pronounced (in paragraph 72) is spelled

**MORD CONNECTIONS** 

The English word tangible

catapultar is a cognate of

coduate with the same

71 She stopped laughing and listened, and Charles listened, too. "Hush."

72 Then there was a whirring, and Mrs Whatsit, Mrs Who, and Mrs Which were standing in front of them, and the joy and love were so tangible that Meg felt that if she only knew where to reach she could touch it with her bare hands.

73 Mrs Whatsit said breathlessly, "Oh, my darlings, I'm sorry we don't have time to say good-by to you properly. You see, we have to—"

74 But they never learned what it was that Mrs Whatsit, Mrs Who, and Mrs Which had to do, for there was a gust of wind, and they were gone.

#### Making Observations

- Who do we meet in the excerpt?
- What is a detail you noticed that someone else might miss?

## Returning to the Text

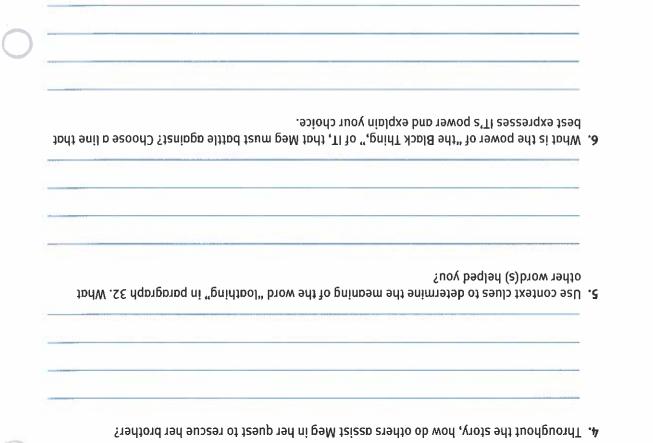
Nont tesponses.

- Return to the text as you respond to the following questions. Use text evidence to support
- Mrite any additional questions you have about the novel excerpt in your Reader/Writer Notebook.
- The word "devouring" is used in paragraph 1. What is the effect of this word choice on the mood of the opening?

2. Why does the author use mathematical terms such as "linear" and "vertical" to describe the scene?

 What can you infer about IT as a character in the novel? Provide textual evidence to support your inferences.

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 $\pmb{\lambda}.$  How does Meg use "the Ultimate Boon" to conquer the power of IT?

8. What is the meaning of the word "animated" in paragraph 50? Use context clues to help you, and cite textual evidence in your response.

## Working from the Text

9. Use the following graphic organizer to analyze how A Wrinkle in Time demonstrates the Return Stage of a Hero's Journey. Return to the text to find evidence to fill in the graphic organizer.

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The Crossing or Return Threshold — The Theme Statement (integrating Wisdom into previous life)	
ett) <b>tuontiW mort escue</b> (9biug)	
<b>The Magic Flight</b> (the adventure "home")	
Return Stages	Evidence from the Text

......

# 🖸 Check Your Understanding

Write 3–4 sentences explaining how Meg represents the Hero in the Hero's Journey archetype. Use text evidence from the excerpt to support your claim.

#### LANGUAGE & WRITER'S CRAFT: Verbs and Mood

Writers form and use verbs in the correct mood. The list below shows the moods of English verbs.

Indicative Mood: verbs that indicate a fact or opinion

I am too ill to go to school today.

Imperative Mood: verbs that express a command or request

Go to school. Please get up and get dressed. The provide the second second second second second second second s

Interrogative Mood: verbs that ask a question

Are you going to school? Do you feel ill?

happen if a certain condition is met

ן אסחוק אמעפ קסחפ נס גכאססו אפגנפולמא וֹן ו אמל לפוֹנ אפוו.

Your teacher might want you to complete the assignments you missed.

Subjunctive Mood: Verbs that describe a state that is uncertain or contrary to fact; when using the verb "to be" in the subjunctive, always use were rather than was.

I wish my cold were better today.

ί γου were to go to school, what would you learn?

**PRACTICE** Look over the excerpt from A Wrinkle in Time again. Find an example of a sentence to illustrate each of the moods above. Write and label these examples in your Reader/Writer Notebook. If you have time, create a few more examples on your own and add those to your Reader/Writer Notebook.

# Reading Graphic Novels

To continue thinking about how to illustrate your narrative, you will take a look at a graphic novel adaptation of the A Wrinkle in Time excerpt that you just read. Graphic novels use a combination of images and words to tell real or fictional stories. As you explore the graphic novel, you should note the distinct graphic features that characterize this type of storytelling. Following is a list of graphic features and their uses. These terms can help you speak and write about graphic novels with precision.

Panel – squares or rectangles that contain a single image

Gutter-space between panels

characters

the reader the reader

Caption – box that provides background information about the scene or character

Sound Effect—visual clue about sounds in the scene

**Long Shot** — image that shows a character or object from the distance so you can see its entirety

Extreme Long Shot—image that shows objects or characters in very small scale, often showing a landscape or crowd of characters

the panel Close-up—image that is shown in a large view taking up at least 80 percent of

**Extreme Close-up**—image that is shown in very large view, often focusing on a small portion of a larger object or character

## Setting a Purpose for Reading

- As you read, underline and label evidence of a Hero's Journey.
- Circle unknown words and phrases. Try to determine the meaning of the words
   by using the images, context clues, word parts, or a dictionary.

#### **Nout the Author**

Hope Larson (b. 1982) is the New York Times best-selling author of six graphic novels. In 2007 she won an Eisner Award, the highest honor for a comic artist, for her adapted and illustrated edition of A Wrinkle in Time: The Graphic Novel. Some of her other graphic novels include Who is AC?, Mercury, and Chiggers. Currently, she writes DC Comics' Batgirl series and lives in Los Angeles.

29toN VM

# 29toN VM

### **Graphic Novel**

# The Graphic Novel :9mi T ni 9lyning A mort

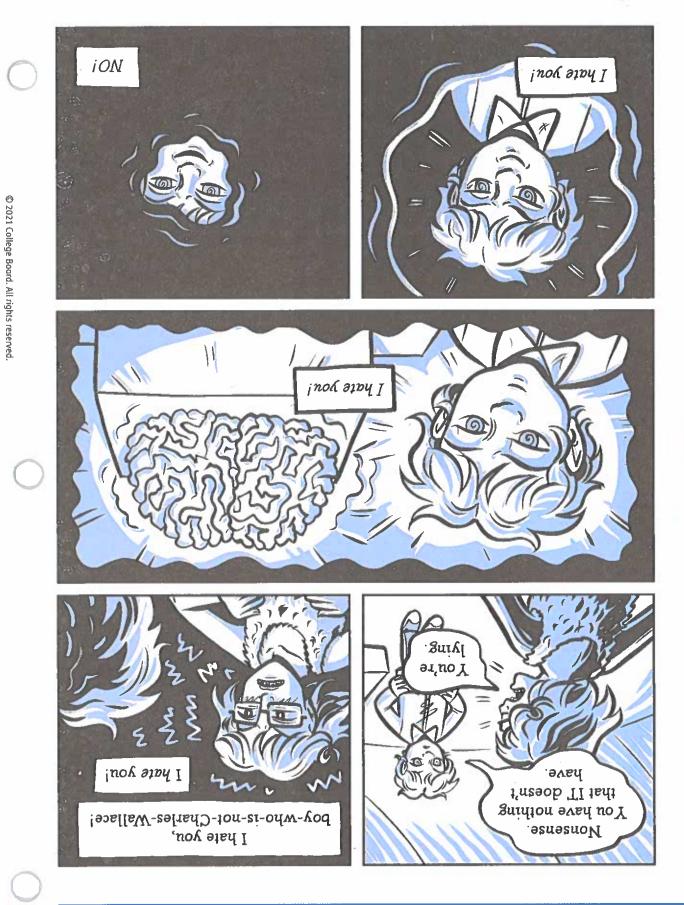
adapted and illustrated by Hope Larsen



Ic main to speak the Challenge of Heroism 51

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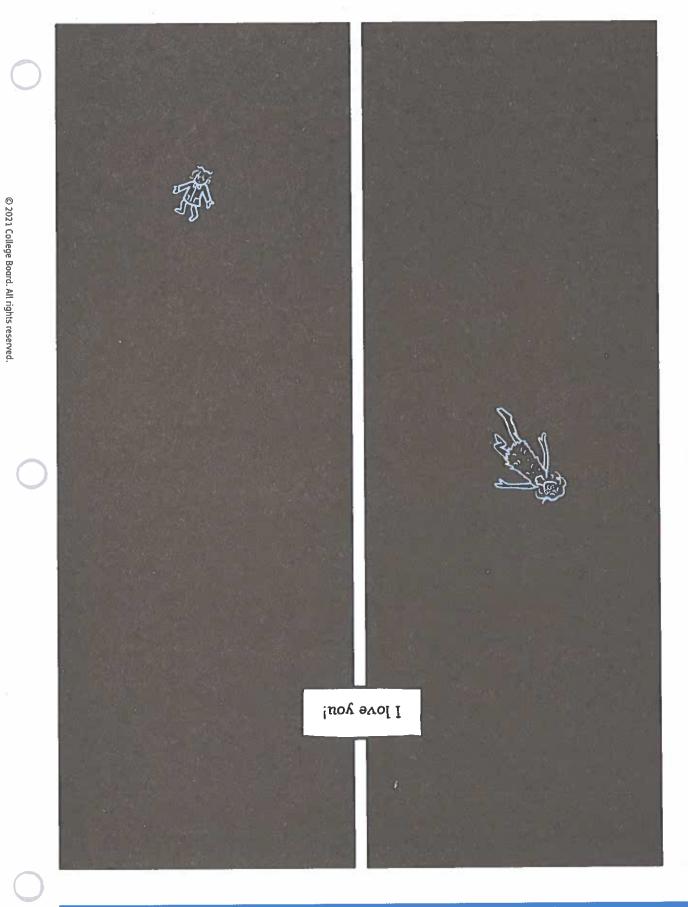








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# Working from the Text

10. Return to the graphic novel. Use the graphic organizer that follows to tell where each Return Stage of a Hero's Journey of A Wrinkle in Time is illustrated in the graphic novel. In the second column, list the visual effects the illustrator uses to communicate the ideas of each stage. In the third column, tell what mood is created by the use of these effects.

U.I.	
all	<b>The Magic Flight</b> (the adventu "home")
(ət	Rescue from Without (the guid
	<b>The Crossing or Return</b> <b>Threshold — The Theme State</b> (integrating wisdom into previ life)

the text did not?

12. Explain why the illustrator might have wanted to create a visual version of A Wrinkle in Time.

# Instructing the Embedded Assessment

Revisit your hero narrative. What might your hero learn by the end of the Return Stage in his or her journey? Draft an ending to your narrative using your understanding of the Crossing/ Return Threshold to guide your development. Be sure to:

- Make sure the ending to your story follows the previous events logically and naturally.
- Include some reflection in the ending and answer the question: What does the hero learn?
- Use narrative techniques such as dialogue, pacing, and description.
- Incorporate sentences that use the different verb moods you have learned about in this lesson.

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# Language Checkpoint: Understanding Sentence Boundaries

# τεακητης Τατgets

- Understand complete sentences, sentence fragments, and run-on sentences, including comma splices.
- Revise writing to correct sentence fragments and run-on sentences.

#### Preview

In this activity, you will learn to recognize complete sentences and to revise your writing to correct sentence fragments and run-on sentences. Understanding Sentence Boundaries

Skilled writers use complete sentences to express complete thoughts. A sentence fragment is less than a complete sentence; that is, it is missing one or more elements that make it complete. A runon is more than a complete sentence; that is, it runs two or more complete sentences together as it they were one.

## Recognizing Complete Sentences and Sentence Fragments

Knowing the differences between complete sentences and sentence tragments is an important part of becoming a strong writer and self-editor.

A sentence includes at least one independent clause. An independent clause includes a subject and a verb and expresses a complete thought.

Look at these sentences from A Wrinkle in Time:

She looked around. She (was) completely alone. Her heart began to pound.

Each one has a subject (underlined) and a verb (circled). Each one expresses a complete thought.

A **sentence fragment** may be missing a subject and/or a verb, or it may not express a complete thought.

Fragment (missing a subject): Beginning to pound.

Fragment (missing a verb): Her heart in her throat.

Fragment (not a complete thought): When she realized her situation.

Writers usually use complete sentences to express their meaning. Sometimes, though, a writer chooses to use sentence fragments to produce a specific effect in his or her writing.

rising the second the main of the includes two fragments:

Mrs. Whatsit said to remember that she loves me. That's what I have to think about. Not about being afraid. Or not as smart as IT.

1. Which two word groups above are complete sentences? Which two are fragments?

2. Explain how you identified the fragments.

# 8.1 21

 Quickwrite: Why might Madeleine L'Engle have chosen to use sentence fragments? What effect do the fragments create?

#### secognizing Run-on Sentences

Sometimes two or more complete sentences run together as if they are a single sentence. This creates a **run-on sentence**. Like sentence fragments, run-ons are usually avoided, though some writers may use them for effect. For example, using run-ons can show rambling dialogue.

Run-ons can be confusing because they make it a hard to see where one thought ends and another begins. Alternatively, the connection between the sentences might not be clear.

rook at this run-on:

Madeleine L'Engle wrote many acclaimed books for children and adults her best-known work, A Wrinkle in Time, won the 1963 Newbery Medal.

This word group contains two whole sentences (independent clauses) and two whole complete thoughts. With no punctuation between them, the sentences are not clear.

A run-on can be revised in several ways.

It can be made into two separate sentences:

Madeleine LEngle wrote many acclaimed books for children and adults. Her best-known work, A Wrinkle in Time, won the 1963 Newbery Medal.

A comma and coordinating conjunction (such as and, but, or, so, or yet) can be added, making a compound sentence:

Madeleine UEngle wrote many acclaimed books for children and adults, and her best-known work, A Wrinkle in Time, won the 1963 Newbery Medal.

meaning. In some cases, the clauses can be joined by a semicolon—if the clauses are closely connected in

Madeleine LEngle wrote many acclaimed books for children and adults; her best-known work, A Wrinkle in Time, won the 1963 Newbery Medal.

Run-ons can also be reworded so that one of the independent clauses becomes a phrase or dependent clause.

Madeleine L'Engle wrote many acclaimed books for children and adults, **including** her best-known work, A Wrinkle in Time, which won the 1963 Newbery Medal.

# Recognizing Comma Splices

One specific kind of run-on sentence is called a **comma splice.** A comma splice occurs when two sentences are run together with only a comma between them:

Madeleine L'Engle wrote many acclaimed books for children and adults, her best-known work, A Wrinkle in Time, won the 1963 Newbery Medal.

A comma splice can be corrected by breaking the run-on into two separate sentences, adding a conjunction after the comma, or replacing the comma with a semicolon.

#### Read the following paragraph:

L'Engle submitted her manuscript for A Wrinkle in Time to many different publishers, twenty-six of them rejected it. The twenty-seventh agreed to publish it. L'Engle's work also includes plays and poetry, as well as her autobiography. A Wrinkle in Time is part of a series, other books in the series are A Wind in the Door, A Swiftly Tilting Planet, Many Waters, and An Acceptable Time.

- 4. In the above paragraph. Underline each complete, correct sentence.
- In the paragraph above, draw brackets around any run-on sentence(s).
- 6. If a run-on is a comma splice, circle the comma that incorrectly "splices" the sentences together.

#### Revising Sentences, Fragments, and Run-ons

7. Decide whether each word group below is a sentence (S), fragment (F), or run-on (R). Circle the corresponding letter. Rewrite the sentences with correct capitalization and punctuation. Revise the fragments and run-on sentences to make it a complete, correct sentence.

Ĵ,	meg feels afraid, she persists in her mission	s/ғ/в
<b>.</b> 9	now meg, on her way to camazotz to get him	8/F/R
.b	charles wallace is in the grip of the "black thing"	8/F/R
• <b>ว</b>	they were forced to leave behind charles wallace, he is her younger brother	8/E/R
.d	she has found her father, and they have escaped camazotz	я/ғ/ <i></i> г
•D	meg murry's journey, a long and difficult one	S/F/R

Rewrite the following paragraph, correcting fragments and run-ons.

A Wrinkle in Time first published in 1962. It is the first book in Madeleine L'Engle's Time Quintet. Which is a series of five books that involve travel in time. The book includes ideas from quantum physics, one of those ideas is the tesseract. Supernatural beings use the tesseract to transport Meg Murry and other characters across the universe.

# 🖾 Check Your Understanding

What questions can you ask yourself, when editing your work, to check for sentence fragments? How can you tell whether a fragment is used for effect?

your work? What questions can you ask yourself to check for run-on sentences and comma splices in

Add the questions to your Editor's Checklist.

## Practice

With a partner, exchange drafts of your hero narrative and examine the writing specifically for correct use of complete sentences with correct punctuation. Put an exclamation point next to any sentence fragments or run-on sentences. Evaluate any fragments to determine whether they are unintentional or are used for effect. If they are unintentional, work with your partner to revise them. Also revise any run-ons or comma splices.

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# **9.1**

# Revising and Editing

#### Learning Strategies

Collaborative Discussion Sharing and Responding Summarizing Self-Editing/Peer-Editing

### rearning Targets

- Identify and apply effective techniques and strategies for writing groups.
- Revise and edit a narrative draft through a collaborative writing group.

#### Preview

In this activity, you will participate in a writing group to provide feedback to your peers about their writing and revise your own work based on peer feedback.

# Writing Group Roles

For groups to be effective, each member must participate to help achieve the goals of the group. The purpose of writing groups is to:

- Provide an open-minded place to read, respond to, and revise writing.
- Provide meaningful feedback to improve writing based on specific criteria.
- Create specific roles to solicit and manage sharing and responding.
- Focus on posing open-ended questions for the writer to consider.

Writing group members have roles and responsibilities.

Jediciments: Listens to the draft, takes notes, responds to questions, and asks questions for clarification.	As his or her work is being read aloud by another, the Writer can get an overall impression of the piece. The Writer follows oral or written instructions to improve the writing. The Writer asks questions to get feedback that will lead to effective revision.	Writer's questions: • What do you want to know more about? • Which part does not make sense? • How can I improve this part? • How can I improve this part?
The Listeners: Take notes and prepare open- for the Writer or make constructive statements.	The Listeners begin with positive statements, using "I" statements to talk about the writing, not the Writer. The Listeners use the writer's checklist to produce thoughtful questions that will help strengthen the writing.	Reader's and Listeners' comments and • What do you plan to do next? • Mhat do you plan to do next? • I was confused when
<b>The Reader:</b> Reads the text aloud. Begins the conversation after reading.	The Reader's purpose is to share an understanding of the Writer's words. The Reader provides the writer with oral or written instructions on how to improve their writing. The Reader follows all listeners' guidelines as well.	Reader's and Listeners' compliments: • I liked the words you used, such as • This piece made me feel • This piece reminded me of • I noticed your use of from the Hero's Journey when you
Role	səniləbinə	Discussion/Response Starters

1. Summarize the purpose and process of working in a successful writing group.

## **The Revision Process**

Very few people are able to write a perfect first draft, so revising is a typical part of the writing process—even for famous writers. In an interview done for The Paris Review in 1956, the interviewer asked Ernest Hemingway about his writing.

Interviewer: How much rewriting do you do? Hemingway: It depends. I rewrote the ending of Farewell to Arms, the last page of it, 39 times before I was satisfied.

Interviewer: Was there some technical problem there? What was it that had stumped you? Hemingway: Getting the words right.

(from Ernest Hemingway, "The Art of Fiction," The Paris Review Interview, 1956)

2. Writing groups can help you revise and get your words right. Throughout this unit, you have started a narrative about a hero. As you think about revising your draft, what are some guiding questions you might ask? You might use the Embedded Assessment 1 Scoring Guide to prompt your questions to focus on clarity, development, organization, style, word choice, and sentence variety.

#### Introducing the Strategy: Self-Editing, Peer-Editing

Editing your writing is a part of the writing process (self-editing). This strategy can be used with a partner (peer-editing) to examine a draft closely to identify areas that may need to be corrected for structure, ideas, language, grammar, punctuation, capitalization, or spelling. Peer editors need to provide clear oral or written instructions for how the writer can improve the writing.

- 3. In addition to asking questions, having a writer's checklist can help you revise. Next, you will work with members of your writing group to create, on separate paper, a writer's checklist for your Hero's Journey narrative. This checklist should reflect your group's input about the following:
- Ideas: Think of the purpose and development of the writing, the topic, and the details.
- Structure: Think of the type of writing and its purpose, as well as the organization and clarity of the writing. Revisit your hook and decide whether it is adequate or needs revision.
- Use of language: Think about style, clarity, figurative language, descriptive details, transitions, word choice, sentence variety, and so on.

4. After completing your writer's checklist, your writing group will read and discuss each member's draft of the Hero's Journey narrative. Group members should trade roles of Reader, Listener, and Writer as they proceed through each draft, following the information in the chart at the beginning of Activity 2.9.

## Using Resources and References to Revise

How does a writer improve a text through revision? Deep revision takes time and effort. Skilled writers do the following:

- Add ideas and language to improve the development of ideas.
- Delete irrelevant, unclear, and repetitive ideas and language to improve pacing, clarity, and effect.
- Rearrange ideas to improve organization.
- Substitute ideas and language for effect such as improving sentence variety, tailoring style, or refining word choice to be more precise.
- 5. Have students number and label the sequence of events in their narratives to check how naturally and effectively the events unfold. Then have them summarize the sequences with partners to verify that they make sense.
- 6. Use the writer's checklist you created, the feedback from your peers, and the revision strategies above to guide your revision. Share one of your revisions with the class by explaining specifically what you revised and how it improved your writing.

# flating a Draft

- New writers sometimes confuse revision with editing or proofreading. Both are extremely important in creating a polished piece of writing, but they are different and separate processes.
- Revision focuses on ideas, organization, and language and involves adding, deleting, rearranging, and substituting words, sentences, and entire paragraphs.
- Editing focuses on conventions of standard English. It involves close proofreading and consulting reference sources to correct errors in grammar and usage, capitalization, punctuation, and spelling.
- After drafting a text, students often either revise or edit rather than doing both. Skipping
   either step in the writing process greatly affects the quality of your final draft.
- 8. It is essential that writers take the time to edit drafts to correct errors in grammar and usage, capitalization, punctuation, and spelling. Return to your draft and self-edit and peer-edit to strengthen the grammar and language conventions in your draft. Be sure to create a new writer's checklist that contains specific areas of concern.

# 🐼 Check Your Understanding

Use a combination of self-editing and peer-editing to strengthen the language and grammar in your draft, and correct errors in capitalization, punctuation, and spelling. Use online tools , such as spelling and grammar checkers and online dictionaries, to verify your writing when you are unsure.

# 🚺 Independent Reading Checkpoint

What accomplishments did the protagonist in your independent reading text achieve? What vivid language did the author use to describe these accomplishments? Explain why you think these you have made to this text. Use complex and compound-complex sentences in your explanation, and include correctly punctuated dialogue from the excerpt.

# Writing a Hero's Journey Narrative

#### Think about all the heroes you have encountered in fiction and real life. What type of hero appeals to you? Write and create an illustrated narrative about an original hero. Use the Hero's Journey archetype to develop and structure your ideas. Orally present your narrative to your classmates.

	How will you prepare a final draft for publication and presentation?
checking and Editing: Confirm that your final draft s ready for publication.	How will you proofread and edit your draft to demonstrate command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage?
Create opportunities to eview and revise your work.	<ul> <li>What is your plan to incorporate suggestions and ideas for revisions into your draft?</li> <li>How can you improve connotative diction and imagery to create tone and mood?</li> <li>How can the Scoring Guide help you evaluate how well your draft meets the requirements of the assignment?</li> </ul>
Evaluating and Revising:	How will you find or create illustrations to capture key imagery, emphasize ideas, or add interest? When will you share your work with your writing group?
	<ul> <li>How will you sequence events logically and naturally using steps of the Hero's Journey archetype?</li> <li>How will you provide a conclusion or resolution that follows from and reflects on the events of the narrative?</li> </ul>
Drafting: Create a draft that ncludes the elements of an effective narrative.	<ul> <li>How will you introduce characters, context, and setting and establish a point of view?</li> <li>How will you use dialogue, details, and description to create an original, believable hero?</li> </ul>
Planning and Prewriting: Take time to make a plan for your narrative.	<ul> <li>What characteristics will your hero possess, and what setting will you choose?</li> <li>What are the essential elements of a narrative that you will need to include?</li> <li>What prewriting strategies will you use to plan the organization?</li> </ul>

#### Reflection

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After completing this Embedded Assessment, think about how you went about accomplishing this task and respond to the following:

How did your understanding of the Hero's Journey archetype help you create an original

Unit 1 • The Challenge of Heroism 69

EMBEDDED Assessment 1

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# **SCORING GUIDE**

The narrative • is presented with little attention to eye contact, volume, and pacing • lacks command of the conventions of standard English punctuation, spelling, punctuation, spelling, frequent errors obscure meaning.	The narrative • is presented with some attention to eye contact, volume, and pace of delivery • demonstrates partial or inconsistent command of the conventions of standard English standard Sagelling, punctuation, spelling, punctuation, spelling, standard state standard, standard state standard, standard, state standard, state standard, state standard, standard, state standard, standard, state standard, state standard, state standard, state standard, state standard, state standard, state sta	The narrative • is presented using appropriate volume, pronunciation, and eye contact • demonstrates of the conventions of the conventions of the conventions of standard English punctuation, spelling, grammar, and usage (including appropriate use of moods).	The narrative • is presented using effective volume, contact • demonstrates connand of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage (including appropriate use of a variety of use of a variety of moods).	ə፬០៣០០០ Jo əsi
The narrative • lacks exposition with no apparent connection to the Hero's Journey archetype • uses few or no transitional strategies • lacks a resolution.	The narrative • provides weak or vague exposition • sequences events uneventy, including minimal or unclear steps of the Hero's Journey archetype • uses inconsistent, transitional words, transitional words, t	The narrative • orients the reader with adequate exposition • sequences events in the plot logically, of the Hero's Journey archetype • uses transitional words, phrases, and words, phrases, and vords, phrases, and events and signal shifts and signal shifts • provides a logical • provides a logical	The narrative • engages and orients the reader with detailed exposition • sequences events in the plot effectively, including a variety of steps from the Hero's Journey archetype • uses a variety of transitional strategies effectively and purposefully purposefully • provides a thoughtful resolution.	tructure
The narrative • lacks a protagonist • does not establish point of view, setting, or conflict • uses minimal narrative techniques • includes few or no visuals.	The narrative • creates an unoriginal or undeveloped protagonist • establishes a weak point of view, setting, or conflict • uses inadequate narrative techniques • includes insufficient, unrelated, or unrelated, or unrelated, or • inappropriate visuals.	The narrative • creates a believable, original protagonist • establishes point of view, setting, and conflict • uses adequate details, dialogue, imagery, and description • includes sufficient visuals.	The narrative • creates a complex, original protagonist • establishes a clear point of view, setting, and conflict • uses precise and dialogue, imagery, and description • includes a variety of • includes a variety of • magery, • m	sdər
lncomplete	Emerging	Proficient	Exemplary	coring riteria

# VTIVITOA OF.F

# **Unpacking Embedded Assessment 2**

#### Learning Strategies

QHT Paraphic Organizer Graphic Organizer

## **SIMERAIC**

It is important to be precise and **concise** in writing and speaking. To be concise is to be brief and to the point. Conciseness is expressing a great deal in just a few words.

# VOCABULARY

## Learning Targets

- Reflect on previous learning and make connections to new learning.
- Identify and analyze the skills and knowledge necessary to be successful
   in completing Embedded Assessment 2.

#### **P**review

In this activity, you will begin thinking about how to write a definition essay about heroism.

# Making Connections

In the first part of this unit, you learned about the archetype of the Hero's Journey, and you wrote your own illustrated narrative depicting a protagonist who makes a heroic journey. In this half of the unit, you will continue thinking about heroism and what makes a hero; your work will culminate in an essay in which you create your definition of a hero.

# Essential Questions

Reflect on your understanding of Essential Question 1: How has your understanding of the concept of a hero changed over the course of this unit? Then respond to Essential Question 2, which will be the focus of the rest of the unit: How does the Hero's Journey archetype appear in stories throughout time?

# **Developing Vocabulary**

Re-sort the vocabulary from the first half of the unit, using the QHT strategy. Compare the new sort with your original QHT sort. In a **concise** statement, describe how your understanding has changed.

Use a dictionary to find the origin for each term. Group the words by their origins (Latin, Greek, French, Middle English, and so on). Then study the words in each category and describe anything you notice about each group. Compare your list with a partner's list.

# Unpacking Embedded Assessment 2

Read the assignment for Embedded Assessment 2 closely to identify and analyze the components of the assignment.

Think about people who deserve status as a hero from the past, from the present, from life, and from literature. What defines a hero? Write a multi-paragraph essay that develops your definition of heroism. Be sure to use strategies of definition (function, example, and negation) to guide your writing.

Using the assignment and the Scoring Guide, work with your class to analyze the prompt and create a graphic organizer to use as a visual reminder of the required concepts (what you need to know) and skills (what you need to do). Copy the graphic organizer in your Reader/Writer Notebook.

After each activity, use this graphic to guide reflection about what you have learned and what you still need to learn in order to be successful on the Embedded Assessment.

particular hero.

Reading Plan

have chosen to write about this

text to find out why they might

Research the author of the

your independent reading.

or nonfiction text about a

historical or modern hero for

Continue your exploration of heroism by choosing a fiction

**READING LINK** 

INDEPENDENT

# TTIVITOA

# The Nuance of Tone

# Learning Targets

- Differentiate between denotation and connotation.
- Analyze how connotation creates tone.

#### Preview

In this activity, you will think about how an author creates tone using diction.

## **Onderstanding Tone**

In literature, being able to recognize the **tone** of a story or poem or essay is an important skill in understanding the author's purpose. An author who is trying to create a comedy skit needs to choose content and language that communicates humor rather than sadness. Writers purposefully select diction to create an appropriate tone.

1. What is the connection between tone and diction? Many words have a similar denotation, but one must learn to distinguish among the connotations of these words in order to accurately identify meaning and tone. Careful readers and writers understand nuances in word meanings. This means that they recognize that words have varying levels of meaning.

Examples: House, home, abode, estate, shack, mansion, and hut all describe or denotate a place to live, but each has a different connotation that determines meaning and tone.

 Create examples like the one above illustrating ranges of words that have the same denotation but different connotations. Independently, write your examples below and then pair with another student to share your words.

## Learning Strategies

Note-taking Graphic Organizer Discussion Groups

# ГІТЕРАРУ

VOCABULARY

Tone is a writer's or speaker's attitude toward a subject. Diction is a writer's or speaker's choice of words. Denotation is the direct

periotation is the direct meaning of a word or expression, as distinguished from the ideas or meanings associated with it or comotation is the implied associations, meanings, or emotions associated with a word.

#### ACADEMIC

Nuance refers to a subtle difference or distinction in meaning.

# soton ym

 Use one of the examples you just created to discuss how connotation connects to tone.

# Identifying Nuances in Diction

4. On the following page are some common tone words and their synonyms. Use a print or digital dictionary to determine or clarify each synonym's precise meaning. After taking notes on the denotation of each word, number the words to indicate the various levels of meaning, from least intense to most intense (1 = least intense). If your group feels that two words have the same connotation and level of meaning, give them the same ranking.

# 111

.[specific situation].

[specific situation]	n9ńw / łi	One would feel
	, which means	The least intense word is
[specific situation]	nəńw \ 1i _	ləət bluow ənO
·	subəm dəidə	The most intense word is
	the same denotation as	Our group studied words that have
		presentation.
	to the class. Use the outline below to prepare for your	<b>5</b> . Prepare to present your findings t
	, clever, sagacious, intellectual, brainy, bright, sharp	<b>mart:</b> wise, perceptive, quick-witted,
	tant, fretful, agitated, jittery, afraid	<mark>ervous:</mark> anxious, apprehensive, hesi
	oeaceful, tranquil, serene, soothing	<b>alm:</b> placid, still, bored, composed, p
	orthright, frank, unbiased, blunt	<mark>onest:</mark> sincere, candid, outspoken, fo
	tal, lugubrious, morose, woeful, mournful, desolate	<b>ad</b> : poignant, despondent, sentimen
	;, lighthearted, exultant, jubilant, giddy	<b>abb%:</b> mirthful, joyful, jovial, ecstatic

applying this vocabulary in future activities. 6. While other groups present, listen to comprehend, and take notes. You will be responsible for

> – nshw / ti — Our favorite word is \_\_\_\_\_, which means

# 🗹 Check Your Understanding

changes the connotation of each sentence. Read the sentences and identify the tone using words from the list above. Explain how word choice

Jack skipped out of the house.

Isəî bluow ənO

Jack stormed out of the house.

Unit 1 • The Challenge of Heroism 73

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# **21.1**

# Physical and Emotional Challenges

# Learning Targets

- Analyze and compare text structures across genres.
- Make connections between elements in different genres.

#### Preview

In this activity, you will read a poem and an informational text on similar subjects and compare them.

## Setting a Purpose for Reading

- As you read, underline and label evidence of a Hero's Journey so that you can compare it with and contrast it to other texts.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

## **TortuA sht tuodA**

Nina Cassian (1924–2014) was a prominent writer in Romania until she was exiled for her poems satirizing the Romanian president's regime. She sought refuge in the United States and lived in New York City for many years. Cassian wrote more than 50 volumes of work, including poetry, fiction, and books for children. Cassian was also a journalist, film critic, and composer of classical music.



## Learning Strategies

TP-CASTT Diffusing Paraphrasing Close Reading Close Reading Freewriting

# SOTON YM

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# 21.1

# soton ym



#### by Nina Cassian

While fighting for his country, he lost an arm And was suddenly afraid: "From now on, I shall only be able to do things by halves. I shall reap half a harvest.

I shall be able to play either the tune or the accompaniment on the piano, but never both parts together. I shall be able to bang with only one fist on doors, and worst of all

 I shall only be able to half hold my love close to me. There will be things I cannot do at all, applaud for example, at shows where everyone applauds."

From that moment on, he set himself to do everything with twice as much enthusiasm. And where the arm had been torn away a wing grew.

#### Making Observations

- What emotions do you feel while reading the poem?
- What lines from the poem seem to be the most powerful?

#### Unit 1 • The Challenge of Heroism 75

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## Returning to the Text

- Return to the text as you respond to the following questions. Use text evidence to support your responses.
- Write any additional questions you have about the poem in your Reader/Writer Notebook.
- What kinds of things is the man afraid of not being able to do? What do these worries tell you about his character?

2. Is the last sentence of this poem meant to be understood literally or figuratively? How does the connotation of "wing" help create the mood of the poem?

## Working from the Text

#### **TT2A3-9T** :vg9trategy: TP-CA3-1

This reading strategy is used to analyze a poetic text by identifying and discussing each topic in the acronym: Title, Paraphrase, Connotation, Attitude, Shift, Title again, and Theme. The strategy is a guide designed to lead you in an analysis of a literary text. It is most effective if you begin at the top and work your way down the elements. However, you will find that as you study one element, you will naturally begin to explore others. For example, a study of connotation often leads to a discussion of tone and *shifts*. Revisiting the title often leads to a discussion of the theme, or author's message.

- 3. Use the TP-CASTT strategy to analyze the poem. Record your responses in the graphic organizer that follows. Read the poem several times, each time analyzing more deeply aspects of the TP-CASTT strategy and recording your responses.
- A. After reading the poem several times, return to the TP-CASTT graphic organizer, and write a brief paragraph to summarize the poem and explain the author's message.

sizybnA\92noq29A	Strategy
sizyldn <del>A</del> .	<b>Title:</b> After reading the text, think about why the author chose the title.
Poem Summary:	Paraphrase: After diffusion the text stranglate the most
	After diffusing the text, translate the most challenging lines of the poem into your own words by may need to recend the text several times)
	(you may need to reread the text several times). Then briefly summarize the poem in such a way that the meaning is maintained.
Pattern: (+/-)	Connotation:
	Mark the text by highlighting the diction (words and phrases) used for positive effect (color 1) and/or negative effect (color 2). Then study the diction to determine a pattern (e.g., mostly
	negative, begins negatively but ends positively) and record your analysis.
:Vipmmu2 snoT	Attitude (Tone): Determine how the speaker feels about the subject of the poem. (There might be more than one tone.)
	Highlight words that convey tone. Be sure to use precise tone words (e.g., mournful, not sad). Finally,
	summarize the tone.
:stiftS	Shift: Identify shifts, such as in the speaker, setting,
	subject, tone, or images. After marking the text with a star and numbering each, study and explain the shifts
-	the shifts.
Deeper Meaning:	<b>Title:</b> Examine the title to determine the deeper
	meaning. Look beyond the literal, even if the title is simple (e.g. "Choices"). Record ideas.
Theme Statement(s):	Theme:
υ <sup>Π</sup> ε. ΄,	Determine the author's message about life implied in the poem. After you identify a subject (e.g., friendship), write a statement about the
	subject that sounds like a piece of advice (e.g., For a friendship to survive, one must be selfless, not selfish). Record your theme statement(s).

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Unit 1 • The Challenge of Heroism

# Setting a Purpose for Reading

- As you read, underline and label evidence of a Hero's Journey so that you can compare it with and contrast it to other texts.
- Circle unknown words and phrases. Try to determine the meaning of the words
   by using context clues, word parts, or a dictionary.

# **About the Author**



Inspired by the work of Washington Post journalists during the Watergate era, Gale Fiege longed to be a newspaper reporter. She served as editor of the campus newspaper at Western Washington University in the late 1970s. Since then, she has been a reporter on a number of newspapers in Washington state, including the Everett Daily Herald. The skill Fiege thinks is most important to her job is the ability to listen well. Article

# Soldier home after losing his leg in Afghanistan

by Gale Fiege

1 LAKE STEVENS—It started out as just another day in the Zabul Province of southern Afghanistan.

On Sept. 18, 2010, Army Pfc. Tristan Eugene Segers, a 2002 graduate of Lake Stevens High School, was driving his armored patrol vehicle when a homemade bomb exploded in the road underneath Segers' floorboard.

. One of the vehicle's 800-pound tires was found a half-mile away.

Just below his knee, Segers' right leg was gone. He had shrapnel sticking out of his eyeballs, face and arms.

5 After nearly two years of surgeries and rehabilitation in Texas, Segers, a handsome 28-year-old, moved back to Snohomish County last week in time to celebrate Independence Day with his folks in the home where he grew up.

6 Segers is married now to his high school girlfriend, Lindsay Blanchard. They are expecting a baby boy in October. He plans to return to culinary arts school this fall and they are about to move into an apartment in the Bothell area.

Vutil his official Army retirement date on Aug. 21, he is Cpl. Segers, the owner of a Purple Heart.<sup>1</sup>

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# араги 🗞 изасе

#### Nonrestrictive Phrases & Clauses

A nonrestrictive phrase or clause is a group of words that gives extra information about a noun in the sentence. It is set off by commas to show that the information is not necessary to understand what the sentence is about.

In paragraph 2 of the article, the writer uses a nonrestrictive phrase to explain who Tristan Eugene Segers is: "... Eugene Segers, a 2002 graduate of Lake Stevens High School, was driving ... " The phrase "a 2002 graduate of Lake Stevens High School" is extra information that is not necessary to the understanding of the sentence. Locate several more examples of nonrestrictive phrases in the article and share with a partner.

bomb after it explodes

82

I The Purple Heart is a medal given to U.S. military personnel who are injured in the line of duty

# 21.1

29TON YM

8 Segers wears shorts in the warm summer weather, not even pretending to hide his prosthetic leg. He has run a marathon. A specially designed gas pedal is on the left side of his slate-gray Toyota Tacoma truck.

9 Nothing is stopping him.

10 "Everybody's injury is different and everybody handles it in their own way. There is no way to measure it, whether it's physical or mental," Segers said. "I just kept telling the doctors that I didn't want my life to be different than it was before. Of course, the loss of a leg changed me. But it doesn't define me or the rest of my life."

11 Segers was enjoying a promising start to a career as a chef when the economic recession forced him to consider joining the Army. He figured he would serve in the family tradition set by his father and grandfather.

12 After grueling training in the hot Georgia sun, he landed a spot in the Army's 101st Airborne Pathfinder Division, an elite infantry unit, and was sent to Afghanistan in February 2010 to work on personnel recovery missions.

13 After the explosion, Segers was stabilized and flown to the Army hospital in Landstuhl, Germany.

14 "My eyes were completely bandaged and I was in a lot of pain. The stretchers were on bunks in the airplane, so when I woke up it felt like I was in a coffin," Segers said. "I was so glad to hear the voice of my buddy, Andrew Leonard, a guy from Boston who had been injured earlier."

15 Tristan Segers can't say enough good things about the surgeons, psychiatrists, physical therapists and other staff at the Army hospital, as well as the numerous charitable organizations such as

veterans. The Fisher House Foundation that help wounded veterans.

16 "I was truly cared for," he said. "The rehabilitation was rigorous and I pushed it, building back my muscles and learning to use the prosthetic leg.

17 "But they never told me I was doing a good job for fear that I might get complacent. There were many guys there who had given up on life."

18 "Most of the time when people see my leg, they think I've been in a car accident or something. But sometimes an old veteran will stop me and thank me for my service," Segers said. "I didn't do anything special, but if the progress I have made motivates another wounded veteran to keep going, then that's great."



complacent: satisfied

able

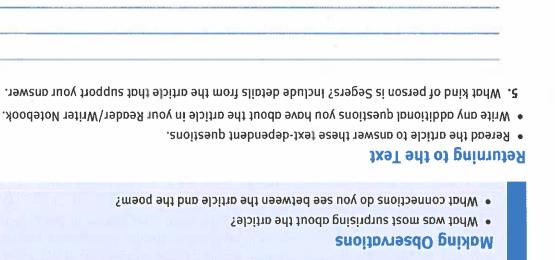
rigorous: full of difficulty

elite: made of the best and most

grueling: physically demanding

97 meione H to equilende of Heroism

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**6.** The author uses the word "folks" in paragraph 5 to mean "family." What effect does this word choice have?

Choose a statement made by Segers that expresses the central idea driving Segers's life now.
 What facts in the story support this idea?

8. Notice how the language shifts as it describes Segers's Army assignment. What is an "elite" infantry unit? What are "personnel recovery missions"?

## Working from the Text

9. Return to the poem "A Man." What effect do the short line lengths have on the beginning of the poem? How does that shift in the last stanza?

**10.** Explain the author's purpose for writing the article about Segers. Then, analyze how the text structure contributes to the purpose.

11. How is the structure of the article different from the poem?

**12.** What message does each text reveal about the concept of heroism? Write a summary that supports your interpretation using evidence from both the poem and the article.

## 🗹 Check Your Understanding

In your Reader/Writer Notebook, compare how the characters in the poem and the article exemplify the concept of a hero. How are these heroes similar and different? Include evidence from each text in your response.

#### Introducing the Strategy: Freewriting

The **freewriting** strategy allows writers to write freely without pressure to be correct or complete. A freewrite gives a writer the freedom to write in an informal style and get ideas on paper in preparation for a more complete and formal writing assignment. This strategy helps writers refine and clarify thoughts, spark new ideas, and/or generate content during drafting or revision.

13. Before you complete the writing prompt, use the freewriting strategy to prepare.

# Informational Writing Prompt

Write an essay about a challenge you have faced that includes examples of specific things you did to overcome adversity. Be sure to:

- Clearly explain the challenge you faced.
- Cite specific examples and experiences that helped you overcome your challenge.
- Summarize your outcome clearly.
- Use appositives to add additional information to sentences in your essay. Edit your work to make sure that you use commas correctly to set off nonrestrictive phrases and clauses.

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# ¥11VITDA EF.F

Prewriting

Graphic Organizer

Learning Strategies

Manipulatives

Brainstorming

# rearning Targets

- Analyze characteristics and structural elements of informational texts.
- Synthesize information to create a deeper understanding of heroism.

## Preview

Definition Strategies

In this activity, you will analyze a model definition essay and explain how it uses the definition strategies.

# Preparing for Informational Writing

 How are informational and narrative writing similar? How are they different?
 Consider both characteristics and structural elements such as theses, features, and organizational patterns in your analysis. List ideas below, and then create a graphic organizer on a separate paper to show your thinking.

erences	ша	SəitindimiZ	
χρίσιυ νουτ	vocabulary terms and to e	u are often asked to define	
epts, such as heroism epts, such as heroism	hing means. Abstract cond hinking about how to defi r with a partner to develop	a die oncen dance to denne nderstanding of what somet n also be defined. Practice 1 v working in a small group o sseribe each of the concepts	iq DD
		freedom responsibility	

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#### 🖾 Check Your Understanding

Working with the same partner or group, write a few sentences defining one of the abstract concepts you discussed.

#### Writing to Define

For Embedded Assessment 2, you will be writing a definition essay to share your personal understanding of the concept of heroism. To write this definition of heroism, you will need various strategies and knowledge to create an expanded definition of the concept. First, you can expand your collection of words that describe heroes and heroism.

- 3. Defining heroes: Generate a list of
- Adjectives that could describe what a hero is:
   A hero is (adjective) brave,
- Nouns that could define what a hero shows:
   A hero shows (noun) courage,
- Verbs that could define what a hero does:
   A hero (verb) fights,
- 4. After sharing and consulting print and digital resources, such as a thesaurus, group synonyms by part of speech and sort them by their nuances (subtle differences in meanings). Record these terms in your Reader/Writer Notebook for future reference. Your teacher will provide you with oral instructions on how to create a Word Wall card with your terms and their parts of speech.

#### Jefining a Concept

Part of defining any concept is finding ways to describe the concept to make it clear to others. The logical structure of an informational definition essay consists of an introduction, a body, and a conclusion. To clarify, develop, and organize ideas, body paragraphs often use three definition strategies: function, example, and negation.

- Definition by functions Paragraphs using the function strategy explain how the concept functions or operates in the real world.
- Definition by example: Paragraphs using the example strategy use specific examples of the concept from texts or life.
- Definition by negation: Paragraphs using the negation strategy explain what something is by describing what it is not. For example, an author may state, "Although tomatoes are often included in vegetable salads, a tomato is a fruit, not a vegetable." In this example, the negation is saying what a tomato is not, as well as what a tomato is.
- 5. Read the following passages of definition and decide whether they contain definition by function, example, and/or negation. Be able to explain why you categorized ideas as you did. First, highlight the topic being defined. Then, decide the type of definition being used.
- "But just for the purposes of this discussion, let us say: one's family are those toward whom one feels loyalty and obligation, and/or from whom one derives identity, and/or to whom one gives identity, and/or with whom one shares habits, tastes, stories, customs, memories." (Marilynn Robinson, "Family." The Death of Adam: Essays on Modern Thought. Houghton Mifflin, 1998)

#### ACADEMIC

Describing the function of something is telling how something is used. The verb to function means "to act as or to operate as."

VOCABULARY

Just as a negative answer would be a no, to negate is to deny or make ineffective. The noun **negation** means "showing what something is not in order to prove what it is."

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## **EI'I**

- (Philip Gerard, Creative Nonfiction. Story Press, 1996) technical writing or libretto. It's like defining classical music as nonjazz." but by what it is not. It is not fiction. But then again, it is also not poetry, or "It's always seemed odd to me that nonfiction is defined, not by what it is,
- Bible, I Corinthians 13:4–8a) believes all things, hopes all things, endures all things. Love never ends." (The not rejoice at wrongdoing, but rejoices with the truth. Love bears all things, rude. It does not insist on its own way; it is not irritable or resentful; it does "Love is patient and kind; love does not envy or boast; it is not arrogant or

#### Setting a Purpose for Reading

- that he gives to support his definition. As you read, highlight the author's definition of heroism and underline evidence
- by using context clues, word parts, or a dictionary. Circle unknown words and phrases. Try to determine the meaning of the words

#### **Yout the Author**

for Midnight Express. won an Academy Award for Best Screenplay Writing films Platoon and Born on the Fourth of July. He also won two Academy Awards for Best Director for the and President Kennedy's assassination. Stone has explored historical subjects, such as the Vietnam War sial retellings of historical events. Stone's films have a movie director. He is best known for his controver-After serving in the Vietnam War, Oliver Stone became



aloihA

## 29079 bnill 919

from McCalls Magazine, November 1992 by Oliver Stone

was oriented toward male heroes. Barton, Florence Nightingale, and Joan of Arc-got short shrift. Most history Roosevelt. Men, generally, and doers. Women—with the exception of Clara George Washington and General Custer and Abraham Lincoln and Teddy and I read the Random House biographies, my heroes were always people like own concept of heroism has changed radically over time. When I was young 1 It's not true that there are no heroes anymore—but it is true that my

#### 29toN VM

short shrift: little attention

#### MORD CONNECTIONS

#### Εέγποίοσγ

The English word advocate was first used in the mid-1300s to refer to someone who argues a case in court. It was derived from the French word avocar, meaning "spokesman," which was itself derived from the datocate was first used as a "one called to aid." The word advocate was first used as a verb in the 1640s.

> 2 But as I've gotten older, and since I've been to war, I've been forced to reexamine the nature of life and of heroism. What is true? Where are the myths?

The simple acts of heroism are often overlooked—that's very clear to me not only in war but in peace. I'm not debunking all of history: Crossing the Delaware was a magnificent action. But I am saying that I think the meaning of heroism has a lot to do with evolving into a higher human being. I came into contact with it when I worked with Ron Kovic, the paraplegic Vietnam vet, on and strong-willed athlete to someone who had to deal with the total surrender and strong-willed athlete to someone who had to deal with the total surrender of his body, who grew into a nonviolent and peaceful advocate of change in the evolution fluctuation. So heroism is tied to an evolution of the paraplegic Vietnam vet, on the strong-willed athlete to someone who had to deal with the total surrender of his body, who grew into a nonviolent and peaceful advocate of change in the evolution of conscionaness.

Since the war, I've had children, and I'm wrestling now with the everyday problems of trying to share my knowledge with them without overwhelming them. It's difficult to be a father, to be a mother, and I think that to be a kind and loving parent is an act of heroism. So there you go—heroes are everyday, common people. Most of what they do goes unheralded, mappreciated. And that, ironically, is heroism: not to be recognized.

Who is heroic? Scientists who spend years of their lives trying to find cures for diseases. The teenager who says no to crack. The inner-city kid who works at McDonald's instead of selling drugs. The kid who stands alone instead of joining a gang, which would give him an instant identity. The celebrity who remains modest and treats others with respect, or who uses his position to help society. The student who defers the immediate pleasure of making money and finishes college or high school. People who take risks despite fears. People in wheelchairs who don't give up. ...

6 We have a lot of corruption in our society. But we mustri't assume that everything is always basely motivated. We should allow for the heroic impulse—which is to be greater than oneself, to try to find another version of oneself, to grow. That's where virtue comes from. And we must allow our young generation to strive for virtue, instead of ridiculing it.

debunking: proving false paraplegic: someone who cannot move their legs unheralded: overlooked corruption: fraud strive: to work hard for strive: to work hard for strive: to work hard for

#### Working from the Text

of the essay contributes to the author's purpose of defining heroism. organizer. Then write a paragraph in your Reader/Writer Notebook analyzing how the structure bartner to analyze what each paragraph of the essay says and does by completing the graphic he uses to support this definition, and his final clarification of his definition. Work with a 6. Reread the essay, paying close attention to the author's definition of heroism, the strategies

		ארמנ ונ Does What ארמנ אנ	εγος 1Ι τοήΨ	ד Baragraph
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9 5 7				z
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	C			

Present your ideas orally.

hero? Explain your answer.

type? Would this person fit

Oliver Stone's definition of a

he/she an example of a heroic

about independently. How is

modern hero you are reading

Think about the historical or

*BEADING LINK* 

INDEPENDENT

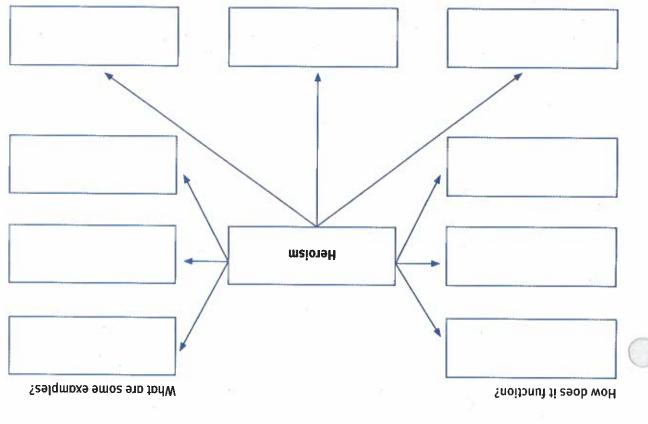
Read and Discuss

7. The heroes mentioned by Oliver Stone are listed below. You will participate in an informal inquiry task to find information about one of these traditional heroes. First, follow along as your teacher models how to generate a list of questions about George Washington for informal inquiry. Then, choose one of the other heroes listed and create your own set of questions. Use the Internet, a classmate, and your teacher's guidance to help you locate information. Working in small groups, discuss what makes this person a hero.

- George Washington
- 🧯 general Custer
- 🔹 🖌 🖌 🗸 🗸 🖉
- Teddy Roosevelt
- 🔹 Martin Luther King, Jr.

#### Beginning a Definition of Hero

8. After reading and thinking about definition strategies and heroes, use the graphic organizer that follows to begin organizing your definition of a hero according to the three different strategies for definition: function, example, and negation.



Mohandas Gandhi

Florence Nightingale

Ron Kovic

Joan of Arc.

Clara Barton

What is it not?

#### 🗹 Check Your Understanding

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Quickwrite: Describe a person you know or have read about who is a "hero."

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## **EL.**I

#### LANGUAGE & WRITER'S CRAFT: Embedded Quotations

Use quotation marks to show that you are using someone else's exact words. When you use the author's exact words in a sentence, it is called an embedded quotation. To introduce the quote, use a signal word or phrase from the box below, followed by a comma. Then use quotation marks to frame the quotation. Remember to capitalize the first word of the quotation.

Use this formula to ensure that you are punctuating quotations properly:

+ quotation marks author's name + signal word + comma + quotation marks + author's words

and a constant of a limit of a constant of the	
writes	explains
sətote	รอุทาวนดว
sáds	claims
broposes	aıdnez
səton	according to
Signal Words & Phrases	потто)

In his article, Olive Stone says, "It is not true that there are no heroes anymore—but it is true that my own concept of heroism has changed radically over time."

Notice how there are quotation marks on both ends of the quotation so the reader knows where it starts and stops.

PRACTICE Add punctuation as needed to correct the embedded quotations.

1. According to Oliver Stone the simple acts of heroism are often overlooked.

2. In his article, Stone says to be a kind and loving parent is an act of heroism.

3. Svetlana Fedorov argues the American diet relies too heavily on processed toods.

#### 🕼 Informational Writing Prompt

Think about how to define a hero by how he or she functions or acts. Draft a paragraph that establishes the function of a hero. Cite examples from texts you have read throughout this unit. Remember that the function strategy explains how an idea or concept operates in the world. Be sure to:

- Begin with a topic sentence that states how a hero functions in the world.
- Provide supporting examples (paraphrased and directly quoted) from life and from the texts you have read and provide commentary to develop ideas.
- Punctuate embedded quotations correctly.
- Use transitions to create coherence.

## Historical Heroes: Examples

## ۲ ۲۱۷۱۲۵۹

#### Learning Strategies

TP-CASTT Diffusing Close Reading Paraphrasing Summarizing Rereading

#### Learning Targets

- Compare texts across genres to analyze how structure contributes to meaning.
- Use examples to develop an engaging written response.
- Integrate ideas from multiple texts to build knowledge and vocabulary about a theme.

#### Preview

In this activity, you will read a set of paired passages and work in expert groups to compare the features that appear in both genres.

#### Setting a Purpose for Reading

- As you read, underline sentences or phrases that develop the key concept.
- Circle unknown words and phrases. Try to determine the meaning of the words
   Dy using context clues, word parts, or a dictionary.

#### About the Author

Dr. Phineas D. Gurley (1816–1868) was the pastor of the New York Avenue Presbyterian Church (in Washington, DC), which Abraham Lincoln attended during his presidency. Gurley preached this funeral sermon in States Senate. Gurley preached this funeral sermon in the White House East Room on April 19, 1865, four days after Lincoln's assassination.

#### Sermon

## nomres Isrenu Sermon for Abraham Lincoln

by Dr. Phineas D. Gurley

He is dead; but the God in whom he trusted lives, and He can guide and strengthen his successor, as He guided and strengthened him. He is dead; but the memory of his virtues, of his wise and patriotic counsels and labors, of his calm and steady faith in God lives, is precious, and will be a power for good in the country quite down to the end of time. He is dead; but the cause he so and the country duite down to the end of time. He is dead; but the cause he so

ardently loved, so ably, patiently, faithfully represented and defended—not for himself only, not for us only, but for all people in all their coming generations, till time shall be no more—that cause survives his fall, and will survive it. The light of its brightening prospects flashes cheeringly to-day athwart the gloom occasioned by his death, and the language of God's united providences is telling us that, though the friends of Liberty die, Liberty itself is immortal.

There is no assassin strong enough and no weapon deadly enough to quench

ardently: passionately athwart: across or against providences: guardianship exercised by a deity immortal: living forever immortal: vo put an end to

Knowledge Question.

think about your answer to the

theme relating to the ideals that motivate heroes, and

Douglass. While you read, build knowledge about the

read two texts about a hero: Abraham Lincoln or Frederick

What kinds of ideals motivate CUEST OUEST

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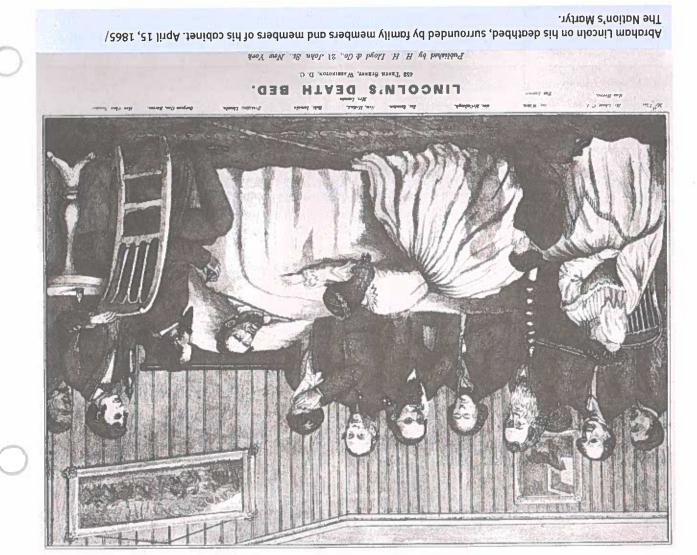
In Activity 1.14, you will

herces to act?

its inextinguishable life, or arrest its onward march to the conquest and empire of the world. This is our confidence, and this is our consolation, as we weep and mourn to-day. Though our beloved President is slain, our beloved country is saved. And so we sing of mercy as well as of judgment. Tears of country is saved. And so we sing of mercy as well as of judgment. Tears of empired and mourn there is also the same march to the same march there is also the same march.

- gratitude mingle with those of sorrow. While there is darkness, there is also
  the dawning of a brighter, happier day upon our stricken and weary land.
  God be praised that our fallen Chief lived long enough to see the day dawn
  and the daystar of joy and peace arise upon the nation. He saw it, and he was
  glad. Alas! alas! He only saw the dawn. When the sun has risen, full-orbed and
  glad. Alas! alas! He only saw the dawn. When the sun has risen, full-orbed and
- glorious, and a happy reunited people are rejoicing in its light—alas! alas! it will shine upon his grave. But that grave will be a precious and a **consecrated** spot. The friends of Liberty and of the Union will **repair** to it in years and ages to come, to pronounce the memory of its occupant blessed, and, gathering from his very ashes, and from the rehearsal of his deeds and virtues, fresh from his very ashes, and from the rehearsal of his deeds and virtues, fresh
- 25 to come, to pronounce the memory of its occupant blessed, and, gathering from his very ashes, and from the rehearsal of his deeds and virtues, fresh incentives to patriotism, they will there renew their vows of fidelity to their country and their God.

consecrated: dedicated to a sacred purpose incentives: rewards fidelity: loyalty



VOCABULARY

#### tsənd əbpəiwony 🔕

- What ideals seemed to motivate Lincoln?
- What additional knowledge about heroes, and Lincoln as a hero specifically, did you gain from reading this sermon?

#### About the Author

Walt Whitman (1819–1892) is now considered one of America's greatest poets, but his untraditional poetry was not well received during his lifetime. As a young man, he worked as a printer and a journalist while writing of Grass, first came out in 1855, and he revised and added to it several times over the years. During the Civil War, he worked in Washington, caring for injured soldiers in hospitals. This poem is an example of an allegory.

#### Poetry

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#### by Walt Whitman

O Captain! my Captain! our fearful trip is done; The ship has weather'd every **rack**, the prize we sought is won; The port is near, the bells I hear, the people all exulting, While follow eyes the steady keel, the vessel grim and daring:

But O heart! heart! heart!

O the bleeding drops of red, Where on the deck my Captain lies, Fallen cold and dead.

**ТТЕКАКҮ** 

An allegory is a literary technique of extending a metaphor through an entire poem or story so that objects, persons, and actions in the text are equated with meanings that lie outside the text.

#### soton ym

## Kuowledge Question:

how reade Question: What kinds of ideals motivate heroes to act?

rack: windy storm

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## **カレ・レ**

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Here Captain! dear father!	
For you they call, the swaying mass, their eager faces turning;	
For you bouquets and ribbond wreaths—for you the shores a-crowding,	
10 Rise up—for you the flag is flung—for you the bugle trills;	1
O Captain! my Captain! rise up and hear the bells;	

15 It is some dream that on the deck, You've fallen cold and dead.

This arm beneath your head;

My Captain does not answer, his lips are pale and still; My fothar does not feel my arm, he has no pulse nor will:

My father does not feel my arm, he has no pulse nor will;

The ship is anchored safe and sound, its voyage closed and done;

20 From fearful trip the victor ship comes in with object won:

Exult O shores, and ring O bells!

But I with <mark>mournful</mark> tread,

Walk the deck my Captain lies,

Fallen cold and dead.

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- According to Whitman what motivated Lincoln as a hero?
- How does Whitman's knowledge of Lincoln compare with Gurley's
- knowledge of Lincoln?



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#### Returning to the Text

- Return to the texts as you respond to the following questions. Use text evidence to support
- Write any additional questions you have about the sermon and the poem in your Reader/Writer

#### White House Funeral Sermon for Abraham Lincoln

۲. What effect does the quote, "... though the friends of Liberty die, Liberty is immortal" have on the reader?

2. How do Dr. Gurley's contrasting statements about grief and hope create a structure that aptly describes that moment in history?

#### O Captain! My Captain!

 What is the effect of the short lines that conclude each stanza in Whitman's poem? How do they contrast with the longer lines?

د. As an allegory representing the death of Abraham Lincoln, who does the Captain represent؟ What does the ship represent? What does the trip or voyage represent?

5. How does Whitman establish the same mood of sorrow and hope in his poem as Dr. Gurley does in his sermon? Explain by choosing a line that represents the mood.

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- **6. الات**ان المائي المائي المائي المانية المائي المائية المائي المائي المائي المائي المائي المائي المائي المائي الم المادة المائي المائي المائي المائي المائي المائي المائية المائية المائية المائية المائية المائية المائية المائي
- Ko Based on Dr. Gurley's sermon and Whitman's poem, what can you infer Lincoln was fighting for most?

#### Setting a Purpose for Reading

- As you read, underline the sentences that develop the main idea.
- Circle unknown words and phrases. Try to determine the meaning of the words
- by using context clues, word parts, or a dictionary.

#### About the Author

Robert Hayden (1913–1980) was born in Detroit, Michigan. He had a lifelong love of literature and became a teacher and writer. Through his work for the Federal Writers' Project in the 1930s, he studied African American history and folk life, both of which became inspirations for his works of poetry. Slavery and emancipation were recurring themes in his work.

#### Poetry

## **Frederick Douglass**

#### ρλ **Κο**ρειt Ηαγden

When it is finally ours, this freedom, this liberty, this beautiful and terrible thing, needful to man as air, usable as earth; when it belongs at last to all, when it is truly instinct, brain matter, **diastole**, systole, teflex action; when it is finally won; when it is more than the gaudy mumbo jumbo of politicians:

this man, this Douglass, this former slave, this Negro

beaten to his knees, exiled, visioning a world where none is lonely, none hunted, alien,

> diastole: the act of the heart filing with blood systole: the act of the heart

> What kinds of ideals motivate

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Knowledge Question:

**OUEST** 

herces to act?

diastole: the act of the heart filling with blood systole: the act of the heart gaudy: showy in a tasteless way exiled: forced to leave one's mative land



## **かい**

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#### 10 this man, superb in love and logic, this man shall be remembered. Oh, not with statues' rhetoric, not with legends and poems and wreaths of bronze alone, but with the lives grown out of his life, the lives fleshing his dream of the beautiful, needful thing.

#### knowledge Quest

- What knowledge about Frederick Douglass did you gain from reading
- According to Hayden, what motivated Douglass?

#### **Pout the Author**

Frederick Douglass (1818?–1895) was born into slavery in Maryland. He learned to read as a house servant in Baltimore. In 1838, Douglass escaped from his plantation and settled in Massachusetts. After spending two years was an adviser to President Lincoln during the Civil War. He was later appointed to positions in the U.S. government never before achieved by an African American, including U.S. Marshal and African American, including U.S. Marshal and Minister to Haiti.

#### Αυτοριοσταρηγ

## Fredristive of the Life of two The Narrative of the Life of the Narrative of the Life of the Narrative of the Life of the Life of the Narrative of the Narrative of the Life of the Narrative of the Life of the Narrative of the Nar

#### by Frederick Douglass

1 I felt assured that if I failed in this attempt, my case would be a hopeless one—it would seal my fate as a slave forever. I could not hope to get off with anything less than the severest punishment and being placed beyond the means of escape. It required no very vivid imagination to depict the most frightful scenes through which I should have to pass in case I failed. The wretchedness of slavery, and the blessedness of freedom, were perpetually before me. It was life and death with me. But I remained firm, and, according to my resolution, on the third day of September, 1838, I left my chains, and succeeded in reaching New York without the slightest interruption of any kind. How I did reaching New York without the slightest interruption of any kind. How I did so—what means I adopted—what direction I travelled, and by what mode of

conveyance—I must leave unexplained, for the reasons before mentioned.

#### Mhat kinds of ideals motivate Knowledge Question: Mhat kinds of ideals motivate

rhetoric: language or speech

heroes to act?

## かいし

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know how to sympathize with, the toil-worn and whip-scarred fugitive slave. placed—then, and not till then, will he fully appreciate the hardships of, and say let him be placed in this most trying situation—the situation in which I was I-isizdus vhich the trembling and half-famished fish upon which they subsist famished fugitive is only equalled by that with which the monsters of the deep midst of wild beasts, whose greediness to swallow up the trembling and halfof houses, yet having no home-among fellow-men, yet feeling as if in the midst of plenty, yet suffering the terrible gnawing of hunger-in the midst fugitive, as the ferocious beasts of the forest lie in wait for their prey. [I]n the money-loving kidnappers, whose business it was to lie in wait for the panting for fear of speaking to the wrong one, and thereby falling into the hands of unfold to any one of them my sad condition. I was afraid to speak to any one of my own brethren-children of a common Father, and yet I dared not to perfect stranger; without home and without friends, in the midst of thousands the loneliness overcame me. There I was in the midst of thousands, and yet a slavery. This in itself was enough to damp the ardor of my enthusiasm. But loneliness. I was yet liable to be taken and subjected to all the tortures of soon subsided; and I was again seized with a feeling of great insecurity and who had escaped a den of hungry lions. This state of mind, however very a dear friend, immediately after my arrival at New York, I said I felt like one rescued by a friendly man-of-war from the pursuit of a pirate. In writing to suppose I felt as one may imagine the unarmed mariner to feel when he is to myself. It was a moment of the highest excitement I ever experienced. I State. I have never been able to answer the question with any satisfaction 2 I have been frequently asked how I felt when I found myself in a free

In about four months after I went to New Bedford, there came a young man to me, and inquired if I did not wish to take the "Liberator." I told him I did; but just having made my escape from slavery, I remarked that I was paper came, and I read it from week to week with such feelings as it would be quite idle for me to attempt to describe. The paper became my meat and my drink. My soul was set all on fire. Its sympathy for my brethren in bonds—its acathing denunciations of slaveholders—its faithful exposures of slavery—and its powerful attacks upon the upholders—its faithful exposures of slavery—and through my soul, such as I had never felt before!

I had not long been a reader of the "Liberator," before I got a pretty correct idea of the principles, measures and spirit of the anti-slavery reform. I did with a joyful heart, and never felt happier than when in an anti-slavery reform. meeting. I seldom had much to say at the meetings, because what I wanted to say was said so much better by others. But, while attending an anti-slavery to say was said so much better by others. But, while attending an anti-slavery to say was said so much better by others. But, while attending an anti-slavery to say was said so much better by others. But, while attending an anti-slavery to say was said so much better by others. But, while attending an anti-slavery to say was said so much better by others. But, while attending an anti-slavery to say was said so much better by others. But, while attending an anti-slavery to say was said so much better by others. But, while attending an anti-slavery to say was said so much better by others. But, while attending an anti-slavery to say was said so much better by others. But, while attending an anti-slavery to say was said so much better by others. But, while attending an anti-slavery to say was said so much better by others. But, while attending an anti-slavery to say was said so much better by others. But, while attending an anti-slavery to say was said so much better by others. But, while attending an anti-slavery to say exerce cross, and I took it up reluctantly. The truth at New Bedford. It was a severe cross, and I took it up reluctantly. The truth was, I felt myself a slave, and the idea of speaking to white people weighed me was, I felt myself a slave, and the idea of speaking to white people weighed me was, I felt myself a slave, and the idea of speaking to white people weighed me was.

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#### MORD CONNECTIONS

#### Roots & Affixes

In the word sympathy, the Greek root path means "feeling." Someone who sympathizes with a person facing a painful struggle is able to feel that person's sorrow. The root has the same meaning in words such as apathy ("lack of feeling") and empathy ("identifying with the feelings of others").

marinet: one who works on a ship damp: lessen ardor: strong devotion brethren: people sharing in a similar situation bonds: ties used to keep one in place acathing: harshly critical denunciations: formal accusations of wrongful activities

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down. I spoke but a few moments, when I felt a degree of freedom, and said what I desired with considerable ease. From that time until now, I have been engaged in pleading the cause of my brethren—with what success, and with what devotion, I leave those acquainted with my labors to decide.

#### tseud egbelwonk 🔌

- What motivated Frederick Douglass to become a hero?
- What heroic ideals does Douglass represent?

#### Returning to the Text

- Return to the texts as you respond to the following questions. Use text evidence to support your responses.
- Write any additional questions you have about the poem and autobiography excerpt in your Reader/Writer Notebook.

#### Frederick Douglass

8. In the first six lines, circle all the uses of the words "it" and "thing." What is "it"? How is it described?

 Review the tribute to Douglass. What cause did he champion? What impact did he have on others?

#### The Narrative of the Life of Frederick Douglass, an American Slave

**10.** What images in paragraph 2 does Douglass use to describe his first feelings of freedom and his fear of capture?

11. What did the "Liberator" write about? Why did it send "a thrill of joy" through Douglass's soul?

12. What kind of mental, emotional, and physical courage did Douglass convey in this excerpt from his autobiography?

13. KQ In paragraph 2, how does Douglass's use of the word "fugitive" help you understand what motivated him to act? What part of a Hero's Journey is being a fugitive like?

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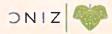
Use your knowledge of Lincoln or Douglass to discuss with a small group your understanding of what motivates heroes to act. Be sure to:

- Provide evidence from the text that supports your thinking.
- Ask and answer questions that connect the ideas of group members.



#### κεαά and Recommend

You can continue to build your knowledge about heroes by reading other articles at Reywords such as heroes or activists.



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#### Working from the Text

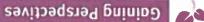
15. Study paragraph 3 from the excerpt of Frederick Douglass's autobiography. Underline the key elements of a paragraph: topic sentence; supporting details; and commentary. Analyze whether you think the paragraph succeeds as a well-developed paragraph or not. Tell why.

36. Use the following table to record details about your assigned hero's character expressed in each of the texts you just read. Then in your Reader/Writer Notebook, write about the structure of paragraph 2 in the excerpt from Frederick Douglass's autobiography.

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#### 🔽 Check Your Understanding

Write a topic sentence that compares the two texts you read. How are they similar? How are they different?



Think about how heroes such as Lincoln and Douglass fought for rights that are in the United States Constitution. What would they think about how voting rights have changed? With a group, role-play a conversation between Lincoln and Douglass. Assign roles for Lincoln, Douglass, and a person living today in the 21st century. What do you think they could teach you about using the power to vote to be a hero? When you are finished, summarize in your Reader/Writer Notebook the conversation that your group developed.

## カレーレ

#### estence on the Sentence

Different types of sentences can be used for different purposes. Review these four sentence types.

A statement tells someone information. A question asks others for a response and ends with a question mark. An exclamation expresses emotion and typically ends with an exclamation point. A command tells another person to do something. A command may not have a subject, because it is understood that the subject is the person or thing being addressed. Read these sample sentences about heroism.

Statement: Everyday people can become heroes.

Question: Who is your hero?

Exclamation: The woman who saved me is a hero!

Command: Strive to be heroic.

Study the image below and its caption. Write four different sentences about Abraham Lincoln and Frederick Douglass.



Color Lithograph by William Edouard Scott depicts Frederick Douglass appealing to President Lincoln and his cabinet to enlist black soldiers in the Civil War, 1943

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nation:	= 10
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- Keview the elements of a well-developed explanatory body paragraph before responding to the Writing Prompt.
- Topic Sentence: Paragraphs begin with a sentence that includes a subject and an interpretation. The two main functions of a topic sentence are to make a point that supports the thesis of the essay and to indicate the central idea of the paragraph.
- Support: Specific and relevant facts, details, examples, and quotations are used to support the topic sentence and thesis and to develop ideas.
- Commentary: Commentary explains the significance of the supporting detail in relation to the thesis and further develops ideas. It also brings a sense of closure to the paragraph.

#### 😰 Check Your Understanding

In your Reader/Writer Notebook, make a brainstorming web for Abraham Lincoln and a second one for Frederick Douglass. On each web, write 5–10 facts about the hero.

#### Itational Text: Informational Text

Think about the four texts in this activity. Explain how Abraham Lincoln and Frederick Douglass were heroic. Draft a definition paragraph using the elements of a well-developed explanatory body paragraph. Be sure to:

- Begin with a topic sentence that answers the prompt.
- Provide supporting details and commentary to develop ideas.
- Use domain-specific vocabulary and precise language for the purpose and audience.

## SI'l **YTIVITDA**

## **Transitions and Quotations**

Learning Targets

in your writing.

Preview

#### Learning Strategies

Pubstituting pribbA **Marking the Draft** 

#### ACADEMIC

multi-paragraph essay. to create coherence in a across paragraphs can help or phrases both within and Using transitional words in a paragraph or essay. orderly presentation of ideas Coherence is the clear and

# VOCABULARY

#### , sziwexise, For instance, -ίληραί] Put another way, For example, 'sny1 tsi tonT Therefore, For instance, In addition, <mark>Y</mark>z α result, In other words, ,vilpnoitibbA To clarify: To add information: :epnjouoo oj ίλοω эποг эdī n 'ikewise, . Similarly, In contrast, **Nevertheless**, **'**))!!\$ 'sny\_ Yet,/But,/However, ln this case, Rather, Moreover, On the contrary, In addition, To illustrate, According to On the other hand, Furthermore, ·γijneuperity, For instance, 'pp912nd, і цбпоці цэхэ For example, For these reasons, цбпоцај∀ Aost important, Therefore, To compare and contrast: To introduce an interpretation: To offer evidence:

Transitions are used for different purposes:

and the next, both within and across body paragraphs.

Reviewing and Extending Transitions

to create coherence in writing.

essay. In formal writing, transitions establish relationships between one thought

and phrases to create coherence and to help readers move smoothly through the

In this activity, you will learn how to use transitions and embed quotations

Examine and appropriately apply transitions and embedded quotations

You have learned that transitions connect ideas. Writers use transitional words

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Finally.

Equally important,

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 The following sample paragraph is based on a folklore story from China about a girl, Mulan, who chooses to go to war in place of her ill father. Mark the draft to indicate where transitions could be added to create coherence.

be like. on are the heroes that we all know and admire, the ones that we strive to move forward. The heroes that have the courage and the will to move when you have fear of them. Courage is what gives heroes the drive to be frightened. It is impossible to endure and overcome fearful obstacles strength to continue training and fighting in battles, even though she may Reeve). Mulan is an ordinary young person who finds courage and to persevere and endure in spite of overwhelming obstacles" (Christopher to continue on. "A hero is an ordinary individual who finds the strength huge challenges by finding the strength and the courage within themselves up to are everyday heroes, ordinary, average people who have conquered danger, until she is far enough to be ready for it. The heroes that we look her to face the impossible and not think about the outcome, the fear or the anyone can stop her, which is what courage is all about. Her pluck allows her father and protect him. She gathers all of her courage and leaves before a man and a soldier. Mulan has the strength and the nerve to stand up for she knows that he is hurt. It is a crime punishable by death to impersonate greater good. Mulan takes her father's place in the Chinese army because Mulan is courageous because she has the ability to disregard fear for a

## **SI.I**

#### Providing Support

Supporting details can be paraphrased or directly quoted, depending on the writer's purpose and intended effect. Examine the difference between a paraphrase and an embedded quotation.

Paraphrase: Early in the story, Mulan reveals that she knows she will hurt her family if she is true to herself (*Mulan*).

Embedded Quotation: Early in the story, Mulan reveals her fears when she sings, "Now I see, that if I were truly to be myself, I would break my family's heart" (Mulan 5).

Note that an embedded quotation shows a more detailed and precise knowledge of the text.

A direct quotation should not: A direct q	A direct quotation should:
oaraphrase contain a simple idea that a writer could easily contain a complex id	contain a complex idea that is thought-
epeat an idea that has already been said add another layer of	add another layer of depth to the writing
	be smoothly embedded into the writing; begi with a transition and lead-in
oe lengthy be no more than thro	be no more than three lines

Use the acronym TLQC to help you remember how to embed a quotation smoothly. The letters stand for Transition, Lead-in, Quote, Citation.

Trement	Definition/Purpose	Example
noitienor	Use as a bridge to lìnk ideas and strengthen cohesion and fluency.	<b>Early in the story,</b> Mulan reveals her fears when she sings, "Now I see, that if I were truly to be myself, I would break my family's heart."
ni-bb9	Use to set the context for the information in the quote (complex sentences work well).	Early in the story <b>, Mulan reveals her fears whe</b> n <b>she sings,</b> "Now I see, that if I were truly to be myself, I would break my family's heart."
ງບວງ	Use ideas from a credible source to strengthen your ideas, illustrate a point, and/or support your controlling idea.	Early in the story, Mulan reveals her fears when she sings, <b>"Now I see, that if I were truly to be</b> myself, I would break my family's heart."
noitoti	Include author's last name or the title of the work, if the author is unknown, and page number to give credit to the author and to make your writing credible to the reader.	Early in the story, Mulan reveals her fears when she sings, "Now I see, that if I were truly to be myself, I would break my family's heart" ( <b>Mulan 5</b> ).

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information listed in a source citation.

carefully embedded) and by adding the following quotation from the film: by smoothly embedding Christopher Reeve's quote (already there, but not 2. Return to the sample paragraph and revise the writer's ideas about Mulan

Mulan: "It's going to take a miracle to get me into the army."

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#### 🗹 Check Your Understanding

smoothly embedding the quotes and adding academic citations. in two of the texts you have read and add those ideas into your paragraph by create coherence both within and across paragraphs. Next, find a significant quote the organization by adding or substituting transitional words and phrases to heroes. Mark your draft to indicate missing or ineffective transitions. Then, revise Return to the paragraph you wrote about Lincoln and Douglass as historical

How do the direct quotations strengthen your ideas? Reflection: What types of transitions did you add during your revision? Why?

Unit 1 • The Challenge of Heroism 105

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## 9l°l **YTIVITJA**

## Negation Strategy of Definition

#### Learning Targets

- Understand the negation strategy of definition.
- Develop an engaging idea using the negation strategy.

#### Preview

"gentleman" and evaluate how the author used the negation strategy. In this activity, you will read a definition essay about the concept of a

#### Review of the Negation Strategy

1. Review the negation definition strategy:

the negation strategy: the reader. For example, here is an excerpt from a definition of a horse that uses what it is not. Pointing out what the subject is not can make what it is clearer to Paragraphs using the negation strategy explain what something is by showing

generations of racing champions and hardworking ranch animals. mule, which is a sterile beast of burden, a horse is a valued breeder of future differences. A horse, unlike a zebra, can be tamed and trained. And unlike a A horse, a zebra, and a mule, though alike in many ways, have significant

#### Setting a Purpose for Reading

- As you read, underline examples of the negation strategy.
- by using context clues, word parts, or a dictionary. Circle unknown words and phrases. Try to determine the meaning of the words

#### **About the Author**

and exalted. as someone in the church to be glorified meaning Newman was officially bestowed 2010, Pope Benedict XVI beatified Newman, he converted to Roman Catholicism. Then in ideals of the Oxford Movement. In 1845, and Plain Sermons, helped influence the works, including the seminal Parochial leaning Church of England. Some of his teachings and traditions into the Protestantwhich sought to inject more Catholic was a pioneer of the Oxford Movement, influential figure at Oxford College. Newman scholar and clergyman who became an John Henry Newman (1801–1890) was a



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#### ESSOY

## A Definition of a namelined

#### 

The true gentleman in like manner carefully avoids whatever may cause a jar or a jolt in the minds of those with whom he is cast;—all clashing of opinion, or collision of feeling, all restraint, or suspicion, or gloom, or



absurd: ridiculous wearisome: tiring slander: spoken lies about someone insinuates: implies maxim: truthful adage sage: wise person

> ourselves towards our enemy as if he were ancient sage, that we should ever conduct prudence, he observes the maxim of the dare not say out. (6) From a long-sighted arguments, or insinuates evil which he mistakes personalities or sharp sayings for never takes unfair advantage, never is never mean or little in his disputes, interprets everything for the best. (5) He to those who interfere with him, and gossip, is scrupulous in imputing motives mere retort, he has no ears for slander or compelled, never defends himself by a He never speaks of himself except when to be receiving when he is conferring. (4) favours while he does them, and seems never wearisome. (3) He makes light of is seldom prominent in conversation, and allusions, or topics which may irritate; he speaking; he guards against unseasonable the absurd; he can recollect to whom he is towards the distant, and merciful towards he is tender towards the bashful, gentle (2) He has his eyes on all his company; make everyone at their ease and at home. resentment; his great concern being to

from The Idea of a University, by John Henry Newman, originally delivered as a series of lectures in 1852

one day to be our friend.

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#### Vorking from the Text

 In your Reader/Writer Notebook, make a T-chart. Label one side "A Gentleman" and label the other side "NOT a Gentleman." Fill in the T-chart accordingly.

#### tx9T protionational :esources: Informational Text

Write about what heroism is not. Use the negation strategy to distinguish what heroism is inot. Be sure to:

- Begin with a topic sentence that answers the prompt.
- Provide supporting details and commentary to develop ideas.
- Cite examples from the texts you have read.
- Use transitions to create coherence.

#### 🖾 Check Your Understanding

Exchange your draft with a partner. List your partner's ideas of what heroism is not. Check to see if his or her ideas make sense. Make notes where the draft can be improved. To prompt more ideas, list what heroism is, then list the opposite to tell what heroism is not.

#### 

#### Read and Connect

Your independent reading choice can be used as a source in your definition essay. Write about how the protagonist of your reading faced and overcame obstacles and challenges. Then discuss with a classmate why you think this text will be valuable in writing your definition essay. Be sure to provide clear reasons for your recommendation.

#### soton ym

## **Explanatory Writing Focus: Organization**

#### Learning Strategies

**211** 

**YTIVITDA** 

Close Reading Marking the Text Note-taking Collaborative Discussion

#### 29toN YM

#### Learning Targets

- Identify and evaluate the effectiveness of the structural elements of a definition essay.
- Draft a thesis and outline ideas for a definition essay.

#### Preview

In this activity, you will learn techniques to plan, draft, and revise your definition essay.

#### Planning a Definition Essay

 Review the Scoring Criteria for Embedded Assessment 2. What defines a proficient definition essay? List required skills and concepts for each category.

*		
	Organization	
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#### Introduction

should appear): Should appear):

I. The Hook: If the opening lines are dull or confusing, the reader loses interest right away. Therefore, you must write an opening that grabs the reader's attention. Lure your readers into the piece with a hook—an anecdote, compelling question, quote, or intriguing statement (AQQS)—to grab them so

firmly that they will want to read on. • Anecdote: Begin with a brief anecdote (a story from real life) that relates to

- Ouestion: Ask a thought-provoking universal question relating to the
- Ouestion: Ask a mought-provoking universal question relating to the concept of your thesis. You will answer this question in your essay. Don't ask simplistic questions such as "How would you feel if ...?" or "What would you do if ...?"

#### Unit 1 • The Challenge of Heroism 109

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- Quote: Find a quote to state an ordinary idea in an extraordinary or provocative way or state a provocative idea in an ordinary way. Either will grab the reader's interest. This quote can come from any source: someone you know, someone famous, or a song.
- Intriguing statement: Knock down a commonly held assumption or define a word in a new and startling way.

II. The Bridge: This writing represents the content between the hook and the thesis (the controlling idea of the essay). The purpose of the bridge is to make a clear and concise connection between these two parts. The bridge is also the place where a writer provides necessary background information to set the context for the ideas in the essay.

**111.** The Thesis: Your thesis is your response to the writing prompt, and it includes information about both the topic and your interpretation of it. The thesis is the single most important part of the essay in establishing focus and coherence; all parts of the essay should work to support this idea. Your thesis should be a clear and precise assertion. It should not be an announcement of your intent, nor should it include the first person (1/my).

A thesis should show a level of sophistication and complexity of thought. You may want to try to create a complex sentence as your thesis statement. Complex sentences contain a dependent clause that begins with a dependent marker, such as because, before, since, while, although, if, until, when, after, as, or as if.

#### **Evaluating and Revising Introductions**

2. Read the following introductions. For each one, identify, label, and evaluate the three parts of the introduction: hook, bridge, and thesis.

#### z əjdwos

Aristotle said, "The beauty of the soul shines out when a man bears with composure one heavy mischance after another, not because he does not feel them, but because he is a man of high and heroic temper." When people go through calamity with poise, it is not because they don't feel anything; it is because they are of a heroic nature. Heroism is being brave and helping other people before yourself, but it does not being brave and helping other people before yourself, but it does not always have a happy ending.

#### 2 alqmp2

"A hero is no braver than an ordinary person, but is braver five minutes longer." When heroes keep on going and keep battling a challenge or problem, it makes them that much more heroic. Anyone could just give up, but heroes keep going. Instead of stressing over satisfying everyone, neroes know that their best is good enough and focus on doing the right thing. Heroism is putting others before yourself and directly facing challenges, but not always saving or satisfying everyone.

#### MORD CONNECTIONS

#### ξίλωοլοαλ

The Latin root voc in provocative comes from a Latin word meaning "to call." This root appears in words related to a calling, such as vocation and advocate. The Latin prefix pro- means "forth," "before," or "forward."

#### soton ym

#### 29toN YM

3. Now reread each introductory paragraph, evaluate its effectiveness, and mark it for revision. Use these questions to aid your evaluation:

- Is the hook engaging?
- If the hook is a quote, is it integrated smoothly?
- Is there a bridge that effectively links the hook to the thesis?
- Is the thesis a clear and precise interpretation of the topic?
- Is the use of language formal or informal?
- Is the language effective? Where can it be made clearer, or where can ideas

#### 🗹 Check Your Understanding

Revise one of the two sample paragraphs on the previous page based on your evaluation and discussion of how it could benefit by additional content, reworking sentences, and using more precise or formal diction.

#### Revising Thesis Statements

Examine the following model thesis statement, and then see how the statement has been revised to have a complex sentence structure with a beginning dependent clause.

- Model thesis statement: Heroism involves selflessness and dedication to a challenge. It means helping others without desire for recognition or stardom.
- Revised model: Because heroism involves selflessness, it requires dedication to a challenge and helping others without desire for recognition or stardom.
- 4. What is the value of combining the two sentences in this way? How does it improve the clarity of ideas in the thesis statement?
- 5. Now follow the model to revise the remaining thesis statements on the next page. Create a complex sentence structure by using a dependent marker to create a dependent clause at the beginning of the sentence. Revise other elements as needed for smooth expression while still keeping the same ideas.

Unit 1 • The Challenge of Heroise Interview Challenge of Heroise Interview Challenge I

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 Thesis statement: Heroism means taking action when you are needed, showing dedication to your quest, and not giving up even when the odds are against you.

Revised thesis statement:

 Thesis statement: Heroism means putting others before oneself and directly facing challenges, but not always saving or satisfying everyone.

stnemester statement:

 Thesis statement: Heroism is being brave and helping other people before yourself, but it does not always guarantee a happy ending.

Revised thesis statement:

#### Writing a Concluding Paragraph

The concluding paragraph in an essay is the last thing your reader takes from your essay. Try to make the reader think in a new way, feel emotional, or feel enlightened. Choose the ending carefully. Avoid clichés or something stale, such as "The end," "That is all I have to say," or "That's my definition of heroism." Make your readers feel that they have arrived somewhere by sharing with them what you have learned, discovered, or realized.

The following are some possible ways to conclude your essay.

- Be genuine. Explain why this topic is important to you and/or important in life.
- If you used a quote as your hook, refer back to it. If you didn't use a quote, use one to guide your conclusion.
- You may finish by reviewing the paper's main point, but with new insight.
- Direct the readers into the future. How does an understanding of this topic relate to future thought or action? What will or should happen in the months or years ahead?

#### **WORD CONNECTIONS**

ξιλωοιοάλ

The word **cliché** means "something that is overused." It derives from the French word clicher, meaning "to click," which resembled a sound made method of creating printing plates was called stereotype, and this method could produce the same image repetitively. The word stereotype is now used as a synonym of cliché.

29toN VM

#### Evaluating and Revising Conclusions

6. As you read examples of a conclusion, identify which technique the writer used and how effective the conclusion is.

#### sample 1

The best heroes out there are those that put others before themselves. How do we know when someone is a hero? When they face challenges with pure determination, but don't save or satisfy everyone in the end. It blows us away every time a hero is doing what they're doing for the more important to know that a hero is doing what they're doing for the protection of everyone else. Making mistakes is what makes everything else that they do even more spectacular.

#### 2 ample 2

Heroes often look like the normal people we see walking down the street and they might be the plainest form of normal there is. Behind that normal appearance there have been struggle and challenge that have turned into wisdom. Heroes have to not only overcome challenges, but have done it with dignity. Heroes have grown from their experiences and now put a different value on life itself. Heroes are absolutely essential to life, for without heroes we would have no one to admire or set our goals to their standards.

#### 🗹 Check Your Understanding

Revise one of the two paragraphs above based on your evaluation and discussion of how it could benefit by additional content, reworking sentences, and using more precise or formal diction.

#### Writing Body Paragraphs

Body paragraphs are the meat of your essay. Outlined by the thesis, they include the reasons, plus the details and examples, that provide the support for your thesis. Part of the strength of your support is synthesizing, or pulling together, facts, examples, and details from your experiences and from texts and resources you have read or studied. As you write body paragraphs, be sure to include the following:

- A topic sentence that introduces the focus of the paragraph
- A concluding sentence that follows from the information and explanations
- Facts, details, and examples relevant and sufficient to make your point
- Commentary that explains why these details and examples are significant.
- Paraphrases and embedded quotations conveying important details
- Transitions to show your understanding of the content by showing the connections among ideas

## MORD CONNECTIONS

Cognates The English word synthesizing has the same meaning as its Spanish cognate sintetizar.

#### **Εναίμαting and Revising Body Paragraphs**

 Read the following body paragraph and evaluate its effectiveness. Look at the transitions, facts, details, examples, and commentary, as well as the skill with which paraphrases and embedded quotations are handled.

Heroism is trying your hardest, no matter the obstacles, to go beyond the needs of yourself to help others. A son writes about how his mother, Ana, has an obstacle, but does all that she can to fight it, and does not complain. He says that she fights cancer with a smile and "hasn't let it slow her down, either" (Gandara). This shows that even her hardest, which inspires her loved ones. In addition, in the movie girl. Instead of giving up on this, Mulan decides to pretend to be a man army, which is impossible according to Chinese law because she is a girl. Instead of giving up on this, Mulan decides to pretend to be a man her father, being the only male in his family, had to enlist in the army, wet he was too sick to fight and would have undoubtedly died in the per father, being illness or danger with courage for the sake of another is conflict. Facing illness or danger with courage for the sake of another is inspiring and heroic.

#### 🗹 Check Your Understanding

Return to the texts you have read and studied in this unit. Begin to think about which ones you can use to help support your definition of heroism. Make a list of the texts, the heroes, and the events you may be able to use in your essay. Begin to categorize them as you think of each definition strategy: function, example, and negation.

#### Publishing for Your Intended Audience

8. Once you have written, revised, and edited your definition essay, you will need to publish it. Think about your intended audience. Is it your teacher? Classmates? Parents? School newspaper readers? Should the final product the hand-written, typed, or online? What should you include, if anything, in the header or footer? Follow the Embedded Assessment checklist and the instructions from your teacher to publish the final product in a way that is suitable for your audience.

#### saton ym

#### Instructing the Embedded Assessment

Think about people who deserve status as a hero from the past, from the present, from life, and from literature. What defines a hero? Draft an insightful thesis statement using a complex sentence structure. Then outline ideas for your essay. Remember to return to your work in Activity 1.13 on defining a hero.

#### Hero Definition Essay Outline

#### I. INTRODUCTION

Hook: (What would make an effective hook?) Bridge: (background information and connections) Thesis: (state your original definition)

#### II. BODY PARAGRAPH 1 (Function/Example/Negation)

Topic Sentence: (connect to thesis) Supporting Detail: (list source) Paraphrase, quotations, examples with commentary Supporting Detail: (list source)

#### III. BODY PARAGRAPH 2 (Function/Example/Negation)

Topic Sentence: (connect to thesis) Supporting Detail: (list source) Paraphrase, quotations, examples with commentary Supporting Detail: (list source)

#### IV. BODY PARAGRAPH 3 (Function/Example/Negation)

Topic Sentence: (connect to thesis) Supporting Detail: (list source) Paraphrase, quotations, examples with commentary Supporting Detail: (list source)

#### **NOISULANOO 'V**

(What would make an effective conclusion?)

#### 🚺 Independent Reading Checkpoint

Look back at the article about Tristan Segers in Activity 1.12. Compare how his life and the life of the hero in your independent reading text fit into the hero's archetype that you have learned about in this unit.

#### EMBEDDED SSESSMENT 2

## Writing a Definition Essay

#### TNAMNAIRSA 🔕

Think about people who deserve status as heroes — from the past, from the present, from life, and from literature. What defines a hero? Write a multi-paragraph essay that develops your definition of heroism. Be sure to use strategies of definition (function, example, and negation) to guide your writing.

	manner: Mow will you publish your final draft in a way that is appropriate for the
<b>Checking and Editing for</b> Publication: Confirm that your final draft is ready for publication.	<ul> <li>How will you proofread and edit your draft to demonstrate command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage?</li> <li>How will you create a title and assemble your illustrations in an appealing manner?</li> </ul>
<b>Evaluating and Revising:</b> Create opportunities to review and revise your work.	<ul> <li>During the process of writing, when can you pause to share with and respond to others?</li> <li>What is your plan to include suggestions and revision ideas in your draft?</li> <li>How can the Scoring Guide help you evaluate how well your draft meets the requirements of the assignment?</li> </ul>
<b>Drafting:</b> Write a multi- paragraph essay that effectively organizes your ideas.	<ul> <li>How will you provide a hook, a bridge, and a thesis in the introduction?</li> <li>How will you use the strategies of definition (function, example, negation) in your support paragraphs?</li> <li>How will your conclusion demonstrate the significance of heroism and encourage readers to accept your definition?</li> </ul>
Planning and Prewriting: Take time to make a plan for your essay.	<ul> <li>Which activities and texts have you collected that will help you refine and expand your definition of a hero?</li> <li>What prewriting strategies (such as freewriting, outlining, or using graphic organizers) could help you brainstorm ideas and organize your examples?</li> </ul>

#### Reflection After completing this Embedded Assessment, think about how you went about accomplishing this task and respond to the following:

- Explain how the activities in this unit helped prepare you for success in the Embedded
- Assessment.
   Which activities were especially helpful, and why?

Secreteries

#### **SCORING GUIDE**

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Incomplete	Emerging	Proficient	εχεωρίαιλ	Scoring Criteria
The essay • does not define a hero using strategies of definition • has no discernible thesis • lacks supporting details, citations, and/or commentary.	The essay uses insufficient strategies of definition to define a hero nofocused thesis unfocused thesis includes inadequate and evidence; may and evidence; may citations and/or weak citations and/or weak citations and/or weak	The essay • uses strategies of definition (function, example, negation) to define a hero • maintains a clear thesis • includes adequate supporting details and evidence (quotes and evidence (quotes or evidence (quotes) vith citations and vith citations a	The essay • uses all three strategies of definition effectively to define a hero and original thesis • integrates relevant supporting details integrates relevant and evidence (quotes and evidence (quotes and paraphrases) with citations and with citations and	spap
The essay • lacks an introduction • has minimal, absent, or flawed support paragraphs • uses few or no transitions and topic sentences • lacks a conclusion.	The essay • includes an ineffective or partial introduction • has unrelated, undeveloped, or insufficient support paragraphs • uses transitions and topic sentences ineffectively or ineffectively or infogical, or repetitive sconclusion.	The essay • introduces the topic with a hook, bridge, and thesis • organizes ideas into support paragraphs that progress logically • creates coherence with the use of transitions and topic sentences • provides a conclusion that follows from the ideas presented.	The essay • introduces the central idea with an engaging hook, bridge, and thesis • organizes ideas into focused support paragraphs that progress smoothly progress smoothly creates coherence with the purposeful use of a variety of transitions and topic sentences entences for the purposeful transitions and topic sentences for the purposeful transitions and topic for the purposeful for the purposeful f	Structure
The essay • uses flawed diction • lacks command of standard English capitalization, punctuation, spelling, grammar, and usage; frequent errors obscure meaning.	The essay • uses diction or a style that is basic or inappropriate to an academic audience • demonstrates partial or inconsistent conwand of the conventions of standard English punctuation, spelling, grammar, and usage.	The essay • uses diction and style that is generally appropriate for an academic audience • demonstrates • demonstrates	The essay. • uses consistent diction and style appropriate for an academic audience • demonstrates command of the conventions of standard English punctuation, spelling, grammar, and usage (including complex sentences). sentences).	ο οί ο οί

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Appendix C: Springboard Math Curriculum



# $SpringBoard^{\circ}$

Unit 1: Number Systems (4 weeks)	Embedded Asse	ssments	Vocabulary
Overview In this unit, students will extend their knowledge of numbers and expressions to the entire set of integers and develop an understanding of rational numbers. Students will apply their understanding of rational numbers as they solve problems.	<ul> <li>1. Positive Rational Numbers and Adding to the Races</li> <li>Operations on decimals, fraction</li> <li>Converting rational numbers to</li> <li>Find the absolute value of an int</li> <li>Compare, add, and subtract inter (6 lessons)</li> <li>2. Rational Number Operations and Multiper Top to Bottom</li> <li>Multiply integers</li> <li>Divide integers</li> <li>Operations on rational numbers</li> <li>(6 lessons)</li> </ul>	ns, and mixed numbers decimals reger gers olying and Dividing Integers,	Academic Critique, ascend, descend Math Terms Absolute value, subset, rational number, terminating decimal, repeating decimal
Essential Questions Why is it important to understand properties and operations involving integers and negative rational numbers?	Algebra/AP/Colleg	e Readiness	Prerequisite Skills
How can models be used to interpret solutions of real-world problems?	<ul> <li>Allowing students to make connection learning.</li> <li>Providing opportunities to apply ope numbers to everyday contexts.</li> </ul>		<ul> <li>Number lines</li> <li>Fractions and decimals</li> <li>Number systems</li> </ul>
Targeted Standards           7.NS.A.1, 7.NS.A.1a, 7.NS.A.1b, 7.NS.A.1c.           7.NS.A.1d, 7.NS.A.2, 7.NS.A.2b, 7.NS.A.2c,           7.NS.A.2d, 7.NS.A.3,	<ul> <li>Presenting situations for which stude implement a problem-solving proces reasonableness of solutions.</li> <li>Encouraging students to learn and us communicate mathematics precisely both verbally and in written form.</li> </ul>	s, and evaluate the e mathematics language and to	
	Additional Assessment Opportunities	Every Lesson: Check Your Every Activity: Activity Pra Every Unit: Getting Ready	



# $SpringBoard^{^{\!\circ}}$

) Embedded Asses	sments	Vocabulary
<ul> <li>Apply properties of operations</li> <li>Model, write, and solve two-step (4 lessons)</li> <li>Solving Inequalities, A Gold Medal Appet</li> </ul>	equations	Academic palindrome, media Math Terms Property, numerical statement, algebraic expression, coefficient, equation, numerical expression, variable, algebraic statement, constant
		Prerequisite Skills
<ul> <li>equations and inequalities</li> <li>Providing contextual situations so that between verbal and algebraic represent</li> <li>Justifying answers using the algebraic</li> </ul>	t students may translate ntations properties and principles	<ul> <li>Rational numbers</li> <li>Properties and operations involving integers</li> </ul>
Additional Assessment	Evenul accon: Chask You	r Understanding and Practice
	<ul> <li>Apply properties of operations</li> <li>Model, write, and solve two-step (4 lessons)</li> <li>Solving Inequalities, A Gold Medal Appending</li> <li>Model, write, and solve two-step (2 lessons)</li> </ul> Algebra/AP/College Providing opportunities for students the equations and inequalities Providing contextual situations so that between verbal and algebraic represe Justifying answers using the algebraic	<ul> <li>Model, write, and solve two-step equations (4 lessons)</li> <li>Solving Inequalities, A Gold Medal Appetite</li> <li>Model, write, and solve two-step inequalities (2 lessons)</li> </ul>



# SpringBoard®

# **Mathematics Course 2 Curriculum Map**

### Unit 3: Ratio and Proportion (7 weeks)

#### Overview

In this unit, students will use pictures, graphs, tables, and verbal descriptions to study unit rates, rate of change, and proportions. Students will solve problems involving scale, percentage, and proportional relationships.

#### **Essential Questions**

How are ratios, unit rates, and proportions used to describe and solve real-world problems?

How can representations, numbers, words, tables, and graphs be used to solve problems?

#### **Targeted Standards**

7.RP.A.1, 7.RP.A.2, 7.RP.A.2a, 7.RP.A.2b, 7.RP.A.2c, 7.RP.A.2d, 7.RP.A.3, 7.G.A.1, 7.EE.B.3

#### **Embedded Assessments** 1. Ratios, Proportions, and Proportional Reasoning, Weighing in on Diamonds \* Solve problems involving proportional relationships Convert between measurement systems using unit rates and using \* proportions $\diamond$ Represent constant rates of change with equations of the form y = kx\* Determine the constant of proportionality from a table, graph, or equation (5 lessons) 2. Proportional Relationships and Scale, Soccer Sense Solve problems using scale drawings ÷ Solve problems involving scale drawings of geometric figures Reproduce a scale drawing at a different scale \* (3 lessons) 3. Percents and Proportions, Socializing and Selling \* Find the percent of a number Solve problems about sales tax, tips, and commissions \* Find the percent that one number is of another \* Given the percent and the whole, find the part ÷ (6 lessons) **Algebra/AP/College Readiness** ٠ Using real-world contexts as a link prior learning and to develop understanding of concepts \* Encouraging students to determine the reasonableness of solutions including size and relative accuracy $\Leftrightarrow$ Providing opportunities to implement problem solving strategies in collaborative groups to analyze a situation and determine and communicate a solution ٠ Asking students to justify their conclusions using mathematical reasoning

Additional Assessment Opportunities **Every Lesson**: Check Your Understanding and Practice **Every Activity**: Activity Practice **Every Unit**: Getting Ready and Online Unit Test

#### Vocabulary

#### Academic

tip

#### **Math Terms**

Ratio, rate, unite rate, proportion, cross products, conversion factor, constant of proportionality, constant ratio, constant rate of change, relative size, scale drawing, percent, percent equation, discount, markup, interest, percent error

#### **Prerequisite Skills**

- Solve linear equations and inequalities
- Model and write two-step equations and inequalities



# $SpringBoard^{\circ}$

Unit 4: Geometry (8 weeks)	Embedded Asses	ssments	Vocabulary
Overview In this unit students will extend their knowledge of two- and three-dimensional figures as they solve real-world problems involving angle measures, area, and volume. Students will also study composite figures.	<ol> <li>Angles and Triangles, Pool Angles         <ul> <li>Adjacent, vertical, complementa</li> <li>Angles of a triangle</li></ul></li></ol>	ry, and supplementary angles	Academic- unique, orientation, decompose Math Terms – angle, complementary angles, adjacent angles, vertical angles, included angle, similar figures, corresponding parts, plane, circumference, radius, semicircle, prism, pyramid, lateral face, lateral area, slant height, complex solid, vertex, supplementary angles, conjecture, included side, congruent, circle, center, diameter, composite figure, inscribed figure, net, cross section, right prism, surface area, regular polygon, volume
<b>Essential Questions</b> Why is it important to understand properties of angles and figures to solve problems?	(5 lessons)		L
Why is it important to be able to relate two- dimensional drawings with three-dimensional figures?	<ul> <li>Algebra/AP/College Readiness</li> <li>Using patterns and manipulatives to recognize structure, develop understanding and comprehend formulas</li> <li>Providing opportunities to analyze mathematical relationships to connect ideas and concepts</li> </ul>		<ul> <li>Prerequisite Skills</li> <li>Two- and three-dimensional figures</li> <li>Rate, rate of change, and proportions</li> <li>Percents</li> </ul>
Targeted Standards           7.EE.B.3, 7.EE.B.4, 7.G.B.5, 7.G.A.2, 7.G.A.1,           7.G.B.4, 7.G.B.6, 7.G.A.3	<ul> <li>Asking students to use appropriate to compiling and analyzing information and providing opportunities to communic share their methods and conclusions</li> </ul>	and solving problems ate by allowing students to	
	Additional Assessment Opportunities	<b>Every Lesson</b> : Check Your <b>Every Activity</b> : Activity Pra <b>Every Unit</b> : Getting Ready	



# $SpringBoard^{\circ}$

Unit 5: Probability (8 weeks)	Embedded Asse	ssments	Vocabulary
Overview	1. Finding Probabilities, Spinning Spinners	and Random Picks	Academic – predict, simulation
In this unit, students will begin their study of probability. Students will learn how to interpret probabilities and how to calculate probabilities in a variety of settings. Students will also learn several ways to estimate probabilities.	<ul> <li>Anticipate outcomes, based on a probability model</li> <li>Reason about plausible probability models, given observed outcomes</li> <li>Calculate theoretical probabilities for a probability experiment that has equally likely outcomes</li> <li>Estimate probabilities         <ul> <li>(7 lessons)</li> </ul> </li> <li>Probability and Simulation, <i>Flipping Coins and Random Choices</i></li> <li>Use tables and tree diagrams to represent outcomes</li> <li>Use a tree diagram to assign probabilities to outcomes in the sample space</li> <li>Reason about equally likely outcomes</li> <li>Plan a simulation for a given probability experiment</li> <li>Use simulation to estimate probabilities</li> </ul>		Math Terms – probability experiment, probability, equally likely outcomes, selected at random, event, complement, theoretical probability, estimated probability, sample space, tree diagram, random digits
Essential Questions How is probability used to make decisions in	<ul> <li>Reason about equally likely outo</li> <li>Plan a simulation for a given pro</li> </ul>	bability experiment	
everyday situations?	Algebra/AP/Colleg	e Readiness	Prerequisite Skills
How can a probability be estimated?	<ul> <li>Introducing and reinforcing the vocal</li> <li>Modeling problem solving in collabor</li> <li>Using manipulatives, technology, and explore contextual situations</li> <li>Asking students to reason quantitative</li> </ul>	ative groups I other appropriate tools to	<ul> <li>Rate, rate of change, and proportions</li> <li>Percents</li> </ul>
Targeted Standards	discuss and justify conclusions	and abstractly as they	
7.SP.C.5, 7.SP.C.6, 7.SP.C.7, 7.SP.C.7a, 7.SP.C.7b, 7.SP.C.8, 7.SP.C.8a, 7.SP.C.8b, 7.SP.C.8c			
	Additional Assessment Opportunities	Every Lesson: Check Your Every Activity: Activity Pra Every Unit: Getting Ready	



# SpringBoard

Unit 6: Statistics (4 weeks)	Embedded Asse	ssments	Vocabulary
Overview	1. Random Sampling and Sampling Variab	pility, School Populations	Academia, nonulation comple consus
In this unit, students will begin their study of statistics. Students will learn how to select a random sample to learn about the population. Students will also the sample data to compare two populations.	<ul> <li>Determine methods for selectin</li> <li>Identify sampling variability</li> <li>Use data from a sample to draw population         <ul> <li>(4 lessons)</li> </ul> </li> <li>Comparing Populations, One Mean Arm</li> <li>Understand sampling variability</li> <li>Use data from random samples         <ul> <li>(3 lessons)</li> </ul> </li> </ul>	g a random sample r a conclusion about a n <i>Span</i> to compare populations	Academic – population, sample, census Math Terms – sampling, sampling variability, sample mean, sample statistic, random sample, population mean
Essential Questions			
Why is it important to select at random when choosing a sample from a population?			
How can sample data be used to learn about a	Algebra/AP/Colleg	e Readiness	Prerequisite Skills
population?	<ul> <li>Studying and using the vocabulary of</li> </ul>		<ul> <li>Collect and summarize data</li> </ul>
How can sample data be used to compare two populations?	<ul> <li>Providing opportunities to connect m contexts</li> <li>Allowing opportunities to draw inference</li> </ul>		
Targeted Standards	on samples Providing opportunities to students to	o interact with peers in	
-	collaborative groups		
7.NS.A.1, 7.NS.A.1a, 7.NS.A.1b, 7.NS.A.1c. 7.NS.A.1d, 7.NS.A.2, 7.NS.A.2b, 7.NS.A.2c,			
7.NS.A.2d, 7.NS.A.3,			]
	Additional Assessment	-	Understanding and Practice
	Opportunities	Every Activity: Activity Pra Every Unit: Getting Ready	



# $SpringBoard^{^{\!\circ}}$

Jnit 7: Personal Financial Literacy (2 weeks	Embedded Asse	ssments	Vocabulary
Overview	Activity 27 Practice		Academic – income tax, property tax, budge
n this unit students study financial planning. Students explore many types of taxes ncluding property, wage, and tax on ourchases. Students study simple and compound interest and analyze and create oudgets.			variable expense, assets, compound interest coupon, sales tax, take-home pay, fixed expense, net worth, liabilities, monetary incentive, rebates
Essential Questions			Prerequisite Skills
low does being financially literate help you nanage your money?			Communicate clearly to explain
How can you plan ahead for future financial goals?	<ul> <li>Algebra/AP/College</li> <li>Applying mathematics to everyday lift</li> <li>Providing opportunities to study voca taxes and interest</li> <li>Researching local taxes, interest rate</li> <li>Using technology in contextual setting</li> </ul>	fe abulary related to budgets, s and living expenses	<ul> <li>methods of problem solving and to interpret results</li> <li>Solve equations and inequalities</li> <li>Fractions and decimals</li> <li>Percent, rates, rate of change</li> </ul>
Targeted Standards		-	
	Additional Assessment Opportunities	<b>Every Lesson</b> : Check You <b>Every Activity</b> : Activity P <b>Every Unit</b> : Getting Read	

		atics Curriculum Map	
		(Grade 7)	
		14-15 days	
Unit Oxomiany		mber Systems	Callaga Dandinaga
<ul> <li>Unit Overview</li> <li>Goals:</li> <li>To extend students' knowledge of numbers and expressions to the entire set of integers and develop an understanding of rational numbers</li> <li>To apply students' understanding of rational numbers as they solve problems</li> </ul>	Essential Questions Why is it important to understand properties and operations involving integers and negative rational numbers? How can models be used to interpret solutions of real-world problems?	Vocabulary         Academic: critique, ascend,         descend         Math Terms: absolute value,         subset, rational number,         terminating decimal, repeating         decimal	<ul> <li>College Readiness</li> <li>This unit focuses on skills and knowledge that improve students' ability to understand and apply number concepts to rational numbers and integers by: <ul> <li>Allowing students to make connections between prior and new learning;</li> <li>Providing opportunities to apply operations and properties of real numbers to everyday contexts;</li> <li>Presenting situations for which students organize information, implement a problem-solving process, and evaluate the reasonableness of solutions; and</li> <li>Encouraging students to learn and use mathematics language and to communicate mathematics precisely by justifying their solutions both verbally and in written form.</li> </ul> </li> </ul>
Springboard Activities	Learning Targets	CCSS for Activity and Activity Standards Focus	Differentiation for Student Needs
<ul><li>1.1 Adding and Subtracting Decimals</li><li>1.5 days</li></ul>	<ul> <li>Solve problems with decimals, using addition and subtraction</li> <li>Justify solutions with decimals, using addition and subtraction</li> </ul>	7.NS.A.1, 7.NS.A.2, 7.NS.A.2d Students are familiar with operations on whole numbers. In Activity 1, students solve real- world problems with positive rational numbers using addition,	Support students who need a more hands-on approach by supplying manipulatives such as base-10 blocks to review operation with decimals. Extend learning for students who are fluent in decimal addition,

	• Estimate decimal sums and differences	subtraction, multiplication, and division. They also estimate answers using the four operations to check for reasonableness and justify solutions.	subtraction, estimation methods by having them coach a less adept partner. Embed math language development throughout the lesson.
<ul><li>1.2 Multiplying and Dividing Decimals</li><li>1 day</li></ul>	<ul> <li>Estimate decimal products and quotients</li> <li>Solve problems involving multiplication and division of decimals</li> </ul>		ELL Support: Challenge students to explain the relationship between the multiplication algorithm and the distributive property.
<ul><li>1.3 Operations with Fractions</li><li>1 day</li></ul>	<ul> <li>Solve problems with fractions using addition, subtraction, multiplication, and division.</li> <li>Estimate with fractions.</li> </ul>		
<ul><li>1.4 Converting Rational Numbers to Decimals</li><li>1 day</li></ul>	<ul> <li>Convert a fraction to a decimal.</li> <li>Understand the difference between terminating and repeating decimals.</li> </ul>		Connect the definition of a terminating decimal to the definition of terminating. To further support students' understanding of decimals and fractions, point out that a repeating decimal can also be written as a fraction.
<ul><li>2.1 Adding Integers</li><li>1.5 days</li></ul>	<ul> <li>Add two or more integers</li> <li>Identify and combine opposites</li> <li>Solve real-world problems by adding integers</li> </ul>	7.NS.A.1, 7.NS.A.1a, 7.NS.A.1b, 7.NS.A.1c, 7.NS.A.1d, 7.NS.A.3 Students have reviewed the operations with positive rational numbers. In Activity 2, students use a number line and absolute value to add integers. They then conjecture an algorithm and apply it to add and subtract integers.	ELL Support: Provide manipulatives such as two-color counters. Review the concept of zero pairs, and have students use the counters to find integer sums. Point out that not only integers, but also other rational numbers, have opposites.
2.2 Subtracting Integers	Subtract integers		

	• Find distances using absolute value		
3.1 Multiplying Integers 1 day	<ul> <li>Multiply two or more integers</li> <li>Apply properties of operations to multiply integers</li> <li>Solve real-world problems by multiplying, adding, and subtracting integers</li> </ul>	7.NS.A.2, 7.NS.A.2b, 7.NS.A.3 Students are familiar with operations on whole numbers. In this activity, they solve mathematical and real-world problems with rational numbers using multiplication and division.	
3.2 Dividing Integers 1 day	<ul> <li>Divide integers</li> <li>Solve real-world problems by dividing integers and possibly adding, subtracting, or multiplying integers as well</li> </ul>		
4.1 Sets of Rational Numbers 1 day	<ul> <li>Given a rational number, determine whether the number is a whole number, an integer, or a rational number that is not an integer</li> <li>Describe relationships between sets of integers</li> </ul>	<ul> <li>7.NS.A.1, 7.NS.A.1b, 7.NS.A.1c,</li> <li>7.NS.A.2, 7.NS.A.2a, 7.NS.A.2c,</li> <li>7.NSA.2d, 7.NS.A.3</li> <li>Students have reviewed the operations with positive rational numbers. In Activity 4, students first learn to classify subsets of the rational numbers. Then they extend their understanding of operations with integers to positive and negative rational numbers.</li> </ul>	ELL Support: Review of how to locate negative rational numbers on a number line. Challenge students to order rational numbers from least to greatest
4.2 Adding Rational Numbers 1 day	<ul> <li>Add two or more rational numbers</li> <li>Use properties of addition to add rational numbers</li> <li>Solve real-world problems by adding two or more rational numbers</li> </ul>		Review how to add fractions, decimals, and integers separately before student transitions to adding rational numbers.
<ul><li>4.3 Subtracting Rational Numbers</li><li>1 day</li></ul>	<ul> <li>Subtract rational numbers</li> <li>Apply the fact that for all rational numbers <i>a</i> and <i>b</i>, <i>a</i> –</li> </ul>		

4.4 Multiplying and Dividing Rational Numbers 1.5 days	<ul> <li>b = a + (-b), to add and subtract rational numbers</li> <li>Solve real-world problems by subtracting rational numbers and possibly by adding rational numbers as well</li> <li>Multiply and divide rational numbers</li> <li>Apply properties of operations to multiply and divide rational numbers</li> <li>Solve real-world problems involving the four operations with rational numbers</li> </ul>		Challenge students to write and simplify expressions that include signed fractions and decimals as factors for a set of cases
Mathematical Practices		Assessment and Performance Oppor	rtunities
MP1: Make sense of problems and p MP2: Reason abstractly and quantita MP3: Construct viable arguments and	tively.	<ul> <li>Embedded Assessments:</li> <li>1. Positive Rational Numbers a (after Activity 2)</li> <li>2. Rational Number Operations Integers (after Activity 4)</li> </ul>	
MP4: Model with mathematics.		Check Your Understanding	
MP5: Use appropriate tools strategic.	ally.	Class Debriefing/Reflections	
MP6: Attend to precision.		Monitoring of collaborative groups	
MP7: Look for and make use of struc	cture.	Lesson Practices	
MP8: Look for and express regularity	y in repeated reasoning.	Math Notebook	
		Unit Assessment	
Additional Resources		Teacher Reflections	
eBook Teacher Resources Khan Academy			

# Number Systems



# **Unit Overview**

In this unit you will extend your knowledge of numbers and expressions to the entire set of integers and develop an understanding of rational numbers. You will apply your understanding of rational numbers as you solve problems.

# **Key Terms**

As you study this unit, add these and other terms to your math notebook. Include in your notes your prior knowledge of each word, as well as your experiences in using the word in different mathematical examples. If needed, ask for help in pronouncing new words and add information on pronunciation to your math notebook. It is important that you learn new terms and use them correctly in your class discussions and in your problem solutions.

# Academic Vocabulary

- critique
- ascend
- descend

## **Math Terms**

- absolute value
- subset

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- rational number
- terminating decimal
- repeating decimal

## ESSENTIAL QUESTIONS

Why is it important to understand properties and operations involving integers and negative rational numbers?

How can models be used to interpret solutions of real-world problems?

#### EMBEDDED ASSESSMENTS

These assessments, following activities 2 and 4, will give you an opportunity to demonstrate how you can use your understanding of the number system to solve mathematical and real-world problems.

#### Embedded Assessment 1:

Positive Rational Numbers and Adding and Subtracting Integers

p. 23

#### **Embedded** Assessment 2:

Rational Number Operations and Multiplying and Dividing Integers p. 47

**UNIT**1

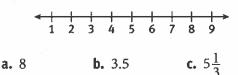
# **Getting Ready**

- **1.** Determine the value of each of the following expressions.
  - **a.** 32 × 21
  - **b.** 30,000 ÷ 10
  - **c.** 478 + 593
  - **d.** 101 68
- 2. Determine the value of each of the following expressions.
  a. 2.2 × 1.3
  - **b.** 39.5 + 8.74
  - **c.** 33.4 2.11
  - **d.**  $470.4 \div 5.6$
- **3.** Determine the value of each of the following expressions

**a.** 
$$\frac{2}{5} + \frac{3}{10}$$
  
**b.**  $\frac{5}{6} - \frac{1}{3}$   
**c.**  $\frac{4}{5} \times \frac{7}{8}$   
**d.**  $\frac{6}{7} \div \frac{3}{4}$ 

4. Which property is illustrated by each example? Choose from the Associative, Commutative, and Distributive properties.
a. 6 + 8 = 8 + 6
b. (2 + 3) + 4 = 2 + (3 + 4)
c. 2 × 3 + 2 × 5 = 2(3 + 5)

**5.** Draw a number line like the one shown and graph the following points on the number line. Label each point with its letter.



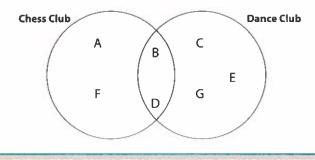
**6.** Order the following sets of numbers from least to greatest.

**a.** 
$$\frac{1}{2}, \frac{2}{5}, \frac{3}{8}, \frac{7}{10}$$
  
**b.** 32.51, 2.53, 514.37

**7.** Tell the value of each of the following expressions.

a.	12	<b>b.</b>  -13
c.	-5  +  5	<b>d.</b>  3 + 7  −  −7

8. This Venn diagram provides a visual representation of six students' memberships in after-school clubs. What does the diagram tell you about the club memberships of Student B and Student G? Explain.



# Operations on Positive Rational Numbers

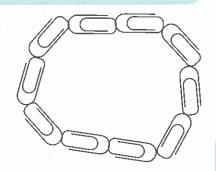
Paper Clips, Airplanes, and Spiders Lesson 1-1 Adding and Subtracting Decimals

#### Learning Targets:

- Solve problems with decimals, using addition and subtraction.
- Justify solutions with decimals, using addition and subtraction.
- Estimate decimal sums and differences.

SUGGESTED LEARNING STRATEGIES: Marking the Text, Use Manipulatives, Think-Pair-Share, Discussion Groups

How long do you think it would take to make a paper clip chain that is 10 paper clips long? Last year, the student with the best time was able to do this in 26.25 seconds. Do you think you can do it in less time?



Work with your group. You will need

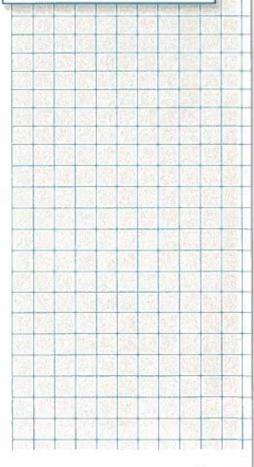
- Paper clips that are all the same size.
- A digital stopwatch that records time to the nearest hundredth of a second.
  - 1. One at a time, each person makes a chain of 10 paper clips while the other students keep time with the stopwatch and record the amount of time. Fill in the times for your group in a chart like the one at the right.

Group Member	Time (in seconds)	2
	V ma	
	I	

- 2. Without computing an exact sum, estimate the total amount of time it took for your group to make their chains. How did you come up with this estimate?
- **3.** Now compute the total time. Is your computed result reasonable? How can you justify your result?
- 4. Compare the fastest time in your group with last year's best time. Without computing an exact difference, estimate the difference in the times. How did you come up with this estimate?

# DISCUSSION GROUP TIPS

If you do not understand something in group discussions, ask for help or raise your hand for help. Describe your questions as clearly as possible, using synonyms or other words when you do not know the precise words to use.





**My Notes** 

ACADEMIC VOCABULARY

28.5

27

+29.75

32.87

To critique is to analyze and discuss the details of something.

These are some of the tools you

can use to solve problems in this

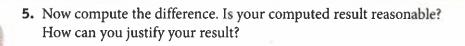
Which tool would you select to solve the problem in Item 7?

# continued

MATH TIP

math course:calculatormanipulativespencil and paper

# Lesson 1-1 Adding and Subtracting Decimals



- 6. Critique the reasoning of others. Julio's group did the paper clip chain activity and got the following times (in seconds): 28.5; 29.75; and 27. He wrote the numbers in a column and added, as shown at the left. What error did he make? Write your answer here and also explain the error to your group using clear descriptions and correct math language.
- 7. What is the correct sum of the times for Julio's group?
- **8.** Write a rule for Julio to use when adding or subtracting decimals so that he does not make this type of error again.

# **Check Your Understanding**

### Find each sum or difference. Justify your results.

- **9.** 5.03 + 13.7 + 108 **10.** 3.084 1.7 **11.** 159 88.99
- 12. Ping is buying a sandwich for \$5.95 and a bottle of juice for \$1.75. He is going to pay with a \$10 bill.
  - a. How can he estimate how much change he should receive?b. What is his exact amount of change?

# **LESSON 1-1 PRACTICE**

Find each sum. Justify your results.

<b>13.</b> 9.08 + 14.6	<b>14.</b> 12 + 1.12	<b>15.</b> 7.009 + 2.02
<b>16.</b> 0.66 + 6	<b>17.</b> 11.05 + 14.6 + 46	<b>18.</b> 59 + 5.9 + 0.59

Find each difference. Justify your results.

- **19.** 8.644 3.7 **20.** 21.56 9.56
- **21.** 36.8 36.55 **22.** 7 0.007
- **23. Construct viable arguments.** Theo bought these items: Shoes: \$19.99; socks: \$4.19; T-shirt: \$8.50; pants: \$27.75. How can he estimate the total cost?
- **24.** Find the actual total cost of Theo's items.
- **25.** Ana took Ali out for lunch. Their lunches cost \$13.28 and \$14.25, including tax and tip. Ana paid with two \$20 bills. How much change did Ana receive?

4 SpringBoard<sup>®</sup> Mathematics Course 2, Unit 1 • Number Systems

**Multiplying and Dividing Decimals** 



continued

#### Learning Targets:

- Estimate decimal products and quotients.
- Solve problems involving multiplication and division of decimals.

SUGGESTED LEARNING STRATEGIES: Marking the Text, Think-Pair-Share

Whitney did the paper clip chain activity but dropped some of the paper clips on the floor. The timekeeper in her group said that her time for completing the chain was 2.8 times as long as last year's best time of 26.25 seconds.

- **1. Reason quantitatively.** Estimate the amount of time it took Whitney to complete her chain. How did you determine your estimate?
- 2. Explain what you already know about multiplying decimals.

You do not have to vertically align the decimal points when you multiply, but you do have to keep track of the number of decimal points in each of the numbers you multiply.

### Example A

Find the exact amount of time it took Whitney to complete her chain.

Step 1:	Set up the multiplication.	26.25 <u>× 2.8</u>	nya manangka ka Na manangka ma
Step 2:	Multiply. Locate the decimal point in the product.	26.25 × 2.8 21000 5250	←2 decimal places ←1 decimal place

73.500  $\leftarrow 2 + 1 = 3$  decimal places

**Solution:** It took Whitney 73.5 seconds to complete her chain. This should be close to your estimate in item 1 and therefore reasonable.

#### Try These A

Find each product. Justify your results.

**a.** 8.5 × 2.3

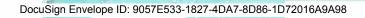
**b.** 0.03 × 14

**c.**  $1.08 \times 2.014$ 

## Check Your Understanding

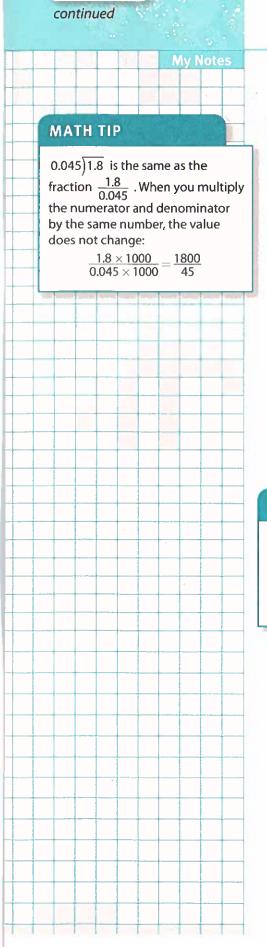
- **3.** Jerry multiplied  $3.04 \times 7.091$  and got the product 2.155664. Is his answer reasonable? Why or why not?
- **4.** Joanie multiplied 0.78 × 0.34 and got the product 26.52. What error did she make?

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**ACTIVITY 1** 





You must also keep track of decimal points when dividing.

# Example B

A new road is 1.8 km long. Each lot along the road will be 0.045 km long. How many lots will there be along the road?

Step 1:	Set up the division.	0.045)1.8
Step 2:	Multiply the divisor by 1000 to make 0.045 a whole number. You must also multiply the dividend, 1.8, by 1000. Then divide. Make sure to place the decimal point in the quotient above the decimal point in the dividend.	$     \begin{array}{r}                                     $

Solution: There will be 40 lots along the road.

# **Try These B**

**a.** 300.6 ÷ 18

Find each quotient.

**b.** 3.24 ÷ 3.6 c.  $28.8 \div 0.24$ 

# **Check Your Understanding**

- 5. Curtis divided 27.16 by 2.8 and got 0.97. Is his answer reasonable? Why or why not?
- 6. Write a set of directions for dividing 3.6 by 0.25. Then find the quotient.

# LESSON 1-2 PRACTICE

Find each quotient.

<b>7.</b> 601.2 ÷ 18	<b>8.</b> 3.24 ÷ 7.2
<b>9.</b> 80 ÷ 32	<b>10.</b> 7.2 ÷ 0.12

- 11. Josiah paid \$19.75 for 2.5 pounds of coffee beans. What was the cost of the beans per pound?
- 12 Keisha bought 1.2 pounds of Swiss cheese that was selling for \$5.95 per pound. How much did Keisha pay for the Swiss cheese?
- 13. Make sense of problems. Ralph has a spool with 9.8 meters of wire. How many 0.14 meter pieces of wire can he cut from the spool?

Lesson 1-3 Operations with Fractions



#### Learning Targets:

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- Solve problems with fractions using addition, subtraction, multiplication, and division.
- Estimate with fractions.

SUGGESTED LEARNING STRATEGIES: Use Manipulatives, Create Representations

How far can you throw a paper airplane? According to a recent entry in Guinness Book of World Records, the record holder threw a paper airplane a distance of  $207\frac{1}{3}$  feet.



Work with your group to make a paper airplane. Listen to group members' ideas and share your own. Ask and respond to questions to help the group accomplish this task. Your teacher will give you a set of directions on how to make an airplane if you need one.

Test your airplane. Mark a starting line on the classroom floor, and then measure the distance the plane flies to the nearest  $\frac{1}{12}$  of a foot. Record the three best distances in the table in the My Notes space.

- 1. Write, but do not evaluate, expressions that could be used to answer each question.
  - a. What was the distance between the record and your best distance?
  - **b.** If another group had a best distance that was  $1\frac{1}{4}$  times your group's best distance, what would that distance be?
  - c. How many times your group's best distance is the world record?
  - d. What is the average of your three best distances?

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**Best Distances (ft)** 

ACTIVITY 1

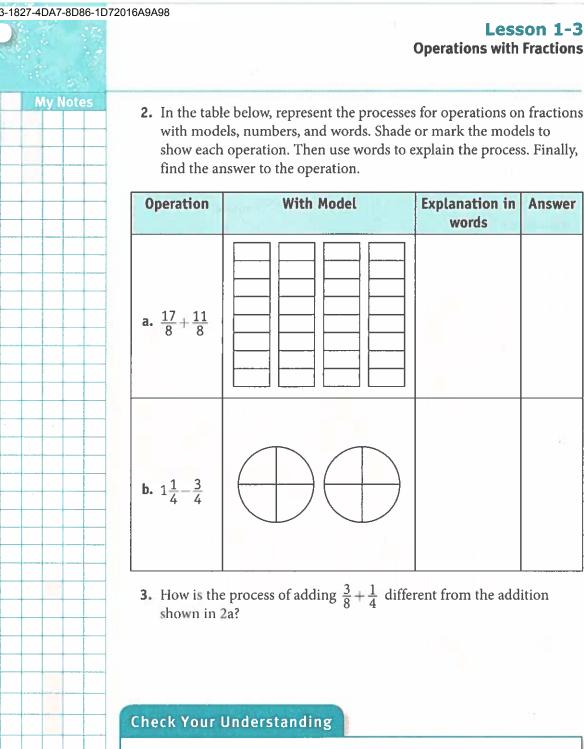
continued

## Lesson 1-3 **Operations with Fractions**

**Explanation in** 

words

Answer



On a middle school track team, the record time for a completing an obstacle course is  $8\frac{1}{3}$  minutes.

- 4. Alana's time for completing the obstacle course was  $13\frac{1}{3}$  minutes. What is the difference between Alana's time and the record time?
- 5. Leesa's best time for completing the obstacle course was  $10\frac{1}{2}$  min, and Sandy's best time was  $9\frac{1}{5}$  min. What was the total of their best times?
- 6. How much less is the team record time than the sum of Leesa's time and Sandy's time?

7. In the table below, represent the processes for operations on fractions with models, numbers, and words. Shade the models to show each operation. Then use words to explain the process. Finally, find the answer to the operation.

Operation	With Model	Explanation in words	Answer
<b>a.</b> $\frac{1}{4} \cdot \frac{2}{3}$		a Logo a la composición de la	
<b>b.</b> $1\frac{3}{5} \div \frac{2}{5}$			

8. Yanni threw his paper airplane  $15\frac{1}{2}$  feet. Adrian threw his paper airplane  $\frac{3}{4}$  of Yanni's distance. What is the distance Adrian threw his paper airplane? Explain how you found your answer.

9. Mr. Adams has poster paper that is  $10\frac{3}{4}$  feet long. He wants to make sheets that are  $\frac{1}{4}$  of a foot long to make paper airplanes. How many sheets can he make?

ACTIVITY

**My Notes** 

continued

#### **ACTIVITY 1** continued

# Lesson 1-3 **Operations with Fractions**

# **Check Your Understanding**

Evaluate each expression you wrote for item 1 of this lesson to determine how close you are to setting a new Guinness World Record for throwing a paper airplane. Show your work.

- 10. What is the difference between the record and your best distance?
- **11.** If another student threw a paper airplane  $1\frac{1}{4}$  times farther than you did, what would that distance be?
- 12. How many times farther than your distance was the record holder able to throw the paper airplane?
- **13.** Find your average distance by calculating the mean of the three trials.

# LESSON 1-3 PRACTICE

Find each sum or difference.

- **14.**  $35\frac{3}{4} + 18\frac{3}{4}$  **15.**  $\frac{5}{6} + \frac{1}{3}$
- **16.**  $11\frac{1}{12} + \frac{7}{8}$  **17.**  $\frac{13}{17} \frac{5}{17}$  **18.**  $12\frac{2}{9} \frac{5}{6}$  **19.**  $41\frac{9}{11} 27\frac{1}{3}$
- **20.** The recipe for a cake calls for the following dry ingredients:  $\frac{1}{3}$  cup of sugar;  $\frac{3}{4}$  cup of cornmeal; and  $\frac{1}{2}$  cup of flour. What is the total number of cups of dry ingredients called for?
- 21. In 1935, American athlete Jesse Owens set a world record for the long jump by jumping 26 ft 8  $\frac{1}{16}$  in. In 1960, Ralph Boston set a new world record by jumping 26 ft 11  $\frac{1}{4}$  in. How much longer was Ralph Boston's jump?

## Find each product or quotient.

- **22.**  $\frac{1}{8} \cdot 5$ **23.**  $\frac{7}{10} \cdot 3\frac{3}{7}$ **24.**  $9\frac{2}{7} \cdot 2\frac{2}{13}$ **25.**  $\frac{3}{8} \div 2$ **26.**  $\frac{2}{3} \div \frac{4}{7}$ **27.**  $1\frac{5}{6} \div 5\frac{2}{5}$
- **28.** Lilly jogged  $3\frac{1}{4}$  miles each day for 24 days last month. How many miles did she jog in all?
- **29.** Lester jogs  $5\frac{3}{4}$  miles on each day that he jogs. Last month, he jogged a total of 115 miles. How many days did he jog last month?
- **30. Reason guantitatively.** Parmesan cheese was on sale for \$13.60 per pound. Wesley bought a piece of the Parmesan cheese that weighed  $1\frac{1}{8}$  pounds. How much did he pay?

Lesson 1-4

**Converting Rational Numbers to Decimals** 



#### 202 - L

**My Notes** 

#### **Learning Targets:**

- Convert a fraction to a decimal.
- Understand the difference between terminating and repeating decimals.

SUGGESTED LEARNING STRATEGIES: Close Reading, Marking the Text, Think-Pair-Share

Sarai is researching spiders. She read that outside the United States, it is not unusual to find a camel spider that is  $6\frac{3}{8}$  inches long. Her classmate Akeem is researching insects. He read an article about an insect known as a titan beetle that was  $6\frac{1}{3}$  inches long.

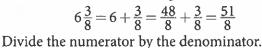
It can sometimes be helpful to compare numbers expressed in fraction form by converting the fractions to decimals. Some decimal forms of fractions *terminate*, and some decimal forms *repeat*.

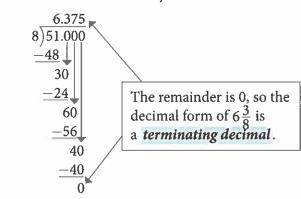
# **Example A**

Step 2:

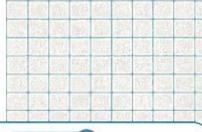
Express  $6\frac{3}{8}$ , the length in inches of the camel spider Sarai researched, as a decimal.

**Step 1:** Write the mixed number  $6\frac{3}{8}$  as an improper fraction.



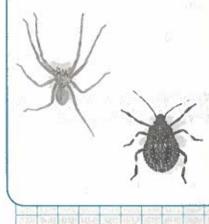


**Solution:** The decimal form of  $6\frac{3}{8}$  is 6.375.



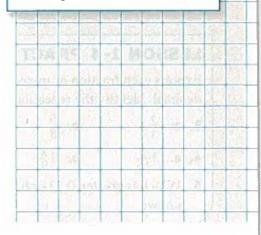


Spiders belong to the class Arachnida and are commonly mistaken for insects. One major difference between arachnids and insects is that arachnids have eight legs and insects have six legs.



## MATH TERMS

A **terminating decimal** has a finite or limited number of digits following the decimal point.



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**My Notes** 

**ACTIVITY 1** 

MATH TERMS

A repeating decimal has one or

point that repeat endlessly.

more digits following the decimal

**DISCUSSION GROUP TIPS** 

As you interact with your group in

solving problems, you may hear

may be new to you. As for

use vocabulary heard during classroom instruction and

math terms and other words that

clarification of their meaning, and make notes to help you learn and

In Calculus, answers are rounded

continued

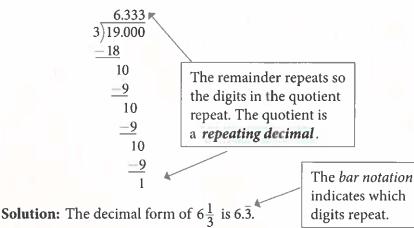
## Lesson 1-4 Converting Rational Numbers to Decimals

# **Example B**

Express  $6\frac{1}{3}$ , the length in inches of the titan beetle, as a decimal. Step 1: Write the mixed number as an improper fraction.

$$6\frac{1}{3} = 6 + \frac{1}{3} = \frac{18}{3} + \frac{1}{3} = \frac{19}{3}$$

**Step 2:** Divide the numerator by the denominator.



# Try These A–B

Express each mixed number as a decimal. Indicate whether the decimal is terminating or repeating.



# Check Your Understanding

- 1. Compare the answers of Examples A and B. Which answer is greater? How do you know?
- **2. Critique the reasoning of others.** Nathan converted  $\frac{5}{11}$  to a repeating decimal and wrote  $0.4\overline{5}$  as the answer. What error did he make?

# **LESSON 1-4 PRACTICE**

Express each fraction or mixed number as a decimal. Identify the repeating decimals.

**b.**  $\frac{5}{8}$ 

**3.** a.  $\frac{2}{3}$ 

interactions.

CONNECT TO AP

to three decimal places.

4. a.  $3\frac{3}{16}$  b.  $8\frac{2}{9}$ 

2

c.  $\frac{4}{5}$ 

**c.**  $11\frac{7}{11}$ 

- **5.** Which is greater, 0.32 or 0.3? How do you know?
- 6. Philip takes  $2\frac{3}{5}$  hours to clean his room. Ashton takes  $2\frac{5}{8}$  hours to clean his room. Who took less time to clean up his room?
- 7. Look for and make use of structures. What kinds of denominators generate repeating decimals?

**Operations on Positive Rational Numbers** 

Paper Clips, Airplanes, and Spiders

#### **ACTIVITY 1 PRACTICE**

#### Lesson 1–1

In items 1–4, estimate each sum or difference. Explain how you determined your estimate.

- **1.** 3.77 + 1.39
- **2.** 4.35 + 3.8 + 4.129 + 3.672
- **3.** 17.129 9.7
- **4.** 38.8 12.2

Evaluate each expression in items 5-8.

- **5.** 2.9 + 0.29
- **6.** 0.34 + 495.5 + 99.008
- **7.** 87.6 53.909
- 8. 48 0.48
- **9.** At one time, the world record for running 100 yd backward was 13.5 seconds. If the record is now 12.7 seconds, how many seconds faster is the new record?
- 10. In 1985, American swimmer Tom Jager completed a 50-meter freestyle swim in 22.40 seconds. In 1990, he was able to complete the swim in 21.81 seconds. How many seconds slower was his 1985 swim?
- 11. Linda is running in a marathon, which is 26.2 miles long. Checkpoint 1 is 3 miles past the start; checkpoint 2 is 2.5 miles after checkpoint 1; and checkpoint 3 is 3.75 miles after checkpoint 2. When Linda makes it to checkpoint 3, how many miles does she have to run to complete the marathon?

#### Lesson 1-2

#### Evaluate each expression in items 12-15.

**12.** 1.4 • 27

- **13.** 0.17 0.6
- **14.** 14.127 ÷ 5.1
- **15.** 6.58 ÷ 9.4
- Without doing the computation, explain why or why not 12.702 is a reasonable value for the expression 5.8 • 2.19.
- Without doing the computation, explain why or why not 14.766 is a reasonable value for the expression 3.21 • 0.46.
- **18.** Without doing the computation, explain why or why not 19.7 is a reasonable value for the expression  $122.14 \div 6.2$ .
- **19.** Three people bought books for a total of \$12.42. If they shared the cost equally, how much did each person pay?

<b>A.</b> \$6.21	<b>B.</b> \$4.14
<b>C.</b> \$4.00	<b>D.</b> \$4.52

**20.** Cheryl makes \$8.40 an hour. If she works 10.75 hours in a week, how much will she earn for the week?

<b>A.</b> \$9.30	<b>B.</b> \$90.30
<b>C.</b> \$900.30	D. \$9000.30

21. Daniel is buying a video game that costs \$52.99. The sales tax is found by multiplying the cost of the video game by 0.07. How much is the sales tax for the video game? What is the total cost, including tax?

#### **ACTIVITY 1**

continued

**22.** Cory earns \$9.50 per hour for the first 40 hours he works in a week. For any hours over 40 hours per week, his hourly rate is multiplied by 1.5. How much does he earn if he works 43.5 hours in one week?

#### Lesson 1-3

#### Evaluate each expression in items 23-26.

**23.** 
$$4\frac{1}{2} + 1\frac{2}{7} + 3\frac{1}{3}$$
  
**24.**  $132\frac{1}{6} - 99\frac{5}{6}$   
**25.**  $\frac{1}{10} \cdot \frac{3}{11}$   
**26.**  $21 \div 3\frac{1}{2}$ 

- **27.** A machine can make a box in  $1\frac{3}{10}$  seconds. How many boxes can the machine make in 1 hour?
- **28.** Carrie has a 10-ft plank of wood. She wants to cut 3 pieces that are each  $2\frac{2}{3}$  feet long from the plank. How long will the plank be after she cuts off the three pieces?
- **29.** A large carton of juice holds 12 cups. How many  $\frac{3}{4}$  -cup servings does the carton hold?
- **30.** Gary is  $61\frac{1}{8}$  inches tall. His friends Gino and Gilbert are  $56\frac{1}{2}$  inches tall and  $63\frac{1}{8}$  inches tall. What is the average height of the three friends?
- **31.** Can you think of situations in which it might be preferable to compute with decimals rather than fractions or to compute with fractions rather than decimals? Give examples of each situation and tell why you think that number form is preferable.

#### Lesson 1–4

For items 32–37, write the fraction as a decimal. Then identify the decimal as terminating or repeating.

- **32.**  $\frac{3}{5}$ **33.**  $\frac{1}{6}$ **34.**  $\frac{5}{9}$ **35.**  $\frac{9}{20}$ **36.**  $\frac{13}{25}$ **37.**  $\frac{10}{11}$
- **38.** Which fraction is equivalent to a repeating decimal?

A. 
$$\frac{3}{12}$$
 B.  $\frac{6}{12}$ 

 C.  $\frac{8}{12}$ 
 D.  $\frac{9}{12}$ 

- **39.** Order the numbers from least to greatest:  $1\frac{4}{5}, 1.78, 1\frac{5}{6}, \frac{7}{4}, 1.\overline{7}, 1\frac{8}{11}$
- **40.** Two turtles are competing in a race. Turtle A reaches the finish line in  $1\frac{3}{7}$  hours. Turtle B finished in  $1\frac{2}{5}$  hours. Which turtle had the faster time?
- 41. Emily says that she can convert  $\frac{18}{25}$  to a decimal by using equivalent fractions instead of dividing 18 by 25. Use Emily's method to convert  $\frac{18}{25}$  to a decimal.

#### MATHEMATICAL PRACTICES Critique the Reasoning of Others

**42.** Nilsa converted  $\frac{1}{12}$  to a repeating decimal and wrote 0.083 as the answer. What error did she make?

# DocuSign Envelope ID: 9057E533-1827-4DA7-8D86-1D72016A9A98 Addition and Subtraction of Integers

# Elevation Ups and Downs Lesson 2-1 Adding Integers

#### **Learning Targets:**

- Add two or more integers.
- Identify and combine opposites.
- Solve real-world problems by adding integers.

# **SUGGESTED LEARNING STRATEGIES:** Close Reading, Marking the Text, Create Representations, Quickwrite

A passenger jet that ascends +5 miles and then descends -3 miles will end at an elevation 2 miles above where it began.

$$+5 + (-3) = +2$$

A similar relationship holds in chemistry. An ionic bond is formed by an attraction between two oppositely charged ions. *Cations* are positively charged ions, and *anions* are negatively charged ions. Sodium (Na) has one cation with a +1 charge, and chlorine (Cl) has one anion with a -1 charge. When put together, sodium chloride (NaCl), table salt, is formed, and it has a charge of 0.

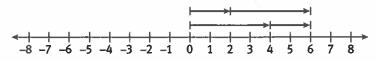
$$+1 + (-1) = 0$$

- 1. Write an equation to represent the resulting charge when each of the following ionic bonds of cations and anions are formed.
  - a. 5 cations and 3 anions b. 2 cations and 7 anions

The equations you wrote are examples of integers being added. One way to visualize integer addition is to use number lines. You can then connect the number line representations to equations and develop rules for adding integers.

2. Explain how the number line shows the sum of 3 and 4. What is the sum? Write the equation.

**3.** What property of addition is shown by the number line? Explain your reasoning.



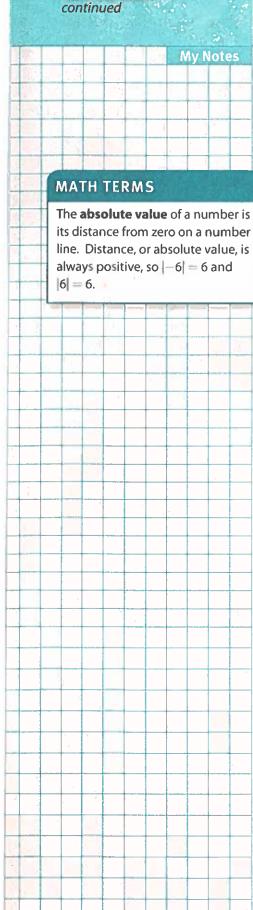
# CONNECT TO SCIENCE

**My Notes** 

Cations and anions are the building blocks of molecules, which are the building blocks of all matter in the universe.

**ACTIVITY 2** 

# ACTIVITY 2



4. Use the number line to find the sum (-3) + (-5).

Your results can be summarized with this rule:

• To add two integers with the same sign, add the *absolute values* of the integers. The sum has the same sign as the addends.

# **Example** A

Add: 15 + 23The signs are the same, so add the absolute values.

$$|15| + |23| = 15 + 23 = 38$$

Since both addends are positive, the sum is positive.

**Solution:** 15 + 23 = +38

# Example B

Add: (-12) + (-7)

The signs are the same, so add the absolute values.

$$-12|+|-7|=12+7=19$$

Since both addends are negative, the sum is negative. Solution: (-12) + (-7) = -19

#### **Try These A–B**

Add.	
<b>a.</b> $(-14) + (-36)$	<b>b.</b> 19 + 16
<b>c.</b> 26 + 45	<b>d.</b> $(-28) + (-28)$

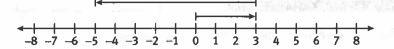
5. A scuba diver descended to an elevation of -43 feet, stopped descending, and then descended 17 feet more. What was the diver's final elevation?

Lesson 2-1

**Adding Integers** 

You can also use a number line to add two integers with different signs.

**6.** Model with mathematics. Explain how the number line shows the sum of 3 and -8. What is the sum?



7. Draw arrows and use the number line below to find the sum (-6) + 9.

Your results can be summarized with this rule:

• To add two integers with different signs, find the difference of the absolute values of the integers. The sum has the sign of the integer with the greater absolute value.

# Example C

Add: -13 + 8

The signs of the addends are different. Find the difference of the absolute values: |-13| - |8| = 5

Use the sign of the integer with the greater absolute value. The integer with the greater absolute value is -13, so the sum is negative.

**Solution:** -13 + 8 = -5

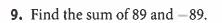
#### Try These C

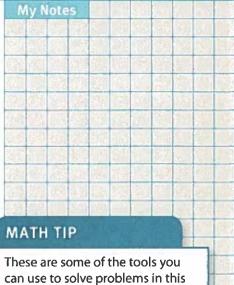
Add.

**a.** 21 + (−14)

**b.** 11 + (−17)

**8.** Why are 89 and -89 called opposites? Use a number line to explain.





ACTIVITY

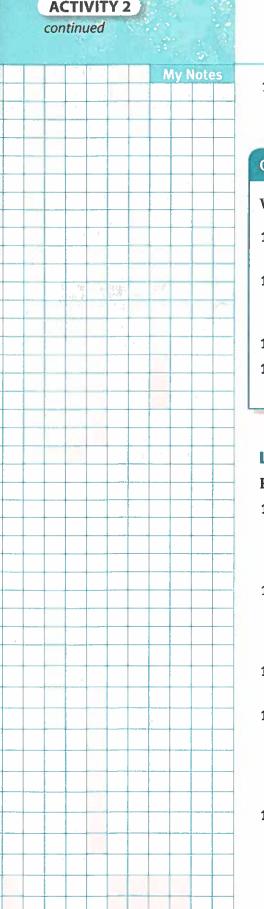
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math course:

- calculator
- manipulatives
- pencil and paper

Which tool would you select to solve the problem in Item 7?

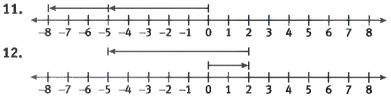
# Lesson 2-1 Adding Integers



**10.** Why do you think that 89 and -89 are called additive inverses?

## Check Your Understanding

#### Write the sum shown by the arrows.



- 13. What is the sum of any integer and its opposite?
- **14.** Identify a real-life situation where opposite quantities combine to make 0.

## **LESSON 2-1 PRACTICE**

#### Find each sum.

#### **15.** Add.

<b>a.</b> $-21 + 25$	<b>b.</b> (−13) + (−21)
<b>c.</b> $46 + (-58)$	<b>d.</b> (−39) + 16
<b>e.</b> $28 + (-24) + (-3)$	<b>f.</b> $15 + (-42) + (-5)$

- **16.** A mountain climber camped at an elevation of 18,492 feet. The following day the climber descended 2,516 feet to another campsite. Write a numerical expression you can evaluate to find the elevation of the second campsite. Then find the elevation.
- **17.** Explain how to determine if the sum of two integers with different signs is positive or negative.
- 18. Reason quantitatively. If you stood at sea level, the base of the Hawaiian volcano Mauna Kea would be at the bottom of the ocean, at 19,680 feet below you. The top would be 33,476 feet above the base. Write a numerical expression you can evaluate to find the elevation of the top of Mauna Kea above sea level. Then find the elevation.
- **19.** Justify Steps I and 2 in the evaluation of the expression 5 + ((-7) + 3) + (-6).

Step 1 5 + ((-7) + 3) + (-6) = 5 + (3 + (-7)) + (-6) = (5 + 3) + (-7) + (-6) = 8 + (-13)= -5 Lesson 2-2 Subtracting Integers

#### Learning Targets:

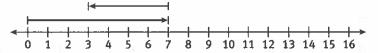
- Subtract integers.
- Find distances using absolute value.

SUGGESTED LEARNING STRATEGIES: Marking the Text, Create Representations, Quickwrite

Long before you knew anything about integers, you were able to subtract whole numbers.

$$7 - 4 = 3$$

You may have used a number line to show subtraction.



- 1. Compare the above graph with the one you would draw to find the sum 7 + (-4).
- 2. Compare the graph you would draw to find 12 5 (the difference between the whole numbers 12 and 5) and the one you would draw to find the sum 12 + (-5).

These examples show that you can convert a subtraction problem to an addition problem: 9 - 2 = 9 + (-2). This leads to the rule:

• To subtract an integer, add its opposite.

#### Example A

Subtract: -12 - (-5)

- Step 1: To -12, add the opposite -12 (-5) = -12 + 5 of -5.
- **Step 2:** Find the difference of the |-12|-|5| = 12 5 = 7 absolute values.
- Step 3: Use the sign of the integer |-12| > |5|, so = -12 + 5 = -7 with the greater absolute value.

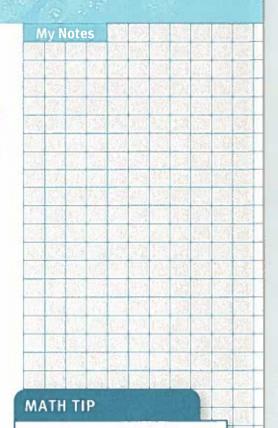
**Solution:** -12 - (-5) = -7.

#### **Try These A**

Subtract.

**a.** 16 - (-4) **b.** 7 - 12

**c.** -9 - 9



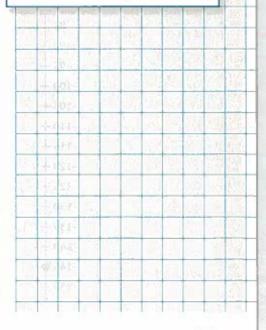
**ACTIVITY 2** 

continued

These are some of the tools you can use to solve problems in this math course:

- calculator
- manipulatives
- pencil and paper
- ruler

Which tools would you select to solve the problem in Item 2?



**My Notes** 

-70

-75

-80

-85

-90

-95 -

-100

-105·

-110 -

-115 -

-120 -

-125 --130 -

-135 --140 -

-145

-150

**ACTIVITY 2** 

continued

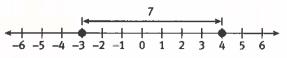
# Lesson 2-2 Subtracting Integers



correct? Why or why not?

<b>a.</b> $19 - 6$	ction problem as an add <b>b.</b> $-4 - (-8)$	<b>c.</b> $-3 - 5$
<b>d.</b> 0 − 12	<b>e.</b> 13 − 14	<b>f.</b> −2 − (−2)
4. Subtract.		
<b>a.</b> 14 – 7	<b>b.</b> $-11 - (-7)$	<b>c.</b> $-12 - 8$
<b>d.</b> 6 − (−6)	<b>e.</b> 21 - 30	<b>f.</b> −17 − (−20)
<b>5.</b> Tristan rewrote t	he expression $6 - (-8)$ a	as 6 – (+8). Was he

You can find the *distance* between -3 and 4 by counting the number of units from -3 to 4 on a number line. The distance is 7 units.



Another way to find the distance is to find the absolute value of the difference of -3 and 4.

$$|-3-4| = |-7| = 7$$

The order of the subtraction does not matter. The result will be the same:

$$|4 - (-3)| = |4 + (+3)| = |7| = 7$$

## **Example B**

A team of divers was at an elevation of 145 feet below the surface of the water, or -145 ft. Another team was directly above the first team at an elevation of -72 ft. What was the distance between the teams?

**Step 1:** Visualize the problem.

Think of a vertical number line with points at -145 and -72.

**Step 2:** Write and evaluate an absolute value expression to find the distance.

|-145 - (-72)| = |-145 + (72)| = |-73| = 73

**Solution:** The distance between the teams is 73 feet.

#### **Try These B**

Find the distance between each pair of numbers.

**a.** == 34 and 7

7 **b.** −42 and −78

Lesson 2-2 Subtracting Integers ACTIVITY 2

My Notes

continued

# **Check Your Understanding**

Write an absolute value expression you can use to find the distance between each pair of numbers. Then find the distance.

**7.** -47 and 53

**6.** 15 and =15

- **8.** -24 and -42
- **9.** Howard needs to find the distance between 178 and -395 on a number line. Write two absolute value expressions Howard can write to find the distance.

# **LESSON 2-2 PRACTICE**

- **10.** At noon, a hot-air balloon was at an elevation of 2,400 feet. One hour later it was at an elevation of 1,700 feet.
  - a. Write a numerical expression you can use to find the change in altitude from noon to 1 P.M.
  - b. Evaluate your expression and explain what it means.
- **11.** Yesterday's high temperature was  $-8^{\circ}$ F. Today's high temperature is  $-3^{\circ}$ F.
  - **a.** Write a numerical expression you can use to find the change in temperature from yesterday to today.
  - b. Evaluate your expression and explain what it means.
- 12. A submarine is at -750 feet, or 750 feet below sea level. It descended 300 feet, then ascended 550 feet, and then descended 425 feet.
  - **a.** Write and evaluate a numerical expression to find the submarine's final elevation.
  - **b.** The submarine next descended to the ocean floor, which was at an elevation of -2,250 feet. How far did the submarine descend?
- **13. Reason abstractly.** If you subtract a negative number from another number, will the other number increase or decrease? Explain.
- **14.** Justify Steps 1 and 2 in the evaluation of the expression 23 48 + 7.

Step 1: 23-48+7=23+(-48)+7Step 2: =23+7+(-48)=30+(-48)=-18

Classify each statement in Items 15–16 as *true* or *false*. If false, explain why.

- **15.** The difference of two integers can never be 0.
- 16. The difference of two negative integers is always a negative integer.
- 17. Which expression can you use to find the distance between 19 and -31?
   A. |19 31|
   B. |19| |31|

	0. 17	'I I I I I I I I I I I I I I I I I I I
<b>C.</b> $ -31 - 19 $	D.  -	31  -  19

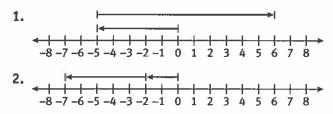
**ACTIVITY 2** 

continued

### **ACTIVITY 2 PRACTICE**

#### Lesson 2-1

For Items 1–2, write the sum shown by the arrows.



For Item 3–6, draw a number line from -8 to 8. Illustrate the move along the number line to find each sum.

**3.** 5 + (-7) **4.** -5 + 3 **5.** -6 + 10**6.** -2 + (-5)

For Item 7 and 8, write an addition expression to represent each problem situation. Then solve the problem by finding the sum.

- **7.** At 8:00 A.M., the temperature was -6°F. By noon, the temperature had risen by 9°F. What was the temperature at noon?
- 8. Jamal reached into a bag and pulled out a handful of counters. He pulled out 16 negative counters and 27 positive counters. What was the combined value of the counters?

# Classify each statement in Item 9–10 as *true* or *false*. If false, explain why.

- **9.** The sum of two integers cannot be 0.
- **10.** The sum of two negative integers is always a negative integer.
- **11.** What number must you add to -6 to get a sum of zero? Explain.

#### In Items 12-16, find each sum.

- **12.** 56 + (-48) + (-30)
- **13.** -45 + (-45) + (-45)
- **14.** 97 + (-112) + 15
- **15.** -38 + 7 + 59
- **16.** -154 + (-89) + 226

# Addition and Subtraction of Integers

**Elevation Ups and Downs** 

#### Lesson 2-2

Write each subtraction problem as an addition problem. Then find the difference.

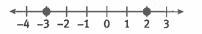
<b>17.</b> 5 – 7	<b>18.</b> 4 – (-3)
<b>19.</b> -6 - 1	<b>20.</b> -2 - (-5)

For Items 21–22, write a subtraction expression to represent each problem situation. Then solve the problem by finding the difference.

- 21. At 8:00 P.M., the temperature was 16°F. By midnight, the temperature had fallen by 19°F. What was the temperature at midnight?
- 22. Gina was touring New Orleans, which has an elevation of 5 feet below sea level, or -5 ft. A helicopter flew over her at an elevation of 186 ft. How far above the ground where Gina was standing was the helicopter?

#### In Item 23-24, evaluate each expression.

- **23.** 132 178 + 59
- **24.** -6.75 + 8 2.2
- **25.** What number must you subtract from -13 to get a difference of 0? Explain.
- **26.** Identify a situation involving money where opposites combine to make 0.
- **27.** Write and evaluate an absolute value expression to find the distance between the two points graphed below.



#### MATHEMATICAL PRACTICES Model with Mathematics

28. Which expression can you use to find the distance between 28 and -53?
A. |28 - 53|
B. |28| - |53|
C. |-53 - 28|
D. |-53| - |28|

# Adding and Subtracting Integers

#### Write your answers on notebook paper. Show your work.

The Middle School Track and Field Championships are held every year on the last day of school. The table gives the best times and distances in three events from previous years.

- 1. In his three high jumps, Kevin jumped  $4\frac{3}{4}$  feet,  $4\frac{5}{6}$  feet, and  $4\frac{2}{3}$  feet.
  - **a.** Find the mean of the heights. Explain how you found the answer.
  - **b.** Estimate how much higher than his best jump Kevin would have had to jump to tie the record. Explain how you made your estimate.
  - **c.** How much higher than his best jump would Kevin have to jump to tie the record? Find the exact answer.
  - **d.** Consider only the fractional parts of the three mixed numbers that make up Kevin's three heights. Find the fractions which, written as decimals, would be repeating decimals, and write them as repeating decimals.
- 2. Elena completed the 100-meter run in 15.58 seconds.
  - a. How much faster would she have had to run to tie the record?
  - **b.** If she could have run 400 meters at the same rate as she ran 100 meters, would she have broken the record? Find the difference between her time for 400 meters and the record time.
  - **c.** The 400-meter run consists of four laps around a 100-meter track. What was the record holder's average time per lap?

Times and distances are sometimes given by comparing them with the record for the event. A negative number indicates the amount by which a record has been broken. A positive number indicates the amount by which the record has failed to be broken.

- **3.** In the discus throw, Devan scored 7, Joel scored +15, and Greg scored the opposite of Devan.
  - a. By how much did Greg's distance exceed Joel's?
  - b. Leo's score was 4 less than Greg's. What was Leo's score?
  - c. Order the scores from greatest to least.
- **4.** Explain how you can use absolute value to compare a score with the record for the event when scores are given as integers.

Event	Record
100-Meter Run	13.76 sec
400-Meter Run	1 min, 5.21 sec
High Jump	5 <u>7</u> ft

**Embedded Assessment 1** 

Use after Activity 2

# <sup>B</sup> Positive Rational Numbers and Adding and Subtracting Integers OFF TO THE RACES

Scoring	Exemplary	Proficient	Emerging	Incomplete
Guide	The solution demonstrates the			
Mathematics Knowledge and Thinking (Items 1a-d, 2a-c, 3a-c, 4)	<ul> <li>Clear and accurate understanding of operations with fractions, decimals, and integers.</li> <li>Effective understanding and accuracy in ordering and comparing integers.</li> </ul>	<ul> <li>Operations with fractions, decimals, and integers that are usually correct.</li> <li>Correct comparison of integers by ordering a set or using absolute value.</li> </ul>	<ul> <li>Operations with fractions, decimals, and integers that are sometimes correct.</li> <li>Partially correct comparison or ordering of integers; incorrect use of absolute value.</li> </ul>	<ul> <li>Incorrect or incomplete computation in operations with fractions, decimals, and integers.</li> <li>No comparison or ordering of integers.</li> </ul>
Problem Solving (Items 1d, 2a-c, 3a-b)	<ul> <li>An appropriate and efficient strategy that results in a correct answer.</li> </ul>	<ul> <li>A strategy that may include unnecessary steps but results in a correct answer.</li> </ul>	<ul> <li>A strategy that results in some incorrect answers.</li> </ul>	<ul> <li>No clear strategy when solving problems.</li> </ul>
Mathematical Modeling / Representations (Items 1a-d, 2a-c, 3a-c, 4)	<ul> <li>Clear and accurately written expressions involving operations with fractions, decimals, and integers.</li> <li>Clear and correct ordering and comparison of integers.</li> <li>Correct use of absolute value to compare scores.</li> </ul>	<ul> <li>Some difficulty in writing the best expression for a problem situation, but can get correct answers.</li> <li>Correct conversion of fractions to decimals.</li> <li>An understanding of ordering integers.</li> <li>An understanding of absolute value.</li> </ul>	<ul> <li>Errors in writing expressions for a given problem situation.</li> <li>Errors in ordering rational numbers (for example, orders least to greatest instead of greatest to least).</li> <li>Incorrect use of absolute value to compare scores.</li> </ul>	<ul> <li>Inaccurately written expressions.</li> <li>Inaccurate conversion of fractions to decimals.</li> <li>Incorrect ordering of rational numbers.</li> <li>Little or no understanding of absolute value.</li> </ul>
Reasoning and Communication (Items 1a-b, 4)	<ul> <li>Precise use of appropriate math terms and language to explain finding a mean and estimating a difference.</li> <li>A thorough understanding of using absolute value to compare scores.</li> </ul>	<ul> <li>An adequate explanation of finding a mean and estimating a difference.</li> <li>An adequate explanation of how to use absolute value to compare scores.</li> </ul>	<ul> <li>A misleading or confusing explanation of finding a mean or estimating a difference.</li> <li>Partial understanding of absolute value.</li> </ul>	<ul> <li>An incomplete or inaccurate description of finding a mean or estimating a difference.</li> <li>Little or no understanding of absolute value.</li> </ul>

24 SpringBoard® Mathematics Course 2

### Multiplication and Division of Integers What's the Sign?

Lesson 3-1 Multiplying Integers

#### Learning Targets:

- Multiply two or more integers.
- Apply properties of operations to multiply integers.
- Solve real-world problems by multiplying, adding, and subtracting integers.

SUGGESTED LEARNING STRATEGIES: Marking the Text, Summarizing, Paraphrasing, Create Representations

Kaleena's brother is a helicopter pilot who performs rescue operations for the Coast Guard. Kaleena is doing research to learn how a helicopter moves up and down. She learns that the helicopter her brother flies takes about 3 minutes to *ascend* to an altitude of 900 feet from ground level.

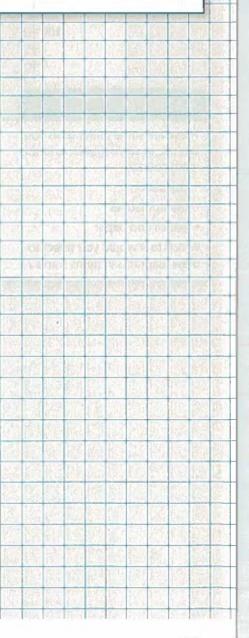
- 1. What is the vertical rate of ascent, in feet per second, when a helicopter ascends 900 feet in 3 minutes?
- **2.** Would it be more appropriate to represent this rate of ascent as a positive integer or a negative integer? Explain your reasoning.
- **3.** What is the vertical rate of descent, in feet per second, when a helicopter descends 900 feet in 5 minutes?
- **4.** Would it be more appropriate to represent this rate of descent as a positive integer or a negative integer? Explain your reasoning.



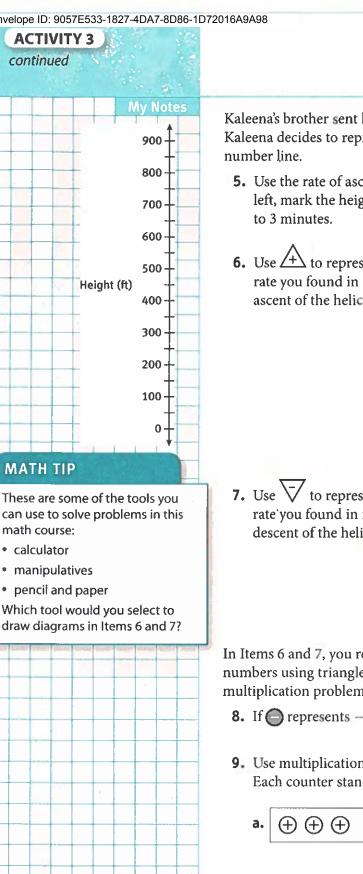
**ACTIVITY 3** 

#### ACADEMIC VOCABULARY

**Ascend** means to "move upward." **Descend** means "to move downward."



# Lesson 3-1 **Multiplying Integers**



Kaleena's brother sent her a video of him taking off and ascending. Kaleena decides to represent the ascent of the helicopter using a vertical

- 5. Use the rate of ascent you found in Item 1. On the number line at the left, mark the height of the helicopter at 10-second intervals, from 0
- 6. Use 4 to represent the helicopter ascending for 10 seconds at the rate you found in Item 1. Draw a diagram to represent the total ascent of the helicopter.

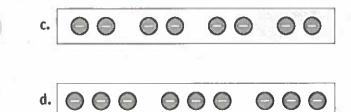
7. Use  $\checkmark$  to represent the helicopter descending for 10 seconds at the rate'you found in item 3. Draw a diagram to represent the total descent of the helicopter.

In Items 6 and 7, you represented multiplication of positive and negative numbers using triangle symbols. You can also use counters to represent multiplication problems.

- 8. If  $\bigcirc$  represents -10, what does  $\bigcirc \bigcirc \bigcirc$  represent?
- 9. Use multiplication to write an equation illustrated by each diagram. Each counter stands for 10.



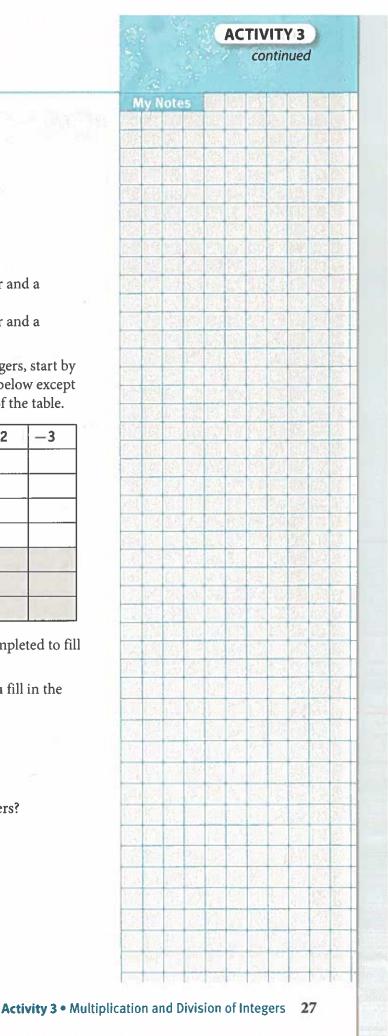




- 10. Use your results from Item 9 to answer the following.
  - **a.** What is the sign of the product of a positive integer and a positive integer?
  - **b.** What is the sign of the product of a positive integer and a negative integer?
- **11. a.** To find the sign of the product of two negative integers, start by filling in all the squares in the multiplication table below except for the 9 shaded squares in the lower right corner of the table.

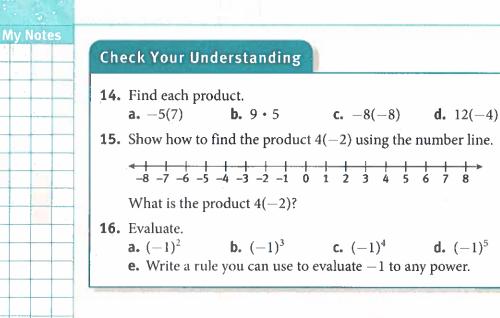
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- **b.** Now use patterns in the rows and columns you completed to fill in the 9 shaded squares.
- **12.** What patterns did you see in the table that helped you fill in the shaded squares?
- 13. What rule can you use to multiply two negative integers?



#### ACTIVITY 3 continued

# Lesson 3-1 Multiplying Integers



# **LESSON 3-1 PRACTICE**

- **17.** A Navy submarine descended from sea level at a rate of 7 feet per second.
  - **a.** Write the descent rate as an integer.
  - **b.** Find the submarine's elevation after 10 minutes.
- **18.** In golf, *par* is a score of zero. One golfer scored 3 under par each day of a 4-day tournament.
  - a. Write the golfer's daily score as an integer.
  - **b.** Find the golfer's final score for the entire tournament.
- **19.** Frances has no money in her checking account. She writes 3 checks for \$35 each. The bank imposes a \$15 penalty because she has overdrawn her account. How much money is in her account now?
- 20. A hot-air balloon leaves the ground and ascends at a rate of 6 feet per second for 3 minutes. Then it descends at a rate of 3 feet per second for 2 minutes. Finally, it ascends at a rate of 4 feet per second for 5 minutes. How far above the ground is the balloon now?
- **21. Construct viable arguments.** You used a multiplication table to show that the product of two negative integers is positive. The following proof uses a different approach to show that (-1)(-1) = 1. Justify each step. You can use the step "Simplify" if necessary.

Step 1: -1(1 + (-1)) = -1(1) + (-1)(-1)Step 2: -1(1 + (-1)) = -1 + (-1)(-1)Step 3: -1(0) = -1 + (-1)(-1)Step 4: 0 = -1 + (-1)(-1)Step 5: 1 = (-1)(-1) © 2014 College Board. All rights reserved

#### **Dividing Integers**



#### Learning Targets:

- Divide integers.
- Solve real-world problems by dividing integers and possibly adding, subtracting, or multiplying integers as well.

**SUGGESTED LEARNING STRATEGIES:** Think Aloud, Think-Pair-Share, Look for a Pattern

The table gives the elevations of four neighboring California towns. A surveyor wanted to calculate the average elevation of the towns. To do so, the surveyor needed not only to add integers but also to divide them.

City	Elevation (ft)	
Coachella	-71	
Indio	- 9	
La Quinta 🚽 🕬	120	
Месса	-180	

Because division is the inverse operation of multiplication, you can use that relationship to find the rules for dividing positive and negative integers.

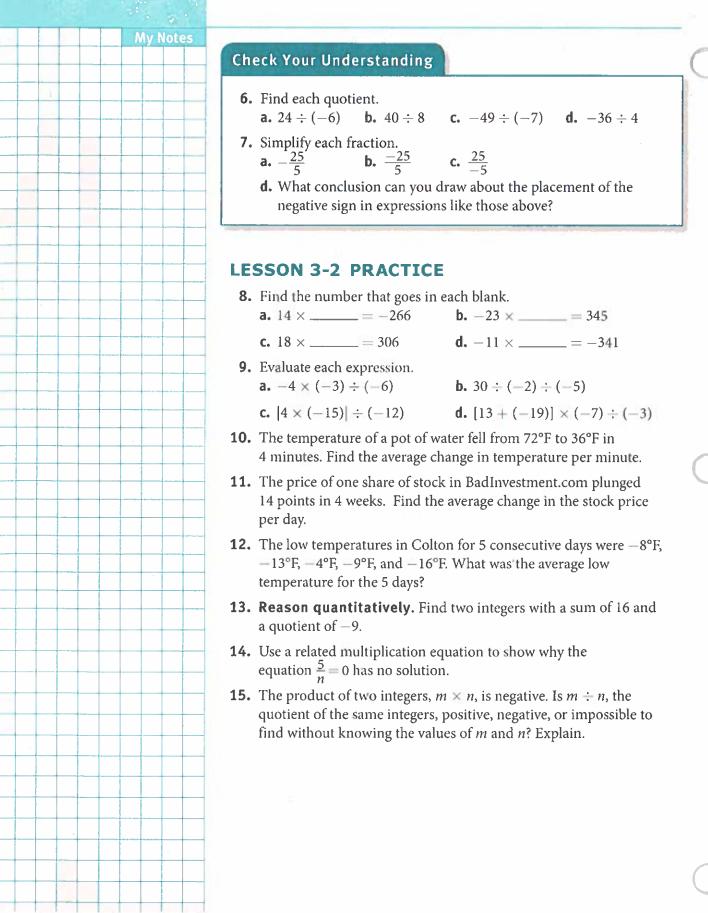
- **1. Make use of structure.** The equation  $3 \cdot 4 = 12$  shows that the numbers 3, 4, and 12 are related by multiplication. Write two equations to show that 3, 4, and 12 are related by division.
- **2.** Use the fact that 5(-2) = -10 to write two equations showing that 5, -2, and -10 are related by division.
- 3. Use the fact that (-7)(-3) = 21 to write two equations showing that -7, -3, and 21 are related by division.
- 4. Use your results above to complete these statements: The quotient of two integers with the same sign is \_\_\_\_\_\_\_ The quotient of two integers with different signs is \_\_\_\_\_\_\_
- 5. What is the average elevation of the four California towns?



ACTIVITY 3

continued

# Lesson 3-2 Dividing Integers



#### ACTIVITY 3 PRACTICE

Write your answers on notebook paper. Show your work.

#### Lesson 3-1

1.	3(-5)	<b>2.</b> -12(4)	
3.	0(-6)	<b>4.</b> -8(-10)	
5.	13(3)	<b>6.</b> 7(-1)	

#### Evaluate.

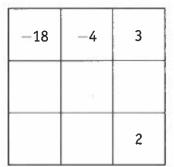
7.  $-8 \cdot |-8|$ 8.  $|-3| \cdot |-11|$ 9.  $-|7 - 13| \cdot (-|13 - 7|)$ 10.  $-14 \cdot (-|-5|)$ 11.  $-5 \cdot |-9| + 3 \cdot |4|$ 12. -|6(-4)|-7|(-3)(-2)|

Find the number that goes in the blank.

$-10 \times \_\_\_ = -20$
5 × =-45
-12 × = 84
9 × = 99
$90 = -15 \times 3 \times$
$-84 = -2 \times (-3) \times $

#### Write < or > in the box.

**19.** -3(-5)  $\Box$  4(-4) **20.** -5(5)  $\Box$  6(-4) **21.** 8(5)  $\Box$  13(3)**22.** -7(8)  $\Box$  -11(-5) 23. In the  $3 \times 3$  array below, the product of the integers in each row and each column is the same number. The numbers in four of the squares are given. Find the remaining five numbers.



**ACTIVITY 3** 

continued

- 24. An airplane descends at a rate of 500 feet per minute. Write and evaluate an expression to show how far the plane will descend in 6 minutes.
- **25.** Starting at sea level, a diver descends into the ocean at a rate of 12 feet per minute. Write and evaluate an expression to show how far the diver will descend in 7 minutes.
- **26.** Between low tide and high tide, the width of a beach changes by -17 feet per hour. Write and evaluate an expression to show how much the width of the beach changes in 3 hours.

#### State whether the product is positive or negative.

<b>27.</b> (-3)5	<b>28.</b> (-2)(-10)
------------------	----------------------

<b>29.</b> (-6)3	<b>30.</b> 11(20)
------------------	-------------------

**31.** Two numbers, *m* and *n*, are integers, with m < n. Is it always true that  $m^2 < n^2$ . Explain your reasoning

**ACTIVITY 3** 

continued

# Lesson 3-2

Complete the table.

Product	Related Quotients
2 7 24	21÷3=7
3 • 7 = 21	21÷7=3
<b>32.</b> 10(-4) =	
<b>33.</b> -5(-9) =	
<b>34.</b> -20(6) =	к.) -

Simplify.

35.	$\frac{33}{-11}$	<b>36.</b> - <u>54</u> 9
37.	<u>72</u> 8	<b>38.</b> $\frac{-32}{-2}$

**39.** Which of the following expressions is not equivalent to the others?

<b>A.</b> $\frac{-2}{-3}$	<b>B.</b> $-\frac{2}{3}$
<b>c.</b> $\frac{-2}{3}$	<b>D.</b> $\frac{2}{-3}$

**40.** Which expression gives the least product or quotient?

<b>A.</b> −4(−2)	<b>B.</b> -3 • 3
<b>C.</b> $-15 \div 5$	<b>D.</b> $-36 \div (-4)$

Evaluate.

41.	64 ÷ [	$-8 \div (-2)$	] 42.	$[64 \div (-8)] \div (-2)$
43.	$\frac{-45}{9}$ .	<u>-15</u> -5	44.	$\frac{100}{-20} \cdot \frac{-15}{-5}$

Find the number that goes in the blank.

**45.** 
$$-30 \div \_\_\_ = -5$$
**46.**  $56 \div \_\_\_ = -8$ 
**47.**  $48 \div \_\_ = 16$ 
**48.**  $-76 \div \_\_ = 19$ 
**49.**  $3 = 48 \div (-4) \div \_\_ = 10$ 
**50.**  $-2 = -100 \div 10 \div \_ = 10$ 

Write < or > in the box.

**51.** 
$$32 \div (-8) \square -5 \div (-1)$$

- **52.**  $-60 \div 4 \square 32 \div (-2)$
- **53.**  $0 \div (-49) \square 49 \div (-1)$
- **54.**  $33 \div (-33) \square -32 \div 16$
- **55.** Explain how multiplication and division are related.
- 56. Over the past five weeks, the average daily temperature in Wellington has dropped 40 degrees Fahrenheit. Write and evaluate an expression to show the average temperature change per week.
- 57. The high temperatures in Weston for 7 consecutive days were -14°C, -10° C, -3°C, 6°C, 8°C, -4°C, and -11°C. What was the average high temperature for the 7 days?

### MATHEMATICAL PRACTICES Reason Abstractly and Quantitatively

**58.** Is there a greatest integer value for x that makes the inequality  $\frac{x}{-5} > 4$  true? If so, what is it? Explain your reasoning.

**Operations on Rational Numbers** 

### Let's Be Rational! Lesson 4-1 Sets of Rational Numbers

#### Learning Targets:

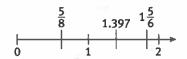
- Given a rational number, determine whether the number is a whole number, an integer, or a rational number that is not an integer.
- Describe relationships between sets of rational numbers.

SUGGESTED LEARNING STRATEGIES: Graphic Organizer, Think-Pair-Share, Create Representations

The history of numbers is the story of the gradual filling in of the number line. Ancient peoples had no concept of zero and needed numbers only to count items, such as cattle. Their number line consisted of the *natural numbers* 1, 2, 3, ...

The idea of zero occurred to the ancient Babylonians as well as to the Mayans of Mesoamerica. Adding zero to the natural numbers on the number line creates the set of *whole numbers*.

Points between the whole numbers were known to the ancient Greeks. They comprise *fractions, decimals* and *mixed numbers*.



*Negative numbers* have been used in China and India for more than a thousand years. They did not come into wide use in Europe until the 17<sup>th</sup> century. The whole numbers and their negative-number opposites form the set of *integers*.

These three sets of numbers are *subsets* of the set of *rational numbers*. A rational number is a number that can be expressed as a ratio  $\frac{a}{b}$ , where both *a* and *b* are integers and  $b \neq 0$ . The number -5, for example, can be expressed as the ratio  $\frac{-15}{3}$ .

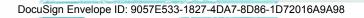
#### WRITING MATH

Use *ellipses*—three periods in a row—to represent all the numbers in an infinite sequence. For example, 0, 1, 2, 3, 4, 5, ... represents the unending sequence of whole numbers.



A **subset** is a set whose elements are all in the original set. Every set is a subset of itself.

A **rational number** is a number that can be expressed as a ratio  $\frac{a}{b}$ , where both *a* and *b* are integers and  $b \neq 0$ .



**My Notes** 

**ACTIVITY 4** 

continued

# Lesson 4-1 Sets of Rational Numbers

1. Show that each number is a rational number by expressing it as a ratio of two integers.

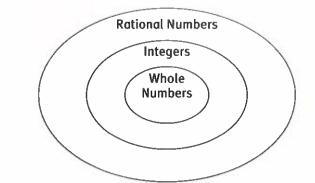
**a.** 27 **b.** 0.75 **c.**  $4\frac{2}{3}$ **d.** -9 **e.** -0.43 **f.** -1.8

2. Classify each rational number as a whole number, as an integer, or as a rational number that is not an integer.
a. -34
b. 1.57

**c.** 0 **d.**  $\frac{13}{14}$ 

**3.** The Venn diagram shows the relationships among whole numbers, integers, and rational numbers. Write the following numbers in their correct places in the diagram:

$$13, 11\frac{9}{10}, 4.78, -803, -7\frac{5}{6}, 0, \frac{17}{3}, -91.55, -45$$



4. Reason abstractly. Tell whether each statement is *true* or *false*. Explain why any false statements are false.
a. If n is an integer, then n is a whole number.

1

**b.** There are no rational numbers that are also whole numbers.

**c.** All rational numbers are integers.

**d.** A number cannot be both a whole number and a rational number.

#### **Sets of Rational Numbers**

### **Check Your Understanding**

**5.** Place a checkmark in the box for any set of which the given number is a member.

Number	Whole Number	Integer	Rational Number
0.25	((25+ 1)-)	S 1 1	
3.14159		1 950 U	
-12			
0			
-0.333			V. 2
5 <u>9</u> 10	1	а.,	
29,116		12	
$-2\frac{1}{89}$			1

- 6. Tell whether each statement is *never*, *sometimes* or *always* true.a. An integer is a whole number.
  - **b.** A whole number is a rational number.
  - c. A rational number is a whole number.

#### **LESSON 4-1 PRACTICE**

- 7. Name all the sets of which the given set is a subset.
  - a. the set of whole numbers
  - **b.** the set of positive integers
  - c. the set of negative rational numbers
  - **d.** the set of natural numbers

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- 8. Explain why 2 is a rational number.
- **9. Reason abstractly.** Why does the definition of rational number state that *b*, the denominator of the rational number  $\frac{a}{b}$ , cannot equal 0?
- **10. Construct viable arguments.** A rational number is defined as a ratio of two integers. Given that a ratio is a fraction, how can a decimal be a rational number?
- **11.** Explain why the set of mixed numbers is not a subset of the set of integers.

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continued

MATH TERMS

denominators.

A common denominator is a common multiple of two or more



- Add two or more rational numbers.
- Use properties of addition to add rational numbers.
- Solve real-world problems by adding two or more rational numbers.

# SUGGESTED LEARNING STRATEGIES: KWL Chart, Think Aloud, Create Representations

When you add rational numbers, use the same rules for determining signs as you used to add integers.

# **Example A**

Julia needed to do some repainting around her pool so she drained  $4\frac{1}{2}$  feet of water. After painting, she added  $1\frac{2}{3}$  feet of water. How far below its original level did she leave the water in order to let the paint dry?

Step 1:	$-4\frac{1}{2}+1\frac{2}{3}=-\frac{9}{2}+\frac{5}{3}$	Write the mixed numbers as improper fractions.
Step 2:	$=-\frac{27}{6}+\frac{10}{6}$	Write the fractions with
		a common denominator.
Step 3:	$=-\frac{17}{6}$	Add using the rules for adding
		integers.
Step 4:	$=-2\frac{5}{6}$	Write the improper fraction as mixed number.

**Solution:** Julia left the water  $2\frac{5}{6}$  feet below its original level.

# **Try These A**

Find each sum. **a.**  $-5\frac{5}{6}+2\frac{1}{4}$  **b.** 14.62 + (-19.3)

- **c. Make sense of problems.** Explain how the sum was found in Example A, Step 3.
- **1. Model with mathematics.** Show how the final water level can be found using a number line.

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#### Adding Rational Numbers

# Example B

The water level in the Blue River was already 1.75 meters below normal when a drought caused the level to fall an additional 2.5 meters. What was the water level after the drought?

Step 1:	-1.75 - 2.5 =  -1.75  +  -2.5	Add using the rules for adding integers.
Step 2:	= 1.75 + 2.5	Write the absolute values.
Step 3:	= 4.25	Add.
Step 4:	=-4.25	Use the sign of the addends.

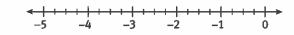
Solution: The water was 4.25 meters below normal after the drought.

#### **Try These B**

a. -420.5 -98.6

**b.** 
$$-\frac{4}{15} + \left(-\frac{3}{10}\right)$$

- **2.** Explain Step 1 of Example B.
- **3.** How do you know that the final water level was below normal rather than above normal?
- **4. Model with mathematics.** Show how the final water level can be found using a number line.



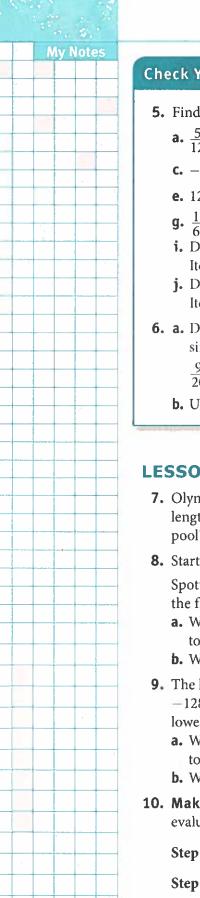
My Notes My Notes My Notes My Notes My Notes Science A drought is a long period of unusually low rainfall, especially one that causes extensive damage to crops.

**ACTIVITY 4** 

continued

#### ACTIVITY 4 continued

# Lesson 4-2 Adding Rational Numbers



## Check Your Understanding

- 5. Find each sum. a.  $\frac{5}{12} + \left(-\frac{11}{12}\right)$ b.  $3\frac{3}{8} + 2\frac{1}{4}$ c.  $-\frac{7}{15} + \left(-\frac{4}{5}\right)$ d. -3.49 + 7.22e. 12.5 + (-21.32)f. -36.91 + (-16.7)g.  $\frac{1}{6} + \left(-\frac{11}{12}\right) + \frac{2}{3}$ h. 29 + (-15.7) + (-31.05)i. Describe a possible real-world context for the expression in
  - i. Describe a possible real-world context for the expression in Item 5b.
  - **j.** Describe a possible real-world context for the expression in Item 5d.
- **6. a.** Describe how to use the Commutative Property of Addition to simplify finding this sum:

$$\frac{9}{20} + (-2.45) + \left(-\frac{3}{5}\right) + 6.7$$

**b.** Use the Commutative Property to find the sum.

# **LESSON 4-2 PRACTICE**

- **7.** Olympic swimming pools are rectangles measuring 164.042 feet in length and 82.021 feet in width. What is the perimeter of an Olympic pool?
- 8. Starting at sea level, a kingfisher flew to an elevation of  $37\frac{1}{4}$  feet. Spotting a fish below, the bird descended  $41\frac{5}{6}$  feet and caught the fish.
  - **a.** Write a numerical expression involving addition that you can use to find the elevation of the fish.
  - **b.** What was the elevation of the fish?
- 9. The lowest temperature ever recorded on Earth's surface was
   -128.5°F. The highest temperature was 262.5°F higher than the lowest.
  - **a.** Write a numerical expression involving addition that you can use to find the highest temperature.
  - b. What was the highest temperature ever recorded?
- **10. Make sense of problems.** Justify Step 1 in the following evaluation:

Step 1:  $-2.79 + ((-3.91) - 5\frac{1}{2}) = (-2.79 + (-3.91)) - 5\frac{1}{2}$ Step 2: = -6.7 - 5.5Step 3: = -12.2 Lesson 4-3 Subtracting Rational Numbers

#### ACTIVITY 4 continued

#### **Learning Targets:**

- Subtract rational numbers.
- Apply the fact that for all rational numbers a and b, a b = a + (-b), to add and subtract rational numbers.
- Solve real-world problems by subtracting rational numbers and possibly by adding rational numbers as well.

SUGGESTED LEARNING STRATEGIES: Visualization, Create Representations, Think-Pair-Share

Recall that you can subtract an integer by adding its opposite. The number line at the right illustrates 2.5 + (-4.5) and shows that the same rule applies to subtracting rational numbers: 2.5 - 4.5 = -2.

• To subtract a rational number, add its opposite.

#### Example

As the Yellowstone River flows through Yellowstone National Park, it breaks into two waterfalls. At the Upper Falls, the river drops 33.22 meters. At the Lower Falls, it drops 93.88 meters. Find the river's total change in elevation as it passes the two falls.

Subtract: -33.22 - 93.88

- Step 1: To -33.22, add -33.22 93.88 = -33.22 + (-93.88)the opposite of 93.8
- Step 2: The signs are |-33.22| + |-93.88| = 33.22 + 93.88 = 127.1the same so find the sum of the absolute values.
- Step 3: Use the sign of -127.1 the addends:

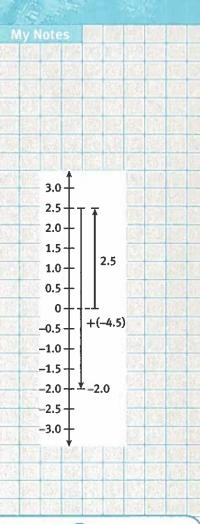
Solution: The river's total change of elevation is -127.1 meters.

### **Try These**

**a.** -4.13 - (-5.46)

**b.**  $\frac{5}{12} - \frac{7}{8}$ 

**1. Model with mathematics.** Draw arrows on the number line below to show the changes in the river's elevation at the Upper Falls and Lower Falls.



#### CONNECT TO HISTORY

Established in northwestern Wyoming in 1872, Yellowstone National Park was America's first national park.

**ACTIVITY 4** 

continued

### Lesson 4-3 Subtracting Rational Numbers



2. Write each subtraction pr a. $\frac{2}{3} - \frac{4}{5}$	oblem as an addition problem. <b>b.</b> -0.08 - 3.62
<b>c.</b> $-7\frac{3}{8} - \left(-2\frac{1}{4}\right)$	<b>d.</b> 527.4 - (-748.62)
3. Subtract.	
<b>a.</b> $\frac{9}{13} - \frac{11}{13}$	<b>b.</b> -57.49 - (-35.7)
<b>c.</b> $7\frac{3}{10} - \left(-4\frac{1}{5}\right)$	<b>d.</b> -319.12 - 88.16

# **LESSON 4-3 PRACTICE**

 Yosemite Falls in Yosemite National Park drops in three separate sections.

Name	Height (m)
Upper Falls	435.86
Middle Cascades	205.74
Lower Falls	97.54

- **a.** Write a numerical expression you can use to find the total change in elevation.
- **b.** What order of operation rule must you use to evaluate the expression?
- **c.** What is the total change in elevation from the top of the falls to the bottom?
- **5.** On January 22, 1943, the temperature in Spearfish, South Dakota, fell from 53.6°F to −4°F in just 27 minutes.
  - **a.** Write a numerical expression you can use to find the change in temperature.
  - **b.** Evaluate your expression.
  - **c.** What was the mean change in temperature per minute? Write your answer using bar notation.
- **6. a.** Describe two ways to find the difference  $\frac{13}{50} 4.93$ .
  - b. Which way is better? Explain your reasoning.
- 7. Construct viable arguments. Is the difference between two rational numbers always as rational number? Why or why not?
- 8. Jodi is finding the sum 4 + (-6.5) on a number line.
  a. What is the distance from 4 to the sum?
  - **b.** Is the sum to the left or to the right of 4 on the number line? How do you know?
  - c. What is Jodi's sum?

Lesson 4-4

**Multiplying and Dividing Rational Numbers** 



#### Learning Targets:

- Multiply and divide rational numbers.
- Apply properties of operations to multiply and divide rational numbers.
- Solve real-world problems involving the four operations with rational numbers.

SUGGESTED LEARNING STRATEGIES: Visualization, Create Representations, Think-Pair-Share

Engineers at an underwater oil drilling operation drilled beneath the ocean floor an average of -734.8 meters per day for four consecutive days. What was the total change in elevation from the ocean floor to the deepest point drilled?

To answer this question, you can use addition of rational numbers.

(-734.8) + (-734.8) + (-734.8) + (-734.8) = -2,939.2

You could also multiply 4(-734.8).

1. The above methods work if all the numbers are the same, but suppose you want to find the product 7.9(-3.5). One way would be to use the following method. Write a reason for each step.

0 = 7.9(0)	a
0 = 7.9(3.5 + (-3.5))	b
0 = 7.9(3.5) + 7.9(-3.5)	c
0 = 27.65 + 7.9(-3.5)	d
27.65 = 7.9(-3.5)	e

The last step shows that 7.9(-3.5) = -27.65. Not only does this give the product, but it establishes an important fact about multiplication of rational numbers:

• The product of two rational numbers having different signs is negative.

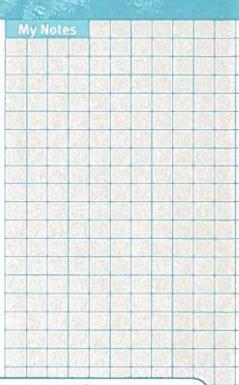
**2.** Find each product. **a.** -2.5(6.7)

-----

b

c.  $-\frac{11}{12}\left(\frac{4}{7}\right)$ 

$$\cdot \frac{2}{3} \left( -\frac{9}{10} \right)$$



CONNECT TO HISTORY

The first underwater oil wells were drilled in 1891, in Ohio's Grand Lake St. Mary's, a freshwater lake. The first saltwater wells were drilled five years later, in California's Santa Barbara.



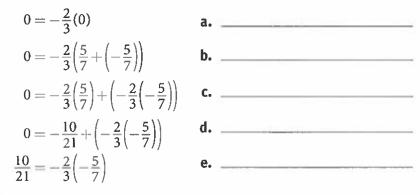
**ACTIVITY 4** 

continued

#### Lesson 4-4 Multiplying and Dividing Rational Numbers

You already know that the product of two positive rational numbers is positive. What about the product of two negative rational numbers? You can find out using a method like the one used in Item 1 above for numbers with different signs.

**3. Make sense of problems.** Find the product  $-\frac{2}{3}\left(-\frac{5}{7}\right)$ . Write a reason for each step.



The last step shows that  $-\frac{2}{3}\left(-\frac{5}{7}\right) = \frac{10}{21}$ . You already know that the product of two positive rational numbers is positive.

The multiplication of two negative rational numbers, shown above, establishes this important fact:

- The product of two rational numbers having the same sign is positive.
  - **4. Make use of structure.** Why must the rules for finding the signs when you multiply two integers be the same as the rules for finding the signs when you multiply two rational numbers?
  - 5. State the sign of each product.
    - **a.** three negative rational numbers
    - **b.** four positive rational numbers and one negative rational number
    - **c.** three positive rational numbers
    - d. one positive and two negative rational numbers
    - e. thirteen negative rational numbers
    - f. five positive and four negative rational numbers



Lesson 4-4

#### **Multiplying and Dividing Rational Numbers**

6.	Find each product.				
	<b>a.</b> $-\frac{11}{12}\left(\frac{4}{7}\right)$	- 1	<b>9.</b> 9.02(-3.4)		
	<b>c.</b> −2.5(6.7)	0	1. $\frac{2}{3}\left(-\frac{9}{10}\right)$		

You can use inverse operations to find the sign of the quotient of two rational numbers.

7. Use the facts that 7.2(-3.5) = -25.2 and that -7.2(-3.5) = 25.2 to complete these equations:

**a.** 
$$\frac{-25.2}{7.2} =$$
 **b.**  $\frac{25.2}{-7.2} =$ 

**8.** Use the results to complete this statement:

The quotient of two rational numbers with different signs is

9. Use the facts from Item 7 to complete this equation:

$$\frac{-25.2}{-7.2} =$$

**10.** Use your results and your knowledge of the quotient of two positive numbers to complete this statement:

The quotient of two rational numbers with the same sign is \_\_\_\_\_.

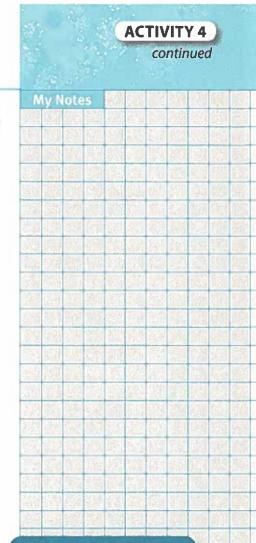
- **11.** Compare the rules for finding the signs of the products and the signs of the quotients of two rational numbers.
- **12.** A well-drilling crew drilled these distances into Earth's crust on four successive days, beginning at the bottom of the ocean:

 $-1,574\frac{1}{4}$  feet,  $-1,289\frac{1}{2}$  feet,  $-1,719\frac{3}{4}$  feet,  $-1,400\frac{1}{2}$  feet What was the mean daily change in elevation of the bottom of the well?

**13.** Find each quotient. **a.** −60.48 ÷ 4.8

**c.**  $\frac{11}{24} \div \left(-\frac{5}{8}\right)$ 

**b.**  $-\frac{1}{5}\left(-\frac{3}{10}\right)$ **d.** 1.376  $\div$  0.8



#### MATH TIP

You can use the rules for finding the signs of the sums, differences, products, and quotients of two integers to find the sign of the sum, difference, product, or quotient of any two rational numbers.



#### ACTIVITY 4 continued

# Lesson 4-4 Multiplying and Dividing Rational Numbers



- **14.** *m* and *n* are positive rational numbers.**a.** What is the sign of their product?
  - **b.** What is the sign of their quotient?
- **15.** *m* and *n* are negative rational numbers.**a.** What is the sign of their product?
  - **b.** What is the sign of their product:
- **16.** *m* and *n* are rational numbers with different signs.
  - a. What is the sign of their product?
  - **b.** What is the sign of their quotient?

### **LESSON 4-4 PRACTICE**

**17. Make use of structure.** Which of the following fractions are equal to -7?

-7	7	-7	7	-7	-7	7	7	-7
1	<u>'</u> 1'	-1'	$^{-}\overline{1}'$	<u>-1</u> '	1,	-1	'-1'	-1'

**18.** The low temperatures for one week in Scottsburg, IN are given below. What was the mean daily low temperature for the week?

-7.9°F, -10.3°F, -3.4°F, 2.6°F, 4.9°F, 11.0°F, -2.5°F

- 19. Margo's grade average in math was 92. Then for seven months, her average dropped an average of five-eighths of a point per month.a. Write a rational number expression involving addition that you
  - can evaluate to find her average at the end of seven months.
  - **b.** What was her final average?
- 20. Given a temperature in degrees Fahrenheit, the formula

 $C = \frac{5}{9}(F - 32)$  can be used to find the corresponding Celsius temperature. Find the Celsius temperatures corresponding to the following Fahrenheit temperatures.

a.	113°F	, b*	32°F
c.	-25°F	d.	-40°F

**21. Construct viable arguments.** Two rational numbers are each less than 1. Is their product less than 1? Why or why not? Give examples to support your answer.

**Operations on Rational Numbers** Let's Be Rational!

#### **ACTIVITY 4 PRACTICE**

Write your answers on notebook paper. Show your work.

#### Lesson 4–1

**1.** Place a checkmark in the box for any set of which the given number is a member.

Number	Whole Number	Integer	Rational Number
-2			00 A
10.5	- Service	107	22 - <del>1</del>
0		100 741	6110
9	V 1	Reality in the	1
0.9812	MIT .	1. 240	111
2 <u>15</u> 17	en <sup>34</sup> o	1	5 - U
-68.555	50 M	14 X	1.
-0.787878		2	00-35

- 2. Which statement is false?
  - **A.** A whole number is always a rational number.
  - **B.** An integer is always a whole number.
  - **C.** A number that can be expressed as a ratio
    - $\frac{a}{b}$ , where both a and b are integers and
    - $b \neq 0$ , is always a rational number.
  - **D.** A whole number is always an integer.
- 3. Give an example of each.
  - a. an integer that is not a whole number
  - **b.** a rational number that is not an integer
  - **c.** a rational number that is not a whole number
- **4.** Explain how you know that each number is a rational number.

<b>a.</b> 389	<b>b.</b> -25
<b>c.</b> 1.479	<b>d.</b> −6.01

5. Is 0 a rational number? Why or why not?

#### Lesson 4-2

6. Find the value of each expression.

**a.** 
$$\frac{13}{16} + \left(-\frac{3}{4}\right)$$
  
**b.**  $7\frac{2}{3} + 6\frac{1}{4}$   
**c.**  $-\frac{7}{20} + \left(-\frac{2}{5}\right)$   
**d.**  $-6.98 + 2.75$   
**e.**  $\frac{2}{3} + \left(-\frac{5}{8}\right) + \left(-\frac{1}{6}\right)$ 

- **f.** 29 + (-15.7) + (-31.05)
- **g.** Describe a possible real-world context for the expression in item 6a.

**ACTIVITY 4** 

continued

- **h.** Describe a possible real-world context for the expression in item 6d.
- 7. Bette had \$452.13 in her checking account. She wrote checks for \$53.15 and \$117.48.
  - **a.** Write an expression involving addition that you can evaluate to find the amount that remained in Bette's account.
  - **b.** Evaluate the expression.
- **8.** Which property is illustrated by the following equation?

$$\frac{3}{5} + \left(-\frac{7}{8}\right) + \frac{4}{5} = \frac{3}{5} + \frac{4}{5} + \left(-\frac{7}{8}\right)$$

- A. Commutative Property of Addition
- B. Addition Property of Equality
- C. Associative Property of Addition
- **D.** Identity Property of Addition
- 9. The lowest point on Earth's surface is the shore of the Dead Sea, elevation -1,344.99 meters. The highest point, the summit of Mount Everest, is 30,380.42 meters above the Dead Sea. What is the elevation at the summit of Mount Everest?
- 10. Find each sum.

**a.** 
$$\frac{7}{20} + (-4.8) + \left(-\frac{4}{5}\right) + 4.9$$
  
**b.**  $5.6 - 1\frac{3}{8} + (-3.9) + 2\frac{3}{4}$ 

#### **ACTIVITY 4**

continued

#### Lesson 4-3

- **11.** Write each subtraction problem as an addition problem.
  - **a.**  $\frac{7}{8} \frac{9}{10}$  **b.** -6.39 - 10.4 **c.**  $5\frac{5}{9} - \left(-8\frac{3}{5}\right)$ **d.** 0.45 - (-1.3)
- **12.** Find the value of each expression.
  - **a.**  $\frac{5}{12} \frac{2}{3}$  **b.** -2.81 - (-1.77) **c.**  $12\frac{9}{16} - (-13\frac{1}{24})$  **d.** -46.03 - 21.7 **e.** -9.77 - 14.52 - (-61.2)**f.**  $\frac{5}{6} - \frac{7}{9} - \frac{1}{2}$
- 13. The elevation of the deepest point in the Pacific Ocean is -11,033 meters. The elevation of the deepest point in the Atlantic Ocean is -8,648 meters.
  - a. Write a subtraction expression you can use to find how much deeper the Pacific Ocean's deepest point is than that of the Atlantic Ocean's.
  - **b.** Evaluate your expression.
- **14.** Greg borrowed \$100 from his parents. After he did some chores, they reduced the amount of his debt by \$25.
  - a. Let -100 represent the amount Greg owed his parents before he did chores. Write a subtraction expression you can use to find the amount Greg still owes his parents.
  - **b.** Evaluate your expression.
- **15.** Is there a Commutative Property of Subtraction for rational numbers? Why or why not? Use examples to support your answer.

#### **Operations on Rational Numbers** Let's Be Rational!

#### Lesson 4-4

16. Find each product or quotient.

<b>a.</b> $-\frac{5}{9}\left(\frac{3}{10}\right)$	<b>b.</b> 0.55(-2.6)
<b>c.</b> $-25.28 \div 3.2$	<b>d.</b> $-\frac{3}{8} \div \left(-\frac{9}{16}\right)$
<b>e.</b> −0.4(0.7)	<b>f.</b> $52\left(-\frac{7}{13}\right)$
<b>g.</b> $1\frac{3}{4} \div \left(-4\frac{3}{8}\right)$	<b>h.</b> 2.4 ÷ 48
<b>i.</b> $(1.8)\left(-1\frac{2}{5}\right)$	<b>j.</b> $(-9.6) \div \left(-3\frac{1}{5}\right)$

- **17.** A glacier that was 1,076 meters thick changed in thickness at an average rate of -22.7 meters per year for 7 years.
  - **a.** Write an addition expression you can use to find the glacier's thickness after 7 years.
  - b. Evaluate your expression.
- 18. In golf, a player's score on each hole is always an integer. The more negative the score, the better it is. A golfer's combined score for the 18 holes is -5. The golfer scored -2 on each of several holes. On all the other holes the golfer scored a combined total of +1. On how many holes did the golfer score -2?
- **19.** Naief is finding the sum  $-7 + 4\frac{3}{4}$  on a number line.
  - **a.** What is the distance from -7 to the sum?
  - **b.** Is the sum to the left or right of −7 on the number line? How do you know?
  - c. What is Naief's sum?

#### MATHEMATICAL PRACTICES Reason Abstractly and Quantitatively

**20.** In the  $3 \times 3$  array below, the product of the rational numbers in each row, in each column, and in each diagonal is the same number. The numbers in four of the squares are given. Find the remaining five numbers.

		-0.4
 6	-0.8	0.6

# Multiplying and Dividing Integers

Embedded Assessment 2 Use after Activity 4

#### Write your answers on a separate sheet of paper. Show your work.

The diagram at the right shows the approximate elevations of the tops and bottoms of the layers of the atmosphere (the envelope of gas above the Earth) and the zones of the ocean.

- **1. a.** Write a subtraction expression you can use to find the difference between the elevation at the top of the exosphere and the deepest point of the ocean.
  - **b.** Write your expression as an addition expression.
  - c. Evaluate the expression.
- **2. a.** How many times as thick as the ocean's epipelagic zone is the hadalpelagic zone?
  - **b.** Explain how you found the answer.
- **3.** An airplane flew over the ocean at an elevation 7.9 kilometers below the top of the troposphere. A wheel came off and fell a total of 16.9 kilometers.
  - a. In which ocean zone did the wheel come to rest?
  - **b.** How far above the elevation of the deepest point in the ocean was the wheel when it stopped?

As you move upward through the lowest three layers of the atmosphere, the air grows thinner and thinner. This causes air temperatures to grow colder and colder. An average temperature at the bottom of the troposphere might be 65°F. The temperature at the top of the mesosphere might be 250°F colder than that.

4. Find the colder temperature at the top of the mesosphere.

In the thermosphere, the heat of the sun overcomes the thinness of the air and causes temperatures to rise dramatically. The hottest temperature at the top of the thermosphere can be 3700°F hotter than the temperature you found in Item 4.

- **5. a.** Find the hotter temperature at the top of the thermosphere.
  - **b.** How many times as hot as the temperature at the top of the mesosphere is the temperature at the top of the thermosphere?

In 2012, film director James Cameron descended to the bottom of the Mariana Trench, the deepest point of the ocean, in a submarine called the *Deepsea Challenger*. The descent took 2 hours and 36 minutes.

- **6. a.** Write the depth of the Mariana Trench and Cameron's descent time as mixed numbers.
  - **b.** Use the mixed numbers to find the average rate of descent of the *Deepsea Challenger*. Show your work. Round your answer to the nearest tenth.
  - **c.** The submarine ascended to the ocean surface in 70 minutes. Use any method you choose to find the average rate of ascent. Round your answer to the nearest tenth.

Elevations	of Atmosphere
Layers and	Ocean Zones

10,000 km -	
600 km	Exosphere
000 111	Thermosphere
90 km	Maaanhana
50 km	Mesosphere
Ξ.	Stratosphere
20 km	
	Troposphere
0 km	SEA LEVEL
	Epipelagic
-0.2 km	
	Mesopelagic
-1 km	
	Bathypelagic
-4 km	A 1
( lana	Abyssopelagic
-6 km	Hadalpelagic
10.0 1	
-10.9 Km	-DEEPEST POINT OF THE OCEAN
	or mill o'ddini'

# DocuSign Envelope ID: 9057E533-1827-4DA7-8D86-1D72016A9A98 Embedded Assessment 2 Use after Activity 4 Embedded Assessment 2 Use after Activity 4 Embedded Assessment 2 Embedded тор то воттом

Scoring	Exemplary	Proficient	Emerging	Incomplete
Guide	The solution demonstrates the	ese characteristics:	· · · · · · · · · · · · · · · · · · ·	
Mathematics Knowledge and Thinking (Items 1a-c, 2a-b, 3a-b, 4, 5a-b, 6a-c)	<ul> <li>A clear and accurate understanding of operations with rational numbers and integers.</li> </ul>	<ul> <li>Operations with rational numbers and integers that are usually correct.</li> </ul>	<ul> <li>Operations with rational numbers and integers that are sometimes correct.</li> </ul>	<ul> <li>Incorrect or incomplete computation of operations with rational numbers and integers.</li> </ul>
Problem Solving (Items 1a-c, 2a-b, 3a-b, 4, 5a-b, 6a-c)	<ul> <li>An appropriate and efficient strategy that results in a correct answer.</li> </ul>	A strategy that may include unnecessary steps that result in a correct answer.	<ul> <li>A strategy that results in some incorrect answers.</li> </ul>	<ul> <li>No clear strategy when solving problems.</li> </ul>
Mathematical Modeling / Representations (Items 1a-b, 2a, 3a-b, 4, 5a-b, 6a-c)	<ul> <li>Clear and accurately written expressions involving operations with rational numbers and integers that result in a correct answer.</li> </ul>	<ul> <li>Some difficulty in writing the best expression for operations on rational numbers and integers, but with correct answers.</li> </ul>	<ul> <li>Errors in writing expressions for operations on rational numbers and integers.</li> </ul>	<ul> <li>Inaccurately written or missing expressions for operations on rational numbers and integers.</li> </ul>
Reasoning and Communication (Item 2b)	<ul> <li>Precise use of appropriate math terms and language when explaining the process of dividing integers.</li> </ul>	<ul> <li>An adequate explanation of the process of dividing integers.</li> </ul>	<ul> <li>A misleading or confusing explanation of the process of dividing integers.</li> </ul>	<ul> <li>Incomplete or inaccurate explanation of the process of dividing integers.</li> </ul>



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# **Mathematics Course 3 Curriculum Map**

Unit 1: Numerical Relationships (5 weeks)

#### Overview

In this unit, students will extend their knowledge of numbers as they investigate patterns, study powers and roots, and exponents and scientific notation. Students will apply their knowledge of numbers to practical situations and real-world problems.

#### **Essential Questions**

Why is it important to understand procedures for working with different kinds of numbers?

How are exponents and scientific notation useful in solving problems?

#### **Targeted Standards**

8.NS.A.1, 8.NS.A.2, 8.EE.A.1, 8.EE.A.2, 8.EE.A.3, 8.EE.A.4

eks)	Embedded Assessments	Vocabulary
s is. res	<ol> <li>Patterns and Quantitative Reasoning, Game On         <ul> <li>Recognize patterns</li> <li>Compute with mixed fractions to solve real-world processors)</li> </ul> </li> <li>Representing Rational and Irrational Numbers, Weather or N         <ul> <li>Convert between fractions, decimals, and percents</li> <li>Determine square roots and cube roots of perfect sq perfect cubes</li> <li>Distinguish between rational and irrational numbers (8 lessons)</li> </ul> </li> <li>Exponents and Scientific Notation         <ul> <li>Compute with exponents</li> <li>Write a number in scientific notation</li> <li>Recognize exponential number patterns (7 lessons)</li> </ul> </li> </ol>	vot value, reciprocal, power, base, exponent, exponential form, square root, perfect square cubing a number, index, cube root, rational number, terminating decimal, repeating
s?	Algebra/AP/College Readiness	Prerequisite Skills
	<ul> <li>Providing opportunities for conceptual situations where s make connection to and apply prior knowledge</li> <li>Allowing students to become fluent in addition, subtraction multiplication, and division of rational numbers</li> <li>Using multiple representations to develop an understandid powers, roots, and scientific notations</li> <li>Asking students to write about mathematics when explain solutions</li> </ul>	on,  Patterns Number systems ing of
	Auulional Assessment	Check Your Understanding and Practice Activity Practice



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# **Mathematics Course 3 Curriculum Map**

Unit 2: Equations (5 weeks)	Embedded Asses	ssments	Vocabulary
Overview In this unit, students will extend their knowledge of equations as they study several ways to solve multistep equations, and they will apply their understanding to application problems. Students will model and solve problems involving systems of equations.	<ul> <li>1. Expressions and Equations, What a Good Idea!</li> <li>Write linear equations</li> <li>Solve linear equations         <ul> <li>(4 lessons)</li> </ul> </li> <li>2. Linear Equations and Rates of Change, Who Is That?</li> <li>Determine and interpret rate of change</li> <li>Write linear equations</li></ul>		Academic – legend, persuasive, coincide Math Terms – evaluate, consecutive terms, constant difference, linear, slope, discrete data, coefficient, constant term, slope- intercept form, direct variation, system of linear equations, solution to a system of equations
Essential Questions How can you write and solve linear equations? How can graphs be used to interpret solutions of real-world problems?	Algebra/AP/College		Prerequisite Skills <ul> <li>Rational numbers</li> <li>Rational numbers</li> </ul>
Targeted Standards           8.EE.C.7, 8.EE.C.7a, 8.EE.C.7b, 8.EE.C.8,           8.EE.C.8a, 8.EE.C.8b, 8.EE.c.8c, 8EE.B.5,           8.EE.B.6	<ul> <li>verbal descriptions</li> <li>Learning a variety of solution methods and making decisions about the best way to solve a problem</li> <li>Justifying their answers using the algebraic properties and principles</li> <li>Understanding constant rate of change and relating it to verbal, physical, and algebraic models</li> </ul>		<ul> <li>One- and two-step equations</li> <li>Properties and operations involving integers</li> </ul>
	Additional Assessment Opportunities	Every Lesson: Check Your Every Activity: Activity Pra Every Unit: Getting Ready	



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# **Mathematics Course 3 Curriculum Map**

Unit 3: Geometry (8 weeks)

#### Overview

In this unit, students analyze two- and threedimensional figures exploring angle relationships, similarity, transformations, distance, area and volume. Students understand and apply the Pythagorean Theorem and its converse to find distance on the coordinate plane, length, and investigate problem situations.

#### **Essential Questions**

How are ratios, unit rates, and proportions used to describe and solve real-world problems?

How can representations, numbers, words, tables, and graphs be used to solve problems?

#### **Targeted Standards**

8.G.A.1, 8.G.A.1a, 8.G.A.1b, 8.G.A.1c, 8.G.A.2, 8.G.A.3, 8.G.A.4, 8.G.A.5, 8.G.B.6, 8.G.B.7, 8.G.B.8, 8.G.C.9

# Embedded Assessments

- 1. Angle Measures, Light and Glass
  - Complementary and supplementary angles
  - Angles of a triangle or quadrilateral
  - Angles formed by parallel lines cut by a transversal (4 lessons)
- 2. Rigid Transformations, In Transformations We Trust
  - Translations, reflections, and rotations
  - Transformations that preserve congruence (6 lessons)
- 3. Similarity and Dilations, Business as Usual
  - Similar figures
  - Dilations
- (4 lessons)
- 4. The Pythagorean Theorem, Camp Euclid
   Apply the Pythagorean Theorem (6 lessons)
- 5. Surface Area and Volume, Air Dancing
  - Surface area and lateral area of solides
     Volume of solids and composite solids
    - (5 lessons)

#### Algebra/AP/College Readiness

- Using real-world contexts as a link prior learning and to develop understanding of concepts
- Encouraging students to determine the reasonableness of solutions including size and relative accuracy
- Providing opportunities to implement problem solving strategies in collaborative groups to analyze a situation and determine and communicate a solution
- Asking students to justify their conclusions using mathematical reasoning

### Additional Assessment Opportunities

**Every Lesson**: Check Your Understanding and Practice **Every Activity**: Activity Practice **Every Unit**: Getting Ready and Online Unit Test

Vocabulary

#### Academic – alternate, transform

Math Terms – angle, ray, complementary angles, supplementary angles, congruent, transversal, alternate exterior angles, alternate interior angles, corresponding angles, vertical angles, exterior angle of a triangle, remote interior angle, diagonal, transformation, preimage, image, translation, reflection, line of reflection, equidistant, rotation, center of rotation, composition of transformations, similar figures, similarity statement, proportion, scale factor, dilation, center of dilation, scale factor of dilation, hypotenuse, legs, Pythagorean, theorem, surface area, lateral area

#### **Prerequisite Skills**

- Two- and three-dimensional figures
- Rate, rate of change, and proportions



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# **Mathematics Course 3 Curriculum Map**

Unit 4: Functions (3 weeks)	Embedded Asse	ssments	Vocabulary
Overview	<ol> <li>Functions, Remember When?</li> <li>Determine whether a relation is</li> </ol>	a function	Academic- contraption
In this unit students will study relations and functions. Students will evaluate functions and represent them graphically, algebraically, and verbally. Students will compare and contrast linear and non-linear patterns and write expressions to represent these patterns.	<ul> <li>Determine whether a relation is a function</li> <li>Determine whether a function is a proportional function</li> <li>Represent functions in different ways</li></ul>		Math Terms – relation, set, ordered pair, function, domain, range, discrete data, continuous data, rate of change, trend line, scatter plot
Essential Questions			
Why is it important to consider domain, range, and intercepts in problem situations?	Algebra/AP/Colleg	e Readiness	Prerequisite Skills
Why is it important to be able to represent functions as tables, graphs, algebraically, and verbally?	<ul> <li>Argebra/Ar/ conege readiness</li> <li>Providing contextual situations for students to investigate functions and relations and apply the concepts to an appropriate domain and range</li> <li>Giving students opportunities to represent linear functions in a variety of forms: graphical, algebraic, analytic, and verbal</li> <li>Offering students opportunities to communicate about mathematics verbally, visually, and in writing</li> </ul>		<ul> <li>Solve equations and inequalities</li> </ul>
Targeted Standards			
8.F.A.1, 8.F.A.2, 8.F.A.3, 8.F.B.4, 8.F.B.5	<ul> <li>Asking students to justify their conclure</li> <li>reasoning</li> </ul>	usions using mathematical	
	Additional Assessment Opportunities	Every Lesson: Check Your Every Activity: Activity Pra Every Unit: Getting Ready	



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# **Mathematics Course 3 Curriculum Map**

Unit 5: Probability and Statistics (2.5 weeks)	Embedded Asse	ssments	Vocabulary
Overview In this unit students will apply their knowledge of linear equations to real-world data and determine if some relationships can be modeled by linear equations. Students will also learn the concept of association between two variables and determine who to analyze graphs to determine associations. Essential Questions	<ul> <li>1. Scatter Plots, Associations, and Trends, U.S. Census</li> <li>Generate a scatter plot</li> <li>Describe the association between variables of a scatter plot</li> <li>Write and interpret a trend line</li></ul>		Academic – association, deviate, cluster Math Terms – association, positive association negative association, linear association, non- linear association, linear model, bivariate data, mean absolute deviation, trend line, two-way table, categorical variables, segmented bar graph, row percentages
How does a scatter plot help you to investigate and interpret associations between two numerical variables? How can the slope and y-intercept components of a	Algebra/AP/College	e Readiness	Prerequisite Skills
linear model be interpreted in context when used to describe a linear association between two numerical variables? How can a two-way table be used to assess an association between two categorical variables?	<ul> <li>Modeling applications of bivariate data, trend lines, and correlations through hands-on experimentation</li> <li>Offering students opportunities to communicate mathematical relationships graphically, visually, and verbally</li> <li>Using technology to solve problems, experiment, interpret results, and support conclusions</li> <li>Developing a understanding of and using the vocabulary of statistics</li> </ul>		<ul> <li>Linear equations</li> <li>Slope and y-intercept of lines</li> <li>Functions</li> </ul>
Targeted Standards8.SP.A.1, 8.SP.A.2, 8.SP.A3, 8.SP.A.4,	Additional Assessment		Understanding and Practice
	Opportunities	Every Activity: Activity Pra Every Unit: Getting Ready	



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# Mathematics Course 2 Curriculum Map

: Personal Financial Literacy (1 week)	Embedded Asse	ssments	Vocabulary
<b>Overview</b> s unit, students focus their study on the cost of wing and saving money. Students are introduced to as they study different types of loans and payment	ts are introduced to		Academic – installment credit, revolving credit, principal, interest, term, simple interest, compound interest
nods. They review credit card statements to discover mpact of the amount and timelines of payments. ents compare and contrast simple and compound est as they relate to savings plans.			
Essential Questions			
y is regular saving important to your ure?			1
w can you learn to make financially ponsible decisions?	Algebra/AP/Colleg		Prerequisite Skills
	<ul> <li>Having students analyze given inform</li> <li>Providing students with opportunitie connections</li> <li>Allowing students to communicate the in writing</li> </ul>	s to make real-world	
Targeted Standards	<ul> <li>Using technology to find and investig borrowing and saving money</li> </ul>	ate options related to	
	Additional Assessment Opportunities	Every Lesson: Check Your Every Activity: Activity Pra Every Unit: Getting Ready	

APPENDIX D

### WEB REPORT

# PLANNING DOCUMENT

MONTH ENDING NOVEMBER 30, 2020

#### Early College High School Budget Highlights:

#### **REPORT PREPARATION:**

All reports are prepared based upon a cash basis of accounting to ensure solvency of the Early College High School during the year. (Solvency factors measured by the DOE include the summer pay set aside, accounts payables budgeted and continued from the prior year and the school's level of deficit spend.)

Financial statements are prepared at year-end per requirements of the State and actions of the contracted auditors. (This document is included in the State's fiscal year-end Financial Statement, a tool for measuring factors within the Financial Frameworks as completed by the DOE and the pursuit of Facility funding.)

Federal funds are considered received when authorized by the State. The State of Delaware allows this action by a reimbursement method of state funds, not ECHS funds.

#### **On-Going Concerns:**

- School District Local Per Pupil Amounts
  - Updates to the Local School district per pupil amounts as published December 1, 2020.
    - Appoquinimink, Cape Henlopen, Capital, Laurel, Red Clay, Seaford, Woodbridge School Districts all have lower per pupil amounts down from FY2020 due to less spending for last fiscal year.
    - Impact to local revenues for ECHS currently equates to a 13% total reduction for amount of \$99,529.12 from FY2020. The average per pupil reduction of 8% currently reflects a reduction of \$152.58.
    - School district reduced spending coupled with student category configuration change and a reduced enrollment triggered the change from FY2020.

### For the Month Ending November 30, 2020

#### 41.7% of the year is complete:

- November 13, 2020 Enrollment: 399
- Division I Teacher Units: 22.37
- <u>Revenues:</u>
  - The Web Report reflects receipts of 80.7% per the All-Funds Total.
- Expenditures:
  - 11 of 26 payrolls have been expended for a ratio of 42.3%
    - State and Local Payrolls—based upon the time period complete reflect a ratio of 39.7% for salary and OEC.
  - The Web Report reflects 33.2% of the budget for all funding sources has been obligated and expended, while the ratio for State and Local funding reflects 33.1%.
  - Budget for FY2021 is currently funded by One-Time Funds of \$132,541 excluding the Accounts Payables amount of \$49,230 supported by state/local.
    - Safety and Security, a 3-year state grant had a continued amount of \$11,455
    - Line of Credit additional payment of \$100,000.
    - Remaining \$21,086 reflects one-time resources in support of potentially one-time expenses.
      - Custodial Supplies (COVID—19)—\$43,787
      - Medical Supplies (COVID—19)—\$3,567

• Contingencies:

o 2	2% Contingency	81,343.00
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• Notes to Budget: (Solvency Factor set asides excluded from the budget)

-	Summer Pay	355,481.00
•	Strategic Plan	<u>115,537.00</u>
	Total	471,018.00

- <u>APPR 98079 Contingency</u>—current balance is \$375,195.00 (where the summer pay, and strategic resources are safeguarded). This fund will be reconciled to reflect appropriate totals when the final budget is approved.
- <u>Unallocated:</u> Restricted resources that operate within separate appropriations and therefore can only be expended to the level that has been <u>received</u> and for a specific purpose.

<ul> <li>Donations</li> </ul>	570.00
<ul> <li>Reserve Tech</li> </ul>	22,480.00
Total	\$23,050.00

For the Month Ending November 30, 2020	REVENUE BUDGE	ET I		ľ	
	FY2021 Planning		Anticipated		
STATE FUNDS	Budget	Receipt To Date	Remaining	% Received	
1 Operations (05213)	2,708,078.07	2,241,156.00	466 022 07	82.8%	
2 Driver Education (05142)	5,937.80	2,241,158.00	466,922.07 5,937.80	0.0%	
3 Charter Transportation (05177)	327,432.17	353,585.00	-26,152.83	108.0%	
4 Standards & Assessments (05193)	200.00	200.00	0.00	100.0%	-
5 Educational Sustainment Funds (05289)	61,470.00	55,237.00	6,233.00	89.9%	
6 Technology Block Grant (05235)	8,227.00	7,393.00	834.00	89.9%	
7 MCI/State (50022)	60,233.00	60,233.00	0.00	100.0%	
8 Opportunity Grant (05297 & 08914)	40,294.00	40,294.00	0.00	100.0%	
9 Continuing	176,829.23	176,829.23	0.00	100.0%	
Total State Funds	3,388,701.27	2,934,927.23	453,774.04	86.6%	
LOCAL AND OTHER FUNDS					
1 Local Funds School Districts	673,500.74	252,405.99	421,094.75	37.5%	
2 Continuing Local	4,941.63	4,941.63	0.00	100.0%	
3 Cafeteria Funds	50,000.00	26,343.38	23,656.62	52.7%	
4 Miscellaneous Receipts	7,000.00	10.00	6,990.00	0.1%	
5 Donations	570.50	570.50	0.00	100.0%	
6 Student Activities	11,127.77	8,732.63	2,395.14	78.5%	
7 CSD Settlement	12,709.88	10,946.45	1,763.43	86.1%	
8 Athletics	55.28	55.28	0.00	100.0%	
9 Reserve Tech	22,480.00	22,480.00	0.00	100.0%	
10 Longwood Multi-year FundsContinued	34,889.89	34,889.89	0.00	100.0%	
Total Local Funds	817,275.69	361,375.75	455,899.94	44.2%	
FEDERAL					
1 Current Year	424,620.00	414,154.00	10,466.00	97.5%	
2 Continuing	137,167.89	137,167.89	0.00	100.0%	
Total Federal	561,787.89	551,321.89	10,466.00	98.1%	
ALL FUNDS TOTAL	4,767,764.85	3,847,624.87	920,139.98	80.7%	
For the Month Ending November 30, 2020	EXPENDITURE BU	IDGET			
Operating Budget	FY2021 Planning Budget	Encumbrance	Expenditures	Balance Remaining	% Obligated
1 Salaries and Benefits	2,340,431.81		928,132.50	1,412,299.31	39.79
2 Facility Maintenance	129,825.48		37,429.57	92,395.91	28.89
3 Instructional	408,788.47	29,099.59	101,916.99	277,771.89	32.09
4 Other Expenses	268,221.93	25,600.00	127,974.38	114,647.55	57.3%
5 Transportation	511,548.25		52,957.12	458,591.13	10.4%
6 Food Service	136,125.65		0.00	136,125.65	0.0%
7 Principle & Interest	190,859.12		42,039.79	148,819.33	22.09
8 Contingency	81,342.87		0.00	81,342.87	0.09
Total Operating Budget	4,067,143.59	54,699.59	1,290,450.35	2,721,993.65	33.19
FEDERAL	561,787.89		199,920.47	361,867.42	35.69
CAFETERIA FUNDS	50,000.00		13,424.74	36,575.26	26.89
DONATIONS & OTHER LOCAL	65,783.22		17,318.87	48,464.35	26.39
ALL FUNDS TOTAL	4,744,714.70	54,699.59	1,521,114.43	3,168,900.68	33.29
FUNDS UNALLOCATED	23,050.15				
	1				

# APPENDIX E

# PROJECTED BUDGETS FY2022 THROUGH FY2026

100% SCENARIO

# PROJECTED BUDGETS FY2022 THROUGH FY2026

## EXPLANATION OF BUDGET WORKSHEETS

#### Revenues:

### State & Local

(1) State Revenue Funding Summaries—see attached Funding Summary for FY2022 reflecting revenue estimates for the currently approved enrollment of 425. For Projected Fiscal Years 2023 to FY2026, revenue estimates represent the requested modified enrollment of 575, 625, 625, 625 respectively.

State revenue calculations for FY2022 through FY2026 were projected using the experience and degree levels of current staff for a more accurate result than the average salary as represented in the State Revenue template. For new positions, the calculated average presented within the 11/07/20 State Funding Summary was used.

Each year a step increase was applied based upon the FY2021 approved state salary schedules.

ECHS share of the Education \$26M reduction was adjusted based upon student incremental change.

No inflation was added given the current economic concerns.

(2) School District Local Fund—see attached Local Funding revenue calculations for FY2022 reflecting revenue estimates for the currently approved enrollment of 425. For Projected Fiscal Years 2023 to FY2026, revenue estimates represent the requested modified enrollment of 575, 625, 625, 625 respectively.

Enrollment by district was configured based upon the FY2021 student ratios for regular, basic, complex and intense. No inflation has been added given the current spending patterns where local per pupil amounts have diminished for some school districts.

### Federal

(1) Entitlement Funding—Federal allocations were projected forward based upon projected incremental change in the special education population.

#### Other-There are no definitive future awards relating to Foundation Donations

(1) CSD Settlement—Funds were based upon the FY2021 allocation where 32 students were residents of the Christina School District. FY2022 through FY2026 was elevated incrementally based upon the projected enrollment increase of students from the Christina School District.

(2) Cafeteria Funds—Funds were elevated incrementally based upon the enrollment increase.

#### Expenditures:

#### State & Local

Personnel Salaries/Other Employer Costs

(4 to 12) Staffing was calculated using the degree and experience of current staff paid from an established ECHS salary schedule. For new positions, the expense reflects an average ECHS salary. For FY2023 where enrollment was increased by 150 students to 575, 2 administrators, 11 teachers, 1 Dean of Students, 1 secretary and 2 paraprofessionals were added. For FY2024 where enrollment was increased by 50 students to 625, 2 teachers were added.

(13) EPER includes 2 casual seasonal teachers that will convert to full-time in FY2024. Coaching salaries for the High School and Middle School, where athletics begins in FY2023 for the Middle School.

(14) The FY2021 OEC rate of 32.26% was applied each year.

(15) Health insurance for current staff and the FY2021 average of \$12,457 was used for currently vacant and new positions

Student Support—Projected expenses were elevated based upon the incremental increase in students and a 2% inflation.

(17) Transportation—based upon the latest effort to reduce hub sites and promote Dart bus passes to mitigate the runaway expense of a school that enrolls students statewide. With this effort, the projection moves toward the majority of students in grades 10 to 12 making use of the Dart bus passes since these students would be considered the most mature and the most involved with on-campus instruction.

(18) Extra Curricular Transportation—Transportation of students from practice to hubs stops and to and from games. Cost for Middle School was included starting FY2023.

(19) Cafeteria—estimated service contracts elevated to reflect the incremental increase in enrollment

(20) Extracurricular—student activities to include athletics, graduation and student associations. Middle School athletics was included starting FY2023.

(21) Supplies & Materials—Instructional, Medical Supplies and DSU Lab Fees.

- (22) Textbooks—College and classroom textbooks and related materials.
- (24) Professional Development—Staff training
- (28) Classroom Technology—Computer services
- (31) Contracted Services—Support Services to Students
- (32) Other—Substitute, Temp services, Driver Ed Vehicle Rental

Operations and Maintenance of Facilities—Projected expenses were elevated based upon a proportional increase in students and a 2% inflation.

- (33) Insurance—Liability coverage to include Athletics
- (35) Mortgage—Line of Credit pay down
- (38) Telephone/Communications—Telephones and Bandwidth
- (41) Other—Custodial Services/Supplies

Administrative/Operations Support—Projected expenses were elevated based upon a proportional increase in staff and students to include a 2% inflation.

- (44) Supplies and Materials—Office Supplies
- (45) Printing and Copying—Contracted printing and binding of materials
- (46) Postage and Shipping
- (47) Enrollment/Recruiting—Advertising

(49) Strategic Plan Contingency—represents resource maximization stemming from a more efficient transportation process and the savings gained from a Line of Credit obligation paid in full projected for FY2022. The use of these funds

includes support for more competitive staff salaries and future planning for innovative instruction.

(50) Other—Professional Services to include Legal, Financial, Accounts Payable, Human Resources and Audit

2% Contingency—flows to the Strategic Plan Contingency for activity as noted in item 49.

## Federal

Personnel Salaries/Other Employer Costs

- (4) Special Education Teachers--.3 and .25 FTE
- (6) Counselors--.3 and .3 FTE
- (13) The FY2021 OEC rate of 32.26% was applied each year

## Student Support

- (20) Supplies and Materials—Instructional
- (21) Textbooks—Online course material
- (23) Professional Development—Staff training
- (26) Therapists
- (27) Classroom Technology—Hardware and Software for Students
- (30) Contracted Services—Special Ed Services

### Other Funds—There are no definitive future awards

(22) Cafeteria—estimated service contracts elevated to reflect the incremental increase in enrollment

- (24) Supplies and Materials—Point of Service Software
- (31) Classroom Technology—services

	Charter School Application Budget	Worksheet							Early (	College High S	choo
										99	
	State & Local Revenue										
		YEAR 2022		YEAR 2023		YEAR 2024		YEAR 2025	i l	YEAR 2026	
1	State Appropriations	\$3,371,484		\$4,455,924		\$4,806,749		\$4,815,537		\$4,824,915	
2	School District Local Fund Transfers	\$727,010		\$983,754		\$1,061,257		\$1,061,257		\$1,061,257	
3	Prior Year Carryover Funds	\$0		\$81,970		\$110,433		\$119,569		\$119,927	
	TOTAL STATE & LOCAL REVENUE	\$4,098,494		\$5,521,648		\$5,978,439		\$5,996,363		\$6,006,099	
	State & Local Expenses										
		YEAR 2022		YEAR 2023		<u>YEAR 2024</u>		YEAR 2025		<u>YEAR 2026</u>	
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTI
4	Classroom Teachers	\$738,393	13.00	\$1,222,368	22.00	\$1,222,368	22.00	\$1,222,368	22.00	\$1,222,368	22.00
5	Special Education Teachers	\$68,646	1.45	\$122,421	2.45	\$122,421	2.45	\$122,421	2.45	\$122,421	2.45
6	Special Teachers (Phys Ed, Art, Music)	\$40,238	1.00	\$94,013	2.00	\$201,563	4.00	\$201,563	4.00	\$201,563	4.00
7	Counselors	\$66,364	1.40	\$120,139	2.40	\$120,139	2.40	\$120,139	2.40	\$120,139	2.40
8	Principal/Administrative	\$283,000	3.00	\$463,000	5.00	\$463,000	5.00	\$463,000	5.00	\$463,000	5.00
9	Nurse	\$108,582	2.00	\$108,582	2.00	\$108,582	2.00	\$108,582	2.00	\$108,582	2.00
10		\$80,915	2.00	\$113,362	3.00	\$113,362	3.00	\$113,362	3.00	\$113,362	3.00
11		\$32,500	1.00	\$32,500	1.00	\$32,500	1.00	\$32,500	1.00	\$32,500	1.00
12		\$69,264	3.00	\$112,828	5.00	\$112,828	5.00	\$112,828	5.00	\$112,828	5.00
13		\$63,700		\$80,550		\$50,550	0.00	\$50,550	0.00	\$50,550	0.00
14		\$500,547		\$796,745		\$821,763		\$821,763		\$821,763	
15		\$316,107		\$519,758		\$544,702		\$544,702		\$544,702	
16	Other Benefits	\$0		\$0		\$0		\$0		\$0	
	ļ										<u> </u>
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$2,368,255	27.85	\$3,786,266	44.85	\$3,913,778	46.85	\$3,913,778	46.85	\$3,913,778	46.85
-	Student Support						-		1 1		1
17		\$397,995		\$500,994		\$567,993		\$579,353	<u> </u>	\$590,940	
18		\$79,000		\$120,870		\$123,287		\$125,753		\$128,268	
19		\$134,824		\$182,409		\$198,271		\$202,236		\$206,281	
20		\$37,898		\$51,274		\$55,733		\$56,847		\$57,984	
21		\$20,310		\$27,478		\$29,867		\$30,464		\$31,074	
22	· · ·	\$55,000		\$74,412		\$80,882		\$82,500		\$84,150	
23		\$30,000		φ. τ, τι Ζ		\$00,00Z		Ç02,000		Ç04,100	
23 24		\$8,295		\$12,844		\$13,379		\$13,646		\$13,919	
24 25	· · · · · · · · · · · · · · · · · · ·	ψ0,200		ψ12,044		φ10,019		¢10,040		φ10,019	
25											
27	× ×								<u> </u>		
27		\$91,962		\$126,911		\$137,947		\$140,706	<u> </u>	\$143,520	
29		\$31,00Z		¢.20,011		¢101,0-11		Ç. 10,700		¢0,020	
30											
31		\$39,000		\$39,780		\$40,576		\$41,387		\$42,215	
32		\$42,257		\$60,744		\$66,153		\$67,476		\$68,826	
	SUBTOTAL STUDENT SUPPORT	\$000 F 10		F4 407 74-		\$1,314,087		#4 0 40 0CC		\$1,367,176	
	SUBTUTAL STUDENT SUPPORT	\$906,540		\$1,197,715		\$1,314,087		\$1,340,369		\$1,307,170	
	Operations and Maintenance of Facilities										
33	Insurance (Property/Liability)	\$58,244		\$78,801		\$85,654		\$87,367		\$89,114	-
34		\$00,211		\$10,001		<i>\$00,001</i>		<i>Q</i> 01,001		\$00,111	
35		\$224,000									
36		,,									
37											
38		\$5,651		\$7,645		\$8,310		\$8,476		\$8,646	
39											
40											
41		\$79,061		\$82,224		\$83,278		\$84,943		\$86,642	
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$366,956		\$168,670		\$177,242		\$180,787		\$184,402	
	Adminiaterative/On-antiana Comment										
10	Administrative/Operations Support		<u> </u>		<u> </u>				<b></b>		
42									<u> </u>		
43 44		\$22,385	<u> </u>	¢00.000	<u> </u>	\$32,355	<u> </u>	\$33,002	<u> </u>	\$33,662	
44 45	· · ·	\$22,385 \$14,070		\$29,862 \$14,511		\$32,355 \$14,658		\$33,002 \$14,951	<u> </u>	\$33,662 \$15,250	
45 46		\$1,500		\$2,029		\$2,206		\$2,250	<u> </u>	\$2,295	
40 47		\$3,388		\$4,583		\$4,982		\$5,082		\$5,183	
48		\$0,000	<u> </u>	\$ 1,000		\$ 1,00Z		\$0,00E		\$5,.50	
49		\$191,376		\$62,683		\$251,769		\$235,469		\$210,467	
50		\$142,054		\$144,895		\$147,793		\$150,749		\$153,764	
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS										
	SUPPORT	\$374,772		\$258,564		\$453,763		\$441,502		\$420,621	
			$\vdash$		$\vdash$						
					1			\$5,876,435		******	
	STATE & LOCAL EXPENDITURES	\$4,016,524		\$5,411,216		\$5,858,870		<del>\$3,070,4</del> 33		\$5,885,978	
56	# Students	425		575		625		625		625	
56											

#### FEDERAL FUNDS

	Charter School Application Budget	Worksheet							E	arly College High	Schoo
				[							
	Federal Funds	X545.0000				¥545 0004		¥545 0005		¥545 0000	
1	Entitlement Funding	<u>YEAR 2022</u> \$280,007		YEAR 2023 \$376,009		YEAR 2024 \$408,010		YEAR 2025 \$408,010		<u>YEAR 2026</u> \$408,010	
2	Other Federal Grants	\$0		\$070,003		\$0		\$0		\$0	
	TOTAL FEDERAL REVENUE	\$280,007		\$376,009		\$408,010		\$408,010		\$408,010	
		\$280,007		\$370,009		\$408,010		\$408,010		\$408,010	
	Federal Expenses										
		YEAR 2022		YEAR 2023		YEAR 2024		YEAR 2025		YEAR 2026	
_	Personnel Salaries / Other Employer Costs		FTE		FTE	00	FTE		FTE	00	FT
3	Classroom Teachers Special Education Teachers	\$0 \$25,583	0.00 0.55		0.00 0.55	\$0 \$25,583	0.00 0.55	\$0 \$25,583	0.00 0.55	\$0 \$25,583	0.0 0.5
5	Special Teachers (Phys Ed, Art, Music)	\$0	0.00		0.00	\$0	0.00	\$0	0.00	\$0	0.0
6	Counselors	\$28,442	0.60		0.60	\$28,442	0.60	\$28,442	0.60	\$28,442	0.6
7 8	Principal/Administrative Nurse	\$0 \$0	0.00 0.00		0.00 0.00	\$0 \$0	0.00 0.00	\$0 \$0	0.00 0.00	\$0 \$0	0.0 0.0
9	Clerical	\$0	0.00		0.00	\$0	0.00	\$0	0.00	\$0	0.0
10	Custodial	\$0	0.00		0.00	\$0	0.00	\$0	0.00	\$0	0.0
11 12	Substitutes Other	\$0 \$12,394	0.00 0.00		0.00 0.00	\$0 \$47,361	0.00 0.00	\$0 \$47,361	0.00 0.00	\$0 \$47,361	0.0 0.0
12	Other Employer Costs (32.26% of Salaries)	\$12,394 \$21,427	0.00	\$29,887	0.00	\$32,707	0.00	\$32,707	0.00	\$32,707	0.0
14	Health Insurance	\$13,319		\$13,319		\$13,319		\$13,319		\$13,319	
15	Other Benefits	\$0		\$0		\$0		\$0		\$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER										1
	COSTS	\$101,165	1.15	\$135,850	1.15	\$147,412	1.15	\$147,412	1.15	\$147,412	1.15
	Student Support										
16	Transportation	\$0		\$0		\$0		\$0		\$0	
17 18	Extra Curricular Transportation Cafeteria	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
18 19	Cateteria Extra Curricular	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
20	Supplies and Materials	\$4,699		\$6,310		\$6,847		\$6,847		\$6,847	
21 22	Textbooks Curriculum	\$6,941 \$0		\$9,320 \$0		\$10,114 \$0		\$10,114 \$0		\$10,114 \$0	
22	Professional Development	\$13,315		\$17,881		\$19,402		\$19,402		\$19,402	
24	Assessments	\$0		\$0		\$0		\$0		\$0	
25 26	Other Educational Program Therapists (Occupational, Speech)	\$0 \$34,991		\$0 \$46,988		\$0 \$50,987		\$0 \$50,987		\$0 \$50,987	
20	Classroom Technology	\$58,723		\$78,857		\$85,568		\$85,568		\$85,568	
28	School Climate	\$0		\$0		\$0		\$0		\$0	
29 30	Computers Contracted Services	\$0 \$60,173		\$0 \$80,804		\$0 \$87,681		\$0 \$87,681		\$0 \$87,681	
31	Other	\$00,175		\$00,004		\$07,001		\$07,001		\$07,001	
	SUBTOTAL STUDENT SUPPORT	\$178,842		\$240,160		\$260,599		\$260,599		\$260,599	
	Operations and Maintenance of Facilities										
32	Insurance (Property/Liability)	\$0		\$0		\$0		\$0		\$0	
33 34	Rent	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
34 35	Mortgage Utilities	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
36	Maintenance	\$0		\$0		\$0		\$0		\$0	
37 38	Telephone/Communications Construction	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
39	Renovation	\$0		\$0		\$0		\$0		\$0	
40	Other	\$0		\$0		\$0		\$0		\$0	
	SUBTOTAL OPERATIONS AND										
	MAINTENANCE OF FACILITIES	\$0		\$0		\$0		\$0		\$0	
	Administrative/Operations Support										
42	Equipment Lease/Maintenance	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
41 42	Equipment Purchase Supplies and Materials	\$0 \$0		\$0 \$0	<u> </u>	\$0 \$0		\$0 \$0		\$0 \$0	
43	Printing and Copying	\$0		\$0		\$0		\$0		\$0	
44	Postage and Shipping	\$0 \$0		\$0 \$0		\$0 \$0		\$0_ \$0		\$0 ©0	
45 46	Enrollment / Recruitment Staffing (recruitment and assessment)	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
47	Technology Plan	\$0		\$0		\$0		\$0		\$0	
48	Other	\$0		\$0		\$0		\$0		\$0	
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS										1
	SUPPORT	\$0		\$0		\$0		\$0		\$0	
	Management Company										
49	Fees	\$0		\$0		\$0		\$0		\$0	
50 51	Salaries/Other Employee Costs Curriculum	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
51	Accounting and Payroll	\$0 \$0		\$0		\$0 \$0		\$0		\$0	
53	Other	\$0		\$0		\$0		\$0		\$0	
				L							
	SUBTOTAL MANAGEMENT COMPANY	\$0		\$0		\$0		\$0		\$0	
	FEDERAL EXPENDITURES	\$280,007		\$376,009		\$408,010		\$408,010		\$408,010	
											<u> </u>
54	# Students	405				625		675		605	
54	# Students REVENUE LESS EXPENDITURES	425 \$0		575 \$0		625 ( <b>\$0</b> )		625 ( <b>\$0</b> )		625 ( <b>\$0</b> )	

## OTHER FUNDS

	Charter School Application Budget	Worksheet							E	arly College High	Schoo
	Other Funds										
		YEAR 2022		YEAR 2023		YEAR 2024		YEAR 2025		YEAR 2026	
	CSD Settlement	\$9,919		\$13,501		\$14,603		\$14,603		\$14,603	
	Foundation Funds	\$0		\$0		\$0		\$0		\$0	
	Donations Construction / Bank Loans	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
	Cafeteria Funds	\$75,344		\$102,417		\$111,323		\$111,323		\$0 \$111,323	
	Prior Year Carryover Funds	\$0		\$0		\$1		\$0		\$0	
	TOTAL OTHER REVENUE	\$85,263		\$115,919		\$125,927		\$125,927		\$125,927	
	Other Expenses										
		YEAR 2022		YEAR 2023		YEAR 2024		YEAR 2025		YEAR 2026	
	Personnel Salaries / Other Employer Costs	<u> </u>	FTE		FTE		FTE	12/11/2020	FTE		FT
,	Classroom Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.0
	Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.0
	Special Teachers (Phys Ed, Art, Music)	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.0
0	Counselors	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.0
1	Principal/Administrative	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.0
2	Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.0
3	Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.0
4	Custodial	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.0
5	Substitutes	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.0
6	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.0
17	Other Employer Costs (32.26% of Salaries)	\$0		\$0		\$0		\$0		\$0	
18	Health Insurance	\$0		\$0		\$0_ ©0		\$0		\$0 \$0	
19	Other Benefits	\$0		\$0		\$0		\$0		\$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER										
	COSTS	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
_		ţu		÷0		ţu		÷0		÷s	
-	Student Support		-								
20	Transportation	\$0		\$0		\$0		\$0		\$0	
21	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
22	Cafeteria	\$74,549		\$101,622		\$110,529		\$110,529		\$110,529	
23	Extra Curricular	\$0		\$0		\$0		\$0		\$0 \$705	
24	Supplies and Materials	\$795		\$795		\$795		\$795		\$795	
25	Textbooks	\$0 \$0		\$0 \$0		\$0 		\$0		\$0 \$0	
26 27	Curriculum Professional Development	\$0 \$0		\$0 \$0		\$0_ \$0		\$0 \$0		\$0 \$0	
28	Assessments	\$0		\$0		\$0		\$0		\$0 \$0	
29	Other Educational Program	\$0		\$0		\$0		\$0		\$0 \$0	
30	Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0 \$0	
31	Classroom Technology	\$9,919		\$13,501		\$14,603		\$14,603		\$14,603	
32	School Climate	\$0		\$0		\$0		\$0		\$0	
33	Computers	\$0		\$0		\$0		\$0		\$0	
34	Contracted Services	\$0		\$0		\$0		\$0		\$0	
35	Other	\$0		\$0		\$0		\$0		\$0	
	SUBTOTAL STUDENT SUPPORT	\$85,263		\$115,918		\$125,927		\$125,927		\$125,927	
	Operations and Maintenance of Facilities										
36	Insurance (Property/Liability)	\$0		\$0		\$0		\$0		\$0	
37	Rent	\$0		\$0		\$0		\$0		\$0	
38	Mortgage	\$0		\$0		\$0		\$0		\$0	
39	Utilities	\$0		\$0		\$0		\$0 \$0		\$0	
40 41	Maintenance Telephone/Communications	\$0 \$0		\$0 \$0		\$0 \$0		\$0		\$0 \$0	
11 12	Construction	\$0 \$0		\$0 \$0		\$0		\$0		\$0 \$0	
+2 43	Renovation	\$0		\$0 \$0		\$0		\$0		\$0 \$0	
14	Other	\$0		\$0		\$0		\$0		\$0	
	SUBTOTAL OPERATIONS AND										
	MAINTENANCE OF FACILITIES	\$0		\$0		\$0		\$0		\$0	
	Administrative/Onerations Summer										
15	Administrative/Operations Support	<b>60</b>		60		60		60		<b>\$</b> 0	
45 46	Equipment Lease/Maintenance Equipment Purchase	\$0 \$0		\$0 \$0		\$0_ \$0		\$0 \$0		\$0 \$0	
16 17	Equipment Purchase Supplies and Materials	\$0 \$0		\$0 \$0		\$0 \$0		\$0		\$0 \$0	
+/ 18	Printing and Copying	\$0		\$0		\$0		\$0		\$0 \$0	
19	Postage and Shipping	\$0		\$0		\$0		\$0		\$0	
50	Enrollment / Recruitment	\$0		\$0		\$0		\$0		\$0	_
51	Staffing (recruitment and assessment)	\$0		\$0		\$0		\$0		\$0	
52	Technology Plan	\$0		\$0		\$0		\$0		\$0	
53	Other	\$0		\$0		\$0		\$0		\$0	
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	**		**		**		**		**	
		\$0		\$0		\$0		\$0		\$0	
	Management Company										
54	Fees	\$0		\$0		\$0		\$0		\$0	
55	Salaries/Other Employee Costs	\$0		\$0		\$0		\$0		\$0 \$0	
6	Curriculum	\$0		\$0		\$0		\$0		\$0	
57	Accounting and Payroll	\$0		\$0		\$0		\$0		\$0	
58	Other	\$0		\$0		\$0		\$0		\$0	
_							-		-		
	SUBTOTAL MANAGEMENT COMPANY	**		<b>A</b> A		**		<u>^</u>		<b>*</b> *	
		\$0		\$0		\$0		\$0		\$0	
	OTHER EXPENDITURES	\$85,263		\$115,918		\$125,927		\$125,927		\$125,927	
		425		575		625		625		625	
i9	# Students								1	ا مد	
i9	# Students REVENUE LESS EXPENDITURES	\$0		\$1		\$0		\$0		\$0	

# STATE & LOCAL REVENUE

EARLY COLLEGE HIGH SCH						
FY2022 ENROLLMENT OF 4	125					
				S	TATE REVENU	E
				<b>*-</b> * <b>- -</b>		
TEACHERS				STATE	STATE	Total
Units		STEP	DEG	SALARY	HEALTH INS	S & H
1.0		18	M45	53,063	8,264	61,327
1.0		18	В	38,512	12,737	51,249
1.0		2	M30	36,446	12,460	48,906
1.0		9	В	36,362	8,010	44,372
1.0		3	В	30,438	17,149	47,587
1.0		5	В	32,213	0	32,213
1.0		4	В	42,538	12,457	54,995
1.0		18	М	48,862	12,737	61,599
1.0		18	М	48,862	8,264	57,126
1.0		3	В	30,438	12,472	42,910
1.0		18	М	48,862	12,460	61,322
1.0		15	В	38,512	21,438	59 <i>,</i> 950
1.0		12	М	44,688	12,535	57,223
1.0		18	М	48,862	12,737	61,599
1.0		4	В	31,438	8,010	39,448
1.0				51,048		51,048
1.0				42,538	12,457	54 <i>,</i> 995
1.0				42,538	12,457	54 <i>,</i> 995
1.0		12	М	44,688	12,460	57,148
1.0		14	B30	43 <i>,</i> 655	12,737	56,392
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54 <i>,</i> 995
0.76				32,329	9,467	41,796
23.76						
Nurse	0.18	18	В	7,912	2,220	10,132
Visiting Teacher	0.10			4,766	1,246	6,011
Driver Education Teacher	0.80			34,504	9,966	44,470
Academic Exc	1.70			, 66,371	30,033	96,405
Related Services-Basic	0.41			19,614	5,120	24,734
Related Services-Intense	0.06			2,950	770	3,720
Related Services-Complex	0.00			0	0	0
•				1,130,624	318,034	1,448,658

ADMINISTRATORS	ADM	TYPE			STATE	STATE	Total
	EXP	ADM	STEP	DEG	SALARY	HEALTH INS	S&H
Administrative Assistant	4	AA	18	D	72,658	12,460	85,118
Principal	4	P15	18	D	72,658	17,149	89,807
11 Month Supvr	0.16				10,265	1,993	12,258
Transportation Supvr	0.05				3,208	623	3,831
					158,789	32,225	191,014
					· · · · · · · · · · · · · · · · · · ·		
SECRETARIES		•			STATE	STATE	Total
			STEP		SALARY	<b>HEALTH INS</b>	S & H
1.0			27	Ν	37,132	12,460	49,592
1.0					23,667		23,667
					60,799	12,460	73,259
CUSTODIANS		•			STATE	STATE	Total
			STEP		SALARY	<b>HEALTH INS</b>	S & H
2.0					56,004	24,914	80,918
					56,004	24,914	80,918
CAFETERIA					STATE	STATE	Total
			STEP		SALARY	<b>HEALTH INS</b>	S & H
	0.73				29,468	12,419	41,886
	2.64				37,174	32,886	70,060
					66,642	45,305	111,947
			ļ				
						+	
	<u> </u>					<u> </u>	

TOTAL SALARY		1,472,857	
TOTAL HEALTH INS		432,920	
OEC	0.3226	475,144	
TOTAL SALARY & OEC		2,380,922	
Division IIAOC	2,925	15,513	
Division IIEnergy	2,387	56,715	
Division IIIEqualization	14,992	356,220	
<b>Division IIIVisiting Teach</b>	<b>er</b> 0.10	1,499	
Division IIIPsychologists	0.41	2,489	
AE Division III	1.70	25,487	
AE Division II	1.70	4,973	
AE Allotment			
<b>Educational Sustainment F</b>	und	61,470	
Technology Block Grant		8,227	
Prof & Curr Dev		2,536	
MCI		60,233	
Opportunity Grant		40,294	
Standards & Assessments		200	
Transportation	340	348,769	
Driver Ed Maintenance		5,938	
TOTAL OTHER SOURCES		990,562	
SAL & OTHER		3,371,484	

Charter School Name:	Early College High School								1				
				-				#students per unit					
New Charter School Est	Success of Charles and L	a a al Fund Calaulatian	_										
New Charter School Est	cimated State and L	ocal Fund Calculation	S			Regular/Special K-3		16.					
Disclaimer: The following estimates will	I vary from actuals and do not ac	ccount for any extenuating circum	stances.			Regular Students 4-12		2	)				
State funds are automatically calcula	ited and are detailed on the "Stat	te Detail Page" tab.				Special Students 4-12 Basic		8.4					
Please enter the following informat	ion												
						Special Students 4-12 Inten							
Specify grade configuration for the year of esti Specify the county the school will be located	Imate	9-12 Kent	(Example K-8, 9-12 Choices New Castle			Special Students 4-12 Com	olex	2.					
Enter the number of students in the red cells b	alow by echool district and student two			, Kent or	Sussex				-				
Enter the number of tenth graders in the box in	n cell location 112	e and the estimated funds will calculate i	Selow.	-					-				
· · · · · ·				_									
State Funding	Local Funding	Total Funding			UNITS	23.76							
			-	_									
\$2,967,180	\$727,010	\$3,694,191			Enter Estimated #	of 10th Crade	re Hore						
\$2,967,160	\$727,010	\$3,094,191			Enter Estimateu #		IS RELE		110				
			Amount			#	Local Pupil Rate	Amount	1	10 Caesar Rodney	#	Local Durill D. :	
29 Appoquinimink Regular/Special K-3	# 0.00	Local Pupil Rate \$1.991.12	Amount \$0	+	31 Brandywine Regular/Special K-3	# 0.00	S5.212.09	Amount \$0	+	10 Caesar Rodney Regular/Special K-3	0.00	Local Pupil Rate \$1,474,37	Amount \$0
Regular/Special K-3 Regular Students 4-12	16.00	\$1,991.12 \$1,612.81	\$25,805	+	Regular/Special K-3 Regular Students 4-12	8.00	\$5,212.09 \$4,221.79	\$33,774	+	Regular/Special K-3 Regular Students 4-12	63.00	\$1,474.37 \$1,194.24	\$75,237
Special Students 4-12 Basic	3.00	\$3,840.02	\$11.520	1	Special Students 4-12 Basic	0.00	\$10,051.89	\$0	1	Special Students 4-12 Basic	5.00	\$2,843.44	\$14,217
Special Students 4-12 Intense	0.00	\$5,376.02	\$0		Special Students 4-12 Intense	0.00	\$14,072.65	\$0	1	Special Students 4-12 Intense	1.00	\$3,980.81	\$3,981
Special Students 4-12 Complex	0.00	\$12,406.20	\$0		Special Students 4-12 Complex	0.00	\$32,475.33	\$0		Special Students 4-12 Complex	0.00	\$9,186.48	\$0
Totals	19.00		\$37,325			8.00		\$33,774			69.00		\$93,435
				_									
17 Cape Henlopen	#	Local Pupil Rate	Amount	_	13 Capital	#	Local Pupil Rate	Amount	-	33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3.164.40	\$0	-	Regular/Special K-3	0.00	\$1,205.77	\$0	-	Regular/Special K-3	0.00	\$4.806.57	\$0
Regular Students 4-12	0.00	\$2,563.17	\$0		Regular Students 4-12	124.00	\$976.67	\$121,107		Regular Students 4-12	31.00	\$3,893.32	\$120,693
Special Students 4-12 Basic	0.00	\$6,102.78	\$0		Special Students 4-12 Basic	13.00	\$2,325.41	\$30,230	1	Special Students 4-12 Basic	5.00	\$9,269.82	\$46,349
Special Students 4-12 Intense	0.00	\$8,543.89	\$0		Special Students 4-12 Intense	1.00	\$3,255.58	\$3,256		Special Students 4-12 Intense	0.00	\$12,977.74	\$0
Special Students 4-12 Complex	0.00	\$19,716.66	\$0		Special Students 4-12 Complex	0.00	\$7,512.88	\$0		Special Students 4-12 Complex	0.00	\$29,948.64	\$0
Totais	0.00		\$0	_		138.00		\$154,593			36.00		\$167,042
				_	-					-			
34 Colonial	#	Local Pupil Rate	Amount	-	37 Delmar	#	Local Pupil Rate	Amount		36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,257.01	\$0		Regular/Special K-3	0.00	\$774.87	\$0		Regular/Special K-3	0.00	\$3,000.92	\$0
Regular Students 4-12	23.00	\$2,638.18	\$60,678		Regular Students 4-12	0.00	\$627.65	\$0		Regular Students 4-12	4.00	\$2,430.75	\$9,723
Special Students 4-12 Basic	0.00	\$6,281.38	\$0		Special Students 4-12 Basic	0.00	\$1,494.40	\$0		Special Students 4-12 Basic	2.00	\$5,787.49	\$11,575
Special Students 4-12 Intense	0.00	\$8,793.93	\$0		Special Students 4-12 Intense	0.00	\$2,092.16	\$0 \$0		Special Students 4-12 Intense	0.00	\$8,102.49	\$0
Special Students 4-12 Complex Totals	0.00 23.00	\$20,293.68	\$0 \$60,678	_	Special Students 4-12 Complex	0.00	\$4,828.06	\$0 \$0		Special Students 4-12 Complex	0.00 6.00	\$18,698.04	\$0 \$21,298
Tocais	23.00	-	\$00,070	-	-	0.00		30			0.00	1	\$21,290
				-									
15 Lake Forest	#	Local Pupil Rate	Amount	1	16 Laurel	#	Local Pupil Rate	Amount	1	18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,382.03	\$0		Regular/Special K-3	0.00	\$689.70	\$0		Regular/Special K-3	0.00	\$1,192.09	\$0
Regular Students 4-12	16.00	\$1,119.44	\$17,911		Regular Students 4-12	4.00	\$558.66	\$2,235		Regular Students 4-12	27.00	\$965.60	\$26,071
Special Students 4-12 Basic	0.00	\$2,665.33 \$3,731.47	\$0 \$0		Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$1,330.13 \$1,862.19	\$0 \$0	I	Special Students 4-12 Basic	0.00	\$2,299.04 \$3,218.65	\$0 \$0
Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$3,731.47 \$8.611.08	\$0	+	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$1,862.19 \$4,297.35	\$0		Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$3,218.05	\$0
Totals	16.00	30,011.00	\$17,911	-	special students 4-12 complex	4.00	\$4,237.33	\$2,235	-	Special Students 4-12 Complex	27.00	\$7,427.00	\$26,071
			1	1	1				1	1	1	1	1
									1				
32 Red Clay	#	Local Pupil Rate	Amount		23 Seaford	#	Local Pupil Rate	Amount		24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,413.19	\$0	-	Regular/Special K-3	0.00	\$1,061.66	\$0	I	Regular/Special K-3	0.00	\$1,203.93	\$0
Regular Students 4-12 Special Students 4-12 Basic	12.00	\$3,574.69 \$8,511.16	\$42,896 \$0	+	Regular Students 4-12 Special Students 4-12 Basic	4.00	\$859.95 \$2,047.49	\$3,440 \$0	<u> </u>	Regular Students 4-12 Special Students 4-12 Basic	50.00 3.00	\$975.18 \$2.321.86	\$48,759 \$6,966
Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$8,511.16 \$11,915.63	\$0	+	Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$2,866.48	\$0	+	Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$2,321.86 \$3,250.60	\$6,966
Special Students 4-12 Intense	0.00	\$27,497.60	\$0	1	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$6,614.96	\$0	1	Special Students 4-12 Intense	0.00	\$7,501.39	\$0
Totals	12.00		\$42,896	1		4.00		\$3,440	1		53.00		\$55,725
													1
35 Woodbridge	#	Local Pupil Rate	Amount	_					ļ				1
Regular/Special K-3	0.00	\$1,024.19 \$829.59	\$0	-		_			I		1		
Regular Students 4-12 Special Students 4-12 Basic	8.00	\$829.59 \$1,975.23	\$6,637 \$3,950						<u> </u>				
Special Students 4-12 Basic	0.00	\$2,765.32	\$3,950	+	+				+	+	1	+	+
Special Students 4-12 Intense	0.00	\$6,381.50	\$0	1	1	1	1	1	1	1	1	1	1
Totals	10.00		\$10.587	1					1		1	1	1

# STATE & LOCAL REVENUE

Y2023 ENROLLMENT OF 575			S	TATE REVENU	E
TEACHERS			STATE	STATE	Total
Jnits	STEP	DEG	SALARY	<b>HEALTH INS</b>	S & H
1.0	18	M45	53,063	8,264	61,327
1.0	18	В	38,512	12,737	51,249
1.0	3	M30	36,731	12,460	49,191
1.0	10	В	37,421	8,010	45,431
1.0	4	В	31,438	17,149	48,587
1.0	6	В	33,243	0	33,243
1.0	5	В	42,538	12,457	54,995
1.0	18	М	48,862	12,737	61,599
1.0	18	М	48,862	8,264	57,126
1.0	4	В	31,438	12,472	43,910
1.0	18	М	48,862	12,460	61,322
1.0	16	В	38,512	21,438	59,950
1.0	13	М	45,744	12,535	58,279
1.0	18	М	48,862	12,737	61,599
1.0	5	В	32,213	8,010	40,223
1.0			51,048		51,048
1.0			42,538	12,457	54,995
1.0			42,538	12,457	54,995
1.0	13	М	45,744	12,460	58,204
1.0	15	B30	44,737	12,737	57,474
1.0			42,538	12,457	54,995
1.0			42,538	12,457	54,995
1.0			42,538	12,457	54,995
1.0			42,538	12,457	54,995
1.0			42,538	12,457	54,995
1.0			42,538	12,457	54 <i>,</i> 995
1.0			42,538	12,457	54,995
1.0			42,538	12,457	54 <i>,</i> 995
1.0			42,538	12,457	54,995
1.0			42,538	12,457	54,995
1.0			42,538	12,457	54 <i>,</i> 995
1.0			42,538	12,457	54 <i>,</i> 995
0.14			5,955	1,744	7,699
32.14					

Nurse	0.24		18	В	10,711	3,003	13,714
Visiting Teacher	0.24		10	0	6,195	1,619	7,815
Driver Education Teacher	0.13				34,504	9,966	44,470
Academic Exc	2.30				89,797	37,632	127,429
Related Services-Basic	0.56				26,487	6,915	33,401
Related Services-Intense	0.09				4,425	1,155	5,580
Related Services-Complex	0.00				0	0	0
Related Services-complex	0.00				1,531,438	433,359	1,964,797
					1,331,430	433,333	1,904,797
ADMINISTRATORS	ADM	TYPE			STATE	STATE	Total
ADIVINISTICATORS	EXP	ADM	STEP	DEG	SALARY	HEALTH INS	S & H
Administrative Assistant	4	AA	18	D	72,658	12,460	85,118
Principal	4	P15	18	D	72,658	12,400	89,807
Asst Principal	4	AP	10	U	62,336	12,457	74,793
11 Month Supvr	0.21	Ar			13,473	2,616	16,089
Transportation Supvr	0.21				4,491	872	5,363
	0.07				225,616	45,554	271,170
					223,010	43,334	271,170
SECRETARIES					STATE	STATE	Total
SECILIANES			STEP		SALARY	HEALTH INS	S & H
1.0			27	N	37,132	12,460	49,592
1.0			1	IN	23,667	12,460	36,127
1.0			<u> </u>		23,667	12,400	23,667
1.0					84,466	24,920	109,386
					04,400	24,520	105,500
CUSTODIANS					STATE	STATE	Total
			STEP		SALARY	HEALTH INS	S & H
2.0			••••		56,004	24,914	80,918
2.0					56,004	24,914	80,918
					30,004	24,314	00,510
CAFETERIA					STATE	STATE	Total
			STEP		SALARY	HEALTH INS	S & H
	0.73		1		28,531	12,419	40,949
	3.57		1		50,269	44,471	94,741
	ر.ر				78,800	56,890	135,690
					, 0,000	50,090	133,030
					1		

TOTAL SALARY		1,976,323	
TOTAL HEALTH INS		585,619	
OEC	0.3226	637,562	
TOTAL SALARY & OEC		3,199,504	
Division IIAOC	2,925	16,406	
Division IIEnergy	2,387	76,718	
<b>Division IIIEqualization</b>	14,521	466,689	
<b>Division IIIVisiting Teach</b>	er 0.13	1,888	
<b>Division IIIPsychologists</b>	0.56	3,248	
AE Division III	2.30	33,397	
AE Division II	2.30	6,728	
<b>Educational Sustainment F</b>	und	61,470	
Technology Block Grant		8,227	
Prof & Curr Dev		3,121	
MCI		60,233	
Opportunity Grant		40,294	
Standards & Assessments		200	
Transportation	460	471,863	
Driver Ed Maintenance		5,938	
		4.256.420	
TOTAL OTHER SOURCES		1,256,420	
SAL & OTHER		4,455,924	

Charter School Name:	Early College High School												
				-				#students per unit					
New Charter School Est	imated State and L	a aal Fund Calaulatian	-										
New Charter School Est	timated State and Lo	ocal Fund Calculation	S			Regular/Special K-3		16.2	2				
Disclaimer: The following estimates will			stances.			Regular Students 4-12		20	)				
State funds are automatically calculate	ted and are detailed on the "Stat	te Detail Page" tab.				Special Students 4-12 Basic		8.4	1				
Please enter the following informati	ion:					Special Students 4-12 Inten							
Specify grade configuration for the year of esti		7-12	(Example K-8, 9-12			Special Students 4-12 Inten Special Students 4-12 Com		2.0					
Specify the county the school will be located	mate	Zent	Choices New Castle		Sugger	Special Students 4-12 Com	piex	2.1					
Enter the number of students in the red cells be	elow by school district and student two			, Kent of	Sussex	-				-	-		-
Enter the number of tenth graders in the box in	cell location .112	e and the estimated funds will calculate t	CIOW.	-									
											1		
State Funding	Local Funding	Total Funding			UNITS	32.14							
g	g	g	-	-					1				
\$4.007.374	\$983,754	\$4.991.128			Enter Estimated #	of 10th Grade	re Horo		106				
\$4,007,374	\$965,754	\$4,991,120			LIITEI EStimateu #				106				
29 Appoquinimink		Local Pupil Rate	Amount		21 Presidentino	#	Local Pupil Rate	Amount		10 Caesar Rodney	#	Local Pupil Rate	Amount
29 Appoquinimink Regular/Special K-3	# 0.00	S1.991.12	Amount \$0	-	31 Brandywine Regular/Special K-3	# 0.00	S5.212.09	Amount \$0		10 Caesar Rodney Regular/Special K-3	0.00	S1.474.37	Amount \$0
Regular/Special K-3 Regular Students 4-12	21.00	\$1,651.12	\$33.869		Regular/special K-S Regular Students 4-12	11.00	\$4,221.79	\$46,440	+	Regular/Special K-3 Regular Students 4-12	84.00	\$1,194.24	\$100,316
Special Students 4-12 Basic	4.00	\$3,840.02	\$15,360	1	Special Students 4-12 Basic	0.00	\$10,051.89	\$0	1	Special Students 4-12 Basic	7.00	\$2,843.44	\$19,904
Special Students 4-12 Intense	0.00	\$5,376.02	\$0	1	Special Students 4-12 Intense	0.00	\$14,072.65	\$0	1	Special Students 4-12 Intense	2.00	\$3,980.81	\$7,962
Special Students 4-12 Complex	0.00	\$12,406.20	\$0		Special Students 4-12 Complex	0.00	\$32,475.33	\$0		Special Students 4-12 Complex	0.00	\$9,186.48	\$0
Totals	25.00		\$49,229			11.00		\$46,440			93.00		\$128,182
				_									
17 Cape Henlopen	#	Local Pupil Rate	Amount	+	13 Capital	#	Local Pupil Rate	Amount	1	33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3.164.40	\$0		Regular/Special K-3	0.00	\$1,205.77	\$0	-	Regular/Special K-3	0.00	\$4.806.57	\$0
Regular Students 4-12	0.00	\$2,563.17	\$0		Regular Students 4-12	169.00	\$976.67	\$165,057		Regular Students 4-12	42.00	\$3,893.32	\$163,519
Special Students 4-12 Basic	0.00	\$6,102.78	\$0		Special Students 4-12 Basic	18.00	\$2,325.41	\$41,857		Special Students 4-12 Basic	7.00	\$9,269.82	\$64,889
Special Students 4-12 Intense	0.00	\$8,543.89	\$0		Special Students 4-12 Intense	1.00	\$3,255.58	\$3,256		Special Students 4-12 Intense	0.00	\$12,977.74	\$0
Special Students 4-12 Complex	0.00	\$19,716.66	\$0		Special Students 4-12 Complex	0.00	\$7,512.88	\$0		Special Students 4-12 Complex	0.00	\$29,948.64	\$0
Totais	0.00		\$0	_		188.00		\$210,170			49.00		\$228,408
				_					-				
34 Colonial	#	Local Pupil Rate	Amount	-	37 Delmar	#	Local Pupil Rate	Amount		36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,257.01	\$0		Regular/Special K-3	0.00	\$774.87	\$0		Regular/Special K-3	0.00	\$3,000.92	\$0
Regular Students 4-12	32.00	\$2,638.18	\$84,422		Regular Students 4-12	0.00	\$627.65	\$0		Regular Students 4-12	5.00	\$2,430.75	\$12,154
Special Students 4-12 Basic	0.00	\$6,281.38	\$0		Special Students 4-12 Basic	0.00	\$1,494.40	\$0		Special Students 4-12 Basic	2.00	\$5,787.49	\$11,575
Special Students 4-12 Intense	0.00	\$8,793.93	\$0		Special Students 4-12 Intense	0.00	\$2,092.16	\$0		Special Students 4-12 Intense	0.00	\$8,102.49	\$0
Special Students 4-12 Complex Totals	0.00 32.00	\$20,293.68	\$0 \$84,422		Special Students 4-12 Complex	0.00	\$4,828.06	\$0 \$0	_	Special Students 4-12 Complex	0.00	\$18,698.04	\$0 \$23,729
locais	32.00		\$04,422	_		0.00		\$U		-	7.00		\$23,729
				-									
15 Lake Forest	#	Local Pupil Rate	Amount		16 Laurel	#	Local Pupil Rate	Amount		18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,382.03	\$0		Regular/Special K-3	0.00	\$689.70	\$0		Regular/Special K-3	0.00	\$1,192.09	\$0
Regular Students 4-12	21.00	\$1,119.44	\$23,508	_	Regular Students 4-12	5.00	\$558.66	\$2,793		Regular Students 4-12	37.00	\$965.60	\$35,727
Special Students 4-12 Basic	0.00	\$2,665.33 \$3,731.47	\$0 \$0	-	Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$1,330.13 \$1,862.19	\$0 \$0	1	Special Students 4-12 Basic	0.00	\$2,299.04 \$3,218.65	\$0 \$0
Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$3,731.47 \$8.611.08	\$0 \$0	-	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$1,862.19 \$4,297.35	\$0 \$0	1	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$3,218.65	\$0
Totals	21.00	\$6,011.00	\$23,508	-	special students 4-12 complex	5.00	ψ <del>4</del> ,237.33	\$2,793		Special Students 4-12 Complex	37.00	\$1,421.00	\$35,727
			+,	1				· · · · · · · · · · · · · · · · · · ·	1		1	1	
<u>32 Red Clay</u>	#	Local Pupil Rate	Amount		23 Seaford	#	Local Pupil Rate	Amount		24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,413.19	\$0	_	Regular/Special K-3	0.00	\$1,061.66	\$0		Regular/Special K-3	0.00	\$1,203.93	\$0
Regular Students 4-12 Special Students 4-12 Basic	16.00 0.00	\$3,574.69 \$8,511.16	\$57,195 \$0		Regular Students 4-12 Special Students 4-12 Basic	5.00	\$859.95 \$2,047.49	\$4,300 \$0		Regular Students 4-12 Special Students 4-12 Basic	69.00 4.00	\$975.18 \$2.321.86	\$67,287 \$9.287
Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$8,511.16 \$11,915.63	\$0 \$0	-	Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$2,047.49 \$2,866.48	\$0 \$0	1	Special Students 4-12 Basic Special Students 4-12 Intense	4.00	\$2,321.86 \$3,250.60	\$9,287
Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$27,497.60	\$0	+	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$6,614.96	\$0	1	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$7,501.39	\$0
Totals	16.00		\$57,195	1	speciel Station of the Complex	5.00	+-,	\$4,300	1	appendent in the complex	73.00		\$76,575
												l	
35 Woodbridge	#	Local Pupil Rate	Amount										
Regular/Special K-3	0.00	\$1,024.19	\$0	_	1				1		1		
Regular Students 4-12 Special Students 4-12 Basic	11.00	\$829.59 \$1,975.23	\$9,125 \$3,950								+		+
Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$2,765.32	\$3,950										
Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$6,381.50	\$0	+	1	-+			+	1	1	1	1
Totals	13.00		\$13,076										

# STATE & LOCAL REVENUE

EARLY COLLEGE HIGH SCHOOL				+ +			
FY2024 ENROLLMENT OF 625	<u> </u>		C		c		
				TATE REVENU			
	CTED	DEC	STATE	STATE	Total		
Units	STEP	DEG	SALARY	HEALTH INS	S & H		
1.0	18	M45	53 <i>,</i> 063	8,264	61,327		
1.0	18	В	38,512	12,737	51,249		
1.0	4	M30	37,734	12,460	50,194		
1.0	11	В	38,512	8,010	46,522		
1.0	5	В	32,213	17,149	49,362		
1.0	7	В	34,301	0	34,301		
1.0	6	В	42,538	12,457	54 <i>,</i> 995		
1.0	18	М	48,862	12,737	61,599		
1.0	18	М	48,862	8,264	57,126		
1.0	5	В	32,213	12,472	44,685		
1.0	18	М	48,862	12,460	61,322		
1.0	17	В	38,512	21,438	59 <i>,</i> 950		
1.0	14	М	46,773	12,535	59 <i>,</i> 308		
1.0	18	М	48,862	12,737	61,599		
1.0	6	В	33,243	8,010	41,253		
1.0			51,048		51,048		
1.0			42,538	12,457	54,995		
1.0			42,538	12,457	54,995		
1.0	14	М	46,773	12,460	59,233		
1.0	16	B30	44,737	12,737	57,474		
1.0			42,538	12,457	54,995		
1.0			42,538	12,457	54,995		
1.0			42,538	12,457	54,995		
1.0	1		42,538	12,457	54,995		
1.0	1		42,538	12,457	54,995		
1.0			42,538	12,457	, 54,995		
1.0			42,538	12,457	54,995		
1.0			42,538	12,457	54,995		
1.0			42,538	12,457	54,995		
1.0			42,538	12,457	54,995		
1.0			42,538	12,457	54,995		
1.0			42,538	12,457	54,995		
1.0			42,538	12,457	54,995		
1.0			42,538	12,457	54,995		
0.91	1		38,710	11,336	50,045		
	<u>+                                    </u>			,000	22,010		
34.91	1 1						

Nurse	0.26		18	В	11,636	3,262	14,898
Visiting Teacher	0.20		10	В	6,672	1,744	8,416
Driver Education Teacher	0.14				34,504	9,966	44,470
Academic Exc	2.50				97,605	40,124	137,729
Related Services-Basic	0.60				28,814	7,522	36,336
Related Services-Intense	0.00				4,425	1,155	5,580
Related Services-Complex					4,425	0	0
	0.00				1,668,596	471,347	2,139,943
					1,008,390	471,347	2,139,943
ADMINISTRATORS	ADM	TYPE			STATE	STATE	Total
ADIVINISTRATORS	EXP	ADM	STEP	DEG	SALARY	HEALTH INS	S & H
Administrative Assistant	4	AA	18	D			
	4	P15	18	D	72,658	12,460	85,118
Principal Asst Principal	4	AP	10	D	72,658 62,336	17,149	89,807 74,793
	0.23	AP			14,756	12,457 2,865	
11 Month Supvr	0.25				4,491	872	17,621 5,363
Transportation Supvr	0.07				226,899		272,702
					220,899	45,803	272,702
SECRETARIES					STATE	STATE	Total
			STEP		SALARY	HEALTH INS	S & H
1.0			27	N	37,132	12,460	49,592
1.0			1	11	30,669	12,400	43,126
1.0			-		23,667	12,457	23,667
1.0					91,468	24,917	116,385
					51,100	21,517	110,000
CUSTODIANS					STATE	STATE	Total
			STEP		SALARY	HEALTH INS	S & H
2.0					56,004	24,914	80,918
2.0					56,004	24,914	80,918
					50,004	24,514	00,910
CAFETERIA	[				STATE	STATE	Total
			STEP		SALARY	HEALTH INS	S & H
	0.73		1		28,531	12,419	40,949
	3.88		1	ļ	54,634	48,333	102,967
	5.00				83,165	60,752	143,917
						30,732	1,3,317
				ļ			
			1				

TOTAL SALARY		2,126,131	
TOTAL HEALTH INS		627,715	
OEC	0.3226	685,890	
TOTAL SALARY & OEC		3,439,736	
Division IIAOC	2,925	17,760	
Division IIEnergy	2,387	83,330	
<b>Division IIIEqualization</b>	14,521	506,911	
<b>Division IIIVisiting Teach</b>	<b>er</b> 0.14	2,033	
Division IIIPsychologists	0.60	3,531	
AE Division III	2.50	36,301	
AE Division II	2.50	7,313	
AE Allotment			
Educational Sustainment I	Fund	61,470	
Technology Block Grant		8,227	
Prof & Curr Dev		3,121	
MCI		60,233	
Opportunity Grant		57,750	
Standards & Assessments		200	
Transportation	500	512,895	
Driver Ed Maintenance		5,938	
TOTAL OTHER SOURCES		1,367,013	
SAL & OTHER		4,806,749	

Charter School Name:	Early College High School			Т					Т		Т	1	T
								#students per unit	1				-
New Charter School Est	land a light of the second light		-	+				"students per unic		+		+	
New Charter School Est	imated State and Lo	ocal Fund Calculation	S			Regular/Special K-3		16.	2				
													1
Disclaimer: The following estimates will	vary from actuals and do not ac	count for any extenuating circums	stances.			Regular Students 4-12		2	ა				
State funds are automatically calculate	ted and are detailed on the "Stat	e Detail Page" tab.				Special Students 4-12 Basic		8.4	4				
Please enter the following informat	0.01												
						Special Students 4-12 Inten			د -	<u> </u>			
Specify grade configuration for the year of esti Specify the county the school will be located	mate	7-12 Kent	(Example K-8, 9-12 Choices New Castle			Special Students 4-12 Com	plex	2.	<u>i</u>				_
Enter the number of students in the red cells be	the barrel of the day and shaden as			, Kent or	Sussex				<u> </u>				
Enter the number of students in the red cells be Enter the number of tenth graders in the box in	cell location 112	e and the estimated funds will calculate b	below.			-				ł		+	
Litter the humber of tenth graders in the box in	Cell location ST2			+					+	+			-
State Funding	Local Funding	Total Funding			UNITS	34.91							
otato i alialing	Looarranang	rotarranang			01110	0 110 1			┾──	+			
¢4 201 272	¢1 0C1 2F7	\$5.362.629			Enter Estimated #	of 10th Crode	ve Here						
\$4,301,372	\$1,061,257	\$5,302,029			Enter Estimated #	of Toth Grade	ers nere		100				
									T				1
29 Appoquinimink	#	Local Pupil Rate \$1,991.12	Amount \$0	+	31 Brandywine	#	Local Pupil Rate \$5.212.09	Amount \$0	+	10 Caesar Rodney	#	Local Pupil Rate \$1,474,37	Amount \$0
Regular/Special K-3 Regular Students 4-12	0.00 23.00	\$1,991.12 \$1,612.81	\$0	+	Regular/Special K-3 Regular Students 4-12	0.00	\$5,212.09 \$4,221.79	\$0 \$46,440	+	Regular/Special K-3 Regular Students 4-12	0.00	\$1,474.37 \$1,194.24	\$0
Special Students 4-12 Special Students 4-12 Basic	5.00	\$3.840.02	\$19,200	+	Special Students 4-12 Basic	0.00	\$10.051.89	\$46,440	+	Special Students 4-12 Special Students 4-12 Basic	7.00	\$2.843.44	\$19,904
Special Students 4-12 basic	0.00	\$5,376.02	\$0	+	Special Students 4-12 basic	0.00	\$14,072.65	\$0	+	Special Students 4-12 basic	2.00	\$3,980.81	\$7,962
Special Students 4-12 Complex	0.00	\$12,406.20	\$0	1	Special Students 4-12 Complex	0.00	\$32,475.33	\$0	1	Special Students 4-12 Complex	0.00	\$9,186.48	\$0
Totals	28.00		\$56,295	1		11.00		\$46,440	1	1	101.00	1	\$137,736
17 Cape Henlopen	#	Local Pupil Rate	Amount	+	13 Capital	#	Local Pupil Rate	Amount	+	33 Christina	#	Local Pupil Rate	Amount
L7 Cape Heniopen Regular/Special K-3	# 0.00	\$3.164.40	Amount \$0		Regular/Special K-3	0.00	\$1,205.77	Amount \$0	<u> </u>	33 Constina Regular/Special K-3	0.00	S4.806.57	Amount \$0
Regular Students 4-12	0.00	\$2,563.17	\$0		Regular Students 4-12	184.00	\$976.67	\$179,707		Regular Students 4-12	46.00	\$3,893.32	\$179,093
Special Students 4-12 Basic	0.00	\$6,102.78	\$0	+	Special Students 4-12 Basic	20.00	\$2,325.41	\$46,508	<u> </u>	Special Students 4-12 Basic	7.00	\$9,269.82	\$64.889
Special Students 4-12 Intense	0.00	\$8,543.89	\$0		Special Students 4-12 Intense	1.00	\$3,255.58	\$3,256		Special Students 4-12 Intense	0.00	\$12,977.74	\$0
Special Students 4-12 Complex	0.00	\$19,716.66	\$0		Special Students 4-12 Complex	0.00	\$7,512.88	\$0		Special Students 4-12 Complex	0.00	\$29,948.64	\$0
Totals	0.00		\$0			205.00		\$229,471			53.00		\$243,981
						-				<u> </u>			
34 Colonial	#	Local Pupil Rate	Amount	+	37 Delmar	#	Local Pupil Rate	Amount		36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,257.01	\$0	+	Regular/Special K-3	0.00	\$774.87	\$0		Regular/Special K-3	0.00	\$3,000.92	\$0
Regular Students 4-12	34.00	\$2,638.18	\$89,698		Regular Students 4-12	0.00	\$627.65	\$0		Regular Students 4-12	6.00	\$2,430.75	\$14,585
Special Students 4-12 Basic	0.00	\$6,281.38	\$0		Special Students 4-12 Basic	0.00	\$1,494.40	\$0	1	Special Students 4-12 Basic	2.00	\$5,787.49	\$11,575
Special Students 4-12 Intense	0.00	\$8,793.93	\$0		Special Students 4-12 Intense	0.00	\$2,092.16	\$0		Special Students 4-12 Intense	0.00	\$8,102.49	\$0
Special Students 4-12 Complex	0.00	\$20,293.68	\$0		Special Students 4-12 Complex	0.00	\$4,828.06	\$0		Special Students 4-12 Complex	0.00	\$18,698.04	\$0
Totals	34.00		\$89,698			0.00		\$0	<u> </u>		8.00		\$26,159
				+					+			+	
15 Lake Forest	#	Local Pupil Rate	Amount		16 Laurel	#	Local Pupil Rate	Amount		18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,382.03	\$0	-	Regular/Special K-3	0.00	\$689.70	\$0	1	Regular/Special K-3	0.00	\$1,192.09	\$0
Regular Students 4-12	23.00	\$1,119.44	\$25,747		Regular Students 4-12	6.00	\$558.66	\$3,352		Regular Students 4-12	40.00	\$965.60	\$38,624
Special Students 4-12 Basic	0.00	\$2,665.33	\$0		Special Students 4-12 Basic	0.00	\$1,330.13	\$0		Special Students 4-12 Basic	0.00	\$2,299.04	\$0
Special Students 4-12 Intense	0.00	\$3,731.47 \$8.611.08	\$0 \$0	+	Special Students 4-12 Intense	0.00	\$1,862.19 \$4,297.35	\$0 \$0	+	Special Students 4-12 Intense	0.00	\$3,218.65 \$7,427,66	\$0 \$0
Special Students 4-12 Complex Totals	23.00	\$8,611.08	\$0 \$25,747	+	Special Students 4-12 Complex	0.00 6.00	\$4,297.35	\$0 \$3,352	+	Special Students 4-12 Complex	40.00	\$7,427.66	\$38,624
	23.00	1	\$63,1"#1	+	1	0.00		43,33L	+	+	40.00	+	\$30,024
			1	+					+	<u>+</u>	1	+	+
32 Red Clay	#	Local Pupil Rate	Amount	1	23 Seaford	#	Local Pupil Rate	Amount	1	24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,413.19	\$0		Regular/Special K-3	0.00	\$1,061.66	\$0		Regular/Special K-3	0.00	\$1,203.93	\$0
Regular Students 4-12	17.00	\$3,574.69	\$60,770	4	Regular Students 4-12	6.00	\$859.95	\$5,160	+	Regular Students 4-12	75.00	\$975.18	\$73,139
Special Students 4-12 Basic	0.00	\$8,511.16 \$11,915.63	\$0	+	Special Students 4-12 Basic	0.00	\$2,047.49 \$2,866.48	\$0	+	Special Students 4-12 Basic	5.00	\$2,321.86 \$3,250.60	\$11,609
Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$11,915.63 \$27,497.60	\$0 \$0	+	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$2,866.48 \$6,614.96	\$0 \$0	+	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$3,250.60 \$7,501.39	\$0 \$0
Totals	17.00	921,401.00	\$60,770	+	special students 4-12 complex	6.00	90,014.00	\$5,160	+	opecial scutterits 4-12 complex	80.00	91,001.00	\$84,748
			1 100,000	+				<b>*0</b> , <b>0</b>	+	t	1	+	1
		1	1	1			i	İ	1	<u>t</u>	İ.		1
35 Woodbridge	#	Local Pupil Rate	Amount										
Regular/Special K-3	0.00	\$1,024.19	\$0										
Regular Students 4-12	11.00	\$829.59	\$9,125	+					+	<u> </u>	4	<u> </u>	
Special Students 4-12 Basic Special Students 4-12 Intense	2.00	\$1,975.23 \$2,765.32	\$3,950 \$0	+		1			+	<b>+</b>	+	<b></b>	+
	0.00									+			
Special Students 4-12 Complex Totals	0.00	\$6,381.50	\$0 \$13.076	=					-		<u> </u>	+	

# STATE REVENUE

# FUNDING SUMMARY

EARLY COLLEGE HIGH SCHOOL	•				
FY2025 ENROLLMENT OF 625				TATE REVENU	
TEACHERS			STATE	STATE REVENU	Total
Units	STEP	DEG	SALARY	HEALTH INS	S & H
		-			
1.0	18	M45	53,063	8,264	61,327
1.0	<u> </u>	B	38,512	12,737	51,249
1.0		M30	38,162	12,460	50,622
1.0	12	B	38,512	8,010	46,522
1.0	6		33,243	17,149	50,392
1.0	8	B	35,332	0	35,332
1.0	7	B	42,538	12,457	54,995
1.0	18	M	48,862	12,737	61,599
1.0	18	M	48,862	8,264	57,126
1.0	6	B	33,243	12,472	45,715
1.0	18	M	48,862	12,460	61,322
1.0	18	B	38,512	21,438	59,950
1.0	15	M	47,806	12,535	60,341
1.0	18	M	48,862	12,737	61,599
1.0	7	В	34,301	8,010	42,311
1.0			51,048		51,048
1.0			42,538	12,457	54,995
1.0			42,538	12,457	54,995
1.0	15	М	47,806	12,460	60,266
1.0	17	B30	44,737	12,737	57,474
1.0			42,538	12,457	54,995
1.0			42,538	12,457	54 <i>,</i> 995
1.0			42,538	12,457	54,995
1.0			42,538	12,457	54,995
1.0			42,538	12,457	54,995
1.0			42,538	12,457	54,995
1.0			42,538	12,457	54,995
1.0			42,538	12,457	54,995
1.0			42,538	12,457	54,995
1.0			42,538	12,457	54,995
1.0			42,538	12,457	54,995
1.0			42,538	12,457	54,995
1.0			42,538	12,457	54,995
1.0			42,538	12,457	54,995
0.91			38,710	11,336	50,045
34.91					

Nurse	0.26		18	В	11,636	3,262	14,898
Visiting Teacher	0.14		10		6,672	1,744	8,416
Driver Education Teacher	0.14				34,504	9,966	44,470
Academic Exc	2.50				97,605	40,124	137,729
Related Services-Basic	0.60				28,814	7,522	36,336
Related Services-Intense	0.00				4,425	1,155	5,580
Related Services-Complex	0.00				0	0	0
incluted services complex	0.00				1,675,240	471,347	2,146,587
					1,073,210	17 1,5 17	2,110,307
ADMINISTRATORS	ADM	TYPE			STATE	STATE	Total
	EXP	ADM	STEP	DEG	SALARY	HEALTH INS	S & H
Administrative Assistant	4	AA	18	D	72,658	12,460	85,118
Principal	4	P15	18	D	72,658	17,149	89,807
Asst Principal	1	AP			62,336	12,457	74,793
11 Month Supvr	0.23				14,756	2,865	17,621
Transportation Supvr	0.07				4,491	872	5,363
					226,899	45,803	272,702
					- ,		, -
SECRETARIES			l		STATE	STATE	Total
			STEP		SALARY	HEALTH INS	S & H
1.0			27	N	37,132	12,460	49,592
1.0			1		30,669	12,457	43,126
1.0					23,667	, -	23,667
					91,468	24,917	116,385
					,		,
CUSTODIANS					STATE	STATE	Total
			STEP		SALARY	<b>HEALTH INS</b>	S & H
2.0					56,004	24,914	80,918
					56,004	24,914	80,918
					, -	· · ·	, -
CAFETERIA					STATE	STATE	Total
			STEP		SALARY	HEALTH INS	S&H
	0.73		1		28,531	12,419	40,949
	3.88		1		54,634	48,333	102,967
	2.00				83,165	60,752	143,917
							0,0 _,
				ļ			

TOTAL SALARY		2,132,775	
TOTAL HEALTH INS		627,715	
OEC	0.3226	688,033	
TOTAL SALARY & OEC		3,448,524	
Division IIAOC	2,925	17,760	
Division IIEnergy	2,387	83,330	
<b>Division IIIEqualization</b>	14,521	506,911	
<b>Division IIIVisiting Teach</b>	ner 0.14	2,033	
Division IIIPsychologists	0.60	3,531	
AE Division III	2.50	36,301	
AE Division II	2.50	7,313	
AE Allotment			
Educational Sustainment	Fund	61,470	
Technology Block Grant		8,227	
Prof & Curr Dev		3,121	
MCI		60,233	
Opportunity Grant		57,750	
Standards & Assessments		200	
Transportation	500	512,895	
Driver Ed Maintenance		5,938	
TOTAL OTHER SOURCES		1,367,013	
		/ 815 527	
SAL & OTHER		4,815,537	

Charter School Name:	Early College High School												
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,							#students per unit			1		1
New Charter School Est	imated State and L	and Fund Coloulation											
New Charter School Est	imated State and Lo	ocal Fund Calculations	5			Regular/Special K-3		16.2	2				
Disclaimer: The following estimates will			tances.			Regular Students 4-12		20	)				
State funds are automatically calculat	ed and are detailed on the "Stat	te Detail Page" tab.				Special Students 4-12 Basic		8.4	1				
Please enter the following informati	on:					Special Students 4-12 Inten	se		5				
Specify grade configuration for the year of esti		7-12	(Example K-8, 9-12	)		Special Students 4-12 Com	lex	2.6	5		1		1
Specify the county the school will be located		Kent	Choices New Castle,		Sussex						1		
Enter the number of students in the red cells be	low by school district and student typ	e and the estimated funds will calculate b	elow.								1		1
Enter the number of tenth graders in the box in	cell location J12												
Chata Eurodina	Less L Fundina	Total Funding			UNITO	24.01							
State Funding	Local Funding	Total Funding			UNITS	34.91							
#4.001.070	#1 0C1 0F7	<b>#</b> F 0.00 000			Ender Ending at a d 44	- £ 10+1- 0							
\$4,301,372	\$1,061,257	\$5,362,629			Enter Estimated #	of 10th Grade	rs Here		100				
												1	
29 Appoquinimink	#	Local Pupil Rate	Amount	1	31 Brandywine	#	Local Pupil Rate	Amount		10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3 Regular Students 4-12	0.00 23.00	\$1,991.12 \$1.612.81	\$0 \$37,095	+	Regular/Special K-3 Regular Students 4-12	0.00	\$5,212.09 \$4,221.79	\$0 \$46,440	-	Regular/Special K-3 Regular Students 4-12	0.00 92.00	\$1,474.37 \$1,194.24	\$0 \$109,870
Special Students 4-12 Basic	5.00	\$1,612.81 \$3.840.02	\$19,200	+	Special Students 4-12 Basic	0.00	\$4,221.79 \$10,051.89	\$46,440	1	Special Students 4-12 Special Students 4-12 Basic	92.00	\$1,194.24 \$2,843.44	\$109,870
Special Students 4-12 basic	0.00	\$5,376.02	\$13,200	1	Special Students 4-12 basic	0.00	\$14,072.65	\$0	1	Special Students 4-12 basic	2.00	\$3,980.81	\$7,962
Special Students 4-12 Complex	0.00	\$12,406.20	\$0	1	Special Students 4-12 Complex	0.00	\$32,475.33	\$0		Special Students 4-12 Complex	0.00	\$9,186.48	\$0
Totals	28.00		\$56,295			11.00		\$46,440			101.00		\$137,736
17 Cape Henlopen	#	Local Pupil Rate	Amount	+	13 Capital	#	Local Pupil Rate	Amount	-	33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,164.40	\$0	-	Regular/Special K-3	0.00	\$1,205.77	\$0		Regular/Special K-3	0.00	\$4,806.57	\$0
Regular Students 4-12	0.00	\$2,563.17	\$0		Regular Students 4-12	184.00	\$976.67	\$179,707		Regular Students 4-12	46.00	\$3,893.32	\$179.093
Special Students 4-12 Basic	0.00	\$6,102.78	\$0		Special Students 4-12 Basic	20.00	\$2,325.41	\$46,508		Special Students 4-12 Basic	7.00	\$9,269.82	\$64,889
Special Students 4-12 Intense	0.00	\$8,543.89	\$0		Special Students 4-12 Intense	1.00	\$3,255.58	\$3,256		Special Students 4-12 Intense	0.00	\$12,977.74	\$0
Special Students 4-12 Complex	0.00	\$19,716.66	\$0		Special Students 4-12 Complex	0.00	\$7,512.88	\$0		Special Students 4-12 Complex	0.00	\$29,948.64	\$0
Totals	0.00		\$0	_		205.00		\$229,471			53.00		\$243,981
-		-			1						1		-
34 Colonial	#	Local Pupil Rate	Amount		37 Delmar	#	Local Pupil Rate	Amount		36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,257.01	\$0		Regular/Special K-3	0.00	\$774.87	\$0		Regular/Special K-3	0.00	\$3,000.92	\$0
Regular Students 4-12	34.00	\$2,638.18	\$89,698		Regular Students 4-12	0.00	\$627.65	\$0		Regular Students 4-12	6.00	\$2,430.75	\$14,585
Special Students 4-12 Basic	0.00	\$6,281.38	\$0 \$0		Special Students 4-12 Basic	0.00	\$1,494.40	\$0		Special Students 4-12 Basic	2.00	\$5,787.49	\$11,575
Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$8,793.93 \$20,293.68	\$0		Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$2,092.16 \$4,828.06	\$0 \$0	_	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$8,102.49 \$18,698.04	\$0 \$0
Totals	34.00	\$20,233.00	\$89,698	-	special students 4-12 complex	0.00	94,020.00	\$0		Special Students 4-12 Complex	8.00	\$10,030.04	\$26,159
1.00010			100,000		1	0.00							420,100
15 Lake Forest	#	Local Pupil Rate	Amount		16 Laurel	#	Local Pupil Rate	Amount		18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,382.03	\$0 \$25,747	_	Regular/Special K-3	0.00	\$689.70 \$558.66	\$0		Regular/Special K-3	0.00	\$1,192.09 \$965.60	\$0
Regular Students 4-12 Special Students 4-12 Basic	23.00	\$1,119.44 \$2,665.33	\$25,747	+	Regular Students 4-12 Special Students 4-12 Basic	6.00 0.00	\$1,330.13	\$3,352 \$0	1	Regular Students 4-12 Special Students 4-12 Basic	40.00	\$965.60 \$2,299.04	\$38,624 \$0
Special Students 4-12 basic	0.00	\$3,731.47	\$0	1	Special Students 4-12 basic	0.00	\$1,862.19	\$0	1	Special Students 4-12 basic	0.00	\$3,218.65	\$0
Special Students 4-12 Complex	0.00	\$8,611.08	\$0		Special Students 4-12 Complex	0.00	\$4,297.35	\$0		Special Students 4-12 Complex	0.00	\$7,427.66	\$0
Totals	23.00		\$25,747			6.00		\$3,352			40.00		\$38,624
									-				L
32 Red Clav	#	Local Pupil Rate	Amount		23 Seaford	#	Local Pupil Rate	Amount	1	24 Smyrna	#	Local Pupil Rate	Amount
S2 Regular/Special K-3	0.00	\$4,413.19	\$0	+	Regular/Special K-3	0.00	\$1,061.66	\$0	1	Regular/Special K-3	0.00	\$1,203.93	Amount \$0
Regular Students 4-12	17.00	\$3,574.69	\$60,770	1	Regular Students 4-12	6.00	\$859.95	\$5,160	1	Regular Students 4-12	75.00	\$975.18	\$73,139
Special Students 4-12 Basic	0.00	\$8,511.16	\$0	1	Special Students 4-12 Basic	0.00	\$2,047.49	\$0		Special Students 4-12 Basic	5.00	\$2,321.86	\$11,609
Special Students 4-12 Intense	0.00	\$11,915.63	\$0		Special Students 4-12 Intense	0.00	\$2,866.48	\$0		Special Students 4-12 Intense	0.00	\$3,250.60	\$0
Special Students 4-12 Complex	0.00	\$27,497.60	\$0		Special Students 4-12 Complex	0.00	\$6,614.96	\$0	-	Special Students 4-12 Complex	0.00	\$7,501.39	\$0
Totals	17.00		\$60,770			6.00		\$5,160			80.00	1	\$84,748
		1	1	1					1		1	1	
35 Woodbridge	#	Local Pupil Rate	Amount	1	1				1		1	1	1
Regular/Special K-3	0.00	\$1,024.19	\$0										
Regular Students 4-12	11.00	\$829.59	\$9,125										
Special Students 4-12 Basic	2.00	\$1,975.23	\$3,950	1	l								
Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$2,765.32 \$6,381.50	\$0 \$0	+					-		+		+
Totals	13.00	90,001.00	\$13.076	+	1				1	1	+		+

# STATE & LOCAL REVENUE

EARLY COLLEGE HIGI					┥────┤		
FY2026 ENROLLMEN	T OF 625					_	
		_			STATE REVENUE		
TEACHERS				STATE	STATE	Total	
Units		STEP	DEG	SALARY	HEALTH INS	S & H	
1.0		18	M45	53,063	8,264	61,327	
1.0		18	В	38,512	12,737	51,249	
1.0		6	M30	38,964	12,460	51,424	
1.0	0.9	13	В	38,512	8,010	46,522	
1.0		7	В	34,301	17,149	51,450	
1.0		9	В	36,362	0	36,362	
1.0	0.9	8	В	42,538	12,457	54,995	
1.0		18	М	48,862	12,737	61,599	
1.0		18	М	48,862	8,264	57,126	
1.0		7	В	34,301	12,472	46,773	
1.0		18	М	48,862	12,460	61,322	
1.0		18	В	38,512	21,438	59,950	
1.0		16	М	48,862	12,535	61,397	
1.0		18	М	48,862	12,737	61,599	
1.0	0.9	8	В	35,332	8,010	43,342	
1.0				51,048		51,048	
1.0				42,538	12,457	54,995	
1.0				42,538	12,457	54,995	
1.0		16	М	48,862	12,460	61,322	
1.0		18	B30	44,737	12,737	57,474	
1.0				42,538	12,457	54,995	
1.0				42,538	12,457	54,995	
1.0				42,538	12,457	54,995	
1.0				42,538	12,457	54,995	
1.0				42,538	12,457	54,995	
1.0				42,538	12,457	, 54,995	
1.0				42,538	12,457	54,995	
1.0				42,538	12,457	54,995	
1.0				42,538	12,457	54,995	
1.0				42,538	12,457	54,995	
1.0				42,538	12,457	54,995	
1.0				42,538	12,457	54,995	
1.0				42,538	12,457	54,995	
1.0				42,538	12,457	54,995	
0.91				38,710	11,336	50,045	
				, -	,	,	
34.91							

Nurse	0.26		18	В	11,636	3,262	14,898
Visiting Teacher	0.20		10		6,672	1,744	8,416
Driver Education Teacher	0.80				34,504	9,966	44,470
Academic Exc	2.50				97,605	40,124	137,729
Related Services-Basic	0.60				28,814	7,522	36,336
Related Services-Intense	0.09				4,425	1,155	5,580
Related Services-Complex					0	0	0
	0.00				1,682,330	471,347	2,153,677
					1,002,000	17 1,5 17	2,100,077
ADMINISTRATORS	ADM	TYPE			STATE	STATE	Total
	EXP	ADM	STEP	DEG	SALARY	HEALTH INS	
Administrative Assistant	4	AA	18	D	72,658	12,460	85,118
Principal	4	P15	18	D	72,658	17,149	89,807
Asst Principal	1	AP			62,336	12,457	74,793
11 Month Supvr	0.23				14,756	2,865	17,621
Transportation Supvr	0.07				4,491	872	5,363
					226,899	45,803	272,702
SECRETARIES					STATE	STATE	Total
			STEP		SALARY	<b>HEALTH INS</b>	S & H
1.0			27	N	37,132	12,460	49,592
1.0			1		30,669	12,457	43,126
1.0					23,667		23,667
					91,468	24,917	116,385
CUSTODIANS					STATE	STATE	Total
			STEP		SALARY	<b>HEALTH INS</b>	S & H
2.0					56,004	24,914	80,918
					56,004	24,914	80,918
CAFETERIA					STATE	STATE	Total
			STEP		SALARY	<b>HEALTH INS</b>	S & H
	0.73		1		28,531	12,419	40,949
	3.88		1		54,634	48,333	102,967
					83,165	60,752	143,917
					1		

TOTAL SALARY		2,139,866	
TOTAL HEALTH INS		627,715	
OEC	0.3226	690,321	
TOTAL SALARY & OEC		3,457,901	
Division IIAOC	2,925	17,760	
Division IIEnergy	2,387	83,330	
<b>Division IIIEqualization</b>	14,521	506,911	
<b>Division IIIVisiting Teach</b>	er 0.14	2,033	
Division IIIPsychologists	0.60	3,531	
AE Division III	2.50	36,301	
AE Division II	2.50	7,313	
AE Allotment			
Educational Sustainment F	und	61,470	
Technology Block Grant		8,227	
Prof & Curr Dev		3,121	
MCI		60,233	
Opportunity Grant		57,750	
Standards & Assessments		200	
Transportation	500	512,895	
Driver Ed Maintenance		5,938	
TOTAL OTHER SOURCES		1,367,013	
SAL & OTHER		4,824,915	

Charter School Name:	Early College High School												
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		1					#students per unit				1	
New Charter School Est	imoted State and L	and Fund Coloulation		1									
New Charter School Est	imateu State and Lo	Scal Fund Calculations	5			Regular/Special K-3		16.	2				
			-										
Disclaimer: The following estimates will			stances.			Regular Students 4-12		2	-				
State funds are automatically calcula	ted and are detailed on the "Stat	e Detail Page" tab.				Special Students 4-12 Basis	C	8.	4				
Please enter the following informat	ion:					Special Students 4-12 Inter	ise		5				
Specify grade configuration for the year of esti		7-12	(Example K-8, 9-12	)		Special Students 4-12 Com		2.	5				
Specify the county the school will be located		Kent	Choices New Castle.		Sussex	opedar otaderito i rie com	piex					1	
Enter the number of students in the red cells b	elow by school district and student type	e and the estimated funds will calculate b	elow.	T									
Enter the number of tenth graders in the box in	cell location J12												
<b>a a</b> u													
State Funding	Local Funding	Total Funding			UNITS	34.91							
\$4.301.372	\$1.061.257	\$5.362.629			Enter Estimated #	of 10th Grade	ers Here		100				
+ .,= = .,= . =	+ .,	··;··=;·=·	-	-		1		-				-	-
29 Appoquinimink	#	Local Pupil Rate	Amount	1	31 Brandywine	#	Local Pupil Rate	Amount	1	10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,991.12	\$0	1	Regular/Special K-3	0.00	\$5,212.09	\$0		Regular/Special K-3	0.00	\$1,474.37	\$0
Regular Students 4-12	23.00	\$1,612.81	\$37,095		Regular Students 4-12	11.00	\$4,221.79	\$46,440		Regular Students 4-12	92.00	\$1,194.24	\$109,870
Special Students 4-12 Basic	5.00	\$3,840.02	\$19,200	I	Special Students 4-12 Basic	0.00	\$10,051.89	\$0		Special Students 4-12 Basic	7.00	\$2,843.44	\$19,904
Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$5,376.02 \$12,406.20	\$0 \$0	+	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$14,072.65 \$32,475.33	\$0 \$0		Special Students 4-12 Intense Special Students 4-12 Complex	2.00	\$3,980.81 \$9,186.48	\$7,962 \$0
Totals	28.00	\$12,400.20	\$0	+	special students 4-12 Complex	11.00	\$32,#10.33	\$0	+	opecial students 4-12 Complex	101.00	\$3,100.40	\$137,736
	2000		#00/E00	1				*10,110	1	1		1	÷,
			1	1			İ				1		1
17 Cape Henlopen	#	Local Pupil Rate	Amount		<u>13 Capital</u>	#	Local Pupil Rate	Amount		<u>33 Christina</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,164.40	\$0		Regular/Special K-3	0.00	\$1,205.77	\$0		Regular/Special K-3	0.00	\$4,806.57	\$0
Regular Students 4-12	0.00	\$2,563.17	\$0 \$0		Regular Students 4-12	184.00	\$976.67 \$2,325.41	\$179,707		Regular Students 4-12	46.00	\$3,893.32 \$9,269.82	\$179,093
Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$6,102.78 \$8,543.89	\$0	-	Special Students 4-12 Basic Special Students 4-12 Intense	20.00	\$2,325.41 \$3,255.58	\$46,508 \$3,256	-	Special Students 4-12 Basic Special Students 4-12 Intense	7.00	\$9,269.82 \$12,977.74	\$64,889 \$0
Special Students 4-12 Intense	0.00	\$19,716.66	\$0	-	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$7,512.88	\$0		Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$29,948.64	\$0
Totals	0.00		\$0			205.00		\$229,471			53.00		\$243,981
34 Colonial	#	Local Pupil Rate	Amount		<u>37 Delmar</u>	#	Local Pupil Rate	Amount		<u>36 Indian River</u>	*	Local Pupil Rate	Amount
Regular/Special K-3 Regular Students 4-12	0.00 34.00	\$3,257.01 \$2,638.18	\$0 \$89,698	-	Regular/Special K-3 Regular Students 4-12	0.00	\$774.87 \$627.65	\$0 \$0	-	Regular/Special K-3 Regular Students 4-12	0.00 6.00	\$3,000.92 \$2,430.75	\$0 \$14,585
Special Students 4-12 Basic	0.00	\$6,281,38	\$03,030	-	Special Students 4-12 Basic	0.00	\$1,494,40	\$0		Special Students 4-12 Basic	2.00	\$5,787.49	\$11,575
Special Students 4-12 Intense	0.00	\$8,793.93	\$0		Special Students 4-12 Intense	0.00	\$2,092.16	\$0		Special Students 4-12 Intense	0.00	\$8,102.49	\$0
Special Students 4-12 Complex	0.00	\$20,293.68	\$0		Special Students 4-12 Complex	0.00	\$4,828.06	\$0		Special Students 4-12 Complex	0.00	\$18,698.04	\$0
Totals	34.00		\$89,698			0.00		\$0			8.00		\$26,159
			_										
15 Lake Forest	#	Local Pupil Rate	Amount	+	16 Laurel	#	Local Pupil Rate	Amount	+	18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,382.03	\$0	+	Regular/Special K-3	0.00	\$689.70	\$0	1	Regular/Special K-3	0.00	\$1,192.09	\$0
Regular Students 4-12	23.00	\$1,119.44	\$25,747	1	Regular Students 4-12	6.00	\$558.66	\$3,352	1	Regular Students 4-12	40.00	\$965.60	\$38,624
Special Students 4-12 Basic	0.00	\$2,665.33	\$0		Special Students 4-12 Basic	0.00	\$1,330.13	\$0		Special Students 4-12 Basic	0.00	\$2,299.04	\$0
Special Students 4-12 Intense	0.00	\$3,731.47	\$0		Special Students 4-12 Intense	0.00	\$1,862.19	\$0		Special Students 4-12 Intense	0.00	\$3,218.65	\$0
Special Students 4-12 Complex Totals	0.00 23.00	\$8,611.08	\$0 \$25,747		Special Students 4-12 Complex	0.00 6.00	\$4,297.35	\$0 \$3,352	I	Special Students 4-12 Complex	0.00 40.00	\$7,427.66	\$0 \$38,624
TOCAIS	23.00	1	\$23,141	+		6.00	1	<b>\$</b> 3,332	+	1	40.00	+	330,024
		1	+	+	1				1	1	1	-	1
32 Red Clay	#	Local Pupil Rate	Amount	1	23 Seaford	#	Local Pupil Rate	Amount	1	24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,413.19	\$0		Regular/Special K-3	0.00	\$1,061.66	\$0		Regular/Special K-3	0.00	\$1,203.93	\$0
Regular Students 4-12	17.00	\$3,574.69	\$60,770		Regular Students 4-12	6.00	\$859.95	\$5,160		Regular Students 4-12	75.00	\$975.18	\$73,139
Special Students 4-12 Basic	0.00	\$8,511.16 \$11,915.63	\$0		Special Students 4-12 Basic	0.00	\$2,047.49 \$2,866.48	\$0 \$0	I	Special Students 4-12 Basic	5.00	\$2,321.86 \$3,250.60	\$11,609
Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$11,915.63 \$27,497.60	\$0 \$0		Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$6,614.96	\$0		Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$3,250.60	\$0 \$0
Totals	17.00	921,991.00	\$60,770	+	special students 4-12 complex	6.00	40,014.00	\$5,160	+	opecial students 4-12 complex	80.00	91,001.00	\$84,748
			1 100,000	1				***	1	1	1	1	, to .,
				1									
35 Woodbridge	#	Local Pupil Rate	Amount										
Regular/Special K-3	0.00	\$1,024.19	\$0	1									
	11.00	8000 F0	40.405										
Regular Students 4-12	11.00	\$829.59	\$9,125						_				-
Regular Students 4-12 Special Students 4-12 Basic	11.00 2.00 0.00	\$1,975.23	\$3,950										1
Regular Students 4-12	2.00		\$9,125 \$3,950 \$0 \$0										
Regular Students 4-12 Special Students 4-12 Basic Special Students 4-12 Intense	2.00 0.00	\$1,975.23 \$2,765.32	\$3,950 \$0										

# APPENDIX F

# PROJECTED BUDGETS FY2022 THROUGH FY2026

80% SCENARIO

# PROJECTED BUDGETS FY2022 THROUGH FY2026

## EXPLANATION OF BUDGET WORKSHEETS

#### Revenues:

### State & Local

(1) State Revenue Funding Summaries—see attached Funding Summary for FY2022 reflecting revenue estimates for enrollment of 340. For Projected Fiscal Years 2023 to FY2026, revenue estimates represent enrollment of 460, 500, 500, 500 respectively.

State revenue calculations for FY2022 through FY2026 were projected using the experience and degree levels of current staff for a more accurate result than the average salary as represented in the State Revenue template. For new positions, the calculated average presented within the 11/07/20 State Funding Summary was used.

Each year a step increase was applied based upon the FY2021 approved state salary schedules.

ECHS share of the Education \$26M reduction was adjusted based upon student incremental change.

No inflation was added given the current economic concerns.

(2) School District Local Fund—see attached Local Funding revenue calculations for FY2022 reflecting revenue estimates for enrollment of 340. For Projected Fiscal Years 2023 to FY2026, revenue estimates represent enrollment of 460, 500, 500, 500 respectively.

Enrollment by district was configured based upon FY2021 student ratios for regular, basic, complex and intense. No inflation has been added given the current spending patterns where local per pupil amounts have diminished for some school districts.

### Federal

(1) Entitlement Funding—Federal allocations were projected forward based upon projected incremental change in the special education population.

#### Other-There are no definitive future awards relating to Foundation Donations

(1) CSD Settlement—Funds were based upon the FY2021 allocation where 32 students were residents of the Christina School District. FY2022 through FY2026 was adjusted incrementally based upon the projected enrollment of students from the Christina School District.

(2) Cafeteria Funds—Funds were elevated incrementally based upon the enrollment increase.

#### Expenditures:

#### State & Local

Personnel Salaries/Other Employer Costs

(4 to 12) Staffing was calculated using the degree and experience of current staff paid from an established ECHS salary schedule. For new positions, the expense reflects an average ECHS salary.

(13) EPER includes 2 casual seasonal teachers and Coaching salaries for the High School and Middle School, where athletics begins in FY2023 for the Middle School.

(14) The FY2021 OEC rate of 32.26% was applied each year.

(15) Health insurance for current staff and the FY2021 average of \$12,457 was used for currently vacant and new positions

Student Support—Projected expenses were adjusted to reflect the impact of enrollment at 80%.

(17) Transportation—based upon the latest effort to reduce hub sites and promote Dart bus passes to mitigate the runaway expense of a school that enrolls students statewide. With this effort, the projection moves toward the majority of students in grades 10 to 12 making use of the Dart bus passes since these students would be considered the most mature and the most involved with on-campus instruction.

(18) Extra Curricular Transportation—Transportation of students from practice to hubs stops and to and from games. Cost for Middle School was included starting FY2023.

(19) Cafeteria—estimated service contracts adjusted to reflect the impact of enrollment at 80%.

(20) Extracurricular—student activities to include athletics, graduation and student associations. Middle School athletic was included starting FY2023.

(21) Supplies & Materials—Instructional, Medical Supplies and on campus Lab Fees.

(22) Textbooks—College and classroom textbooks and related materials.

- (24) Professional Development—Staff training
- (28) Classroom Technology—Computer services
- (31) Contracted Services—Support Services to Students
- (32) Other—Substitute, Temp services, Driver Ed Vehicle Rental

Operations and Maintenance of Facilities—Projected expenses were adjusted to reflect the impact of enrollment at 80%.

- (33) Insurance—Liability coverage to include Athletics
- (35) Mortgage—Line of Credit pay down
- (38) Telephone/Communications—Telephones and Bandwidth
- (41) Other—Custodial Services/Supplies

Administrative/Operations Support—Projected expenses were adjusted to reflect the impact of change in staff and students should enrollment fall to 80%.

- (44) Supplies and Materials—Office Supplies
- (45) Printing and Copying—Contracted printing and binding of materials
- (46) Postage and Shipping
- (47) Enrollment/Recruiting—Advertising

(50) Other—Professional Services to include Legal, Financial, Accounts Payable, Human Resources and Audit

2% Contingency—further provides support to inflation and other unforeseen expenses. <u>Federal</u>

## Personnel Salaries/Other Employer Costs

- (4) Special Education Teacher—.25 FTE
- (6) Counselors—.3 and .3 FTE
- (13) The FY2021 OEC rate of 32.26% was applied each year

## Student Support

- (20) Supplies and Materials—Instructional
- (21) Textbooks—Online course material
- (23) Professional Development—Staff training
- (26) Therapists
- (27) Classroom Technology—Hardware and Software for Students
- (30) Contracted Services—Special Ed Services

### Other Funds—There are no definitive future awards

(22) Cafeteria—estimated service contracts were adjusted to reflect the impact of enrollment at 80%.

- (24) Supplies and Materials—Point of Service Software
- (31) Classroom Technology—services

	Charter School Application Budget	Worksheet							Early (	College High S	choo
	<b></b> 3									99	
	State & Local Revenue										
		YEAR 2022		YEAR 2023		YEAR 2024		YEAR 2025		YEAR 2026	
1	State Appropriations	\$2,818,613		\$3,717,831		\$3,956,856		\$3,964,280		\$3,972,258	
2	School District Local Fund Transfers	\$579,047		\$784,904		\$857,666		\$857,666		\$857,666	
3	Prior Year Carryover Funds	\$0		\$75,890	<u> </u>	\$122,447		\$98,740	<u> </u>	\$98,414	
	TOTAL STATE & LOCAL REVENUE	\$3,397,660		\$4,578,625		\$4,936,969		\$4,920,686		\$4,928,338	
	State & Local Expenses	<u>YEAR 2022</u>		YEAR 2023		<u>YEAR 2024</u>		YEAR 2025		YEAR 2026	
	Personnel Salaries / Other Employer Costs		FTE		FTE		FTE		FTE		FTE
4	Classroom Teachers	\$738,393	13.00	\$1,061,043	19.00	\$1,222,368	22.00	\$1,222,368	22.00	\$1,222,368	22.00
5	Special Education Teachers	\$40,289	0.75	\$94,064	1.75	\$94,064	1.75	\$94,064	1.75	\$94,064	1.75
6	Special Teachers (Phys Ed, Art, Music)	\$40,238	1.00	\$94,013	2.00	\$94,013	2.00	\$94,013	2.00	\$94,013	2.00
7	Counselors	\$66,364	1.40	\$66,364	1.40	\$66,364	1.40	\$66,364	1.40	\$66,364	1.40
8	Principal/Administrative	\$283,000	3.00	\$373,000	4.00	\$463,000	5.00	\$463,000	5.00	\$463,000	5.00
9	Nurse	\$51,014	1.00	\$51,014	1.00	\$51,014	1.00	\$51,014	1.00	\$51,014	1.00
10	Clerical	\$80,915	2.00	\$80,915	2.00	\$80,915	2.00	\$80,915	2.00	\$80,915	2.00
11	Food Service	\$32,500	1.00	\$32,500	1.00	\$32,500	1.00	\$32,500	1.00	\$32,500	1.00
12	Paraprofessionals	\$69,264	3.00	\$112,828	4.00	\$112,828	5.00	\$91,046	4.00	\$91,046	4.00
13	EPER	\$52,955		\$55,275		\$66,158	0.00	\$62,440	0.00	\$49,689	0.00
14	Other Employer Costs (32.26% of Salaries)	\$469,361	<u> </u>	\$651,980	<u> </u>	\$736,568		\$728,342		\$724,228	
15	Health Insurance	\$299,112	<u> </u>	\$427,955	<u> </u>	\$477,752		\$469,488		\$469,488	
16	Other Benefits	\$0	<u> </u>	\$0		\$0		\$0	<u> </u>	\$0	
-											
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$2,223,405	26.15	\$3,100,950	36.15	\$3,497,544	41.15	\$3,455,553	40.15	\$3,438,689	40.15
	Student Support		┝──┤						┥──┤		
17	Transportation	\$318,396	<u> </u>	\$410,595		\$424,995		\$433,495	L	\$442,165	1
18	Extra Curricular Transportation	\$31,600	<u> </u>	\$48,348	<u> </u>	\$49,315		\$50,301	<u> </u>	\$51,307	
10	Cafeteria	\$107,859		\$145,927		\$158,616		\$161,789		\$165,025	
20	Extra Curricular	\$30,319		\$41,019		\$44,586		\$45,478		\$46,387	
21	Supplies and Materials	\$20,310		\$27,478		\$29,867		\$30,464	<u> </u>	\$31,074	
22	Textbooks	\$44,000		\$59,529		\$64,706		\$66,000		\$67,320	
23	Curriculum	¢11,000		<i><b>400,020</b></i>		<b>\$</b> 01,100		\$00,000		¢01,020	
_	Professional Development	\$8,295		\$12,844		\$13,379		\$13,646	<u> </u>	\$13,919	
25	Assessments	+-,		÷ · _, - · ·							
26	Other Educational Program										
27	Therapists (Occupational, Speech)										
28	Classroom Technology	\$73,569		\$101,529		\$110,358		\$112,565		\$114,816	
29	School Climate										
30	Computers										
31	Contracted Services	\$39,000		\$39,000		\$39,000		\$39,000		\$39,000	
32	OtherDriver Ed, Temps	\$42,257		\$55,583		\$66,153		\$67,476		\$68,826	
	SUBTOTAL STUDENT SUPPORT	\$715,604		\$941,852		\$1,000,975		\$1,020,214		\$1,039,838	
_	SUBTOTAL STUDENT SOFT ON	φ/15,00 <del>4</del>		ψ <b>3</b> <del>1</del> ,032		\$1,000,375		\$1,020,21 <del>4</del>		φ1,033,030	
	Operations and Maintenance of Facilities										
33	Insurance (Property/Liability)	\$46,596		\$63,041		\$68,523		\$69,893		\$71,291	
	Rent										
	MortgageLine of Credit	\$83,870		\$83,870							
_	Utilities										
37	Maintenance										
38	Telephone/Communications	\$5,651		\$7,645		\$8,310		\$8,476		\$8,646	
39	Construction										
	Renovation		<u> </u>								
41	OtherCustodial Supplies	\$63,249		\$65,779	<b></b>	\$66,622		\$67,955	<u> </u>	\$69,314	
-	SUBTOTAL OPERATIONS AND										
	MAINTENANCE OF FACILITIES	\$199,365		\$220,335		\$143,456		\$146,325		\$149,251	
_	Administrative/Operations Support										1
	Equipment Lease/Maintenance										
	Equipment Purchase	<b>\$00.00</b>		¢00.000		¢00.055		600.000		\$20.0FF	
	Supplies and Materials	\$22,385	<u> </u>	\$29,862	<u> </u>	\$32,355		\$33,002	<u> </u>	\$32,355	
	Printing and Copying Postage and Shipping	\$14,070 \$1,500		\$14,511 \$2,029		\$14,658 \$2,206		\$14,951 \$2,250	<u> </u>	\$14,658 \$2,206	
	Enrollment / Recruitment	\$3,388	<u> </u>	\$4,583	<u> </u>	\$2,200		\$2,230	<u> </u>	\$4,982	
		φ0,000		φ+,000		φ+,002		\$0,00Z		ψ <del>1</del> ,302	
47				\$0		\$0		\$0		\$0	
	Staffing (recruitment and assessment) Strategic Plan Contingency	\$0				\$142,054		\$144,895		\$147,793	
47 48	Staffing (recruitment and assessment)	\$0 \$142,054		\$142,054							
47 48 49	Staffing (recruitment and assessment) Strategic Plan Contingency OtherProf Serv, Legal, Auditors										
47 48 49	Staffing (recruitment and assessment) Strategic Plan Contingency OtherProf Serv, Legal, Auditors SUBTOTAL ADMINISTRATIVE/ OPERATIONS			\$142,054					$\square$		
47 48 49	Staffing (recruitment and assessment) Strategic Plan Contingency OtherProf Serv, Legal, Auditors					\$196,254		\$200,179		\$201,993	
47 48 49	Staffing (recruitment and assessment) Strategic Plan Contingency OtherProf Serv, Legal, Auditors SUBTOTAL ADMINISTRATIVE/ OPERATIONS	\$142,054		\$142,054							
47 48 49	Staffing (recruitment and assessment) Strategic Plan Contingency OtherProf Serv, Legal, Auditors SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	\$142,054 \$183,397		\$142,054 \$193,040		\$196,254		\$200,179		\$201,993	
47 48 49	Staffing (recruitment and assessment) Strategic Plan Contingency OtherProf Serv, Legal, Auditors SUBTOTAL ADMINISTRATIVE/ OPERATIONS	\$142,054		\$142,054							
47 48 49 50	Staffing (recruitment and assessment) Strategic Plan Contingency OtherProf Serv, Legal, Auditors SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT	\$142,054 \$183,397		\$142,054 \$193,040		\$196,254		\$200,179		\$201,993	
47 48 49 50	Staffing (recruitment and assessment) Strategic Plan Contingency OtherProf Serv, Legal, Auditors SUBTOTAL ADMINISTRATIVE/ OPERATIONS SUPPORT STATE & LOCAL EXPENDITURES	\$142,054 \$183,397 \$3,321,770		\$142,054 \$193,040 \$4,456,178		\$196,254 \$4,838,229		\$200,179 \$4,822,272		\$201,993 \$4,829,772	

### FEDERAL FUNDS

	Charter School Application Budget	Worksheet							E	Early College High	Schoo
	Federal Funds	YEAR 2022		YEAR 2023		YEAR 2024		YEAR 2025		YEAR 2026	
1	Entitlement Funding	\$224,006		\$296,007		\$320,008		\$320,008		\$320,008	
2	Other Federal Grants	\$0		\$0		\$0		\$0		\$0	
	TOTAL FEDERAL REVENUE	\$224,006		\$296,007		\$320,008		\$320,008		\$320,008	
	Federal Expenses										
┝──┤	Personnel Salaries / Other Employer Costs	<u>YEAR 2022</u>	FTE	YEAR 2023	FTE	<u>YEAR 2024</u>	FTE	<u>YEAR 2025</u>	FTE	<u>YEAR 2026</u>	FT
3	Classroom Teachers	\$0	0.00		0.00	\$0	0.00		0.00	\$0	0.00
4	Special Education Teachers	\$13,430	0.25		0.25	\$13,430	0.25		0.25	\$13,430	0.2
5	Special Teachers (Phys Ed, Art, Music) Counselors	\$0 \$28,442	0.00 0.60		0.00 0.60	\$0 \$28,442	0.00 0.60		0.00 0.60	\$0 \$28,442	0.0 0.6
7	Principal/Administrative	\$20,442	0.00		0.00	\$0	0.00		0.00	\$20,442	0.0
8	Nurse	\$0	0.00		0.00	\$0	0.00		0.00	\$0	0.0
9 10	Clerical Custodial	\$0 \$0	0.00 0.00		0.00 0.00	\$0 \$0	0.00 0.00		0.00 0.00	\$0 \$0	0.0 0.0
11	Substitutes	\$0	0.00		0.00	\$0	0.00		0.00	\$0	0.0
12	Other	\$7,236	0.00		0.00	\$35,475	0.00		0.00	\$35,475	0.0
13 14	Other Employer Costs (32.26% of Salaries) Health Insurance	\$15,842 \$13,319		\$22,837 \$13,319		\$24,952 \$13,319		\$24,952 \$13,319		\$24,952 \$13,319	
15	Other Benefits	\$0		\$0		\$0		\$0		\$0	
					]						
	SUBTOTAL SALARIES / OTHER EMPLOYER COSTS	\$78,269	0.85	\$106,945	0.85	\$115,617	0.85	\$115,617	0.85	\$115,617	0.85
	Student Support										
16	Transportation	\$0		\$0		\$0		\$0	L	\$0	<u> </u>
17	Extra Curricular Transportation	\$0		\$0		\$0		\$0		\$0	
18 19	Cafeteria Extra Curricular	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
20	Supplies and Materials	\$3,759		\$4,968		\$5,370		\$5,370		\$5,370	
21 22	Textbooks Curriculum	\$5,553 \$0		\$7,337 \$0		\$7,932 \$0		\$7,932 \$0		\$7,932 \$0	
22	Professional Development	\$13,315		\$14,076		\$15,218		\$15,218		\$15,218	
24	Assessments	\$0		\$0		\$0		\$0		\$0	
25 26	Other Educational Program Therapists (Occupational, Speech)	\$0 \$27,993		\$0 \$36,991		\$0 \$39,990		\$0 \$39,990		\$0 \$39,990	
27	Classroom Technology	\$46,979		\$62,079		\$67,112		\$67,112		\$67,112	
28 29	School Climate Computers	\$0 \$0		\$0		\$0 \$0		\$0 \$0		\$0 \$0	
29 30	Contracted Services	\$0 \$48,138		\$0 \$63,611		\$68,769		\$68,769		\$68,769	
31	Other	\$0		\$0		\$0		\$0		\$0	
$\vdash$											
$\vdash$	SUBTOTAL STUDENT SUPPORT	\$145,737		\$189,062		\$204,391		\$204,391		\$204,391	
	Operations and Maintenance of Facilities										
32 33	Insurance (Property/Liability) Rent	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
34	Mortgage	\$0		\$0		\$0		\$0		\$0	
35	Utilities Maintenance	\$0 \$0		. \$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
36 37	Telephone/Communications	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0	
38	Construction	\$0		\$0		\$0		\$0		\$0	
39 40	Renovation Other	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
Ē											
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$0		\$0		\$0		\$0		\$0	
		\$U		\$0							
	Administrative/Operations Support										
42	Equipment Lease/Maintenance	\$0		\$0		\$0		\$0		\$0	
41	Equipment Purchase	\$0		\$0		\$0		\$0		\$0	
	Supplies and Materials Printing and Copying	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
44	Postage and Shipping	\$0		\$0		\$0		\$0		\$0	
45 46	Enrollment / Recruitment Staffing (recruitment and assessment)	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
47	Technology Plan	\$0 \$0		\$0		\$0		\$0		\$0	
48	Other	\$0		\$0		\$0		\$0		\$0	
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS										
	SUPPORT	\$0		\$0		\$0		\$0		\$0	
	Management Company										
49	Fees	\$0		\$0		\$0		\$0		\$0	
50 51	Salaries/Other Employee Costs Curriculum	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
52	Accounting and Payroll	\$0		\$0		\$0		\$0		\$0	
53	Other	\$0		\$0		\$0		\$0		\$0	
	SUBTOTAL MANAGEMENT COMPANY										
		\$0		\$0		\$0		\$0		\$0	
	FEDERAL EXPENDITURES	\$224,006		\$296,007		\$320,008		\$320,008		\$320,008	
54				<b>\$296,007</b> 460		\$320,008 500		\$320,008 500		\$320,008 500	
-	FEDERAL EXPENDITURES	\$224,006									

## OTHER FUNDS

	Charter School Application Budget	Worksheet							E	arly College High	Schoo
	Other Funds			VEAD 0000		VEAD 0004					
1	CSD Settlement	<u>YEAR 2022</u> \$7,991		<u>YEAR 2023</u> \$10,746		<u>YEAR 2024</u> \$11,848		<u>YEAR 2025</u> \$11,848		<u>YEAR 2026</u> \$11,848	
2	Foundation Funds	\$0		\$0		\$0		\$0		\$0	
3	Donations Construction / Bank Loans	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
5	Cafeteria Funds	\$60,560		\$81,934		\$89,059		\$89,059		\$89,059	
5	Prior Year Carryover Funds	\$0		<b>\$0</b>		\$0		<mark>\$0</mark>		<mark>\$0</mark>	
	TOTAL OTHER REVENUE	\$68,550		\$92,680		\$100,907		\$100,907		\$100,907	
	Other Expenses										
		YEAR 2022		YEAR 2023		YEAR 2024		YEAR 2025		<u>YEAR 2026</u>	
7	Personnel Salaries / Other Employer Costs Classroom Teachers	\$0	FTE 0.00	\$0	FTE 0.00	\$0	FTE 0.00	\$0	FTE 0.00	\$0	FT 0.0
B	Special Education Teachers	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.0
9 10	Special Teachers (Phys Ed, Art, Music) Counselors	\$0 \$0	0.00 0.00	\$0 \$0	0.00 0.00	\$0 \$0	0.00 0.00	\$0 \$0	0.00 0.00	\$0 \$0	0.0 0.0
10	Principal/Administrative	\$0 \$0	0.00	\$0 \$0	0.00	\$0 \$0	0.00	\$0 \$0	0.00	\$0 \$0	0.0
12	Nurse	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.0
13	Clerical	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.0
14 15	Custodial Substitutes	\$0 \$0	0.00 0.00	\$0 \$0	0.00 0.00	\$0 \$0	0.00 0.00	\$0 \$0	0.00 0.00	\$0 \$0	0.0 0.0
16	Other	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0 \$0	0.0
17	Other Employer Costs (32.26% of Salaries)	\$0		\$0		\$0		\$0		\$0	
18 19	Health Insurance Other Benefits	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
	SUBTOTAL SALARIES / OTHER EMPLOYER										
	COSTS	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00	\$0	0.00
20	Student Support Transportation	\$0		\$0		\$0		\$0		\$0	
20 21	Extra Curricular Transportation	\$0		\$0 \$0		\$0		\$0		\$0 \$0	
22	Cafeteria	\$59,765		\$81,139		\$88,264		\$88,264		\$88,264	
23	Extra Curricular	\$0 \$705		\$0		\$0 \$705		\$0		\$0	
24 25	Supplies and Materials Textbooks	\$795 \$0		\$795 \$0		\$795 \$0		\$795 \$0		\$795 \$0	
26	Curriculum	\$0		\$0		\$0		\$0		\$0	
27	Professional Development	\$0		\$0		\$0		\$0		\$0	
28 29	Assessments Other Educational Program	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
30	Therapists (Occupational, Speech)	\$0		\$0		\$0		\$0		\$0	
31	Classroom Technology	\$7,990		\$10,746		\$11,848		\$11,848		\$11,848	
32 33	School Climate Computers	\$0 \$0		\$0 \$0		\$0 \$0		\$0_ \$0		\$0 \$0	
34	Contracted Services	\$0		\$0		\$0		\$0		\$0	
35	Other	\$0		\$0		\$0		\$0		\$0	
	SUBTOTAL STUDENT SUPPORT	\$68,550		\$92,680		\$100,907		\$100,907		\$100,907	
	Operations and Maintenance of Facilities										
36 37	Insurance (Property/Liability) Rent	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
38	Mortgage	\$0		\$0		\$0		\$0		\$0	
39	Utilities	\$0		\$0 		\$0		\$0		\$0	
40 41	Maintenance Telephone/Communications	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
42	Construction	\$0		\$0		\$0		\$0		\$0	
43 44	Renovation Other	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
44		\$U		φŪ		<del>م</del> ن		φŪ		φŪ	
	SUBTOTAL OPERATIONS AND MAINTENANCE OF FACILITIES	\$0		\$0		\$0		\$0		\$0	
	Administrative/Operations Support										
45	Equipment Lease/Maintenance	\$0		\$0		\$0	]	\$0		\$0	1
46	Equipment Purchase	\$0		\$0		\$0		\$0		\$0	
47 48	Supplies and Materials Printing and Copying	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
48 49	Postage and Shipping	\$0 \$0	_	\$0 \$0	_	\$0 \$0		\$0 \$0		\$0 \$0	
50	Enrollment / Recruitment	\$0		\$0		\$0		\$0		\$0	
51 52	Staffing (recruitment and assessment) Technology Plan	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
52 53	Other	\$0 \$0		\$0 \$0		\$0 \$0		\$0		\$0 \$0	
	SUBTOTAL ADMINISTRATIVE/ OPERATIONS										
	SUPPORT	\$0		\$0		\$0		\$0		\$0	
	Management Company										
54 55	Fees Salaries/Other Employee Costs	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
55 56	Curriculum	\$0		\$0 \$0		\$0		\$0		\$0 \$0	
57 58	Accounting and Payroll Other	\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0		\$0 \$0	
	SUBTOTAL MANAGEMENT COMPANY	\$0		\$0		\$0		\$0		\$0	
	OTHER EXPENDITURES	\$68,550		\$92,680		\$100,907		\$100,907		\$100,907	
59	# Students	340		460		500		500		500	
	REVENUE LESS EXPENDITURES	\$0		\$0		\$0		\$0		\$0	

## STATE & LOCAL REVENUE

EARLY COLLEGE HIGH SCH	OOL					
FY2022 ENROLLMENT OF 3						
				S	TATE REVENU	E
TEACHERS				STATE	STATE	Total
Units		STEP	DEG	SALARY	HEALTH INS	S & H
1.0		18	M45	53,063	8,264	61,327
1.0		18	B	38,512	12,737	51,249
1.0		2	M30	36,446	12,757	48,906
1.0		9	B	36,362	8,010	48,900
1.0		3	B			
1.0		5	B	30,438	17,149 0	47,587
1.0			B	32,213		32,213
		4		42,538	12,457	54,995
1.0		18	M	48,862	12,737	61,599
1.0		18	М	48,862	8,264	57,126
1.0		- 10		42,538	12,457	54,995
1.0		18	M	48,862	12,460	61,322
1.0		15	B	38,512	21,438	59,950
1.0		12	M	44,688	12,535	57,223
1.0		18	M	48,862	12,737	61,599
1.0		4	В	31,438	8,010	39,448
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0		12	М	44,688	12,460	57,148
1.0		14	B30	43,655	12,737	56,392
0.03				1,276	374	1,650
19.03						
Nurse	0.14	18	В	6,333	1,778	8,111
	0.11	16	B30	0,000	_,,,,	0,111
Visiting Teacher	0.08		200	3,813	997	4,809
Driver Education Teacher	0.80			34,504	9,966	44,470
Academic Exc	1.36			53,097	30,033	83,130
Related Services-Basic	0.33			15,688	4,096	19,783
Related Services Intense	0.05			2,342	612	2,954
Related Services-Complex	0.00			0	0	0
	0.00			912,668	269,680	1,182,348

ADMINISTRATORS	ADM	TYPE			STATE	STATE	Total
	EXP		STEP	DEG	SALARY	HEALTH INS	S & H
Administrative Assistant	4	AA	18	D	72,658	12,460	85,118
Principal	4	P15	18	D	72,658	17,149	89,807
11 Month Supvr	0.13				8,340	1,619	9,960
Transportation Supvr	0.04				2,566	498	3,065
					156,223	31,727	187,949
					· · ·	,	,
SECRETARIES					STATE	STATE	Total
			STEP		SALARY	<b>HEALTH INS</b>	S & H
1.0			27	N	37,132	12,460	49,592
					,	,	0
					37,132	12,460	49,592
CUSTODIANS		•			STATE	STATE	Total
			STEP		SALARY	<b>HEALTH INS</b>	S & H
2.0					56,004	24,914	80,918
					56,004	24,914	80,918
CAFETERIA					STATE	STATE	Total
			STEP		SALARY	<b>HEALTH INS</b>	S & H
	0.73				29,468	12,419	41,886
	2.11				29,711	26,284	55,995
					59,179	38,703	97,882
			ļ				
						+	
						+	
	ļ	L	L		L	<u> </u>	

TOTAL SALARY			1,221,205	
TOTAL HEALTH INS			377,466	
OEC	0.3226		393,961	
TOTAL SALARY & OEC			1,992,632	
Division IIAOC	2,9	25	9,775	
Division IIEnergy	2,3	87	45,425	
Division IIIEqualization	14,9	92	285,306	
<b>Division IIIVisiting Teach</b>	<b>er</b> 0.0	)8	1,199	
<b>Division IIIPsychologists</b>	0.3	3	1,996	
AE Division III	1.3	6	20,390	
AE Division II	1.3	6	3,978	
AE Allotment				
<b>Educational Sustainment F</b>	und		61,470	
Technology Block Grant			8,227	
Prof & Curr Dev			2,536	
MCI			60,233	
Opportunity Grant			40,294	
Standards & Assessments			200	
Transportation	27	2	279,015	
Driver Ed Maintenance			5 <i>,</i> 938	
TOTAL OTHER SOURCES			825,981	
SAL & OTHER			2,818,613	

Charter School Name:	Early College High School			1									
	=====			-				#students per unit					
Naue Chamban Cabaal Eat	incode of Chaster and I	a a al Fund Calaulatian									1		
New Charter School Est	imated State and Lo	ocal Fund Calculation	5			Regular/Special K-3		16.2	2				
Disclaimer: The following estimates will	vary from actuals and do not ac	ccount for any extenuating circums	stances.			Regular Students 4-12		20	)				
State funds are automatically calculat	ed and are detailed on the "Stat	te Detail Page" tab.				Special Students 4-12 Basic		8.4	1				
Please enter the following informati									_				
						Special Students 4-12 Inten		(	6				
Specify grade configuration for the year of estin Specify the county the school will be located	nate	9-12 Kent	(Example K-8, 9-12 Choices New Castle		Current C	Special Students 4-12 Com	plex	2.0	j.				
Enter the number of students in the red cells be	In the set of district and students to a		choices new casue.	, Kent or	Sussex							-	
Enter the number of students in the red cells be Enter the number of tenth graders in the box in	cell location 112	e and the estimated funds will calculate b	elow.	-							-		
				1					-				
State Funding	Local Funding	Total Funding			UNITS	19.03							
o tato i anang	_coal ranang	rota runang		-	0.0.10								
\$2.408.426	\$579.047	\$2.987.473			Enter Estimated #	of 10th Crade	vra Horo						
\$2,408,426	\$579,047	\$2,907,473			Enter Estimated #		ers nere		110				
													1
29 Appoquinimink	#	Local Pupil Rate \$1,991,12	Amount \$0	+	31 Brandywine	#	Local Pupil Rate \$5,212.09	Amount \$0	1	10 Caesar Rodney Regular/Special K-3	#	Local Pupil Rate \$1,474,37	Amount \$0
Regular/Special K-3 Regular Students 4-12	12.00	\$1,991.12 \$1.612.81	\$19,354	+	Regular/Special K-3 Regular Students 4-12	6.00	\$5,212.09 \$4,221.79	\$25,331	1	Regular/Special K-3 Regular Students 4-12	50.00	\$1,474.37 \$1,194.24	\$59,712
Special Students 4-12 Basic	3.00	\$3,840.02	\$11,520	1	Special Students 4-12 Basic	0.00	\$10,051.89	\$0	1	Special Students 4-12 Basic	4.00	\$2,843.44	\$11,374
Special Students 4-12 Intense	0.00	\$5,376.02	\$0	1	Special Students 4-12 basic	0.00	\$14,072.65	\$0	1	Special Students 4-12 basic	1.00	\$3,980.81	\$3,981
Special Students 4-12 Complex	0.00	\$12,406.20	\$0	1	Special Students 4-12 Complex	0.00	\$32,475.33	\$0		Special Students 4-12 Complex	0.00	\$9,186.48	\$0
Totals	15.00		\$30,874			6.00		\$25,331			55.00		\$75,067
ļ ļ					-				-				I
17 Cape Henlopen	#	Local Pupil Rate	Amount	+	13 Capital	#	Local Pupil Rate	Amount	1	33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,164.40	\$0	-	Regular/Special K-3	0.00	\$1,205.77	\$0		SS Crinstina Regular/Special K-3	0.00	\$4,806.57	\$0
Regular Students 4-12	0.00	\$2,563.17	\$0	-	Regular Students 4-12	101.00	\$976.67	\$98.644		Regular Students 4-12	25.00	\$3,893.32	\$97.333
Special Students 4-12 Basic	0.00	\$6,102.78	\$0		Special Students 4-12 Basic	10.00	\$2,325.41	\$23,254		Special Students 4-12 Basic	4.00	\$9,269.82	\$37.079
Special Students 4-12 Intense	0.00	\$8,543.89	\$0		Special Students 4-12 Intense	1.00	\$3,255.58	\$3,256		Special Students 4-12 Intense	0.00	\$12,977.74	\$0
Special Students 4-12 Complex	0.00	\$19,716.66	\$0		Special Students 4-12 Complex	0.00	\$7,512.88	\$0		Special Students 4-12 Complex	0.00	\$29,948.64	\$0
Totals	0.00		\$0			112.00		\$125,153			29.00		\$134,412
				_									
34 Colonial	#	Local Pupil Rate	Amount	-	37 Delmar	#	Local Pupil Rate	Amount		36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,257.01	\$0	-	Regular/Special K-3	0.00	\$774.87	\$0		Regular/Special K-3	0.00	\$3.000.92	\$0
Regular Students 4-12	19.00	\$2,638.18	\$50,125		Regular Students 4-12	0.00	\$627.65	\$0		Regular Students 4-12	3.00	\$2,430.75	\$7,292
Special Students 4-12 Basic	0.00	\$6,281.38	\$0		Special Students 4-12 Basic	0.00	\$1,494.40	\$0		Special Students 4-12 Basic	1.00	\$5,787.49	\$5,787
Special Students 4-12 Intense	0.00	\$8,793.93	\$0		Special Students 4-12 Intense	0.00	\$2,092.16	\$0		Special Students 4-12 Intense	0.00	\$8,102.49	\$0
Special Students 4-12 Complex	0.00 19.00	\$20,293.68	\$0 \$50,125		Special Students 4-12 Complex	0.00	\$4,828.06	\$0 \$0		Special Students 4-12 Complex	0.00 4.00	\$18,698.04	\$0 \$13,080
Totals	19.00		\$50,125			0.00		\$0			4.00	-	\$13,080
			-	-							-		
15 Lake Forest	#	Local Pupil Rate	Amount	1	16 Laurel	#	Local Pupil Rate	Amount	1	18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,382.03	\$0	1	Regular/Special K-3	0.00	\$689.70	\$0		Regular/Special K-3	0.00	\$1,192.09	\$0
Regular Students 4-12	12.00	\$1,119.44	\$13,433		Regular Students 4-12	3.00	\$558.66	\$1,676		Regular Students 4-12	22.00	\$965.60	\$21,243
Special Students 4-12 Basic	0.00	\$2,665.33	\$0	1	Special Students 4-12 Basic	0.00	\$1,330.13	\$0		Special Students 4-12 Basic	0.00	\$2,299.04	\$0
Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$3,731.47 \$8,611.08	\$0 \$0		Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$1,862.19 \$4,297.35	\$0 \$0	_	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$3,218.65 \$7,427.66	\$0 \$0
Totals	12.00	\$6,011.08	\$13,433	-	Special Students 4-12 Complex	3.00	\$4,297.33	\$1,676		Special Students 4-12 Complex	22.00	\$7,427.00	\$21,243
	12,000		#10/100	1		0.00		<b></b>	1		LLIVO	1	
			t	1		1			1		1	1	1
<u>32 Red Clay</u>	#	Local Pupil Rate	Amount		23 Seaford	#	Local Pupil Rate	Amount		24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,413.19	\$0		Regular/Special K-3	0.00	\$1,061.66	\$0		Regular/Special K-3	0.00	\$1,203.93	\$0
Regular Students 4-12	9.00	\$3,574.69	\$32,172	-	Regular Students 4-12	3.00	\$859.95	\$2,580	1	Regular Students 4-12	41.00	\$975.18	\$39,982
Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$8,511.16 \$11,915.63	\$0 \$0	+	Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$2,047.49 \$2,866.48	\$0 \$0	1	Special Students 4-12 Basic Special Students 4-12 Intense	3.00 0.00	\$2,321.86 \$3,250.60	\$6,966 \$0
Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$27,497.60	\$0	+	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$6,614.96	\$0	1	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$7,501.39	\$0
Totals	9.00		\$32,172	1	special stadents in a complex	3.00		\$2,580	1	epetarotadono 112 compex	44.00	\$1,501.00	\$46,948
1			1	1				,_,			1	1	
35 Woodbridge	#	Local Pupil Rate	Amount										
Regular/Special K-3	0.00	\$1,024.19	\$0	1					1		1		1
Regular Students 4-12 Special Students 4-12 Basic	6.00	\$829.59 \$1,975.23	\$4,978 \$1,975								+		l
Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$1,975.23 \$2,765.32	\$1,975										1
Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$6,381.50	\$0	1	1				1	1	+		1
Totals	7.00		\$6.953	+	1		t		1	t i i i i i i i i i i i i i i i i i i i	1	1	1

## STATE & LOCAL REVENUE

EARLY COLLEGE HIGH SCH						
FY2023 ENROLLMENT OF 4	+60			S	TATE REVENU	IF
						· <b>L</b>
TEACHERS				STATE	STATE	Total
Units		STEP	DEG	SALARY	HEALTH INS	S & H
1.0		18	M45	53,063	8,264	61,327
1.0		18	В	38,512	12,737	51,249
1.0		3	M30	36,731	12,460	49,191
1.0		10	В	37,421	8,010	45,431
1.0		4	В	31,438	17,149	48,587
1.0		6	В	33,243	0	33,243
1.0		18	М	48,862	12,737	61,599
1.0		18	М	48,862	8,264	57,126
1.0				42,538	12,457	54,995
1.0		18	М	48,862	12,460	61,322
1.0		16	В	38,512	21,438	, 59,950
1.0		13	М	45,744	12,535	58,279
1.0		18	М	48,862	12,737	, 61,599
1.0		5	В	32,213	8,010	40,223
1.0				51,048	,	51,048
1.0		13	М	45,744	12,460	58,204
1.0		15	B30	44,737	12,737	57,474
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
0.77				32,754	9,592	42,346
25.77						
Nurse	0.19	18	В	8,607	2,408	11,014
Visiting Teacher	0.10			4,766	1,246	6,011
Driver Education Teacher	0.80			34,504	9,966	44,470
Academic Exc	1.84			71,837	37,632	109,469
Related Services-Basic	0.44			21,188	5,531	26,719
Related Services-Intense	0.07			3,470	906	4,376
Related Services-Complex	0.00			0	0	0
r				1,243,823	351,391	1,595,215

ADMINISTRATORS	ADM	TYPE			STATE	STATE	Total
	EXP	ADM	STEP	DEG	SALARY	<b>HEALTH INS</b>	S & H
Administrative Assistant	4	AA	18	D	72,658	12,460	85,118
Principal	4	P15	18	D	72,658	17,149	89,807
Asst Principal	0.65	AP			40,518	8,097	48,615
11 Month Supvr	0.17				10,907	2,118	13,024
Transportation Supvr	0.05				3,208	623	3,831
					199,949	40,447	240,395
SECRETARIES					STATE	STATE	Total
			STEP		SALARY	<b>HEALTH INS</b>	S & H
1.0			27	N	37,132	12,460	49,592
1.0			1		23,667	12,457	36,124
1.0					23,667		23,667
					84,466	24,917	109,383
CUSTODIANS					STATE	STATE	Total
			STEP		SALARY	<b>HEALTH INS</b>	S & H
2.0					56,004	24,914	80,918
					56,004	24,914	80,918
CAFETERIA					STATE	STATE	Total
			STEP		SALARY	<b>HEALTH INS</b>	S & H
	0.73		1		28,531	12,419	40,949
	2.85		1		40,131	35,502	75,633
					68,661	47,921	116,582
			ļ				

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			1
TOTAL SALARY		1,652,904	
TOTAL HEALTH INS		489,572	
OEC	0.3226	533,227	
TOTAL SALARY & OEC		2,675,702	
Division IIAOC	2,925	13,294	
Division IIEnergy	2,387	61,513	
Division IIIEqualization	14,521	374,194	
<b>Division IIIVisiting Teache</b>	r 0.10	1,452	
Division IIIPsychologists	0.44	2,603	
AE Division III	1.84	26,718	
AE Division II	1.84	5,382	
Educational Sustainment Fu	Ind	61,470	
Technology Block Grant		8,227	
Prof & Curr Dev		3,121	
MCI		60,233	
Opportunity Grant		40,294	
Standards & Assessments		200	
Transportation	368	377,491	
Driver Ed Maintenance		5,938	
TOTAL OTHER SOURCES		1,042,129	
SAL & OTHER		3,717,831	

Charter School Name:	Early College High School			1									
	, , , , , , , , , , , , , , , , , , , ,							#students per unit					
New Charter School Est	imated State and Lo	ocal Fund Calculations	s			Regular/Special K-3		16.2	,				
			-	1		Regulari opediarite o		10.2	-				
Disclaimer: The following estimates will			stances.			Regular Students 4-12		20	0				
State funds are automatically calculat	ted and are detailed on the "Stat	e Detail Page" tab.				Special Students 4-12 Basic		8.4	1				
Please enter the following informati						Special Students 4-12 Inten							
Specify grade configuration for the year of estin		7-12	(Example K-8, 9-12)	\ \		Special Students 4-12 Inten Special Students 4-12 Com		2.6					
Specify the county the school will be located	in a co	Kent	Choices New Castle,		Sussex	Special Students 4-12 Com	DIEX	2.0	, ,				
Enter the number of students in the red cells be	low by school district and student type	e and the estimated funds will calculate b	elow.										
Enter the number of tenth graders in the box in	cell location J12												
State Funding	Local Funding	Total Funding			UNITS	25.77							
\$3,240,366	\$784,904	\$4,025,269			Enter Estimated #	of 10th Grade	ers Here		106				
29 Appoguinimink	#	Local Pupil Rate	Amount	1	31 Brandywine	#	Local Pupil Rate	Amount	1	10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,991.12	\$0	1	Regular/Special K-3	0.00	\$5,212.09	\$0		Regular/Special K-3	0.00	\$1,474.37	\$0
Regular Students 4-12 Special Students 4-12 Basic	17.00	\$1,612.81 \$3,840.02	\$27,418 \$15,360		Regular Students 4-12 Special Students 4-12 Basic	8.00	\$4,221.79 \$10.051.89	\$33,774 \$0	1	Regular Students 4-12 Special Students 4-12 Basic	68.00 5.00	\$1,194.24 \$2,843.44	\$81,208 \$14,217
Special Students 4-12 Basic Special Students 4-12 Intense	4.00	\$3,840.02 \$5,376.02	\$15,360		Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$10,051.89 \$14,072.65	\$0 \$0		Special Students 4-12 Basic Special Students 4-12 Intense	2.00	\$2,843.44 \$3,980.81	\$14,217 \$7,962
Special Students 4-12 Complex	0.00	\$12,406.20	\$0		Special Students 4-12 Complex	0.00	\$32,475.33	\$0		Special Students 4-12 Complex	0.00	\$9,186.48	\$0
Totals	21.00		\$42,778			8.00		\$33,774			75.00		\$103,387
			-						-				
17 Cape Henlopen	#	Local Pupil Rate	Amount		13 Capital	#	Local Pupil Rate	Amount		33 Christina	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,164.40	\$0		Regular/Special K-3	0.00	\$1,205.77	\$0		Regular/Special K-3	0.00	\$4,806.57	\$0
Regular Students 4-12	0.00	\$2,563.17	\$0		Regular Students 4-12	135.00	\$976.67	\$131,850		Regular Students 4-12	34.00	\$3,893.32	\$132,373
Special Students 4-12 Basic	0.00	\$6,102.78 \$8,543.89	\$0		Special Students 4-12 Basic	13.00	\$2,325.41	\$30,230		Special Students 4-12 Basic	5.00	\$9,269.82	\$46,349
Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$8,543.89 \$19,716.66	\$0 \$0		Special Students 4-12 Intense Special Students 4-12 Complex	1.00	\$3,255.58 \$7,512.88	\$3,256 \$0	-	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$12,977.74 \$29,948.64	\$0 \$0
Totals	0.00		\$0		opedar otadento 1 12 complex	149.00		\$165,336		opedar otadento i i re complex	39.00	+==,= .=.= .	\$178,722
34 Colonial	#	Local Pupil Rate	Amount		37 Delmar	#	Local Pupil Rate	Amount		36 Indian River	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,257.01	\$0	1	Regular/Special K-3	0.00	\$774.87	\$0		So Indian River Regular/Special K-3	0.00	\$3,000.92	\$0
Regular Students 4-12	25.00	\$2,638.18	\$65,955		Regular Students 4-12	0.00	\$627.65	\$0		Regular Students 4-12	4.00	\$2,430.75	\$9,723
Special Students 4-12 Basic	0.00	\$6,281.38	\$0		Special Students 4-12 Basic	0.00	\$1,494.40	\$0		Special Students 4-12 Basic	2.00	\$5,787.49	\$11,575
Special Students 4-12 Intense	0.00	\$8,793.93	\$0		Special Students 4-12 Intense	0.00	\$2,092.16	\$0		Special Students 4-12 Intense	0.00	\$8,102.49	\$0
Special Students 4-12 Complex	0.00 25.00	\$20,293.68	\$0 \$65,955		Special Students 4-12 Complex	0.00	\$4,828.06	\$0 \$0		Special Students 4-12 Complex	0.00 6.00	\$18,698.04	\$0
Totais	25.00		\$05,955	1		0.00		30			6.00		\$21,298
15 Lake Forest	#	Local Pupil Rate	Amount		16 Laurel	#	Local Pupil Rate	Amount		18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3 Regular Students 4-12	0.00	\$1,382.03 \$1.119.44	\$0 \$19,030		Regular/Special K-3 Regular Students 4-12	0.00 4.00	\$689.70 \$558.66	\$0 \$2,235		Regular/Special K-3 Regular Students 4-12	0.00 30.00	\$1,192.09 \$965.60	\$0 \$28,968
Special Students 4-12 Basic	0.00	\$2,665,33	\$19,030	-	Special Students 4-12 Basic	0.00	\$1.330.13	\$0		Special Students 4-12 Basic	0.00	\$2.299.04	\$0
Special Students 4-12 Intense	0.00	\$3,731.47	\$0		Special Students 4-12 Intense	0.00	\$1,862.19	\$0		Special Students 4-12 Intense	0.00	\$3,218.65	\$0
Special Students 4-12 Complex	0.00	\$8,611.08	\$0		Special Students 4-12 Complex	0.00	\$4,297.35	\$0		Special Students 4-12 Complex	0.00	\$7,427.66	\$0
Totals	17.00		\$19,030			4.00		\$2,235			30.00		\$28,968
32 Red Clay	#	Local Pupil Rate	Amount	1	23 Seaford	#	Local Pupil Rate	Amount	1	24 Smyrna	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,413.19	\$0	1	Regular/Special K-3	0.00	\$1,061.66	\$0		Regular/Special K-3	0.00	\$1,203.93	\$0
Regular Students 4-12	13.00	\$3,574.69	\$46,471		Regular Students 4-12	4.00	\$859.95	\$3,440		Regular Students 4-12	55.00	\$975.18	\$53,635
Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$8,511.16 \$11,915.63	\$0 \$0		Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$2,047.49 \$2,866.48	\$0 \$0		Special Students 4-12 Basic Special Students 4-12 Intense	4.00	\$2,321.86 \$3,250.60	\$9,287 \$0
Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$27,497.60	\$0	+	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$6,614.96	\$0	1	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$7,501.39	\$0
Totals	13.00		\$46,471	1	appendiate and the compax	4.00		\$3,440	1		59.00		\$62,922
35 Woodbridge	#	Local Pupil Rate	Amount						<u> </u>				
Accurate Accuration Accurate A	0.00	\$1,024.19	\$0	1	1			1	1	1	1	1	1
Regular Students 4-12	8.00	\$829.59	\$6,637	1				1	1		1	1	1
Special Students 4-12 Basic	2.00	\$1,975.23	\$3,950										
Special Students 4-12 Intense	0.00	\$2,765.32	\$0										
Special Students 4-12 Complex Totals	0.00 10.00	\$6,381.50	\$0 \$10,587	<u> </u>		-		<u> </u>	-				
	10.00		\$10,557	1	1	1	1	1	1	1	1	1	1

## STATE & LOCAL REVENUE

EARLY COLLEGE HIGH SCH	OOL					
FY2024 ENROLLMENT OF !	500					
				S	TATE REVENU	E
TEACHERS				STATE	STATE	Total
Units		STEP	DEG	SALARY	<b>HEALTH INS</b>	S & H
1.0		18	M45	53,063	8,264	61,327
1.0		18	В	38,512	12,737	51,249
1.0		4	M30	37,734	12,460	50,194
1.0		11	В	38,512	8,010	46,522
1.0		5	В	32,213	17,149	49,362
1.0		7	В	34,301	0	34,301
1.0		18	М	48,862	12,737	61,599
1.0		18	М	48,862	8,264	57,126
1.0		18	М	48,862	12,460	61,322
1.0		17	В	38,512	21,438	59 <i>,</i> 950
1.0		14	М	46,773	12,535	59 <i>,</i> 308
1.0		18	М	48,862	12,737	61,599
1.0		6	В	33,243	8,010	41,253
1.0				51,048		51,048
1.0		14	М	46,773	12,460	59,233
1.0		16	B30	44,737	12,737	57,474
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
0.97				41,262	12,083	53,345
27.97						
Nurse	0.21	18	В	9,318	2,613	11,932
Visiting Teacher	0.11			5,242	1,370	6,613
Driver Education Teacher	0.80			34,504	9,966	44,470
Academic Exc	2.00			78,084	40,124	118,208
Related Services-Basic	0.48			23,046	6,017	29,063
Related Services-Intense	0.07			3,470	906	4,376
Related Services-Complex	0.00			0	0	0
•				1,353,717	382,103	1,735,820

ADMINISTRATORS	ADM	TYPE			STATE	STATE	Total
	EXP	ADM	STEP	DEG	SALARY	HEALTH INS	S & H
Administrative Assistant	4	AA	18	D	72,658	12,460	85,118
Principal	4	P15	18	D	72,658	17,149	89,807
Asst Principal	0.65	AP	10	М	40,518	12,457	52,975
11 Month Supvr	0.19				12,190	2,367	14,556
Transportation Supvr	0.06				3,849	747	4,597
· · ·					201,873	45,180	247,054
SECRETARIES					STATE	STATE	Total
			STEP		SALARY	<b>HEALTH INS</b>	S & H
1.0			27	N	37,132	12,460	49,592
1.0					23,667	,	23,667
-					60,799	12,460	73,259
					,	,	,
CUSTODIANS		l			STATE	STATE	Total
			STEP		SALARY	HEALTH INS	S&H
2.0			•••		56,004	24,914	80,918
2.0					56,004	24,914	80,918
					50,001	21,511	00,510
CAFETERIA					STATE	STATE	Total
			STEP		SALARY	HEALTH INS	S & H
	0.73		1		28,531	12,419	40,949
	3.10		1		43,651	38,617	82,268
					72,182	51,035	123,217

TOTAL SALARY		1,744,575
TOTAL HEALTH INS		515,675
OEC	0.3226	562,800
TOTAL SALARY & OEC		2,823,049
Division IIAOC	2,925	14,331
Division IIEnergy	2,387	66,764
<b>Division IIIEqualization</b>	14,521	406,139
<b>Division IIIVisiting Teach</b>	<b>er</b> 0.11	1,597
Division IIIPsychologists	0.48	2,829
AE Division III	2.00	29,041
AE Division II	2.00	5,850
AE Allotment		
Educational Sustainment I	Fund	61,470
Technology Block Grant		8,227
Prof & Curr Dev		3,121
MCI		60,233
Opportunity Grant		57,750
Standards & Assessments		200
Transportation	400	410,316
Driver Ed Maintenance		5,938
TOTAL OTHER SOURCES		1,133,806
SAL & OTHER		3,956,856

Inger Agent A         0.00         11.01         0.00         Interval         0.00         12.01         0.00														
New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculations         New Charter School Estimated State and Local Fund Calculation Estimated State and Local Fund Calculatio	Charter School Name:	Early College High School			1									
					-				#students per unit					
	Naue Chamban Cabaal Eat	incated Ctate and I	a a al Frund Calavilatian	-										1
State funding         State fu	New Charter School Est	limated State and L	ocal Fund Calculation	S			Regular/Special K-3		16.	2				
State funding         State fu														
Resp         res         resp         resp				stances.					-	-				
State production for the new definition of 10 company         14         Search and the state of the production of 10 company         14         Image: production of 10 company <th< td=""><td>State funds are automatically calculat</td><td>ted and are detailed on the "Stat</td><td>te Detail Page" tab.</td><td></td><td></td><td></td><td>Special Students 4-12 Basi</td><td>ic</td><td>8.</td><td>4</td><td></td><td></td><td></td><td></td></th<>	State funds are automatically calculat	ted and are detailed on the "Stat	te Detail Page" tab.				Special Students 4-12 Basi	ic	8.	4				
State production for the new definition of 10 company         14         Search and the state of the production of 10 company         14         Image: production of 10 company <th< td=""><td>Please onter the following informati</td><td>ion:</td><td></td><td></td><td></td><td></td><td>Caracial Chudrante 4, 12 Inte</td><td></td><td></td><td>-</td><td></td><td></td><td></td><td></td></th<>	Please onter the following informati	ion:					Caracial Chudrante 4, 12 Inte			-				
Description functional field and			7.10	(Europeanle K. O. O. 1.2					2	2		-		
State Funding         Local Funding         Total Funding         Total Funding         UNITS         27.97         Image: State Stat		mate				Sugger	Special Students 4-12 Con	npiex	۷.	2				
State funding         Local Funding         Total Fu		alow he calcul district and student to		Choices New Castle	, Kent of	Sussex								
State Funding         Local Funding         Total Funding         UNITS         27.97         Local Funding         Local Funding <thlocal funding<="" th=""> <thlocal funding<="" th=""></thlocal></thlocal>		cell location 112	e and the estimated funds will calculate t	Selow.	-					-		-		
S3,471,246         S857,666         54,328,912         Enter Estimated # of 10th Graders Here         100         Inter Section         100           State of 10th State         State of 10th Sta					-					-				
S3,471,246         S857,666         54,328,912         Enter Estimated # of 10th Graders Here         100         Inter Section         100           State of 10th State         State of 10th Sta	State Funding	Local Funding	Total Funding			UNITS	27.97							
Jocoscience         r         Local regit role         Amount         r         Local regit role         Non-         Local regit role         Local regit role <thlocal r<="" td=""><td>o tato i anang</td><td>_courranang</td><td>rotai runang</td><td></td><td>_</td><td>0.010</td><td>=</td><td></td><td></td><td>-</td><td></td><td></td><td></td><td></td></thlocal>	o tato i anang	_courranang	rotai runang		_	0.010	=			-				
Jocoscience         r         Local regit role         Amount         r         Local regit role         Non-         Local regit role         Local regit role <thlocal r<="" td=""><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></thlocal>														
Jocoscience         r         Local regit role         Amount         r         Local regit role         Non-         Local regit role         Local regit role <thlocal r<="" td=""><td>¢2 471 246</td><td><b>\$957 666</b></td><td>\$4 220 012</td><td></td><td></td><td>Entor Ectimated #</td><td>of 10th Crad</td><td>ore Hore</td><td></td><td></td><td></td><td></td><td></td><td></td></thlocal>	¢2 471 246	<b>\$957 666</b>	\$4 220 012			Entor Ectimated #	of 10th Crad	ore Hore						
Depart Sector         Op/En         Depart Sector         Op/En         Depart Sector         Op/En         Depart Sector         Op/En         Depart Sector         Op/En         Depart Sector         Op/En         Depart Sector         Op/En         Depart Sector         Op/En         Depart Sector         Op/En         Depart Sector         Op/En         Depart Sector	\$3,471,246	\$857,666	\$4,320,912			Enter Estimated #	or roth Grade	ers nere		100				
Depart Sector         Op/En         Depart Sector         Op/En         Depart Sector         Op/En         Depart Sector         Op/En         Depart Sector         Op/En         Depart Sector         Op/En         Depart Sector         Op/En         Depart Sector         Op/En         Depart Sector         Op/En         Depart Sector         Op/En         Depart Sector														
Under Schwart -1/2         11.00         11.112         11.00         11.112         11.00         10.112         10.00         10.0000         10.000         10.0000         <										ļ				Amount \$0
Special basic 1/1 Same         4.00         13.4400         11.2500         10.001 (1.2 month)         10.00         11.25 (1.2 month)         10.00         10.25 (1.2 month)         10.00         10.00 (1.2 month)         10.00         10.00 (1.2 month)         10.001 (1.2 month)         10.001 (1.2 month)         10.001 (1.2 month)         10.001 (1.2 month)         10.001 (1.2 month)					+					+				\$0
Gale Monter 1/1 Name         0.00         10.7712         0         Stand Subser 1/2 Compte         0.00         11.0726         10         10.00         10.106					+					+				\$17,061
Special Science 1-12 Complex         0.00         1912/48-20         100         Special Science 1-12 Complex         0.00         1814-12 Complex         100         1820-12 Complex         100         1814-12 Complex         100         1814-12 Complex         100         1814-12 Complex         100         1814-12 Complex         100         1100-12 Complex         1000-12 Comple	Special Students 4-12 Intense				1					1				\$7,962
Addition         Addition	Special Students 4-12 Complex		\$12,406.20			Special Students 4-12 Complex		\$32,475.33	\$0	1	Special Students 4-12 Complex	0.00	\$9,186.48	\$0
Inspar/Sec.         6.00         33:04:0         40         Bage/Sec.         6.00         31:22.77         40         Bage/Sec.         0.00         41:00:17         11           Bage/Sec.         0.00         10:31.77         10         Bage/Sec.         11         110:22.77         60         10:31.77         10         10:32.57         1	Totals	22.00		\$44,391			9.00		\$37,996			81.00		\$112,202
Inspar/Sec.         6.00         33:04:0         40         Bage/Sec.         6.00         31:22.77         40         Bage/Sec.         0.00         41:00:17         11           Bage/Sec.         0.00         10:31.77         10         Bage/Sec.         11         110:22.77         60         10:31.77         10         10:32.57         1														
Inspar/Sec.         6.00         33:04:0         40         Bage/Sec.         6.00         31:22.77         40         Bage/Sec.         0.00         41:00:17         11           Bage/Sec.         0.00         10:31.77         10         Bage/Sec.         11         110:22.77         60         10:31.77         10         10:32.57         1														
Biger Schemen 4-12         Open 2										_				Amount \$0
Special Southers 4.12 Base         0.00         83.13.19         90         Special Southers 4.2 Base         14.00         82.53.64         Special Southers 4.12 Bane         0.00         83.73.74         1           Special Southers 4.12 Bane         0.00         13.73.77.8         1         0.00         12.72.78         10         Special Southers 4.12 Complex         0.00         17.72.78         10         Special Southers 4.12 Complex         10.72.77.77         10         10         Special Sout					_					-				\$144,053
Special Statement -12 Istance         0,00         15,454.99         100         53,256.90         152,256.90         Special Statement -12 Istance         0,00         173,77.40														\$55.619
Special Soutients 4-12 Complex         6.00         97.97.98         80         Special Soutients 4-12 Complex         6.00         97.97.98         80         Special Soutients 4-12 Complex         6.00         97.97.98         80.00         97.97.98         80.00         97.97.98         97.00         97.00.00         97.97.98         97.00.00	Special Students 4-12 Intense													\$0
Accord and the second of the second	Special Students 4-12 Complex		\$19,716.66	\$0		Special Students 4-12 Complex	0.00	\$7,512.88	\$0		Special Students 4-12 Complex		\$29,948.64	\$0
Biguin South 3.1         Boo         Beguin South 3.1         Boo         Beguin South 3.1         Boo         Beguin South 3.1         Boo         Beguin South 3.1         Boo         Boo         South 3.1         Boo         Boo         South 3.1         Boo	Totals	0.00		\$0			161.00		\$178,405			43.00		\$199,672
Biguin South 3.1         Boo         Beguin South 3.1         Boo         Beguin South 3.1         Boo         Beguin South 3.1         Boo         Beguin South 3.1         Boo         Boo         South 3.1         Boo         Boo         South 3.1         Boo														
Biguin South 3.1         Boo         Beguin South 3.1         Boo         Beguin South 3.1         Boo         Beguin South 3.1         Boo         Beguin South 3.1         Boo         Boo         South 3.1         Boo         Boo         South 3.1         Boo	24 Calenial	ш	I anal Dumil Data	American		97 Delmer	4	Local Dunil Date	A	_	2C Indian Diver		Local Duril Date	A
Begular Sudents 4-12         28.00         52.85 18         97.00         58.27 80         100         88.27 80         100         88.27 80         100         88.27 80         100         88.27 80         100         88.27 80         100         88.27 80         100         88.27 80         100         88.27 80         110         59.001         Statutes 4-12 Base         0.00         88.27 80         100         100         100         100         100         100         100         100         100         100         100         100         100         100         100         100         100         100         100					_					-				Amount \$0
Special Students 4-12 Ease:         0.00         \$1,444.40         \$10         Special Students 4-12 Ease:         2.00         \$8,797.40         \$11           Special Students 4-12 Earce:         0.00         \$2,023.10         6,00         \$2,023.10         \$10         Special Students 4-12 Ease:         0.00         \$2,027.10         \$10         Special Students 4-12 Ease:         0.00         \$1,022.00         \$10.00         \$10.00         \$2,023.10         \$10         Special Students 4-12 Ease:         0.00         \$10.00														\$12,154
Special Students 4-12 Interies         0.00         52001         State Students 4-12 Interies         0.00         52000         5000         51000         52000         51000         55000		0.00	\$6,281.38					\$1,494.40					\$5,787.49	\$11,575
Total         28.00         Participant         473,869         Participant         0.00         Participant         90         Participant         7.00         Participant         90         Participant         Partiteant         Participant         Pariteant <td>Special Students 4-12 Intense</td> <td>0.00</td> <td>\$8,793.93</td> <td></td> <td></td> <td>Special Students 4-12 Intense</td> <td>0.00</td> <td></td> <td></td> <td></td> <td></td> <td>0.00</td> <td></td> <td>\$0</td>	Special Students 4-12 Intense	0.00	\$8,793.93			Special Students 4-12 Intense	0.00					0.00		\$0
Instruction         Instruction	Special Students 4-12 Complex		\$20,293.68			Special Students 4-12 Complex		\$4,828.06			Special Students 4-12 Complex		\$18,698.04	\$0
Regular/Special K-3         0.00         \$132203         \$0         Regular/Special K-3         0.00         \$88970         \$0         Regular/Special K-3         0.00         \$1,112209         \$1           Special Students 4-12         18,00         \$1,119.44         \$20,150         Regular/Special K-3         0.00         \$1,320.13         \$0         Special Students 4-12 Basic         0.00         \$2,290.44         \$33,33         \$0         Special Students 4-12 Basic         0.00         \$3,230.13         \$0         Special Students 4-12 Basic         0.00         \$3,290.44         \$2,290.44         \$32,290.44         \$33,33         \$0         Special Students 4-12 Entrase         0.00         \$1,320.13         \$0         Special Students 4-12 Entrase         0.00         \$3,297.44         \$0         \$32,290.44         \$33,333.47         \$0         Special Students 4-12 Complex         0.00         \$3,4297.38         \$0         Special Students 4-12 Complex         0.00         \$3,427.94         \$0         \$0.00         \$3,427.93         \$0         \$2,603         \$0.00         \$3,427.95         \$0         \$0         \$0         \$0,00         \$3,427.95         \$0         \$0         \$0         \$0,00         \$3,427.95         \$0         \$0         \$0         \$0,00         \$1,427.95         \$0	Totals	28.00		\$73,869			0.00		\$0			7.00		\$23,729
Regular/Special K-3         0.00         \$132203         \$0         Regular/Special K-3         0.00         \$88970         \$0         Regular/Special K-3         0.00         \$1,112209         \$1           Special Students 4-12         18,00         \$1,119.44         \$20,150         Regular/Special K-3         0.00         \$1,320.13         \$0         Special Students 4-12 Basic         0.00         \$2,290.44         \$33,33         \$0         Special Students 4-12 Basic         0.00         \$3,230.13         \$0         Special Students 4-12 Basic         0.00         \$3,290.44         \$2,290.44         \$32,290.44         \$33,33         \$0         Special Students 4-12 Entrase         0.00         \$1,320.13         \$0         Special Students 4-12 Entrase         0.00         \$3,297.44         \$0         \$32,290.44         \$33,333.47         \$0         Special Students 4-12 Complex         0.00         \$3,4297.38         \$0         Special Students 4-12 Complex         0.00         \$3,427.94         \$0         \$0.00         \$3,427.93         \$0         \$2,603         \$0.00         \$3,427.95         \$0         \$0         \$0         \$0,00         \$3,427.95         \$0         \$0         \$0         \$0,00         \$3,427.95         \$0         \$0         \$0         \$0,00         \$1,427.95         \$0														
Regular/Special K-3         0.00         \$132203         \$0         Regular/Special K-3         0.00         \$88970         \$0         Regular/Special K-3         0.00         \$1,112209         \$1           Special Students 4-12         18,00         \$1,119.44         \$20,150         Regular/Special K-3         0.00         \$1,320.13         \$0         Special Students 4-12 Basic         0.00         \$2,290.44         \$33,33         \$0         Special Students 4-12 Basic         0.00         \$3,230.13         \$0         Special Students 4-12 Basic         0.00         \$3,290.44         \$2,290.44         \$32,290.44         \$33,33         \$0         Special Students 4-12 Entrase         0.00         \$1,320.13         \$0         Special Students 4-12 Entrase         0.00         \$3,297.44         \$0         \$32,290.44         \$33,333.47         \$0         Special Students 4-12 Complex         0.00         \$3,4297.38         \$0         Special Students 4-12 Complex         0.00         \$3,427.94         \$0         \$0.00         \$3,427.93         \$0         \$2,603         \$0.00         \$3,427.95         \$0         \$0         \$0         \$0,00         \$3,427.95         \$0         \$0         \$0         \$0,00         \$3,427.95         \$0         \$0         \$0         \$0,00         \$1,427.95         \$0	15   ske Ecrest	*	Local Punil Pate	Amount	-	16 Jaurel		Local Pupil Pato	Amount		18 Milford		Local Pupil Poto	Amount
Regular Students 4-12         18.00         \$1.119.4         \$20,150         Regular Students 4-12         \$00         \$506.8         \$2.793         Regular Students 4-12         \$200         \$86.86         \$43.83           Special Students 4-12 Basic         0.00         \$3.731.77         \$0         Special Students 4-12 Basic         0.00         \$1.380.13         \$0         Special Students 4-12 Basic         0.00         \$3.781.76         \$0         Special Students 4-12 Basic         0.00         \$3.82.90         \$0.782.86.96         \$3.781.76         \$0         Special Students 4-12 Basic         0.00         \$3.781.76         \$0         Special Students 4-12 Complex         0.00         \$3.427.85         \$0         Special Students 4-12 Complex         \$0.00         \$3.20         \$0.00         \$3.20         \$0.00         \$3.20         \$0.00         \$3.20         \$0					-					-				\$0
Special Students 4-12 Basic         0.00         \$2,003,33         \$0         Special Students 4-12 Basic         0.00         \$1,30,13         \$0         Special Students 4-12 Basic         0.00         \$3,228,04         51           Special Students 4-12 Interse         0.00         \$3,731,47         \$0         Special Students 4-12 Interse         0.00         \$1,86,19         \$0         Special Students 4-12 Interse         0.00         \$3,228,04         \$1         \$2,000         \$3,228,04         \$1         \$2,000         \$3,228,04         \$1         \$2,000         \$3,228,04         \$1         \$2,000         \$3,228,04         \$1         \$2,000         \$3,228,04         \$1         \$2,000         \$3,228,04         \$1         \$2,000         \$3,228,04         \$3,200,04         \$3,200,04         \$3,200,04         \$3,200,04         \$3	Regular Students 4-12		\$1,119.44											\$30,899
Special Students 4-12 Complex         0.00         \$4,297.35         \$0         Special Students 4-12 Complex         0.00         \$7,427.66         \$1           Totals         18.00         \$2,0150         \$0.00         \$4,297.35         \$0         Special Students 4-12 Complex         0.00         \$7,427.66         \$1           Totals         18.00         \$2,0150         \$0         \$2,093         \$2,793         \$1         \$2,00         \$1         \$2,00         \$1         \$2,00         \$1         \$2,00         \$1         \$2,00         \$1         \$2,00         \$1         \$2,00         \$1         \$2,00         \$1         \$2,00         \$1         \$2,00         \$1         \$2,00         \$1         \$2,00         \$1         \$2,00         \$1         \$2,00         \$1         \$2,00         <	Special Students 4-12 Basic	0.00	\$2,665.33			Special Students 4-12 Basic	0.00		\$0		Special Students 4-12 Basic	0.00		\$0
Totals         18.00         \$20,150         5.00         \$2,793         1         1         32.00         \$32           Barbon         Barbon         \$20,150         1         5.00         \$2,793         1	Special Students 4-12 Intense													\$0
Amount         Amount         Amount         Amount         Amount         Cale Pupil Rate			\$8,611.08			Special Students 4-12 Complex		\$4,297.35			Special Students 4-12 Complex		\$7,427.66	\$0
Begular/Special K-3         0.00         \$4.413.19         \$0         Regular/Special K-3         0.00         \$1.061.66         \$0         Regular/Special K-3         0.00         \$1.061.66         \$0         Regular/Special K-3         0.00         \$1.203.91 <th< td=""><td>IOTAIS</td><td>18.00</td><td></td><td>\$20,150</td><td></td><td></td><td>5.00</td><td></td><td>\$2,793</td><td></td><td></td><td>32.00</td><td> </td><td>\$30,899</td></th<>	IOTAIS	18.00		\$20,150			5.00		\$2,793			32.00		\$30,899
Begular/Special K-3         0.00         \$4.413.19         \$0         Regular/Special K-3         0.00         \$1.061.66         \$0         Regular/Special K-3         0.00         \$1.061.66         \$0         Regular/Special K-3         0.00         \$1.203.91 <th< td=""><td></td><td></td><td></td><td></td><td>-</td><td></td><td></td><td>+</td><td></td><td>-</td><td></td><td></td><td></td><td><u> </u></td></th<>					-			+		-				<u> </u>
Begular/Special K-3         0.00         \$4.413.19         \$0         Regular/Special K-3         0.00         \$1.061.66         \$0         Regular/Special K-3         0.00         \$1.061.66         \$0         Regular/Special K-3         0.00         \$1.203.91 <th< td=""><td>32 Red Clav</td><td>#</td><td>Local Pupil Rate</td><td>Amount</td><td>+</td><td>23 Seaford</td><td>#</td><td>Local Punil Rate</td><td>Amount</td><td>1</td><td>24 Smyrna</td><td>#</td><td>Local Pupil Rate</td><td>Amount</td></th<>	32 Red Clav	#	Local Pupil Rate	Amount	+	23 Seaford	#	Local Punil Rate	Amount	1	24 Smyrna	#	Local Pupil Rate	Amount
Stadents 4-12         14.00         93.574.69         \$50,046         Regular Students 4-12         5.00         98.99         \$4,300         Regular Students 4-12         6.0.00         \$975.18         \$55           Special Students 4-12 Basic         0.00         \$2.047.49         \$0         Special Students 4-12 Basic         0.00         \$2.067.49	Regular/Special K-3				1					1				\$0
Special Students 4-12 Intense         0.00         \$1.415.63         \$0         Special Students 4-12 Intense         0.00         \$2.866.48         \$0         Special Students 4-12 Intense         0.00         \$3.850.61	Regular Students 4-12		\$3,574.69		1		5.00			1		60.00		\$58,511
Special Students 4-12 Complex         0.00         \$6,614.96         \$0         Special Students 4-12 Complex         0.00         \$6,614.96         \$0         Special Students 4-12 Complex         0.00         \$7,501.39	Special Students 4-12 Basic											4.00		\$9,287
Totals         14.00         \$50,046         5.00         \$4,300         64.00         \$67           35.Woodbridge         #         Local Pupil Rate         Amount         64.00         \$67	Special Students 4-12 Intense											0.00		\$0
31 Woodhridge         #         Local Pupil Rate         Amount			\$27,497.60			Special Students 4-12 Complex	0.00	\$6,614.96			Special Students 4-12 Complex	0.00	\$7,501.39	\$0
Begular Syncial K-3         0.00         \$10.24.19         \$0         Image: Constraint of the synchronization of the synchr	I OCAIS	14.00		\$50,046		+	5.00		\$4,300			64.00		\$67,798
Begular Syncial K-3         0.00         \$10.24.19         \$0         Image: Constraint of the synchronization of the synchr				1				1						
Begular Syncial K-3         0.00         \$10.24.19         \$0         Image: Constraint of the synchronization of the synchr	35 Woodbridge	#	Local Pupil Rate	Amount		1		1			1	1	1	1
Regular Students 4-12         9.00         \$829.59         \$7,466	Regular/Special K-3				1	1		1		1			1	1
Special Students 4-12 Basic         2.00         \$1975.23         \$3,950 <th< th=""> <th< td=""><td>Regular Students 4-12</td><td></td><td>\$829.59</td><td>\$7,466</td><td>1</td><td></td><td>1</td><td>1</td><td></td><td>1</td><td></td><td>1</td><td>1</td><td>1</td></th<></th<>	Regular Students 4-12		\$829.59	\$7,466	1		1	1		1		1	1	1
Special Students 4-12 Complex 0.00 \$6,381.50 <b>\$0</b> 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0	Special Students 4-12 Basic			\$3,950										
	Special Students 4-12 Intense													
1001 11.00 \$11,417			\$6,381.50		_	1							l	
	IOTAIS	11.00		\$11,417	1	1	1			1				

## STATE REVENUE

## FUNDING SUMMARY

EARLY COLLEGE HIGH SCH	OOL									
FY2025 ENROLLMENT OF	500									
					STATE REVENUE					
TEACHERS					STATE	STATE	Total			
Units			STEP	DEG	SALARY	<b>HEALTH INS</b>	S & H			
1.0			18	M45	53,063	8,264	61,327			
1.0			18	В	38,512	12,737	51,249			
1.0			5	M30	38,162	12,460	50,622			
1.0			12	В	38,512	8,010	46,522			
1.0			6	В	33,243	17,149	50,392			
1.0			8	В	35,332	0	35,332			
1.0			18	М	48,862	12,737	61,599			
1.0			18	М	48,862	8,264	57,126			
1.0			18	М	48,862	12,460	61,322			
1.0			18	В	38,512	21,438	59,950			
1.0			15	М	47,806	12,535	60,341			
1.0			18	М	48,862	12,737	61,599			
1.0			7	В	34,301	8,010	42,311			
1.0					51,048		51,048			
1.0			15	М	47,806	12,460	60,266			
1.0			17	B30	44,737	12,737	57,474			
1.0					42,538	12,457	54,995			
1.0					42,538	12,457	54,995			
1.0					42,538	12,457	54,995			
1.0					42,538	12,457	54,995			
1.0					42,538	12,457	54,995			
1.0					42,538	12,457	54,995			
1.0					42,538	12,457	54,995			
1.0					42,538	12,457	54,995			
1.0					42,538	12,457	54,995			
1.0					42,538	12,457	54,995			
1.0					42,538	12,457	54,995			
0.97					41,262	12,083	53,345			
27.97										
Nurse	0.21		18	В	9,318	2,613	11,932			
Visiting Teacher	0.11				5,242	1,370	6,613			
Driver Education Teacher	0.80				34,504	9,966	44,470			
Academic Exc	2.00				78,084	40,124	118,208			
Related Services-Basic	0.48				23,046	6,017	29,063			
Related Services-Intense	0.07				3,470	906	4,376			
Related Services-Complex	0.00				0	0	0			
r -					1,359,330	382,103	1,741,433			

ADMINISTRATORS	ADM	TYPE			STATE	STATE	Total
	EXP	ADM	STEP	DEG	SALARY	HEALTH INS	S & H
Administrative Assistant	4	AA	18	D	72,658	12,460	85,118
Principal	4	P15	18	D	72,658	17,149	89,807
Asst Principal	0.65	AP	10	М	40,518	12,457	52,975
11 Month Supvr	0.19				12,190	2,367	14,556
Transportation Supvr	0.06				3,849	747	4,597
· · ·					201,873	45,180	247,054
SECRETARIES					STATE	STATE	Total
			STEP		SALARY	<b>HEALTH INS</b>	S & H
1.0			27	N	37,132	12,460	49,592
1.0					23,667	,	23,667
-					60,799	12,460	73,259
					,	,	,
CUSTODIANS		l			STATE	STATE	Total
			STEP		SALARY	HEALTH INS	S&H
2.0			•••		56,004	24,914	80,918
2.0					56,004	24,914	80,918
					50,001	21,511	00,510
CAFETERIA					STATE	STATE	Total
			STEP		SALARY	HEALTH INS	S & H
	0.73		1		28,531	12,419	40,949
	3.10		1		43,651	38,617	82,268
					72,182	51,035	123,217

		1 750 199	
TOTAL SALARY		1,750,188	
TOTAL HEALTH INS		515,675	
OEC	0.3226	564,611	
TOTAL SALARY & OEC		2,830,474	
Division IIAOC	2,925	14,331	
Division IIEnergy	2,387	66,764	
<b>Division IIIEqualization</b>	14,521	406,139	
<b>Division IIIVisiting Teach</b>	<b>er</b> 0.11	1,597	
<b>Division IIIPsychologists</b>	0.48	2,829	
AE Division III	2.00	29,041	
AE Division II	2.00	5,850	
AE Allotment			
<b>Educational Sustainment I</b>	Fund	61,470	
Technology Block Grant		8,227	
Prof & Curr Dev		3,121	
MCI		60,233	
Opportunity Grant		57,750	
Standards & Assessments		200	
Transportation	400	410,316	
Driver Ed Maintenance		5,938	
TOTAL OTHER SOURCES		1,133,806	
SAL & OTHER		3,964,280	

Charter School Name:	Early College High School												1
								#students per unit					
New Charter School Est	imated State and L	and Fund Colouintian	-										1
New Charter School Est	imated State and Lo	ocal Fund Calculation	5			Regular/Special K-3		16.	2				
Disclaimer: The following estimates will			stances.			Regular Students 4-12		2	•				
State funds are automatically calculat	ted and are detailed on the "Stat	te Detail Page" tab.				Special Students 4-12 Basis	c	8.	4				
Please enter the following informati	ion.					Special Students 4-12 Inter	000		6				
Specify grade configuration for the year of estin		7-12	(Example K-8, 9-12			Special Students 4-12 Com		2.	6	-			
Specify the county the school will be located	in a co	Kent	Choices New Castle.		Sussex	Special Students 4-12 com	ipiex	£.	0				
Enter the number of students in the red cells be	elow by school district and student type			1									
Enter the number of tenth graders in the box in	cell location J12												
													1
State Funding	Local Funding	Total Funding			UNITS	27.97							
\$3.471.246	\$857,666	\$4.328.912			Enter Estimated #	of 10th Grade	ers Here		100				
<b>↓</b> 0,, <b>⊥</b> .0	<i><b>4</b>001,000</i>	+ :,0=0,0 :=		_									
29 Appoguinimink	#	Local Pupil Rate	Amount	1	31 Brandywine	#	Local Pupil Rate	Amount	1	10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,991.12	\$0		Regular/Special K-3	0.00	\$5,212.09	\$0		Regular/Special K-3	0.00	\$1,474.37	\$0
Regular Students 4-12	18.00	\$1,612.81	\$29,031		Regular Students 4-12	9.00	\$4,221.79	\$37,996		Regular Students 4-12	73.00	\$1,194.24	\$87,180
Special Students 4-12 Basic	4.00	\$3,840.02	\$15,360		Special Students 4-12 Basic	0.00	\$10,051.89	\$0	-	Special Students 4-12 Basic	6.00	\$2,843.44	\$17,061
Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$5,376.02 \$12,406.20	\$0 \$0	-	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$14,072.65 \$32,475.33	\$0 \$0	+	Special Students 4-12 Intense Special Students 4-12 Complex	2.00	\$3,980.81 \$9,186.48	\$7,962 \$0
Totals	22.00	\$12,400.20	\$44,391	_	Special Students 4-12 Complex	9.00	\$32,475.33	\$37,996		Special Students 4-12 Complex	81.00	\$9,100.40	\$112,202
	ELING		• • • • • • • •	1		0100	1	401,000	1			1	
17 Cape Henlopen	#	Local Pupil Rate	Amount		<u>13 Capital</u>	#	Local Pupil Rate	Amount		<u>33 Christina</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,164.40	\$0		Regular/Special K-3	0.00	\$1,205.77 \$976.67	\$0		Regular/Special K-3	0.00	\$4,806.57	\$0
Regular Students 4-12 Special Students 4-12 Basic	0.00	\$2,563.17 \$6,102.78	\$0 \$0		Regular Students 4-12 Special Students 4-12 Basic	146.00 14.00	\$976.67 \$2,325.41	\$142,594 \$32,556	_	Regular Students 4-12 Special Students 4-12 Basic	37.00 6.00	\$3,893.32 \$9,269.82	\$144,053 \$55,619
Special Students 4-12 basic Special Students 4-12 Intense	0.00	\$8,543.89	\$0		Special Students 4-12 Basic Special Students 4-12 Intense	1.00	\$3,255.58	\$3,256		Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$12,977.74	\$0
Special Students 4-12 Complex	0.00	\$19,716.66	\$0		Special Students 4-12 Complex	0.00	\$7,512.88	\$0		Special Students 4-12 Complex	0.00	\$29,948.64	\$0
Totals	0.00		\$0			161.00		\$178,405			43.00		\$199,672
04.0-1		Land Burl Date			07.0-1		Local Burll Bata			0.0 in diam Pitran		Local Burlinster	
34 Colonial	# 0.00	Local Pupil Rate \$3,257.01	Amount \$0		<u>37 Delmar</u>	# 0.00	Local Pupil Rate \$774.87	Amount \$0	_	<u>36 Indian River</u>	# 0.00	Local Pupil Rate \$3,000.92	Amount \$0
Regular/Special K-3 Regular Students 4-12	28.00	\$2,638.18	\$73,869	-	Regular/Special K-3 Regular Students 4-12	0.00	\$627.65	\$0		Regular/Special K-3 Regular Students 4-12	5.00	\$2,430.75	\$12,154
Special Students 4-12 Basic	0.00	\$6,281.38	\$0		Special Students 4-12 Basic	0.00	\$1,494.40	\$0		Special Students 4-12 Basic	2.00	\$5,787.49	\$11,575
Special Students 4-12 Intense	0.00	\$8,793.93	\$0		Special Students 4-12 Intense	0.00	\$2,092.16	\$0		Special Students 4-12 Intense	0.00	\$8,102.49	\$0
Special Students 4-12 Complex	0.00	\$20,293.68	\$0		Special Students 4-12 Complex	0.00	\$4,828.06	\$0		Special Students 4-12 Complex	0.00	\$18,698.04	\$0
Totals	28.00		\$73,869			0.00		\$0			7.00		\$23,729
						-				-			
15 Lake Forest	#	Local Pupil Rate	Amount	1	16 Laurel	#	Local Pupil Rate	Amount	1	18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,382.03	\$0		Regular/Special K-3	0.00	\$689.70	\$0		Regular/Special K-3	0.00	\$1,192.09	\$0
Regular Students 4-12	18.00	\$1,119.44	\$20,150		Regular Students 4-12	5.00	\$558.66	\$2,793		Regular Students 4-12	32.00	\$965.60	\$30,899
Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$2,665.33 \$3,731.47	\$0 \$0	1	Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$1,330.13 \$1,862.19	\$0 \$0		Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$2,299.04 \$3,218.65	\$0 \$0
Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$3,731.47	\$0	_	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$4,297.35	\$0 \$0		Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$3,218.65	\$0
Totals	18.00	\$6,011.00	\$20,150		special students 4-12 complex	5.00	\$ <del>4</del> ,237.33	\$2,793		Special Students 4-12 Complex	32.00	\$1,421.00	\$30,899
			1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1				,	1		1	1	1 100,000
									1				1
32 Red Clay	#	Local Pupil Rate	Amount		23 Seaford	#	Local Pupil Rate	Amount		<u>24 Smyrna</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,413.19 \$3,574.69	\$0	1	Regular/Special K-3 Regular Students 4-12	0.00	\$1,061.66 \$859.95	\$0 \$4,300		Regular/Special K-3 Regular Students 4-12	0.00	\$1,203.93 \$975.18	\$0
Regular Students 4-12 Special Students 4-12 Basic	0.00	\$3,574.69 \$8,511.16	\$50,046 \$0		Regular Students 4-12 Special Students 4-12 Basic	5.00	\$859.95	\$4,300 \$0	+	Regular Students 4-12 Special Students 4-12 Basic	4.00	\$975.18 \$2,321.86	\$58,511 \$9,287
Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$11,915.63	\$0	1	Special Students 4-12 basic Special Students 4-12 Intense	0.00	\$2,866.48	\$0	+	Special Students 4-12 basic Special Students 4-12 Intense	0.00	\$3,250.60	\$9,267
Special Students 4-12 Complex	0.00	\$27,497.60	\$0	1	Special Students 4-12 Complex	0.00	\$6,614.96	\$0	1	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$7,501.39	\$0
Totals	14.00		\$50,046			5.00		\$4,300	1		64.00		\$67,798
25 Weedbeldee	<u>и</u>	Local Duril Date	A	<u> </u>									+
35 Woodbridge Regular/Special K-3	#	Local Pupil Rate \$1,024.19	Arnount \$0						+		-	1	+
Regular/Special K-3 Regular Students 4-12	9.00	\$1,024.19 \$829.59	\$0	1	1	+	1		+	1	+	+	+
Special Students 4-12 Basic	2.00	\$1,975.23	\$3,950	1		1			1	1	1	1	<u> </u>
Special Students 4-12 Intense	0.00	\$2,765.32	\$0	L			i		1	1	1	i	<u>t                                     </u>
Special Students 4-12 Complex	0.00	\$6,381.50	\$0										
Totals	11.00		\$11,417										

## STATE & LOCAL REVENUE

EARLY COLLEGE HIGH SCH	OOL					
FY2026 ENROLLMENT OF S	500					
				S	TATE REVENU	E
TEACHERS				STATE	STATE	Total
Units		STEP	DEG	SALARY	<b>HEALTH INS</b>	S & H
1.0		18	M45	53,063	8,264	61,327
1.0		18	В	38,512	12,737	51,249
1.0		6	M30	38,964	12,460	51,424
1.0		13	В	38,512	8,010	46,522
1.0		7	В	34,301	17,149	51,450
1.0		9	В	36,362	0	36,362
1.0		18	М	48,862	12,737	61,599
1.0		18	М	48,862	8,264	57,126
1.0		18	М	48,862	12,460	61,322
1.0	i	18	В	38,512	21,438	59,950
1.0	İ	16	М	48,862	12,535	61,397
1.0		18	М	48,862	12,737	61,599
1.0		8	В	35,332	8,010	43,342
1.0				51,048		51,048
1.0		16	М	48,862	12,460	61,322
1.0		18	B30	44,737	12,737	57,474
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
1.0				42,538	12,457	54,995
0.97				41,262	12,083	53,345
27.97						
Nurse	0.21	18	В	9,318	2,613	11,932
Visiting Teacher	0.11	-		5,242	1,370	6,613
Driver Education Teacher	0.80			34,504	9,966	44,470
Academic Exc	2.00			78,084	40,124	118,208
Related Services-Basic	0.48			23,046	6,017	29,063
Related Services-Intense	0.07			3,470	906	4,376
Related Services-Complex	0.00			0	0	0
				1,365,362	382,103	1,747,466

ADMINISTRATORS	ADM	TYPE			STATE	STATE	Total
	EXP	ADM	STEP	DEG	SALARY	HEALTH INS	S & H
Administrative Assistant	4	AA	18	D	72,658	12,460	85,118
Principal	4	P15	18	D	72,658	17,149	89,807
Asst Principal	0.65	AP	10	М	40,518	12,457	52,975
11 Month Supvr	0.19				12,190	2,367	14,556
Transportation Supvr	0.06				3,849	747	4,597
· · ·					201,873	45,180	247,054
SECRETARIES					STATE	STATE	Total
			STEP		SALARY	<b>HEALTH INS</b>	S & H
1.0			27	N	37,132	12,460	49,592
1.0					23,667	,	23,667
-					60,799	12,460	73,259
					,	,	,
CUSTODIANS		l			STATE	STATE	Total
			STEP		SALARY	HEALTH INS	S&H
2.0			•••		56,004	24,914	80,918
2.0					56,004	24,914	80,918
					50,001	21,511	00,510
CAFETERIA					STATE	STATE	Total
			STEP		SALARY	HEALTH INS	S & H
	0.73		1		28,531	12,419	40,949
	3.10		1		43,651	38,617	82,268
					72,182	51,035	123,217

TOTAL SALARY			1,756,220	
TOTAL HEALTH INS			515,675	
OEC	0.3226		566,557	
TOTAL SALARY & OEC			2,838,452	
Division IIAOC		2,925	14,331	
Division IIEnergy		2,387	66,764	
<b>Division IIIEqualization</b>	1	14,521	406,139	
<b>Division IIIVisiting Teach</b>	er	0.11	1,597	
<b>Division IIIPsychologists</b>		0.48	2,829	
AE Division III		2.00	29,041	
AE Division II		2.00	5,850	
AE Allotment				
Educational Sustainment I	Fund		61,470	
Technology Block Grant			8,227	
Prof & Curr Dev			3,121	
MCI			60,233	
Opportunity Grant			57,750	
Standards & Assessments			200	
Transportation		400	410,316	
Driver Ed Maintenance			5,938	
TOTAL OTHER SOURCES			1,133,806	
SAL & OTHER			3,972,258	

Charter School Name:	Early College High School												1
								#students per unit					
New Charter School Est	imated State and L	and Fund Colouintian	-										1
New Charter School Est	imated State and Lo	ocal Fund Calculation	5			Regular/Special K-3		16.	2				
Disclaimer: The following estimates will			stances.			Regular Students 4-12		2	•				
State funds are automatically calculat	ted and are detailed on the "Stat	te Detail Page" tab.				Special Students 4-12 Basis	c	8.	4				
Please enter the following informati	ion.					Special Students 4-12 Inter	000		6				
Specify grade configuration for the year of estin		7-12	(Example K-8, 9-12			Special Students 4-12 Com		2.	6	-			
Specify the county the school will be located		Kent	Choices New Castle.		Sussex	Special Students 4-12 com	ipiex	£.	0				
Enter the number of students in the red cells be	elow by school district and student type			1									
Enter the number of tenth graders in the box in	cell location J12												
													1
State Funding	Local Funding	Total Funding			UNITS	27.97							
\$3.471.246	\$857,666	\$4.328.912			Enter Estimated #	of 10th Grade	ers Here		100				
<b>↓</b> 0,, <b>⊥</b> .0	<i><b>4</b>001,000</i>	+ :,0=0,0 :=		_									
29 Appoguinimink	#	Local Pupil Rate	Amount	1	31 Brandywine	#	Local Pupil Rate	Amount	1	10 Caesar Rodney	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,991.12	\$0		Regular/Special K-3	0.00	\$5,212.09	\$0		Regular/Special K-3	0.00	\$1,474.37	\$0
Regular Students 4-12	18.00	\$1,612.81	\$29,031		Regular Students 4-12	9.00	\$4,221.79	\$37,996		Regular Students 4-12	73.00	\$1,194.24	\$87,180
Special Students 4-12 Basic	4.00	\$3,840.02	\$15,360		Special Students 4-12 Basic	0.00	\$10,051.89	\$0	-	Special Students 4-12 Basic	6.00	\$2,843.44	\$17,061
Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$5,376.02 \$12,406.20	\$0 \$0	-	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$14,072.65 \$32,475.33	\$0 \$0	+	Special Students 4-12 Intense Special Students 4-12 Complex	2.00	\$3,980.81 \$9,186.48	\$7,962 \$0
Totals	22.00	\$12,400.20	\$44,391	_	Special Students 4-12 Complex	9.00	\$32,475.33	\$37,996		Special Students 4-12 Complex	81.00	\$9,100.40	\$112,202
	ELING		• • • • • • • •	1		0100	1	401,000	1			1	
17 Cape Henlopen	#	Local Pupil Rate	Amount		<u>13 Capital</u>	#	Local Pupil Rate	Amount		<u>33 Christina</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$3,164.40	\$0		Regular/Special K-3	0.00	\$1,205.77 \$976.67	\$0		Regular/Special K-3	0.00	\$4,806.57	\$0
Regular Students 4-12 Special Students 4-12 Basic	0.00	\$2,563.17 \$6,102.78	\$0 \$0		Regular Students 4-12 Special Students 4-12 Basic	146.00 14.00	\$976.67 \$2,325.41	\$142,594 \$32,556	_	Regular Students 4-12 Special Students 4-12 Basic	37.00 6.00	\$3,893.32 \$9,269.82	\$144,053 \$55,619
Special Students 4-12 basic Special Students 4-12 Intense	0.00	\$8,543.89	\$0		Special Students 4-12 Basic Special Students 4-12 Intense	1.00	\$3,255.58	\$3,256		Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$12,977.74	\$0
Special Students 4-12 Complex	0.00	\$19,716.66	\$0		Special Students 4-12 Complex	0.00	\$7,512.88	\$0		Special Students 4-12 Complex	0.00	\$29,948.64	\$0
Totals	0.00		\$0			161.00		\$178,405			43.00		\$199,672
04.0-1		Land Burl Date			07.0-1		Local Burll Bata			0.0 in diam Pitran		Local Burlinster	
34 Colonial	# 0.00	Local Pupil Rate \$3,257.01	Amount \$0		<u>37 Delmar</u>	# 0.00	Local Pupil Rate \$774.87	Amount \$0	_	<u>36 Indian River</u>	# 0.00	Local Pupil Rate \$3,000.92	Amount \$0
Regular/Special K-3 Regular Students 4-12	28.00	\$2,638.18	\$73,869	-	Regular/Special K-3 Regular Students 4-12	0.00	\$627.65	\$0		Regular/Special K-3 Regular Students 4-12	5.00	\$2,430.75	\$12,154
Special Students 4-12 Basic	0.00	\$6,281.38	\$0		Special Students 4-12 Basic	0.00	\$1,494.40	\$0		Special Students 4-12 Basic	2.00	\$5,787.49	\$11,575
Special Students 4-12 Intense	0.00	\$8,793.93	\$0		Special Students 4-12 Intense	0.00	\$2,092.16	\$0		Special Students 4-12 Intense	0.00	\$8,102.49	\$0
Special Students 4-12 Complex	0.00	\$20,293.68	\$0		Special Students 4-12 Complex	0.00	\$4,828.06	\$0		Special Students 4-12 Complex	0.00	\$18,698.04	\$0
Totals	28.00		\$73,869			0.00		\$0			7.00		\$23,729
						-				-			
15 Lake Forest	#	Local Pupil Rate	Amount	1	16 Laurel	#	Local Pupil Rate	Amount	1	18 Milford	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$1,382.03	\$0		Regular/Special K-3	0.00	\$689.70	\$0		Regular/Special K-3	0.00	\$1,192.09	\$0
Regular Students 4-12	18.00	\$1,119.44	\$20,150		Regular Students 4-12	5.00	\$558.66	\$2,793		Regular Students 4-12	32.00	\$965.60	\$30,899
Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$2,665.33 \$3,731.47	\$0 \$0	1	Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$1,330.13 \$1,862.19	\$0 \$0		Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$2,299.04 \$3,218.65	\$0 \$0
Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$3,731.47	\$0	_	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$4,297.35	\$0 \$0		Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$3,218.65	\$0
Totals	18.00	\$6,011.00	\$20,150		special students 4-12 complex	5.00	\$ <del>4</del> ,237.33	\$2,793		Special Students 4-12 Complex	32.00	\$1,421.00	\$30,899
			1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1				,	1		1	1	1 100,000
									1				1
32 Red Clay	#	Local Pupil Rate	Amount		23 Seaford	#	Local Pupil Rate	Amount		<u>24 Smyrna</u>	#	Local Pupil Rate	Amount
Regular/Special K-3	0.00	\$4,413.19 \$3,574.69	\$0	1	Regular/Special K-3 Regular Students 4-12	0.00	\$1,061.66 \$859.95	\$0 \$4,300		Regular/Special K-3 Regular Students 4-12	0.00	\$1,203.93 \$975.18	\$0
Regular Students 4-12 Special Students 4-12 Basic	0.00	\$3,574.69 \$8,511.16	\$50,046 \$0		Regular Students 4-12 Special Students 4-12 Basic	5.00	\$859.95	\$4,300 \$0	+	Regular Students 4-12 Special Students 4-12 Basic	4.00	\$975.18 \$2,321.86	\$58,511 \$9,287
Special Students 4-12 Basic Special Students 4-12 Intense	0.00	\$11,915.63	\$0	1	Special Students 4-12 basic Special Students 4-12 Intense	0.00	\$2,866.48	\$0	+	Special Students 4-12 basic Special Students 4-12 Intense	0.00	\$3,250.60	\$9,267
Special Students 4-12 Complex	0.00	\$27,497.60	\$0	1	Special Students 4-12 Complex	0.00	\$6,614.96	\$0	1	Special Students 4-12 Intense Special Students 4-12 Complex	0.00	\$7,501.39	\$0
Totals	14.00		\$50,046			5.00		\$4,300	1		64.00		\$67,798
25 Weedbeldee	<u>и</u>	Local Duril Date	A	<u> </u>									+
35 Woodbridge Regular/Special K-3	#	Local Pupil Rate \$1,024.19	Arnount \$0						+		-	1	+
Regular/Special K-3 Regular Students 4-12	9.00	\$1,024.19 \$829.59	\$0	1	1	+	1		+	1	+	+	+
Special Students 4-12 Basic	2.00	\$1,975.23	\$3,950	1		1			1	1	1	1	<u> </u>
Special Students 4-12 Intense	0.00	\$2,765.32	\$0	L			i		1		1	i	<u>t                                     </u>
Special Students 4-12 Complex	0.00	\$6,381.50	\$0										
Totals	11.00		\$11,417										

2019-20 Financial Performance Framework Report



# Financial Framework Report EARLY COLLEGE HIGH SCHOOL

Reporting Period: July 1, 2019 to June 30, 2020

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard	
Approaching Standard	
Far Below Standard	

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard Does Not Meet Standard Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the <u>Delaware Performance</u> <u>Framework</u>. Further clarifications for each measure's data and methodology can be referenced in the <u>Financial</u> <u>Framework Guidance Document</u>. School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.

## **1. NEAR TERM INDICATORS**

Measure 1a. Current Ratio:

**Current Assets divided by Current Liabilities** 

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
0.3	0.29	1.2	1.37	1.86

The current ratio measures a school's ability to pay its obligations over the next twelve months. The preferred result is more than 1.0, which indicates that the school's current assets exceed its current liabilities.

### School Response To Rating: (Max 1100 Characters)

Early College High School

2019-2020 Financial Framework Report

Page 1

### Measure 1b. Days Cash:

### Cash divided by (Total Expenses / 365)

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
12	25	39	52	54

The days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash. The preferred result is more than 60 days cash.

### School Response To Rating: (Max 1100 Characters)

### Measure 1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Authorized Enrollment

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
93%	89%	99%	92%	99%

The enrollment variance depicts actual versus authorized enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. The preferred result is more than 95%.

### School Response To Rating: (Max 1100 Characters)

### Measure 1d. Default, Loan Covenants, & Debt Service Payments

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
No	No	No	No	No

This metric addresses whether or not a school is meeting its loan covenants and / or is delinquent with its debt service payment, as noted in the notes accompanying the audited financial statements. A school which cannot meet the terms of its loan may be in financial distress.

## **2. SUSTAINABILITY INDICATORS**

Measure 2a. Total Margin:

Net Income divided by Total Revenue

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1 YR: -10.69%	1 YR: -5.99%	1 YR: 4.79%	1 YR: 3.52%	1 YR: 8.02%
3 YR: N/R	3 YR: -14.46%	3 YR: -2.54%	3 YR: 1.24%	3 YR: 5.47%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

### School Response To Rating: (Max 1100 Characters)

Measure 2b. Debt to Asset Ratio:

### Total Liabilities divided by Total Assets

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
3.47	2.76	1.85	1.57	1

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

### School Response To Rating: (Max 1100 Characters)

While the preferred debt to asset ratio is less than 0.90, the Early College High School has grown from a rating of 3.47 in 2014-15 to its current rating of 1.0, with gradual but steady progress each year.

### Measure 2c. Cash Flow

Early College High School

2019-2020 Financial Framework Report

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
1 YR: \$-81587	1 YR: \$194841	1 YR: \$242610	1 YR: \$163754	1 YR: \$26809
3 YR: \$N/R	3 YR: \$113254	3 YR: \$437451	3 YR: \$406364	3 YR: \$190563

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school's financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

### School Response To Rating:(Max 1100 Characters)

### Measure 2d. Debt Service Coverage Ratio:

(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
N/R	-50.65	9.97	7.27	13.04

The debt service coverage ratio indicates a school's ability to cover its debt obligations in the current year.

### School Response To Rating: (Max 1100 Characters)

### 3. FINANCIAL MANAGEMENT AND OVERSIGHT

2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
М	М	М	М	М

This measures assesses the timeliness of reporting, the implementation of the Citizen Budget Oversight Committee, and the adherence to the policies and procedures of the First State Financial Management System.

### **DOE Rating Information :**

The FY20 independent audit disclosed related party transactions in the notes to the financial statements (Note K).

### School Response To Rating: (Max 1100 Characters)

## SUMMARY AND OVERALL RATING

## **Early College High School**

Year	1a	1b	1c	1d	2a	2b	2c	2d	3	OVERALL RATING
2015-2016	F	D	D	М	N/R	F	N/R	N/R	М	Falls Far Below Standard
2016-2017	F	AS	AS	М	F	F	М	AS	М	Approaching Standard
2017-2018	М	М	М	М	F	F	М	М	М	Approaching Standard
2018-2019	М	М	AS	М	М	F	М	М	М	Meets Standard
2019-2020	М	М	М	М	М	AS	М	М	М	Meets Standard

2019-20 Organizational Performance Framework Report



# Organizational Framework Report EARLY COLLEGE HIGH SCHOOL

Reporting Period: July 1, 2019 to June 30, 2020

*Published: September 02,2020* 

Beginning in SY16/17 for each measure, a school receives one of three ratings:

Meets Standard Approaching Standard Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the <u>Delaware</u> <u>Performance Framework</u>. Further clarifications for each measure's data and methodology can be referenced in the <u>Organizational Framework Guidance Document</u>. School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

The school has elected to submit a response to one or more measures to provide context of not meeting standard(s). The statements made therein are not made by or on behalf of Delaware Department of Education.

## **1. EDUCATION PROGRAM**

## Measure 1a.

Is the school faithful to its mission as defined in its current charter, including approved missionspecific academic goals if applicable?

2016-2017	2017-2018	2018-2019	2019-2020		
Approaching Standard	Meets Standard	Approaching Standard	Meets Standard		

Based on information available to the DOE, the charter school is implementing the essential terms of the education

program in all material respects, including but not limited to Del. C., Title 14, Ch. 5, §512 (3), and the education program in operation reflects the essential terms as defined in the charter.

## Measure 1b.

Is the school materially fulfilling applicable state and federal requirements pertaining to its education program (with the exception of responsibilities relating to SWDs and ELs, which are addressed separately under measures 1c. and 1d. in this framework)?

	2017-2018	2018-2019	2019-2020		
Meets Standard	Meets Standard	Meets Standard	Meets Standard		

The school is materially fulfilling applicable state and federal requirements including:

- Meeting state requirements on instructional minutes;
- Meeting state requirements for graduation and promotion in accordance with <u>14 DE Admin. Code 505</u> and <u>Del. C., Title 14, Ch. 1, II;</u>
- Meeting Delaware content standards and state program requirements in accordance with <u>14 DE Admin.</u> <u>Code 500</u>;
- Administering state assessments as required by Delaware law and <u>14 DE Admin. Code 100</u> and <u>Del. C.,</u> <u>Title 14, Ch. 1, IV</u>;
- Implementing a system of Response to Intervention (RTI) in accordance with the charter as well as <u>14</u> <u>DE Admin. Code Title 14 Ch. 12</u>;
- Implementing mandated programming in accordance with the terms of state and federal grants, as applicable; and
- Implementing mandated programming in accordance with the conditions and assurances for federal funds, as applicable.

## Measure 1c.

## Is the school fulfilling legal responsibilities for students with disabilities (SWDs)?

2016-2017	2017-2018	2018-2019	2019-2020
Approaching Standard	Meets Standard	Meets Standard	Meets Standard

Consistent with the school's status and responsibilities as a Local Education Agency (LEA), the school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the education of students with identified disabilities and those suspected of having a disability (including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act), including requirements for:

- Identification and referral;
- Access to the school's facilities and programs for students and parents in a lawful manner and consistent with students' abilities;
- Operational compliance to include the academic program, assessments, and all other aspects of the school's program and responsibilities;
- Implementation of student Individualized Education Plans (IEPs) and Section 504 plans; and
- Discipline, including due process protections, manifestation determinations, and other identified state and federal requirements.

## Measure 1d.

## Is the school fulfilling responsibilities for English Learners (ELs)?

2016-2017	2017-2018	2018-2019	2019-2020		
Meets Standard	Meets Standard	Meets Standard	Meets Standard		

Consistent with the school's status and responsibilities as an LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the education of students identified as English Learners (U.S. Department of Education/Office of Civil Rights, Title III of the Every Student Succeeds Act (ESSA), and Del.C., Title 14 Section 900 Special Populations, 920 Educational Programs for English Language Learners), including requirements for:

- Policies for serving EL students and properly identifying students in need of EL services;
- Access to the program for students and parents as required by law and consistent with students' abilities;
- Operational compliance, including the academic program, assessments, and all other aspects of the school's program and responsibilities;
- Provision of student EL services;
- Implementation of accommodations on assessments; and
- Exit of students from EL services and ongoing monitoring of exited students.

## **2. GOVERNANCE AND REPORTING**

## Measure 2a.

## Is the school fulfilling essential governance and public stewardship responsibilities?

2016-2017	2017-2018	2018-2019	2019-2020
Far Below Standard	Far Below Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to governance by its board including but not limited to:

- Board composition and membership requirements, pursuant to <u>Del. C., Title 14, Ch. 5, §512 (1-2)</u>;
- Board policies, including those related to oversight of a management organization, if applicable, and including but not limited to: Board bylaws, state open meeting laws, Articles of Incorporation, and State Code of Conduct pursuant to <u>Del. C., Title 29, Ch. 100, Del. C., Title 14, Ch. 5, §512 (14)</u>, and <u>Del. C., Del. C., Title 14, Ch. 5, § 504 Corporate status</u>;
- Board training as required by statute, pursuant to <u>Del. C., Title 14, Ch. 5, §512(15)</u> and <u>Del. C., Title 14, Ch.</u> <u>18, §1803</u>;
- Citizen Budget Oversight Committee (CBOC) regulations and training as required by statute, pursuant to <u>Del. C., Title 14, Ch. 15, Del. C., Title 14, Ch. 15 §1508</u>, and <u>14 Del. Admin. Code 736</u>;
- Conflicts of interest, paperwork, and processes pursuant to <u>Del. C., Title 29, Ch. 58, §5805</u>; and
- Conduct of meetings and other business in accordance with the requirements of <u>Del. C., Title 29, Ch. 100</u>.

## Measure 2b.

## Does the governing board oversee and evaluate school management?

2016-2017	2017-2018	2018-2019	2019-2020		
Meets Standard	Meets Standard	Meets Standard	Meets Standard		

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to oversight of school management, including:

- Ensuring the leadership carries out the school plan for evaluating student and school performance pursuant to <u>Del. C., Title 14, Ch. 5, §512 (5)</u>;
- Annually evaluating management according to state-approved criteria, if applicable, pursuant to <u>Del. C.,</u> <u>Title 14, Ch. 12, §1270</u> and <u>14 Del. Admin. Code 108A</u>; and
- (For schools contracting with Education Service Providers) Overseeing and maintaining authority over management, holding it accountable for performance as agreed under a written services agreement, and requiring annual financial reports of the education service provider pursuant to Del. <u>C., Title 14, Ch. 5,</u> <u>§512 (14)</u>.

## Measure 2c.

## Is the school fulfilling reporting requirements?

2016-2017	2017-2018	2018-2019	2019-2020
Meets Standard	Meets Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations and provisions of the charter relating to relevant reporting requirements to the school's authorizer, state education agency, district education department, and/or federal authorities, including:

- All state and federal reporting requirements pursuant to <u>Del. C., Title 14, Ch. 5, §513</u>; and
- Reporting requirements related to conditions placed on the charter.

## **3. STUDENTS AND STAFF**

Measure 3a.

## Is the school protecting the legal rights of all students?

2016-2017	2017-2018	2018-2019	2019-2020
Meets Standard	Approaching Standard	Meets Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the rights of students, including:

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and implementation of preferences, enrollment (including rights to enroll or maintain enrollment);
- Security and access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Access to documents maintained by the school under Delaware's Freedom of Information Act and other applicable authorities;
- Transfer of student data to DDOE pursuant to <u>Del. C., Title 14, Ch. 5, §512 (13)</u>;
- Due process protections, privacy, and civil rights; and
- Conduct of discipline and attendance pursuant to <u>Del. C., Title 14, Ch. 5, §512 (11)</u>, including discipline hearings, suspension, and expulsion policies and practices. (Note: Proper handling of discipline processes for students with disabilities is addressed more specifically in Section 1.c.)

## Measure 3b.

## Is the school following requirements on staff certification and hiring?

2016-2017	2017-2018	2018-2019	2019-2020		
Meets Standard	Meets Standard	Meets Standard	Meets Standard		

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to state certification requirements and background checks in accordance with <u>Del. C., Title 14, Ch. 5, §507 (c)</u>, 14 Del. <u>Admin. Code 745</u>, and <u>14 Del. Admin. Code 275, 12</u>.

## 4. FACILITIES, TRANSPORTATION, HEALTH, AND SAFETY

Measure 4a.

Is the school meeting facilities, transportation, health and safety requirements?

2016-2017	2017-2018	2018-2019	2019-2020
Approaching Standard	Meets Standard	Approaching Standard	Meets Standard

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the school facilities, grounds, transportation, safety, and the provision of health-related services pursuant to <u>Del. C., Title 14, Ch. 5, §512 (12)</u>, including:

- Fire inspections and related records including the requirements of <u>Del. C., Title 29, Ch. 82, § 8237</u>;
- Viable certificate of occupancy or other required building use authorization;
- Documentation of requisite insurance coverage pursuant to <u>Del. C., Title 29, Ch. 29</u>;
- Provision of student transportation in accordance with <u>Del. C., Title 14, Ch. 5, §508</u> and 14 <u>Del. Admin.</u> <u>Code §1150</u>;
- Required nursing services and dispensing of pharmaceuticals 14 <u>Del. Admin. Code 800 regulations</u>;
- Provision of a no- or low-cost breakfast or lunch under a <u>federal national school breakfast or lunch</u> program in compliance with <u>State Regulations</u>—only applicable to schools utilizing SNAP/TANF; and
- Emergency management plan as required Del. C., <u>Title 29, Ch. 82, § 8237</u>.

## SUMMARY AND OVERALL RATING

Year	<b>1</b> a	1b	1c	1d	2a	2b	2c	3a	3b	4a	OVERALL RATING
2016-2017	AS	М	AS	М	F	М	М	М	М	AS	Approachin g Standard
2017-2018	М	М	М	М	F	М	М	AS	М	М	Approachin g Standard
2018-2019	AS	М	М	М	М	М	М	М	М	AS	Meets Standard
2019-2020	М	М	М	М	М	М	М	М	М	М	Meets Standard

## Early College High School

## HISTORICAL DATA (SY 11/12- SY 15/16)

In the years prior to SY16/17 a school received one of the three ratings below:

Meets Standard Does Not Meet Standard Far Below Standard

Rating targets for each measure can be referenced on the Organizational Section of the <u>Delaware</u> <u>Performance Framework</u>. Further clarifications for each measure's data and methodology can be referenced in the <u>Organizational Framework Guidance Document</u>. School performance on each measure is presented below.

Each measure is weighted equally with discretion of the Authorizer incorporated to determine an overall rating.

## SUMMARY AND OVERALL RATING FOR PREVIOUS YEARS

Year	<b>1</b> a	1b	2*	3a	3b	3c	4a	4b	4c	4d	5a	5b	6	OVERALL RATING
2012-2013	N/R	N/R	*	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
2013-2014	N/R	N/R	*	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
2014-2015	N/R	N/R	*	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R	N/R
2015-2016	М	М	*	М	М	М	М	М	М	N/R	М	М	М	Meets Standard

## **Early College High School**

## **DESCRIPTION OF PREVIOUS YEARS MEASURES:**

## **1. EDUCATION PROGRAM**

1a. Is the school implementing the essential terms of the charter's education program as defined in the current charter, and complying with applicable state and federal requirements?1b. Is the school compliant with legal requirements for students with disabilities and English Learners?

### **2\*. FINANCIAL MANAGEMENT AND OVERSIGHT**

\* Data for this measure is now included in the Financial Performance Framework

#### **3. GOVERNANCE AND REPORTING**

3a. Is the school complying with governance requirements?3b. Is the school holding management accountable?3c. Is the school complying with reporting requirements?

#### **4. STUDENTS AND EMPLOYEES**

4a. Is the school protecting the rights of all students?

4b. Is the school meeting attendance goals?

4c. Is the school meeting all staff credentialing requirements?

4d. Is the school respecting employee rights?

### **5. SCHOOL ENVIRONMENT**

5a. Is the school complying with facilities and transportation requirements?5b. Is the school complying with health and safety requirements?

#### **6. ADDITIONAL OBLIGATIONS**

6. Is the school complying with all other obligations?

Appendices

## Unit Count Needs Based Program for November 13, 2020

	Pre	eΚ	K	-3	4-	12	Ba	sic	Inter	isive	Com	plex	То	tal
	Ratio:	12.8	Ratio	16.2	Ratio	20.0	Ratio	o: 8.4	Ratic	: 6.0	Ratic	: 2.6		
Grade	Pupils	Units	Pupils	Units	Pupils	Units	Pupils	Units	Pupils	Units	Pupils	Units	Pupils	Units
09	0	0.00	0	0.00	97	4.85	11	1.31	1	0.17	0	0.00	109	6.33
10	0	0.00	0	0.00	102	5.10	7	0.83	0	0.00	0	0.00	109	5.93
11	0	0.00	0	0.00	90	4.50	5	0.60	1	0.17	0	0.00	96	5.27
12	0	0.00	0	0.00	77	3.85	7	0.83	1	0.17	0	0.00	85	4.85
4-12	0	0.00	0	0.00	366	18.30	30	3.57	3	0.50	0	0.00	399	22.37
PK-12	0	0.00	0	0.00	366	18.30	30	3.57	3	0.50	0	0.00	399	22.37

Early College High School at Delaware State University (96044040)

#### Initial each statement of assurance and sign and date below.



I certify that all students reported on this form meet the residency and age requirements for participating in a Delaware public school pursuant to 14 Del.C.,  $\S$  S 202(a)(b)(c)(d)(e)(f), 401 (c), Chapter 5, 1703(k),  $\S$  2702(a)(b), 3101(5)(6), 606, 607; and were enrolled on November 13, 2020.



I certify that students with disabilities reported on this form are receiving special education services in accordance with a valid IEP in place on November 13, 2020.



I certify that students with disabilities reported on this form counted in PreK, 4 – 12 Basic Special Education (Basic), PreK – 12 Intensive Special Education (Intensive) and PreK – 12 Complex Special Education (Complex) are in accordance with 14 Del.C. §1703 and 14 DE Admin.Code 928. Unit count verification of this signed assurance will be conducted by the Department of Education, Exceptional Children Resources Group. Districts and charter schools shall make available upon request documentation of earned staff units to be reviewed by the Department of Education or State Auditor of Accounts.

**Principal:** 

Date: 11/16/2020

Appendices :: Appendix A - Current Enrollment

## Unit Count Needs Based Program for November 13, 2020

	Pre	eΚ	K	-3	4-	12	Ba	sic	Inter	isive	Com	plex	То	tal
	Ratio:	12.8	Ratio	16.2	Ratio	20.0	Ratio	o: 8.4	Ratic	: 6.0	Ratic	: 2.6		
Grade	Pupils	Units	Pupils	Units	Pupils	Units	Pupils	Units	Pupils	Units	Pupils	Units	Pupils	Units
09	0	0.00	0	0.00	97	4.85	11	1.31	1	0.17	0	0.00	109	6.33
10	0	0.00	0	0.00	102	5.10	7	0.83	0	0.00	0	0.00	109	5.93
11	0	0.00	0	0.00	90	4.50	5	0.60	1	0.17	0	0.00	96	5.27
12	0	0.00	0	0.00	77	3.85	7	0.83	1	0.17	0	0.00	85	4.85
4-12	0	0.00	0	0.00	366	18.30	30	3.57	3	0.50	0	0.00	399	22.37
PK-12	0	0.00	0	0.00	366	18.30	30	3.57	3	0.50	0	0.00	399	22.37

Early College High School at Delaware State University (96044040)

#### Initial each statement of assurance and sign and date below.



I certify that all students reported on this form meet the residency and age requirements for participating in a Delaware public school pursuant to 14 Del.C.,  $\S$  S 202(a)(b)(c)(d)(e)(f), 401 (c), Chapter 5, 1703(k),  $\S$  2702(a)(b), 3101(5)(6), 606, 607; and were enrolled on November 13, 2020.



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**Principal:** 

Date: 11/16/2020

Appendices :: Appendix B - Springboard ELA Curriculum

Appendix B: Springboard ELA Curriculum



## Grade 7 Curriculum Map

## Unit 1: The Choices We Make - 7 weeks: 5 structured with 2 flex weeks

## Writing and Research

Goals: To apply techniques to create coherence and sentence variety in writing

To apply revision techniques in preparing To apply revision techniques in preparing

Focus Area: Narrative

#### Language and Writer's Craft

Goals: To apply techniques to create coherence and sentence variety in writing

drafts for publication To apply revision techniques in preparing

Focus Areas: sentence variety, coherence, punctuating coordinate adjectives, pronouns and antecedents

### Speaking and Listening

Sharing and Responding in Writing Groups Sharing and Discussing Textual Evidence Collaborating to Analyze Text Collaborating to Create a Poster

## stnemssessA bebbedm3

1: Revising a Personal Narrative about Choice

Atym betartaulli na gniteet Myth

#### Essential Questions

how do authors use narrative elements to create a story؟

What are the elements of effective revision?

#### Targeted Common Core State Standards

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#### seitinutropportunities

Writing to Sources : Activities 1.3, 1.4, 1.11 Narrative Writing Prompt: 1.5 Citing Textual Evidence: Activities 1.3, 1.4, 1.5, 1.11, 1.12, 1.14, 1.15, Revision: Activities 1.6, 1.7, 1.8, 1.9 Researching a Phenomenon and Creating a Poster: Activities 1.13, 1.15, 1.13, 1.15, Questions: ongoing

9 anilno :tn9m22922A tinU

## BribsəA

**Goals:** To use knowledge of genre texts

To examine plot elements in narrative writing

Genres: poetry, personal narrative, a memoir excerpt, myths, a fable, informational texts

Key Texts: "The Road Not Taken," "Choices," "The Scholarship Jacket" Excerpt from Bad Boy, "Why Couldn't I Have Been Named Ashley?" "Phaethon," "Arachne," Aesop's "The Burro and the Fox," Huveane and Clay "The Burro and the Fox," Huveane and Clay People," "Mbombo," "The Creation of Earth, Sky, Animals, and Man"

#### Vocabulary

Academic: effect, coherence, internal coherence, external coherence

Literary: genre, denotation, connotation, figurative language, narrative, sensory details, folklore, myths, symbol



# Grade 7 Curriculum Map

Unit 1 Pacing and Planning Guide 5 weeks structured with 2 flex weeks

District Expectations and	Differentiation for Student	SpringBoard Activities and	Dates
Opportunities for Additional Instruction	spəəN	səitinutroqqO tnəmssəssA	
			*səted Datesgul
		Orientation, policies, procedures, book collection, etc.	3 periods
Display unpacking graphic organizer on classroom	Students and teacher unpack the EA with	Unit 1: The Choices We Make	1 period
wall to be referred to throughout the unit.	Stoplight Organizer and manipulative		
	stickies to measure level of understanding.	1.1. Previewing the Unit - Unpack Embedded Assessment 1	
	<mark>L1:</mark> Option of reading text in home language	- 5.1.5. Exploring the Concept of Choice	1 period
		Paraphrase and analyze quotes related to	
		choices -Prepare a "Choices" portfolio	
Short Cycle Assessment for ELA Grade 7 Unit 1	<mark>L1:</mark> audio performance available on	1.3: Choices and Consequences: Paired	1 period
5.1 yiiviioA	SpringBoard Digital	Poetry - Compare Diction of 2 Poems,	
	Conduct a word sort of words related to	Mriting Prompt	
	<b>consequence</b> and add them to the word wall.		
	Advanced learners: Students can select a		
	third poem of their choice to include in		
ovitimosetoM unotest2 off prisubortal	their analysis.	oviterrell leasing off princlave . L	shoiron S
Introducing the Strategy: Metacognitive Markers		1.4: Exploring the Personal Narrative – Graphic Organizer	2 periods
		L 1.4: Language Checkpoint: Using	
Writing To Sources: Explanatory Text can be		Possessive Nouns	
assigned for homework and/or checked for grade Timed Writing Opportunity		-Practice	
Narrative Writing Prompt should be used as	To support the vocabulary of sensory	1.5: Analyzing Language - reading excerpt	2 periods
starting point for Embedded Assessment	details, students can label sensory details	of "Bad Boy" and Brainstorming/Narrative	Ţ
	with a sketch of the appropriate body part	Writing Prompt	
Language and Writer's Craft: Sentence Variety	.(ayə=tdgis ,.a.i)		

	Extend L4-L5		
לערכע דטער סאומרי אנשט איין איין איין איין איין איין איין איי	<mark>13-174</mark> 517-21	Burro and the Fox", Graphic Organizer	nouad t
Check Your Understanding can be used as Exit Slip	<mark></mark>	The Array of Close Read The Array of Close Read The Array of Close Read The Array of Close Array	ן period
grade	and/or extension activity	Кеsеаrch	
Wanted Posters can be collected for a formative	Wanted poster as optional assignment	1.13: A Matter of Pride: Graphic Organizer,	2 periods
	and dialogue.	adura i Sumi i a (appa)	
Short Cycle Assessment for ELA Grade 7 Unit 1 Activity 1.1.12	Consider using a think aloud to model how characters are developed through conflict	1.12: Poor Choices: "Phaethon" – Close Reads, Writing Prompt	2 periods
	each element		shoired f
	provide terms and specific examples of	Myths and Folklore – Plot Diagram	
	Model how to complete a plot diagram,	1.11: Expanding Narrative Writing:	1 period
	notes to measure level of understanding.		
wall to be referred to throughout the unit.	Stoplight Organizer and manipulative sticky	- Unpack Embedded Assessment 2	
Display unpacking graphic organizer on classroom	Students and teacher unpack the EA with	1.10: Previewing Embedded Assessment 2:	1 period
esengaed			
-Scoring Guide can be broken down into 3. Use of summative grades: 1. Ideas, 2.Structure, 3. Use of			
Scoring Guide		Personal Narrative about Choice	
Embedded Assessment should be graded using	Use strategic grouping for writing groups.	Embedded Assessment 1: Revising a	3 periods
	rt-r2		
	<mark>13-14</mark>	L.S. ME R 10genier, Revising the munig- Graphic Organizer, Revised Draft	1 period
Short Cycle Assessment for ELA Grade 7 Unit 1	<mark>. ۲5-ГЗ</mark> . <b>Г+-Г2</b>	1.9: Tie It Together: Revising the Ending-	poinen f
	<mark></mark>	Graphic Organizer, Revised Draft	
Introducing the Strategy: Looping	rs-r3 Extend	- SibbiM shi gnisives it? Revising the Middle -	1 period
		נומן מנוגב מומובים נוסטן מוב לו בגוסמי מבנוגונא	
T.1-4. f viivitaA	<mark>r3-r4</mark>	Beginning - revising students' personal narrative drafts from the previous activity	
Short Cycle Assessment for ELA Grade 7 Unit 1	rs-r3	1.7: Once Upon a Time: Revising the	1 period
	of card and question stems on back		
	cards can be made with role name on front		
	To support students in roles, desk role	Conferencing/Roles	
	organizers and timing adjusted accordingly	sensory details; I period for Writing Group	
	Writing Prompt to include graphic	auor 2 anitia Wrot beirga f. plieteb meenes	
	Differentiation can occur for the Narrative	Note: I period for writing prompt where	
Timed Writing Opportunity			
ßrade	<mark>51-77</mark> Fa-Ca	braiding at ersonal real advectimed writing	
Varrative Writing Prompt can be checked for vrade	<mark>r3-r4</mark> r5-r3	1.6: Timed Writing: Choosing a Topic and Drafting a Personal Narrative- timed	2 periods
and house of ano tamout paitin'll outpound	<mark>2121</mark>	has signed a pairs of a pair with the mit is t	show C

ELA Grade 7 Unit 1 Open-Response			
ELA Grade 7 Unit 1 Multiple Choice			
online or to download on the SpringBoard website.			
There are two end of unit assessments available			
lessons, and/or testing (NWEA, STAR, etc.)			
activities including Writing Workshops, library			
used for remediation of skills, extension of			
Flex Days are at teacher discretion and may be		Flex Days	5 periods
panguage	Day 4: Illustration		
summative grades: 1. Ideas, 2.Structure, 3. Use of	Day 3: Final Draft		
-Scoring Guide can be broken down into 3	Day 2: Revise/Edit		
Scoring Guide	Day 1: Plan/Draft	lllustrated Myth	
Embedded Assessment should be graded using	Suggested Timeline:	Embedded Assessment 2: Creating an	4 periods
	4.) lesson learned/theme		
	conflict and character choices; 3.) setting;		
	assigned an element: 1.)characters; 2.) main		
	be completed in groups with each student		
	Natural phenomenon graphic organizer can	ldeas for an Original Myth	
		Man," Graphic Organizer, Generated	
	seəbi	"The Creation of Earth, Sky, Animals, and	
	Day 2: Collaborative groups to generate	"Voices of the Ancestors: African Myth,"	
and/or turned in with Embedded Assessment	suoitsənb	World - Close Reads "In the Beginning,"	
Graphic organizer can be collected for grade	Day 1: Close Reads and text-dependent	1.15: Creation Myths from Around the	2 periods



## Grade 7 Curriculum Map

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## Unit 2: What Influences My Choices? 7 weeks

Writing and Research	stnəmssəssA bəbbədm3	ิ สิตเbธอุЯ
<b>Goals:</b> Το write an argumentative essay	1: Writing an Expository Essay and Participating in a Collaborative Discussion	<b>Goals</b> : To understand how our lives are affected by media and advertising
noitstnemugıA <b>:sseıA zuzoł</b>	2: Writing an Argumentative Essay	To identify and analyze the use of appeals, language, and thetorical devices in informational and argumentative texts
	Essential Questions	<b>Genres:</b> informational texts, online film, news articles,
fland s'refirW bne egengnel	What role does advertising play in the lives of	essays, speeches, online article, student essay Key Texts: "How Kids Can Resist Advertising and Be
Focus Areas: revising for cohesion and	λοnth?	Smart Consumers, "Mobile Kids," "Re: Advertising in the
clarity, revising for precise language and	What makes an effective argument?	New York Times for Kids" from Campaign for a
formal style, sentence variety, sentence	shickact2 ofct2 orol nominol hotepreT	Commercial-Free Childhood website, The Myth of Choice: How Junk-Food Marketers Target Our Kids "More
structure and transitions, using rhetorical devices, phrases and clauses	Targeted Common Core State Standards	Companies Market Directly to Kids," "America, The Not-
Speaking and Listening	או.7.1, או.7.2, או.7.3, או.7.4, או.7.5, או.7.6, או.7.10; או.7.8, או.7.9, או.7.10; או.7.2, ש.7.4, ש.7.5, ש.7.4, או.7.5, ש.7.9, ש.7.9, או.7.10; או.7.2, ש.7.2, ש.7.5, או.7.4, או.7.5, או.7.5, או.7.6, או.7.5, או.7.5, או.7.5, או.7.5, או.7.5, או.7.5, או.7.5, או	So-Beautiful, "Another Study Highlights the Insanity of Selling Junk Food in School Vending Machines," "A'n'A a Noman?"
<b>Goals:</b> To engage in meaningful discourse within a collaborative group	רי.2'ד' רי.2'ד' רי.2'ד' לי' רי.2'ד' רי.2'ד' רי.2'ד' פי.2'ד' רי.2'ד פרי.2'ד' פרי.2'ד' פרי.2'ד' פרי.2'ד'	«Nobel Lecture» «Should We Live Life, or Capture It?,» «The Joy of Instragram,» «Screen Time?»
feedback from others To provide and accept constructive	Writing to Sources: Explanatory Text: Activities 2.4, 2.5, 2.6,	
Sharing and Responding in Writing Groups Sharing and Discussing Textual Evidence	2.8, 2.9 Argument Writing Prompts: Activities 2.13, 2.14, 2.15 Citing Textual Evidence: Activities 2.3, 2.6, 2.9, 2.9, 2.9, 2.13,	Λοςαρηγεία
Collaborating for Discussions Collaborating for Research	2.14, 2.15 Duderstanding Text Features: Activities 2.2, 2.3, 2.6, 2.7, 2.12, Understanding Text Features: Activities 2.2, 2.3, 2.6, 2.7, 2.12,	Academic: text features, credibility, primary source,
Viewing Diverse Media Collaborating to Analyze Collaborating in Debate	2.14, Evaluating Sources: Activity 2.3, 2.4, 2.6, 2.12	secondary source, valid, claim, counterclaim
_	Reader/Writer Notebook and Key Ideas and Details	Literary: informational writing, rhetoric, Thesis

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Questions: ongoing



# <sup>b</sup>ringBoard<sup>®</sup>

## Grade 7 Curriculum Map

Unit 2 Pacing and Planning Guide 7 weeks structured with 1 flex week

District Expectations and	Differentiation for Student Needs	SpringBoard Activities and	<b>Dates</b>
Opportunities for Additional		səitinutroqqO tnəmzsəzzA	
Instruction			
			Dates* Dates*
Display unpacking graphic organizer on classroom	Students and teacher unpack the EA with	Unit 2: What Influences My Choices?	1 period
wall to be referred to throughout the unit.	Stoplight Organizer and manipulative sticky	2.1: Previewing the Unit - Unpack Embedded	bətegguz)
	gnibnstrebnu to level erussem ot seton	f tnəmzsəzzA	Start Date: (9/9)
In-Depth Collaborative Discussion may use Flex Days	L2-L3, L3-L4, L4-L5, Support, Extend	woH" fo best sclose read of the loss woll and si the loss of the l	2 periods
clad you oca law youccased a war ogawoo yodad yu		Kids Can Resist Advertising and Be Smart Consumers," Collaborative Discussion	cnould a
Short Cycle Assessment for ELA Grade 7 Unit 2	Day 1: Close Reads and text-dependent	2.3: Analyzing Informational Text - Close	2 periods
Activity 2.2-2.3	questions	reads, select a research topic, write research	Ţ
	Day 2: Preparing for Research, Choosing a Research Topic, Writing a Research Question	suoŋsənb	
	Reading Roles: Summarizer, Questioner, Clarifier, Predictor		
	<mark>P2-F3, L3-L4, L4-L5</mark> , Support Extend		
formative assessment formative assessment	<mark>ר־ר:3' ר:3-ר+' רַל-ר</mark> ים	– sbA gnizylsnA '31 oU yədT oU woH :4.5 DLT	1 period
	2.4: Extension Activity can include analyzing magazine and newspaper ads in groups and		
Note: There are several opportunities for discussion	<mark>CS-F3; F3-F4; F4-F2</mark> cstegorizing each	2.5: Advertising for All- Collaborative	1 period
and collaboration in activity 2.5.		Discussion, Writing to Sources: Informational Discussion, Writing to Sources: Informational Text Writing Prompt, Research Questions	nouad t

Embedded Assessment should be graded using	Use previous lesson's outline to create draft	Embedded Assesser transiend an	3 periods
	thesis statement for essay or final statement Co-construct a model text to show students for organizing writing. Students create their own outline (may work with a partner/groups as teacher sees fit).	1x9T lenoitemroful	
	Teacher may choose to provide conclusion statements for students to choose from as	2.9: Gathering Evidence: Bringing It All Together- Outline, Writing to Sources:	2 periods
	L2-L3, L3-L4, Support		1.0
Short Cycle Assessment for ELA Grade 7 Unit 2 Activity 2.4-2.8 Writing to Sources: Informational Text can be collected for formative grade Cursive Writing Practice Opportunity	Day 1: Close reads of "More Companies Market Diretly to Kids", text dependent questions, and Check Your Understanding Day 2: Language and Writer's Craft: Sentence Variety, Writing to Compare and Contrast, and Writing to Sources: Informational Text	2.8: Gathering Evidence from a News Article-, Close Reads of article "More Companies Market Directly to Kids", Language and Writer's Craft, Writing to Sources: Explanatory Text	2 periods
	Collaborative Discussion Groups can be differentiated at teacher discretion	2.7: Gathering Evidence from a Film- RAFT Graphic Organizer, Collaborative Discussion (groups)	boirıəq f
Opportunity Language and Writer's Craft: Revising for Precise Language and Formal Style Writing to Sources: Informational Text Writing Prompt from Activity 2.6 can be collected for from propertion of poportunity formative grade Timed Writing Opportunity	L2-L3, L3-L4, L4-L5, Support Groups can be created for the activities on pages 111-112. The teacher may want to assign sites on same topic to each group. One site should be a credible site while the other should be a non-credible site. See examples of hoax sites at the following site: https://teachbytes.com/2012/11/01/test- site: website-evaluation-with-10-hilarious-hoax- sites/	2.6: Evaluating Sources: How Credible Are They?- Graphic Organizers, Close Reads, Primary and Secondary Sources, Searching for Sources, Writing to Sources: Informational Text	3 periods
Writing to Sources: Informational Text Writing Prompt from Activity 2.5 can be collected for formative grade Timed Writing			

Language and Writer's Craft: Complex Sentences Short Cycle Assessment for ELA Grade 7 Unit 2 Activity 2.15	L2-L3, L3-L4, L4-L5 Suggested: Day 1: Close read of both texts and text- dependent questions, Working from the Text, and Practice Scenario Day 2: Plan and Present an Argument: Class Debate, Language and Writer's Craft,	2.15: Differing Opinions: Acknowledging Opposing Claims - Close Read of "Should We Lie Life, or Capture It?" and "The Joy of Instagram," and text-dependent questions, Debate Graphic Organizer, Practice Scenario, Argument Writing Prompt	sboin9q S
Language and Writer's Craft: Using Rhetorical Devices Argument Writing Prompt may be checked for formative grade Short Cycle Assessment for ELA Grade 7 Unit 2 Short Cycle Assessment for ELA Grade 7 Unit 2 Stort Cycle Assessment for ELA Grade 7 Unit 2 Stort Cycle Assessment for ELA Grade 7 Unit 2	<mark>L1</mark> Provide additional support for understanding of rhetorical appeals: ethos, pathos , and logos; rebuttals, and refuting rebuttals	2.14: Just the Right Rhetoric: Logical Appeals - Rhetorical Appeals, Close Reads of "Ain't I a Woman?," and "Nobel Lecture,' graphic organizer, Argument Writing Prompt	2 periods
Language and Writer's Craft: Writing Parallel Lists Cursive Writing Practice Opportunity	<mark>L2-L3, L3-L4, L4-L5, Support, Extend</mark>	Argunt Stand, Marking Keasons and 2.13: Exploring and Evaluating Reasons and Evidence – Supporting a Claim (using previous lesson's reading), Close reads of "Another Study Highlights", SOAPSTone, Constructing an Argument, Research Plan for Argument	2 periods
Introducing the Strategy: SOAPSTone SOAPSTone can be checked for grade	Paired reading, read-aloud, or SpringBoard Digital audio may used for reading of "America" Jigsaw may be used for elements of SOAPAnone	2.12: Which Claims to Believe – Close reads of "America the Not-So-Beautiful", SOAPSTone, Writing a Claim	2 periods
	Collaborative groups. Review sample group norms. Pair-Share after brainstorming to allow students to share a personal reflection about arguing	2.11: Preparing for Argumentative Writing – Group Norms	1 period
Display unpacking graphic organizer on classroom wall to be referred to throughout the unit.	Students and teacher unpack the EA with Stoplight Organizer and manipulative sticky anibnatrabnu fo level of understanding	2.10: Unpacking Embedded Assessment 2: Preparing for Argumentative Writing - Unpack Embedded Assessment 2; Select a topic for an argumentative essay, Group Graphic Organizer	boin9q I
Scoring Guide -Scoring Guide can be broken down into 3 summative grades: 1. Ideas, 2.Structure, 3. Use of Language	Suggested: Day 1: Revising and Editing Day 2; Publishing Final Draft and Preparing for Discussion Day 3: Collaborative Discussion	Informational Essay and Participating in a Collaborative Discussion	

Flex Days are at teacher discretion and may be used for remediation of skills, extension of activities including Writing Workshops, library lessons, and/or testing (NWEA, STAR, etc.) There are two end of unit assessments available online or to download on the SpringBoard website. <b>ELA Grade 7 Unit 2 Multiple Choice</b> <b>ELA Grade 7 Unit 2 Open-Response</b> <b>ELA Grade 7 Unit 2 Open-Response</b>		Flex Days	5 periods
Embedded Assessment should be graded using Scoring Guide -Scoring Guide can be broken down into 3 summative grades: 1. Ideas, 2.Structure, 3. Use of Language	<u>Suggested:</u> Day 1: Planning and Prewriting Day 2: Researching Day 4: Revising and Publishing Day 4: Revising and Publishing	Embedded Assessment 2: Writing an Argumentative Essay	4 periods
Practice can be checked for formative grade	Think-Pair-Share and group work are possible	LC 2.16 Language Checkpoint: Placing Modifiers	1 period
Placement Placement Short Cycle Assessment for ELA Grade 7 Unit 2 Activity 2.15-2.16 Argument Writing Prompt outline can be turned in with Embedded Assessment	Prompt of Strain a particle for Argument Writing group to create outline for Argument Writing Prompt	Screen Time?," text-dependent questions, "Screen Time?," text-dependent questions, Argument Writing Prompt	nound t
Grammar & Usage Mini-Lesson: Correct Modifier	Argument Writing Prompt revision of text (from Activity 2.14) Students may work with a partner or small	2.16: To Introduce and Conclude - Close read	1 period



research project

## Grade 7 Curriculum Map

## Unit 3: Choices and Consequences - 7 weeks structured with 2 flex weeks

#### Writing and Research

Goals: To write a literary analysis essay

To create and present a biographical

**Focus Areas:** Literary analysis; multimedia research presentation

#### Language and Writer's Craft

Focus Areas: subordinate clauses, coordinating conjunctions, understanding phrases, active and passive voice, adjectival and prepositional phrases, correcting dangling and misplaced modifiers

#### Speaking and Listening

Sharing and Responding in Writing Groups Sharing and Discussing Textual Evidence Collaborating for Discussions Collaborating to Present Information Collaborating to Create Visuals Viewing Diverse Media

## stnemssessA bebbedm3

1: Writing a Literary Analysis Essay

2: Creating a Biographical Presentation

#### Essential Questions

What is the relationship between choices and consequences?

What makes a great leader?

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#### Targeted Common Core State Standards

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#### seitinutroqqO tnemsessA lanoitibbA

Narrative Writing Prompt: **3.2** Writing to Sources: Informational Text: Activities 3.3 3.5, 3.6, 3.7, 3.8, 3.9 Informational Writing Prompt: 3.4 Citing Textual Evidence: Activities 3.3, 3.4, 3.5, 3.6, 3.8, 3.9, 3.10, 3.11, 3.12, 3.12, 3.12, 3.20 Book Cover Design: Activity 3.14

Reader/Writer Notebook and Key Ideas and Details Questions:

### gnibeəA

**Goals:** To use textual evidence to support analysis and inferences

of informational texts of informational texts

Genres: a novel, a news article, poetry, biography and autobiography excerpts, informational text, nonfiction text, speeches

Key Texts: Tangerine, "To an Athlete Dying Young," "Do not go gentle into that good night," film clips from Invictus, Nobel Peace from A Long Walk to Freedom, "Invictus," excerpts from Playing the Enemy: Nelson Mandela and the Game that Made a Nation, Velson Mandela's Nobel Prize Acceptance Speech, Speeches by Great Leaders, Landmarks of Nelson Mandelas Life

#### Λοcabulary

Academic: tone, voice

Literary: subordinate, flashback, foreshadowing, motif, mood, meter, rhyme scheme



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## Grade 7 Curriculum Map

Unit 3 Pacing and Planning Guide - 8 weeks structured with 2 flex weeks

District Expectations and	Differentiation for Student Needs	bne seitivit5A breo8gning2	Dates
<b>Opportunities for Additional Instruction</b>		Assessment Opportunities	
			Suggested Dates*
	Students and teacher unpack the EA with Stoplight Organizer and manipulative stickies to measure level of understanding.	<b>Unit 3: Choices and Consequences</b> 3.1: Previewing the Unit - Unpack Embedded Assessament 1	boiraq I
Introducing the Strategy: Questioning the Text Double-entry Journals can be checked for a grade Cursive Writing Practice Opportunity	Тһілk-Раіг-Share L2-L3, L3-L4, L4-L5, Support	3.2: Reading the Novel Tangerine - Double-Entry Journal, Introducing the Strategy: Questioning the Text,	boin9q I
Language and Writer's Craft: Writing and Revising with Subordinate Clauses Informational Text Writing Prompt can be collected for grade Timed Writing Opportunity	<u> </u>	3.3: There's a New Kid in Town - Writing to Sources: Informational Text, Subordinate Conjunctions 3.4: Like Mother, Like Son? - Flashback/	1 period 1.5 periods
Informational Writing Prompt can be collected for a grade Timed Writing Opportunity	Foreshadowing graphic organizers Suggested: (Groups or pairs highly Bat 1: Close reading of Paul's entry for Monday, August 28th. Flashback and Foreshadowing graphic organizers	Foreshadowing Graphic Organizer, Foreshadowing Graphic Organizer, Characterization, Informational Writing Prompt	spould sit

	n to compare accord on annu (nur remand		
	Teacher may want to project pictures of a		
	'9uinna i suanuadanuu		
	independent reading.		
	this lesson. Consider assigning this during	"To an Athlete Dying Young"	nound t
	Students will need to read 38 pages prior to	o Solo Mourning and Night – Close reads of	l period
	to each and add to the list on chart paper	Sources: Informational Text	
	conflicts around the room where groups move	Entry Journal, Graphic Organizer, Writing to	nound t
Informational Text can be turned in for a grade	Teacher may decide to have carousel of	3.9: Conflicts and Consequences - Double	1 period
	Craft lesson		
	Writing Prompt, and Language and Writer's		
	YouTube, graphic organizer, Informational		
	Day 2: "Amazing Grace" versions from		
Activity 3.5-7.5 Activity 2.7.5 Activity 2.7.5 Activity 2.7.5 Activity	through Friday, November 10th		
Short Cycle Assessment for ELA Grade 7 Unit 3	Day 1: Reading of Tangerine (and/or review)		
2210 4 241000 1	<u>:bətsəgguZ</u>	Active vs. Passive Verbs	
Passive Voice		Writing to Sources: Informational Text,	concurad out
Language and Writer's Craft: Active Versus	<u> </u>	3.8: Seeing is Believing - Graphic Organizer,	2.1 periods
		Sources: Informational Text	
graded		entry journal, Venn Diagram, Writing to	norrod -
Writing Prompt and/or Venn Diagram can be	<mark>୮<b>Տ-</b>୮Ვ՝ ୮Ვ-୮<del></del>╉՝ ୮<del></del>╉-୮<mark>Ⴧ</mark></mark>	3.7: Same Sport, Different School - Double-	1 period
o mo i obsio Alla foi momente a successione de la contra de la contra de la contra de la contra de la contra de			
Short Cycle Assessment for ELA Grade 7 Unit 3			
for a grade Timed Writing Opportunity			
Informational Writing Prompt can be collected			
botrollos od nos tamord paitirM lonoitomrofal			
Phrases Cursive Writing Practice Opportunity			
Language and Writer's Craft: Understanding		Informational Text, Understanding Phrases	
paibactoroball .ther? shotis M bas operate I		SIFT graphic organizer, Writing to Sources:	
Introducing the Strategy: SIFT	<mark>୮Տ-୮Յ՝ ୮Յ-୮Ժ՝ ୮<del></del>-୮२</mark>	3.6: SIFTing Through Tangerine – Quickwrite,	2.1 periods
Timed Writing Opportunity			
	<mark>רՏ-ՐՅ՝ ՐՅ-Ր<del>ፋ</del>՝ Ր<del>Կ</del>-Ր<mark>2</mark></mark>		
for a grade		to Sources: Informational Text	
Informational Writing Prompt can be collected	Graphic organizer should be Jigsawed	3.5: Oh, Brother! - Graphic Organizer, Writing	2 periods
	Informational Writing Prompt		
	Day 2: Characterization graphic organizer and		

Graphic organizer can be checked for grade Short Cycle Assessment for ELA Grade 7 Unit 3 Activity 3.12-3.17	Consider assigning one piece of the graphic organizer for Viewing the Film <i>Invictus</i> to each group. Use jigsaw strategy to share answers.	Visuation of the second of the	2 periods
Timeline can be collected for grade	<u> </u>	3.16:Visual Impact - Quickwrite, Visuals/Timeline, Presentations	1 period
Citation and annotation note cards can be collected for a grade			
*Teacher may want to use flex day(s) in conjunction with this lesson to visit the library for librarian to visit class or a lesson with the school librarian on citations and annotations	12-L3, L3-L4, L4-L5, Support	3.15: Planning for Research and Citing Sources - Research Groups, Internet Source Evaluation Chart, Sample citations and annotations	2 periods
Prepositional Phrases Cursive Writing Practice Opportunity		Nobel Peace Prize", KWHL Graphic Organizers, Close Read of "A Long Walk to Freedom", Genre Graphic Organizer, Adjectival and Prepositional Phrases	
Language and Writer's Craft: Adjectival and	L2-L3, L3-L4, L4-L5, Support, Extend	3.14: A Long Walk to Peace – Close read "The	1 period
	L1, L2-L3, L3-L4 Jigsaw Sections of Clips Graphic Organizer	- boowylloH ni slannan oliywood Graphic Organizers	1 period
	down into groups		poinca t
	Quotes from graphic organizer can be broken		
Display unpacking graphic organizer on classroom wall to be referred to throughout the unit.	Students and teacher unpack the EA with Stoplight Organizer and manipulative sticky notes to measure level of understanding.	3.12: Previewing Embedded Assessment 2 – Unpack Embedded Assessment 2, Graphic Organizer	1 period
	Suggested: Day1: Drafting (using outline previously created) Day2: Revising/Publishing and Reflection	Embedded Assessment 1: Writing a Literary Analysis Essay	2 periods
	These days can be used at anytime during the first half of the unit for reading <u>Tangerine</u>	Flex Reading Days for <u>Tangerine</u>	5 periods
Short Cycle Assessment for ELA Grade 7 Unit 3 hort Cycle Assessment for ELA Grade 7 Unit 3			
Outline can be turned in for grade or turned in with EA	Ability groups can be used to assign motifs	3.11: The Final Score - Double Entry Journal, Choices Outline, Motif Graphic Organizer	2.1 sboined z
	<mark>L3-L4, L4-L5, Support, Extend</mark>		
	poem aurel oak and/or other images from the		

There are two end of unit assessments available online or to download on the SpringBoard website. ELA Grade 7 Unit 3 Open-Response ELA Grade 7 Unit 3 Open-Response	
online or to download on the SpringBoard website.	
aldelieve stramssasse tign to ha owt are aradT	
testing (WWEA, STAR, etc.)	
including Writing Workshops, library lessons, and/o	
for remediation of skills, extension of activities	
	period
grades: 1. Ideas, 2. Structure, 3. Use of Language	
-Scoring Guide can be broken down into 3 summative	
Creating a Biographical Presentation Scoring Guide	nound
Presentation of Embedded Assessment 2 : Embedded Assessment should be graded using	period
Day 2: Creating/Rehearsal	
Biographical Presentation Day 1: Planning and Prewriting/Researching	
	period
Misplaced Modifiers	
Discussion, Research Group, Dangling and	
"Nobel Prize Acceptance Speech," Quickwrite, student choice or at teacher discretion Misplaced Modifiers	
a 3.18: Follow the Leader - Close read of Research groups to be created either by Language and Writer's Craft: Dangling and	period
Joing PronounsScoring Rubric as criteria and graded3.18: Follow the Leader - Close read ofResearch groups to be created either byLanguage and Writer's Craft: Dangling and	
Joing PronounsScoring Rubric as criteria and graded3.18: Follow the Leader - Close read ofResearch groups to be created either byLanguage and Writer's Craft: Dangling and	period period



# Grade 7 Curriculum Map

## Unit 4: How We Choose to Act - 8 weeks

#### gnibsəA

**Goals:** To increase textual analysis skills across genres

Genres: poetry, monologues, informational text, drama

Key Texts: "Stopping By Woods on a Snowy Evening," "maggie and milly and molly and may," "Mother to Son," Haiku by Jose Juan Seinfeld: I'm Telling You for the Last Time," "Dreams," "Study Tips," "The Raven," "Little Red Riding Hood and the Wolf," "The Highwaymen of Hounslow Heath," "The Highwayman," "We Wear the Mask," Highwayman," "We Wear the Mask,"

## Vocabulary

Academic: precise, structure, improvise, diagram

Literary: persona, alliteration, assonance, consonance, monologue, pantomime, verse, prose, poetic devices, internal rhyme, parody, dialogue

## Writing and Research

Focus Areas: Narrative and Creative Writing

#### Language and Writer's Craft

Focus Areas: varying syntax for effect, dangling and misplaced modifiers

## Speaking and Listening

**Goals:** To strengthen verbal and nonverbal communication skills

גפוווs געיווןs מושגסאפ סרמן ∫ועפחכץ מחל מרפצפחלמלוסח

Το collaborate on a Shakespearean

berformance

## stnemssessA bebbedm3

1: Creating and presenting a monologue

2: Performing a Shakespearean Dialogue

### Essential Questions

How do writers and speakers use language for effect?

How do performers communicate meaning to an audience?

#### Targeted Common Core State Standards

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	<b>Unit Assessment:</b> online
	Reader/Writer Notebook and Key Ideas and Details Questions: ongoing
	Performance/Presentation: Activities 4.4, 4.6, 4.13, 4.14
	Creating Visuals: Activities 4.9, 4.10, 4.11
Opportunities	Citing Textual Evidence: Activities 4.2, 4.4, 4.6, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16, 4.17
	۹.۴:۴:۹۰۵olonoM в BritinW
tnemzesza	Vartative Writing Prompt: 4.3, 4.6, 4.7
lenoitibbA	Writing to Sources Informational Text: Activities 4.5, 4.7, 4.11, 4.13



## Grade 7 Curriculum Map

Unit 4 Pacing and Planning Guide - 8 weeks

District Expectations and	Differentiation for Student Needs	SpringBoard Activities and	Dates
Opportunities for Additional Instructio		seitinutroqqO tnemzsezzA	
			)ates* Dates*
Display unpacking graphic organizer on classroom	Students and teacher unpack the EA with	to A standard a Choose to Act	period
wall to be referred to throughout the unit.	Stoplight Organizer and manipulative sticky	4.1. Previewing the Unit - Unpack Embedded	_
	notes to measure level of understanding.	f tn9mss9ssA	
Writing to Sources can be collected for grade	רז' ר־ר3' ר־ל'רל־ר2	4.2: Using Language for Effect - Oral	periods
Timed Writing Opportunity	<u>:bətsəgguZ</u>	Interpretation, Writing Prompt	
	Mini-lesson on poetic devices may be necessary		
	Day 1: Read poem, second read, working from text, check your understanding.		
	Day 2: Conduct close read of poems		
	",yem bne yllom bne yllim bne siggem"		
	"Mother to Son," "Haiku," "Homesteaders" and		
	text dependant questions		
	Day 3: Oral interpretation and Writing to		
	sources		
Writing Prompt can be collected for grade and/o	₽- <b>-</b>	– sugolonoM sibsmoJ s gnizylsnA :6.4	spoirad
performed for grade	Suggested:	Graphic organizer, Writing Prompt	
utinutuonnO paitinW homiT	Day 1-2 Shared Reading about performance,	(Suggested: 2 periods)	
Timed Writing Opportunity	Watch clip, discussion questions, <b>Assign</b>		
Cursive Writing Practice Opportunity	Discussion Groups View clip second time,		
כמו ארב איז זנוזוג ז זאכנוכב סףףסו נמווני	Work on graphic organizer		
	Day 3 Language and Writer's Craft		

	Narrative Writing Prompt		
Introducing the Strategy: Choral Reading Language and Writer's Craft: Varying Syntax for Effect Cursive Writing Practice Opportunity Writing a Monologue can be checked/collected for a grade.	L2-L3, L3-L4, L4-L5 Suggested: Day 1: Prepare for an Oral Interpretation, Read one of the monologues "The Paper Avalanche," "Dreams," "Study Tips," "The Children's Crusade" Close read, answer text dependant questions. Introduce Choral Reading Strategy, student presentations. Language and Writer's Craft Presentations. Language and Writer's Craft	4.4: Analyzing and Presenting a Dramatic Monologue – Graphic Organizer, Monologue Presentation, Writing a Monologue	2 periods
a Bi anci			
Grammar & Usage Mini-Lesson: Relative Pronouns Writing to Sources: Informational Text can be checked/collected for a grade Short Cycle Assessment for ELA Grade 7 Unit 4 Short Cycle Assessment for ELA Grade 7 Unit 4 Sterivity 4.5-4.8	L1, L2-L3, L3-L4, L4-L5 Suggested: Day 1: Review poetic devices, complete graphic organizer, set purpose for reading, listen to "Raven". Jigsaw discussion questions. Day 2: Working from the Text, Writing to Sources: Informational Text	4.5. Points Prise Source Proporties (ما אוד אולעות אועד און אונער און אונער איד אונער איד אונער איד אונער איד א אונער איד איד איד איד איד איד איד איד איד איד	2 periods
Varrative writing prompt can be checked/ collected for a grade. Timed Writing Opportunity	<u>Suggested:</u> Day 1: Close read Little Red Riding Hood, second read, answer text dependant questions, working from the text. Day2-3: Narrative writing prompt, performing your monologue. after presentation reflection.	4.6: Transforming a Traditional Tale – Graphic Organizer, Creative Writing Prompt	sboiri9q E
Introducing the Strategy: RAFT Narrative Writing Prompt can be checked/collected for a grade. Timed Writing Opportunity	L2-L3,L3-L4,L4-L5 Suggested: <u>Day1:</u> Close read The Highwayman of dependant questions, working from the text. <u>Day 2:</u> Close read "The Highwayman," second read, jigsaw text dependant questions, introduce RAFT strategy and complete graphic organizer. graphic organizer.	9məሰT qoləvəG ot эष्ठธиष्ठताढ्र gnizU \.↓ analysis analysis analysis analysis analysis analysis and the second second second second second second second s	3 periods

		Day:2 Writing to Sources: Informational Text	
		questions. working from text.	
		Second read , answer text dependant	
		2	
	<ul> <li>Writing to Sources; Informational Text</li> </ul>	Day 1: Close read <i>Twelfth Night</i> Act 1, Scene 4-	
2 periods	4.13: Interpreting Character in Performance	<u>Suggested:</u>	
		suoitseup tusbang	
		Close read, second read and answer text	
		<u>Suggested:</u>	
1 period	4.12: Acting for Understanding - Dialogue	<b><u><u></u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u><u></u></b>	
F F		interpretations.	
		take notes using graphic organizer for	
		Day 2: Listen to actor performing monologue,	
	Summer	dependant questions, working from text.	
	Reading	<i>Night</i> , second read and answer text	Activity 4.12-4.14
anarrad -	Shakespearean Monologue - Choral	Day 1: Close read Monologue from <i>Twelfth</i>	Short Cycle Assessment for ELA Grade 7 Unit 4
2 periods	4.11:4 Analyzing and Delivering a	<u>Suggested:</u>	
		Ţ	
		Representations.	
		Twelfth Night Plot Summaries, Create Visual	
		who have disguised their identity.	
	Improvisation - Visual Representation	Think-pair-share to create a list of characters	۲۲.4-0۲.4 کرانvity ۲۲.4-0۲.4 کران
1 period	:01.4	<u>:bəteaguran sayan s</u>	Short Cycle Asse <u>ssment for ELA Grade 7 Unit 4</u>
		strategy. Create Mask.	
		questions. Work from the text using SIFT	
		second read and answer the text dependant	
1 period	TAI2 – AzsM on the Mask – SIFT	Day 1-2: Close read We Wear the Mask,	
poinon t	6.4	<u>Suggested:</u>	
	2 tn9m22s2sA		
	Performing Shakespeare - Unpack Embedded	notes to measure level of understanding.	
	Previewing Embedded Assessment 2 and	Stoplight Organizer and manipulative sticky	wall to be referred to throughout the unit.
1 period	8.4 http://www.energy.com/and/and/and/and/and/and/and/and/and/and	Students and teacher unpack the EA with	Display unpacking graphic organizer on classroom
poinon f	Presenting a Monologue	dtim AA odt Vocanu rodocot bac staobut2	mooraacla no rosinerro sidnerro puislaennu velnaiti
T perious			
4 periods	Embedded Assessment 1: Creating and		
		adurar 19marra aron mir.	
		<u>Day 3</u> : Narrative Writing Prompt	

		There are two end of unit assessments available online or to download on the SpringBoard website. ELA Grade 7 Unit 4 Multiple Choice ELA Grade 7 Unit 4 Open-Response
3 periods	Flex Days	Refer to cover page for information regarding flex days.
4 periods	Embedded Assessment 2: Performing a Shakespearean Dialogue	
2 periods	<ul> <li>4.15: Exploring Theatrical Elements</li> <li>Performance Plan, Annotated Scene</li> </ul>	Have students use the Scoring Guide for Embedded Assessment 2 to help them evaluate and revise their performance.
2.5 periods	ensolution: Performed Scene	



## Grade 8 Curriculum Map

Unit 1: The Challenge of Heroism (Suggested Time: 8 weeks)

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ideas, structure and language To analyze and evaluate expository texts for

Genres: novel excerpts, film clips, a short story, narrative poetry, poetry, articles, an autobiography excerpt, an essay

Key Texts: Excerpts from A Wrinkle in Time, excerpts from The Odyssey, "A Man," "Sonnet 116," "Where I Find Heroes," for Abraham Lincoln, "O Captain, My Gaptain!" "Frederick Douglass," Excerpt from The Narrative of the Life of Frederick Douglass, an American Slave, "A Definition of a Gentleman"

## Λοcabulary

Academic: context, technique, synonyms, antonyms, formal, concise, function, negation

Literary: archetype, imagery, setting, point of view, conflict, protagonist, mood, plot, pacing, epic, tone, diction, denotation connotation, nuance, definition essay, allegory, coherence, thesis

#### Writing and Research

Goals: To create an original illustrated narrative based on the Hero's Journey Archetype

To develop expository texts using strategies of definition

Focus Areas: Narrative, Expository

### fiero s'refitw bre egengned

Focus Areas: Revising and Editing, Verbs and Mood, Transitions and Quotations

### Speaking and Listening

Sharing and Responding in Writing Groups Sharing and Discussing Textual Evidence Collaborating for a Presentation Collaborating to Analyze Texts Collaborating to Analyze Texts

## stnemssessA bebbedm3

1: Writing a Hero's Journey Narrative

2: Writing a Definition Essay

### Essential Questions

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How does the Hero's Journey archetype appear in stories throughout time?

### Targeted Language Arts Delaware Standards

CCSS.ELA-Lif.RL.8.1, 8.2, 8.3, 8.4, 8.5, 8.10; CCSS.ELA-Lif.RL.8.1, 8.2, 8.4, 8.5, 8.6, 8.10; CCSS.ELA-Lif.U.8.2, 8.3, 8.4, 8.5, 8.7, 8.8, 8.9, 8.10; CCSS.ELA-Lif.L.8.1, 8.2, 8.4, 8.5, 8.6; CCSS.ELA-Lif.L.8.1, 8.2, 8.4, 8.5, 8.6;

 Additional
 Narrative Writing Prompts: Activities 1.6, 1.7, 1.9

 Additional
 Expository Writing Prompts: Activities 1.3, 1.4, 1.16, 1.17

 Citing Textual Evidence: Activities 1.3, 1.6, 1.7, 1.9, 1.12, 1.13, 1.14, 1.16

 Opportunities
 Creating Visuals: Activities 1.4, 1.6, 1.7, 1.9, 1.12, 1.13, 1.14, 1.16

 Opportunities
 Creating Visuals: Activities 1.4, 1.6, 1.7, 1.9, 1.12, 1.13, 1.14, 1.16

 Opportunities
 Creating Visuals: Activities 1.4, 1.6, 1.7, 1.9

 Opportunities
 Outling Textual Evidence: Activities 1.4, 1.6, 1.7, 1.9



# Grade 8 Curriculum Map

**Being and Planning Guide** 

Begin building Vocabulary/Literary terms notebook.	This will help they keep		
writing prompts) New articles appear daily.	argumentative essay).		
the ability to differentiate, contains quizzes, and contains	essay, narrative essay, and		
(For NewsELA create a sign in and the site contains articles with	informative/expository		
	(Detine		
<u>https://newsela.com/</u> https://www.engageny.org/	literature <b>and</b> writing.		
http://vms.vale.k12.or.us/articles-week	genre and sub-genre in		
Some suggested sites:	• Give a mini-lesson on		
Articles of the week can provide additional support for FSA.	challenging texts.		
127 rof troanne lenoitible obiriora ane floor oft fo soloital	introduce concepts or		
	<ul> <li>Use video clips to</li> </ul>		
<u>Imtd.əvorqmi-ot-səɔnətnəs-rotnəm</u>	Hero's Journey Archetype		
-gnisu/e0/£102/moj.fogspol.hologspol.hologspol.2013/09/101/2013-	various stages of the		
sentence, students edit their own sentences.	text to illustrate the		
students imitate the model sentence, students revise original	substitute less complex		
grammar/conventions, label punctuation/parts of speech,	<ul> <li>Teacher could elect to</li> </ul>		
(provide a model sentence, students copy and notice	λəssλpO əңT ,holid2		
ringers is to use the mentor sentence strategy.	Ех. Тһе Drummer Boy of		
A strategy for incorporating grammar mini-lessons a bell	responses from students.		
	material and eliciting		
.(sllista gnintalitation).	teacher modeling chunking		
conventions, and technology (Microsoft Word, basic typing and	as a whole group with		
Suggested use of supplemental instruction in grammar,	accompany a specific text		
	complete the activities that		
strategies, etc.).	is more complex, is to	Heroism	
test/ post-test, formative assessment, to model reading	instruction when the text	The Challenge of	гурэМ
Use State Reading Assessments at teacher's discretion (pre-	<ul> <li>An idea for differentiating</li> </ul>	L tinU	First Nine
Opportunities for Additional Instruction	sbəəN		
District Expectations and	Differentiation for Student	SpringBoard Activities	Dates

27 Days 22-	Physical and Emotional Challenges, Definition		Mctivity 1.13 prezi slideshow http://prezi.com/rv882wx/w44478 http://prezi.com/rv8847
12 yed	Activities 1.101.1 <b>The</b> <b>Nuance of Tone</b>		To add to the tone activity, students could create sentences using the words from the activity to illustrate the meaning of the words.
Days 18- 20	f tnəmssəssA bəbbədmƏ	Writing a Hero's Journey Narrative	<u>https://www.youtube.com/watch?v=00gYKm-h3gU</u> (Shmoop video writing a narrative)
71-9 syad	Activities 1.5-1.9 Understanding the Hero's Journey Archetype, Departure, The Initiation, Language and Writer's Craft: Revising and Editing, The Return 1.6-2 days 1.6-2 days 1.7-3 days 1.7-3 days 1.7-3 days 1.7-2 days 1.7-2 days	In activity 1.5, the whole movie Batman Begins or the selected movie clips can be used to illustrate the framework of the conjunction with the graphic organizer. Pause to allow students time to complete graphic organizer. As a precursor to activity 1.8, the teacher might want to use an teacher might want to use an exemplar paper to model revision pefore the students work with in groups with their drafts. groups with their drafts.	Video to explain the Hero's Journey Archetype) (Video to explain the Hero's Journey Archetype) Model/create a writer's checklist as a whole group.
Z-I syaū	Activities 1.1-1.4 Understanding Challenges, Opening with Imagery, Visual Techniques 1.2-1.5 day 1.2-1.5 days 1.2-1.5 days 1.4-1 day	track of the different types of writing that they will focus on. Activity 1.4 could use a commercial as opposed to movie film/visual techniques in order to conserve time. This allows activity 1.4 to be done in 1 period instead of 2.	Suggested Commercials for framing, angle, lighting https://ww.youtube.com/watch?v=45Vok2fM7Lg (Jeep Commercial w/singing animals) https://www.youtube.com/watch?v=nVM5xXbU0tY (Optus w/singing animals) *Commercials could also introduce persuasive techniques. *Commercials could also introduce persuasive techniques. What message(s) does the commercial give the viewer?

		sína z	
	(noor yon you o a n gun y y	2 Days	33
	Writing a Definition Essay	Embedded Assessment 2-	-25 sysd
		2.17.1 sys	
		yad 1-91.1	
	continue grammar mini lessons.	71.1-91.1 seitivitaA	
	osla bna (uol9gnA ayaM yd <i>98iN l</i>	Organization	
	poetry to work on TPCASAT ( <i>Still</i>	:suɔoA pnitinW	
(oəbiv əgasu ammoo)	you could pull in some more	Definition, Expository	31
<u>http://ed.ted.com/lessons/comma-story-terisa-folaron</u>	If there is time left in the 9 weeks,	Negation Strategy for	-92sybd
		Activity 1.15-2 Days	
		Quotations	
authority, bias) as well as		Craft: Transitions and	
Use RADCAB (relevancy, appropriateness, detail, currency,		s,ләңілМ рир әбрибир7	Day 28
	Ţ		
	some of the steps.		
	tnto 1 period without leaving out		
	Activity 1.13 may be difficult to fit		
	Phillip Petit's walk		
(you tube video)	accompanying video clip showing		
<u>sxxd29qq5Am=v5h3tew/mo3.9dutuoy.www//:sqtth</u>	If time permits, view		
		sybdE-41.1	
(txst fanoitemrofini ) oge-srsey-04-xlew	Walk, 40 Years Later	J.13-1 Day	
http://www.history.com/news/the-twin-towers-high-wire-	Article: Twin Towers High-Wire	sybd 2-21.1	
origin doid providet ainet odel puppal and more in the id unum/ ) attd	anital doill provide ring to bitted	Activities 1.1.2 Activities Activ	
	איכבר סי ווווסו ווומנוסוומו נבאני	_	
anilno AUA a ni aldaliava si <b>gniqmid occo</b> M	piece of informational text.	Heroes: Examples	
	Model SOAPStone using another	Strategies, Historical	



# SpringBoard

#### Writing and Research

**Goals:** Το develop informative/explanatory texts using the comparison/ contrast organizational structure

To develop effective arguments using logical reasoning, relevant evidence, and

Focus Areas: Expository, Argumentative

### therD s'retirW bne egengned

passive voice bassive voice

**Focus Areas:** embedding direct quotations, active and passive voice, maintaining voice and mood

## Speaking and Listening

Sharing and Responding in Writing Groups Sharing and Discussing Textual Evidence Collaborating for Research Collaborating for Debate

## stnemssessA bebbedm3

1: Writing an Expository Essay

2: Writing an Argumentative Essay

## Essential Questions

To what extent can a perfect or ideal society exist?

Sevitosite frective?

## Targeted Language Arts Delaware Standards

CCCS.ELA-Lif.RL.8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.9, 8.10; CCCS.ELA-Lif.RL.8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.8; CCCS.ELA-Lif.W.8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 8.10; CCCS.ELA-Lif.SL.8.1, 8.3, 8.4, 8.5, 8.6; CCCS.ELA-Lif.W.8.1, 8.2, 8.3, 8.4, 8.5, 8.6;

	9nilno <b>:tnamzsazz tinU</b>
	Reader/Writer Notebook and Key Ideas and Details Questions: ongoing
	Annotated Bibliography: Activity 2.16
Opportunities	Socratic Seminar/Discussion/Debate: Activity 2.6, 2.8, 2.12, 2.17
	Creating Visuals: Activities 2.4, 2.5
tnemzsezzA	<b>Citing Textual Evidence:</b> Activities 2.2, 2.3, 2.5, 2.6, 2.7, 2.8, 2.11, 2.13, 2.15, 2.16
lenoitibbA	Expository Writing Prompts: Activities 2.2, 2.3, 2.5.2, 2.9
	Argumentative Writing Prompts: Activities 2.13, 2.15, 2.16

## Grade 8 Curriculum Map

## Unit 2: The Challenge of Utopia (Suggested Time: 8.5 weeks)

## BnibeaA

theme Goals: To analyze a novel for archetype and

To analyze and evaluate a variety of expository and argumentative texts for of

**Genres**: an essay, a short story, a novel, an informational text, articles

## Vocabulary

Academic: compare/contrast, utopia, dystopia, argument, debate, controversy, research, search terms, universal, seminar, Socratic

terery: antagonist



# SpringBoard

## Grade 8 Curriculum Map

**Out 2 Pacing and Planning Guide** 

District Expectations and portunities for Additional Instruction	lqO IqO	seitivitoA breo8gninq2	2916D
te Reading Assessments at teacher's on (pre-test/ post-test, formative nent, to model reading strategies, etc.).	discreti	Unit 2 <b>The Challenge of Utopia</b>	Second Nine Veeks

Suggested resources: list of transition words, graphic organizers, writing frames, rubrics, PEEL paragraph writing strategy. DVD 2081 (from izzit.org) Adaptation of Harrison Bergeron	hrainstorming and introduce graphic organizers to use for compare/contrast. Ex. Venn diagram, T-chart, etc. Activate background knowledge about utopia/dystopia. Brainstorm	2.2-1.5 days Utopian Ideals and Dystopian Atilisy	4-£ sybu
Create a writing folder (portfolio) containing resources in which all final drafts of student works are kept.	Preview the unit Scaffold compare/contrast using real world examples. Use	<b>Expository Writing:</b> Compare/Contrast Activities 2.1-2.2 2.1-,5 day	ζ-ί εγεα
Begin building Vocabulary/Literary terms notebook.			
https://www.engageny.org/ https://newsela.com/ (create a sign in and the site contains articles with the ability to differentiate, contains quizzes, and contains writing prompts) New articles appear daily.			
Articles of the week can provide additional support for FSA. Some suggested sites: http://wws.vale.k12.or.us/articles-week			
A strategy for incorporating grammar mini-lessons a bell ringers is to use the mentor sentence strategy. (provide a model sentence, students copy and notice grammar/conventions, label punctuation/parts of speech, students imitate the model sentence, students revise original sentence, students edit their own sentences.			
Suggested use of supplemental instruction in grammar, conventions, and technology (Microsoft Word, basic typing and publishing skills).			

	for FSA Writing.		
	this activity as a practice exercise		
	sources of informational text to use		
	Teacher could select a topic and	Activities 2.77.2 days	08-92 sybd
		2.16-2 days	
		2.15-2 days	
		Z.14-1 day	
		Z.13-1 day	
	teach/scaffold this activity.	syab 2-21.2	
<u>w488A7Mu3b2O=vfA5ten/m05.9dutuoy.www//:sq11d</u>	to the debate and having to	Activities 2.12-2.16	
Ethos, pathos, and logos video	Activity 2.12 would take longer due	Don't Hate-Debate!	82-12 syad
cohir popul han podta	thesis statement.	sych 2.1-11.2	
(video argumentative writing)	hoog a guriting no norseil inim	Z.10-2 day	
	argument essay rubric. Provide a		
glassic state and the second state of the seco		Activities 2.10-2.11	
(video thesis statements)	evidence, and reasoning. Review	Argumentation	on crofpa
https://www.youtube.com/watch?v=8wxE8R_x510	Review the differences in claim,	Understanding Elements of	Days 19-20
	Write an Expository Essay	Embedded Assessment 1-2 days	81-71 sysU
		2.9- 2 days	
		2.8-2 days	
	(bəted)	syeb 2-7.2	
	downloaded as a PDF and copied	Activities 2.7-2.8	
	organizer on p.16 (can be	lon.ue <i>î</i>	
<u>winkler</u>	Archetype from the graphic	Road of Trials, The End of the	
http://ed.ted.com/lessons/what-makes-a-hero-matthew-	the stages/steps of Hero's Journey	the Adventure, Navigating the	
Watch again the Hero's Journey video	Provide the students with a copy of	gninnig9a :9vit29qra9 ni tlid2 A	01-11 sysU
(video on conducting a Socratic Seminar)			
MS 7Z8AVJq8=v5AJaev(mos.edutuov.www//:sqtth	demonstrating the strategy.	2.6-2 days	
	model and/or show video	2.5-2 days	
	2.6 Introduce Socratic Seminar and	2.4.2 days	
		Activities 2.4-2.6	
	and reading with expression.	Perspectives, Questioning Society	
	nse andio CD's to model fluency	Life, Contemplating Conflicting	
	The Giver: When reading The Giver	λο γρηγείος ο δαίτρηματος ο διατογικός ο δι τ	Days 5-10
	have a perfect society?		01 700
	with the group. Is it possible to		
	developing rules/norms. Share		
	ared? smron/salur prinolavah		

norsel-inim remmerg tonbroo of entite-ferisa-folaron Continue to conduct grammer mini-lessons <u>http://www.licu.org/assets/</u> ?bq.srisd2_feoidqosolidf_gnisU/bivs/f	Teacher may want to provide a list of topics to choose from for the debatable essay Embedded Assessment. Philosophical Chairs strategy (which is an AVID strategy) could be incorporated for debating.	2 tnəmzzəzzA bəbbədmƏ	2E-1E sybd
Numerous graphic organizers exist on the internet for argumentative writing.			



## Grade 8 Curriculum Map

Unit 3: The Challenge to Make a Difference (8 weeks)

## BnibseA

**Goals:** To analyze the development of a text

**Genres**: memoirs, poetry, a children's book, film clips, a drama excerpt, novels, a diary excerpt, a speech excerpt, informational texts, an article

Key Texts teacher-selected Holocaust narratives, excerpt from Night, "First They Came for the Communists," Terrible Things: An Allegory of the Holocaust, film clips from Life is Beautiful, excerpt from The Boy in the Striped Pajamas, excerpt from The Boy in the a Young Girl, excerpt from Elie Wiesel's Nobel Peace Prize Acceptance Speech, from Do Something! A Handbook for Young Activists, "Famine as a Weapon...It's Time to Stop Starvation in Sudan" Stop Starvation in Sudan"

## Vocabulary

Academic: communication, resume, euphemism, slogan, campaign, media, media channels, target audience, evaluate

Literary: enunciation, call to action, found

# SpringBoard®

## Writing and Research

global significance Goals: To research an issue of national or

To create an informative and persuasive multimedia presentation

Focus Areas: Narrative, Expository

## Language and Writer's Craft

effective use of voice and mood bffective use of voice and mood

Focus Areas: Voice and Mood for Effect, Participial Phrases, Clauses

## Speaking and Listening

כסוומאסידיע מימטפ פללפכניעפוא וח מ רמחטפ סל כסוומאסרמניע discussions

Engaging in Literature Circles Collaborating for Researching and Presenting Viewing Diverse Media

Narrative Writing Prompt: Activities 3.8 Expository Writing Prompts: Activities 3.5, 3.9, 3.10 Argumentative Writing Prompts: Activities 3.5, 3.6, 3.10, 3.11, 3.12, 3.15, 3.17, 3.18, 3.19 Presentation: Activity 3.7, 3.8, 3.14, 3.15 Research/Investigation: Activities 3.14, 3.16 Nuit Assessment: online Unit Assessment: online
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8.5, 8.6; CCCS.ELA.L.8.1, 8.2, 8.3, 8.4, 8.5, 8.6

difference?

folocaust?

8.7, 8.8, 8.9, 8.10; CCCS.ELA-Lit.SL.8.1, 8.2, 8.3, 8.4,

8.8, 8.10; CCCS.ELA-Lit.W.8.1, 8.2, 8.3, 8.4, 8.5, 8.6,

8.10; CCCS.ELA-Lit.RI.8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7,

CCCS.ELA-Lit.RL.8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8,

How can one person make a

Targeted Language Arts Delaware Standards

Why is it important to learn about the

Essential Questions

2: Presenting a Multimedia Campaign

Presenting Voices of the Holocaust

Embedded Assessments

## wəod



# SpringBoard®

## Grade 8 Curriculum Map

**Out 3 Pacing and Planning Guide** 

District Expectations and	Differentiation for Student	SpringBoard Activities	2916D
Opportunities for Additional Instruction	sbəəN		
Continue the same game plan as in unit 1 and 2 for		Unit 3	Third Nine
meeting district expectations and teaching the standard		The Challenge to Make a	sя́əəW
		Difference	
	Activity 3.3 could be done as a	Collaborating to Preview	5-10
	whole-class activity to model the	Holocaust Narratives,	
	literature circles as opposed to	Understanding Literature Circle	
Could use Jigsaw strategy	separate groups.	<b>Sioissussi</b> Discussion	
		Activities 3.1-3.3	
Some Suggested Holocaust Narratives:	Literature circles could also be	3.1.5 дау	
	done using short stories or articles	syab 2.1-2.8	
Bassage to Freedom by Ken Mochizuki	as opposed to novels. Review	уар 1-5.5	
<i>Lie Boy on the Wooden Box</i> by Leon Leyson	roles of Literature Circles.		
<i>Night</i> by Elie Wiesel	and and and animental opitoerd		
A Holocaust Narrative by Jack Kuper Child of the Holocaust by Jack Kuper	Practice Preparing for Discussions (expectations as a speaker,		
indry yar ( la serragiou au la ruua	expectations as a listener) p.163.		
	Use double entry journal to note		
	key points by speakers.		

		(pn t-tt'c	
$\overline{O}$ (The NAM ATTIC A TROUBAN (TROD) and $\overline{O}$ (The NAM A (Tred))		2(b) C. Cr.C 3.1-41.5	
<u>U[YbSNGwyAm=v?totaw_moton_www}_lisqth</u>		sysb 251.5	
(Elie Wiesel)	pelp others.	Activities 3.13-3.15	
<u>W-xw8</u>	public service and responsibility to	Forget, Never Again	C
3.15 video https://www.youtube.com/watch?v= JJ-	Activate Prior knowledge about	Making a Difference, Never	Days 22-25
	the class.		
	in darkness" and present that to		
	poem with the theme "finding light		
commentary/analysis, and discussion questions.	students could create a found	tsussoloH	
discussion (talking points, details from text,	embedded assessment the	Presenting Voices of the	
Review key elements of conducting a panel	To supplement or replace the	Embedded Assessments 1-2days	12-02 syad
		уар 1-21.8	
The Boy in the Striped Pajamas DVD		syab 2-11.8	
		3.10-2 days	
The Diary of Anne Frank DVD	mood can be humorous at times.	syab 2-9.5	
	(backdrop of Holocaust) while the	S1.5-9.5 səitivitəA	
Life is Beautiful: film clips from DVD	The overall tone is serious	Memorable Opening	
	contrast between mood and tone.	the Fence, Creating a	
<u>476Av14EUGs=vfd5tew/mo2.9dutuov.www//:sqttd</u>	clips as a mini-lesson for the	fo abile group of the Wrong Side of	
3.11 Miep's Interview	lutitung i si station: Use Life is Beautiful	Finding Light in Film, Dramatic	01-81 sybd
	Guided research		
site. <u>http://www.ushmm.org/</u>		3.8-3 days	
access to look at the Holocaust Memorial Museum	denotation	sysh 2-7.5	
Research project in Activity 3.8 will need internet	Review diction, connotation, and	3.6-1 day	
		8.6-3.6 8.6-3.6	
background information.	day depending on research.	səzioV gnitnəsər (, muəsuM əht	
Several you tube videos contain useful Holocaust	Activity 3.7 may take an additional	Dangerous Diction, Exploring	Days 7-12
		3.5-1 day	
		sysh 2-4.2	
		Activities 3.4-3.5	
Bunting (picture book)	and close reading strategies	ViogellA an gnizylnaA	
Terrible Things: An Allegory of the Holocaust by Eve	Model Chunking, choral reading,	Making Thematic Connections,	0-4 sybd
			,d
	เรียว เมื่อ เรื่อง เรื่อง เรื่อง เรื่อง เรื่อง เรื่อง เรื่อง เรื่อง เรื่อง เรื่อง เรื่อง เรื่อง เรื่อง เรื่อง เ		
	circles. couppiement the interature		
	to supplement the literature		
(CNN documentary survivors of Auschwitz)	used to differentiate instruction or to supplement the literature		
	to supplement the literature		

The Diary of Anne Frank play By Francis Goodrich and Albert Hacket	If there is time left in the 9 weeks, you could work on grammar, read the rest of <u>The Diary of Anne</u> <u>Frank</u> , or go deeper into the Holocaust	Embedded Assessment 2-4 days Presenting a Multimedia Rampaign	72-25 syad
<u>https://www.youtube.com/watch?v=PvfiHmOFY78</u> (I Escaped a North Korean Prison Camp)	compare/contrast with North Korea and Holocaust Germany based on the videos. 3.18 may take two days	Vision to Action, Examining Media Campaigns, Raising Activities 3.16-3.19 3.16-2 days 3.17-2 day 3.18-1 day	
(Elie Wiesel <i>Night</i> trailer)	Students can do a	3.15-2 days Students Taking Action, From	15-92 sysU



## Grade 8 Curriculum Map

Unit 4: The Challenge of Comedy (Suggested Time: 8.5 weeks)

#### Bribeaß

Goals: To analyze how a variety of authors create humor in print and nonprint texts

To analyze how humor is used to reveal a Universal truth or theme

**Genres**: essays, comic strips, political cartoons, an article, film clips, a short story, a novel excerpt, poetry, drama, an informational text

Key Texts: "Made You Laugh," from Brothers, "I've got a few pet peeves about sea creatures," "The Open Window," from The Adventures of Tom Sawyer, "They Have Delectable?" "The Power of Pets," print and film excerpts from A Midsummer Night's Dream, from "Fear Busters—10 Tips to Overcome Stage Fright"

## Vocabulary

Academic: juxtaposition, caricature, deride, denounce

Literary: satire, persona, irony, dialect, yarn, alliteration, comedy, performance

# SpringBoard®

#### Writing and Research

**Goals:** To write a well-developed analysis of a humorous text

Focus Areas: Narrative, Expository,

## Essential Questions

how do writers and speakers use humor to convey truth?

What makes an effective performance of a Shakespearean comedy?

## zargeted Language Arts Delaware Standards

CCCS.ELA-Lif.RL.8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.9, 8.10; CCCS.ELA-Lif.Rl.8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.10; CCCS.ELA-Lif.U.8.2, 8.3, 8.4, 8.5, 8.7, 8.9, 8.10; CCCS.ELA-Lif.U.8.2, 8.4, 8.5, 8.6; CCCS.ELA-Lif.L.8.1, 8.4, 8.5, 8.6;

	9nilno : <b>tn9m2232A tinU</b>
	Reader/Writer Notebook and Key Ideas and Details Questions: ongoing
	Visual Representation: Activity 4.13
Opportunities	<b>Rehearsal/Performance</b> : Activities 4.14, 4.16, 4.17, 4.18, 4.20
tnemzsezzA	<b>Citing Textual Evidence:</b> Activities 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.10, 4.11, 4.15
+400433033V	Expository Writing Prompts: Activities 4.3, 4.4, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10
lenoitibbA	Narrative Writing Prompt: Activities 4.4, 4.13

## Language and Writer's Craft

Goals: To understand verbals and how they

are used in writing

Focus Areas: verbals

## Speaking and Listening

ζµακεεbεαιεαυ coweqλ **Goals:** Το perform a scene from a

Sharing and Discussing Textual Evidence Sharing and Responding in Writing Groups Collaborating for Performance

## stnemssessA bebbedm3

1: Writing an Analysis of a Humorous

Text

2: Performing Shakespearean Comedy



# SpringBoard®

## Grade 8 Curriculum Map

**Out 4 Pacing and Planning Guide** 

http://ed.ted.com/lessons/shakespearean-dating-tips-anthony-john- http://ed.ted.com/lessons/shakespearean-dating-tips-anthony-john-	Classifying Comedy Classifying Comedy	
peters	E.4-1.4 seitivitaA 4.1-5 day syab 2-2.4 yeb 1.5.4	
oOzbZgb&11-=v?dɔtsw\moɔ.9dutuoy.www\\\:sqttd o9biv Z.4	 4.2-1 day Humorous Anecdotes, Finding Truth in	11-2 sysu
	Comedy, Satirical	
	<b>Humor</b> Activities 4.4-4.6	
	syab E-4.4	
	гусь 2-д. <del>1</del> гусь 2-д. <del>1</del>	
	Εlements of Humor: Σιemic Characters and	Days 12-22
	ςανίςατων κατά το πία	
	Situations, Hyperbole, Comic Wordplay,	
	Planning and Revising	
	fo sisylpnA np tx9T suovomuH	
	Activities 4.7-4.11 4.7-5 days	

	grammar	урэшоЭ	
	weeks, you could work on	Zyskespearean	
	If there is time left in the 9	Performing	Days 40-42
		yeb 1-02.4	
		syab 2-91.4	
		sysb 2-81.4	
		убb ſ-7ſ. <del>4</del>	
		02.4-71.4 s∍itivit)A	
		Dress Rehersal	
		Text, Di∯erent Text,	
		amp? (sdnord evolg subo	
		səinpqmoJ gnitəA dtiw	
		Рекјоктапсе, Working	
		fo əgnəllad) ədi grispi	Days 34-39
		sysb 2-91.4	
		үар 1-21. <del>4</del>	
		81.4-21.4 səitivitəA	
		Reading	
		Collaborative Close	
		pup səjupduloy	
		gnitoh ,4n9o2	
		b fo gaibbas seell	Days 31-33
		4.14-1-4 <u>7</u>	
		әвъпвиъд виңլոѕиլ	
		2.13-3 days	
		4.12-1 day	
		Activities 41.4-21.4 seitivitaA	
		əb <b>pnbu</b> b7	
		би <u>ң</u> тпѕиј 'Хрәшо)	
https://www.youtube.com/wafch?v=VfMBMnX1=v?houtube.com/waBMnX1=v?houtube.com/wab/listen/inoi.adith		ирэлрэdsэypyS	
osbiv E1.4		Creating Context for	Days 26-30
	tx9T suoromuH	1-3 days	
"Priscilla and the Wimps"	fo sisylanA na gnitirW	tnəmssəssA bəbbədmÄ	Days 23-25
		sysb E-11.4	
		syab 2-01.4	
		syab 2-9.4	
		syab S-8.4	

2-3 days	
fmbedded Assessment	

LINO

1, 100 108

VISUAL PROMPT What do you picture when you hear the word hero? What words and images immediately come to mind?

# **OF HEROISM THE CHALLENGE**

SI

A syou set out for Ithaka full of adventure, full of discovery. Laistrygonians, Cyclops, angry Poseidon – don't be afraid of them; you'll never find things like that on your way as long as you keep your thoughts raised high ...

SI

-from "Ithaka" by C. P. Cavafy

GOALS

# The Challenge of Heroism

Revising and Editing. Self-Editing, Peer-Editing Introducing the Strategy: Self-Editing, Peer-Editing	6.I
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	Hero's Journey archetype
	narrative based on the
	an original illustrated
•	To create and present

informational and narrative texts for ideas, structure, and language • To compose texts that convey information about a topic using strategies of

a variety of texts to
 develop an original
 definition of hero
 To analyze and evaluate

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## YTIVITDA F.F

# Previewing the Unit

## Learning Targets

- Discuss the big ideas and vocabulary for the unit.
- Demonstrate an understanding of the skills and knowledge needed to complete Embedded Assessment 1 successfully.

## Preview

In this activity, you will begin thinking about the skills and knowledge needed to write a Hero's Journey narrative.

## Making Connections

This unit focuses on the challenge of *heroism*. Because this word is used every day—in television shows, movies, video games, books, the news, and school—we rarely take time to actually think about what it means. You will be introduced to the archetype of the Hero's Journey and study various examples of heroes and how their journeys fit the archetype. You will also have the opportunity to practice informational writing and write a definition essay about heroism.

## Essential Questions

Based on your current thinking, how would you answer these questions?

1. What defines a hero?

2. How does the Hero's Journey archetype appear in stories throughout time?

## **Developing Vocabulary**

Begin your vocabulary study by creating a chart to use the QHT strategy to sort the terms on the Contents page. Use print or digital resources to learn more about the terms you sorted into the "Q" and "H" columns. Keep in mind that there is more to knowing a new word than just learning the definition. Truly knowing a word also involves an understanding of its syllables, pronunciation, word origin, and part of speech.

## Unpacking Embedded Assessment 1

Closely read the assignment for Embedded Assessment 1: Writing a Hero's Journey Narrative.

Think about all the heroes you have encountered in fiction and in real life. What type of hero appeals to you? Write and create an illustrated narrative about an original hero. Use the Hero's Journey archetype to develop and structure your ideas. Orally present your narrative to your classmates.

Find the Scoring Guide and work with your class to paraphrase the expectations for the assignment. Create a graphic organizer to use as a visual reminder of the required skills and concepts. Copy the graphic organizer into your Reader/Writer Notebook and revisit it after each activity to check your progress.

## səipətrita Strategies

Think-Pair-Share QHT Close Reading Paraphrasing Graphic Organizer Note-taking

## **ГІТЕКА** В У

VOCABULARY

An archetype is a character, symbol, story pattern, or other element that is common to human experience across cultures and that occurs frequently in literature, myth, and folklore.

## 29toN YM

# **YTIVITJA**

# Understanding Challenges

## Learning Strategies

- Graphic Organizer **Collaborative Discussion**
- Note-taking

## 29toN YM

## Learning Targets

- .msionad bra sagnallenges of challenges and heroism. Analyze and collaborate to discuss quotes and identify connections
- Follow complex oral instructions to complete a group task.

## Preview

challenges and present your analysis to the class. In this activity, you will work in groups to analyze a quote on the subject of

## The Concept of Challenge

- challenges be helpful to an individual? How can they be harmful? the word positive or negative? Based on your prior experiences, how can 1. Quickwrite: When you hear the word challenges, what comes to mind? Is
- questions to make sure that you understand the task. in the table that follows. As needed, ask your teacher or peers clarifying Follow your teacher's directions to form groups of four to analyze a quote

### Quotes

-Rev. Dr. Martin Luther King, Jr. (clergyman, activist) and convenience, but how he stands at times of controversy and challenges." A. "The true measure of a man is not how he behaves in moments of comfort

- George S. Patton (U.S. Army officer) B. "Accept the challenges so that you can feel the exhilaration of victory."

(writer, essayist, historian) became a stepping-stone in the pathway of the strong." --Thomas Carlyle C. "The block of granite which was an obstacle in the pathway of the weak.

composer, scholar, activist) to help you discover who you are." - Bernice Johnson Reagon (singer, D. "Life's challenges are not supposed to paralyze you; they're supposed ......

S

## **3.** Circle the corresponding letter for the quote that your group is assigned. A B C D

ζμαμεμαδε σατεσοιλ	səjdwbx3	Paraphrase

4. Write your group's summary sentence in the following space.

## 5. Assign speaking parts for the presentation.

Zbeaker	Element of Presentation
	a) Fluently read the quote and explain the meaning.
	(b) Provide specific examples from life or literature.
	(c) Explain the group's categorization of the quote.
	<ul><li>(d) Explain how the quote connects to the concept of heroism.</li></ul>

7. As other groups present, listen to them, try to comprehend their main points, and take notes in your Reader/Writer Notebook.

## 🔽 Check Your Understanding

Think about the content of all four quotes. How does the concept of challenge connect to the concept of heroism?

6. Present using appropriate eye contact, adequate volume, and clear pronunciation.

# <u>YTIVITJA</u>

## **Journey Archetype** Understanding the Hero's

## Learning Strategies

**Collaborative Discussion** Vote-taking Graphic Organizer Close Reading Metacognitive Markers

## **WORD CONNECTIONS**

#### ξελωοιοσλ

perfect example of something. common story element or a Today it is used to denote a ".9hom which copies are made." word meant "original pattern used in the 14th century, the terif nedW "Jebom" encem means "first," and the root type Greek prefix arch- in archetype you determine its meaning. The a word's etymology can help German, and Greek. Knowing (anguages, including Latin, English words come from other the origin of words. Many ftymology is the study of

archbishop and prototype. of other words, such as aetermine the meanings arch- and type can help you Rnowing the meanings of

## Learning Targets

- adventure story or myth. Identify the archetype of the Hero's Journey within the genre of the
- Identify the stages of the Hero's Journey within a film.

## Preview

Hero's Journey. will watch a film and think about how it fits into the archetype of the In this activity, you will learn the stages of the Hero's Journey. Then you

## Genre Study: The Archetype of the Hero's Journey

or to images that occur in the literature of all cultures. pattern or to a character type, such as the Innocent, the Mother Figure, or the Hero, that is common to human experience across cultures. It refers to a common plot In literature, an archetype is a character, symbol, story pattern, or other element

within the genre of adventure story or myth. It shows the development of a hero. The archetype of the Hero's Journey describes a plot pattern that most often occurs

Hero's Journey. Campbell found that most journey myths have three parts: In The Hero with a Thousand Faces, Campbell defines common elements of the myths and stories of multiple cultures and began to notice common plot patterns. Joseph Campbell, an American anthropologist, writer, and lecturer, studied the

.teap to Departure: The hero leaves home to venture into the unknown on some sort

Initiation: The hero faces a series of problems.

Return: With the help of a friend, the hero returns home successfully.

every element of the journey. they are not presented in the exact same order, and some stories do not contain Although these elements may be referred to as the stages of the Hero's Journey,

## Setting a Purpose for Viewing

understanding and to guide future discussion: organizer that follows, use metacognitive markers to indicate your level of 1. As you study the stages of the Hero's Journey archetype in the graphic

? = questions, ! = connections, and \* = comments.

each stage. For now, leave it blank. the last column of the graphic organizer to record details from the film that align to After you review the stages of the Hero's Journey archetype as a class, you will use

0	
	5
Carl Street	

		Ηειο's Journey Archetype	i
	Examble	Explanation	sdətş
			<b>ςα</b> de <b>τ</b> : <u>D</u> ebaιçnı.e
		The story's exposition introduces the hero, and soon the hero's normal life is disrupted. Something changes; the hero faces a problem, obstacle, or challenge.	. <b>The Call to Adventure</b> he future hero is first given notice nat his or her life is going to hange.
		At first the hero is reluctant to accept the change. Usually this reluctance presents itself as second thoughts or personal doubt. Hesitation, whether brief or lengthy, humanizes the hero for the reader.	. <b>Refusai of the Call</b> he future hero often refuses to ccept the Call to Adventure. The efusal may stem from a sense f duty, an obligation, a fear, or nsecurity.
		The hero finally accepts the call and begins a physical, spiritual, and/or emotional journey to achieve a boon, something that is helpful or beneficial.	5. The Beginning of the Adventure, The hero begins the adventure, eaving the known limits of his of her world to venture into an inknown and dangerous realm vhere the rules and limits are inknown.
			itage 2: Initiation
		The story develops rising action as the hero faces a series of challenges that become increasingly difficult as the story unfolds.	4. <b>The Road of Trials</b> The hero experiences and is ransformed by a series of tests, raually fails one or more of these sests, which often occur in threes.
)		This love often drives the hero to continue on the journey, even when the hero doubts him/ herself.	5. The Experience with Unconditional Love During the Road of Trials, the hero experiences support (physical and/or mental) from a friend, amily member, mentor, and so on.

hero's experience.	
The final step is the story's resolution, when the hero returns with the boon. The theme is typically revealed at this point. To determine theme, think about the hero's struggles, transformation, and achievement. The reader is expected to learn a lesson about life through the	10. The Crossing or Return Threshold At this final point in the adventure, the hero must retain the wisdom gained on the quest, integrate that wisdom into his or her previous life, and perhaps decide how to share the wisdom with the rest of the world.
Just as it looks as if the hero will not make it home with the boon, the hero is "rescued." The rescuer is sometimes the same person who provided love or support throughout the journey.	9. Rescue from Without Just as the hero may need guides and assistance on the quest, oftentimes he or she must have powerful guides and rescuers to bring him or her back to everyday life. Sometimes the hero does not realize that it is time to return, that he or she can return, or that others are relying on him or her to return.
 from returning. This step is similar to the Road of Trials.	ی ایر ج
For some heroes, the journey "home" (psychological or physical) can be just as Forces (sometimes magical or Forces (sometimes magical or supernatural) may keep the hero	8. <b>The Magic Fligh</b> t The hero experiences adventure and perhaps danger as he or she r <b>eturns</b> to life as it was before the Call to Adventure.
The falling action begins as the hero begins to think about the Return. Sometimes the hero does not want to look back after the hero likes the "new world" Detter. This step is similar to the Refusal of the Call (in both cases, the hero does not take action right away).	7. Refusal of the Return When the goal of the adventure is accomplished, the hero may refuse to return with the boon or gift, either because the hero doubts the return will bring change or because the hero prefers to stay in a better place rather than return to a normal life of pain and trouble.
 	Stage 3: Return
achieves) must connect.	
The story reaches the climax as the hero gains what he or she set out to achieve. The Call to Adventure (what the hero is asked to do), the Beginning of the Adventure (what the hero sets out to do), and the Ultimate Boon (what the hero	6. <b>The Ultimate Boon</b> The goal of the quest is achieved. The boon can be a physical object knowledge, courage, or love. The Road of Trials makes the hero strong enough to achieve this goal.
SD XDMIID ANT SANDAT VIOTS ANT	P. I DE UITIMOLE BOOD

## Working from the Film

development. All plot development includes: structure events in your narrative. You already know the basic elements of plot Embedded becarent 1 requires you to use the Hero's Journey to sequence and

place), characters, and central conflict are introduced. Exposition: Events that set the context for the story; the setting (time and

Rising Action: Events that develop the plot and lead to the climax.

·vrois Climax: The main event; the turning point, or highest point of tension in the

Falling Action: The events that lead to the resolution.

Resolution: Conflict is completely resolved, and the lesson has been learned.

- notes from the film for guidance. Then provide examples of each step from the film you just watched. Use your Create a plot diagram in your Reader/Writer Notebook and label each step.
- falling action. How does a writer effectively pace plot events? the plot diagram gives an idea of how rising action is paced in contrast to 3. Discussion: One narrative technique that writers use is pacing. Notice how
- fhe theme? of the plot diagram. How do each of these events show the development of What is a theme of Big Hero 6? Review the labels you created for each stage. author's message. Read the Literary Terms box to learn more about theme. A. Discussion: Determining a story's theme is important to understanding an
- characters, setting, and plot help determine the main theme of the story. summary. Use details you recorded from each stage to tell how events, your completed plot diagram. Include the main theme of Big Hero 6 in your 5. In your Reader/Writer Notebook, write a summary of Big Hero 6, using

## 🖾 Focus on the Sentence

Journey archetype. fragments into complete sentences using what you learned about the Hero's the sentences. Write "F" if the words are a sentence fragment. Change the Write "S" if the words form a complete sentence. Capitalize and punctuate

the call to adventure

the falling action

transformed by a series of tests, tasks, or challenges

the ultimate boon occurs when the goal of the quest is achieved

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## **YAAAATIJ**

than others. stages are shorter or longer in the plot. Some events and takes to develop each stage the amount of time a writer to describing each event and amount of time a writer gives technique that refers to the Pacing is a narrative

drives the narrative. nore than one theme, A theme is a main idea

underlying main theme that but usually there is one and plot. A text may have events, characters, setting, develops a theme through or literary work. A writer that runs through a text

# γτινιτοά **μ.Γ**

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**Collaborative Discussion** 

Learning Strategies

## Planning for Independent Reading

## Learning Targets –

- Select criteria for a reading text.
- Set goals for an independent reading plan.

#### Preview

In this activity, you will preview a self-selected book that contains a Hero's Journey and set goals for your independent reading.

## D Planning Independent Reading

The focus of this unit is the Hero's Journey archetype. For Embedded Assessment 1, you will be writing your own Hero's Journey narrative with accompanying visuals. In the previous activity, you were able to preview the stages of the Hero's Journey using a film. Now, in your Independent Reading, you have the opportunity to read a full-length Hero's Journey story. Reading a full-length story will help you with creating your Embedded Assessment, and it will expose you to how authors create a Hero's Journey narrative. In the back of your SpringBoard book, you'll find a list of suggested Hero's Journey narratives. To help you choose the right book, use the following questions as a guide.

- What have you enjoyed reading in the past? What is your favorite book or favorite type of book? Who is your favorite author?
- 2. Preview the book you have selected. What do the front and back covers show you? What type of visual is shown? What types of fonts and colors are used? Are there awards or brags that tell you about the book?
- 3. Read the first few pages. Are they interesting? How does the author try to hook you to keep reading? What can you tell about the characters and setting (location and time) so far? Does this seem too hard, too easy, or just right?

## Reading Discussion Groups

Follow your teacher's oral guidance through a book pass. Practice previewing each book by looking at the covers and reading the first few pages.

- 1. In your Reader/Writer Notebook, record each book's title and author, something from your previewing that stands out to you, and your rating of the book.
- 2. After previewing each book and thinking about the goals of this unit, do you want to continue reading the book you brought to the group or choose something else?
- Create an Independent Reading Plan to help you set personal reading goals.
   Keep this plan in your Reader/Writer Notebook.

ι μανε chosen to read

because (reason from previewing) by (author)

I will set aside time to read at (time, place)

l should finish this text by (date).

II mit 1 • The Challenge of Heroism II

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$\frown$	10. <b>The Crossing or Return Threshold:</b> (Theme Statement)
0 202	9. Rescue from Without:
	8. The Magic Flight:
	ל. Refusal of the Return:
	Stage 3: Return
© 2021 College Board. All rights reserved.	6. The Ultimate Boon:
	5. The Experience with Unconditional Love:
	4. The Road of Trials: (a) (c) (c)
$\cap$	Stage 2: Initiation
0	3. The Beginning of the Adventure:
	2. Refusal of the Call:
	ז. The Call to Adventure:
	Stage 1: Departure
	Text:
	connections, or inferences about what you have read. 5. As you identify new titles to read for your independent reading, add them to the My Independent Reading List on the Table of Contents pages of this unit. 6. Use this graphic organizer to record each stage of the Hero's Journey from your Independent Reading book.
$\bigcirc$	<b>4.</b> Record your daily reading progress in your Independent Reading Log. Write a brief daily report in your report duestions, personal
	<b>†</b> *1

# γτινιτοα **Ζ.Γ**

## The Onset of Adventure

## Learning Strategies

Marking the Text Discussion Groups Rereading Summarizing Sketching

## **ҮЯАЯЭТІ**

pnizilouziV

Figurative language is language that is used to convey meaning beyond the literal definition of a word. Examples of figurative language are similes, metaphors, allusions, and personification.

# VOCABULARY

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## Learning Targets

 Analyze the imagery in a poem and describe how it achieves specific ideas, themes, and moods.

## **Preview**

In this activity, you will explain the author's message in a poem by analyzing imagery and how it contributes to the mood.

## Setting a Purpose for Reading

- As you read, underline figurative language and descriptive words and phrases that help to create an image in your mind.
- Circle unknown words and phrases. Try to determine the meaning of the words

## About the Author

Constantine P. Cavafy (1863–1933) was born to Greek parents in 1863, in the Egyptian city of Alexandria. His poetry was obscure throughout much of his life and shared mostly with close friends. Much of his work was personal, and most of his poems were not published until after his death in 1933. His "Ithaka" was inspired by the return of Odysseus to his home island, as described by Homer in to his home island, as described by Homer in the Odyssey.

Poem

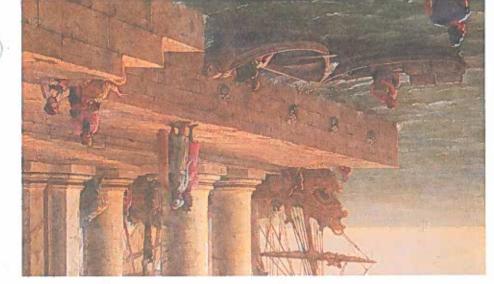
# **FLABI** SGEAT

by C. P. Cavafy translated by Edmund Keeley and Philip Sherrard

- As you set out for Ithaka hope your road is a long one, Laistrygonians, Cyclops, 5 angry Poseidon—don't be afraid of t you'll never find things like that on y
- Eatist ygomans, Cyctops, 5 angry Poseidon—don't be afraid of them; you'll never find things like that on your way as long as you keep your thoughts raised high, as long as a rare excitement stirs your spirit and your body.

sensual: appealing to the taken from various tropical trees ebony: a valuable black wood, tree sap amber: fossilized, transparent, to make jewelry interior of some seashells, used mother of pearl: the shiny

physical senses



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may you stop at Phoenician trading stations you enter harbors you're seeing for the first time; with what pleasure, what joy, 15 May there be many summer mornings when, Hope your road is a long one. unless your soul sets them up in front of you.

unless you bring them along inside your soul, wild Poseidon-you won't encounter them

10 Laistrygonians, Cyclops,

20 mother of pearl and coral, amber and ebony, to buy fine things,

25 Keep Ithaka always in your mind. to learn and go on learning from their scholars. and may you visit many Egyptian cities sa many sensual perfumes as you can; sensual perfume of every kind-

Better if it lasts for years, But don't hurry the journey at all. Arriving there is what you're destined for.

not expecting Ithaka to make you rich. 30 wealthy with all you've gained on the way, so you're old by the time you reach the island,

35 And if you find her poor, Ithaka won't have fooled you. She has nothing left to give you now. Without her you wouldn't have set out. Ithaka gave you the marvelous journey.

you'll have understood by then what these Ithakas mean. Wise as you will have become, so full of experience,

## LITERARY Mood is the overa

Mood is the overall emotion of a text, which is created by the author's language and tone and the subject matter.

# OCABULARY

## Making Observations

- Mhat captures your attention?
- What emotions might someone feel while reading the poem?
- Mhat do you notice about the journey described in the poem?

## Returning to the Text

- Return to the text as you respond to the following questions. Use text evidence to support your responses.
- Write any additional questions you have about the poem in your Reader/

1. Look at stanza 3. What are some synonyms for the word destined?

 What is the mood of this poem? How do you feel after reading it? Explain how the author's use of language contributes to the mood.

3. Remember that personification is a technique that writers use when they give human characteristics to something nonhuman. Reread lines 32–34 of the poem, and explain how Cavafy is using this technique.

4. What might the journey to Ithaka be a metaphor for? Provide evidence from the text to support your interpretation.

impact the overall mood and tone of the poem? underlined in the poem. How does Cavafy's use of the classical allusions 5. Craft and Structure: Go back to the classical allusions to the Odyssey you

## Working from the Text

- created by the author's word choice and use of figurative language. 6. As you hear the poem read aloud, make mental visualizations of images
- Notes alongside the poem. Make a list of images you pictured while you listened to the poem in the My
- you pictured. 8. Return to the poem. Highlight the parts of the text that inspired the images
- margin to help illustrate your meaning. author using in that part of the poem to create mood? Draw a visual in the in the poem. Then look at the context of those words. What imagery is the 9. Discussion Groups: Form small groups. Look at the words you highlighted
- Notebook. readers? Write a statement about the poem's theme in your Reader/Writer that the poet uses. What is the message about life that he is trying to tell his 10. Focus on the words you highlighted in "Ithaka" and think about the imagery

## Socus on the Sentence

about the poem, "Ithaka," by Cavafy. Use correct capitalization and punctuation. Change the sentence fragments into complete sentences, using what you learned

"ithaka" by cavafy uses

on your journey

imagery in the poem

## **READING LINK** INDEPENDENT

Read and Connect

the mood. that the author uses to create activity? Analyze the language that is set in the poem in this to or different from the mood of your book? How is it similar the author set in the opening challenges. What mood does sets the context for the hero's book and write about how it of your independent reading Examine the opening chapter

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## The Departure

Learning Targets

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## Learning Strategies

Marking the Text Close Reading Rereading Summarizing

## 29toN YM

Joseph Campbell describes the first stage of the Hero's Journey as the hero's departure or separation. The Departure Stage consists of three steps: the Call to Adventure, Refusal of the Call, and the Beginning of the Adventure.

In this activity, you will read a short story about a hero's departure and

Draft the opening for an original Hero's Journey narrative.

Analyze a story for structure and narrative techniques.

## Setting a Purpose for Reading

.nwo reating a hero of your own.

The Departure

Preview

- As you read, underline and label events relating to a Hero's Journey.
- Circle unknown words and phrases. Try to determine the meaning of the words
   by using context clues, word parts, or a dictionary.

## About the Author

Ray Bradbury (1920–2012) is remembered mostly as a fantasy writer, although "The Drummer Boy of Shiloh" is set firmly in the real world. His most famous novel, Fahrenheit 451, was published in 1953. Other famous fantasy works include 1950's The Martian Chronicles and 1962's Something Wicked This Way Comes. "The Drummer Boy of Shiloh" first appeared in Bradbury's 1964 short Schioh" first appeared in Bradbury's 1964 short story collection, The Machineries of Joy.

## **Σμοτ Story**

# The Drummer

## by Ray Bradbury

In the April night, more than once, blossoms fell from the orchard trees and lit with rustling taps on the drumskin. At midnight a peach stone left miraculously on a branch through winter, flicked by a bird, fell swift and unseen, struck once, like panic, which jerked the boy upright. In silence he listened to his own heart ruffle away away—at last gone from his ears and back in his chest again.

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ruffle: to flutter or move in a slow, wavy pattern

After that, he turned the drum on its side, where its great lunar face peered at him whenever he opened his eyes.

His face, alert or at rest, was solemn. It was indeed a solemn night for a boy just turned fourteen in the peach field near the Owl Creek not far from the church at Shiloh.<sup>1</sup>

" ... thirty-one, thirty-two, thirty-three ... "

Jnable to see, he stopped counting.

6. Beyond the thirty-three familiar shadows, forty thousand men, exhausted by nervous expectation, unable to sleep for **romantic** dreams of battles yet unfought, lay crazily askew in their uniforms. A mile yet farther on, another army was strewn **helter-skelter**, turning slow, basting themselves with the thought of what they would do when the time came: a leap, a yell, a blind plunge their strategy, raw youth their protection and **benediction**.

Now and again the boy heard a vast wind come up, that gently stirred the air. But he knew what it was—the army here, the army there, whispering to itself in the dark. Some men talking to others, others murmuring to themselves, and all so quiet it was like a natural element arisen from South or Morth with the motion of the earth toward dawn.

What the men whispered the boy could only guess, and he guessed that it was: "Me, I'm the one, I'm the one of all the rest who won't die. I'll live through it. I'll go home. The band will play. And I'll be there to hear it."

Yes, thought the boy, that's all very well for them, they can give as good as they get!

**10** For with the careless bones of the young men harvested by the night and **bindled** around campfires were the similarly strewn steel bones of their rifles, with bayonets fixed like eternal lightning lost in the orchard grass.

11. Me, thought the boy, I got only a drum, two sticks to beat it and no shield.

12 There wasn't a man-boy on the ground tonight who did not have a shield he cast, riveted or carved himself on his way to his first attack, compounded of remote but nonetheless firm and fiery family devotion, flag-blown patriotism and cocksure immortality strengthened by the touchstone of very real gunpowder; yet farther off away in the dark, as if one of those great prairie-burning trains had chanted them away never to return—leaving him with this drum which was worse than a toy in the game to be played tomorrow or some day much too soon.

13 The boy turned on his side. A moth brushed his face, but it was peach blossom. A peach blossom flicked him, but it was a moth. Nothing stayed put. Nothing had a name. Nothing was as it once was.

1 Shiloh is the site of a Civil War battle in 1862; now a national military park in southwest Tennessee

<sup>2</sup> Minié ball is a type of rifle bullet that became prominent during the Civil War

## 29ton YM

## MORD CONNECTIONS

#### Εέγποίοgy

In the past, people would test the quality of gold or silver by rubbing a stone across it and analyzing the color of the streak it left. The 1 5th-century Middle English word touch meant "to test," so this stone became known as a **touchstone**. This term is now a metaphor for any is now a metaphor for any method used to test the method used to test the something else.

romantic: fondly imaginary helter-skelter: in a confused or disorderly way benediction: a prayer or blessing bindled: held together in a sack immortality: the ability to live

TOTEVET

29ton YM

14 If he lay very still when the dawn came up and the soldiers put on their bravery with their caps, perhaps they might go away, the war with them, and not notice him lying small here, no more than a toy himself.

... won ... IlsW" 诸

**16** The boy shut up his eyes to hide inside himself, but it was too late. Someone, walking by in the night, stood over him.

17 "Well," said the voice quietly, "here's a soldier crying before the fight. Good. Get it over. Won't be time once it all starts."

**18** And the voice was about to move on when the boy, startled, touched the drum at his elbow. The man above, hearing this, stopped. The boy could feel his eyes, sense him slowly bending near. A hand must have come down out of the night, for there was a little rat-tat as the fingernails brushed and the man's breath fanned his face.

"Sii i'nsi kod rammer boy, isn't it?" 😢

20 The boy nodded not knowing if his nod was seen. "Sir, is that you?" he said.

21 "I assume it is." The man's knees cracked as he bent still closer.

22 He smelled as all fathers should smell, of salt sweat, ginger, tobacco, horse, eyes—brass buttons that watched the boy.

23 He could only be, and was, the general.

24 "What's your name, boy?" he asked.

25 "Joby" whispered the boy, starting to sit up.

**26** "All right Joby, don't stir." A hand pressed his chest gently and the boy relaxed. "How long you been with us, Joby?"

27 "Three weeks, sir."

"Run off from home or joined legitimately, boy?"

29 Silence.

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**30** " ... Fool question," said the general. "Do you shave yet, boy? Even more of not much older. Raw, raw, the lot of you. You ready for tomorrow or the next mot much older. Raw, raw, the lot of you. You ready for tomorrow or the next

31 "I think so, sir."

32 "You want to cry some more, go on ahead. I did the same last night."

"You, sir?"

**34** "It's the truth. Thinking of everything ahead. Both sides figuring the other side will just give up, and soon, and the war done in weeks, and us all home. Well, that's not how it's going to be. And maybe that's why I cried."

35 "Yes, sir," said Joby.

36 The general must have taken out a cigar now, for the dark was suddenly filled with the smell of tobacco unlit as yet, but chewed as the man thought what next to say.

37 "It's going to be a crazy time," said the general. "Counting both sides, there's a hundred thousand men, give or take a few thousand out there tonight, not one as can spit a sparrow off a tree, or knows a horse clod from a Minié ball. Stand up, bare the breast, ask to be a target, thank them and sit down, do the same. But here we are, taken with spring fever and thinking it blood both going to be a hero, going to live forever. And I can see all of them over there as nodding agreement, save the other way around. It's wrong, boy, it's wrong as nodding agreement, save the other way around. It's wrong, boy, it's wrong as a hore innocents will get shot out of pure ... enthusiasm than ever got shot before. Owl Creek was full of boys splashing around in the noonday sun just a few hours ago. I fear it will be full of boys again, just floating, at should be instructed to be support out of pure ... enthusiasm than ever got shot as few hours ago. I fear it will be full of boys again, just floating, at sundown just intervent.

The general stopped and made a little pile of winter leaves and twigs in the darkness, as if he might at any moment strike fire to them to see his way through the coming days when the sun might not show its face because of what was happening here and just beyond.

The boy watched the hand stirring the leaves and opened his lips to say something, but did not say it. The general heard the boy's breath and spoke himself.

40 "Why am I telling you this? That's what you wanted to ask, eh? Well, when you got a bunch of wild horses on a loose rein somewhere somehow you got to bring order, rein them in. These lads, fresh out of the milkshed, don't know what I know, and I can't tell them: men actually die in war. So each is his own army. I got to make one army of them. And for that, boy, I need you.

41 "Me!" The boy's lips barely twitched.

42 "Now, boy," said the general quietly, "you are the heart of the army. Think of that. You're the heart of the army. Listen, now."

43 And, lying there, Joby listened. And the general spoke on.

44 If he, Joby, beat slow tomorrow, the heart would beat slow in the men. They would lag by the wayside. They would drowse in the fields on their muskets. They would sleep forever, after that, in those same fields—their hearts slowed by a drummer boy and stopped by enemy lead.

45 But if he beat a sure, steady, ever faster rhythm, then, then their knees would come up in a long line down over that hill, one knee after the other, like a wave on the ocean shore! Had he seen the ocean ever? Seen the waves rolling in like a well-ordered cavalry charge to the sand? Well, that was it that's what he wanted, that's what was needed! Joby was his right hand and his left. He gave the orders, but Joby set the pace!

## SOTON YM



## 29toN YM

46 So bring the right knee up and the right foot out and the left knee up and the left foot out. One following the other in good time, in brisk time. Move the blood up the body and made the head proud and the spine stiff and the jaw resolute. Focus the eye and set the teeth, flare the nostrils and tighten the indeed make men feel as if they'd put on steel. He must keep at it, at it! Long and steady, steady and long! The men, even though shot or torn, those wounds got in hot blood—in blood he'd helped stir—would feel less pain. If their blood was cold, it would be more than slaughter, it would be murderous nightmare and pain best not told and no one to guess.

47 The general spoke and stopped, letting his breath slack off. Then after a moment, he said, "So there you are, that's it. Will you do that, boy? Do you know now you're general of the army when the general's left behind?"

- 48 The boy nodded mutely.
- 49 "You'll run them through for me then boy?"
- "Yes, sir" 02

51 "Good. And maybe, many nights from tonight, many years from now, when you're as old or far much older than me, when they ask you what you did in this awful time, you will tell them—one part humble and one part proud— 'I was the drummer boy at the battle of Owl Creek', or the Tennessee River, or maybe they'll just name it after the church there. 'I was the drummer boy at Shiloh.' Who will ever hear those words and not know you, boy, or what you thought this night, or what you'll think tomorrow or the next day when we must get up on our legs and move!"

52 The general stood up. "Well then ... Bless you, boy. Good night."

53 "Good night, sir." And tobacco, brass, boot polish, salt sweat and leather, the man moved away through the grass.

54 Joby lay for a moment, staring but unable to see where the man had gone. He swallowed. He wiped his eyes. He cleared his throat. He settled himself. Then, at last, very slowly and firmly, he turned the drum so that it faced up toward the sky.

55 He lay next to it, his arm around it, feeling the tremor, the touch, the muted thunder as, all the rest of the April night in the year 1862, near the Tennessee River, not far from the Owl Creek, very close to the church named Shiloh, the peach blossoms fell on the drum.

## Making Observations

- What characters do we meet in the story?
- Which events relate to a Hero's Journey?

resolute: determined

slack: to diminish or fade away

Sentence	әцт	uo	Focus	Ø
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Use details from the story to complete the following sentences.

	pecanze	battle	tnənimmi	ədt to	Joby is afraid	
--	---------	--------	----------	--------	----------------	--

Joby is afraid of the imminent battle, so 📙

Joby is afraid of the imminent battle, but

### Returning to the Text

- Return to the text as you respond to the following questions. Use text evidence to support your responses.
- Mrite any additional questions you have about the short story in your Reader/Writer Notebook.
- 1. What textual evidence in the beginning of the story shows that the boy is afraid?

2. The word harvested is used figuratively in paragraph 10. How do you know it is used figuratively, and why did the author choose this word?

3. Consult reference materials to find the meanings of ramrod and flint. Relate these words to the

meaning of the first sentence in paragraph 12. How does the sentence convey the boy's mood?

4. How did Joby join the army? What is significant about that?

that word create a contrast in paragraph 44? 5. Consult reference materials to find the meaning of the word drowse. How does

your answer. 6. What shift happens in paragraphs 44, 45, and 46? Use textual evidence in

interaction? conversation between him and Joby? What theme is developed through their army when the general's left behind?" prove to be a decisive moment in the 7. How does the general's comment, "Do you know now you're general of the

### Working from the Text

the text to support your response. the author establish the story's setting and point of view? Use evidence from 8. Examine the first 10 paragraphs of "The Drummer Boy of Shiloh." How does

**YAAAATIJ** 

tells the story. a narrator (not a character) In third-person point of view, or her own perspective. tells the story from his point of view, a character story is told. In first-person perspective from which a Point of view is the

VOCABULARY

9. Return to the text and put a star next to parts of the story that show the stages of Joby's journey. Which stages of the Hero's Journey has Joby passed through by the time the story draws to a close?

# **10.** Reread a chunk of the text to identify and evaluate the narrative elements listed in the graphic organizer.

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nt of View	

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12. Use your imagination to create an original hero. In your Reader/Writer Notebook, sketch your image of a hero. Label unique characteristics and give him or her a meaningful name. In the right column, use the prompting questions to brainstorm ideas for a story.

<b>Setting:</b> (In what kind of place does your hero live? Does he or she live in the past, present, or future?)	Use these questions to spark ideas. Is the hero male or female? Young or old? Well liked or misunderstood? Conspicuous (obvious) or nondescript (ordinary)?
The Story Exposition	The Hero: (and not the field of

**Character:** (What are the hero's strengths and weaknesses? Who are the hero's family and friends? What does the hero do every day? What does the hero want in life? What do others want from the hero?)

Conflicts: (What challenges might the hero experience? How might the hero transform into someone stronger?)

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### Тhе Ноок

Nobody wants to read a dull story or one that goes on for several paragraphs before it starts becoming interesting. That's what makes the **hook** important. A hook is the opening sentence or sentences that capture the reader's interest. Hooks come in many forms. In a narrative, hooks often introduce a character or setting.

Introducing a Character: "Late in the winter of my seventeenth year, my mother decided I was depressed, presumably because I rarely left the house, spent quite a lot of time in bed, read the same book over and over, ate infrequently, and devoted quite a bit of my abundant free time to thinking about death." (Green, The Fault in Our Stars) or "I know I'm not an ordinary ten-year-old kid." (Palacio, Wonder)

Introducing a Setting: "In the April night, more than once, blossoms fell from the orchard trees and lit with rustling taps on the drumskin." ("The Drummer Boy of Shiloh") or "It was one of those super-duper-cold Saturdays." (Curtis, The Watsons Go to Birmingham)

Think about possible hooks for your Hero's Journey narrative as you proceed.

## 🕼 Drafting the Embedded Assessment

Now, think about the hero you just envisioned. What might the hero experience in the Departure Stage of his or her journey? Draft the beginning of a narrative using the three steps in this stage (The Call, The Refusal, and The Beginning) to guide your structure and development. Be sure to:

- Begin with a hook that helps establish a context and point of view (firstperson or third-person).
- Use narrative techniques such as dialogue, pacing, and description to develop experiences, events, and/or characters.
- Make use of complete complex and compound-complex sentences.
- Use details and imagery to create mood.

## soton ym

### 

### Read and Recommend

Prepare a short persuasive written presentation. In it, describe a text you have independently read or are the Hero's Journey archetype. Include an active and provide clear reasons for that recommendation. Include that recommendation. Include televant vocabulary from your relevant vocabulary from your presentation orally.

## The Initiation

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### **εθατηίng Strategies**

Marking the Text Note-taking Close Reading Diffusing Skimming/Scanning Visualizing

### WORD CONNECTIONS

### Cognates

The English word initiation has at its root init, which comes from the Latin word initialis, meaning "beginning." Its Spanish cognate is iniciación, which derives from iniciar, meaning "to begin."

### **УЯАЯЭТІ** І

An epic is a long narrative about the deeds of heroes or gods. Mnemonic devices are techniques a person can use to help them remember something. They are often found in epic poetry because these poems were recited aloud by memory to an audience.

VOCABULARY

# READING LINK

Read and Discuss In groups of four, discuss the books you have read independently. Compare the heroes of your texts. List the and compare the steps they have taken on their Hero's Journeys. Explore the traits that the hero in your book has that the hero in your book has

### ςτεαιτήση Τατgets

- Demonstrate understanding of the Hero's Journey archetype by drafting and illustrating an event in a hero's Road of Trials.
- Analyze how characters' motivations and behaviors influence events and resolution of the conflict.
- Analyze how punctuation and line length influence a poem's meaning.
- Integrate ideas from multiple texts to build knowledge and vocabulary about a theme.

### **Preview**

In this activity, you will read and analyze an excerpt from an epic poem as well as various images of these scenes.

## Genre Study: Epic Poetry

An epic poem is a very long poetic work that usually tells a story (often about a journey) of a hero's incredible adventures. Epic poetry is distinguished from other types of poetry by its length (from tens of thousands of words to over a million), as well as its descriptive narration of myth-like adventures.

Before the development of writing, the oldest epic poetry was passed along orally, with several individuals responsible for remembering different parts of a work. Breaking an epic poem into episodes made it easier for individuals to remember. So did breaking episodes into stanzas and poetically crafted lines that include to help performers remember the poem. An epithet is a term or phrase used to characterize the nature of a character, an object, or an event. For example, "rosyfingered" is an epithet often used to describe the dawn in the Odyssey, the epic pour are about to read.

Look out for epithets and other characteristics of this genre while you read. Additionally, when you read, you'll see that the first six books of the Odyssey have been translated into prose, and the final book is a poetic translation. Consider how each translation depicts the initiation stage in Odysseus' heroic journey.

### Setting a Purpose for Reading

- As you read, underline evidence of Odysseus' actions or words that influence key events.
- Circle unknown words and phrases. Try to determine the meaning of the words

your classmates' books.

29toN VM

### **About the Author**

Homer was an ancient Greek poet, but beyond that little is known about him. He is thought to have lived sometime between the 12th and 8th centuries BCE. Most scholars believe that he authored two famous epic poems: the *lliod* and the Odyssey. Both illustrate the Hero's Journey archetype. The excerpt from the Odyssey that you will read in this activity tells the tale of Odysseus' return home to Ithaca after the Trojan War. Odysseus meets many obstacles on his voyage.



### Epic Poetry



prose translation by Tony Kline, poetic translation by Allen Mandelbaum

### Book IX: 152–192 Book IX: 152–192

1 Looking across to the land of the neighboring Cyclops,<sup>1</sup> we could see smoke and hear their voices, and the sound of their sheep and goats. Sun set and darkness fell, and we settled to our rest on the shore.

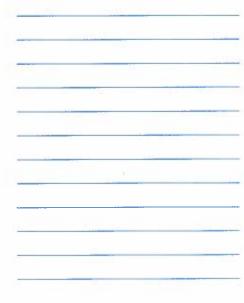
2 As soon as rosy-fingered Dawn appeared, I gathered my men together, saying: "The rest of you loyal friends stay here, while I and my crew take ship and try and find out who these men are, whether they are cruel, savage and lawless, or good to strangers, and in their hearts fear the gods."

3 With this I went aboard and ordered my crew to follow and loose the cables. They boarded swiftly and took their place on the benches then sitting in their rows struck the grey water with their oars. When we had reached the close to the sea. Large herds of sheep and goats were penned there at night close to the sea. Large herds of sheep and goats were penned there at night and round it was a raised yard walled by deep set stones, tall pines and high crowned oaks. There a giant spent the night, one that grazed his herds far off, alone, and round it was a raised yard walled by deep set stones, tall pines and high crowned oaks. There a giant spent the night, one that grazed his herds far off, and nonster and keeping clear of others, lived in lawless solitude. He was born a monster and a wonder, not like any ordinary human, but like some wooded peak of the high mountains, that stands there isolated to our gaze.

### OUEST KNOWLEDGE

### Ways heroes overcome What are some outstanding Knowledge Question:

challenges? You have been reading about heroes in literature. In Activity 1.7, you will read about challenges faced by a classical heroic figure, Odysseus. While you read, build knowledge about the theme of heroes about the theme of heroes about the theme of heroes avercoming challenges, and think about your answer to the flowledge Question.



I Cyclops: one-eyed giants

### **NORD CONNECTIONS**

## Εέλωοιοσλ

".9vorus, which means "grove." from the Medieval Latin word "little wood." The term derives the same spelling meaning comes from a French word of The English word bouquet

### 29toN VM

### Odysseus Tells His Tale: Polyphemus Returns Book IX: 193-255

quickly, a savage being with huge strength, knowing nothing of right or law. with some tood in a bag, since my instincts told me the giant would come at us one could hold back. I filled a large goatskin with the wine, and took it along, bouquet that rose from the mixing bowl was wonderfully sweet: in truth no that honeyed red wine, he would pour a full cup into twenty of water, and the this store, only he and his loyal wife, and one housekeeper. When they drank unmixed wine, a divine draught. None of his serving-men and maids knew of well-wrought gold, and a silver mixing-bowl: and wine, twelve jars in all, sweet protected him, his wife and child. He offered me splendid gifts, seven talents of Apollo, guardian god of Ismarus, had given me, because out of respect we a goatskin filled with dark sweet wine that Maron, son of Euanthes, priest of ship, while I selected the twelve best men and went forward. I took with me Then I ordered the rest of my loyal friends to stay there and guard the

he did appear he proved no joy to my men. have been best, wishing to see the giant himself, and test his hospitality. When pens down to the swift ship and set sail. But I would not listen, though it would me to take some cheeses and go, then to drive the lambs and kids from the milking, all solidly made, were swimming with whey. At first my men begged with its firstlings, later ones, and newborn separated. The pails and bowls for were baskets full of cheeses, and pens crowded with lambs and kids, each flock fed flocks in the fields. So we went inside and marveled at its contents. There 5. Soon we came to the cave, and found him absent; he was grazing his well-

their lives to bring evil to others?" roads? Are you on business, or do you roam at random, like pirates who chance us, and said: "Strangers, who are you? Where do you sail from over the sea-When he had busied himself at his tasks, and kindled a fire, he suddenly saw whey in wicker baskets, leaving the rest in pails for him to drink for his supper. her young to each. Next he curdled half of the white milk, and stored the a door. Then he sat and milked the ewes, and bleating goats in order, putting wagons could not have carried it, yet such was the great rocky mass he used for he lifted his door, a huge stone, and set it in place. Twenty-two four-wheeled milked, leaving the rams and he-goats outside in the broad courtyard. Then into a deep corner. He drove his well-fed flocks into the wide cave, the ones he flung it down inside the cave with a crash. Gripped by terror we shrank back He arrived bearing a huge weight of dry wood to burn at suppertime, and he and sat in the cave eating, waiting for him to return, shepherding his flocks. So we lit a fire and made an offering, and helped ourselves to the cheese,

### Odysseus Tells His Tale: Trapped Book IX: 256-306

Troy, driven over the ocean depths by every wind that blows. Heading for home size. Nevertheless I answered him, saying: "We are Achaeans, returning from Our spirits fell at his words, in terror at his loud voice and monstrous

parts out of milk

drinks

curdled: separated the solid

draught: a liquid that one

talents: ancient coins

whey: the watery part of milk

we were forced to take another route, a different course, as Zeus,<sup>2</sup> I suppose, intended. We are followers of Agamemnon, Atreus' son, whose fame spreads widest on earth, so great was that city he **sacked** and host he **slew**. But we, for our part, come as suppliants to your knees, hoping for hospitality, and the kindness that is due to strangers. Good sir, do not refuse us: respect the gods. We are **suppliants** and Zeus protects visitors and suppliants, Zeus the god of guests, who follows the steps of sacred travelers.<sup>3</sup>

8 His answer was devoid of pity. "Stranger, you are a foreigner or a fool, telling me to fear and revere the gods, since the Cyclopes care nothing for aegis-bearing Zeus: we are greater than they. I would spare neither you not your friends, to evade Zeus' anger, but only as my own heart prompted. But tell me, now, where you moored your fine ship, when you landed. Was it somewhere nearby, or further off? I'd like to know."

9 His words were designed to fool me, but failed. I was too wise for that, and answered him with cunning words: "Poseidon,<sup>3</sup> Earth-Shaker, smashed my ship to pieces, wrecking her on the rocks that edge your island, driving her close to the headland so the wind threw her onshore. But I and my men here escaped destruction."

10 Devoid of pity, he was silent in response, but leaping up laid hands on my crew. Two he seized and dashed to the ground like whelps, and their brains ran out and stained the earth. He tore them limb from limb for his supper, eating the flesh and entrails, bone and marrow, like a mountain lion, leaving nothing. Helplessly we watched these cruel acts, raising our hands to heaven and weeping. When the Cyclops had filed his huge stomach with human flesh, and fled his huge stomach with human flesh, and feeling for the place where the midriff supports the liver, stab him there. But the next thought checked me. Trapped in the cave we would certainly die, since we'd have no way to move the great stone from the wide entrance. So, sighing, we waited for bright day.

### Book IX: 307–359 Odysseus Tells His Tale: Offering the Cyclops Wine

11 As soon as rosy-fingered Dawn appeared, Cyclops relit the fire. Then he milked the ewes, and bleating goats in order, putting her young to each. When he had busied himself at his tasks, he again seized two of my men and began to eat them. When he had finished he drove his well-fed flocks from the cave, effortlessly lifting the huge door stone, and replacing it again like the cap on a quiver. Then whistling loudly he turned his flocks out on to the mountain slopes, leaving me with murder in my heart searching for a way to take vengeance on him, if Athene<sup>4</sup> would grant me inspiration. The best plan seemed to be this:

4 Athene: goddess of wisdom, the arts, and war

## saton ym

sacked: attacked a city and stole from it slew: killed devoid: absent nevere: to regard with devotion and awe and awe mhelps: young children or

slamina

<sup>&</sup>lt;sup>2</sup> Zeus: the king of the gods <sup>3</sup> Poseidon: god of the sea and of earthquakes

## soton ym

12 The Cyclops' huge club, a trunk of green olive wood he had cut to take with him as soon as it was seasoned, lay next to a sheep pen. It was so large and thick that it looked to us like the mast of a twenty-oared black ship, a broad-beamed merchant vessel that sails the deep ocean. Approaching it, I cut off a six-foot it I sharpened the end to a point, and hardened the point in the blazing fire, after which I hid it carefully in a one of the heaps of dung that lay around the cave. I ordered the men to **cast lots** as to which of them should dare to help me raise the stake and twist it into the Cyclops' eye when sweet sleep took him. The lot fell on the very ones I would have chosen, four of them, with myself making a fifth.

13 He returned at evening, shepherding his well-fed flocks. He herded them swiftly, every one, into the deep cave, leaving none in the broad yard, commanded to do so by a god, or because of some premonition. Then he and bleating goats in order, putting her young to each. But when he had busied himself at his tasks, he again seized two of my men and began to eat them. That said: "Here, Cyclops, have some wine to follow your meal of human flesh, so you can taste the sort of drink we carried in our ship. I was bringing the drink to you as a gift, hoping you might pity me and help me on my homeward path: but your savagery is past bearing. Cruel man, why would anyone on earth ever visit you again, when you behave so badly?"

14 At this, he took the cup and drained it, and found the sweet drink so delightful he asked for another draught: "Give me more, freely, then quickly tell me your name so I may give you a guest gift, one that will please you. Among us Cyclopes the fertile earth produces rich grape clusters, and Zeus' rain swells them: but this is a taste from a stream of ambrosia and nectat."

### Odysseus Tells His Tale: Blinding the Cyclops Book IX: 360-412

**15** As he finished speaking I handed him the bright wine. Three times I poured and gave it to him, and three times, foolishly, he drained it. When the wine had **fuddled** his wits I tried him with **subtle** words: "Cyclops, you asked my name, and I will tell it: give me afterwards a guest gift as you promised. My name is Mobody. Nobody, my father, mother, and friends call me."

16 Those were my words, and this his cruel answer: "Then, my gift is this. I will eat Nobody last of all his company, and all the others before him."

17 As he spoke, he reeled and toppled over on his back, his thick neck twisted to one side, and all-conquering sleep overpowered him. In his drunken slumber he vomited wine and pieces of human flesh. Then I thrust the stake into the depth of the ashes to heat it, and inspired my men with encouraging words, so none would hang back from fear. When the olivewood stake was glowing hot, and ready to catch fire despite its greenness, I drew it from the coals, then my men stood round me, and a god breathed courage into us. They held the sharpened olivewood stake, and thrust it into his eye, while I threw my held the sharpened olivewood stake, and thrust it into his eye, while I threw my

subtle: not obvious

and drink of the gods

decide something

annini

gnizuinos sbam :bslbbui

ambrosia and nectar: the food

premonition: a vision of the

cast lots: to throw a set of objects in order to impartially

weight on the end, and twisted it round and round, as a man bores the timbers of a ship with a drill that others twirl lower down with a strap held at both ends, and so keep the drill continuously moving. We took the red-hot stake despite the heat. His lids and brows were scorched by flame from the burning hissing when the smith dips it in cool water to temper it, strengthening the erds, and the rock echoed. Seized by terror we shrank back, as he wrenched the iron, so his eye hissed against the olivewood stake. Then he screamed, terribly, and the rock echoed. Seized by terror we shrank back, as he wrenched the his cry, and crowding in from the every side they stood by the cave mouth and his cry, and crowding in from every side they stood by the cave mouth and call through deathless night, and wake us? Is a mortal stealing your flocks, or trying to kill you by violence or **treachery**?"

**18** Out of the cave came mighty Polyphemus' voice: "Nobody, my friends, is trying to kill me by violence or treachery."

19 To this they replied with winged words: "If you are alone, and nobody does you violence, it's an inescapable sickness that comes from Zeus: pray to the Lord Poseidon, our father."

### Odysseus Tells His Tale: Escape Book IX: 413–479

21 As soon as rosy-fingered Dawn appeared, the males rushed out to graze, while the un-milked females udders bursting bleated in the pens. Their master, tormented by agonies of pain, felt the backs of the sheep as they passed him, but foolishly failed to see my men tied under the rams' bellies. My ram went last, burdened by the weight of his fleece, and me and my teeming thoughts. And as he felt its back, mighty Polyphemus spoke to him:

22 "My fine ram, why leave the cave like this last of the flock? You have never lagged behind before, always the first to step out proudly and graze on the tender grass shoots, always first to reach the flowing river, and first to

## SOTON YM

treachery: a betrayal of trust fleeces: the coats of wool on sheep

29toN VM

show your wish to return at evening to the fold. Today you are last of all. You must surely be grieving over your master's eye, blinded by an evil man and his wicked friends, when my wits were fuddled with wine: Nobody, I say, has not tell me where he hides himself from my anger, then I'd strike him down, his brains would be sprinkled all over the floor of the cave, and my heart would be eased of the pain that nothing, Nobody, has brought me."

23 With this he drove the ram away from him out of doors, and I loosed myself when the ram was a little way from the cave, then untied my men. Swiftly, keeping an eye behind us, we shepherded those long-limbed sheep, rich and fat, down to the ship. And a welcome sight, indeed, to our dear friends were we, escapees from death, though they wept and sighed for the others we lost. I would not let them weep though, but stopped them all with a nod and a frown. I told them to haul the host of fine-fleeced sheep on board and put to sea. They boarded swiftly and took their place on the benches then sitting in their rows struck the grey water with their oars. When we were almost out of earshot, I shouted to the Cyclops, mocking him:

- 24 "Cyclops, the men you snatched with brutal force and ate within your cave were surely not the comrades of a coward. You have caused much grief; and it returns to haunt you now; you did not hesitate; hard heart, you ate your guests within your house; therefore lord Zeus has joined with other gods to batter you.'
- <sup>25</sup> "My words incensed him more. He ripped the top of a huge peak, then hurled a chunk at us; that mass fell just beyond our ship's dark prow. The sea surged as the mass dropped; and the wash and signaled with my head: I spurred my men and signaled with my head: I spurred my men to fall hard on the oars, to fend against shipwreck; and they rowed hard—they strained, they bent. When we were twice as distant as we'd been, on all sides curbed me with these cautious words: on all sides curbed me with these cautious words:
- 26 "Why must you goad that savage so? Just now, that mass that monster cast into the sea drove back our ship to shore: we thought we'd reached our end. And if he'd heard us breathe or speak even the slightest word, he would have hurled one more rough rock and smashed our heads and hull. That brute has force to spare: he can throw far.'
- 27 "These were their words. But my firm heart was not Convinced. Again my anger had to taunt:

who lives in Ithaca—Laértës' son. Odysseus, ravager of cities: one then tell him that the man who gouged you was about the shameful blinding of your eye, 'Cyclops, if any mortal man should ask

return, promising that Poseidon will safely see Odysseus home, but Odysseus rebukes Polyphemes prophecy that one day Odysseus would blind him. He tries to coerce Odysseus and his men to hand have been supposed on their ship, Polyphemus reveals that long ago he heard

### tseud eppelwond 🔌

- What classic traits of a hero does Odysseus possess?
- What challenges did Odysseus face?
- How did Odysseus overcome the challenges he faced?

### Returning to the Text

- Your responses. Return to the text as you respond to the following questions. Use text evidence to support
- Write any additional questions you have about the epic poem in your Reader/Writer Notebook.
- baragraphs tells you this? 1. What motivates Odysseus to go to the land of the Cyclops? What evidence in the first two

influence the events that follow? hospitality. When he did appear he proved no joy to my men." How does Odysseus' behavior would not listen, though it would have been best, wishing to see the giant himself, and test his What does the following quote from paragraph 5 reveal about Odysseus' character? "But I

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Swollof that straye of the events that follow? Based on the words and actions of the Cyclops, how would you describe his character? How

5. List the verbs used in the blinding of the Cyclops. What effect do these verbs have on the pacing of this event?

6. Summarize paragraphs 21 and 22, maintaining meaning and logical order. How do Odysseus and his men escape? What makes paragraph 22 dramatic? How does Odysseus' behavior influence the resolution to the conflict?

 Why do some lines in the poetic translation of the Odyssey end with a period and others with a comma? What is different about what those two graphical elements convey?

B. The adventure on the Road of Trials concludes with Odysseus having the last word of dialogue.
 Is this an effective way to end? Why or why not?

KQ Why is Odysseus' success so remarkable? What does his defeat of the Cyclops tell you

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### Working from the Text

10. Return to the epic poem and make observations and inferences about Odysseus' character. Use the My Notes to annotate descriptions of his own words, actions, motivations, and behaviors. Also note how others react to him.

- 11. Use the evidence you gathered to express your understanding about Odysseus' character. In one or two sentences, describe Odysseus.
- 12. Use the following chart to organize your notes about Odysseus. Fill in the description column with your notes, and then analyze what this information means about Odysseus and how his character affects the plot, meaning the events and resolution of the conflict.

© 202			Behaviors
1 College			
Board, A			
© 2021 College Board, All rights reserved.			Motivations
irved.			
			Actions
0			Words
	Effect on the Plot	Description	Character Development
		noiteireand	"oformely

13. Quickwrite: Write an explanation of how Odysseus' character influences the events and resolution of the Odyssey excerpt. Include at least two examples of text evidence to support your response.

## 🗹 Check Your Understanding

Reread paragraph 21 and write a statement explaining a heroic trait demonstrated by Odysseus and his men. Refer directly to the content of the paragraph.

14. Analyze the structure of the narrative and summarize the events. Then map out the sequence of events on a plot diagram in your Reader/ Writer Notebook.

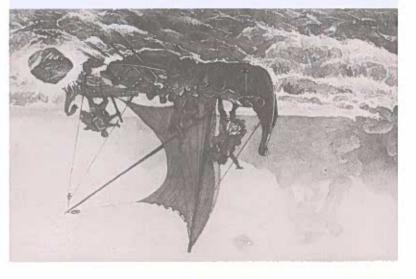
səbnəllendə?? ways heroes overcome What are some outstanding OUEST KNOMFEDGE

Setting a Purpose for Viewing

- As you look at the pictures, think about the mood the artist was trying to create.
- Think about this question: Why are the images effective?



1. The Cyclops lies sleeping. Illustration by comic book artist Gino D'Antonio, published in the 20th Century in The Wanderings of Ulysses.



Polyphemus tosses rocks at the fleeing Odysseus and his crew.
 Polyphemus tosses rocks at the fleeing Odysseus and his crew.



 Odysseus cunningly escapes the cave.
 Odysseus cunningly escapes the cave, Illustration by Charles Edmund Brock, published in The Children's Hour: Stories from the Classics, 1907.

## isənd əbbəlwond 🔌

- What emotions do you feel or sense
   While looking at the pictures?
- How did Odysseus face the challenges depicted in each image?

### Returning to the Images

- Return to the images as you respond to the following questions. Use evidence
- to support your answers.
   Write any additional questions you have about the images in your Reader/ Writer Notebook.
- 15. Ko Image 2 shows how "Odysseus cunningly escapes the cave." Why does the caption use the word cunningly to describe the escape?

16. Choose one image. How does the depiction of the event in your chosen picture compare with the description in the text?

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# **U** READING LINK

You can continue to build your knowledge about this theme by reading related poetry and fiction at ZINC Reading Labs. Select the **poetry** and **fiction** filters and type keywords such as heroes or challenges in the **Search all ZINC articles** field.



## tseud egbelwond 🔕

Use what you have learned so far about heroes and your knowledge from reading the Odyssey about the ways that Odysseus overcame challenges. Write an informational essay that responds to the question: What are some outstanding ways heroes overcome challenges?

Be sure to:

- Clearly introduce the topic.
- Develop the topic with well-chosen evidence from the text.
- Provide a conclusion that supports the information.

### Working from the Images

18. Use the graphic organizer to analyze the mood each image creates. First, locate the text evidence used to illustrate the scene depicted in the image. Then, analyze the artist's interpretation. How does the image represent the text? Does the image accurately reflect the text? Did the artist take any liberties? Finally note the mood created in the image.

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the second believed as	3 ode mittend	
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Think about the shapes, shading, and expressions used in the visual depictions of the Odyssey and how the artist uses these devices to evoke a certain mood. What scene from

Sequence the event logically and naturally and use transitions to connect ideas.

Use narrative techniques such as dialogue, pacing, and description and develop

Use diction, detail, and imagery to create tone and mood.

Road of Trials to guide your structure and development. Be sure to:

your narrative would make a good visual?

experiences, events, and/or characters.

## The Return

# YTIVIT 3A

### Learning Strategies

Pisualizing Drafting Skimming/Scanning pnizuffia Close Reading Marking the Text

### **MORD CONNECTIONS**

**Roots and Affixes** 

'uo os reproduce, recall, recreate, and rewrite, replace, regenerate, English words, such as replay, determine the meaning of many or "back." You can use it to Latin prefix that means "again" is a very common and useful The prefix re-, as in return,

### 29toN VM

### Learning Targets

- Analyze a novel excerpt for archetype and narrative techniques.
- Draft and illustrate the final event in a narrative.

### Preview

archetype is presented in a novel excerpt. In this activity, you will see how the Return stage of the Hero's Journey

### The Return

or she set out to achieve), most stories continue into the final stage: The Return. While some stories end after the hero has achieved the Ultimate Boon (the goal he

### Definition Evidence to Support Understanding

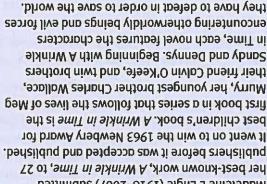
.evidence. a Purpose for Reading instructions to help you annotate the text and gather whole. One strategy for keeping track of evidence is annotation. Use the Setting inferences will help you come to a greater understanding about the text as a what you know about the Hero's Journey archetype to make an inference. These understanding of events and characters, and then you connect this evidence with conflict. You will need to keep track of evidence in the text that supports your you will need to read closely and make inferences about the characters and the To understand how Meg's journey is an example of a Hero's Journey archetype,

### Setting a Purpose for Reading

- As you read, underline and label evidence of a Hero's Journey.
- by using context clues, word parts, or a dictionary. Circle unknown words and phrases. Try to determine the meaning of the words

### About the Author

bettimduz (7002–8191) sipn3'1 snislebaM



### Ϳ϶νοͶ

# Smit ni släninw A mon

### by Madeleine L'Engle

### excerpt from Chapter 12, "The Foolish and the Weak"

This excerpt comes near the end of Meg Murry's journey. She has found her father with the help of Mrs. Whatsit, Mrs. Who, and Mrs. Which. They have escaped Camazotz, but they were forced to leave behind her younger brother Charles Wallace in the grip of the "Black Thing." Now Meg must return to Camazotz to get her brother.

Immediately Meg was swept into darkness, into nothingness, and then into the icy devouring cold of the Black Thing. Mrs Which won't let it get me, she thought over and over while the cold of the Black Thing seemed to crunch at her bones.

2 Then they were through it, and she was standing breathlessly on her feet on the same hill on which they had first landed on Camazotz. She was cold and when she had spent an affernoon skating on the pond. She looked around. She was completely alone. Her heart began to pound.

Then, seeming to echo from all around her, came Mrs Which's unforgettable voice, "I hhave nnott ggivenn yyou mmyy ggifft. Yyou hhave ssomethinngg thatt ITT hhass nnott. Thiss ssomethinngg iss yyourr onlly wweapponn. Bbutt yyou mmusstt ffinndd itt fforr yyourrssellft." Then the voice ceased, and Meg knew that she was alone.

A She walked slowly down the hill, her heart thumping paintully against her ribs. There below her was the same row of identical houses they had seen before, and beyond these the linear buildings of the city. She walked along the quiet street. It was dark and the street was deserted. No children playing ball or skipping rope. No mother figures at the doors. No father figures returning from work. In the same window of each house was a light, and as Meg walked down the street all the lights were extinguished simultaneously. Was it because of her presence, or was it simply that it was time for lights out?

5 She felt numb, beyond rage or disappointment or even fear. She put one foot ahead of the other with precise regularity, not allowing her pace to lag. She was not thinking; she was not planning; she was simply walking slowly but steadily toward the city and the domed building where IT lay.

6 Now she approached the outlying buildings of the city. In each of them was a vertical line of light, but it was a dim, eerie light, not the warm light of stairways in cities at home. And there were no isolated brightly lit windows where someone was working late, or an office was being cleaned. Out of each where someone was working late, or an office was being cleaned. Out of each where someone was working late, or an office was being cleaned. Out of each where someone was working late, or an office was being cleaned.

### GRAMMAR & USAGE

readers. paint a more vivid picture for uses prepositional phrases to pay attention to how the author ,9miT ni 9lhninW A bo9r uoy 2A what is happening to Meg. adds vivid details to describe of these prepositional phrases Notice how the author's use describing the noun cold. Black Thing as an adjective, prepositional phrase of the sentence, the author uses the where Meg went. In that same function as adverbs, describing three prepositional phrases the icy devouring cold. These into nothingness, and into preposition into: into darkness, phrases beginning with the uses three prepositional the first sentence, the author from A Wrinkle in Time. In at paragraph 1 in the excerpt as adjectives or adverbs. Look Prepositional phrases function of time, direction, or location. phrases show relationships to add details. Prepositional and prepositional phrases Writers use prepositions Prepositional Phrases Prepositions and

eerie: spooky; inspiring fear

ZÞ

## eston ym

building came one man, perhaps a watchman, and each man started walking the width of the building. They appeared not to see her. At any rate they paid no attention to her whatsoever, and she went on past them.

Possibly got? That IT hasn't got? she thought suddenly. What have I possibly got?

8 Now she was walking by the tallest of the business buildings. More dim vertical lines of light. The walls glowed slightly to give a faint illumination to the streets. CENTRAL Central Intelligence was ahead of her. Was the man with red eyes still sitting there? Or was he allowed to go to bed? But this was not where she must go, though the man with red eyes seemed the kind old gentleman he claimed to be when compared with IT. But he was no longer of any consequence in the search for Charles Wallace. She must go directly to IT.

9 IT isn't used to being resisted. Father said that's how he managed, and how Calvin and I managed as long as we did. Father saved me then. There's nobody here to save me now. I have to do it myself. I have to resist IT by myself. Is that what I have that IT hasn't got? No, I'm sure IT can resist. IT just isn't used to having other people resist.

10 CENTRAL Central Intelligence blocked with its huge rectangle the end of the square. She turned to walk around it, and almost imperceptibly her steps slowed.

It was not far to the great dome which housed IT.

12 I'm going to Charles Wallace. That's what's important. That's what I have to think of. I wish I could feel numb again the way I did at first. Suppose IT has him somewhere else? Suppose he isn't there?

13 I have to go there first, anyhow. That's the only way I can find out.

14 Her steps got slower and slower as she passed the great bronzed doors, the huge slabs of the CENTRAL Central Intelligence building, as she finally saw ahead of her the strange, light, pulsing dome of IT.

15 Father said it was all right for me to be afraid. He said to go ahead and be afraid. And Mrs Who said—I don't understand what she said but I think it was meant to make me not hate being only me, and me being the way I am. And Mrs Whatsit said to remember that she loves me. That's what I have to think about. Not about being afraid. Or not as smart as IT. Mrs Whatsit loves me. That's quite something, to be loved by someone like Mrs Whatsit.

16 She was there.

17 No matter how slowly her feet had taken her at the end, they had taken her there.

18 Directly ahead of her was the circular building, its walls glowing with violet flame, its silvery roof pulsing with a light that seemed to Meg to be insane. Again she could feel the light, neither warm nor cold, but reaching out to touch her, pulling her toward IT.

is hardly noticeable

violet: a purplish-blue color

consequence: importance

imperceptibly: in a manner that

19 There was a sudden sucking, and she was within.

**20** It was as though the wind had been knocked out of her. She gasped for breath, for breath in her own rhythm, not the **permeating** pulsing of IT. She could feel the inexorable beat within her body, controlling her heart, her lungs.

21 But not herself. Not Meg. It did not quite have her.

22 She blinked her eyes rapidly and against the rhythm until the redness before them cleared and she could see. There was the brain, there was IT, lying pulsing and quivering on the dais, soft and exposed and nauseating. Charles Wallace was crouched beside IT, his eyes still slowly twirling, his jaw still slack, as she had seen him before, with a tic in his forehead reiterating the revolting thythm of IT.

23 As she saw him it was again as though she had been punched in the stomach, for she had to realize afresh that she was seeing Charles, and yet it was not Charles at all. Where was Charles Wallace, her own beloved Charles Wallace?

24 What is it I have got that IT hasn't got?

25 "You have nothing that IT hasn't got," Charles Wallace said coldly. "How nice to have you back, dear sister. We have been waiting for you. We knew that Mrs Whatsit would send you. She is our friend, you know."

**26** For an appalling moment Meg believed, and in that moment she felt her brain being gathered up into IT.

27 "No!" she screamed at the top of her lungs. "No! You lie!"

28 For a moment she was free from ITs clutches again.

29 As long as I can stay angry enough IT can't get me.

30 Is that what I have that IT doesn't have?

**31** "Nonsense," Charles Wallace said. "You have nothing that IT doesn't have."

32 "You're lying," she replied, and she felt only anger toward this boy who was not Charles Wallace at all. No, it was not anger, it was loathing; it was hat red, sheer and unadulterated, and as she became lost in hatred she also began to be lost in IT. The red miasma swam before her eyes; her stomach churned in ITs rhythm. Her body trembled with the strength of her hatred and the strength of IT.

33 With the last vestige of consciousness she jerked her mind and body. Hate was nothing that IT didn't have. IT knew all about hate.

34 "You are lying about that, and you were lying about Mrs Whatsit!" she screamed.

35 "Mrs Whatsit hates you," Charles Wallace said.

### **MORD CONNECTIONS**

Roots and Affixes In the word inexorable, the prefix in- means "not." It has the same meaning in ineffective and inexperienced. The suffix -able means "capable or worthy of," as in debatable and laughable. The root exor comes from Latin and

"to plead for."

### **MORD CONNECTIONS**

### ξίλωοιοσλ

The word **miasma** appeared in the 1660s as a Modern Latin word meaning "noxious vapors." It derives from the same Greek word that means "stain" or "pollution." Now it "stain" or "pollution." Now it is used to mean a poisonous atmosphere.

permeating: spreading everywhere nauseating: making feel ill reiterating: repeating vestige: a bit or trace of something

### eston ym

36 And that was where IT made ITs fatal mistake, for as Meg said, automatically, "Mrs Whatsit loves me; that's what she told me, that she loves me," suddenly she knew.

37 She knew!

.эvо.Л <mark>86</mark>

39 That was what she had that IT did not have.

40 She had Mrs Whatsit's love, and her father's, and her mother's, and the real Charles Wallace's love, and the twins', and Aunt Beast's.

41 And she had her love for them.

42 But how could she use it? What was she meant to do?

**43** If she could give love to IT perhaps it would shrivel up and die, for she was sure that IT could not withstand love. But she, in all her weakness and foolishness and baseness and nothingness, was incapable of loving IT. Perhaps it was not too much to ask of her, but she could not do it.

44 But she could love Charles Wallace.

45 She could stand there and she could love Charles Wallace.

46 Her own Charles Wallace, the real Charles Wallace, the child for whom she had come back to Camazotz, to IT, the baby who was so much more than she was, and who was yet so utterly vulnerable.

47 She could love Charles Wallace.

48 Charles. Charles, I love you. My baby brother who always takes care of me. Come back to me, Charles Wallace, come away from IT, come back, come home. I love you, Charles. Oh, Charles Wallace, I love you.

49 Tears were streaming down her cheeks, but she was unaware of them.

**50** Now she was even able to look at him, at this animated thing that was not her own Charles Wallace at all. She was able to look and love.

**51** I love you. Charles Wallace, you are my darling and my dear and the light of my life and the treasure of my heart, I love you. I love you. I love you.

**52** Slowly his mouth closed. Slowly his eyes stopped their twirling. The tic in the forehead ceased its revolting twitch. Slowly he advanced toward her.

53 "I love you!" she cried. "I love you, Charles! I love you!"

**54** Then suddenly he was running, pelting, he was in her arms, he was shrieking with sobs. "Meg! Meg! Meg!"

55 "I love you, Charles!" she cried again, her sobs almost as loud as his, her tears mingling with his. "I love you! I love you! I love you!"

vulnerable: susceptible to danger

who now had her in its clutches. came a sense of Mrs Whatsit's presence, so that she knew it could not be IT seemed to tear through her. Darkness again. Through the darkness to save her 56 A whirl of darkness. An icy cold blast. An angry, resentful howl that

was crying out, "Meg! Oh, Meg!" was rolling over on the sweet-smelling autumnal earth, and Charles Wallace And then the feel of earth beneath her, of something in her arms, and she

J9V0 tightly about her neck. "Meg, you saved me! You saved me!" he said over and Now she was hugging him close to her, and his little arms were clasped

through the darkness toward them. <sup>65</sup> "Meg!" came a call, and there were her father and Calvin hurrying

Call Where are we?" 60 Still holding Charles she struggled to stand up and look around. "Father!

"!ilooord ht ni bebnsl we broccoli!" suddenly he laughed, his own, sweet, contagious laugh. "In the twins' vegetable 61 Charles Wallace, holding her hand tightly, was looking around, too, and

father, to hug Calvin, and not to let go of Charles Wallace for one second. 62 Meg began to laugh, too, at the same time that she was trying to hug her

63 "Meg, you did it!" Calvin shouted. "You saved Charles!"

was trying to control his anxiety and eagerness. turned toward the house. "Now I must go in to Mother." Meg could tell that he 64 "I'm very proud of you, my daughter." Mr. Murry kissed her gravely, then

Murry walking toward them through the long, wet grass. 65 "Look!" she pointed to the house, and there were the twins and Mrs.

squinting in the moonlight, and then starting to run toward his wife. 66 "First thing tomorrow I must get some new glasses," Mr. Murry said,

67 Dennys's voice came crossly over the lawn. "Hey, Meg, it's bedtime."

68 Sandy suddenly yelled, "Father!"

all over with the exuberance of his greeting. kitchen. He dashed across the lawn to join in the joy, and almost knocked them longer, catapulted his sleek black body right through the screened door to the and Fortinbras, who could bear being left out of the happiness not one second They were talking and laughing all at once, when they were startled by a crash, out and pulled him in and Mrs. Murry gave him a special hug all of his own. Charles Wallace and the twins, and Calvin grinning by them until Meg reached happy jumble of arms and legs and hugging, the older Murrys and Meg and him, and they were in each other's arms, and then there was a tremendous 69 Mr. Murry was running across the lawn, Mrs. Murry running toward

even greater and deeper than the joy and love which were already there. be near, because all through her she felt a flooding of joy and of love that was 70 Meg knew all at once that Mrs Whatsit, Mrs Who, and Mrs Which must

### 29toN VM

## **MORD CONNECTIONS**

### seipngoj

paragraph 69). the English verb catapult (in catapultar is a cognate of meaning. The Spanish word coduate with the same differently than, its Spanish the same as, but pronounced (in paragraph 72) is spelled The English word tangible

gravely: seriously person to another contagious: passed from one autumnal: related to autumn

71 She stopped laughing and listened, and Charles listened, too. "Hush."

72 Then there was a whirring, and Mrs Whatsit, Mrs Who, and Mrs Which were standing in front of them, and the joy and love were so tangible that Meg felt that if she only knew where to reach she could touch it with her bare hands.

73 Mrs Whatsit said breathlessly, "Oh, my darlings, I'm sorry we don't have time to say good-by to you properly. You see, we have to—"

74 But they never learned what it was that Mrs Whatsit, Mrs Who, and Mrs Which had to do, for there was a gust of wind, and they were gone.

### Making Observations

- Who do we meet in the excerpt?
- What is a detail you noticed that someone else might miss?

### Returning to the Text

Nont tesponses.

- Return to the text as you respond to the following questions. Use text evidence to support
- Mrite any additional questions you have about the novel excerpt in your Reader/Writer Notebook.
- The word "devouring" is used in paragraph 1. What is the effect of this word choice on the mood of the opening?

2. Why does the author use mathematical terms such as "linear" and "vertical" to describe the scene?

tanacene:

 What can you infer about IT as a character in the novel? Provide textual evidence to support your inferences.

4. Throughout the story, how do others assist Meg in her quest to rescue her brother?
5. Use context clues to determine the meaning of the word "loathing" in paragraph 32. What other word(s) helped you?
6. What is the power of "the Black Thing," of IT, that Meg must battle against? Choose a line that best expresses IT's power and explain your choice.

 $\pmb{\lambda}.$  How does Meg use "the Ultimate Boon" to conquer the power of IT?

8. What is the meaning of the word "animated" in paragraph 50? Use context clues to help you, and cite textual evidence in your response.

### Working from the Text

 Use the following graphic organizer to analyze how A Wrinkle in Time demonstrates the Return Stage of a Hero's Journey. Return to the text to find evidence to fill in the graphic organizer.

The Crossing or Return Threshold — The Theme Statement (integrating Wisdom into previous life)	
ett) <b>tuoitiW mort (</b> the guide)	
The Magic Flight (the adventure "home")	
Return Stages	Evidence from the Text

.....

## 🗹 Check Your Understanding

Write 3–4 sentences explaining how Meg represents the Hero in the Hero's Journey archetype. Use text evidence from the excerpt to support your claim.

### LANGUAGE & WRITER'S CRAFT: Verbs and Mood

Writers form and use verbs in the correct mood. The list below shows the moods of English verbs.

Indicative Mood: verbs that indicate a fact or opinion

I am too ill to go to school today.

Imperative Mood: verbs that express a command or request

Go to school. Please get up and get dressed. The spectrum and the second s

Interrogative Mood: verbs that ask a question

Are you going to school? Do you feel ill?

happen if a certain condition is met

ι would have gone to school yesterday if I had felt well.

Your teacher might want you to complete the assignments you missed.

Subjunctive Mood: Verbs that describe a state that is uncertain or contrary to fact; when using the verb "to be" in the subjunctive, always use were rather than was.

I wish my cold were better today.

ιί γου were to go to school, what would you learn?

**PRACTICE** Look over the excerpt from A Wrinkle in Time again. Find an example of a sentence to illustrate each of the moods above. Write and label these examples in your Reader/Writer Notebook. If you have time, create a few more examples on your own and add those to your Reader/Writer Notebook.

### Reading Graphic Novels

To continue thinking about how to illustrate your narrative, you will take a look at a graphic novel adaptation of the A Wrinkle in Time excerpt that you just read. Graphic novels use a combination of images and words to tell real or fictional stories. As you explore the graphic novel, you should note the distinct graphic features that characterize this type of storytelling. Following is a list of graphic features and their uses. These terms can help you speak and write about graphic novels with precision.

Panel – squares or rectangles that contain a single image

Gutter-space between panels

characters

the reader the reader

Caption - box that provides background information about the scene or character

Sound Effect—visual clue about sounds in the scene

**Long Shot** — image that shows a character or object from the distance so you can

Extreme Long Shot—image that shows objects or characters in very small scale, often showing a landscape or crowd of characters

the panel **Close-up**—image that is shown in a large view taking up at least 80 percent of

**Extreme Close-up**—image that is shown in very large view, often focusing on a small portion of a larger object or character

### Setting a Purpose for Reading

- As you read, underline and label evidence of a Hero's Journey.
- Circle unknown words and phrases. Try to determine the meaning of the words by using the images, context clues, word parts, or a dictionary.

### **About the Author**

Hope Larson (b. 1982) is the New York Times best-selling author of six graphic novels. In 2007 she won an Eisner Award, the highest honor for a comic artist, for her adapted and illustrated edition of A Wrinkle in Time: The Graphic Novel. Some of her other graphic novels include Who is AC?, Mercury, and Chiggers. Currently, she writes DC Comics' Batgirl series and lives in Los Angeles.

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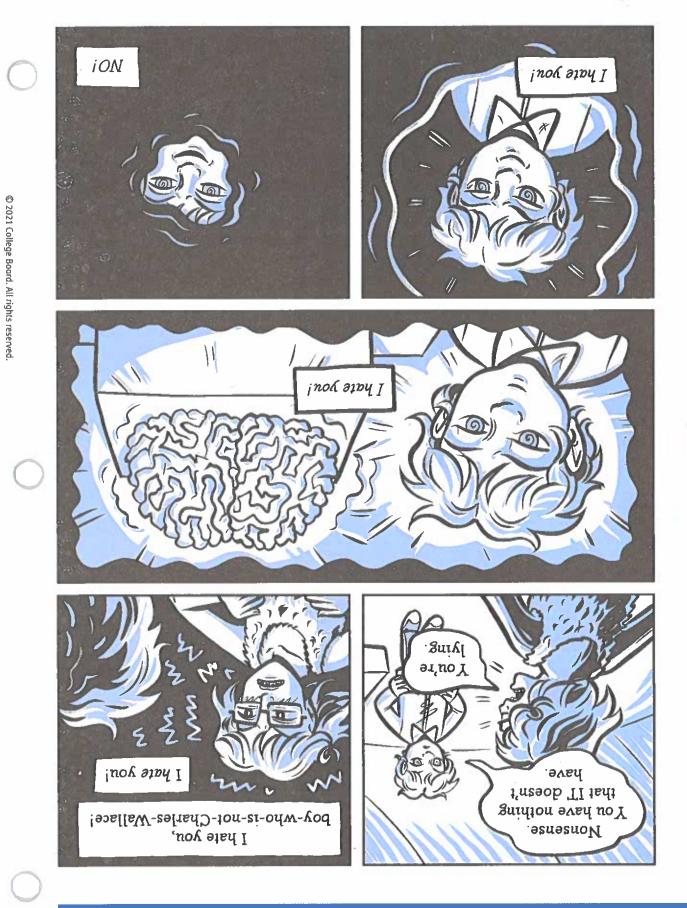
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### **Graphic Novel**

# Jon A Wrinkle in Time: The Graphic Novel

adapted and illustrated by Hope Larsen





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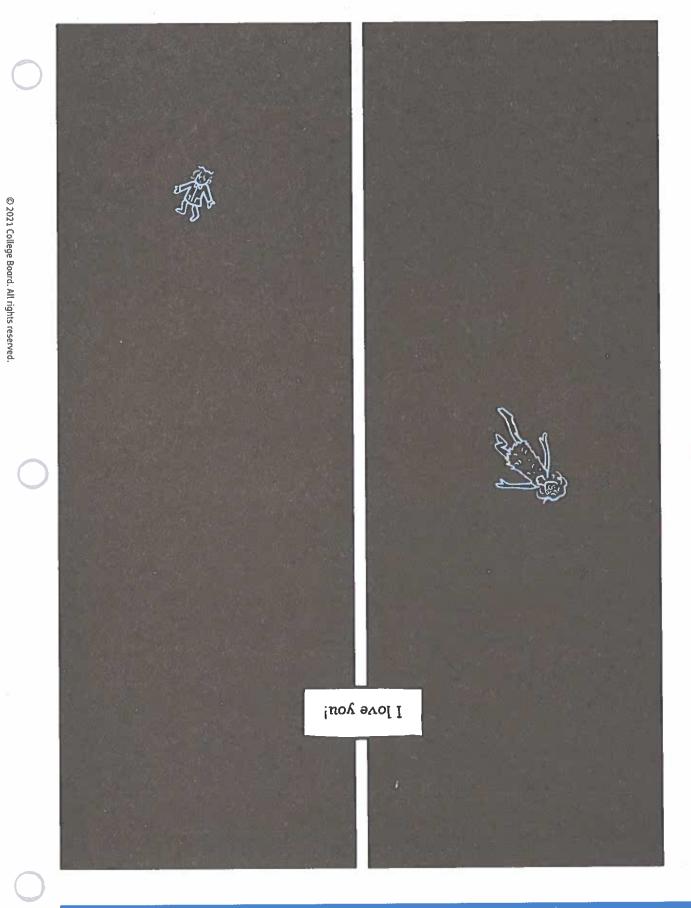
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# **8.**ľ





**8.**ľ

#### Working from the Text

the text did not?

10. Return to the graphic novel. Use the graphic organizer that follows to tell where each Return Stage of a Hero's Journey of A Wrinkle in Time is illustrated in the graphic novel. In the second column, list the visual effects the illustrator uses to communicate the ideas of each stage. In the third column, tell what mood is created by the use of these effects.

The Magic Flight (the adventure "home") Rescue from Without (the guide) The Crossing or Return The Statement (integrating wisdom into previous life)	Mood Created	Visual Effects	sagot2 niutaЯ
The Crossing or Return Threshold—The Terme Statement (integrating wisdom into previous			
The Crossing or Return Threshold—The Terme Statement (integrating wisdom into previous			20 20
<b>Threshold—The Theme Statement</b> (integrating wisdom into previous			Rescue from Without (the guide)
<b>Threshold—The Theme Statement</b> (integrating wisdom into previous			Y Y
			<b>Threshold—The Theme Statement</b> (integrating wisdom into previous

12. Explain why the illustrator might have wanted to create a visual version of A Wrinkle in Time.

#### Instring the Embedded Assessment

Revisit your hero narrative. What might your hero learn by the end of the Return Stage in his or her journey? Draft an ending to your narrative using your understanding of the Crossing/ Return Threshold to guide your development. Be sure to:

- Make sure the ending to your story follows the previous events logically and naturally.
- Include some reflection in the ending and answer the question: What does the hero learn?
- Use narrative techniques such as dialogue, pacing, and description.
- Incorporate sentences that use the different verb moods you have learned about in this lesson.

### Language Checkpoint: Understanding Sentence Boundaries

#### Learning Targets

- Understand complete sentences, sentence fragments, and run-on sentences, including comma splices.
- Revise writing to correct sentence fragments and run-on sentences.

#### Preview

In this activity, you will learn to recognize complete sentences and to revise your writing to correct sentence fragments and run-on sentences. Understanding Sentence Boundaries

Skilled writers use complete sentences to express complete thoughts. A sentence fragment is less than a complete sentence; that is, it is missing one or more elements that make it complete. A runon is more than a complete sentence; that is, it runs two or more complete sentences together as if they were one.

#### Recognizing Complete Sentences and Sentence Fragments

Knowing the differences between complete sentences and sentence tragments is an important part of becoming a strong writer and self-editor.

A sentence includes at least one independent clause. An independent clause includes a subject and a verb and expresses a complete thought.

Look at these sentences from A Wrinkle in Time:

She looked around. She (was) completely alone. Her heart began to pound.

Each one has a subject (underlined) and a verb (circled). Each one expresses a complete thought.

A **sentence fragment** may be missing a subject and/or a verb, or it may not express a complete thought.

Fragment (missing a subject): Beginning to pound.

Fragment (missing a verb): Her heart in her throat.

Fragment (not a complete thought): When she realized her situation.

Writers usually use complete sentences to express their meaning. Sometimes, though, a writer chooses to use sentence fragments to produce a specific effect in his or her writing.

Ihis excerpt from A Wrinkle in Time includes two fragments:

Mrs. Whatsit said to remember that she loves me. That's what I have to think about. Not about being afraid. Or not as smart as IT.

1. Which two word groups above are complete sentences? Which two are fragments?

2. Explain how you identified the fragments.

### 8.1 21

 Quickwrite: Why might Madeleine L'Engle have chosen to use sentence fragments? What effect do the fragments create?

#### Secognizing Run-on Sentences

Sometimes two or more complete sentences run together as if they are a single sentence. This creates a **run-on sentence**. Like sentence fragments, run-ons are usually avoided, though some writers may use them for effect. For example, using run-ons can show rambling dialogue.

Run-ons can be confusing because they make it a hard to see where one thought ends and another begins. Alternatively, the connection between the sentences might not be clear.

rook at this run-on:

Madeleine L'Engle wrote many acclaimed books for children and adults her best-known work, A Wrinkle in Time, won the 1963 Newbery Medal.

This word group contains two whole sentences (independent clauses) and two whole complete thoughts. With no punctuation between them, the sentences are not clear.

A run-on can be revised in several ways.

It can be made into two separate sentences:

Madeleine LEngle wrote many acclaimed books for children and adults. Her best-known work, A Wrinkle in Time, won the 1963 Newbery Medal.

A comma and coordinating conjunction (such as and, but, or, so, or yet) can be added, making a compound sentence:

Madeleine LEngle wrote many acclaimed books for children and adults, and her best-known work, A Wrinkle in Time, won the 1963 Newbery Medal.

meaning. In some cases, the clauses can be joined by a semicolon—if the clauses are closely connected in

Madeleine LEngle wrote many acclaimed books for children and adults; her best-known work, A Wrinkle in Time, won the 1963 Newbery Medal.

Run-ons can also be reworded so that one of the independent clauses becomes a phrase or dependent clause.

Madeleine L'Engle wrote many acclaimed books for children and adults, **including** her best-known work, A Wrinkle in Time, which won the 1963 Newbery Medal.

#### Recognizing Comma Splices

One specific kind of run-on sentence is called a **comma splice.** A comma splice occurs when two sentences are run together with only a comma between them:

Madeleine L'Engle wrote many acclaimed books for children and adults, her best-known work, A Wrinkle in Time, won the 1963 Newbery Medal.

A comma splice can be corrected by breaking the run-on into two separate sentences, adding a conjunction after the comma, or replacing the comma with a semicolon.

#### Read the following paragraph:

L'Engle submitted her manuscript for A Wrinkle in Time to many different publishers, twenty-six of them rejected it. The twenty-seventh agreed to publish it. L'Engle's work also includes plays and poetry, as well as her autobiography. A Wrinkle in Time is part of a series, other books in the series are A Wind in the Door, A Swiftly Tilting Planet, Many Waters, and An Acceptable Time.

- 4. In the above paragraph. Underline each complete, correct sentence.
- In the paragraph above, draw brackets around any run-on sentence(s).
- 6. If a run-on is a comma splice, circle the comma that incorrectly "splices" the sentences together.

#### Revising Sentences, Fragments, and Run-ons

 Decide whether each word group below is a sentence (S), fragment (F), or run-on (R). Circle the corresponding letter. Rewrite the sentences with correct capitalization and punctuation. Revise the fragments and run-on sentences to make it a complete, correct sentence.

S/F/R	f. meg feels afraid, she persists in her mission
8/F/R	e. now meg, on her way to camazotz to get him
8/F/R	<ol> <li>charles wallace is in the grip of the "black thing"</li> </ol>
я/я/s	they were forced to leave behind charles wallace, he is her younger brother
я/ғ/ <i></i> г	. she has found her father, and they have escaped camazotz
S/F/R	meg murry's journey, a long and difficult one

Rewrite the following paragraph, correcting fragments and run-ons.

A Wrinkle in Time first published in 1962. It is the first book in Madeleine L'Engle's Time Quintet. Which is a series of five books that involve travel in time. The book includes ideas from quantum physics, one of those ideas is the tesseract. Supernatural beings use the tesseract to transport Meg Murry and other characters across the universe.

#### 🖾 Check Your Understanding

What questions can you ask yourself, when editing your work, to check for sentence fragments? How can you tell whether a fragment is used for effect?

your work? What questions can you ask yourself to check for run-on sentences and comma splices in

Add the questions to your Editor's Checklist.

#### Practice

With a partner, exchange drafts of your hero narrative and examine the writing specifically for correct use of complete sentences with correct punctuation. Put an exclamation point next to any sentence fragments or run-on sentences. Evaluate any fragments to determine whether they are unintentional or are used for effect. If they are unintentional, work with your partner to revise them. Also revise any run-ons or comma splices.

# Revising and Editing

#### Learning Strategies

Collaborative Discussion Sharing and Responding Summarizing Self-Editing/Peer-Editing

#### rearning Targets

- Identify and apply effective techniques and strategies for writing groups.
- Revise and edit a narrative draft through a collaborative writing group.

#### Preview

In this activity, you will participate in a writing group to provide feedback to your peers about their writing and revise your own work based on peer feedback.

#### Writing Group Roles

For groups to be effective, each member must participate to help achieve the goals of the group. The purpose of writing groups is to:

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- Provide an open-minded place to read, respond to, and revise writing.
- Provide meaningful feedback to improve writing based on specific criteria.
- Create specific roles to solicit and manage sharing and responding.
- Focus on posing open-ended questions for the writer to consider.

Writing group members have roles and responsibilities.

statements. <b>The Writer:</b> Listens to the responds to questions, and asks questions for clarification.	As his or her work is being read aloud by another, the Writer can get an overall impression of the piece. The Writer follows oral or written instructions to improve the writing. Feedback that will lead to effective revision.	Writer's questions: • What do you want to know more about? • Which part does not make sense? • How can I improve this part?
The Listeners: Take notes and ended questions for the Writer or make constructive statements.	The Listeners begin with positive statements, using "I" statements to talk about the writing, not the Writer. The Listeners use the writer's checklist to produce thoughtful questions that will help strengthen the writing.	Reader's and Listeners' comments and • What do you plan to do next? • Nhat do you plan to do next? • I was confused when
<b>The Reader:</b> Reads the text aloud. Begins the conversation after reading.	The Reader's purpose is to share an understanding of the Writer's words. The Reader provides the writer with oral or written instructions on how to improve their writing. The Reader follows all listeners' guidelines as well.	Reader's and Listeners' compliments: • I like the words you used, such as • This piece made me feel • This piece reminded me of • I noticed your use of from the Hero's Journey when you
Role	səniləbinƏ	Discussion/Response Starters

1. Summarize the purpose and process of working in a successful writing group.

#### **The Revision Process**

Very few people are able to write a perfect first draft, so revising is a typical part of the writing process—even for famous writers. In an interview done for The Paris Review in 1956, the interviewer asked Ernest Hemingway about his writing.

Interviewer: How much rewriting do you do? Hemingway: It depends. I rewrote the ending of Farewell to Arms, the last page of it, 39 times before I was satisfied.

Interviewer: Was there some technical problem there? What was it that had stumped you? Hemingway: Getting the words right.

(from Ernest Hemingway, "The Art of Fiction," The Paris Review Interview, 1956)

2. Writing groups can help you revise and get your words right. Throughout this unit, you have started a narrative about a hero. As you think about revising your draft, what are some guiding questions you might ask? You might use the Embedded Assessment 1 Scoring Guide to prompt your questions to focus on clarity, development, organization, style, word choice, and sentence variety.

#### Introducing the Strategy: Self-Editing, Peer-Editing

Editing your writing is a part of the writing process (self-editing). This strategy can be used with a partner (peer-editing) to examine a draft closely to identify areas that may need to be corrected for structure, ideas, language, grammar, punctuation, capitalization, or spelling. Peer editors need to provide clear oral or written instructions for how the writer can improve the writing.

- 3. In addition to asking questions, having a writer's checklist can help you revise. Next, you will work with members of your writing group to create, on separate paper, a writer's checklist for your Hero's Journey narrative. This checklist should reflect your group's input about the following:
- Ideas: Think of the purpose and development of the writing, the topic, and the details.
- Structure: Think of the type of writing and its purpose, as well as the organization and clarity of the writing. Revisit your hook and decide whether it is adequate or needs revision.
- Use of language: Think about style, clarity, figurative language, descriptive details, transitions, word choice, sentence variety, and so on.

4. After completing your writer's checklist, your writing group will read and discuss each member's draft of the Hero's Journey narrative. Group members should trade roles of Reader, Listener, and Writer as they proceed through each draft, following the information in the chart at the beginning of Activity 1.9.

#### Using Resources and References to Revise

How does a writer improve a text through revision? Deep revision takes time and effort. Skilled writers do the following:

- Add ideas and language to improve the development of ideas.
- Delete irrelevant, unclear, and repetitive ideas and language to improve pacing, clarity, and effect.
- Rearrange ideas to improve organization.
- Substitute ideas and language for effect such as improving sentence variety, tailoring style, or refining word choice to be more precise.
- 5. Have students number and label the sequence of events in their narratives to check how naturally and effectively the events unfold. Then have them summarize the sequences with partners to verify that they make sense.
- 6. Use the writer's checklist you created, the feedback from your peers, and the revision strategies above to guide your revision. Share one of your revisions with the class by explaining specifically what you revised and how it improved your writing.

#### fditing a Draft

- New writers sometimes confuse revision with editing or proofreading. Both are extremely important in creating a polished piece of writing, but they are different and separate processes.
- Revision focuses on ideas, organization, and language and involves adding, deleting, rearranging, and substituting words, sentences, and entire paragraphs.
- Editing focuses on conventions of standard English. It involves close proofreading and consulting reference sources to correct errors in grammar and usage, capitalization, punctuation, and spelling.
- After drafting a text, students often either revise or edit rather than doing both. Skipping
- 8. It is essential that writers take the time to edit drafts to correct errors in grammar and usage, capitalization, punctuation, and spelling. Return to your draft and self-edit and peer-edit to strengthen the grammar and language conventions in your draft. Be sure to create a new writer's checklist that contains specific areas of concern.

#### 🐼 Check Your Understanding

Use a combination of self-editing and peer-editing to strengthen the language and grammar in your draft, and correct errors in capitalization, punctuation, and spelling. Use online tools , such as spelling and grammar checkers and online dictionaries, to verify your writing when you are unsure.

#### 🚺 Independent Reading Checkpoint

What accomplishments did the protagonist in your independent reading text achieve? What vivid language did the author use to describe these accomplishments? Explain why you think these you have made to this text. Use complex and compound-complex sentences in your explanation, and include correctly punctuated dialogue from the excerpt.

# Writing a Hero's Journey Narrative

#### Think about all the heroes you have encountered in fiction and real life. What type of hero appeals to you? Write and create an illustrated narrative about an original hero. Use the Hero's Journey archetype to develop and structure your ideas. Orally present your narrative to your classmates.

· · · · · · · · · · · · · · · · · · ·	
	אמטחפר: How will you prepare a final draft for publication and presentation?
	How will you create a title and assemble your illustrations in an appealing
is ready for publication.	drammar, and usage?
Confirm that your final draft Confirm that your final draft	How will you proofread and edit your draft to demonstrate command of the conventions of standard English capitalization, punctuation, spelling,
	the requirements of the assignment?
	How can the Scoring Guide help you evaluate how well your draft meets
	And mood?
NUCH IPOL SCHOLDUD HOUSE	your draft?
Create opportunities to review and revise your work.	What is your plan to incorporate suggestions and ideas for revisions into What is your plan to incorporate suggestions and ideas for revisions into
Evaluating and Revising:	When will you share your work with your writing group?
	emphasize ideas, or add interest?
8	How will you find or create illustrations to capture key imagery,
	reflects on the events of the narrative?
	How will you provide a conclusion or resolution that follows from and
	Ηετο's Journey archetype?
	How will you sequence events logically and naturally using steps of the
	How will you use dialogue, details, and description to create an original, believable hero?
includes the elements of an effective narrative.	point of view?
Drafting: Create a draft that	How will you introduce characters, context, and setting and establish a moint of view?
γους παιτατίνε.	What prewriting strategies will you use to plan the organization?
Take time to make a plan for	What are the essential elements of a narrative that you will need to include?
Planning and Prewriting:	What characteristics will your hero possess, and what setting will you choose?

#### Reflection

TNAMNDISZA

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After completing this Embedded Assessment, think about how you went about accomplishing this task and respond to the following:

- How did your understanding of the Hero's Journey archetype help you create an original
- narrative?

EMBEDDED Assessment 1

#### **SCORING GUIDE**

The narrative • is presented with little attention to eye contact, volume, and pacing • lacks command of the conventions of the conventions of trandard English capitalization, punctuation, spelling, proctuation, spelling, frequent errors obscure meaning.	The narrative • is presented with some attention to eye contact, volume, and pace of delivery • demonstrates partial or inconsistent command of the conventions of standard English standard English copitalization, punctuation, spelling, grammar, and usage.	The narrative • is presented using appropriate volume, pronunciation, and eye contact • demonstrates of the conventions of the conventions of the conventions of the conventions of standard English punctuation, spelling, grammar, and usage (including appropriate use of moods).	The narrative • is presented using effective volume, clarity, and eye contact • demonstrates connend of the standard English punctuation, spelling, grammar, and usage (including appropriate use of a variety of moods).	əɓɒnɓuɒŋ Jo əsu
The narrative • lacks exposition with no apparent dero's Journey Hero's Journey archetype • uses few or no transitional strategies • lacks a resolution.	The narrative • provides weak or vague exposition • sequences events unevenly, including minimal or unclear steps of the Hero's Journey archetype • uses inconsistent, repetitive, or basic transitional words, phrases, and clauses or disconnected or disconnected resolution.	The narrative • orients the reader with adequate exposition • sequences events in the plot logically, including some steps of the Hero's Journey of the	The narrative • engages and orients the reader with detailed exposition • sequences events in the plot effectively, including a variety of steps from the Hero's Journey archetype • uses a variety of transitional strategies effectively and purposefully • provides a thoughtful resolution.	Structure
The narrative • lacks a protagonist point of view, setting, or conflict • uses minimal narrative techniques includes few or no visuals.	The narrative • creates an unoriginal or undeveloped protagonist • establishes a weak point of view, setting, point of view, setting, e uses inadequate narrative techniques • includes insufficient, unrelated, or unrelated, or inappropriate visuals.	The narrative • creates a believable, original protagonist • establishes point of view, setting, and conflict • uses adequate details, dialogue, imagery, and description • includes sufficient visuals.	The narrative • creates a complex, original protagonist point of view, setting, and conflict • uses precise and engaging details, dialogue, imagery, and description • includes a variety of enhancing visuals.	spap
lncomplete	Emerging	Proficient	Exembrau	coring Literia

# VTIVITOA OF.F

# **Unpacking Embedded Assessment 2**

#### Learning Strategies

QHT Paraphrasing Graphic Organizer

#### **SIMERAIC**

It is important to be precise and **concise** in writing and speaking. To be concise is to be brief and to the point. Conciseness is expressing a great deal in just a few words.

# VOCABULARY

#### **τ**εατηίης Τατgets

- Reflect on previous learning and make connections to new learning.
- Identify and analyze the skills and knowledge necessary to be successful
   in completing Embedded Assessment 2.

#### **P**review

In this activity, you will begin thinking about how to write a definition essay about heroism.

#### Making Connections

In the first part of this unit, you learned about the archetype of the Hero's Journey, and you wrote your own illustrated narrative depicting a protagonist who makes a heroic journey. In this half of the unit, you will continue thinking about heroism and what makes a hero; your work will culminate in an essay in which you create your definition of a hero.

#### Essential Questions

Reflect on your understanding of Essential Question 1: How has your understanding of the concept of a hero changed over the course of this unit? Then respond to Essential Question 2, which will be the focus of the rest of the unit: How does the Hero's Journey archetype appear in stories throughout time?

#### **Developing Vocabulary**

Re-sort the vocabulary from the first half of the unit, using the QHT strategy. Compare the new sort with your original QHT sort. In a **concise** statement, describe how your understanding has changed.

Use a dictionary to find the origin for each term. Group the words by their origins (Latin, Greek, French, Middle English, and so on). Then study the words in each category and describe anything you notice about each group. Compare your list with a partner's list.

#### Unpacking Embedded Assessment 2

Read the assignment for Embedded Assessment 2 closely to identify and analyze the components of the assignment.

Think about people who deserve status as a hero from the past, from the present, from life, and from literature. What defines a hero? Write a multi-paragraph essay that develops your definition of heroism. Be sure to use strategies of definition (function, example, and negation) to guide your writing.

Using the assignment and the Scoring Guide, work with your class to analyze the prompt and create a graphic organizer to use as a visual reminder of the required concepts (what you need to know) and skills (what you need to do). Copy the graphic organizer in your Reader/Writer Notebook.

After each activity, use this graphic to guide reflection about what you have learned and what you still need to learn in order to be successful on the Embedded Assessment.

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# ВЕАDING LINK

#### Reading Plan

Continue your exploration of heroism by choosing a fiction or nonfiction text about a historical or modern hero for your independent reading. Research the author of the Research the author of the iext to find out why they might fext to find out why they might for chosen to write about this particular hero.

# TTIVITOA

# The Nuance of Tone

#### Learning Targets

- Differentiate between denotation and connotation.
- Analyze how connotation creates tone.

#### Preview

In this activity, you will think about how an author creates tone using diction.

#### Understanding Tone

In literature, being able to recognize the **tone** of a story or poem or essay is an important skill in understanding the author's purpose. An author who is trying to create a comedy skit needs to choose content and language that communicates humor rather than sadness. Writers purposefully select diction to create an appropriate tone.

1. What is the connection between tone and diction? Many words have a similar denotation, but one must learn to distinguish among the connotations of these words in order to accurately identify meaning and tone. Careful readers and writers understand nuances in word meanings. This means that they recognize that words have varying levels of meaning.

Examples: House, home, abode, estate, shack, mansion, and hut all describe or denotate a place to live, but each has a different connotation that determines meaning and tone.

 Create examples like the one above illustrating ranges of words that have the same denotation but different connotations. Independently, write your examples below and then pair with another student to share your words.

#### Learning Strategies

Vote-taking Graphic Organizer Discussion Groups

#### ГІТЕКАRY

VOCABULARY

Tone is a writer's or speaker's attitude toward a subject. Diction is a writer's or speaker's choice of words. **Denotation** is the direct meaning of a word or

meaning of a word or expression, as distinguished from the ideas or meanings associated with it or connotation is the implied associations, meanings, or emotions associated with a word.

#### ACADEMIC

Nuance refers to a subtle difference or distinction in meaning.

#### soton ym

 Use one of the examples you just created to discuss how connotation connects to tone.

#### Identifying Nuances in Diction

4. On the following page are some common tone words and their synonyms. Use a print or digital dictionary to determine or clarify each synonym's precise meaning. After taking notes on the denotation of each word, number the words to indicate the various levels of meaning, from least intense to most intense (1 = least intense). If your group feels that two words have the same connotation and level of meaning, give them the same ranking.

[specific situation].

[specific situation].	иәцм /	1i leel feel
	, which means	The least intense word is
[specific situation]	иәцм /	iii feel bluow snO
·	, which means	zi brow senstni teom shT
	same denotation as	Our group studied words that have the
L.	he class. Use the outline below to prepare for you	5. Prepare to present your findings to the presentation.
	ver, sagacious, intellectual, brainy, bright, sharp	
	t, fretful, agitated, jittery, afraid	<b>ervous:</b> anxious, apprehensive, hesitan
	ceful, tranquil, serene, soothing	<b>alm:</b> placid, still, bored, composed, pea
	ıright, frank, unbiased, blunt	l <mark>onest:</mark> sincere, candid, outspoken, forth
	lugubrious, morose, woeful, mournful, desolate	<b>ad</b> : poignant, despondent, sentimental,
	yhthearted, exultant, jubilant, giddy	<b>appy:</b> mirthful, joyful, jovial, ecstatic, li
	exed, livid, infuriated, incensed	<b>ngry:</b> upset, enraged, irritated, sharp, v

applying this vocabulary in future activities. 6. While other groups present, listen to comprehend, and take notes. You will be responsible for

> \_ nsdw \ ti \_\_ Our favorite word is \_\_\_\_\_, which means

#### 🗹 Check Your Understanding

changes the connotation of each sentence. Read the sentences and identify the tone using words from the list above. Explain how word choice

Jack skipped out of the house.

Isəî bluow ənO

Jack stormed out of the house.

# 21.1 **YTIVITDA**

# Physical and Emotional Challenges

#### Learning Targets

- Analyze and compare text structures across genres.
- Make connections between elements in different genres.

#### **Preview**

subjects and compare them. In this activity, you will read a poem and an informational text on similar

#### Setting a Purpose for Reading

- compare it with and contrast it to other texts. As you read, underline and label evidence of a Hero's Journey so that you can
- by using context clues, word parts, or a dictionary. Circle unknown words and phrases. Try to determine the meaning of the words

#### About the Author

classical music.

also a journalist, film critic, and composer of fiction, and books for children. Cassian was more than 50 volumes of work, including poetry, New York City for many years. Cassian wrote ni bevil bar stated States and lived in satirizing the Romanian president's regime. She in Romania until she was exiled for her poems Vina Cassian (1924–2014) was a prominent writer



#### Learning Strategies

Freewriting Marking the Text Close Reading pnizinommu2 Paraphrasing prizuftid TP-CASTT

#### 29toN VM

#### soton ym



#### by Vina Cassian

While fighting for his country, he lost an arm And was suddenly afraid: "From now on, I shall only be able to do things by halves. I shall reap half a harvest.

I shall be able to play either the tune or the accompaniment on the piano, but never both parts together. I shall be able to bang with only one fist on doors, and worst of all

 I shall only be able to half hold my love close to me.
 There will be things I cannot do at all, applaud for example, at shows where everyone applauds."

From that moment on, he set himself to do everything with twice as much enthusiasm. And where the arm had been torn away a wing grew.

#### Making Observations

- What emotions do you feel while reading the poem?
- What lines from the poem seem to be the most powerful?

#### Returning to the Text

- Return to the text as you respond to the following questions. Use text evidence to support your responses.
- Write any additional questions you have about the poem in your Reader/Writer Notebook.
- What kinds of things is the man afraid of not being able to do? What do these worries tell you about his character?

2. Is the last sentence of this poem meant to be understood literally or figuratively? How does the connotation of "wing" help create the mood of the poem?

#### Working from the Text

#### **TT2A3-9T** :vg9trategy: TP-CA3-1

This reading strategy is used to analyze a poetic text by identifying and discussing each topic in the acronym: Title, Paraphrase, Connotation, Attitude, Shift, Title again, and Theme. The strategy is a guide designed to lead you in an analysis of a literary text. It is most effective if you begin at the top and work your way down the elements. However, you will find that as you study one element, you will naturally begin to explore others. For example, a study of connotation often leads to a discussion of tone and *shifts*. Revisiting the title often leads to a discussion of the theme, or author's message.

- 3. Use the TP-CASTT strategy to analyze the poem. Record your responses in the graphic organizer that follows. Read the poem several times, each time analyzing more deeply aspects of the TP-CASTT strategy and recording your responses.
- **4.** After reading the poem several times, return to the TP-CASTT graphic organizer, and write a brief paragraph to summarize the poem and explain the author's message.

94

sisylana/92noq29A Analysis:	ζίταιegy Τίί <b>le:</b>
	After reading the text, think about why the author chose the title.
Poem Summary:	Paraphrase:
	After diffusing the text, translate the most challenging lines of the poem into your own words
	(you may need to reread the text several times). Then briefly summarize the poem in such a way that the meaning is maintained.
Pattern: (+/-)	Connotation:
	Mark the text by highlighting the diction (words and phrases) used for positive effect (color 1) and/or negative effect (color 2). Then study the diction to determine a pattern (e.g., mostly negative, begins negatively but ends positively)
:γυρωπυζ ϶αοΤ	and record your analysis. Attitude (Tone):
	Determine how the speaker feels about the subject of the poem. (There might be more than one tone.) Highlight words that convey tone. Be sure to use precise tone words (e.g., mournful, not sad). Finally, summarize the tone.
stifts:	:ນູ!ຩຣ
	Identify shifts, such as in the speaker, setting, subject, tone, or images. After marking the text with a star and numbering each, study and explain
	the shifts.
Deeper Meaning:	Title:
	Examine the title to determine the deeper meaning. Look beyond the literal, even if the title is simple (e.g. "Choices"). Record ideas.
Theme Statement(s):	<b>Theme:</b> Determine the author's message about life implied in the poem. After you identify a subject (e.g., friendship), write a statement about the
	subject that sounds like a piece of advice (e.g., For a friendship to survive, one must be selfless, not selfish). Record your theme statement(s).

#### Setting a Purpose for Reading

- As you read, underline and label evidence of a Hero's Journey so that you can compare it with and contrast it to other texts.
- Circle unknown words and phrases. Try to determine the meaning of the words
   by using context clues, word parts, or a dictionary.

#### **About the Author**



Inspired by the work of Washington Post journalists during the Watergate era, Gale Fiege longed to be a newspaper reporter. She served as editor of the campus newspaper at Western Washington University in the late 1970s. Since then, she has been a reporter on a number of newspapers in Washington state, including the Everett Daily Herald. The skill Fiege thinks is most important to her job is the ability to listen well. θηίς[e

# Soldier home after losing his leg in Afghanistan

by Gale Fiege

1 LAKE STEVENS—It started out as just another day in the Zabul Province of southern Afghanistan.

On Sept. 18, 2010, Army Pfc. Tristan Eugene Segers, a 2002 graduate of Lake Stevens High School, was driving his armored patrol vehicle when a homemade bomb exploded in the road underneath Segers' floorboard.

. One of the vehicle's 800-pound tires was found a half-mile away.

Just below his knee, Segers' right leg was gone. He had shrapnel sticking out of his eyeballs, face and arms.

After nearly two years of surgeries and rehabilitation in Texas, Segers, a handsome 28-year-old, moved back to Snohomish County last week in time to celebrate Independence Day with his folks in the home where he grew up.

6 Segers is married now to his high school girlfriend, Lindsay Blanchard. They are expecting a baby boy in October. He plans to return to culinary arts school this fall and they are about to move into an apartment in the Bothell area.

Vutil his official Army retirement date on Aug. 21, he is Cpl. Segers, the owner of a Purple Heart.<sup>1</sup>

#### eston ym

#### араги **№** изасте

#### Nonrestrictive Phrases & Clauses

A nonrestrictive phrase or clause is a group of words that gives extra information about a noun in the sentence. It is set off by commas to show that the information is not necessary to understand what the sentence is about.

In paragraph 2 of the article, the writer uses a nonrestrictive phrase to explain who Tristan Eugene Segers is: "... Eugene Segers, a 2002 graduate of driving ... "The phrase "a 2002 graduate of Lake Stevens High School" is extra information that is not necessary to the understanding of the sentence. Locate several more examples of nonrestrictive phrases in the article and share with a partner.

bomb after it explodes

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8 Segers wears shorts in the warm summer weather, not even pretending to hide his prosthetic leg. He has run a marathon. A specially designed gas pedal is on the left side of his slate-gray Toyota Tacoma truck.

9 Nothing is stopping him.

10 "Everybody's injury is different and everybody handles it in their own way. There is no way to measure it, whether it's physical or mental," Segers said. "I just kept telling the doctors that I didn't want my life to be different than it was before. Of course, the loss of a leg changed me. But it doesn't define me or the rest of my life."

11 Segers was enjoying a promising start to a career as a chef when the economic recession forced him to consider joining the Army. He figured he would serve in the family tradition set by his father and grandfather.

12 After grueling training in the hot Georgia sun, he landed a spot in the Army's 101st Airborne Pathfinder Division, an elite infantry unit, and was sent to Afghanistan in February 2010 to work on personnel recovery missions.

13 After the explosion, Segers was stabilized and flown to the Army hospital in Landstuhl, Germany.

14 "My eyes were completely bandaged and I was in a lot of pain. The stretchers were on bunks in the airplane, so when I woke up it felt like I was in a coffin," Segers said. "I was so glad to hear the voice of my buddy, Andrew Leonard, a guy from Boston who had been injured earlier."

15 Tristan Segers can't say enough good things about the surgeons, psychiatrists, physical therapists and other staff at the Army hospital, as well as the numerous charitable organizations such as

veterans. veterans. veterans.

16 "I was truly cared for," he said. "The rehabilitation was rigorous and I pushed it, building back my muscles and learning to use the prosthetic leg.

17 "But they never told me I was doing a good job for fear that I might get complacent. There were many guys there who had given up on life."

18 "Most of the time when people see my leg, they think I've been in a car accident or something. But sometimes an old veteran will stop me and thank me for my service," Segers said. "I didn't do anything special, but if the progress I have made motivates another wounded veteran to keep going, then that's great."



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complacent: satisfied

able

rigorous: full of difficulty

elite: made of the best and most

grueling: physically demanding

adt tuodo i	<ul> <li>What was most surprising</li> </ul>
	Making Observations

- What was most surprising about the article?
- What connections do you see between the article and the poem?

#### Returning to the Text

- Reread the article to answer these text-dependent questions.
- Write any additional questions you have about the article in your Reader/Writer Notebook.
- 5. What kind of person is Segers? Include details from the article that support your answer.

6. The author uses the word "folks" in paragraph 5 to mean "family." What effect does this word choice have?

Choose a statement made by Segers that expresses the central idea driving Segers's life now.
 What facts in the story support this idea?

8. Notice how the language shifts as it describes Segers's Army assignment. What is an "elite" infantry unit? What are "personnel recovery missions"?

#### Working from the Text

9. Return to the poem "A Man." What effect do the short line lengths have on the beginning of the poem? How does that shift in the last stanza?

**10.** Explain the author's purpose for writing the article about Segers. Then, analyze how the text structure contributes to the purpose.

11. How is the structure of the article different from the poem?

**12.** What message does each text reveal about the concept of heroism? Write a summary that supports your interpretation using evidence from both the poem and the article.

#### 🗹 Check Your Understanding

In your Reader/Writer Notebook, compare how the characters in the poem and the article exemplify the concept of a hero. How are these heroes similar and different? Include evidence from each text in your response.

#### Introducing the Strategy: Freewriting

The **freewriting** strategy allows writers to write freely without pressure to be correct or complete. A freewrite gives a writer the freedom to write in an informal style and get ideas on paper in preparation for a more complete and formal writing assignment. This strategy helps writers refine and clarify thoughts, spark new ideas, and/or generate content during drafting or revision.

13. Before you complete the writing prompt, use the freewriting strategy to prepare.

#### Informational Writing Prompt

Write an essay about a challenge you have faced that includes examples of specific things you did to overcome adversity. Be sure to:

- Clearly explain the challenge you faced.
- Cite specific examples and experiences that helped you overcome your challenge.
- Summarize your outcome clearly.
- Use appositives to add additional information to sentences in your essay. Edit your work to make sure that you use commas correctly to set off nonrestrictive phrases and clauses.

# LIVITA EL.L

Prewriting

Graphic Organizer

Learning Strategies

Manipulatives

Brainstorming

29toN VM

Definition Strategies

#### rearning Targets

- Analyze characteristics and structural elements of informational texts.
- Synthesize information to create a deeper understanding of heroism.

#### Preview

In this activity, you will analyze a model definition essay and explain how it uses the definition strategies.

#### Preparing for Informational Writing

 How are informational and narrative writing similar? How are they different? Consider both characteristics and structural elements such as theses, features, and organizational patterns in your analysis. List ideas below, and then create a graphic organizer on a separate paper to show your thinking.

mohaari •	
can also be defined. Practice	eans. Abstract concepts, such as herois g about how to define an abstract conce s partner to develop a list of words that
Similarities	Differences

- 🔸 Įreedom
- responsibility
- εαςτίβςe
- friendship

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#### 🔽 Check Your Understanding

Working with the same partner or group, write a few sentences defining one of the abstract concepts you discussed.

#### Writing to Define

For Embedded Assessment 2, you will be writing a definition essay to share your personal understanding of the concept of heroism. To write this definition of heroism, you will need various strategies and knowledge to create an expanded definition of the concept. First, you can expand your collection of words that describe heroes and heroism.

- 3. Defining heroes: Generate a list of
- Adjectives that could describe what a hero is:
   A hero is (adjective) brave,
- Nouns that could define what a hero shows:
   A hero shows (noun) courage,
- Verbs that could define what a hero does:
   A hero (verb) fights,
- 4. After sharing and consulting print and digital resources, such as a thesaurus, group synonyms by part of speech and sort them by their nuances (subtle differences in meanings). Record these terms in your Reader/Writer Notebook for future reference. Your teacher will provide you with oral instructions on how to create a Word Wall card with your terms and their parts of speech.

#### Defining a Concept

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Part of defining any concept is finding ways to describe the concept to make it clear to others. The logical structure of an informational definition essay consists of an introduction, a body, and a conclusion. To clarify, develop, and organize ideas, body paragraphs often use three definition strategies: function, example, and negation.

- Definition by functions Paragraphs using the function strategy explain how the concept functions or operates in the real world.
- Definition by example: Paragraphs using the example strategy use specific examples of the concept from texts or life.
- Definition by negation: Paragraphs using the negation strategy explain what something is by describing what it is not. For example, an author may state, "Although tomatoes are often included in vegetable salads, a tomato is a fruit, not a vegetable." In this example, the negation is saying what a tomato is not, as well as what a tomato is.
- 5. Read the following passages of definition and decide whether they contain definition by function, example, and/or negation. Be able to explain why you categorized ideas as you did. First, highlight the topic being defined. Then, decide the type of definition being used.
- "But just for the purposes of this discussion, let us say: one's family are those toward whom one feels loyalty and obligation, and/or from whom one derives identity, and/or to whom one gives identity, and/or with whom one shares habits, tastes, stories, customs, memories." (Marilynn Robinson, "Family." The Death of Adam: Essays on Modern Thought. Houghton Mifflin, 1998)

#### ACADEMIC

Describing the function of something is telling how fo function means "to act as or to operate as."

Just as a negative answer would be a no, to negate is to deny or make ineffective. The noun **negation** means "showing what something is not in order to prove what it is."

- "It's always seemed odd to me that nonfiction is defined, not by what it is, but by what it is not. It is not fiction. But then again, it is also not poetry, or technical writing or libretto. It's like defining classical music as nonjazz."
   (Philip Gerard, Creative Nonfiction. Story Press, 1996)
- "Love is patient and kind; love does not envy or boast; it is not arrogant or rude. It does not insist on its own way; it is not irritable or resentful; it does not rejoice at wrongdoing, but rejoices with the truth. Love bears all things, believes all things, hopes all things, endures all things. Love never ends." (The Bible, I Corinthians 13:4–8a)

#### Setting a Purpose for Reading

- As you read, highlight the author's definition of heroism and underline evidence that he gives to support his definition.
- Circle unknown words and phrases. Try to determine the meaning of the words by using context clues, word parts, or a dictionary.

#### **YodtuA sht tuodA**

After serving in the Vietnam War, Oliver Stone became a movie director. He is best known for his controversial retellings of historical events. Stone's films have explored historical subjects, such as the Vietnam War and President Kennedy's assassination. Stone has won two Academy Awards for Best Director for the films Platoon and Born on the Fourth of July. He also won an Academy Awards for Best Screenplay Writing for Midnight Express.



**9**loihA

# Where I Find Beroes

by Oliver Stone from McCall's Magazine, November 1992

I It's not true that there are no heroes anymore—but it is true that my own concept of heroism has changed radically over time. When I was young and I read the Random House biographies, my heroes were always people like George Washington and General Custer and Abraham Lincoln and Teddy Roosevelt. Men, generally, and doers. Women—with the exception of Clara Barton, Florence Nightingale, and Joan of Arc—got short shrift. Most history was oriented toward male heroes.

#### 29toN YM

short shrift: little attention

#### 2 But as I've gotten older, and since I've been to war, I've been forced to reexamine the nature of life and of heroism. What is true? Where are the muthod

3 The simple acts of heroism are often overlooked—that's very clear to me not only in war but in peace. I'm not debunking all of history: Crossing the Delaware was a magnificent action. But I am saying that I think the meaning of heroism has a lot to do with evolving into a higher human being. I came into contact with it when I worked with Ron Kovic, the paraplegic Vietnam vet, on Born on the Fourth of July. I was impressed by his life change, from a patriotic and atrong-willed athlete to someone who had to deal with the total surrender of his body, who grew into a nonviolent and peaceful advocate of change in the evolution Luther King, Jr., and Gandhi tradition. So heroism is tied to an evolution of conscionances....

Since the war, I've had children, and I'm wrestling now with the everyday problems of trying to share my knowledge with them without overwhelming them. It's difficult to be a father, to be a mother, and I think that to be a kind and loving parent is an act of heroism. So there you go—heroes are everyday, common there you go—heroes are everyday, common people. Most of what they do goes unheralded, unappreciated. And that, ironically, is heroism: not to be recognized.

5 Who is heroic? Scientists who spend years of their lives trying to find cures for diseases. The teenager who says no to crack. The inner-city kid who works at McDonald's instead of selling drugs. The kid who stands alone instead of joining a gang, which would give him an instant identity. The celebrity who remains modest and treats others with respect, or who uses his position to help society. The student who defers the immediate pleasure of making money and finishes college or high school. People who take risks despite fears. People in wheelchairs who don't give up. ...

We have a lot of corruption in our society. But we mustry't assume that everything is always basely motivated. We should allow for the heroic impulse—which is to be greater than oneself, to try to find another version of oneself, to grow. That's where virtue comes from. And we must allow our young generation to strive for virtue, instead of ridiculing it.

debunking: proving false paraplegic: someone who cannot move their legs unheralded: overlooked corruption: fraud strive: to work hard for strive: to work hard for strive: to work hard for strive: to work hard for

verb in the 1640s.

Etymology

advocate was first used as a

"one called to aid." The word

Latin advocatus, meaning

was itself derived from the

from the French word avocar, meaning "spokesman," which

a case in court. It was derived

refer to someone who argues

first used in the mid-1300s to

The English word advocate was

**MORD CONNECTIONS** 

the myths?

#### Working from the Text

6. Reread the essay, paying close attention to the author's definition of heroism, the strategies he uses to support this definition, and his final clarification of his definition. Work with a partner to analyze what each paragraph of the essay says and does by completing the graphic organizer. Then write a paragraph in your Reader/Writer Notebook analyzing how the structure of the essay says and does by completing the structure organizer. Then write a paragraph in your Reader/Writer Notebook analyzing how the structure of the essay says and does by completing the structure organizer. Then write a paragraph in your Reader/Writer Notebook analyzing how the structure of the essay says and does by contributes to the structure of the essay says and does by contributes to the structure of the essay says and the structure of the essay says and does by completing the structure organizer. Then write a paragraph of the structure of the essay says and does by completing the structure organizer.

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Present your ideas orally.

hero? Explain your answer.

type? Would this person fit

Oliver Stone's definition of a

he/she an example of a heroic

zi woh .yljnsbnsqsbni juodo

modern hero you are reading

Think about the historical or

*BEADING LINK* 

INDEPENDENT

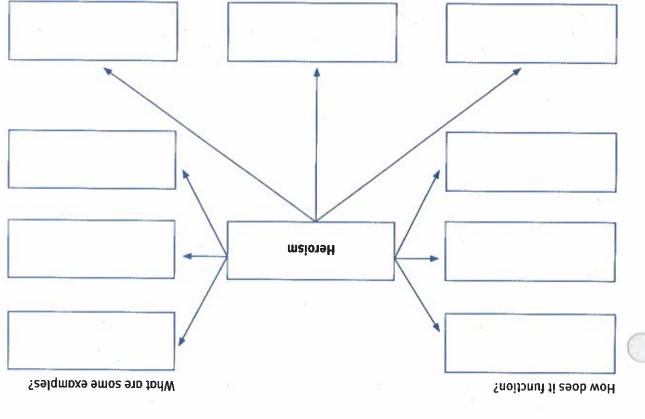
Read and Discuss

7. The heroes mentioned by Oliver Stone are listed below. You will participate in an informal inquiry task to find information about one of these traditional heroes. First, follow along as your teacher models how to generate a list of questions about George Washington for informal inquiry. Then, choose one of the other heroes listed and create your own set of questions. Use the Internet, a classmate, and your teacher's guidance to help you locate information. Working in small groups, discuss what makes this person a hero.

- George Washington
- 🧯 General Custer
- 🔹 🖌 🖌 🗸 🗸 🖉
- Teddy Roosevelt
- 🔹 Martin Luther King, Jr.

#### Beginning a Definition of Hero

8. After reading and thinking about definition strategies and heroes, use the graphic organizer that follows to begin organizing your definition of a hero according to the three different strategies for definition: function, example, and negation.



• Mohandas Gandhi

Florence Nightingale

Ron Kovic

Joan of Arc.

Clara Barton

What is it not?

#### 🗹 Check Your Understanding

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Quickwrite: Describe a person you know or have read about who is a "hero."

# **EL.**

#### LANGUAGE & WRITER'S CRAFT: Embedded Quotations

Use quotation marks to show that you are using someone else's exact words. When you use the author's exact words in a sentence, it is called an embedded quotation. To introduce the quote, use a signal word or phrase from the box below, followed by a comma. Then use quotation marks to frame the quotation. Remember to capitalize the first word of the quotation.

Use this formula to ensure that you are punctuating quotations properly:

+ quotation marks author's name + signal word + comma + quotation marks + author's words

adt ourt ton of the orest	State and	
writes	explains	
satates	รอุทาวนดว	
síds	claims	
broposes	argues	
səton	according to	
Common Signal Words & Phrases		

In his article, Olive Stone says, "It is not true that there are no heroes anymore—but it is true that my own concept of heroism has changed radically over time."

Notice how there are quotation marks on both ends of the quotation so the reader knows where it starts and stops.

PRACTICE Add punctuation as needed to correct the embedded quotations.

1. According to Oliver Stone the simple acts of heroism are often overlooked.

2. In his article, Stone says to be a kind and loving parent is an act of heroism.

3. Svetlana Fedorov argues the American diet relies too heavily on processed foods.

#### stonational Writing Prompt

Think about how to define a hero by how he or she functions or acts. Draft a paragraph that establishes the function of a hero. Cite examples from texts you have read throughout this unit. Remember that the function strategy explains how an idea or concept operates in the world. Be sure to:

- Begin with a topic sentence that states how a hero functions in the world.
- Provide supporting examples (paraphrased and directly quoted) from life and from the texts you have read and provide commentary to develop ideas.
- Punctuate embedded quotations correctly.
- Use transitions to create coherence.

## Historical Heroes: Examples

# ۲ ۲۱۷۱۲۵۹

#### Learning Strategies

TP-CASTT Diffusing Close Reading Paraphrasing Summarizing Rereading

#### Learning Targets

- Compare texts across genres to analyze how structure contributes to meaning.
- Use examples to develop an engaging written response.
- Integrate ideas from multiple texts to build knowledge and vocabulary about a theme.

#### Preview

In this activity, you will read a set of paired passages and work in expert groups to compare the features that appear in both genres.

#### Setting a Purpose for Reading

- As you read, underline sentences or phrases that develop the key concept.
- Circle unknown words and phrases. Try to determine the meaning of the words
   Dy using context clues, word parts, or a dictionary.

#### About the Author

Dr. Phineas D. Gurley (1816–1868) was the pastor of the New York Avenue Presbyterian Church (in Washington, DC), which Abraham Lincoln attended during his presidency. Gurley preached this funeral sermon in States Senate. Gurley preached this funeral sermon in the White House East Room on April 19, 1865, four days after Lincoln's assassination.

#### Sermon

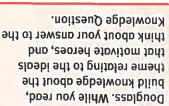
### nomres Isrenu Sermon for Abraham Lincoln

by Dr. Phineas D. Gurley

He is dead; but the God in whom he trusted lives, and He can guide and strengthen his successor, as He guided and strengthened him. He is dead; but the memory of his virtues, of his wise and patriotic counsels and labors, of his calm and steady faith in God lives, is precious, and will be a power for good in the country quite down to the end of time. He is dead; but the cause he so **atdently** loved, so ably, patiently, faithfully represented and defended—not for himself only, not for us only, but for all people in all their coming generations,

light of its brightening prospects flashes cheeringly to-day athwart the gloom
occasioned by his death, and the language of God's united providences is
telling us that, though the friends of Liberty die, Liberty itself is immortal.
There is no assassin strong enough and no weapon deadly enough to quench

till time shall be no more—that cause survives his fall, and will survive it. The



read two texts about a hero: Abraham Lincoln or Frederick

What kinds of ideals motivate **CUEST** 

KNOMFEDGE

In Activity 1.14, you will

herces to act?

ardently: passionately athwart: across or against providences: guardianship exercised by a deity immortal: living forever immortal: living forever

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its inextinguishable life, or arrest its onward march to the conquest and empire of the world. This is our confidence, and this is our consolation, as we weep and mourn to-day. Though our beloved President is slain, our beloved country is saved. And so we sing of mercy as well as of judgment. Tears of country is saved. And so we sing of mercy as well as of judgment. Tears of statitude mingle with those of sorrow. While there is darkness, there is also are constructed with those of sorrow. While there is darkness, there is also are statitude mingle with those of sorrow. While there is darkness, there is also are statitude mingle with those of sorrow.

- gratitude mingle with those of sorrow. While there is darkness, there is also the dawning of a brighter, happier day upon our stricken and weary land.
  Cod be praised that our fallen Chief lived long enough to see the day dawn and the daystar of joy and peace arise upon the nation. He saw it, and he was glad. Alas! alas! He only saw the dawn. When the sun has risen, full-orbed and glad. Alas! alas! He only saw the dawn. When the sun has risen, full-orbed and glad. Alas! alas! He only saw the dawn. When the sun has risen, full-orbed and glad. Alas! alas! He only saw the dawn. When the sun has risen, full-orbed and glad. Alas! alas! He only saw the dawn.
- glorious, and a happy reunited people are rejoicing in its light—alas! alas! it will shine upon his grave. But that grave will be a precious and a **consecrated** spot. The friends of Liberty and of the Union will **repair** to it in years and ages to come, to pronounce the memory of its occupant blessed, and, gathering from his very ashes, and from the rehearsal of his deeds and virtues, fresh
- 25 to come, to pronounce the memory of its occupant blessed, and, gathering from his very ashes, and from the rehearsal of his deeds and virtues, fresh incentives to patriotism, they will there renew their vows of fidelity to their country and their God.

consecrated: dedicated to a sacred purpose repair: to come together fidelity: loyalty



The Nation's Martyr.

VOCABULARY

#### tsənd əbpəiwony 🔕

- What ideals seemed to motivate Lincoln?
- What additional knowledge about heroes, and Lincoln as a hero specifically, did you gain from reading this sermon?

#### About the Author

Walt Whitman (1819–1892) is now considered one of America's greatest poets, but his untraditional poetry was not well received during his lifetime. As a young man, he worked as a printer and a journalist while writing of Grass, first came out in 1855, and he revised and added to it several times over the years. During the Civil War, he worked in Washington, caring for injured soldiers in hospitals. This poem is an example of an allegory.

#### Poetry

# l nistged 0 I nistged yM

#### by Walt Whitman

O Captain! my Captain! our fearful trip is done; The ship has weather'd every **rack**, the prize we sought is won; The port is near, the bells I hear, the people all exulting, While follow eyes the steady keel, the vessel grim and daring:

But O heart! heart! heart!

O the bleeding drops of red, Where on the deck my Captain lies, Fallen cold and dead.

**ТТЕКАRY** 

An allegory is a literary technique of extending a metaphor through an entire poem or story so that objects, persons, and actions in the text are equated with meanings that lie outside the text.

#### soton ym

### 

What kinds of ideals motivate heroes to act?

rack: windy storm

# **カレ・レ**

Here Captain! dear father!	
For you they call, the swaying mass, their eager faces turning;	
For you bouquets and ribbond wreaths—for you the shores a-crowding,	
10 Rise up—for you the flag is flung—for you the bugle trills;	
O Captain! my Captain! rise up and hear the bells;	

15 It is some dream that on the deck, You've fallen cold and dead.

This arm beneath your head;

My Captain does not answer, his lips are pale and still; My father does not feel my arm, he has no pulse nor will;

The ship is anchored safe and sound, its voyage closed and done;

20 From fearful trip the victor ship comes in with object won:

Exult O shores, and ring O bells!

But I with mournful tread,

Walk the deck my Captain lies,

Fallen cold and dead.

#### isənd əbpəlwond 🔌

- According to Whitman what motivated Lincoln as a hero?
- How does Whitman's knowledge of Lincoln compare with Gurley's
- knowledge of Lincoln?



soton ym

bes :luinnom

j.

#### feturning to the Text

- Return to the texts as you respond to the following questions. Use text evidence to support
- Write any additional questions you have about the sermon and the poem in your Reader/Writer

#### White House Funeral Sermon for Abraham Lincoln

۲. What effect does the quote, "... though the friends of Liberty die, Liberty is immortal" have on the reader?

2. How do Dr. Gurley's contrasting statements about grief and hope create a structure that aptly describes that moment in history?

#### O Captain! My Captain!

 What is the effect of the short lines that conclude each stanza in Whitman's poem? How do they contrast with the longer lines?

4. As an allegory representing the death of Abraham Lincoln, who does the Captain represent? What does the ship represent? What does the trip or voyage represent?

5. How does Whitman establish the same mood of sorrow and hope in his poem as Dr. Gurley does in his sermon? Explain by choosing a line that represents the mood.

29toN VM

have done that? 6. KQ Dr. Gurley capitalizes the word "liberty" in his sermon. Why might he

Lincoln was fighting for most? 7. KQ Based on Dr. Gurley's sermon and Whitman's poem, what can you infer

# Setting a Purpose for Reading

- As you read, underline the sentences that develop the main idea.
- Circle unknown words and phrases. Try to determine the meaning of the words
- by using context clues, word parts, or a dictionary.

## **TodtuA sdt tuodA**

and emancipation were recurring themes in his work. became inspirations for his works of poetry. Slavery African American history and folk life, both of which the Federal Writers' Project in the 1930s, he studied became a teacher and writer. Through his work for Michigan. He had a lifelong love of literature and Robert Hayden (1913–1980) was born in Detroit,

## Poetry

# Frederick Douglass

#### by Robert Hayden

than the gaudy mumbo jumbo of politicians: reflex action; when it is finally won; when it is more when it is truly instinct, brain matter, diastole, systole, usable as earth; when it belongs at last to all, and terrible thing, needful to man as air, When it is finally ours, this freedom, this liberty, this beautiful

this man, this Douglass, this former slave, this Negro

where none is lonely, none hunted, alien, beaten to his knees, exiled, visioning a world

> herces to act? What kinds of ideals motivate Knowledge Question: OUEST

KNOMFEDGE

bnsl svitsn exiled: forced to leave one's gaudy: showy in a tasteless way boold gniqmuq systole: the act of the heart boold div gnillh diastole: the act of the heart





# **51°L**

29toN VM

# 10 this man, superb in love and logic, this man shall be remembered. Oh, not with statues' rhetoric, not with legends and poems and wreaths of bronze alone, but with the lives grown out of his life, the lives fleshing his dream of the beautiful, needful thing.

# knowledge Quest

- What knowledge about Frederick Douglass did you gain from reading
- According to Hayden, what motivated Douglass?

## About the Author

Frederick Douglass (1818?–1895) was born into slavery in Maryland. He learned to read as a house servant in Baltimore. In 1838, Douglass escaped from his plantation and settled in Massachusetts. After spending two years was an adviser to President Lincoln during the Civil War. He was later appointed to positions in the U.S. government never before achieved by an African American, including U.S. Marshal and Minister to Haiti.

## Αυτοριοσταρηγ

# Fredristive of the Life of the Life of Town Fredrick Douglass, an American Slave

#### by Frederick Douglass

I felt assured that if I failed in this attempt, my case would be a hopeless one—it would seal my fate as a slave forever. I could not hope to get off with anything less than the severest punishment and being placed beyond the means of escape. It required no very vivid imagination to depict the most frightful scenes through which I should have to pass in case I failed. The wretchedness of slavery, and the blessedness of freedom, were perpetually before me. It was life and death with me. But I remained firm, and, according to my resolution, on the third day of September, 1838, I left my chains, and succeeded in reaching New York without the slightest interruption of any kind. How I did reaching New York without the slightest interruption of any kind. How I did reaching New York without the slightest interruption of any kind. How I did reaching New York without the slightest interruption of any kind. How I did reaching New York without the slightest interruption of any kind. How I did reaching New York without the slightest interruption of any kind. How I did reaching New York without the slightest interruption of any kind. How I did reaching New York without the slightest interruption of any kind. How I did reaching New York without the slightest interruption of any kind. How I did

so—what means I adopted—what direction I travelled, and by what mode of conveyance—I must leave unexplained, for the reasons before mentioned.

rhetoric: language or speech

What kinds of ideals motivate

KNOMFEDGE

Knowledge Question:

**OUEST** 

heroes to act?

# かいし

soton ym

know how to sympathize with, the toil-worn and whip-scarred fugitive slave. placed—then, and not till then, will he fully appreciate the hardships of, and say let him be placed in this most trying situation—the situation in which I was I-isizdus vhich the trembling and half-famished fish upon which they subsist famished fugitive is only equalled by that with which the monsters of the deep midst of wild beasts, whose greediness to swallow up the trembling and halfof houses, yet having no home-among fellow-men, yet feeling as if in the midst of plenty, yet suffering the terrible gnawing of hunger-in the midst fugitive, as the ferocious beasts of the forest lie in wait for their prey. [I]n the money-loving kidnappers, whose business it was to lie in wait for the panting for fear of speaking to the wrong one, and thereby falling into the hands of unfold to any one of them my sad condition. I was afraid to speak to any one of my own brethren-children of a common Father, and yet I dared not to perfect stranger; without home and without friends, in the midst of thousands the loneliness overcame me. There I was in the midst of thousands, and yet a slavery. This in itself was enough to damp the ardor of my enthusiasm. But loneliness. I was yet liable to be taken and subjected to all the tortures of soon subsided; and I was again seized with a feeling of great insecurity and who had escaped a den of hungry lions. This state of mind, however very a dear friend, immediately after my arrival at New York, I said I felt like one rescued by a friendly man-of-war from the pursuit of a pirate. In writing to suppose I felt as one may imagine the unarmed mariner to feel when he is to myself. It was a moment of the highest excitement I ever experienced. I State. I have never been able to answer the question with any satisfaction 2 I have been frequently asked how I felt when I found myself in a free

In about four months after I went to New Bedford, there came a young man to me, and inquired if I did not wish to take the "Liberator." I told him I did; but just having made my escape from slavery, I remarked that I was paper came, and I read it from week to week with such feelings as it would be quite idle for me to attempt to describe. The paper became my meat and my drink. My soul was set all on fire. Its sympathy for my brethren in bonds—its acathing denunciations of slaveholders—its faithful exposures of slavery—and its powerful attacks upon the upholders—its faithful exposures of slavery—and through my soul, such as I had never felt before!

I had not long been a reader of the "Liberator," before I got a pretty correct idea of the principles, measures and spirit of the anti-slavery reform. I did with a joyful heart, and never felt happier than when in an anti-slavery reform. The eting. I seldom had much to say at the meetings, because what I wanted to say was said so much better by others. But, while attending an anti-slavery convention at Mantucket, on the 11th of August, 1841, I felt strongly moved to speak, and was at the same time much urged to do so by Mr. William C. Collin, a gentleman who had heard me speak in the colored people's meeting at New Bedford. It was a severe cross, and I took it up reluctantly. The truth was, I felt myself a slave, and the idea of speaking to white people weighed meeting

#### MORD CONNECTIONS

#### Roots & Affixes

In the word sympathy, the Greek root path means "feeling." Someone who sympathizes with a person facing a painful struggle is able to feel that person's sorrow. The root has the same meaning in words such as apathy ("lack of feeling") and empathy ("identifying with the feelings of others").

mariner: one who works on a ship damp: lessen ardor: strong devotion brethren: people sharing in a similar situation bonds: ties used to keep one in place acathing: harshly critical denunciations of wrongful accusations of wrongful activities

# **71°1**

down. I spoke but a few moments, when I felt a degree of freedom, and said what I desired with considerable ease. From that time until now, I have been engaged in pleading the cause of my brethren—with what success, and with what devotion, I leave those acquainted with my labors to decide.

# tseuD epbelwonk 🔕

- What motivated Frederick Douglass to become a hero?
- What heroic ideals does Douglass represent?

## Returning to the Text

- Return to the texts as you respond to the following questions. Use text evidence to support your responses.
- Write any additional questions you have about the poem and autobiography excerpt in your Reader/Writer Notebook.

#### Frederick Douglass

8. In the first six lines, circle all the uses of the words "it" and "thing." What is "it"? How is it described?

 Review the tribute to Douglass. What cause did he champion? What impact did he have on others?

# The Narrative of the Life of Frederick Douglass, an American Slave

**10.** What images in paragraph 2 does Douglass use to describe his first feelings of freedom and his fear of capture?

11. What did the "Liberator" write about? Why did it send "a thrill of joy" through Douglass's soul?

12. What kind of mental, emotional, and physical courage did Douglass convey in this excerpt from his autobiography?

13. KQ In paragraph 2, how does Douglass's use of the word "fugitive" help you understand what motivated him to act? What part of a Hero's Journey is being a fugitive like?

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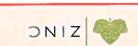
Use your knowledge of Lincoln or Douglass to discuss with a small group your understanding of what motivates heroes to act. Be sure to:

- Provide evidence from the text that supports your thinking.
- Ask and answer questions that connect the ideas of group members.

# 

gead and Recommend

You can continue to build your knowledge about heroes by reading other articles at ZINC Reading Labs. Search for keywords such as heroes or activists.



## Working from the Text

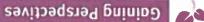
15. Study paragraph 3 from the excerpt of Frederick Douglass's autobiography. Underline the key elements of a paragraph: topic sentence; supporting details; and commentary. Analyze whether you think the paragraph succeeds as a well-developed paragraph or not. Tell why.

36. Use the following table to record details about your assigned hero's character expressed in each of the texts you just read. Then in your Reader/Writer Notebook, write about the structure of paragraph 2 in the excerpt from Frederick Douglass's autobiography.

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# 🗹 Check Your Understanding

Write a topic sentence that compares the two texts you read. How are they similar? How are they different?



Think about how heroes such as Lincoln and Douglass fought for rights that are in the United States Constitution. What would they think about how voting rights have changed? With a group, role-play a conversation between Lincoln and Douglass. Assign roles for Lincoln, Douglass, and a person living today in the 21st century. What do you think they could teach you about using the power to vote to be a hero? When you are finished, summarize in your Reader/Writer Notebook the conversation that your group developed.

# カレーレ

# estimation the Sentence

Different types of sentences can be used for different purposes. Review these four sentence types.

A statement tells someone information. A question asks others for a response and ends with a question mark. An exclamation expresses emotion and typically ends with an exclamation point. A command tells another person to do something. A command may not have a subject, because it is understood that the subject is the person or thing being addressed. Read these sample sentences about heroism.

Statement: Everyday people can become heroes.

Question: Who is your hero?

Exclamation: The woman who saved me is a hero!

Command: Strive to be heroic.

Study the image below and its caption. Write four different sentences about Abraham Lincoln and Frederick Douglass.



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- 17. Review the elements of a well-developed explanatory body paragraph before responding to the Writing Prompt.
- Topic Sentence: Paragraphs begin with a sentence that includes a subject and an interpretation. The two main functions of a topic sentence are to make a point that supports the thesis of the essay and to indicate the central idea of the paragraph.
- Support: Specific and relevant facts, details, examples, and quotations are used to support the topic sentence and thesis and to develop ideas.
- Commentary: Commentary explains the significance of the supporting detail in relation to the thesis and further develops ideas. It also brings a sense of closure to the paragraph.

# 

In your Reader/Writer Notebook, make a brainstorming web for Abraham Lincoln and a second one for Frederick Douglass. On each web, write 5–10 facts about the hero.

## Itational Text: Informational Text

Think about the four texts in this activity. Explain how Abraham Lincoln and Frederick Douglass were heroic. Draft a definition paragraph using the elements of a well-developed explanatory body paragraph. Be sure to:

- Begin with a topic sentence that answers the prompt.
- Provide supporting details and commentary to develop ideas.
- Use domain-specific vocabulary and precise language for the purpose and audience.

# SL.L

# Transitions and Quotations

Learning Targets

in your writing.

Preview

## Learning Strategies

Marking the Draft Adding Substituting

# ACADEMIC

Coherence is the clear and orderly presentation of ideas in a paragraph or essay. Using transitional words or phrases both within and across paragraphs can help to create coherence in a multi-paragraph essay.

# VOCABULARY

#### 'əsiwəxii For instance, -ίληραί] Put another way, For example, 'sny1 tsi tonT Therefore, For instance, In addition, <mark>Y</mark>z α result, In other words, ,vilpnoitibbA To clarify: To add information: :epnjouoo oj ίλοω эποг эdī n 'ikewise, . Similarly, in contrast, **Nevertheless**, **'**))!!\$ 'sny\_ Yet,/But,/However, ln this case, Rather, Moreover, On the contrary, In addition, To illustrate, According to On the other hand, Furthermore, ·γitrageduently, For instance, 'pp912nd, і цбпоці цэхэ For example, For these reasons, цбпоцај∀ Most important, Therefore, To compare and contrast: To introduce an interpretation: To offer evidence:

Transitions are used for different purposes:

and the next, both within and across body paragraphs.

Reviewing and Extending Transitions

to create coherence in writing.

essay. In formal writing, transitions establish relationships between one thought

and phrases to create coherence and to help readers move smoothly through the

In this activity, you will learn how to use transitions and embed quotations

Examine and appropriately apply transitions and embedded quotations

You have learned that transitions connect ideas. Writers use transitional words

#### 102 SpringBoard<sup>®</sup> English Language Arts Grade 8

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Finally.

Equally important,

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# **SI.I**

29toN VM

1. The following sample paragraph is based on a folklore story from China about a girl, Mulan, who chooses to go to war in place of her ill father. Mark the draft to indicate where transitions could be added to create coherence.

be like. on are the heroes that we all know and admire, the ones that we strive to move forward. The heroes that have the courage and the will to move when you have fear of them. Courage is what gives heroes the drive to be frightened. It is impossible to endure and overcome fearful obstacles strength to continue training and fighting in battles, even though she may Reeve). Mulan is an ordinary young person who finds courage and to persevere and endure in spite of overwhelming obstacles" (Christopher to continue on. "A hero is an ordinary individual who finds the strength huge challenges by finding the strength and the courage within themselves up to are everyday heroes, ordinary, average people who have conquered danger, until she is far enough to be ready for it. The heroes that we look her to face the impossible and not think about the outcome, the fear or the anyone can stop her, which is what courage is all about. Her pluck allows her father and protect him. She gathers all of her courage and leaves before a man and a soldier. Mulan has the strength and the nerve to stand up for she knows that he is hurt. It is a crime punishable by death to impersonate greater good. Mulan takes her father's place in the Chinese army because Mulan is courageous because she has the ability to disregard fear for a

# **SI'l**

# Providing Support

intended effect. Examine the difference between a paraphrase and an embedded quotation. Supporting details can be paraphrased or directly quoted, depending on the writer's purpose and

to herself (Mulan). Paraphrase: Early in the story, Mulan reveals that she knows she will hurt her family if she is true

I were truly to be myself, I would break my family's heart" (Mulan 5). Embedded Quotation: Early in the story, Mulan reveals her fears when she sings, "Now I see, that if

Note that an embedded quotation shows a more detailed and precise knowledge of the text.

A direct quotation should:	A direct quotation should not:
contain a complex idea that is thought- contain a complex idea that is thought-	paraphrase contain a simple idea that a writer could easily
add another layer of depth to the writing	repeat an idea that has already been said
be smoothly embedded into the writing; beg with a transition and lead-in	stand alone
be no more than three lines	pe lengthy

stand for Transition, Lead-in, Quote, Citation. Use the acronym TLQC to help you remember how to embed a quotation smoothly. The letters

Element	Definition/Purpose	example
ransition	Use as a bridge to link ideas and strengthen cohesion and fluency.	<b>Early in the story,</b> Mulan reveals her fears wher she sings, "Now I see, that if I were truly to be myself, I would break my family's heart."
ni-bos.	Use to set the context for the information in the quote (complex sentences work well).	Early in the story, <b>Mulan reveals her fears whe</b> r <b>she sings,</b> "Now I see, that if I were truly to be myself, I would break my family's heart."
ງນວເອ	Use ideas from a credible source to strengthen your ideas, illustrate a point, and/or support your controlling idea.	Early in the story, Mulan reveals her fears when she sings, <b>"Now I see, that if I were truly to be</b> 
itation.	Include author's last name or the title of the work, if the author is unknown, and page number to give credit to the author and to make your writing credible to the reader.	Early in the story, Mulan reveals her fears when she sings, "Now I see, that if I were truly to be myself, I would break my family's heart" ( <b>Mulan 5</b> ).

information listed in a source citation.

carefully embedded) and by adding the following quotation from the film: by smoothly embedding Christopher Reeve's quote (already there, but not 2. Return to the sample paragraph and revise the writer's ideas about Mulan

Mulan: "It's going to take a miracle to get me into the army."

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## 🗹 Check Your Understanding

smoothly embedding the quotes and adding academic citations. in two of the texts you have read and add those ideas into your paragraph by create coherence both within and across paragraphs. Next, find a significant quote the organization by adding or substituting transitional words and phrases to heroes. Mark your draft to indicate missing or ineffective transitions. Then, revise Return to the paragraph you wrote about Lincoln and Douglass as historical

How do the direct quotations strengthen your ideas? Reflection: What types of transitions did you add during your revision? Why?

# 711VITDA **81.1**

# Negation Strategy of Definition

### Learning Targets 🖉

- Understand the negation strategy of definition.
- Develop an engaging idea using the negation strategy.

#### Preview |

In this activity, you will read a definition essay about the concept of a "gentleman" and evaluate how the author used the negation strategy.

## Review of the Negation Strategy

Review the negation definition strategy:

Paragraphs using the negation strategy explain what something is by showing what it is not. Pointing out what the subject is not can make what it is clearer to the reader. For example, here is an excerpt from a definition of a horse that uses the negation strategy:

A horse, a zebra, and a mule, though alike in many ways, have significant differences. A horse, unlike a zebra, can be tamed and trained. And unlike a mule, which is a sterile beast of burden, a horse is a valued breeder of future generations of racing champions and hardworking ranch animals.

## Setting a Purpose for Reading

- As you read, underline examples of the negation strategy.
- Circle unknown words and phrases. Try to determine the meaning of the words
   by using context clues, word parts, or a dictionary.

### About the Author

John Henry Newman (1801–1890) was a scholar and clergyman who became an influential figure at Oxford College. Newman was a pioneer of the Oxford Movement, which sought to inject more Catholic leaning Church of England. Some of his works, including the seminal Parochial and Plain Sermons, helped influence the ideals of the Oxford Movement. In 1845, Phe converted to Roman Catholicism. Then in meaning Newman was officially bestowed as someone in the church to be glorified and exalted.



Quickwrite Marking the Text Substituting

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## 29toN YM

#### ESSOY

# A Definition of a namelined

#### 

The true gentleman in like manner carefully avoids whatever may cause a jar or a jolt in the minds of those with whom he is cast;—all clashing of opinion, or collision of feeling, all restraint, or suspicion, or gloom, or



absurd: ridiculous wearisome: tiring siander: spoken lies about someone insinuates: implies insinuates: vise person sage: wise person

> ourselves towards our enemy as if he were ancient sage, that we should ever conduct prudence, he observes the maxim of the dare not say out. (6) From a long-sighted arguments, or insinuates evil which he mistakes personalities or sharp sayings for never takes unfair advantage, never is never mean or little in his disputes, interprets everything for the best. (5) He to those who interfere with him, and gossip, is scrupulous in imputing motives mere retort, he has no ears for slander or compelled, never defends himself by a He never speaks of himself except when to be receiving when he is conferring. (4) favours while he does them, and seems never wearisome. (3) He makes light of is seldom prominent in conversation, and allusions, or topics which may irritate; he speaking; he guards against unseasonable the **absurd**; he can recollect to whom he is towards the distant, and merciful towards he is tender towards the bashful, gentle (2) He has his eyes on all his company; make everyone at their ease and at home. resentment; his great concern being to

from *The Idea of a University*, by John Henry Newman, originally delivered as a series of lectures in 1852

one day to be our friend.

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## Vorking from the Text

 In your Reader/Writer Notebook, make a T-chart. Label one side "A Gentleman" and label the other side "NOT a Gentleman." Fill in the T-chart accordingly.

# 1x9T Sources: Informational Text

Write about what heroism is not. Use the negation strategy to distinguish what heroism is in ot. Be sure to:

- Begin with a topic sentence that answers the prompt.
- Provide supporting details and commentary to develop ideas.
- Cite examples from the texts you have read.
- Use transitions to create coherence.

# 🖾 Check Your Understanding

Exchange your draft with a partner. List your partner's ideas of what heroism is not. Check to see if his or her ideas make sense. Make notes where the draft can be improved. To prompt more ideas, list what heroism is, then list the opposite to tell what heroism is not.

# 

#### Read and Connect

Your independent reading choice can be used as a source in your definition essay. Write about how the protagonist of your reading faced and overcame obstacles and challenges. Then discuss with a classmate why you think this text will be valuable in writing your definition essay. Be sure to provide clear reasons for your recommendation.

## saton ym

# Explanatory Writing Focus: Organization

#### Learning Strategies

Close Reading Marking the Text Note-taking Collaborative Discussion

## 29toN YM

#### Learning Targets

- Identify and evaluate the effectiveness of the structural elements of a definition essay.
- Draft a thesis and outline ideas for a definition essay.

#### Preview

In this activity, you will learn techniques to plan, draft, and revise your definition essay.

## Planning a Definition Essay

 Review the Scoring Criteria for Embedded Assessment 2. What defines a proficient definition essay? List required skills and concepts for each category.

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Organization	1

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#### Introduction

should appear): The **introduction** to an essay has three main parts (listed in the order in which they

I. The Hook: If the opening lines are dull or confusing, the reader loses interest right away. Therefore, you must write an opening that grabs the reader's attention. Lure your readers into the piece with a hook — an anecdote, compelling question, quote, or intriguing statement (AQQS) — to grab them so

compelling question, quote, or intriguing statement (AQQS) — to grab them so firmly that they will want to read on.

- Anecdote: Begin with a brief anecdote (a story from real life) that relates to the point of your essay.
- Question: Ask a thought-provoking universal question relating to the concept of your thesis. You will answer this question in your essay. Don't ask simplistic questions such as "How would you feel if ...?" or "What would you do if ...?"

- Quote: Find a quote to state an ordinary idea in an extraordinary or provocative way or state a provocative idea in an ordinary way. Either will grab the reader's interest. This quote can come from any source: someone you know, someone famous, or a song.
- Intriguing statement: Knock down a commonly held assumption or define a word in a new and startling way.

II. The Bridge: This writing represents the content between the hook and the thesis (the controlling idea of the essay). The purpose of the bridge is to make a clear and concise connection between these two parts. The bridge is also the place where a writer provides necessary background information to set the context for the ideas in the essay.

**111.** The Thesis: Your thesis is your response to the writing prompt, and it includes information about both the topic and your interpretation of it. The thesis is the single most important part of the essay in establishing focus and coherence; all parts of the essay should work to support this idea. Your thesis should be a clear and precise assertion. It should not be an announcement of your intent, nor should it include the first person (1/my).

A thesis should show a level of sophistication and complexity of thought. You may want to try to create a complex sentence as your thesis statement. Complex sentences contain a dependent clause that begins with a dependent marker, such as because, before, since, while, although, if, until, when, after, as, or as if.

# **Evaluating and Revising Introductions**

2. Read the following introductions. For each one, identify, label, and evaluate the three parts of the introduction: hook, bridge, and thesis.

#### sample 1

Aristotle said, "The beauty of the soul shines out when a man bears with composure one heavy mischance after another, not because he does not feel them, but because he is a man of high and heroic temper." When people go through calamity with poise, it is not because they don't feel anything; it is because they are of a heroic nature. Heroism is being brave and helping other people before yourself, but it does not always have a happy ending.

#### z əjdwos

"A hero is no braver than an ordinary person, but is braver five minutes longer." When heroes keep on going and keep battling a challenge or problem, it makes them that much more heroic. Anyone could just give up, but heroes keep going. Instead of stressing over satisfying everyone, neroes know that their best is good enough and focus on doing the right thing. Heroism is putting others before yourself and directly facing challenges, but not always saving or satisfying everyone.

#### MORD CONNECTIONS

#### είλωοίοgy

The Latin root voc in provocative comes from a Latin word meaning "to call." This root appears in words related to a calling, such as vocation and advocate. The Latin prefix pro- means "forth," "before," or "forward."

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# 29toN YM

- 3. Now reread each introductory paragraph, evaluate its effectiveness, and mark it for revision. Use these questions to aid your evaluation:
- Is the hook engaging?
- If the hook is a quote, is it integrated smoothly?
- Is there a bridge that effectively links the hook to the thesis?
- Is the thesis a clear and precise interpretation of the topic?
- Is the use of language formal or informal?
- Is the language effective? Where can it be made clearer, or where can ideas be stated more smoothly?

# 🗹 Check Your Understanding

Revise one of the two sample paragraphs on the previous page based on your evaluation and discussion of how it could benefit by additional content, reworking sentences, and using more precise or formal diction.

## Revising Thesis Statements

Examine the following model thesis statement, and then see how the statement has been revised to have a complex sentence structure with a beginning dependent clause.

- Model thesis statement: Heroism involves selflessness and dedication to a challenge. It means helping others without desire for recognition or stardom.
- Revised model: Because heroism involves selflessness, it requires dedication to a challenge and helping others without desire for recognition or stardom.
- 4. What is the value of combining the two sentences in this way? How does it improve the clarity of ideas in the thesis statement?
- 5. Now follow the model to revise the remaining thesis statements on the next page. Create a complex sentence structure by using a dependent marker to create a dependent clause at the beginning of the sentence. Revise other elements as needed for smooth expression while still keeping the same ideas.

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 Thesis statement: Heroism means taking action when you are needed, showing dedication to your quest, and not giving up even when the odds are against you.

statement: statement:

 Thesis statement: Heroism means putting others before oneself and directly facing challenges, but not always saving or satisfying everyone.

stnemester statement:

 Thesis statement: Heroism is being brave and helping other people before yourself, but it does not always guarantee a happy ending.

statement: statement:

# Writing a Concluding Paragraph

The concluding paragraph in an essay is the last thing your reader takes from your essay. Try to make the reader think in a new way, feel emotional, or feel enlightened. Choose the ending carefully. Avoid clichés or something stale, such as "The end," "That is all I have to say," or "That's my definition of heroism." Make your readers feel that they have arrived somewhere by sharing with them what you have learned, discovered, or realized.

The following are some possible ways to conclude your essay.

- Be genuine. Explain why this topic is important to you and/or important in life.
- If you used a quote as your hook, refer back to it. If you didn't use a quote, use
- You may finish by reviewing the paper's main point, but with new insight.
- Direct the readers into the future. How does an understanding of this topic relate to future thought or action? What will or should happen in the months or years ahead?

## **WORD CONNECTIONS**

ξιλωοιοάλ

The word **cliché** means "something that is overused." It derives from the French word clicher, meaning "to click," which resembled a sound made method of creating printing plates was called stereotype, and this method could produce the same image repetitively. The word stereotype is now used as a synonym of cliché.

# Evaluating and Revising Conclusions

6. As you read examples of a conclusion, identify which technique the writer used and how effective the conclusion is.

#### Sample 1

The best heroes out there are those that put others before themselves. How do we know when someone is a hero? When they face challenges with pure determination, but don't save or satisfy everyone in the end. It blows us away every time a hero is doing what they're doing for the more important to know that a hero is doing what they're doing for the protection of everyone else. Making mistakes is what makes everything else that they do even more spectacular.

#### 2 ample 2

Heroes often look like the normal people we see walking down the street and they might be the plainest form of normal there is. Behind that normal appearance there have been struggle and challenge that have turned into wisdom. Heroes have to not only overcome challenges, but have done it with dignity. Heroes have grown from their experiences and now put a different value on life itself. Heroes are absolutely essential to life, for without heroes we would have no one to admire or set our goals to their standards.

## 🗹 Check Your Understanding

Revise one of the two paragraphs above based on your evaluation and discussion of how it could benefit by additional content, reworking sentences, and using more precise or formal diction.

# Writing Body Paragraphs

Body paragraphs are the meat of your essay. Outlined by the thesis, they include the reasons, plus the details and examples, that provide the support for your thesis. Part of the strength of your support is synthesizing, or pulling together, facts, examples, and details from your experiences and from texts and resources you have read or studied. As you write body paragraphs, be sure to include the following:

- A topic sentence that introduces the focus of the paragraph
- A concluding sentence that follows from the information and explanations
- Facts, details, and examples relevant and sufficient to make your point
- Commentary that explains why these details and examples are significant.
- Paraphrases and embedded quotations conveying important details
- Transitions to show your understanding of the content by showing the connections among ideas

# soton ym

Unit 1 • The Challenge of Heroism 113

Spanish cognate sintetizar.

the same meaning as its

seapongo

The English word synthesizing

**WORD CONNECTIONS** 

# Εναίματίης and Revising Body Paragraphs

 Read the following body paragraph and evaluate its effectiveness. Look at the transitions, facts, details, examples, and commentary, as well as the skill with which paraphrases and embedded quotations are handled.

Heroism is trying your hardest, no matter the obstacles, to go beyond the needs of yourself to help others. A son writes about how his mother, Ana, has an obstacle, but does all that she can to fight it, and "hasn't let it slow her down, either" (Gandara). This shows that even her hardest, which inspires her loved ones. In addition, in the movie girl. Instead of giving up on this, Mulan decides to pretend to be a man and goes to extremes to keep up her charade. This is heroic because her father, being the only male in his family, had to enlist in the and goes to extremes to keep up her charade. This is heroic because her father, being the only male in his family, had to enlist in the army, weilict. Facing illness or danger with courage for the sake of another is conflict. Facing illness or danger with courage for the sake of another is inspiring and heroic.

# 🗹 Check Your Understanding

Return to the texts you have read and studied in this unit. Begin to think about which ones you can use to help support your definition of heroism. Make a list of the texts, the heroes, and the events you may be able to use in your essay. Begin to categorize them as you think of each definition strategy: function, example, and negation.

## Publishing for Your Intended Audience

8. Once you have written, revised, and edited your definition essay, you will need to publish it. Think about your intended audience. Is it your teacher? Classmates? Parents? School newspaper readers? Should the final product the hand-written, typed, or online? What should you include, if anything, in the header or footer? Follow the Embedded Assessment checklist and the instructions from your teacher to publish the final product in a way that is suitable for your audience.

# saton ym

# Instructing the Embedded Assessment

Think about people who deserve status as a hero from the past, from the present, from life, and from literature. What defines a hero? Draft an insightful thesis statement using a complex sentence structure. Then outline ideas for your essay. Remember to return to your work in Activity 1.13 on defining a hero.

#### Hero Definition Essay Outline

#### I. INTRODUCTION

Hook: (What would make an effective hook?) Bridge: (background information and connections) Thesis: (state your original definition)

#### II. BODY PARAGRAPH 1 (Function/Example/Negation)

Topic Sentence: (connect to thesis) Supporting Detail: (list source) Paraphrase, quotations, examples with commentary Supporting Detail: (list source)

#### III. BODY PARAGRAPH 2 (Function/Example/Negation)

Topic Sentence: (connect to thesis) Supporting Detail: (list source) Paraphrase, quotations, examples with commentary Supporting Detail: (list source)

#### IV. BODY PARAGRAPH 3 (Function/Example/Negation)

Topic Sentence: (connect to thesis) Supporting Detail: (list source) Paraphrase, quotations, examples with commentary Supporting Detail: (list source)

#### **NOISULANOO 'V**

(What would make an effective conclusion?)

# 🚺 Independent Reading Checkpoint

Look back at the article about Tristan Segers in Activity 1.12. Compare how his life and the life of the hero in your independent reading text fit into the hero's archetype that you have learned about in this unit.

#### EMBEDDED SSESSMENT S

# Writing a Definition Essay

# TNAMNAIRSA 🔕

Think about people who deserve status as heroes — from the past, from the present, from life, and from literature. What defines a hero? Write a multi-paragraph essay that develops your definition of heroism. Be sure to use strategies of definition (function, example, and negation) to guide your writing.

	How will you publish your final draft in a way that is appropriate for the
<b>Checking and Editing for</b> your final draft is ready for publication.	<ul> <li>How will you proofread and edit your draft to demonstrate command of the conventions of standard English capitalization, punctuation, spelling, grammar, and usage?</li> <li>How will you create a title and assemble your illustrations in an appealing manner?</li> </ul>
<b>Evaluating and Revising:</b> Create opport <b>un</b> ities to review and revise your work.	<ul> <li>During the process of writing, when can you pause to share with and respond to others?</li> <li>What is your plan to include suggestions and revision ideas in your draft?</li> <li>How can the Scoring Guide help you evaluate how well your draft meets the requirements of the assignment?</li> </ul>
<b>Drafting:</b> Write a multi- paragraph essay that effectively organizes your ideas.	<ul> <li>How will you provide a hook, a bridge, and a thesis in the introduction?</li> <li>How will you use the strategies of definition (function, example, negation) in your support paragraphs?</li> <li>How will your conclusion demonstrate the significance of heroism and encourage readers to accept your definition?</li> </ul>
<b>Planning and Prewriting:</b> Take time to make a plan for your essay.	<ul> <li>Which activities and texts have you collected that will help you refine and expand your definition of a hero?</li> <li>What prewriting strategies (such as freewriting, outlining, or using graphic organizers) could help you brainstorm ideas and organize your examples?</li> </ul>

## Reflection

After completing this Embedded Assessment, think about how you went about accomplishing this task and respond to the following:

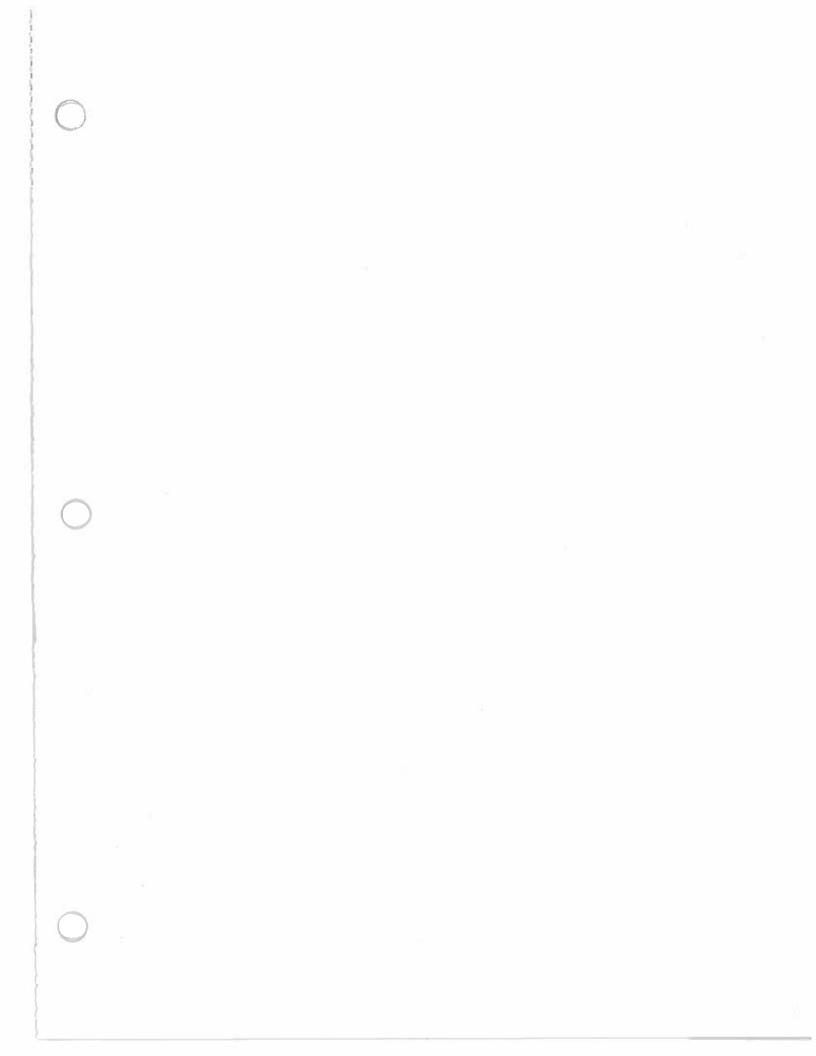
- Explain how the activities in this unit helped prepare you for success in the Embedded
- Assessment.
   Which activities were especially helpful, and why?

sonaibup

# **SCORING GUIDE**

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Incomplete	քուցլոց	Proficient	Exemplary	Scoring Criteria
			The account	geas
• the essay	• uses insufficient The essay	<ul> <li>uses strategies of</li> </ul>	<ul> <li>uses all three</li> </ul>	cnan
<ul> <li>does not define a</li> <li>hero using strategies</li> </ul>	strategies of	definition (function,	strategies of	
of definition	definition to define a	example, negation) to	definition effectively	
<ul> <li>has no discernible</li> </ul>	hero	define a hero	to define a hero	
thesis	• µas au nuclear or	• maintains a clear	• maintains a precise	
<ul> <li>Jacks supporting</li> </ul>	sisədi bəsuooinu	sisəht	auq original thesis	
details, citations,	<ul> <li>includes inadequate</li> </ul>	<ul> <li>includes adequate</li> </ul>	<ul> <li>integrates relevant</li> </ul>	
auq\or commentary.	slibteb poitropqus	and evidence (quotes	supporting details and evidence (quotes	
	have inconsistent bave inconsistent	auq bataphrases)	auq baraphrases)	
	citations and/or weak	with citations and	with citations and	
	commentary.	commentary.	commentary.	
<b>Σμε essay</b>	The essay	The essay	The essay	eructure
• lacks an introduction	<ul> <li>includes an ineffective</li> </ul>	<ul> <li>introduces the topic</li> </ul>	<ul> <li>introduces the central</li> </ul>	
<ul> <li>has minimal, absent,</li> </ul>	<ul> <li>Presumed introduction</li> </ul>	with a hook, bridge, and thesis	hook, bridge, and	
or flawed support	<ul> <li>nuqeveloped, or</li> <li>has unrelated,</li> </ul>	<ul> <li>organizes ideas into</li> </ul>	sisədt	
<ul> <li>nzez ţew or uo</li> </ul>	insufficient support	support paragraphs	<ul> <li>organizes ideas into</li> </ul>	
transitions and topic	baragraphs	that progress logically	focused support	
sentences	<ul> <li>uses transitions</li> </ul>	<ul> <li>creates coherence</li> </ul>	balagraphs that	
<ul> <li>lacks a conclusion.</li> </ul>	and topic sentences	vith the use of	brogress smoothly	
	ineffectively or	transitions and topic	<ul> <li>creates coherence</li> </ul>	
	inconsistently	səsuətuəs	with the purposeful	
	<ul> <li>provides a weak,</li> </ul>	<ul> <li>provides a conclusion</li> </ul>	transitions and topic	
	illogical, or repetitive	that follows from the ideas presented.	sentences	
	conclusion.	income bi cochiera.	<ul> <li>provides an insightful</li> </ul>	
			conclusion.	
				*******
Тһе еѕѕау	The essay	τρε εssay	The essay	lo es
nses flawed diction	nses diction or a	<ul> <li>uses diction and</li> </ul>	• uses consistent	apguge
<ul> <li>Jacks command of</li> </ul>	style that is basic or	style that is generally	diction and style	
the conventions of	inappropriate to an	appropriate for an	appropriate for an	
standard English	academic audience	academic audience	acaqemic angience	
capitalization,	<ul> <li>demonstrates partial</li> </ul>	<ul> <li>demonstrates</li> </ul>	• demonstrates	
punctuation, spelling,	or inconsistent	aqednate command	command of the	
drammar, and usage;	command of the	of the conventions	conventions of	
frequent errors	conventions of	of standard English	standard English capitalization,	
obscure meaning.	standard English	capitalization,	bnuctuation, spelling,	
	capitalization,	drammar, and usage	drammar, and usage	
	drammar, and usage. punctuation, spelling,	xəjduloo buipnjoui)	xəlqmoə pribuləri)	
	: 'aboca nun finuuunih	: vaiduloa Sulphaaui)		



Appendices :: Appendix C - Springboard Math Curriculum

Appendix C: Springboard Math Curriculum



# Mathematics Course 2 Curriculum Map

Unit 1: Number Systems (4 weeks)	Embedded Asse	ssments	Vocabulary
Overview In this unit, students will extend their knowledge of numbers and expressions to the entire set of integers and develop an understanding of rational numbers. Students will apply their understanding of rational numbers as they solve problems.	(Elessens)		Academic Critique, ascend, descend
Essential Questions Why is it important to understand properties and operations involving integers and negative rational numbers?	Algebra/AP/College		Prerequisite Skills ↔ Number lines
How can models be used to interpret solutions of real-world problems? Targeted Standards	<ul> <li>Allowing students to make connections between prior and new learning.</li> <li>Providing opportunities to apply operations and properties of real numbers to everyday contexts.</li> <li>Presenting situations for which students organize information, implement a problem-solving process, and evaluate the reasonableness of solutions.</li> <li>Encouraging students to learn and use mathematics language and to communicate mathematics precisely by justifying their solutions both verbally and in written form.</li> </ul>		<ul> <li>Rumber mes</li> <li>Fractions and decimals</li> <li>Number systems</li> </ul>
7.NS.A.1, 7.NS.A.1a, 7.NS.A.1b, 7.NS.A.1c. 7.NS.A.1d, 7.NS.A.2, 7.NS.A.2b, 7.NS.A.2c, 7.NS.A.2d, 7.NS.A.3,			Understanding and Practice
	Additional Assessment Opportunities	Every Lesson: Check Your Every Activity: Activity Pra Every Unit: Getting Ready	



# Mathematics Course 2 Curriculum Map

Unit 2: Expressions and Equations (3 weeks)	Embedded Asse	ssments	Vocabulary
Overview In this unit, students will create and solve linear equations and inequalities from tables, graphs, and verbal descriptions. Students will represent equations and inequalities on number lines.	<ol> <li>Writing and Solving Equations, Fundrai</li> <li>Apply properties of operations</li> <li>Model, write, and solve two-ste (4 lessons)</li> <li>Solving Inequalities, A Gold Medal Appe</li> <li>Model, write, and solve two-ste (2 lessons)</li> </ol>	p equations <i>tite</i> p inequalities	Academic palindrome, media Math Terms Property, numerical statement, algebraic expression, coefficient, equation, numerical expression, variable, algebraic statement, constant
Essential Questions Why is it important to understand how to solve linear equations and inequalities?	Algebra/AP/Colleg	e Readiness	Prerequisite Skills
How can graphs be used to interpret solutions of real-world problems?	<ul> <li>Providing opportunities for students to write and solve linear equations and inequalities</li> <li>Providing contextual situations so that students may translate between verbal and algebraic representations</li> <li>Justifying answers using the algebraic properties and principles</li> </ul>		<ul> <li>Rational numbers</li> <li>Properties and operations involving integers</li> </ul>
Targeted Standards           7.EE.A.1, 7.EE.A.2, 7.EE.B.3, 7.EE.B.4, 7.EE.B4a,           7.EE.B4b	<ul> <li>Communicating understanding both</li> </ul>	verbally and in writing	
	Additional Assessment Opportunities	Every Lesson: Check You Every Activity: Activity P Every Unit: Getting Read	



# **Mathematics Course 2 Curriculum Map**

## Unit 3: Ratio and Proportion (7 weeks)

#### Overview

In this unit, students will use pictures, graphs, tables, and verbal descriptions to study unit rates, rate of change, and proportions. Students will solve problems involving scale, percentage, and proportional relationships.

#### **Essential Questions**

How are ratios, unit rates, and proportions used to describe and solve real-world problems?

How can representations, numbers, words, tables, and graphs be used to solve problems?

#### **Targeted Standards**

7.RP.A.1, 7.RP.A.2, 7.RP.A.2a, 7.RP.A.2b, 7.RP.A.2c, 7.RP.A.2d, 7.RP.A.3, 7.G.A.1, 7.EE.B.3

#### **Embedded Assessments** 1. Ratios, Proportions, and Proportional Reasoning, Weighing in on Diamonds \* Solve problems involving proportional relationships Convert between measurement systems using unit rates and using \* proportions $\diamond$ Represent constant rates of change with equations of the form y = kx\* Determine the constant of proportionality from a table, graph, or equation (5 lessons) 2. Proportional Relationships and Scale, Soccer Sense Solve problems using scale drawings ÷ Solve problems involving scale drawings of geometric figures Reproduce a scale drawing at a different scale \* (3 lessons) 3. Percents and Proportions, Socializing and Selling \* Find the percent of a number Solve problems about sales tax, tips, and commissions \* Find the percent that one number is of another \* Given the percent and the whole, find the part \* (6 lessons) Algebra/AP/College Readiness ٠ Using real-world contexts as a link prior learning and to develop understanding of concepts \* Encouraging students to determine the reasonableness of solutions including size and relative accuracy $\Leftrightarrow$ Providing opportunities to implement problem solving strategies in collaborative groups to analyze a situation and determine and communicate a solution Asking students to justify their conclusions using mathematical ٠ reasoning

Additional Assessment Opportunities **Every Lesson**: Check Your Understanding and Practice **Every Activity**: Activity Practice **Every Unit**: Getting Ready and Online Unit Test

#### Vocabulary

#### Academic

tip

#### Math Terms

Ratio, rate, unite rate, proportion, cross products, conversion factor, constant of proportionality, constant ratio, constant rate of change, relative size, scale drawing, percent, percent equation, discount, markup, interest, percent error

#### **Prerequisite Skills**

- Solve linear equations and inequalities
- Model and write two-step equations and inequalities



# **Mathematics Course 2 Curriculum Map**

#### Unit 4: Geometry (8 weeks) Coverview In this unit students will extend their knowledge of two- and three-dimensional figures as they solve real-world problems involving angle measures, area, and volume. Students will also study composite figures. Embedded Assessments Adjacent, vertical, complementary, and supplementar Adjacent, vertical, complementary, and supplementar Angles of a triangle (4 lessons) Circumference and Area, In the Paint Area of rectangles and circles (6 lessons) Surface and Area, Under the Sea Nets for a prism Surface area of a prism

## **Essential Questions**

Why is it important to understand properties of angles and figures to solve problems?

Why is it important to be able to relate twodimensional drawings with three-dimensional figures?

#### **Targeted Standards**

7.EE.B.3, 7.EE.B.4, 7.G.B.5, 7.G.A.2, 7.G.A.1, 7.G.B.4, 7.G.B.6, 7.G.A.3

Embedded Assessments	Vocabulary
<ol> <li>Angles and Triangles, Pool Angles         <ul> <li>Adjacent, vertical, complementary, and supplementary angles</li> <li>Angles of a triangle</li></ul></li></ol>	Academic- unique, orientation, decompose Math Terms – angle, complementary angles, adjacent angles, vertical angles, included angle, similar figures, corresponding parts, plane, circumference, radius, semicircle, prism, pyramid, lateral face, lateral area, slant height, complex solid, vertex, supplementary angles, conjecture, included side, congruent, circle, center, diameter, composite figure, inscribed figure, net, cross section, right prism, surface area, regular polygon, volume
Algebra/AP/College Readiness	Prerequisite Skills
<ul> <li>Using patterns and manipulatives to recognize structure, develop understanding and comprehend formulas</li> <li>Providing opportunities to analyze mathematical relationships to connect ideas and concepts</li> <li>Asking students to use appropriate tools and precision when compiling and analyzing information and solving problems</li> <li>Providing opportunities to communicate by allowing students to share their methods and conclusions both verbally and in writing</li> </ul>	<ul> <li>Two- and three-dimensional figures</li> <li>Rate, rate of change, and proportions</li> <li>Percents</li> </ul>

Additional Assessment	
Opportunities	

Every Lesson: Check Your Understanding and Practice Every Activity: Activity Practice Every Unit: Getting Ready and Online Unit Test



# **Mathematics Course 2 Curriculum Map**

Unit 5: Probability (8 weeks)		Embedded Assessments	Vocabulary
	Overview In this unit, students will begin their study of probability. Students will learn how to interpret probabilities and how to calculate probabilities in a variety of settings. Students	<ol> <li>Finding Probabilities, Spinning Spinners and Random Picks         <ul> <li>Anticipate outcomes, based on a probability model</li> <li>Reason about plausible probability models, given observed outcomes</li> <li>Calculate theoretical probabilities for a probability experiment that has equally likely outcomes</li> <li>Estimate probabilities</li> </ul> </li> </ol>	Academic – predict, simulation Math Terms – probability experiment, probability, equally likely outcomes, selected at random, event, complement, theoretical probability, estimated probability, sample
	will also learn several ways to estimate probabilities.  Essential Questions	<ul> <li>(7 lessons)</li> <li>2. Probability and Simulation, <i>Flipping Coins and Random Choices</i> <ul> <li>Use tables and tree diagrams to represent outcomes</li> <li>Use a tree diagram to assign probabilities to outcomes in the sample space</li> <li>Reason about equally likely outcomes</li> <li>Plan a simulation for a given probability experiment</li> <li>Use simulation to estimate probabilities</li> </ul> </li> </ul>	space, tree diagram, random digits
	How is probability used to make decisions in everyday situations?	(8 lessons) Algebra/AP/College Readiness	Prerequisite Skills

How can a probability be estimated?

#### **Targeted Standards**

7.SP.C.5, 7.SP.C.6, 7.SP.C.7, 7.SP.C.7a, 7.SP.C.7b, 7.SP.C.8, 7.SP.C.8a, 7.SP.C.8b, 7.SP.C.8c

$\Leftrightarrow$	Introducing and reinforcing the vocabulary of probability
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- $\Leftrightarrow$ Modeling problem solving in collaborative groups
- $\Leftrightarrow$ Using manipulatives, technology, and other appropriate tools to explore contextual situations
- \* Asking students to reason quantitatively and abstractly as they discuss and justify conclusions

#### Prerequisite Skills

- Rate, rate of change, and proportions
- Percents

**Additional Assessment Opportunities** 

Every Lesson: Check Your Understanding and Practice **Every Activity:** Activity Practice **Every Unit**: Getting Ready and Online Unit Test



# **Mathematics Course 2 Curriculum Map**

Unit 6: Statistics (4 weeks)	Embedded Assessments		Vocabulary	
Overview	<ol> <li>Random Sampling and Sampling Variability, School Populations         <ul> <li>Determine methods for selecting a random sample</li> <li>Identify sampling variability</li> <li>Use data from a sample to draw a conclusion about a population</li></ul></li></ol>		Academic – population, sample, census	
In this unit, students will begin their study of statistics. Students will learn how to select a random sample to learn about the population. Students will also the sample data to compare two populations.			Math Terms – sampling, sampling variability, sample mean, sample statistic, random sample, population mean	
Essential Questions				
Why is it important to select at random when choosing a sample from a population?				
How can sample data be used to learn about a	Algebra/AP/College	e Readiness	Prerequisite Skills	
population?	<ul> <li>Studying and using the vocabulary of statistics</li> <li>Providing opportunities to connect mathematics to real-world contexts</li> <li>Allowing opportunities to draw inferences about populations based on samples</li> </ul>		<ul> <li>Collect and summarize data</li> </ul>	
How can sample data be used to compare two populations?				
Targeted Standards	<ul> <li>Providing opportunities to students t collaborative groups</li> </ul>	o interact with peers in		
7.NS.A.1, 7.NS.A.1a, 7.NS.A.1b, 7.NS.A.1c.				
7.NS.A.1d, 7.NS.A.2, 7.NS.A.2b, 7.NS.A.2c, 7.NS.A.2d, 7.NS.A.3,				
	Additional Assessment Every Lesson: Check Your		Understanding and Practice	

Opportunities

**Every Activity**: Activity Practice **Every Unit**: Getting Ready and Online Unit Test



# Mathematics Course 2 Curriculum Map

Jnit 7: Personal Financial Literacy (2 weeks	Embedded Asse	ssments	Vocabulary
Overview	Activity 27 Practice		Academic – income tax, property tax, budge
n this unit students study financial planning. Students explore many types of taxes ncluding property, wage, and tax on burchases. Students study simple and compound interest and analyze and create budgets.			variable expense, assets, compound interest coupon, sales tax, take-home pay, fixed expense, net worth, liabilities, monetary incentive, rebates
Essential Questions			Prerequisite Skills
low does being financially literate help you			<ul> <li>Communicate clearly to explain</li> </ul>
manage your money? How can you plan ahead for future financial goals?	<ul> <li>Algebra/AP/College Readiness</li> <li>Applying mathematics to everyday life</li> <li>Providing opportunities to study vocabulary related to budgets, taxes and interest</li> <li>Researching local taxes, interest rates and living expenses</li> <li>Using technology in contextual settings</li> </ul>		<ul> <li>methods of problem solving and to interpret results</li> <li>Solve equations and inequalities</li> <li>Fractions and decimals</li> <li>Percent, rates, rate of change</li> </ul>
Targeted Standards			
Additional Assessm Opportunities		Every Lesson: Check You Every Activity: Activity P Every Unit: Getting Read	

Springboard Mathematics Curriculum Map						
Course 2 (Grade 7)						
Duration: 14-15 days						
Unit One: Number Systems						
Unit Overview	Essential Questions	Vocabulary	College Readiness			
<ul> <li>Goals:</li> <li>To extend students' knowledge of numbers and expressions to the entire set of integers and develop an understanding of rational numbers</li> <li>To apply students' understanding of rational numbers as they solve problems</li> </ul>	Why is it important to understand properties and operations involving integers and negative rational numbers? How can models be used to interpret solutions of real-world problems?	Academic: critique, ascend, descend Math Terms: absolute value, subset, rational number, terminating decimal, repeating decimal	<ul> <li>This unit focuses on skills and knowledge that improve students' ability to understand and apply number concepts to rational numbers and integers by:</li> <li>Allowing students to make connections between prior and new learning;</li> <li>Providing opportunities to apply operations and properties of real numbers to everyday contexts;</li> <li>Presenting situations for which students organize information, implement a problem-solving process, and evaluate the reasonableness of solutions; and</li> <li>Encouraging students to learn and use mathematics language and to communicate mathematics precisely by justifying their solutions both verbally and in written form.</li> </ul>			
Springboard Activities	Learning Targets	CCSS for Activity and Activity Standards Focus	Differentiation for Student Needs			
<ul><li>1.1 Adding and Subtracting Decimals</li><li>1.5 days</li></ul>	<ul> <li>Solve problems with decimals, using addition and subtraction</li> <li>Justify solutions with decimals, using addition and subtraction</li> </ul>	7.NS.A.1, 7.NS.A.2, 7.NS.A.2d Students are familiar with operations on whole numbers. In Activity 1, students solve real- world problems with positive rational numbers using addition,	Support students who need a more hands-on approach by supplying manipulatives such as base-10 blocks to review operation with decimals. Extend learning for students who are fluent in decimal addition,			

	• Estimate decimal sums and differences	subtraction, multiplication, and division. They also estimate answers using the four operations to check for reasonableness and justify solutions.	subtraction, estimation methods by having them coach a less adept partner. Embed math language development throughout the lesson.
<ul><li>1.2 Multiplying and Dividing Decimals</li><li>1 day</li></ul>	<ul> <li>Estimate decimal products and quotients</li> <li>Solve problems involving multiplication and division of decimals</li> </ul>		ELL Support: Challenge students to explain the relationship between the multiplication algorithm and the distributive property.
<ul><li>1.3 Operations with Fractions</li><li>1 day</li></ul>	<ul> <li>Solve problems with fractions using addition, subtraction, multiplication, and division.</li> <li>Estimate with fractions.</li> </ul>		
<ul><li>1.4 Converting Rational Numbers to Decimals</li><li>1 day</li></ul>	<ul> <li>Convert a fraction to a decimal.</li> <li>Understand the difference between terminating and repeating decimals.</li> </ul>		Connect the definition of a terminating decimal to the definition of terminating. To further support students' understanding of decimals and fractions, point out that a repeating decimal can also be written as a fraction.
<ul><li>2.1 Adding Integers</li><li>1.5 days</li></ul>	<ul> <li>Add two or more integers</li> <li>Identify and combine opposites</li> <li>Solve real-world problems by adding integers</li> </ul>	7.NS.A.1, 7.NS.A.1a, 7.NS.A.1b, 7.NS.A.1c, 7.NS.A.1d, 7.NS.A.3 Students have reviewed the operations with positive rational numbers. In Activity 2, students use a number line and absolute value to add integers. They then conjecture an algorithm and apply it to add and subtract integers.	ELL Support: Provide manipulatives such as two-color counters. Review the concept of zero pairs, and have students use the counters to find integer sums. Point out that not only integers, but also other rational numbers, have opposites.
2.2 Subtracting Integers	• Subtract integers		

	• Find distances using absolute value		
3.1 Multiplying Integers 1 day	<ul> <li>Multiply two or more integers</li> <li>Apply properties of operations to multiply integers</li> <li>Solve real-world problems by multiplying, adding, and subtracting integers</li> </ul>	7.NS.A.2, 7.NS.A.2b, 7.NS.A.3 Students are familiar with operations on whole numbers. In this activity, they solve mathematical and real-world problems with rational numbers using multiplication and division.	
3.2 Dividing Integers 1 day	<ul> <li>Divide integers</li> <li>Solve real-world problems by dividing integers and possibly adding, subtracting, or multiplying integers as well</li> </ul>		
4.1 Sets of Rational Numbers 1 day	<ul> <li>Given a rational number, determine whether the number is a whole number, an integer, or a rational number that is not an integer</li> <li>Describe relationships between sets of integers</li> </ul>	<ul> <li>7.NS.A.1, 7.NS.A.1b, 7.NS.A.1c,</li> <li>7.NS.A.2, 7.NS.A.2a, 7.NS.A.2c,</li> <li>7.NSA.2d, 7.NS.A.3</li> <li>Students have reviewed the operations with positive rational numbers. In Activity 4, students first learn to classify subsets of the rational numbers. Then they extend their understanding of operations with integers to positive and negative rational numbers.</li> </ul>	ELL Support: Review of how to locate negative rational numbers on a number line. Challenge students to order rational numbers from least to greatest
4.2 Adding Rational Numbers 1 day	<ul> <li>Add two or more rational numbers</li> <li>Use properties of addition to add rational numbers</li> <li>Solve real-world problems by adding two or more rational numbers</li> </ul>	0	Review how to add fractions, decimals, and integers separately before student transitions to adding rational numbers.
4.3 Subtracting Rational Numbers 1 day	<ul> <li>Subtract rational numbers</li> <li>Apply the fact that for all rational numbers <i>a</i> and <i>b</i>, <i>a</i> –</li> </ul>		

4.4 Multiplying and Dividing Rational Numbers 1.5 days	<ul> <li>b = a + (-b), to add and subtract rational numbers</li> <li>Solve real-world problems by subtracting rational numbers and possibly by adding rational numbers as well</li> <li>Multiply and divide rational numbers</li> <li>Apply properties of operations to multiply and divide rational numbers</li> <li>Solve real-world problems involving the four operations with rational numbers</li> </ul>		Challenge students to write and simplify expressions that include signed fractions and decimals as factors for a set of cases	
Mathematical Practices		Assessment and Performance Oppor	tunities	
<ul><li>MP1: Make sense of problems and persevere in solving them.</li><li>MP2: Reason abstractly and quantitatively.</li><li>MP3: Construct viable arguments and critique the reasoning of others.</li><li>MP4: Model with mathematics.</li></ul>		<ul> <li>Embedded Assessments:</li> <li>1. Positive Rational Numbers a (after Activity 2)</li> <li>2. Rational Number Operations Integers (after Activity 4)</li> <li>Check Your Understanding</li> </ul>		
MP5: Use appropriate tools strategically.		Class Debriefing/Reflections		
MP6: Attend to precision.		Monitoring of collaborative groups		
MP7: Look for and make use of struc	cture.	Lesson Practices		
MP8: Look for and express regularity in repeated reasoning.		Math Notebook		
		Unit Assessment		
Additional Resources		Teacher Reflections		
eBook Teacher Resources Khan Academy				

# Number Systems



#### **Unit Overview**

In this unit you will extend your knowledge of numbers and expressions to the entire set of integers and develop an understanding of rational numbers. You will apply your understanding of rational numbers as you solve problems.

#### **Key Terms**

As you study this unit, add these and other terms to your math notebook. Include in your notes your prior knowledge of each word, as well as your experiences in using the word in different mathematical examples. If needed, ask for help in pronouncing new words and add information on pronunciation to your math notebook. It is important that you learn new terms and use them correctly in your class discussions and in your problem solutions.

#### **Academic Vocabulary**

- critique
- ascend
- descend

#### **Math Terms**

- absolute value
- subset

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- rational number
- terminating decimal
- repeating decimal

#### ESSENTIAL QUESTIONS

Why is it important to understand properties and operations involving integers and negative rational numbers?

How can models be used to interpret solutions of real-world problems?

#### EMBEDDED ASSESSMENTS

These assessments, following activities 2 and 4, will give you an opportunity to demonstrate how you can use your understanding of the number system to solve mathematical and real-world problems.

#### Embedded Assessment 1:

Positive Rational Numbers and Adding and Subtracting Integers

p. 23

#### Embedded Assessment 2:

Rational Number Operations and Multiplying and Dividing Integers p. 47

#### UNIT 1

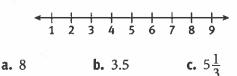
# **Getting Ready**

- **1.** Determine the value of each of the following expressions.
  - **a.** 32 × 21
  - **b.** 30,000 ÷ 10
  - **c.** 478 + 593
  - **d.** 101 68
- 2. Determine the value of each of the following expressions.
  a. 2.2 × 1.3
  - **b.** 39.5 + 8.74
  - **c.** 33.4 2.11
  - **d.** 470.4 ÷ 5.6
- **3.** Determine the value of each of the following expressions

**a.** 
$$\frac{2}{5} + \frac{3}{10}$$
  
**b.**  $\frac{5}{6} - \frac{1}{3}$   
**c.**  $\frac{4}{5} \times \frac{7}{8}$   
**d.**  $\frac{6}{7} \div \frac{3}{4}$ 

4. Which property is illustrated by each example? Choose from the Associative, Commutative, and Distributive properties.
a. 6+8=8+6
b. (2+3)+4=2+(3+4)
c. 2×3+2×5=2(3+5)

**5.** Draw a number line like the one shown and graph the following points on the number line. Label each point with its letter.



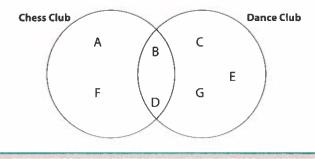
**6.** Order the following sets of numbers from least to greatest.

**a.** 
$$\frac{1}{2}, \frac{2}{5}, \frac{3}{8}, \frac{7}{10}$$
  
**b.** 32.51, 2.53, 514.37

**7.** Tell the value of each of the following expressions.

a.	12	<b>b.</b>  -13
c.	-5  +  5	<b>d.</b>  3 + 7  −  −7

8. This Venn diagram provides a visual representation of six students' memberships in after-school clubs. What does the diagram tell you about the club memberships of Student B and Student G? Explain.



### **Operations on Positive Rational Numbers**

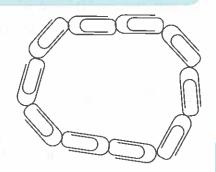
Paper Clips, Airplanes, and Spiders Lesson 1-1 Adding and Subtracting Decimals

#### Learning Targets:

- Solve problems with decimals, using addition and subtraction.
- Justify solutions with decimals, using addition and subtraction.
- Estimate decimal sums and differences.

SUGGESTED LEARNING STRATEGIES: Marking the Text, Use Manipulatives, Think-Pair-Share, Discussion Groups

How long do you think it would take to make a paper clip chain that is 10 paper clips long? Last year, the student with the best time was able to do this in 26.25 seconds. Do you think you can do it in less time?



Work with your group. You will need

- Paper clips that are all the same size.
- A digital stopwatch that records time to the nearest hundredth of a second.
  - 1. One at a time, each person makes a chain of 10 paper clips while the other students keep time with the stopwatch and record the amount of time. Fill in the times for your group in a chart like the one at the right.

Group Member	Time (in seconds)
	Y
	1

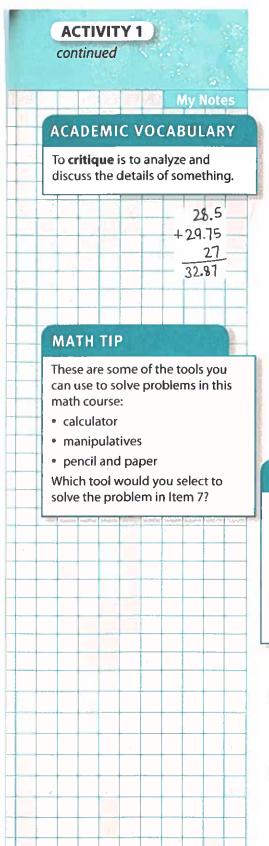
- 2. Without computing an exact sum, estimate the total amount of time it took for your group to make their chains. How did you come up with this estimate?
- **3.** Now compute the total time. Is your computed result reasonable? How can you justify your result?
- 4. Compare the fastest time in your group with last year's best time. Without computing an exact difference, estimate the difference in the times. How did you come up with this estimate?

#### DISCUSSION GROUP TIPS

**My Notes** 

**ACTIVITY 1** 

If you do not understand something in group discussions, ask for help or raise your hand for help. Describe your questions as clearly as possible, using synonyms or other words when you do not know the precise words to use.



#### Lesson 1-1 Adding and Subtracting Decimals

- **5.** Now compute the difference. Is your computed result reasonable? How can you justify your result?
- 6. Critique the reasoning of others. Julio's group did the paper clip chain activity and got the following times (in seconds): 28.5; 29.75; and 27. He wrote the numbers in a column and added, as shown at the left. What error did he make? Write your answer here and also explain the error to your group using clear descriptions and correct math language.
- 7. What is the correct sum of the times for Julio's group?
- **8.** Write a rule for Julio to use when adding or subtracting decimals so that he does not make this type of error again.

#### Check Your Understanding

#### Find each sum or difference. Justify your results.

- **9.** 5.03 + 13.7 + 108 **10.** 3.084 1.7 **11.** 159 88.99
- 12. Ping is buying a sandwich for \$5.95 and a bottle of juice for \$1.75. He is going to pay with a \$10 bill.
  - a. How can he estimate how much change he should receive?b. What is his exact amount of change?

#### **LESSON 1-1 PRACTICE**

Find each sum. Justify your results.

<b>13.</b> 9.08 + 14.6	<b>14.</b> 12 + 1.12	<b>15.</b> 7.009 + 2.02
<b>16.</b> 0.66 + 6	<b>17.</b> 11.05 + 14.6 + 46	<b>18.</b> 59 + 5.9 + 0.59

Find each difference. Justify your results.

- **19.** 8.644 3.7 **20.** 21.56 9.56
- **21.** 36.8 36.55 **22.** 7 0.007
- **23. Construct viable arguments.** Theo bought these items: Shoes: \$19.99; socks: \$4.19; T-shirt: \$8.50; pants: \$27.75. How can he estimate the total cost?
- **24.** Find the actual total cost of Theo's items.
- **25.** Ana took Ali out for lunch. Their lunches cost \$13.28 and \$14.25, including tax and tip. Ana paid with two \$20 bills. How much change did Ana receive?

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#### Learning Targets:

- Estimate decimal products and quotients.
- Solve problems involving multiplication and division of decimals.

SUGGESTED LEARNING STRATEGIES: Marking the Text, Think-Pair-Share

Whitney did the paper clip chain activity but dropped some of the paper clips on the floor. The timekeeper in her group said that her time for completing the chain was 2.8 times as long as last year's best time of 26.25 seconds.

- **1. Reason quantitatively.** Estimate the amount of time it took Whitney to complete her chain. How did you determine your estimate?
- 2. Explain what you already know about multiplying decimals.

You do not have to vertically align the decimal points when you multiply, but you do have to keep track of the number of decimal points in each of the numbers you multiply.

#### Example A

Find the exact amount of time it took Whitney to complete her chain.

Step 1:	Set up the multiplication.	26.25 <u>× 2.8</u>	
Step 2:	Multiply. Locate the decimal point in the product.		←2 decimal places ←1 decimal place
	producti	21000 5250	67 21

 $73.500 \leftarrow 2 + 1 = 3$  decimal places

**Solution:** It took Whitney 73.5 seconds to complete her chain. This should be close to your estimate in item 1 and therefore reasonable.

#### Try These A

Find each product. Justify your results.

**a.** 8.5 × 2.3

**b.** 0.03 × 14

**c.** 1.08 × 2.014

#### Check Your Understanding

- **3.** Jerry multiplied  $3.04 \times 7.091$  and got the product 2.155664. Is his answer reasonable? Why or why not?
- **4.** Joanie multiplied 0.78 × 0.34 and got the product 26.52. What error did she make?

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#### Lesson 1-2 **Multiplying and Dividing Decimals**

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ACTIVITY 1

ou must also keep track of decimal points when dividing.

#### Example B

A new road is 1.8 km long. Each lot along the road will be 0.045 km long. How many lots will there be along the road?

Step 1:	Set up the division.	0.045)1.8
Step 2:	Multiply the divisor by 1000 to make 0.045 a whole number. You must also multiply the dividend, 1.8, by 1000. Then divide. Make sure to place the decimal point in the quotient above the decimal point in the dividend.	$   \begin{array}{r}     40. \\     45)1800. \\     \underline{180} \\     00 \\     \underline{0} \\     0   \end{array} $

Solution: There will be 40 lots along the road.

#### Try These B

Find each quotient.

**b.** 3.24 ÷ 3.6 c.  $28.8 \div 0.24$ **a.** 300.6 ÷ 18

#### heck Your Understanding

- 5. Curtis divided 27.16 by 2.8 and got 0.97. Is his answer reasonable? Why or why not?
- 6. Write a set of directions for dividing 3.6 by 0.25. Then find the quotient.

#### ESSON 1-2 PRACTICE

ind each quotient.

<b>7.</b> 601.2 ÷ 18	<b>8.</b> 3.24 ÷ 7.2
<b>9.</b> 80 ÷ 32	<b>10.</b> 7.2 ÷ 0.12

- 1. Josiah paid \$19.75 for 2.5 pounds of coffee beans. What was the cost of the beans per pound?
- 2 Keisha bought 1.2 pounds of Swiss cheese that was selling for \$5.95 per pound. How much did Keisha pay for the Swiss cheese?
- 3. Make sense of problems. Ralph has a spool with 9.8 meters of wire. How many 0.14 meter pieces of wire can he cut from the spool?

#### Lesson 1-3 Operations with Fractions



- Solve problems with fractions using addition, subtraction, multiplication, and division.
- Estimate with fractions.

SUGGESTED LEARNING STRATEGIES: Use Manipulatives, Create Representations

How far can you throw a paper airplane? According to a recent entry in Guinness Book of World Records, the record holder threw a paper airplane a distance of  $207\frac{1}{3}$  feet.



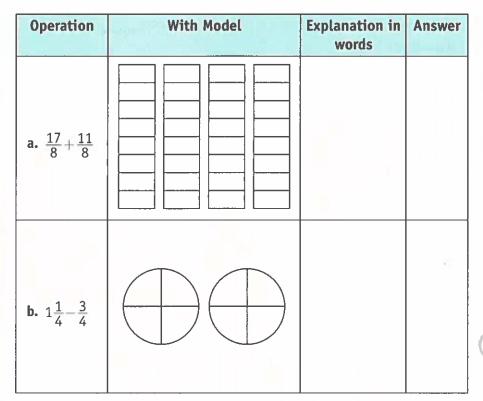
Work with your group to make a paper airplane. Listen to group members' ideas and share your own. Ask and respond to questions to help the group accomplish this task. Your teacher will give you a set of directions on how to make an airplane if you need one.

Test your airplane. Mark a starting line on the classroom floor, and then measure the distance the plane flies to the nearest  $\frac{1}{12}$  of a foot. Record the three best distances in the table in the My Notes space.

- 1. Write, but do not evaluate, expressions that could be used to answer each question.
  - a. What was the distance between the record and your best distance?
  - **b.** If another group had a best distance that was  $1\frac{1}{4}$  times your group's best distance, what would that distance be?
  - c. How many times your group's best distance is the world record?
  - d. What is the average of your three best distances?

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2. In the table below, represent the processes for operations on fractions with models, numbers, and words. Shade or mark the models to show each operation. Then use words to explain the process. Finally, find the answer to the operation.



**3.** How is the process of adding  $\frac{3}{8} + \frac{1}{4}$  different from the addition shown in 2a?

#### Check Your Understanding

On a middle school track team, the record time for a completing an obstacle course is  $8\frac{1}{3}$  minutes.

- 4. Alana's time for completing the obstacle course was  $13\frac{1}{3}$  minutes. What is the difference between Alana's time and the record time?
- 5. Leesa's best time for completing the obstacle course was  $10\frac{1}{2}$  min, and Sandy's best time was  $9\frac{1}{5}$  min. What was the total of their best times?
- **6.** How much less is the team record time than the sum of Leesa's time and Sandy's time?

**ACTIVITY 1** 

continued

#### Lesson 1-3 Operations with Fractions

7. In the table below, represent the processes for operations on fractions with models, numbers, and words. Shade the models to show each operation. Then use words to explain the process. Finally, find the answer to the operation.

Operation	With Model	Explanation in words	Answer
<b>a.</b> $\frac{1}{4} \cdot \frac{2}{3}$		n nagana a an nagana a an nagana a an nagana a	
<b>b.</b> $1\frac{3}{5} \div \frac{2}{5}$		с 6 0 б 6 (р. п. 9 (р. п. 9 (р. п.	

8. Yanni threw his paper airplane  $15\frac{1}{2}$  feet. Adrian threw his paper airplane  $\frac{3}{4}$  of Yanni's distance. What is the distance Adrian threw his paper airplane? Explain how you found your answer.

9. Mr. Adams has poster paper that is  $10\frac{3}{4}$  feet long. He wants to make sheets that are  $\frac{1}{4}$  of a foot long to make paper airplanes. How many sheets can he make?

**My Notes** 

**ACTIVITY 1** 

continued

#### **Check Your Understanding**

**ACTIVITY 1** 

continued

Evaluate each expression you wrote for item 1 of this lesson to determine how close you are to setting a new Guinness World Record for throwing a paper airplane. Show your work.

- 10. What is the difference between the record and your best distance?
- **11.** If another student threw a paper airplane  $1\frac{1}{4}$  times farther than you did, what would that distance be?
- **12.** How many times farther than your distance was the record holder able to throw the paper airplane?
- **13.** Find your average distance by calculating the mean of the three trials.

#### LESSON 1-3 PRACTICE

Find each sum or difference.

- **14.**  $35\frac{3}{4} + 18\frac{3}{4}$  **15.**  $\frac{5}{6} + \frac{1}{3}$
- **16.**  $11\frac{1}{12} + \frac{7}{8}$  **17.**  $\frac{13}{17} \frac{5}{17}$  **18.**  $12\frac{2}{9} \frac{5}{6}$  **19.**  $41\frac{9}{11} 27\frac{1}{3}$
- **20.** The recipe for a cake calls for the following dry ingredients:  $\frac{1}{3}$  cup of sugar;  $\frac{3}{4}$  cup of cornmeal; and  $\frac{1}{2}$  cup of flour. What is the total number of cups of dry ingredients called for?
- 21. In 1935, American athlete Jesse Owens set a world record for the long jump by jumping 26 ft 8  $\frac{1}{16}$  in. In 1960, Ralph Boston set a new world record by jumping 26 ft 11  $\frac{1}{4}$  in. How much longer was Ralph Boston's jump?

#### Find each product or quotient.

- **22.**  $\frac{1}{8} \cdot 5$ **23.**  $\frac{7}{10} \cdot 3\frac{3}{7}$ **24.**  $9\frac{2}{7} \cdot 2\frac{2}{13}$ **25.**  $\frac{3}{8} \div 2$ **26.**  $\frac{2}{3} \div \frac{4}{7}$ **27.**  $1\frac{5}{6} \div 5\frac{2}{5}$
- **28.** Lilly jogged  $3\frac{1}{4}$  miles each day for 24 days last month. How many miles did she jog in all?
- **29.** Lester jogs  $5\frac{3}{4}$  miles on each day that he jogs. Last month, he jogged a total of 115 miles. How many days did he jog last month?
- **30. Reason guantitatively.** Parmesan cheese was on sale for \$13.60 per pound. Wesley bought a piece of the Parmesan cheese that weighed  $1\frac{1}{8}$  pounds. How much did he pay?



#### **Learning Targets:**

- Convert a fraction to a decimal.
- Understand the difference between terminating and repeating decimals.

SUGGESTED LEARNING STRATEGIES: Close Reading, Marking the Text, Think-Pair-Share

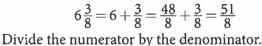
Sarai is researching spiders. She read that outside the United States, it is not unusual to find a camel spider that is  $6\frac{3}{8}$  inches long. Her classmate Akeem is researching insects. He read an article about an insect known as a titan beetle that was  $6\frac{1}{3}$  inches long.

It can sometimes be helpful to compare numbers expressed in fraction form by converting the fractions to decimals. Some decimal forms of fractions terminate, and some decimal forms repeat.

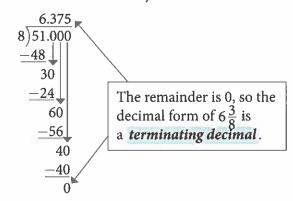
#### **Example A**

Express  $6\frac{3}{8}$ , the length in inches of the camel spider Sarai researched, as a decimal.

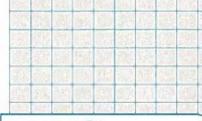
Write the mixed number  $6\frac{3}{8}$  as an improper fraction. Step 1:



Step 2:



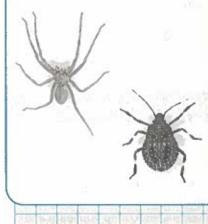
**Solution:** The decimal form of  $6\frac{3}{8}$  is 6.375.





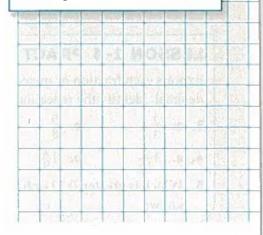
**My Notes** 

Spiders belong to the class Arachnida and are commonly mistaken for insects. One major difference between arachnids and insects is that arachnids have eight legs and insects have six legs.



#### MATH TERMS

A terminating decimal has a finite or limited number of digits following the decimal point.



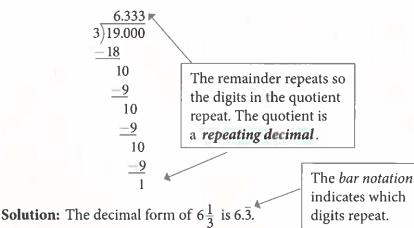
#### Lesson 1-4 **Converting Rational Numbers to Decimals**

#### Example B

Express  $6\frac{1}{3}$ , the length in inches of the titan beetle, as a decimal. Write the mixed number as an improper fraction. Step 1:

$$5\frac{1}{3} = 6 + \frac{1}{3} = \frac{18}{3} + \frac{1}{3} = \frac{19}{3}$$

Step 2: Divide the numerator by the denominator.



#### Try These A–B

Express each mixed number as a decimal. Indicate whether the decimal is terminating or repeating.

**a.**  $7\frac{7}{8}$  **b.**  $2\frac{1}{6}$  **c.**  $5\frac{3}{4}$  **d.**  $12\frac{5}{9}$ 

#### **Check Your Understanding**

- 1. Compare the answers of Examples A and B. Which answer is greater? How do you know?
- **2. Critique the reasoning of others.** Nathan converted  $\frac{5}{11}$  to a repeating decimal and wrote 0.45 as the answer. What error did he make?

#### **LESSON 1-4 PRACTICE**

Express each fraction or mixed number as a decimal. Identify the repeating decimals.

**b.**  $\frac{5}{8}$ 

3. a.  $\frac{2}{3}$ 

interactions.

CONNECT TO AP

to three decimal places.

**ACTIVITY 1** 

MATH TERMS

A repeating decimal has one or

point that repeat endlessly.

more digits following the decimal

**DISCUSSION GROUP TIPS** 

As you interact with your group in

solving problems, you may hear

may be new to you. As for

use vocabulary heard during classroom instruction and

math terms and other words that

clarification of their meaning, and make notes to help you learn and

In Calculus, answers are rounded

**My Notes** 

continued

**4. a.**  $3\frac{3}{16}$  **b.**  $8\frac{2}{9}$ 

c.  $\frac{4}{5}$ 

**c.**  $11\frac{7}{11}$ 

- 5. Which is greater, 0.32 or  $0.\overline{3}$ ? How do you know?
- 6. Philip takes  $2\frac{3}{5}$  hours to clean his room. Ashton takes  $2\frac{5}{8}$  hours to clean his room. Who took less time to clean up his room?
- 7. Look for and make use of structures. What kinds of denominators generate repeating decimals?



#### **Operations on Positive Rational Numbers**

Paper Clips, Airplanes, and Spiders

#### **ACTIVITY 1 PRACTICE**

#### Lesson 1–1

In items 1–4, estimate each sum or difference. Explain how you determined your estimate.

- **1.** 3.77 + 1.39
- **2.** 4.35 + 3.8 + 4.129 + 3.672
- **3.** 17.129 9.7
- 4. 38.8 12.2

Evaluate each expression in items 5-8.

- **5.** 2.9 + 0.29
- 6. 0.34 + 495.5 + 99.008
- **7.** 87.6 53.909
- 8. 48 0.48
- **9.** At one time, the world record for running 100 yd backward was 13.5 seconds. If the record is now 12.7 seconds, how many seconds faster is the new record?
- 10. In 1985, American swimmer Tom Jager completed a 50-meter freestyle swim in 22.40 seconds. In 1990, he was able to complete the swim in 21.81 seconds. How many seconds slower was his 1985 swim?
- 11. Linda is running in a marathon, which is 26.2 miles long. Checkpoint 1 is 3 miles past the start; checkpoint 2 is 2.5 miles after checkpoint 1; and checkpoint 3 is 3.75 miles after checkpoint 2. When Linda makes it to checkpoint 3, how many miles does she have to run to complete the marathon?

#### Lesson 1-2

#### Evaluate each expression in items 12-15.

**12.** 1.4 • 27

- **13.** 0.17 0.6
- **14.** 14.127 ÷ 5.1
- **15.** 6.58 ÷ 9.4
- Without doing the computation, explain why or why not 12.702 is a reasonable value for the expression 5.8 • 2.19.
- Without doing the computation, explain why or why not 14.766 is a reasonable value for the expression 3.21 • 0.46.
- **18.** Without doing the computation, explain why or why not 19.7 is a reasonable value for the expression  $122.14 \div 6.2$ .
- **19.** Three people bought books for a total of \$12.42. If they shared the cost equally, how much did each person pay?

<b>A.</b> \$6.21	<b>B.</b> \$4.14
<b>C.</b> \$4.00	<b>D.</b> \$4.52

**20.** Cheryl makes \$8.40 an hour. If she works 10.75 hours in a week, how much will she earn for the week?

<b>A.</b> \$9.30	<b>B.</b> \$90.30
<b>C.</b> \$900.30	<b>D.</b> \$9000.30

21. Daniel is buying a video game that costs \$52.99. The sales tax is found by multiplying the cost of the video game by 0.07. How much is the sales tax for the video game? What is the total cost, including tax? 22. Cory earns \$9.50 per hour for the first 40 hours he works in a week. For any hours over 40 hours per week, his hourly rate is multiplied by 1.5. How much does he earn if he works 43.5 hours in one week?

#### Lesson 1-3

**ACTIVITY 1** 

continued

#### Evaluate each expression in items 23-26.

**23.** 
$$4\frac{1}{2} + 1\frac{2}{7} + 3\frac{1}{3}$$
  
**24.**  $132\frac{1}{6} - 99\frac{5}{6}$   
**25.**  $\frac{1}{10} \cdot \frac{3}{11}$   
**26.**  $21 \div 3\frac{1}{2}$ 

- **27.** A machine can make a box in  $1\frac{3}{10}$  seconds. How many boxes can the machine make in 1 hour?
- **28.** Carrie has a 10-ft plank of wood. She wants to cut 3 pieces that are each  $2\frac{2}{3}$  feet long from the plank. How long will the plank be after she cuts off the three pieces?
- **29.** A large carton of juice holds 12 cups. How many  $\frac{3}{4}$  -cup servings does the carton hold?
- **30.** Gary is  $61\frac{1}{8}$  inches tall. His friends Gino and Gilbert are  $56\frac{1}{2}$  inches tall and  $63\frac{1}{8}$  inches tall. What is the average height of the three friends?
- **31.** Can you think of situations in which it might be preferable to compute with decimals rather than fractions or to compute with fractions rather than decimals? Give examples of each situation and tell why you think that number form is preferable.

#### Lesson 1–4

For items 32–37, write the fraction as a decimal. Then identify the decimal as terminating or repeating.

- **32.**  $\frac{3}{5}$ **33.**  $\frac{1}{6}$ **34.**  $\frac{5}{9}$ **35.**  $\frac{9}{20}$ **36.**  $\frac{13}{25}$ **37.**  $\frac{10}{11}$
- **38.** Which fraction is equivalent to a repeating decimal?

A. 
$$\frac{3}{12}$$
 B.  $\frac{6}{12}$ 

 C.  $\frac{8}{12}$ 
 D.  $\frac{9}{12}$ 

- **39.** Order the numbers from least to greatest:  $1\frac{4}{5}, 1.78, 1\frac{5}{6}, \frac{7}{4}, 1.\overline{7}, 1\frac{8}{11}$
- **40.** Two turtles are competing in a race. Turtle A reaches the finish line in  $1\frac{3}{7}$  hours. Turtle B finished in  $1\frac{2}{5}$  hours. Which turtle had the faster time?
- **41.** Emily says that she can convert  $\frac{18}{25}$  to a decimal by using equivalent fractions instead of dividing 18 by 25. Use Emily's method to convert  $\frac{18}{25}$  to a decimal.

#### MATHEMATICAL PRACTICES Critique the Reasoning of Others

**42.** Nilsa converted  $\frac{1}{12}$  to a repeating decimal and wrote 0.083 as the answer. What error did she make?

#### **Addition and Subtraction of Integers**

#### Elevation Ups and Downs Lesson 2-1 Adding Integers

#### Learning Targets:

- Add two or more integers.
- Identify and combine opposites.
- Solve real-world problems by adding integers.

**SUGGESTED LEARNING STRATEGIES:** Close Reading, Marking the Text, Create Representations, Quickwrite

A passenger jet that ascends +5 miles and then descends -3 miles will end at an elevation 2 miles above where it began.

$$+5 + (-3) = +2$$

A similar relationship holds in chemistry. An ionic bond is formed by an attraction between two oppositely charged ions. *Cations* are positively charged ions, and *anions* are negatively charged ions. Sodium (Na) has one cation with a +1 charge, and chlorine (Cl) has one anion with a -1 charge. When put together, sodium chloride (NaCl), table salt, is formed, and it has a charge of 0.

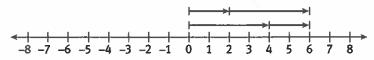
$$+1 + (-1) = 0$$

- 1. Write an equation to represent the resulting charge when each of the following ionic bonds of cations and anions are formed.
  - a. 5 cations and 3 anions b. 2 cations and 7 anions

The equations you wrote are examples of integers being added. One way to visualize integer addition is to use number lines. You can then connect the number line representations to equations and develop rules for adding integers.

2. Explain how the number line shows the sum of 3 and 4. What is the sum? Write the equation.

**3.** What property of addition is shown by the number line? Explain your reasoning.

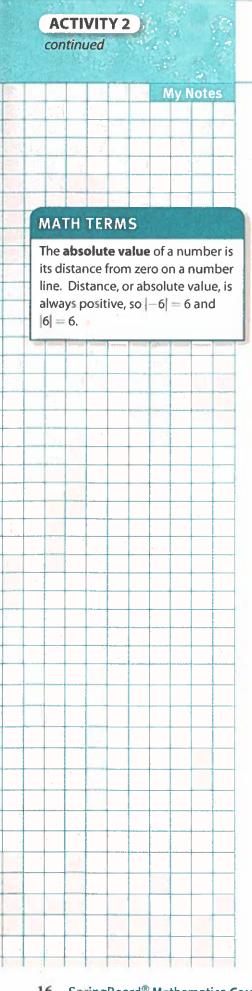


#### CONNECT TO SCIENCE

**My Notes** 

Cations and anions are the building blocks of molecules, which are the building blocks of all matter in the universe.

**ACTIVITY 2** 



#### Lesson 2-1 Adding Integers

4. Use the number line to find the sum (-3) + (-5).

Your results can be summarized with this rule:

• To add two integers with the same sign, add the *absolute values* of the integers. The sum has the same sign as the addends.

#### **Example** A

Add: 15 + 23The signs are the same, so add the absolute values.

$$|15| + |23| = 15 + 23 = 38$$

Since both addends are positive, the sum is positive.

**Solution:** 15 + 23 = +38

#### Example B

Add: (-12) + (-7)

The signs are the same, so add the absolute values.

$$-12|+|-7|=12+7=19$$

Since both addends are negative, the sum is negative. Solution: (-12) + (-7) = -19

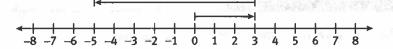
#### **Try These A–B**

Add.a. (-14) + (-36)b. 19 + 16c. 26 + 45d. (-28) + (-28)

**5.** A scuba diver descended to an elevation of -43 feet, stopped descending, and then descended 17 feet more. What was the diver's final elevation?

You can also use a number line to add two integers with different signs.

**6.** Model with mathematics. Explain how the number line shows the sum of 3 and -8. What is the sum?



7. Draw arrows and use the number line below to find the sum (-6) + 9.

Your results can be summarized with this rule:

• To add two integers with different signs, find the difference of the absolute values of the integers. The sum has the sign of the integer with the greater absolute value.

#### Example C

Add: -13 + 8

The signs of the addends are different. Find the difference of the absolute values: |-13| - |8| = 5

Use the sign of the integer with the greater absolute value. The integer with the greater absolute value is -13, so the sum is negative.

**Solution:** -13 + 8 = -5

#### Try These C

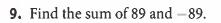
Add.

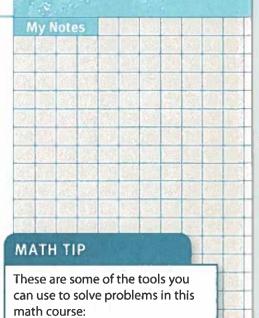
**a.** 21 + (−14)

**b.** 11 + (−17)

**c.** (−32) + 19

8. Why are 89 and -89 called opposites? Use a number line to explain.





**ACTIVITY 2** 

continued

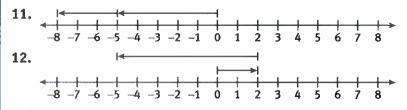
- calculator
- manipulatives
- pencil and paper

Which tool would you select to solve the problem in Item 7?

**10.** Why do you think that 89 and -89 are called additive inverses?

#### Check Your Understanding

#### Write the sum shown by the arrows.



- 13. What is the sum of any integer and its opposite?
- **14.** Identify a real-life situation where opposite quantities combine to make 0.

#### **LESSON 2-1 PRACTICE**

#### Find each sum.

#### **15.** Add.

**ACTIVITY 2** 

continued

<b>a.</b> $-21 + 25$	<b>b.</b> (−13) + (−21)
<b>c.</b> $46 + (-58)$	<b>d.</b> (−39) + 16
<b>e.</b> $28 + (-24) + (-3)$	<b>f.</b> $15 + (-42) + (-5)$

- **16.** A mountain climber camped at an elevation of 18,492 feet. The following day the climber descended 2,516 feet to another campsite. Write a numerical expression you can evaluate to find the elevation of the second campsite. Then find the elevation.
- **17.** Explain how to determine if the sum of two integers with different signs is positive or negative.
- 18. Reason quantitatively. If you stood at sea level, the base of the Hawaiian volcano Mauna Kea would be at the bottom of the ocean, at 19,680 feet below you. The top would be 33,476 feet above the base. Write a numerical expression you can evaluate to find the elevation of the top of Mauna Kea above sea level. Then find the elevation.
- **19.** Justify Steps 1 and 2 in the evaluation of the expression 5 + ((-7) + 3) + (-6).

Step 1 5 + ((-7) + 3) + (-6) = 5 + (3 + (-7)) + (-6) = (5 + 3) + (-7) + (-6) = 8 + (-13)= -5



#### Lesson 2-2 Subtracting Integers



- Subtract integers.
- Find distances using absolute value.

SUGGESTED LEARNING STRATEGIES: Marking the Text, Create Representations, Quickwrite

Long before you knew anything about integers, you were able to subtract whole numbers.

$$7 - 4 = 3$$

You may have used a number line to show subtraction.

- 1. Compare the above graph with the one you would draw to find the sum 7 + (-4).
- 2. Compare the graph you would draw to find 12 5 (the difference between the whole numbers 12 and 5) and the one you would draw to find the sum 12 + (-5).

These examples show that you can convert a subtraction problem to an addition problem: 9 - 2 = 9 + (-2). This leads to the rule:

• To subtract an integer, add its opposite.

#### Example A

Subtract: -12 - (-5)

- Step 1: To -12, add the opposite -12 (-5) = -12 + 5 of -5.
- **Step 2:** Find the difference of the |-12|-|5| = 12 5 = 7 absolute values.

**b.** 7 - 12

Step 3: Use the sign of the integer |-12| > |5|, so = -12 + 5 = -7with the greater absolute value.

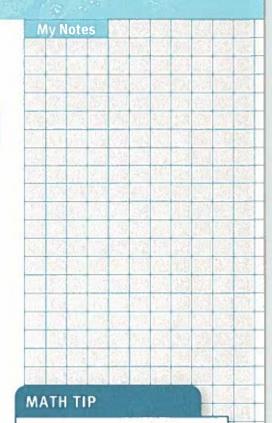
**Solution:** -12 - (-5) = -7.

#### **Try These A**

Subtract.

**a.** 16 − (−4)

**c.** −9 − 9



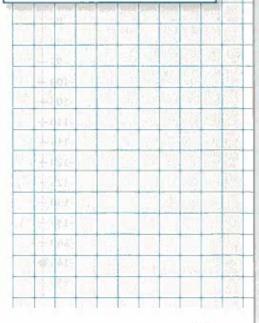
**ACTIVITY 2** 

continued

These are some of the tools you can use to solve problems in this math course:

- calculator
- manipulatives
- pencil and paper
- ruler

Which tools would you select to solve the problem in Item 2?



#### **Check Your Understanding**

**ACTIVITY 2** 

**My Notes** 

-70 -

-75

-80

-85

-90

-95 -

-100 -

-105 -

-110 -

-115 -

-120 -

-125 --130 -

-135 +

-145 ┥

-150 -

continued

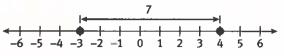
- 3. Write the subtraction problem as an addition problem.
  a. 19-6
  b. -4-(-8)
  c. -3-5
  d. 0-12
  e. 13-14
  f. -2-(-2)

  4. Subtract.

  a. 14-7
  b. -11-(-7)
  c. -12-8
  d. 6-(-6)
  e. 21-30
  f. -17-(-20)

  5. Tristan rewrote the expression 6 (-8) as 6 (+8) Was be
- **5.** Tristan rewrote the expression 6 (-8) as 6 (+8). Was he correct? Why or why not?

You can find the *distance* between -3 and 4 by counting the number of units from -3 to 4 on a number line. The distance is 7 units.



Another way to find the distance is to find the absolute value of the difference of -3 and 4.

$$|-3 - 4| = |-7| = 7$$

The order of the subtraction does not matter. The result will be the same:

$$|4 - (-3)| = |4 + (+3)| = |7| = 7$$

#### **Example B**

A team of divers was at an elevation of 145 feet below the surface of the water, or -145 ft. Another team was directly above the first team at an elevation of -72 ft. What was the distance between the teams?

**Step 1:** Visualize the problem.

Think of a vertical number line with points at -145 and -72.

**Step 2:** Write and evaluate an absolute value expression to find the distance.

|-145 - (-72)| = |-145 + (72)| = |-73| = 73

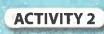
**Solution:** The distance between the teams is 73 feet.

#### **Try These B**

Find the distance between each pair of numbers.

**a.** = 34 and 7

**b.** −42 and −78



My Notes

#### continued

#### **Check Your Understanding**

Write an absolute value expression you can use to find the distance between each pair of numbers. Then find the distance.

**7.** -47 and 53

**6.** 15 and =15

- **8.** -24 and -42
- **9.** Howard needs to find the distance between 178 and -395 on a number line. Write two absolute value expressions Howard can write to find the distance.

#### **LESSON 2-2 PRACTICE**

- **10.** At noon, a hot-air balloon was at an elevation of 2,400 feet. One hour later it was at an elevation of 1,700 feet.
  - a. Write a numerical expression you can use to find the change in altitude from noon to 1 P.M.
  - b. Evaluate your expression and explain what it means.
- **11.** Yesterday's high temperature was  $-8^{\circ}$ F. Today's high temperature is  $-3^{\circ}$ F.
  - **a.** Write a numerical expression you can use to find the change in temperature from yesterday to today.
  - b. Evaluate your expression and explain what it means.
- 12. A submarine is at -750 feet, or 750 feet below sea level. It descended 300 feet, then ascended 550 feet, and then descended 425 feet.
  - **a.** Write and evaluate a numerical expression to find the submarine's final elevation.
  - **b.** The submarine next descended to the ocean floor, which was at an elevation of -2,250 feet. How far did the submarine descend?
- **13. Reason abstractly.** If you subtract a negative number from another number, will the other number increase or decrease? Explain.
- **14.** Justify Steps 1 and 2 in the evaluation of the expression 23 48 + 7.

Step 1: 23-48+7=23+(-48)+7Step 2: =23+7+(-48)=30+(-48)=-18

Classify each statement in Items 15–16 as *true* or *false*. If false, explain why.

**15.** The difference of two integers can never be 0.

- **16.** The difference of two negative integers is always a negative integer.
- 17. Which expression can you use to find the distance between 19 and -31?
   A. |19 31|
   B. |19| |31|

··· [ · · · · · · · · · · · · · · · · ·	
<b>C.</b> $ -31 - 19 $	<b>D.</b>  -31  -  19

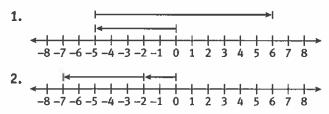
#### **ACTIVITY 2 PRACTICE**

#### Lesson 2-1

**ACTIVITY 2** 

continued

For Items 1–2, write the sum shown by the arrows.



For Item 3–6, draw a number line from -8 to 8. Illustrate the move along the number line to find each sum.

**3.** 5 + (-7) **4.** -5 + 3 **5.** -6 + 10**6.** -2 + (-5)

For Item 7 and 8, write an addition expression to represent each problem situation. Then solve the problem by finding the sum.

- **7.** At 8:00 A.M., the temperature was -6°F. By noon, the temperature had risen by 9°F. What was the temperature at noon?
- 8. Jamal reached into a bag and pulled out a handful of counters. He pulled out 16 negative counters and 27 positive counters. What was the combined value of the counters?

# Classify each statement in Item 9–10 as *true* or *false*. If false, explain why.

- **9.** The sum of two integers cannot be 0.
- **10.** The sum of two negative integers is always a negative integer.
- **11.** What number must you add to −6 to get a sum of zero? Explain.

#### In Items 12-16, find each sum.

- **12.** 56 + (-48) + (-30)
- **13.** -45 + (-45) + (-45)
- **14.** 97 + (-112) + 15
- **15.** -38 + 7 + 59
- **16.** -154 + (-89) + 226

#### Lesson 2-2

Write each subtraction problem as an addition problem. Then find the difference.

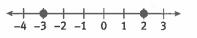
<b>17.</b> 5 – 7	<b>18.</b> 4 – (-3)
<b>19.</b> -6 - 1	<b>20.</b> -2 - (-5)

For Items 21–22, write a subtraction expression to represent each problem situation. Then solve the problem by finding the difference.

- **21.** At 8:00 р.м., the temperature was 16°F. By midnight, the temperature had fallen by 19°F. What was the temperature at midnight?
- 22. Gina was touring New Orleans, which has an elevation of 5 feet below sea level, or -5 ft. A helicopter flew over her at an elevation of 186 ft. How far above the ground where Gina was standing was the helicopter?

#### In Item 23–24, evaluate each expression.

- **23.** 132 178 + 59
- **24.** -6.75 + 8 2.2
- **25.** What number must you subtract from −13 to get a difference of 0? Explain.
- **26.** Identify a situation involving money where opposites combine to make 0.
- **27.** Write and evaluate an absolute value expression to find the distance between the two points graphed below.



#### MATHEMATICAL PRACTICES Model with Mathematics

28. Which expression can you use to find the distance between 28 and -53?
A. |28 - 53|
B. |28| - |53|
C. |-53 - 28|
D. |-53| - |28|

#### Positive Rational Numbers and Adding and Subtracting Integers OFF TO THE RACES

#### Write your answers on notebook paper. Show your work.

The Middle School Track and Field Championships are held every year on the last day of school. The table gives the best times and distances in three events from previous years.

- **1.** In his three high jumps, Kevin jumped  $4\frac{3}{4}$  feet,  $4\frac{5}{6}$  feet, and  $4\frac{2}{3}$  feet.
  - **a.** Find the mean of the heights. Explain how you found the answer.
  - **b.** Estimate how much higher than his best jump Kevin would have had to jump to tie the record. Explain how you made your estimate.
  - **c.** How much higher than his best jump would Kevin have to jump to tie the record? Find the exact answer.
  - **d.** Consider only the fractional parts of the three mixed numbers that make up Kevin's three heights. Find the fractions which, written as decimals, would be repeating decimals, and write them as repeating decimals.
- 2. Elena completed the 100-meter run in 15.58 seconds.
  - a. How much faster would she have had to run to tie the record?
  - **b.** If she could have run 400 meters at the same rate as she ran 100 meters, would she have broken the record? Find the difference between her time for 400 meters and the record time.
  - **c.** The 400-meter run consists of four laps around a 100-meter track. What was the record holder's average time per lap?

Times and distances are sometimes given by comparing them with the record for the event. A negative number indicates the amount by which a record has been broken. A positive number indicates the amount by which the record has failed to be broken.

- **3.** In the discus throw, Devan scored 7, Joel scored +15, and Greg scored the opposite of Devan.
  - a. By how much did Greg's distance exceed Joel's?
  - b. Leo's score was 4 less than Greg's. What was Leo's score?
  - c. Order the scores from greatest to least.
- **4.** Explain how you can use absolute value to compare a score with the record for the event when scores are given as integers.

Event	Record
100-Meter Run	13.76 sec
400-Meter Run	1 min, 5.21 sec
High Jump	5 <u>7</u> ft

#### **Embedded Assessment 1**

Use after Activity 2

## Positive Rational Numbers and Adding and Subtracting Integers OFF TO THE RACES

Scoring	Exemplary	Proficient	Emerging	Incomplete
Guide	The solution demonstrates these characteristics:			
Mathematics Knowledge and Thinking (Items 1a-d, 2a-c, 3a-c, 4)	<ul> <li>Clear and accurate understanding of operations with fractions, decimals, and integers.</li> <li>Effective understanding and accuracy in ordering and comparing integers.</li> </ul>	<ul> <li>Operations with fractions, decimals, and integers that are usually correct.</li> <li>Correct comparison of integers by ordering a set or using absolute value.</li> </ul>	<ul> <li>Operations with fractions, decimals, and integers that are sometimes correct.</li> <li>Partially correct comparison or ordering of integers; incorrect use of absolute value.</li> </ul>	<ul> <li>Incorrect or incomplete computation in operations with fractions, decimals, and integers.</li> <li>No comparison or ordering of integers.</li> </ul>
Problem Solving (Items 1d, 2a-c, 3a-b)	<ul> <li>An appropriate and efficient strategy that results in a correct answer.</li> </ul>	<ul> <li>A strategy that may include unnecessary steps but results in a correct answer.</li> </ul>	A strategy that results in some incorrect answers.	<ul> <li>No clear strategy when solving problems.</li> </ul>
Mathematical Modeling / Representations (Items 1a-d, 2a-c, 3a-c, 4)	<ul> <li>Clear and accurately written expressions involving operations with fractions, decimals, and integers.</li> <li>Clear and correct ordering and comparison of integers.</li> <li>Correct use of absolute value to compare scores.</li> </ul>	<ul> <li>Some difficulty in writing the best expression for a problem situation, but can get correct answers.</li> <li>Correct conversion of fractions to decimals.</li> <li>An understanding of ordering integers.</li> <li>An understanding of absolute value.</li> </ul>	<ul> <li>Errors in writing expressions for a given problem situation.</li> <li>Errors in ordering rational numbers (for example, orders least to greatest instead of greatest to least).</li> <li>Incorrect use of absolute value to compare scores.</li> </ul>	<ul> <li>Inaccurately written expressions.</li> <li>Inaccurate conversion of fractions to decimals.</li> <li>Incorrect ordering of rational numbers.</li> <li>Little or no understanding of absolute value.</li> </ul>
Reasoning and Communication (Items 1a-b, 4)	<ul> <li>Precise use of appropriate math terms and language to explain finding a mean and estimating a difference.</li> <li>A thorough understanding of using absolute value to compare scores.</li> </ul>	<ul> <li>An adequate explanation of finding a mean and estimating a difference.</li> <li>An adequate explanation of how to use absolute value to compare scores.</li> </ul>	<ul> <li>A misleading or confusing explanation of finding a mean or estimating a difference.</li> <li>Partial understanding of absolute value.</li> </ul>	<ul> <li>An incomplete or inaccurate description of finding a mean or estimating a difference.</li> <li>Little or no understanding of absolute value.</li> </ul>

### **Multiplication and Division of Integers**

What's the Sign? Lesson 3-1 Multiplying Integers

#### Learning Targets:

- Multiply two or more integers.
- Apply properties of operations to multiply integers.
- Solve real-world problems by multiplying, adding, and subtracting integers.

SUGGESTED LEARNING STRATEGIES: Marking the Text, Summarizing, Paraphrasing, Create Representations

Kaleena's brother is a helicopter pilot who performs rescue operations for the Coast Guard. Kaleena is doing research to learn how a helicopter moves up and down. She learns that the helicopter her brother flies takes about 3 minutes to *ascend* to an altitude of 900 feet from ground level.

- 1. What is the vertical rate of ascent, in feet per second, when a helicopter ascends 900 feet in 3 minutes?
- **2.** Would it be more appropriate to represent this rate of ascent as a positive integer or a negative integer? Explain your reasoning.
- **3.** What is the vertical rate of descent, in feet per second, when a helicopter descends 900 feet in 5 minutes?
- **4.** Would it be more appropriate to represent this rate of descent as a positive integer or a negative integer? Explain your reasoning.

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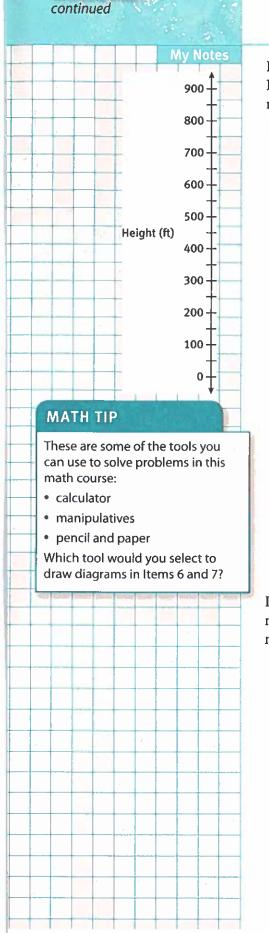
**ACTIVITY 3** 

#### ACADEMIC VOCABULARY

**Ascend** means to "move upward." **Descend** means "to move downward."



#### Lesson 3-1 Multiplying Integers



**ACTIVITY 3** 

Kaleena's brother sent her a video of him taking off and ascending. Kaleena decides to represent the ascent of the helicopter using a vertical number line.

- 5. Use the rate of ascent you found in Item 1. On the number line at the left, mark the height of the helicopter at 10-second intervals, from 0 to 3 minutes.
- 6. Use 4 to represent the helicopter ascending for 10 seconds at the rate you found in Item 1. Draw a diagram to represent the total ascent of the helicopter.

Use to represent the helicopter descending for 10 seconds at the rate you found in item 3. Draw a diagram to represent the total descent of the helicopter.

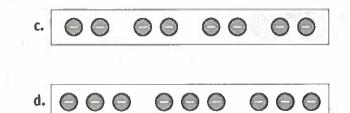
In Items 6 and 7, you represented multiplication of positive and negative numbers using triangle symbols. You can also use counters to represent multiplication problems.

- 8. If  $\bigcirc$  represents -10, what does  $\bigcirc \bigcirc \bigcirc$  represent?
- **9.** Use multiplication to write an equation illustrated by each diagram. Each counter stands for 10.





#### Lesson 3-1 **Multiplying Integers**



- **10.** Use your results from Item 9 to answer the following.
  - a. What is the sign of the product of a positive integer and a positive integer?
  - b. What is the sign of the product of a positive integer and a negative integer?
- **11. a.** To find the sign of the product of two negative integers, start by filling in all the squares in the multiplication table below except for the 9 shaded squares in the lower right corner of the table.

•	3	2	1	0	<b>1</b>	-2	-3
3							
2			_				
1							2
0							
-1		a.			St m		
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-3					Den N		

- **b.** Now use patterns in the rows and columns you completed to fill in the 9 shaded squares.
- 12. What patterns did you see in the table that helped you fill in the shaded squares?
- 13. What rule can you use to multiply two negative integers?



ACTIVITY 3

#### Lesson 3-1 Multiplying Integers

#### **Check Your Understanding**

- **14.** Find each product.
- **a.** -5(7) **b.**  $9 \cdot 5$  **c.** -8(-8) **d.** 12(-4)**15.** Show how to find the product 4(-2) using the number line.

What is the product 4(-2)?

#### 16. Evaluate.

ACTIVITY 3

continued

- **a.**  $(-1)^2$  **b.**  $(-1)^3$  **c.**  $(-1)^4$  **d.**  $(-1)^5$
- **e.** Write a rule you can use to evaluate -1 to any power.

#### **LESSON 3-1 PRACTICE**

- **17.** A Navy submarine descended from sea level at a rate of 7 feet per second.
  - a. Write the descent rate as an integer.
  - **b.** Find the submarine's elevation after 10 minutes.
- **18.** In golf, *par* is a score of zero. One golfer scored 3 under par each day of a 4-day tournament.
  - a. Write the golfer's daily score as an integer.
  - **b.** Find the golfer's final score for the entire tournament.
- **19.** Frances has no money in her checking account. She writes 3 checks for \$35 each. The bank imposes a \$15 penalty because she has overdrawn her account. How much money is in her account now?
- 20. A hot-air balloon leaves the ground and ascends at a rate of 6 feet per second for 3 minutes. Then it descends at a rate of 3 feet per second for 2 minutes. Finally, it ascends at a rate of 4 feet per second for 5 minutes. How far above the ground is the balloon now?
- **21. Construct viable arguments.** You used a multiplication table to show that the product of two negative integers is positive. The following proof uses a different approach to show that (-1)(-1) = 1. Justify each step. You can use the step "Simplify" if necessary.

Step 1: -1(1 + (-1)) = -1(1) + (-1)(-1)Step 2: -1(1 + (-1)) = -1 + (-1)(-1)Step 3: -1(0) = -1 + (-1)(-1)Step 4: 0 = -1 + (-1)(-1)Step 5: 1 = (-1)(-1)

# ACTIVITY 3

continued

#### Learning Targets:

- Divide integers.
- Solve real-world problems by dividing integers and possibly adding, subtracting, or multiplying integers as well.

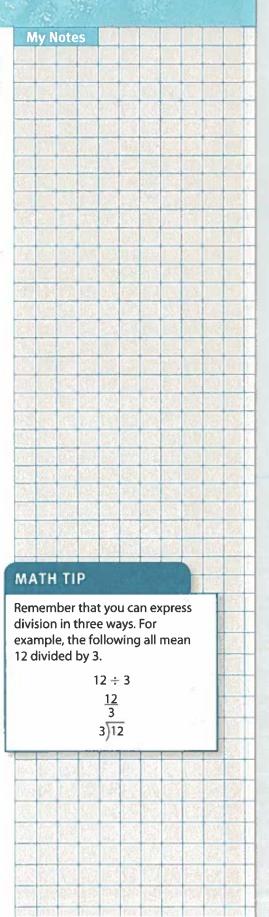
**SUGGESTED LEARNING STRATEGIES:** Think Aloud, Think-Pair-Share, Look for a Pattern

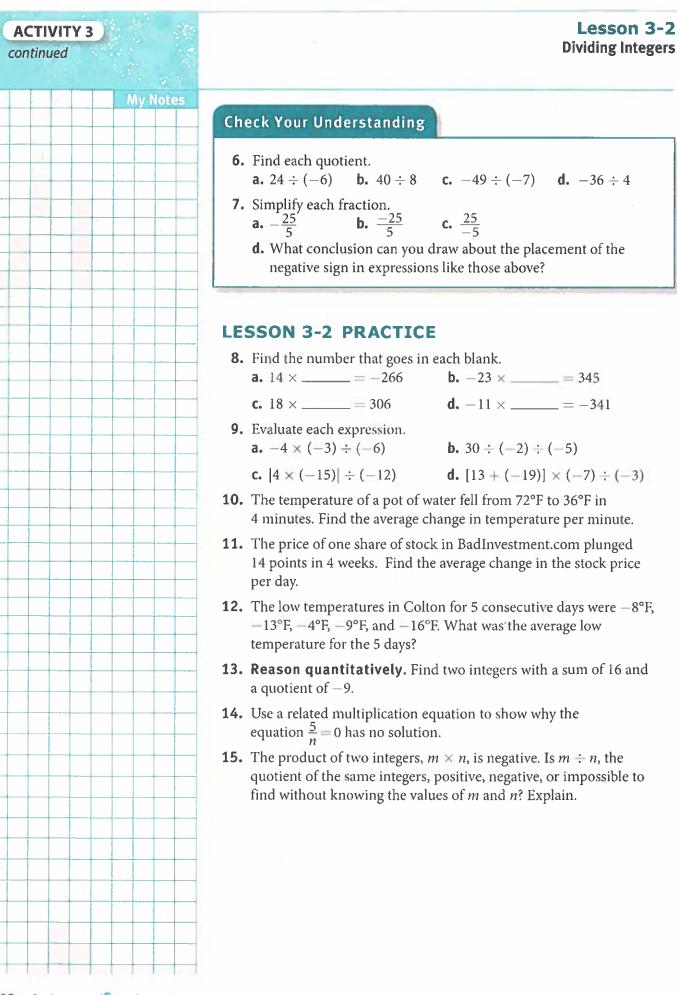
The table gives the elevations of four neighboring California towns. A surveyor wanted to calculate the average elevation of the towns. To do so, the surveyor needed not only to add integers but also to divide them.

City	Elevation (ft)
Coachella	-71
Indio	-9
La Quinta	120
Месса	-180

Because division is the inverse operation of multiplication, you can use that relationship to find the rules for dividing positive and negative integers.

- **1. Make use of structure.** The equation  $3 \cdot 4 = 12$  shows that the numbers 3, 4, and 12 are related by multiplication. Write two equations to show that 3, 4, and 12 are related by division.
- **2.** Use the fact that 5(-2) = -10 to write two equations showing that 5, -2, and -10 are related by division.
- 3. Use the fact that (-7)(-3) = 21 to write two equations showing that -7, -3, and 21 are related by division.
- 4. Use your results above to complete these statements: The quotient of two integers with the same sign is \_\_\_\_\_\_\_ The quotient of two integers with different signs is \_\_\_\_\_\_\_
- 5. What is the average elevation of the four California towns?





#### ACTIVITY 3 PRACTICE

Write your answers on notebook paper. Show your work.

#### Lesson 3-1

1.	3(-5)	<b>2.</b> -12(4)
3.	0(-6)	<b>4.</b> -8(-10)
5.	13(3)	<b>6.</b> 7(-1)

#### Evaluate.

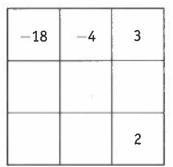
7.  $-8 \cdot |-8|$ 8.  $|-3| \cdot |-11|$ 9.  $-|7 - 13| \cdot (-|13 - 7|)$ 10.  $-14 \cdot (-|-5|)$ 11.  $-5 \cdot |-9| + 3 \cdot |4|$ 12. -|6(-4)|-7|(-3)(-2)|

Find the number that goes in the blank.

13.	$-10 \times \_\_\_ = -20$
14.	5 × =-45
15.	-12 × = 84
16.	9 × = 99
17.	$90 = -15 \times 3 \times$
18.	$-84 = -2 \times (-3) \times $

#### Write < or > in the box.

**19.** -3(-5)  $\Box$  4(-4) **20.** -5(5)  $\Box$  6(-4) **21.** 8(5)  $\Box$  13(3)**22.** -7(8)  $\Box$  -11(-5) 23. In the  $3 \times 3$  array below, the product of the integers in each row and each column is the same number. The numbers in four of the squares are given. Find the remaining five numbers.



**ACTIVITY 3** 

continued

- 24. An airplane descends at a rate of 500 feet per minute. Write and evaluate an expression to show how far the plane will descend in 6 minutes.
- **25.** Starting at sea level, a diver descends into the ocean at a rate of 12 feet per minute. Write and evaluate an expression to show how far the diver will descend in 7 minutes.
- **26.** Between low tide and high tide, the width of a beach changes by -17 feet per hour. Write and evaluate an expression to show how much the width of the beach changes in 3 hours.

#### State whether the product is positive or negative.

<b>27.</b> (-3)5	<b>28.</b> (-2)(-10)
------------------	----------------------

<b>29.</b> (-6)3	<b>30.</b> 11(20)
------------------	-------------------

**31.** Two numbers, *m* and *n*, are integers, with m < n. Is it always true that  $m^2 < n^2$ . Explain your reasoning

**ACTIVITY 3** 

#### Multiplication and Division of Integers What's the Sign?

#### Lesson 3-2

Complete the table.

Product	Related Quotients
3 • 7 = 21	21÷3=7
	$21 \div 7 = 3$
<b>32.</b> 10(-4) =	
<b>33.</b> -5(-9) =	
<b>34.</b> -20(6) =	к.) -

Simplify.

- **35.**  $\frac{33}{-11}$  **36.**  $-\frac{54}{9}$ 
  **37.**  $\frac{72}{8}$  **38.**  $\frac{-32}{-2}$
- **39.** Which of the following expressions is not equivalent to the others?

<b>A.</b> $\frac{-2}{-3}$	<b>B.</b> <u>2</u> <u>3</u>
<b>c.</b> $\frac{-2}{3}$	<b>D.</b> $\frac{2}{-3}$

**40.** Which expression gives the least product or quotient?

$A_{-4}(-2)$	<b>B.</b> -3 • 3
<b>C.</b> −15 ÷ 5	<b>D.</b> $-36 \div (-4)$

Evaluate.

41.	64÷[	$-8 \div (-2)]$	42.	$[64 \div (-8)] \div (-2)$
43.	$\frac{-45}{9}$ .	$\frac{-15}{-5}$	44.	$\frac{100}{-20} \cdot \frac{-15}{-5}$

Find the number that goes in the blank.

**45.** 
$$-30 \div \_ = -5$$
  
**46.**  $56 \div \_ = -8$   
**47.**  $48 \div \_ = 16$   
**48.**  $-76 \div \_ = 19$   
**49.**  $3 = 48 \div (-4) \div \_ =$   
**50.**  $-2 = -100 \div 10 \div \_ =$ 

Write < or > in the box.

- **51.**  $32 \div (-8) \square -5 \div (-1)$
- **52.**  $-60 \div 4 \square 32 \div (-2)$
- **53.**  $0 \div (-49) \square 49 \div (-1)$
- **54.**  $33 \div (-33)$   $-32 \div 16$
- **55.** Explain how multiplication and division are related.
- 56. Over the past five weeks, the average daily temperature in Wellington has dropped 40 degrees Fahrenheit. Write and evaluate an expression to show the average temperature change per week.
- 57. The high temperatures in Weston for 7 consecutive days were -14°C, -10° C, -3°C, 6°C, 8°C, -4°C, and -11°C. What was the average high temperature for the 7 days?

#### MATHEMATICAL PRACTICES Reason Abstractly and Quantitatively

**58.** Is there a greatest integer value for x that makes the inequality  $\frac{x}{-5} > 4$  true? If so, what is it? Explain your reasoning.

#### **ACTIVITY 4**

#### **Operations on Rational Numbers** Let's Be Rational!

#### Lesson 4-1 Sets of Rational Numbers

#### **Learning Targets:**

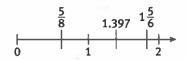
- Given a rational number, determine whether the number is a whole number, an integer, or a rational number that is not an integer.
- Describe relationships between sets of rational numbers.

**SUGGESTED LEARNING STRATEGIES:** Graphic Organizer, Think-Pair-Share, Create Representations

The history of numbers is the story of the gradual filling in of the number line. Ancient peoples had no concept of zero and needed numbers only to count items, such as cattle. Their number line consisted of the *natural numbers* 1, 2, 3, ...

The idea of zero occurred to the ancient Babylonians as well as to the Mayans of Mesoamerica. Adding zero to the natural numbers on the number line creates the set of *whole numbers*.

Points between the whole numbers were known to the ancient Greeks. They comprise *fractions, decimals* and *mixed numbers*.



*Negative numbers* have been used in China and India for more than a thousand years. They did not come into wide use in Europe until the 17<sup>th</sup> century. The whole numbers and their negative-number opposites form the set of *integers*.

These three sets of numbers are **subsets** of the set of **rational numbers**. A rational number is a number that can be expressed as a ratio  $\frac{a}{b}$ , where both a and b are integers and  $b \neq 0$ . The number -5, for example, can be expressed as the ratio  $\frac{-15}{3}$ .

# My Notes

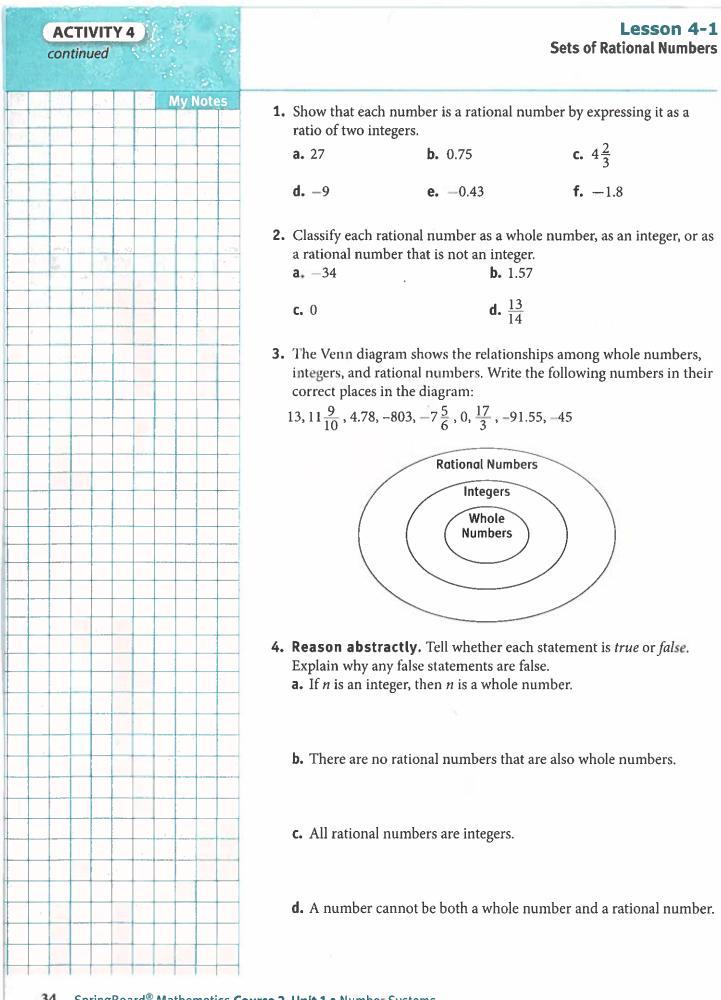
#### WRITING MATH

Use *ellipses*—three periods in a row—to represent all the numbers in an infinite sequence. For example, 0, 1, 2, 3, 4, 5, ... represents the unending sequence of whole numbers.



A **subset** is a set whose elements are all in the original set. Every set is a subset of itself.

A **rational number** is a number that can be expressed as a ratio  $\frac{a}{b}$ , where both *a* and *b* are integers and  $b \neq 0$ .



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#### Lesson 4-1 Sets of Rational Numbers

#### **Check Your Understanding**

**5.** Place a checkmark in the box for any set of which the given number is a member.

Number	Whole Number	Integer	Rational Number
0.25	((25+ 1))	S 150	1
3.14159	·	1 - ese - 11	
-12			
0			
-0.333			<u>v</u> 2
$5\frac{9}{10}$	1	0	
29,116		12	
$-2\frac{1}{89}$			1

- 6. Tell whether each statement is *never*, *sometimes* or *always* true.a. An integer is a whole number.
  - **b.** A whole number is a rational number.
  - **c.** A rational number is a whole number.

#### **LESSON 4-1 PRACTICE**

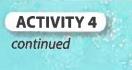
- 7. Name all the sets of which the given set is a subset.
  - a. the set of whole numbers
  - **b.** the set of positive integers
  - c. the set of negative rational numbers
  - **d.** the set of natural numbers

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- 8. Explain why 2 is a rational number.
- **9. Reason abstractly.** Why does the definition of rational number state that *b*, the denominator of the rational number  $\frac{a}{b}$ , cannot equal 0?
- **10. Construct viable arguments.** A rational number is defined as a ratio of two integers. Given that a ratio is a fraction, how can a decimal be a rational number?
- **11.** Explain why the set of mixed numbers is not a subset of the set of integers.

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ACTIVITY 4



MATH TERMS

denominators.

A common denominator is a common multiple of two or more



- Add two or more rational numbers.
- Use properties of addition to add rational numbers.
- Solve real-world problems by adding two or more rational numbers.

# SUGGESTED LEARNING STRATEGIES: KWL Chart, Think Aloud, Create Representations

When you add rational numbers, use the same rules for determining signs as you used to add integers.

# **Example A**

Julia needed to do some repainting around her pool so she drained  $4\frac{1}{2}$  feet of water. After painting, she added  $1\frac{2}{3}$  feet of water. How far below its original level did she leave the water in order to let the paint dry?

Step 1:	$-4\frac{1}{2}+1\frac{2}{3}=-\frac{9}{2}+\frac{5}{3}$	Write the mixed numbers as improper fractions.
Step 2:	$=-\frac{27}{6}+\frac{10}{6}$	Write the fractions with
	0 0	a common denominator.
Step 3:	$=-\frac{17}{6}$	Add using the rules for adding
	0	integers.
Step 4:	$=-2\frac{5}{6}$	Write the improper fraction as
	0	mixed number.

**Solution:** Julia left the water  $2\frac{5}{6}$  feet below its original level.

# Try These A

Find each sum. **a.**  $-5\frac{5}{6} + 2\frac{1}{4}$  **b.** 14.62 + (-19.3)

- **c. Make sense of problems.** Explain how the sum was found in Example A, Step 3.
- **1. Model with mathematics.** Show how the final water level can be found using a number line.

#### Lesson 4-2 Adding Rational Numbers

## Example B

The water level in the Blue River was already 1.75 meters below normal when a drought caused the level to fall an additional 2.5 meters. What was the water level after the drought?

Step 1:	-1.75 - 2.5 =  -1.75  +  -2.5	Add using the rules for adding integers.
Step 2:	= 1.75 + 2.5	Write the absolute values.
Step 3:	= 4.25	Add.
Step 4:	=-4.25	Use the sign of the addends.

Solution: The water was 4.25 meters below normal after the drought.

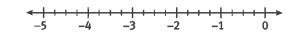
## **Try These B**

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**a.** -420.5 -98.6

**b.** 
$$-\frac{4}{15} + \left(-\frac{3}{10}\right)$$

- **2.** Explain Step 1 of Example B.
- **3.** How do you know that the final water level was below normal rather than above normal?
- **4. Model with mathematics.** Show how the final water level can be found using a number line.



**ACTIVITY 4** 

continued

## CONNECT TO SCIENCE

**Mv** Notes

A *drought* is a long period of unusually low rainfall, especially one that causes extensive damage to crops.





5. Find each sum.

**a.** 
$$\frac{5}{12} + \left(-\frac{11}{12}\right)$$
  
**b.**  $3\frac{3}{8} + 2\frac{1}{4}$   
**c.**  $-\frac{7}{15} + \left(-\frac{4}{5}\right)$   
**d.**  $-3.49 + 7.22$   
**e.**  $12.5 + (-21.32)$   
**f.**  $-36.91 + (-16.7)$   
**g.**  $\frac{1}{6} + \left(-\frac{11}{12}\right) + \frac{2}{3}$   
**h.**  $29 + (-15.7) + (-31.05)$   
**j.** Describe a possible real world context for the expression i

- i. Describe a possible real-world context for the expression in Item 5b.
- **j.** Describe a possible real-world context for the expression in Item 5d.
- **6. a.** Describe how to use the Commutative Property of Addition to simplify finding this sum:

$$\frac{9}{20} + (-2.45) + \left(-\frac{3}{5}\right) + 6.7$$

**b.** Use the Commutative Property to find the sum.

#### **LESSON 4-2 PRACTICE**

- 7. Olympic swimming pools are rectangles measuring 164.042 feet in length and 82.021 feet in width. What is the perimeter of an Olympic pool?
- **8.** Starting at sea level, a kingfisher flew to an elevation of  $37\frac{1}{4}$  feet. Spotting a fish below, the bird descended  $41\frac{5}{6}$  feet and caught the fish.
  - **a.** Write a numerical expression involving addition that you can use to find the elevation of the fish.
  - **b.** What was the elevation of the fish?
- 9. The lowest temperature ever recorded on Earth's surface was =128.5°F. The highest temperature was 262.5°F higher than the lowest.
  - a. Write a numerical expression involving addition that you can use to find the highest temperature.
  - b. What was the highest temperature ever recorded?
- 10. Make sense of problems. Justify Step 1 in the following evaluation:

Step 1:  $-2.79 + ((-3.91) - 5\frac{1}{2}) = (-2.79 + (-3.91)) - 5\frac{1}{2}$ Step 2: = -6.7 - 5.5Step 3: = -12.2

SpringBoard<sup>®</sup> Mathematics Course 2, Unit 1 • Number Systems 38

ACTIVITY 4

**My Notes** 

continued

#### Learning Targets:

- Subtract rational numbers.
- Apply the fact that for all rational numbers a and b, a b = a + (-b), to add and subtract rational numbers.
- Solve real-world problems by subtracting rational numbers and possibly by adding rational numbers as well.

SUGGESTED LEARNING STRATEGIES: Visualization, Create Representations, Think-Pair-Share

Recall that you can subtract an integer by adding its opposite. The number line at the right illustrates 2.5 + (-4.5) and shows that the same rule applies to subtracting rational numbers: 2.5 - 4.5 = -2.

• To subtract a rational number, add its opposite.

#### Example

As the Yellowstone River flows through Yellowstone National Park, it breaks into two waterfalls. At the Upper Falls, the river drops 33.22 meters. At the Lower Falls, it drops 93.88 meters. Find the river's total change in elevation as it passes the two falls.

Subtract: -33.22 - 93.88

- Step 1: To -33.22, add -33.22 93.88 = -33.22 + (-93.88)the opposite of 93.8
- Step 2: The signs are |-33.22| + |-93.88| = 33.22 + 93.88 = 127.1the same so find the sum of the absolute values.
- Step 3: Use the sign of -127.1 the addends:

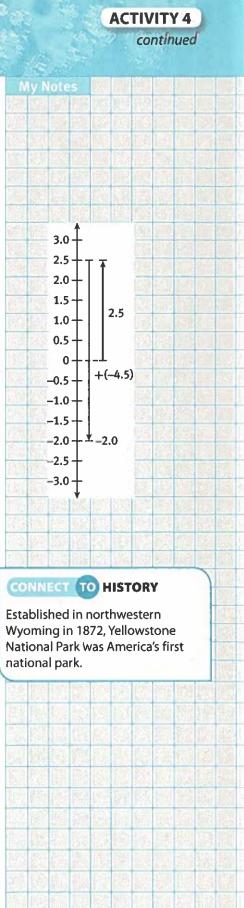
Solution: The river's total change of elevation is -127.1 meters.

#### **Try These**

**a.** -4.13 - (-5.46)

**b.**  $\frac{5}{12} - \frac{7}{8}$ 

**1. Model with mathematics.** Draw arrows on the number line below to show the changes in the river's elevation at the Upper Falls and Lower Falls.



#### **Check Your Understanding**

**ACTIVITY 4** 

continued

2. Write each subtraction p a. $\frac{2}{3} - \frac{4}{5}$	roblem as an addition problem. <b>b.</b> -0.08 - 3.62
c. $-7\frac{3}{8} - \left(-2\frac{1}{4}\right)$	<b>d.</b> 527.4 – (-748.62)
<b>3.</b> Subtract. <b>a.</b> $\frac{9}{13} - \frac{11}{13}$	<b>b.</b> -57.49 - (-35.7)
<b>c.</b> $7\frac{3}{10} - \left(-4\frac{1}{5}\right)$	<b>d.</b> -319.12 - 88.16

## **LESSON 4-3 PRACTICE**

 Yosemite Falls in Yosemite National Park drops in three separate sections.

Name	Height (m)
Upper Falls	435.86
Middle Cascades	205.74
Lower Falls	97.54

- **a.** Write a numerical expression you can use to find the total change in elevation.
- **b.** What order of operation rule must you use to evaluate the expression?
- **c.** What is the total change in elevation from the top of the falls to the bottom?
- **5.** On January 22, 1943, the temperature in Spearfish, South Dakota, fell from 53.6°F to −4°F in just 27 minutes.
  - **a.** Write a numerical expression you can use to find the change in temperature.
  - **b.** Evaluate your expression.
  - **c.** What was the mean change in temperature per minute? Write your answer using bar notation.
- **6. a.** Describe two ways to find the difference  $\frac{13}{50} 4.93$ .
  - b. Which way is better? Explain your reasoning.
- 7. Construct viable arguments. Is the difference between two rational numbers always as rational number? Why or why not?
- 8. Jodi is finding the sum 4 + (-6.5) on a number line.
  a. What is the distance from 4 to the sum?
  - **b.** Is the sum to the left or to the right of 4 on the number line? How do you know?
  - c. What is Jodi's sum?



#### Learning Targets:

- Multiply and divide rational numbers.
- Apply properties of operations to multiply and divide rational numbers.
- Solve real-world problems involving the four operations with rational numbers.

SUGGESTED LEARNING STRATEGIES: Visualization, Create Representations, Think-Pair-Share

Engineers at an underwater oil drilling operation drilled beneath the ocean floor an average of -734.8 meters per day for four consecutive days. What was the total change in elevation from the ocean floor to the deepest point drilled?

To answer this question, you can use addition of rational numbers.

(-734.8) + (-734.8) + (-734.8) + (-734.8) = -2,939.2

You could also multiply 4(-734.8).

1. The above methods work if all the numbers are the same, but suppose you want to find the product 7.9(-3.5). One way would be to use the following method. Write a reason for each step.

0 = 7.9(0)	a	_
0 = 7.9(3.5 + (-3.5))	b	
0 = 7.9(3.5) + 7.9(-3.5)	C	-
0 = 27.65 + 7.9(-3.5)	d	
-27.65 = 7.9(-3.5)	e	

The last step shows that 7.9(-3.5) = -27.65. Not only does this give the product, but it establishes an important fact about multiplication of rational numbers:

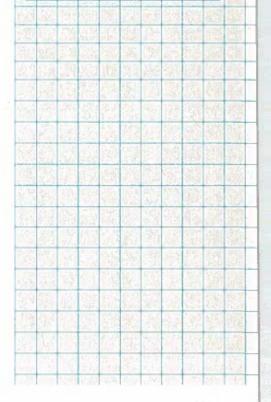
• The product of two rational numbers having different signs is negative.

- **2.** Find each product. **a.** -2.5(6.7)
- **b.**  $\frac{2}{3}\left(-\frac{9}{10}\right)$
- c.  $-\frac{11}{12}\left(\frac{4}{7}\right)$
- **d.** 9.02(-3.4)

CONNECT TO HISTORY

My Notes

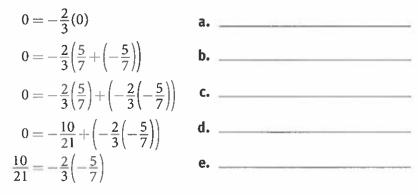
The first underwater oil wells were drilled in 1891, in Ohio's Grand Lake St. Mary's, a freshwater lake. The first saltwater wells were drilled five years later, in California's Santa Barbara.



#### Lesson 4-4 Multiplying and Dividing Rational Numbers

You already know that the product of two positive rational numbers is positive. What about the product of two negative rational numbers? You can find out using a method like the one used in Item 1 above for numbers with different signs.

**3. Make sense of problems.** Find the product  $-\frac{2}{3}\left(-\frac{5}{7}\right)$ . Write a reason for each step.



The last step shows that  $-\frac{2}{3}\left(-\frac{5}{7}\right) = \frac{10}{21}$ . You already know that the product of two positive rational numbers is positive.

The multiplication of two negative rational numbers, shown above, establishes this important fact:

- The product of two rational numbers having the same sign is positive.
  - **4. Make use of structure.** Why must the rules for finding the signs when you multiply two integers be the same as the rules for finding the signs when you multiply two rational numbers?
  - 5. State the sign of each product.
    - a. three negative rational numbers
    - **b.** four positive rational numbers and one negative rational number
    - c. three positive rational numbers
    - d. one positive and two negative rational numbers
    - e. thirteen negative rational numbers
    - f. five positive and four negative rational numbers



**ACTIVITY 4** 

continued

#### Lesson 4-4 **Multiplying and Dividing Rational Numbers**

6.	Find each product.	
	<b>a.</b> $-\frac{11}{12}\left(\frac{4}{7}\right)$	<b>b.</b> 9.02(-3.4)
	<b>c.</b> −2.5(6.7)	<b>d.</b> $\frac{2}{3}\left(-\frac{9}{10}\right)$

You can use inverse operations to find the sign of the quotient of two rational numbers.

7. Use the facts that 7.2(-3.5) = -25.2 and that -7.2(-3.5) = 25.2 to complete these equations:

**a.** 
$$\frac{-25.2}{7.2} =$$
 **b.**  $\frac{25.2}{-7.2} =$ 

**8.** Use the results to complete this statement:

The quotient of two rational numbers with different signs is

9. Use the facts from Item 7 to complete this equation:

$$\frac{-25.2}{-7.2} =$$

**10.** Use your results and your knowledge of the quotient of two positive numbers to complete this statement:

The quotient of two rational numbers with the same sign is \_\_\_\_\_.

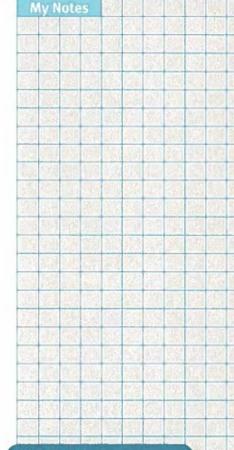
- 11. Compare the rules for finding the signs of the products and the signs of the quotients of two rational numbers.
- **12.** A well-drilling crew drilled these distances into Earth's crust on four successive days, beginning at the bottom of the ocean:

 $-1,574\frac{1}{4}$  feet,  $-1,289\frac{1}{2}$  feet,  $-1,719\frac{3}{4}$  feet,  $-1,400\frac{1}{2}$  feet What was the mean daily change in elevation of the bottom of the well?

**13.** Find each quotient. **a.**  $-60.48 \div 4.8$ 

**c.**  $\frac{11}{24} \div \left(-\frac{5}{8}\right)$ 

**b.**  $-\frac{1}{5}\left(-\frac{3}{10}\right)$ **d.**  $1.376 \pm 0.8$ 

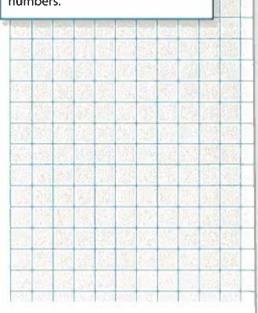


ACTIVITY 4

continued

#### MATH TIP

You can use the rules for finding the signs of the sums, differences, products, and quotients of two integers to find the sign of the sum, difference, product, or quotient of any two rational numbers.



#### Lesson 4-4 Multiplying and Dividing Rational Numbers

#### ACTIVITY 4 continued

**My Notes** 



- **14.** *m* and *n* are positive rational numbers.**a.** What is the sign of their product?
  - **b.** What is the sign of their quotient?
- **15.** *m* and *n* are negative rational numbers.**a.** What is the sign of their product?
  - **b.** What is the sign of their quotient?
- **16.** *m* and *n* are rational numbers with different signs.
  - a. What is the sign of their product?
  - **b.** What is the sign of their quotient?

## **LESSON 4-4 PRACTICE**

**17. Make use of structure.** Which of the following fractions are equal to -7?

-								
7	7	-7	7	7	7	7	7	7
_/	_			_/				/
1	21	$\frac{1}{1}$	1,	1,	1 2	1,	1 2	1,
1	1	-1	1		1			10000

**18.** The low temperatures for one week in Scottsburg, IN are given below. What was the mean daily low temperature for the week?

-7.9°F, -10.3°F, -3.4°F, 2.6°F, 4.9°F, 11.0°F, -2.5°F

- 19. Margo's grade average in math was 92. Then for seven months, her average dropped an average of five-eighths of a point per month.a. Write a rational number expression involving addition that you
  - can evaluate to find her average at the end of seven months.
  - **b.** What was her final average?
- 20. Given a temperature in degrees Fahrenheit, the formula

 $C = \frac{5}{9}(F - 32)$  can be used to find the corresponding Celsius temperature. Find the Celsius temperatures corresponding to the following Fahrenheit temperatures.

a.	113°F	b,	32°F
c.	-25°F	d.	-40°F

**21. Construct viable arguments.** Two rational numbers are each less than 1. Is their product less than 1? Why or why not? Give examples to support your answer.



#### **ACTIVITY 4 PRACTICE**

Write your answers on notebook paper. Show your work.

#### Lesson 4-1

**1.** Place a checkmark in the box for any set of which the given number is a member.

Number	Whole Number	Integer	Rational Number
-2			00 A
10.5	and the second	2006	22
0 4		1002 11/11	6111
9	V 1	Real and a second	10
0.9812	VIII	1	11.2
2 <u>15</u> 17	HE <sup>th</sup> o	11 V <sup>2</sup> 11	5 - J
-68.555		41 X	1.
-0.787878		3	000-00

- 2. Which statement is false?
  - **A.** A whole number is always a rational number.
  - **B.** An integer is always a whole number.
  - **C.** A number that can be expressed as a ratio
    - $\frac{a}{b}$ , where both *a* and *b* are integers and
    - $b \neq 0$ , is always a rational number.
  - **D.** A whole number is always an integer.
- **3.** Give an example of each.
  - a. an integer that is not a whole number
  - **b.** a rational number that is not an integer
  - **c.** a rational number that is not a whole number
- **4.** Explain how you know that each number is a rational number.

<b>a.</b> 3 <u>8</u>	<b>b.</b> -25
<b>c.</b> 1.479	<b>d.</b> −6.01

5. Is 0 a rational number? Why or why not?

#### Lesson 4-2

**6.** Find the value of each expression.

a. 
$$\frac{13}{16} + \left(-\frac{3}{4}\right)$$
  
b.  $7\frac{2}{3} + 6\frac{1}{4}$   
c.  $-\frac{7}{20} + \left(-\frac{2}{5}\right)$   
d.  $-6.98 + 2.75$   
e.  $\frac{2}{3} + \left(-\frac{5}{8}\right) + \left(-\frac{1}{6}\right)$ 

- **f.** 29 + (-15.7) + (-31.05)
- **g.** Describe a possible real-world context for the expression in item 6a.
- **h.** Describe a possible real-world context for the expression in item 6d.
- 7. Bette had \$452.13 in her checking account. She wrote checks for \$53.15 and \$117.48.
  - **a.** Write an expression involving addition that you can evaluate to find the amount that remained in Bette's account.
  - **b.** Evaluate the expression.
- 8. Which property is illustrated by the following equation?

$$\frac{3}{5} + \left(-\frac{7}{8}\right) + \frac{4}{5} = \frac{3}{5} + \frac{4}{5} + \left(-\frac{7}{8}\right)$$

- A. Commutative Property of Addition
- B. Addition Property of Equality
- C. Associative Property of Addition
- D. Identity Property of Addition
- 9. The lowest point on Earth's surface is the shore of the Dead Sea, elevation -1,344.99 meters. The highest point, the summit of Mount Everest, is 30,380.42 meters above the Dead Sea. What is the elevation at the summit of Mount Everest?
- 10. Find each sum.

**a.** 
$$\frac{7}{20} + (-4.8) + \left(-\frac{4}{5}\right) + 4.9$$
  
**b.**  $5.6 - 1\frac{3}{8} + (-3.9) + 2\frac{3}{4}$ 

#### Lesson 4-3

continued

**ACTIVITY 4** 

- **11.** Write each subtraction problem as an addition problem.
  - **a.**  $\frac{7}{8} \frac{9}{10}$  **b.** -6.39 - 10.4 **c.**  $5\frac{5}{9} - \left(-8\frac{3}{5}\right)$ **d.** 0.45 - (-1.3)
- **12.** Find the value of each expression.
  - **a.**  $\frac{5}{12} \frac{2}{3}$  **b.** -2.81 - (-1.77) **c.**  $12\frac{9}{16} - (-13\frac{1}{24})$  **d.** -46.03 - 21.7 **e.** -9.77 - 14.52 - (-61.2)**f.**  $\frac{5}{6} - \frac{7}{9} - \frac{1}{2}$
- The elevation of the deepest point in the Pacific Ocean is -11,033 meters. The elevation of the deepest point in the Atlantic Ocean is -8,648 meters.
  - a. Write a subtraction expression you can use to find how much deeper the Pacific Ocean's deepest point is than that of the Atlantic Ocean's.
  - **b.** Evaluate your expression.
- **14.** Greg borrowed \$100 from his parents. After he did some chores, they reduced the amount of his debt by \$25.
  - a. Let -100 represent the amount Greg owed his parents before he did chores. Write a subtraction expression you can use to find the amount Greg still owes his parents.
  - **b.** Evaluate your expression.
- **15.** Is there a Commutative Property of Subtraction for rational numbers? Why or why not? Use examples to support your answer.

#### Lesson 4-4

16. Find each product or quotient.

<b>a.</b> $-\frac{5}{9}\left(\frac{3}{10}\right)$	<b>b.</b> 0.55(-2.6)
<b>c.</b> $-25.28 \div 3.2$	$\mathbf{d.} = \frac{3}{8} \div \left(-\frac{9}{16}\right)$
<b>e.</b> −0.4(0.7)	<b>f.</b> $52\left(-\frac{7}{13}\right)$
<b>g.</b> $1\frac{3}{4} \div \left(-4\frac{3}{8}\right)$	<b>h.</b> 2.4 ÷ 48
<b>i.</b> $(1.8)\left(-1\frac{2}{5}\right)$	<b>j.</b> $(-9.6) \div \left(-3\frac{1}{5}\right)$

- **17.** A glacier that was 1,076 meters thick changed in thickness at an average rate of -22.7 meters per year for 7 years.
  - **a.** Write an addition expression you can use to find the glacier's thickness after 7 years.
  - **b.** Evaluate your expression.
- 18. In golf, a player's score on each hole is always an integer. The more negative the score, the better it is. A golfer's combined score for the 18 holes is -5. The golfer scored -2 on each of several holes. On all the other holes the golfer scored a combined total of +1. On how many holes did the golfer score -2?
- **19.** Naief is finding the sum  $-7 + 4\frac{3}{4}$  on a number line.
  - **a.** What is the distance from -7 to the sum?
  - **b.** Is the sum to the left or right of −7 on the number line? How do you know?
  - c. What is Naief's sum?

#### MATHEMATICAL PRACTICES Reason Abstractly and Quantitatively

**20.** In the  $3 \times 3$  array below, the product of the rational numbers in each row, in each column, and in each diagonal is the same number. The numbers in four of the squares are given. Find the remaining five numbers.

		-0.4
 3.6	-0.8	0.6

# Rational Number Operations and Multiplying and Dividing Integers TOP TO BOTTOM

#### Write your answers on a separate sheet of paper. Show your work.

The diagram at the right shows the approximate elevations of the tops and bottoms of the layers of the atmosphere (the envelope of gas above the Earth) and the zones of the ocean.

- **1. a.** Write a subtraction expression you can use to find the difference between the elevation at the top of the exosphere and the deepest point of the ocean.
  - **b.** Write your expression as an addition expression.
  - c. Evaluate the expression.
- **2. a.** How many times as thick as the ocean's epipelagic zone is the hadalpelagic zone?
  - **b.** Explain how you found the answer.
- **3.** An airplane flew over the ocean at an elevation 7.9 kilometers below the top of the troposphere. A wheel came off and fell a total of 16.9 kilometers.
  - a. In which ocean zone did the wheel come to rest?
  - **b.** How far above the elevation of the deepest point in the ocean was the wheel when it stopped?

As you move upward through the lowest three layers of the atmosphere, the air grows thinner and thinner. This causes air temperatures to grow colder and colder. An average temperature at the bottom of the troposphere might be 65°F. The temperature at the top of the mesosphere might be 250°F colder than that.

4. Find the colder temperature at the top of the mesosphere.

In the thermosphere, the heat of the sun overcomes the thinness of the air and causes temperatures to rise dramatically. The hottest temperature at the top of the thermosphere can be 3700°F hotter than the temperature you found in Item 4.

- **5. a.** Find the hotter temperature at the top of the thermosphere.
  - **b.** How many times as hot as the temperature at the top of the mesosphere is the temperature at the top of the thermosphere?

In 2012, film director James Cameron descended to the bottom of the Mariana Trench, the deepest point of the ocean, in a submarine called the *Deepsea Challenger*. The descent took 2 hours and 36 minutes.

- **6. a.** Write the depth of the Mariana Trench and Cameron's descent time as mixed numbers.
  - **b.** Use the mixed numbers to find the average rate of descent of the *Deepsea Challenger*. Show your work. Round your answer to the nearest tenth.
  - **c.** The submarine ascended to the ocean surface in 70 minutes. Use any method you choose to find the average rate of ascent. Round your answer to the nearest tenth.

Elevations	of Atmosphere
Layers and	Ocean Zones

10,000 km	
(001	Exosphere
600 km	Thermosphere
90 km	-
2 I	Mesosphere
50 km	Stratosphere
20 km	•
	Troposphere
0 km	SEA LEVEL
0.2 h	Epipelagic
-0.2 km	Mesopelagic
-1 km	
. 1	Bathypelagic
-4 km	Abyssopelagic
-6 km	no, soopengie
	Hadalpelagic
-10.9 km	-DEEPEST POINT
	OF THE OCEAN

#### **Embedded Assessment 2**

Use after Activity 4

# Rational Number Operations and Multiplying and Dividing Integers TOP TO BOTTOM

Scoring	Exemplary	Proficient	Emerging	Incomplete	
Guide	The solution demonstrates these characteristics:				
Mathematics Knowledge and Thinking (Items 1a-c, 2a-b, 3a-b, 4, 5a-b, 6a-c)	<ul> <li>A clear and accurate understanding of operations with rational numbers and integers.</li> </ul>	<ul> <li>Operations with rational numbers and integers that are usually correct.</li> </ul>	<ul> <li>Operations with rational numbers and integers that are sometimes correct.</li> </ul>	<ul> <li>Incorrect or incomplete computation of operations with rational numbers and integers.</li> </ul>	
Problem Solving (Items 1a-c, 2a-b, 3a-b, 4, 5a-b, 6a-c)	<ul> <li>An appropriate and efficient strategy that results in a correct answer.</li> </ul>	<ul> <li>A strategy that may include unnecessary steps that result in a correct answer.</li> </ul>	<ul> <li>A strategy that results in some incorrect answers.</li> </ul>	<ul> <li>No clear strategy when solving problems.</li> </ul>	
Mathematical Modeling / Representations (Items 1a-b, 2a, 3a-b, 4, 5a-b, 6a-c)	<ul> <li>Clear and accurately written expressions involving operations with rational numbers and integers that result in a correct answer.</li> </ul>	<ul> <li>Some difficulty in writing the best expression for operations on rational numbers and integers, but with correct answers.</li> </ul>	<ul> <li>Errors in writing expressions for operations on rational numbers and integers.</li> </ul>	<ul> <li>Inaccurately written or missing expressions for operations on rational numbers and integers.</li> </ul>	
Reasoning and Communication (Item 2b)	<ul> <li>Precise use of appropriate math terms and language when explaining the process of dividing integers.</li> </ul>	<ul> <li>An adequate explanation of the process of dividing integers.</li> </ul>	<ul> <li>A misleading or confusing explanation of the process of dividing integers.</li> </ul>	<ul> <li>Incomplete or inaccurate explanation of the process of dividing integers.</li> </ul>	



## **Mathematics Course 3 Curriculum Map**

Unit 1: Numerical Relationships (5 weeks)

#### Overview

In this unit, students will extend their knowledge of numbers as they investigate patterns, study powers and roots, and exponents and scientific notation. Students will apply their knowledge of numbers to practical situations and real-world problems.

#### **Essential Questions**

Why is it important to understand procedures for working with different kinds of numbers?

How are exponents and scientific notation useful in solving problems?

#### **Targeted Standards**

8.NS.A.1, 8.NS.A.2, 8.EE.A.1, 8.EE.A.2, 8.EE.A.3, 8.EE.A.4

eeks)	Embedded Assessments	Vocabulary
e nts ms.	<ol> <li>Patterns and Quantitative Reasoning, Game On         <ul> <li>Recognize patterns</li> <li>Compute with mixed fractions to solve real-world problems (5 lessons)</li> </ul> </li> <li>Representing Rational and Irrational Numbers, Weather or Not         <ul> <li>Convert between fractions, decimals, and percents</li> <li>Determine square roots and cube roots of perfect squares an perfect cubes</li> <li>Distinguish between rational and irrational numbers (8 lessons)</li> </ul> </li> <li>Exponents and Scientific Notation         <ul> <li>Compute with exponents</li> <li>Write a number in scientific notation</li> <li>Recognize exponential number patterns (7 lessons)</li> </ul> </li> </ol>	Academic – refute Math Terms – sequence, conjecture, absolute value, reciprocal, power, base, exponent, exponential form, square root, perfect square, cubing a number, index, cube root, rational number, terminating decimal, repeating decimal, irrational number, scientific notation, standard form
ers?	Algebra/AP/College Readiness	Prerequisite Skills
n	<ul> <li>Providing opportunities for conceptual situations where students make connection to and apply prior knowledge</li> <li>Allowing students to become fluent in addition, subtraction, multiplication, and division of rational numbers</li> <li>Using multiple representations to develop an understanding of powers, roots, and scientific notations</li> <li>Asking students to write about mathematics when explaining their solutions</li> </ul>	<ul> <li>Linear equations</li> <li>Patterns</li> <li>Number systems</li> </ul>
	Additional Assessment Opportunities Every Lesson: Check Y	our Understanding and Practice Practice



# Mathematics Course 3 Curriculum Map

Unit 2: Equations (5 weeks)	Embedded Assessments		Vocabulary
Overview In this unit, students will extend their knowledge of equations as they study several ways to solve multistep equations, and they will apply their understanding to application problems. Students will model and solve problems involving systems of equations.	<ul> <li>1. Expressions and Equations, What a Good Idea!</li> <li>Write linear equations</li> <li>Solve linear equations <ul> <li>(4 lessons)</li> </ul> </li> <li>2. Linear Equations and Rates of Change, Who Is That?</li> <li>Determine and interpret rate of change</li> <li>Write linear equations <ul> <li>(7 lessons)</li> </ul> </li> <li>3. Solving Systems of Linear Equations, Supply and Demand</li> <li>Solve systems of linear equations graphically and algebraically <ul> <li>(4 lessons)</li> </ul> </li> </ul>		Academic – legend, persuasive, coincide Math Terms – evaluate, consecutive terms, constant difference, linear, slope, discrete data, coefficient, constant term, slope- intercept form, direct variation, system of linear equations, solution to a system of equations
Essential Questions How can you write and solve linear equations? How can graphs be used to interpret solutions of real-world problems?	<ul> <li>Algebra/AP/Colleg</li> <li>Writing algebraic models from a varie verbal descriptions</li> <li>Learning a variety of solution method</li> </ul>	ety of physical, numeric, and	<ul> <li>Prerequisite Skills</li> <li>Rational numbers</li> <li>One- and two-step equations</li> <li>Properties and operations involving</li> </ul>
Targeted Standards           8.EE.C.7, 8.EE.C.7a, 8.EE.C.7b, 8.EE.C.8,           8.EE.C.8a, 8.EE.C.8b, 8.EE.c.8c, 8EE.B.5,           8.EE.B.6	<ul> <li>the best way to solve a problem</li> <li>Justifying their answers using the alg</li> <li>Understanding constant rate of chan physical, and algebraic models</li> </ul>		integers
	Additional Assessment Opportunities	<b>Every Lesson</b> : Check Your <b>Every Activity</b> : Activity Pra <b>Every Unit</b> : Getting Ready	



# **Mathematics Course 3 Curriculum Map**

#### Unit 3: Geometry (8 weeks)

#### Overview

In this unit, students analyze two- and threedimensional figures exploring angle relationships, similarity, transformations, distance, area and volume. Students understand and apply the Pythagorean Theorem and its converse to find distance on the coordinate plane, length, and investigate problem situations.

#### **Essential Questions**

How are ratios, unit rates, and proportions used to describe and solve real-world problems?

How can representations, numbers, words, tables, and graphs be used to solve problems?

#### **Targeted Standards**

8.G.A.1, 8.G.A.1a, 8.G.A.1b, 8.G.A.1c, 8.G.A.2, 8.G.A.3, 8.G.A.4, 8.G.A.5, 8.G.B.6, 8.G.B.7, 8.G.B.8, 8.G.C.9

# Embedded Assessments 1. Angle Measures, Light and Glass Complementary and supplementary angles Angles of a triangle or quadrilateral Angles formed by parallel lines cut by a transversal (4 lessons) 2. Rigid Transformations, In Transformations We Trust Translations, reflections, and rotations Transformations that preserve congruence (6 lessons) 3. Similarity and Dilations, Business as Usual

- Similar figures
- Dilations
- (4 lessons)
- 4. The Pythagorean Theorem, Camp Euclid
   Apply the Pythagorean Theorem (6 lessons)
- 5. Surface Area and Volume, Air Dancing
  - Surface area and lateral area of solides
     Volume of solids and composite solids

(5 lessons)

#### Algebra/AP/College Readiness

- Using real-world contexts as a link prior learning and to develop understanding of concepts
- Encouraging students to determine the reasonableness of solutions including size and relative accuracy
- Providing opportunities to implement problem solving strategies in collaborative groups to analyze a situation and determine and communicate a solution
- Asking students to justify their conclusions using mathematical reasoning

Additional Assessment Opportunities Vocabulary

#### Academic - alternate, transform

Math Terms – angle, ray, complementary angles, supplementary angles, congruent, transversal, alternate exterior angles, alternate interior angles, corresponding angles, vertical angles, exterior angle of a triangle, remote interior angle, diagonal, transformation, preimage, image, translation, reflection, line of reflection, equidistant, rotation, center of rotation, composition of transformations, similar figures, similarity statement, proportion, scale factor, dilation, center of dilation, scale factor of dilation, hypotenuse, legs, Pythagorean, theorem, surface area, lateral area

#### Prerequisite Skills

- Two- and three-dimensional figures
- Rate, rate of change, and proportions

**Every Lesson**: Check Your Understanding and Practice **Every Activity**: Activity Practice **Every Unit**: Getting Ready and Online Unit Test



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# **Mathematics Course 3 Curriculum Map**

Unit 4: Functions (3 weeks)	Embedded Asse	ssments	Vocabulary
Overview In this unit students will study relations and functions. Students will evaluate functions and represent them graphically, algebraically, and verbally. Students will compare and contrast linear and non-linear patterns and write expressions to represent these patterns.	<ol> <li>Functions, Remember When?</li> <li>Determine whether a relation is</li> <li>Determine whether a function is</li> <li>Represent functions in different (8 lessons)</li> <li>Scatter Plots and Trend Lines, Geograph</li> <li>Create and interpret a scatter pl</li> <li>Use a trend line to make a predition</li> <li>Identify linear equations</li> </ol>	s a proportional function ways <i>hically Speaking</i> ot ction	Academic- contraption Math Terms – relation, set, ordered pair, function, domain, range, discrete data, continuous data, rate of change, trend line, scatter plot
Essential Questions Why is it important to consider domain, range, and intercepts in problem situations?	Algebra/AP/College	e Readiness	Prerequisite Skills
Why is it important to be able to represent functions as tables, graphs, algebraically, and verbally?	<ul> <li>Providing contextual situations for st and relations and apply the concepts range</li> <li>Giving students opportunities to repr</li> </ul>	udents to investigate functions to an appropriate domain and resent linear functions in a	<ul> <li>Solve equations and inequalities</li> </ul>
<b>Targeted Standards</b> 8.F.A.1, 8.F.A.2, 8.F.A.3, 8.F.B.4, 8.F.B.5	<ul> <li>variety of forms: graphical, algebraic,</li> <li>Offering students opportunities to comathematics verbally, visually, and ir</li> <li>Asking students to justify their conclureasoning</li> </ul>	ommunicate about n writing	
	Additional Assessment Opportunities	<b>Every Lesson</b> : Check Your <b>Every Activity</b> : Activity Pra <b>Every Unit</b> : Getting Ready	



# Mathematics Course 3 Curriculum Map

Unit 5: Probability and Statistics (2.5 weeks) **Embedded Assessments** Vocabulary Overview 1. Scatter Plots, Associations, and Trends, U.S. Census Academic – association, deviate, cluster Generate a scatter plot In this unit students will apply their knowledge \* Describe the association between variables of a scatter plot of linear equations to real-world data and Write and interpret a trend line Math Terms – association, positive association (5 lessons) determine if some relationships can be negative association, linear association, non-2. Median-Median Line and Two-Way Tables. Mokher's Measurements modeled by linear equations. Students will linear association, linear model, bivariate Write and interpret the median-median line also learn the concept of association between data, mean absolute deviation, trend line, Compute row percentages for a two-way table two-way table, categorical variables, Create a segmented bar graph two variables and determine who to analyze Determine association in a two-way table segmented bar graph, row percentages graphs to determine associations. (4 lessons) **Essential Questions** How does a scatter plot help you to investigate and interpret associations between two numerical variables? **Prerequisite Skills Algebra/AP/College Readiness** How can the slope and y-intercept components of a linear model be interpreted in context when used to Linear equations ٠ Modeling applications of bivariate data, trend lines, and correlations describe a linear association between two numerical Slope and y-intercept of lines \* through hands-on experimentation variables?  $\Leftrightarrow$ Functions Offering students opportunities to communicate mathematical How can a two-way table be used to assess an relationships graphically, visually, and verbally association between two categorical variables? ٠ Using technology to solve problems, experiment, interpret results, and support conclusions \* Developing a understanding of and using the vocabulary of statistics **Targeted Standards** 8.SP.A.1, 8.SP.A.2, 8.SP.A3, 8.SP.A.4,

> Additional Assessment Opportunities

Every Lesson: Check Your Understanding and PracticeEvery Activity: Activity PracticeEvery Unit: Getting Ready and Online Unit Test



## Mathematics Course 2 Curriculum Map

: Personal Financial Literacy (1 week)	Embedded Asse	ssments	Vocabulary
Overview	1. Activity 36 – Managing Money, To Charge or Not		Academic – installment credit, revolving
s unit, students focus their study on the cost of owing and saving money. Students are introduced to a sthey study different types of loans and payment ods. They review credit card statements to discover mpact of the amount and timelines of payments. ents compare and contrast simple and compound est as they relate to savings plans.			credit, principal, interest, term, simple interest, compound interest
Essential Questions			
ire?			
w can you learn to make financially ponsible decisions?	<ul> <li>Algebra/AP/College Readiness</li> <li>Having students analyze given information and make decisions</li> <li>Providing students with opportunities to make real-world connections</li> <li>Allowing students to communicate their understanding verbally and in writing</li> </ul>		Prerequisite Skills
Targeted Standards	<ul> <li>Using technology to find and investig borrowing and saving money</li> </ul>	ate options related to	
	Additional Assessment Opportunities	Every Lesson: Check Your Every Activity: Activity Pra Every Unit: Getting Ready	