



Elementary Curriculum Maps	Middle Level Curriculum Maps	High School Curriculum Maps
<ul style="list-style-type: none">- Kindergarten- 1st Grade- 2nd Grade- 3rd Grade- 4th Grade- 5th Grade	<ul style="list-style-type: none">- 6th Grade- 7th Grade- 8th Grade	<ul style="list-style-type: none">- High School 9th- High School 10th- High School 11th- High School 12th

How to Read the Curriculum Maps:

Each curriculum map is organized with the same components: Essential Question, Transferable Skill Priority Performance Indicator, Content Priority Performance Indicator, IRIS Priority Performance Indicator, Summative Assessment and Unit Content Topics. The maps are designed for adaptation and personalization for your own community context, which is why you will see the summative assessment spaces blank. Our goal was not to create a curriculum to be wholesale adopted, but a curriculum to inspire reflection on how to weave together some of the guiding documents used across Vermont while centering educational equity from the beginning of the curricular design process.

What to look out for:

In recognition of the variability of social studies and science opportunities at the elementary levels across Vermont, we mapped out four units for both social studies and science K-5 that are designed to stand alone or be a companion unit to ELA or Math. These units are labeled accordingly within the maps. The Elementary Curriculum Maps are specially designed to align the Transferable Skills and IRIS standards across content areas and grade levels. Each grade/course level's map has a model unit overview linked within the map. Some unit overviews also include a comprehensive unit plan, which has been developed by Vermont educators and will be identified with an asterisk (*). Some units will have updated content Proficiency Scales as they are published by the Vermont Agency of Education.



Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p>#1 Who am I?</p> <p>(companion to Social Studies Unit 1)</p>	<p>1. Clear and Effective Communication G. Collaborate effectively and respectfully.</p>	<p>1. Speaking and Listening A. Collaboration- Participate in collaborative conversations with diverse partners and groups, including classmates and adults. (SL.1) (R.1) (W.6)</p>	<p>3. Interconnectedness D. Contribute to community actualization and an equitable distribution of power</p>		<p>Books: <i>All Are Welcome</i> by Alexandra Penfold <i>I Like Myself!</i> by Karen Beaumont <i>The Family Book</i> by Todd Parr</p> <p>Videos: Sesame Street: The Name Song</p> <p>Podcasts: Circle Round: The Name of the Tree</p>
<p>#2 What is a community?</p>	<p>4. Responsible and Involved Citizenship A. Participate in and contribute to the enhancement of community life.</p>	<p>2. Writing A. Production- With guidance and support from adults, produce writing in which the development and organization are</p>	<p>1. Identity Development C. Share their lived experiences, their gifts, dreams, stories and languages, indigeneity, immigration journeys</p>		<p>Books: <i>Last Stop on Market Street</i> by Matt de la Peña <i>Whose Hands Are These?</i> by Miranda</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		appropriate to task (i.e., opinion pieces, informative/ explanatory texts, and/or narratives). (W.1-3) (R.1, 3, 5) (W.5-6) (L.1, 2)	and/or ancestral lineages while honoring the lived experiences of all		Paul <i>Our Class is a Family</i> by Shannon Olsen Videos: PBS Kids: Let's Learn About Community Helpers Read-aloud: A Chair for My Mother by Vera B. Williams
#3 What is a routine? (companion to Social Studies Unit 3)	5. Informed and Integrative Thinking A. Apply knowledge from various disciplines and contexts to real life situations.	1. Reading A. Foundational Skills Apply understanding of print concepts, phonological awareness, and phonics and word analysis skills to decode words and read with sufficient accuracy and fluency to comprehend appropriately	1. Identity Development D. Value storytelling as a way to foster empathy and to understand the importance of mutual interdependence, relationality, and kinship		Books: <i>Lena's Shoes Are Nervous</i> by Keith Calabrese <i>Saturday</i> by Oge Mora <i>When's My Birthday?</i> by Julie Fogliano Videos: Sesame Street: Morning Routine with Elmo

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		complex texts. (RF.1-4)			
#4 What makes a good story?	1. Clear and Effective Communication E. Demonstrate effective, expressive, and receptive communication, including oral, written, multimedia, and performance.	4. Language A. Conventions- Demonstrate understanding of the conventions of English grammar and usage when writing and speaking, as well as mechanics (capitalization, punctuation, and spelling) when writing. (L.1, 2) (SL.6)	3. Interconnectedness A. Describe the ways that students, families, and communities of color come from generations of peoples who have rich intellectual and cultural traditions		Books: <i>Ira Sleeps Over</i> by Bernard Waber <i>Drawn Together</i> by Minh Lê <i>The Snowy Day</i> by Ezra Jack Keats Videos: Storyline Online: Snappy the Alligator (Did Not Ask to Be in This Book!)
#5 How can we work together to solve problems?	4. Responsible and Involved Citizenship. d. Respect diversity and differing points of view.	1. Reading b. Textual Evidence Ask and answer questions about key details in a text. (R.1) (R.2, 3, 9)	4. Social Responsibility.A. Understand the impact of social movements and the solidarity efforts that fought for the freedom of all peoples, especially for Ethnic Studies		Books: <i>The Most Magnificent Thing</i> by Ashley Spires <i>Swimmy</i> by Leo Lionni <i>What If Everybody Did That?</i> by Ellen Javernick

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
			Groups		Videos: Read-aloud: Stone Soup by Heather Forest Sesame Street: Teamwork Song
#6 What is the unique story of my community? (companion to Social Studies Unit 6)	5. Informed and Integrative Thinking. a. Apply knowledge from various disciplines and contexts to real life situations.	2. Writing b. Writing Process With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (W.5) (W.1-3, 6) (L.1, 2)	2. Resisting Racism.C. Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont		Books: <i>Maybe Something Beautiful</i> by Isabel Campoy & Theresa Howell <i>Windows</i> by Julia Denos <i>A Different Pond</i> by Bao Phi Videos: Read-aloud: My Papi Has a Motorcycle by Isabel Quintero

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
#7 What is change?	1. Clear and Effective Communication. e. Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.	3. Speaking and Listening b. Comprehension and Evaluation Ask and answer questions about key details in a text read aloud or information presented orally or through other media; ask and answer questions about what a speaker says in order to understand better or gather more information. (SL.2, 3) (R.6-8) (W.8)	1. Identity Development. D. Value storytelling as a way to foster empathy and to understand the importance of mutual interdependence, relationality, and kinship		Suggested resources: Books: <i>Goodbye Hello</i> by Anita Lobel <i>The Goodbye Book</i> by Todd Parr <i>Big Friends</i> by Linda Sarah Videos: Sesame Street: Change Is a Part of Life
#8 How do words help us learn and care about each other?	2. Self-Direction A. Identify, manage, and assess new opportunities related to learning goals.	4. Language B. Knowledge of Language- With guidance and support from adults, demonstrate understanding of word relationships and nuances in word	2. Resisting Racism. D. Develop new humanizing systems that value Ethnic Studies Groups		Books: <i>Words Are Not for Hurting</i> by Elizabeth Verdick <i>Say Something</i> by Peter H. Reynolds <i>The Word Collector</i> by Peter H. Reynolds

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		meanings. (L.5) (R.4)			<p>Videos: Kid President: <i>Twenty Things We Should Say More Often</i> Say Something read-aloud (Reynolds)</p> <p>Podcasts: Little Stories for Tiny People: <i>The Best Word Contest</i></p>



Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p><u>#1 Why do we read?</u></p> <p>(companion to Social Studies Unit 1)</p>	<p>1. Clear and Effective Communication C. Integrate information gathered from active speaking and listening.</p>	<p>1. Reading C. Summary and Analysis Identify the central message or main topic of a text and retell key details; describe characters, settings, and major events in a story or the connection between individuals, events, ideas, or pieces of information. (R.2, 3) (R.9)</p>	<p>1. Identity development B. Explore the historical, contemporary, interdependent, and multidimensional nature of identity (i.e. race, gender, disability, sexual identity, etc.).</p>		<p>Books: <i>Reading Makes You Feel Good</i> by Todd Parr <i>Just Ask!</i> by Sonia Sotomayor <i>Julian Is a Mermaid</i> by Jessica Love</p> <p>Videos: <u>Storyline Online: Thank You, Mr. Falker</u> by Patricia Polacco</p> <p>Podcasts: <u>Circle Round: The Lion's Whisker</u></p>
<p>#2 How can reading help us solve problems?</p> <p>(companion to Social Studies Unit 2)</p>	<p>3. Creative and Practical Problem Solving C. Identify patterns, trends, and relationships that apply to solutions.</p>	<p>4. Language C. Vocabulary- Correctly use words and phrases learned through conversations, reading and being</p>	<p>1. Identity Development D. Value storytelling as a way to foster empathy and to understand the importance of</p>		<p>Books: <i>The Rabbit Listened</i> by Cori Doerrfeld <i>What Do You Do with a Problem?</i> by Kobi Yamada <i>Lubna and Pebble</i></p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		read to, responding to texts, and using strategies. (L.4, 6) (R.4) (L.5)	mutual interdependence, relationality, and kinship.		by Wendy Meddour Videos: Sesame Street: How to Solve a Problem with Elmo & Abby Read-aloud: Enemy Pie by Derek Munson
#3 How can we share our ideas through writing?	3. Creative and Practical Problem Solving G. Use a range of tools, including technology, to solve problems.	2. Writing A. Production- With guidance and support from adults, produce writing in which the development and organization are appropriate to task (i.e., opinion pieces, informative/ explanatory texts, and/or narratives). (W.1-3) (R.1, 3, 5) (W.5-6) (L.1, 2)	3. Interconnectedness B. Challenge deficit-thinking about Ethnic Studies Groups.		Books: <i>Rocket Writes a Story</i> by Tad Hills <i>I Can Write a Book</i> by Bobbie Kalman <i>Ish</i> by Peter H. Reynolds
#4 What makes a story interesting?	1. Clear and Effective	1. Reading D. Craft and Structure-	1. Identity Development A.		Books: <i>The True Story of the</i>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
	<p>Communication B. Use evidence and logic appropriately in communication.</p>	<p>Explain major differences between books that tell stories and books that give information; use text features to locate information; identify who is telling the story (narrator); and distinguish between information provided by pictures and by words. (R.5, 6) (R.4)</p>	<p>Identify the contributions, cultures, and histories of Ethnic Studies Groups.</p>		<p><i>3 Little Pigs</i> by Jon Scieszka <i>Fiction or Nonfiction?</i> by Jennifer S. Larson <i>A Different Pond</i> by Bao Phi</p> <p>Videos: Read-aloud: How to Write a Story by Kate Messner</p> <p>Art work: Street Story Quilts by Faith Ringold</p>
<p>#5 How can we write to share information?</p>	<p>2. Self Direction E. Demonstrate flexibility, including the ability to learn, unlearn, and relearn.</p>	<p>3. Speaking and Listening A. Collaboration- Participate in collaborative conversations with diverse partners and groups, including classmates and adults. (SL.1) (R.1) (W.6)</p>	<p>1. Identity Development C. Share their lived experiences, their gifts, dreams, stories and languages, indigeneity, immigration journeys and/or ancestral lineages while honoring the lived experiences of all.</p>		<p>Books: <i>How People Learned to Fly</i> by Fran Hodgkins informational writing. <i>From Seed to Plant</i> by Gail Gibbons <i>My Map Book</i> by Sara Fanelli</p> <p>Videos: KidCitizen: Exploring Photos and Sharing</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
					<p>Information</p> <p>Read-aloud: What If You Had Animal Teeth? by Sandra Markle</p>
<p>#6 What can we learn from characters in a story?</p>	<p>5. Informed and Integrative Thinking D. Use evidence and reasoning to justify claims.</p>	<p>2. Writing A. Production- With guidance and support from adults, produce writing in which the development and organization are appropriate to task (i.e., opinion pieces, informative/ explanatory texts, and/or narratives). (W.1-3) (R.1, 3, 5) (W.5-6) (L.1, 2)</p>	<p>3. Interconnectedness A. Describe the ways that students, families, and communities of color come from generations of peoples who have rich intellectual and cultural traditions.</p>		<p>Books: <i>Amazing Grace</i> by Mary Hoffman <i>The Paperboy</i> by Dav Pilkey <i>Grandfather's Journey</i> by Allen Say</p> <p>Videos: Storyline Online: Carla's Sandwich</p> <p>KidLit TV: Read Out Loud: My Name Is Yoon</p>
<p>#7 How can pictures help us to understand a story?</p> <p>(companion to Social</p>	<p>5. Informed and Integrative Thinking C. Apply systems thinking to understand the interaction and</p>	<p>3. Speaking and Listening C. Presentation- Describe people, places, things, and events with details;</p>	<p>3. Interconnectedness A. Describe the ways that students, families, and communities of color</p>		<p>Books: <i>Flotsam</i> by David Wiesner <i>Journey</i> by Aaron Becker</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
Studies Unit 7)	influence of related parts on each other and on outcomes.	express ideas and feelings clearly with a loud enough voice; add drawings or other visuals when appropriate; and speak in complete sentences when appropriate to task and situation. (SL.4-6) (R.1) (W.6) (L.1)	come from generations of peoples who have rich intellectual and cultural traditions		<p><i>Chalk</i> by Bill Thomson</p> <p>Videos: Author/Illustrator video: David Wiesner talks about visual storytelling</p> <p>Read-aloud: Drawn Together by Minh Lê</p>
#8 Why is it important to ask questions?	5. Informed and Integrative Thinking C. Apply systems thinking to understand the interaction and influence of related parts on each other and on outcomes.	2. Writing C. Research- Participate in shared research and writing projects; with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (W.7-8) (R.1, 6-9) (W.1-3, 5, 6) (SL.2) (L.1, 2)	3. Interconnectedness D. Contribute to community actualization and an equitable distribution of power.		<p>Books: <i>Ada Twist, Scientist</i> by Andrea Beaty <i>I Wonder</i> by Annaka Harris <i>We Are Water Protectors</i> by Carole Lindstrom</p> <p>Videos: Sesame Street: Why, Why, Why! Song Read-aloud: A Tree Is Nice</p> <p>Podcasts:</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
					But Why: A Podcast for Curious Kids



Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p><u>#1 Should we always speak up for each other?</u></p>	<p>2. Self Direction H. Persevere in challenging situations.</p>	<p>1. Reading A. Foundational Skills- Apply phonics and word analysis skills to decode words and to read with sufficient accuracy and fluency to comprehend appropriately complex texts. (RF.3-4)</p>	<p>2. Resisting Racism B. Disrupt negative stereotypes and assumptions of Ethnic Studies Groups.</p>		<p>Books: <i>Say Something</i> by Peter H. Reynolds <i>The Name Jar</i> by Yangsook Choi <i>Malala's Magic Pencil</i> by Malala Yousafzai</p> <p>Videos: <u>Kid President: How to Change the World</u> <u>Sesame Street: When You See Injustice, Speak Up</u></p> <p>Artwork: <u>Faith Ringgold's "The Sunflower Quilting Bee at Arles"</u></p>
<p>#2 How can we work together to solve problems?</p>	<p>2. Self Direction G. Collaborate as needed to advance learning.</p>	<p>2. Writing A. Production- With guidance and support from adults, produce writing in</p>	<p>2. Resisting Racism D. Develop new humanizing systems that value Ethnic Studies</p>		<p>Books: <i>The Most Magnificent Thing</i> by Ashley Spires <i>What If Everybody</i></p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		<p>which the development and organization are appropriate to task and purpose (i.e., opinion pieces, informative/explanatory texts, and/or narratives). (W.1-4) (R.1, 3, 5) (W.5-6) (L.1, 2)</p>	Groups.		<p><i>Did That?</i> by Ellen Javernick <i>Swimmy</i> by Leo Lionni</p> <p>Videos: Pixar Short: For the Birds.</p> <p>Podcasts: Little Stories for Tiny People: The Mysterious Disappearance of the Cow Who Loved Cookies</p> <p>Artwork: Keith Haring's collaborative mural works</p>
<p>#3 How do answering and asking questions help us learn about the world around us?</p>	<p>3. Creative and Practical Problem Solving B. Frame questions, make predictions, and design data collection and</p>	<p>3. Speaking and Listening A. Collaboration- Prepare for and participate in a range of collaborative discussions</p>	<p>3. Interconnectedness A. Describe the ways that students, families, and communities of color come from</p>		<p>Books: <i>Ada Twist, Scientist</i> by Andrea Beaty <i>If I Built a School</i> by Chris Van Dusen <i>The Girl With a Mind for Math: The Story</i></p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
	analysis strategies.	(one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics and texts, listening to and building on others' ideas and expressing their own clearly. (SL.1) (R.1) (W.6)	generations of peoples who have rich intellectual and cultural traditions.		<p><i>of Raye Montague</i> by Julia Finley Mosca</p> <p>Videos: / Wonder by Annaka Harris (read aloud Youtube)</p> <p>Podcasts: But Why: A Podcast for Curious Kids</p> <p>Artwork/ Photographs: Aaron Douglas's works</p>
#4 How can reading help us make better choices in our lives?	3. Creative and Practical Problem Solving H. Persist in solving challenging problems and learn from failure.	4. Language A. Conventions- Demonstrate understanding of the conventions of English grammar and usage when writing and speaking, as well as mechanics (capitalization,	4. Social Responsibility D. Co-create cultural community spaces that center healing (from the effects of historic and contemporary trauma, harm, and toxicity rooted in racism an intersectional forms of		<p>Books: <i>What Should Danny Do?</i> by Adir and Ganit Levy <i>Lilly's Purple Plastic Purse</i> by Kevin Henkes <i>The Empty Pot</i> by Demi</p> <p>Videos:</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		punctuation, and spelling) when writing. (L.1, 2) (SL.6)	oppression) and wellness for dancing, singing, eating, and enjoying nature—as an art of understanding each other’s humanity and our relationship to our earth.		<p>Storyline Online: Clark the Shark</p> <p>Podcasts:</p> <p>The Imagine Neighborhood: Power of Listening</p> <p>Artwork / Photographs:</p> <p>Community gardens, school murals, or healing community projects in Vermont or local neighborhoods.</p>
<p>#5 How can I share information with my community?</p>	<p>4. Responsible and Involved Citizen A.</p> <p>Participate in and contribute to the enhancement of community life.</p>	<p>1. Reading B. Textual Evidence-</p> <p>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (R.1) (R.2, 3, 9)</p>	<p>4. Social Responsibility A.</p> <p>Understand the impact of social movements and the solidarity efforts that fought for the freedom of all peoples, especially for Ethnic Studies Groups.</p>		<p>Books:</p> <p><i>How to Make a Better World</i> by Keilly Swift</p> <p><i>Planting Stories: The Life of Librarian Pura Belpré</i> by Anika Aldamuy Denise</p> <p><i>If You Lived During the Civil Rights Movement</i> by Ellen Levine</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
					<p>Videos: PBS Kids: Xavier Riddle and the Secret Museum (Pura Belpré episode) Sesame Street: What is a Community?</p> <p>Podcasts: Rebel Girls: Dolores Huerta, Greta Thunberg</p>
<p>#6 How can different perspectives help us solve problems?</p>	<p>3. Creative and Practical Problem Solving B. Analyze, evaluate, and synthesize evidence, arguments, claims, and beliefs.</p>	<p>2. Writing B. Writing Process- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.5) (W.1-4, 6) (L.1, 2)</p>	<p>1. Identity Development B. Explore the historical, contemporary, interdependent, and multidimensional nature of identity (i.e. race, gender, disability, sexual identity, etc.).</p>		<p>Books: <i>They All Saw a Cat</i> by Brendan Wenzel <i>Voices in the Park</i> by Anthony Browne <i>Can I Touch Your Hair?</i> by Charles Waters & Irene Latham.</p> <p>Videos: Pixar Short: Day & Night</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
					<p>Podcasts: Circle Round: The Lion's Whisker</p> <p>Artwork / Photographs: MC Escher's perspective-bending drawings – Spark systems and perspective discussions.</p>
<p>#7 What are other ways of representing a story?</p> <p>(Companion to Social Studies Unit #7)</p>	<p>5. Informed and Integrative Thinking C. Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes.</p>	<p>3. Speaking and Listening B. Comprehension and Evaluation- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats; ask and answer questions about information from a speaker. (SL.2, 3)</p>	<p>2. Resisting Racism C. Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont.</p>		<p>Books: <i>Journey</i> by Aaron Becker. <i>Flashlight</i> by Lizi Boyd <i>Drawn Together</i> by Minh Lê</p> <p>Videos: Pixar Short: Piper</p> <p>Artwork / Photographs: Visual storytelling</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		(R.6-8) (W.8)			through photo essays
#8 What can I learn from patterns in a poem or story?	5. Informed and Integrative Thinking A. Apply knowledge from various disciplines and contexts to real life situations.	4. Language B. Knowledge of Language- Use knowledge of language and its conventions when writing, speaking, reading, or listening; demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.3, 5)	1. Identity Development A. Identify the contributions, cultures, and histories of Ethnic Studies Groups.		<p>Books: <i>You Hold Me Up</i> by Monique Gray Smith <i>Firefly July</i> selected by Paul B. Janeczko <i>Crown: An Ode to the Fresh Cut</i> by Derrick Barnes</p> <p>Videos: Change Sings by Amanda Gorman (read aloud)</p> <p>Podcasts: The Past & The Curious: Rhyme and Resistance</p> <p>Artwork / Photographs: Kente cloth and textile patterns from Ghana for poetic repetition.</p>



Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p>#1 How can patterns in words, ideas, or stories help us make sense of the world?</p>	<p>3. Creative and Practical Problem Solving C. Identify patterns, trends, and relationships that apply to solutions.</p>	<p>1. Reading D. Craft and Structure- Use text features and search tools to locate information relevant to a topic; refer to parts of a text when writing or speaking about it; describe how parts of a text build on one another; and distinguish between a personal point of view and that of the author, narrator, or character(s). (R.5, 6) (R.4)</p>	<p>1. Identity development B. Explore the historical, contemporary, interdependent, and multidimensional nature of identity (i.e. race, gender, disability, sexual identity, etc.).</p>		<p>Books: <i>A Long Walk to Water</i> (young reader edition) by Linda Sue Park <i>Mirror</i> by Jeannie Baker <i>The Matchbox Diary</i> by Paul Fleischman</p> <p>Videos: Pixar Short: La Luna</p> <p>Podcasts: Circle Round: The Great Ball Game</p> <p>Artwork / Photographs: Faith Ringgold's "Tar Beach" Cultural pattern photos (tiles, textiles, ritual objects from multiple cultures)</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
#2 What makes a neighborhood?	3. Creative and Practical Problem Solving A. Observe and evaluate situations in order to define problems.	2. Writing C. Research- Recall information from experiences or conduct short research projects to gather information and build knowledge about a topic; take brief notes on sources and sort evidence into provided categories. (W.7-8) (R.1, 6-9) (W.1-6) (SL.2) (L.1, 2)	4. Social Responsibility D. Co-create cultural community spaces that center healing (from the effects of historic and contemporary trauma, harm, and toxicity rooted in racism an intersectional forms of oppression) and wellness for dancing, singing, eating, and enjoying nature—as an art of understanding each other’s humanity and our relationship to our earth.		<p>Books: <i>Maybe Something Beautiful</i> by F. Isabel Campoy <i>Last Stop on Market Street</i> by Matt de la Peña <i>Dreamers</i> by Yuyi Morales</p> <p>Videos: KidCitizen: Civic engagement in your neighborhood</p> <p>Podcast: Rebel Girls</p> <p>Artwork / Photographs: Neighborhood murals from Philadelphia Mural Arts Program</p>
#3 How can I use	1. Clear and	3. Speaking and	4. Social		Books:

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p>texts to show my thoughts and opinions?</p> <p>(companion to Social Studies Unit 3)</p>	<p>Effective Communication B. Use evidence and logic appropriately in communication.</p>	<p>Listening C. Presentation- Report on a topic or text or tell a story with facts and details; speak clearly and/ or demonstrate fluid reading at an understandable pace; and add visuals and/or use complete sentences when appropriate to task and situation. (SL.4-6) (R.1) (W.4-6) (L.1)</p>	<p>Responsibility C. Engage in difficult yet humanizing conversations about racism and its intersections with language, class, gender, and disability, etc.</p>		<p><i>Harvesting Hope: The Story of Cesar Chavez</i> by Kathleen Krull <i>Martin’s Big Words</i> by Doreen Rappaport <i>Malala’s Magic Pencil</i></p> <p>Videos: Storyline Online: The Hula-Hoopin’ Queen</p> <p>PBS Kids: Xavier Riddle and the Secret Museum (Rosa Parks episode)</p> <p>Podcasts: The Past & the Curious: Selma to Montgomery</p> <p>Artwork / Photographs: Selma March Photo</p>
<p>#4 How can writing help me</p>	<p>1. Clear and Effective</p>	<p>4. Language C. Vocabulary- Use a</p>	<p>3. Interconnectednes</p>		<p>Books: <i>One Plastic Bag</i> by</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
share ideas and inspire solutions in my community?	Communication A. Demonstrate organized and purposeful communication.	range of strategies to acquire and correctly use grade-appropriate conversational, general academic and domain specific words and phrases. (L.4, 6) (R.4) (L.5)	s A. Describe the ways that students, families, and communities of color come from generations of peoples who have rich intellectual and cultural traditions.		<p>Miranda Paul <i>The Red Bicycle</i> by Jude Isabella Kamala and <i>Maya's Big Idea</i> by Meena Harris</p> <p>Videos: Sesame Street: How Kids Solve Problems</p> <p>Podcasts: The Imagine Neighborhood: The Power of Working Together</p> <p>Artwork / Photographs: Diego Rivera's murals</p>
#5 How does an author's point of view influence the story being told?	2. Self Direction F. Analyze the accuracy, bias, and usefulness of information.	4. Language B. Knowledge of Language- Use knowledge of language and its conventions when writing, speaking, reading, or listening;	2. Resisting Racism A. Examine how systems work to uphold oppression and exclusion (i.e. white supremacy, patriarchy, heteronormativity,		Books: <i>The True Story of the 3 Little Pigs</i> by Jon Scieszka <i>Voices in the Park</i> by Anthony Browne <i>The Undeclared</i> by Kwame Alexander

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.3, 5)	ableism, classism, institutional and structural racism, colonialism and imperialism, etc.).		<p>Videos: Pixar Short: Lou</p> <p>Podcast: Circle Round: The Silly Sabra</p> <p>Artwork / Photographs: Kara Walker's silhouette work</p>
<p>#6 How do communities change, and how can I tell the story of my own community over time?</p>	<p>5. Informed and Integrative Thinking D. Use evidence and reasoning to justify claims.</p>	<p>3. Speaking and Listening C. Comprehension and Evaluation- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats; ask and answer questions about information from a speaker. (SL.2, 3) (R.6-8) (W.8)</p>	<p>2. Resisting Racism C. Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont.</p>		<p>Books: <i>A Different Pond</i> by Bao Phi <i>When This World Was New</i> by D.H. Figueredo <i>Show Way</i> by Jacqueline Woodson</p> <p>Videos: PBS Kids: Let's Go Luna</p> <p>Read-aloud: A Place Where Sunflowers Grow</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
					<p>Podcast: Circle Round: The Great Peacemaker</p>
<p>#7 How do language and culture influence storytelling?</p>	<p>1. Clear and Effective Communication D. Adjust communication based on the audience, context, and purpose.</p>	<p>2. Writing B. Writing Process- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.5) (W.1-4, 6) (L.1, 2)</p>	<p>1. Identity Development D. Value storytelling as a way to foster empathy and to understand the importance of mutual interdependence, relationality, and kinship</p>		<p>Books: <i>Sharuko: El Arqueólogo Peruano</i> <i>Julio C. Tello</i> <i>Tales of the Trickster</i> <i>We Are Grateful: Otsaliheliga</i> by Traci Sorell</p> <p>Videos: Read-aloud: Drum Dream Girl. PBS Indigenous Storytelling Series</p> <p>Podcasts: Circle Round: Why the Ocean is Salty</p> <p>Artwork / Photographs: Huichol yarn paintings (Mexico).</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p>#8 How can I use writing to reflect on my own experiences and connect them to broader themes?</p>	<p>5. Informed and Integrative Thinking B. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge.</p>	<p>1. Reading B. Textual Evidence- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (R.1) (R.2, 3, 9)</p>	<p>1. Identity development C. Share their lived experiences, their gifts, dreams, stories and languages, indigeneity, immigration journeys and/or ancestral lineages while honoring the lived experiences of all.</p>		<p>Books: <i>The Best Part of Me</i> by Wendy Ewald <i>Your Name Is a Song</i> by Jamilah Thompkins-Bigelow <i>I Am Every Good Thing</i> by Derrick Barnes</p> <p>Videos: Kid President: Pep Talk Read-aloud: I Am Enough by Grace Byers</p> <p>Podcast: Little Stories for Tiny People: Ricky and the Rainy Day The Past & the Curious: Ellis Island Diaries</p>



Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p><u>#1 How have people in our community worked together for change?</u></p> <p>(companion to Social Studies Unit 1)</p>	<p>1. Clear and Effective Communication C. Integrate information gathered from active speaking and listening.</p>	<p>1. Reading C. Summary and Analysis- Summarize a text; use details from the text to determine and explain its central idea or theme; and use details from a text to discuss the connections between individuals, events, and/or ideas. (R.2, 3) (R.9)</p>	<p>4. Social Responsibility A. Understand the impact of social movements and the solidarity efforts that fought for the freedom of all peoples, especially for Ethnic Studies Groups.</p>		<p>Books: <i>Sit-In: How Four Friends Stood Up by Sitting Down</i> by Andrea Davis Pinkney <i>Separate Is Never Equal</i> by Duncan Tonatiuh <i>Lillian's Right to Vote</i> by Jonah Winter</p> <p>Artwork / Photographs: <u>1963 March on Washington photo series</u></p>
<p>#2 What is a leader's responsibility?</p>	<p>5. Informed and Integrative Thinking E. Develop and use models to explain phenomena.</p>	<p>2. Writing C. Research- Gather relevant information from experiences and/or research to build knowledge on a topic; summarize</p>	<p>2. Resisting Racism B. Disrupt negative stereotypes and assumptions of Ethnic Studies Groups.</p>		<p>Books: <i>Brave Girl: Clara and the Shirtwaist Makers' Strike of 1909</i> by Michelle Markel <i>Malala's Magic</i></p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		<p>or paraphrase information, draw evidence from literary or informational texts, and provide a list of sources. (W.7-9) (R.1, 6-9) (W.1-6) (SL.2) (L.1, 2)</p>			<p><i>Pencil</i> by Malala Yousafzai</p> <p><i>Sharice’s Big Voice</i> by Sharice Davids</p> <p>Videos: <i>PBS Kids: Xavier Riddle and the Secret Museum</i></p> <p><i>Kamala Harris Video Bio</i> (Kid President-style)</p> <p>Podcasts: <i>Circle Round: The Fire on the Other Side of the World</i></p> <p>Artwork / Photographs: <i>Portraits of community leaders (local or national)</i> <i>Shepard Fairey’s “We the People” series</i></p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p>#3 How can we use local events to understand real-world problems and create fair solutions in our communities?</p>	<p>4. Responsible and Involved Citizen A. Participate in and contribute to the enhancement of community life.</p>	<p>3. Speaking and Listening C. Presentation- Report on a topic or text or present an opinion, sequencing ideas logically, and using facts and details to support main ideas; speak clearly at an understandable pace; add audio or visuals when appropriate; and adapt speech to task and situation. (SL.4-6) (R.1) (W4-6, 9) (L.1)</p>	<p>3. Interconnectedness D. Contribute to community actualization and an equitable distribution of power.</p>		<p>Books: <i>Maybe Something Beautiful</i> by F. Isabel Campoy <i>Kamala and Maya's Big Idea</i> by Meena Harris <i>The Youngest Marcher</i> by Cynthia Levinson</p> <p>Videos: PBS Kids: Molly of Denali (Civic engagement and fairness episodes)</p> <p>Read-aloud: One Plastic Bag</p> <p>Podcast: The Imagine Neighborhood: Working for Change But Why: Who decides what the rules are?</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p>#4 What can data tell us about fairness and equity in our schools or towns?</p>	<p>5. Informed and Integrative Thinking f. Use technology to support and enhance the critical thinking process.</p>	<p>4. Language C. Vocabulary Use a range of strategies to acquire and correctly use grade-appropriate general academic and domain specific words and phrases. (L.4, 6) (R.4) (L.5)</p>	<p>2. Resisting Racism C. Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont.</p>		<p>Books: <i>Counting on Katherine</i> by Helaine Becker <i>Can I Touch Your Hair?</i> by Charles Waters & Irene Latham <i>The Great Migration: Journey to the North</i> by Eloise Greenfield</p> <p>Videos: TED-Ed: The Power of Words</p> <p>Podcast: The Past & The Curious: Hidden Figures or Maps and Math episodes</p> <p>Artwork / Photographs: <i>Bar graphs or pie charts showing local demographic shifts</i> Jacob Lawrence's</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
					<u>“Great Migration Series”</u>
<p>#5 How do humans help or harm the ecosystems around us?</p>	<p>3. Creative and Practical Problem Solving B. Frame questions, make predictions, and design data collection and analysis strategies.</p>	<p>1. Reading D. Craft and Structure- Explain how specific parts of a text(s) contribute to the overall structure; explain how point of view or purpose shapes the content and style of a text(s). (R.5, 6) (R.4)</p>	<p>4. Social Responsibility C. Engage in difficult yet humanizing conversations about racism and its intersections with language, class, gender, and disability, etc.</p>		<p>Books: <i>One Well</i> by Rochelle Strauss <i>The Tree Lady</i> by H. Joseph Hopkins <i>We Are Water Protectors</i> by Carole Lindstrom</p> <p>Videos: <u>PBS Kids: SciGirls</u> (ecology-based episodes)</p> <p>Podcasts: <u>Tumble Science Podcast for Kids: The Secret Life of Trees</u></p> <p>Artwork / Photographs: <u>Maya Lin’s “What Is Missing?”</u> <u>environmental art</u></p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
					<p>project Local landscape photography (wetlands, forests, rivers, etc.)</p>
<p>#6 What are ways we can gather information?</p> <p>(companion to Social Studies Unit 6)</p>	<p>1. Clear and Effective Communication B. Use evidence and logic appropriately in communication.</p>	<p>2. Writing A. Production- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (i.e., opinion pieces, informative/ explanatory texts, and/or narratives). (W.1-4) (R.1, 3, 5) (W.5, 6, 9) (L.1, 2)</p>	<p>4. Social Responsibility B. Acknowledge that we have a social responsibility to address the ways systemic racism, poverty, and intersectional oppressions have caused harm to all communities.</p>		<p>Books: <i>A Life Made by Hand: The Story of Ruth Asawa</i> <i>Freedom on the Menu</i> by Carole Boston Weatherford <i>Follow the Drinking Gourd</i> by Jeanette Winter</p> <p>Podcasts: But Why: How do you know what's true?</p> <p>Artwork / Photographs: <i>Historical documents and photographs of Vermont towns</i> Romare Bearden's</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
					collage series – Layers of experience and story
#7 How do different perspectives help us solve problems?	2. Self Direction C. Apply knowledge in familiar and new contexts.	3. Speaking and Listening A. Collaboration- Prepare for and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics and texts, listening to and building on others' ideas and expressing their own clearly. (SL.1) (R.1) (W.6, 9)	2. Resisting Racism D. Develop new humanizing systems that value Ethnic Studies Groups.		Books: <i>Four Feet, Two Sandals</i> by Karen Lynn Williams <i>The Other Side</i> by Jacqueline Woodson <i>I Am Not a Number</i> by Jenny Kay Dupuis Videos: Global Oneness Project Artwork / Photographs: MC Escher prints
#8 What is the history of my community? (companion to Social Studies Unit 8)	4. Responsible and Involved Citizen D. Respect diversity and differing points of view.	3. Speaking and Listening B. Comprehension and Evaluation- Summarize a text read aloud or	1. Identity development A. Identify the contributions, cultures, and histories of Ethnic		Books: <i>Show Way</i> by Jacqueline Woodson <i>Freedom Summer</i> by Deborah Wiles

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		<p>information presented in diverse media and formats; summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.2, 3) (R.6- 8) (W.8, 9)</p>	<p>Studies Groups.</p>		<p>Videos: Vermont Folklife Center short videos and oral histories</p> <p>Podcast: Vermont Edition (VPR): Youth voices/local change stories</p>



Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p>#1 How can we create special places where people feel safe, connected to nature, and celebrated for who they are?</p>	<p>1. Clear and Effective Communication G. Collaborate effectively and respectfully.</p>	<p>1. Reading A. Foundational Skills- Apply phonics and word analysis skills to decode words and to read with sufficient accuracy and fluency to comprehend appropriately complex texts. (RF.3-4)</p>	<p>4. Social Responsibility D. Co-create cultural community spaces that center healing (from the effects of historic and contemporary trauma, harm, and toxicity rooted in racism an intersectional forms of oppression) and wellness for dancing, singing, eating, and enjoying nature—as an art of understanding each other’s humanity and our relationship to our earth</p>		<p>Books: <i>We Are Water Protectors</i> by Carole Lindstrom <i>Keepers of the Earth</i> by Michael Caduto and Joseph Bruchac <i>The People Shall Continue</i> by Simon Ortiz</p> <p>Podcasts: Tumble Science Podcast: The Soil Expedition Rebel Girls: Wangari Maathai</p> <p>Artwork/ Photographs: Abenaki basketry and beadwork</p>
<p>#2 How can we use facts and</p>	<p>5. Informed and Integrative</p>	<p>2. Writing. A. Production-</p>	<p>4. Social Responsibility C.</p>		<p>Books:</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p>good reasons to solve problems and make strong arguments?</p>	<p>Thinking D. Use evidence and reasoning to justify claims.</p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (i.e., opinion pieces, informative/explanatory texts, and/or narratives). (W.1-4) (R.1, 3, 5) (W.5, 6, 9) (L.1, 2)</p>	<p>Engage in difficult yet humanizing conversations about racism and its intersections with language, class, gender, and disability, etc.</p>		<p><i>Let the Children March</i> by Monica Clark-Robinsons</p> <p><i>The Boy Who Harnessed the Wind</i> by William Kamkwamb</p> <p><i>Separate is Never</i></p> <p>Podcasts:</p> <p>The Ten News</p>
<p>#3 How can we bring different communities together and help everyone's voices be heard?</p> <p>(companion to Social Studies Unit 3)</p>	<p>4. Responsible and Involved Citizen C. Demonstrate ethical behavior and the moral courage to sustain it.</p>	<p>3. Speaking and Listening. A. Collaboration- Prepare for and participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate</p>	<p>3. Interconnectedness C. Build one's purpose anchored in an anti-racist, anti-discriminatory, and intercultural solidarity</p>		<p>Books:</p> <p><i>New Kid</i> by Jerry Craft</p> <p><i>I Am Every Good Thing</i> by Derrick Barnes</p> <p>Videos:</p> <p>Reading Rainbow: Visiting Faith Ringgold</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		<p>topics and texts, listening to and building on others' ideas and expressing their own clearly. (SL.1) (R.1) (W.6, 9)</p>			<p>Artwork/ Photography: <i>Portraits from the “Humans of New York” project focused on youth</i></p>
<p>#4 What can people do to take better care of the earth and make less harm to our environment?</p> <p>(companion to Social Studies Unit 4)</p>	<p>2. Self Direction B. Integrate knowledge from a variety of sources to set goals and make informed decisions.</p>	<p>4. Language A. Conventions- Demonstrate understanding of the conventions of English grammar and usage when writing and speaking, as well as mechanics (capitalization, punctuation, and spelling) when writing. (L.1, 2) (SL.6)</p>	<p>2. Resisting Racism A. Examine how systems work to uphold oppression and exclusion (i.e. white supremacy, patriarchy, heteronormativity, ableism, classism, institutional and structural racism, colonialism and imperialism, etc.)</p>		<p>Books: <i>One Plastic Bag</i> by Miranda Paul <i>The Boy Who Grew a Forest</i> by Sophia Gholz <i>Our House Is on Fire</i> by Jeanette Winter</p> <p>Videos: TED-Ed: Kids and Climate Action</p> <p>Podcasts: Earth Rangers: What Can Kids Do About Plastic Pollution?</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
#5 What makes my story unique, and why is it important to share it?	5. Informed and Integrative Thinking E. Develop and use models to explain phenomena.	1. Reading. B. Textual Evidence- Read closely to determine what the text says explicitly and to make logical inferences from it; use quotes accurately when explaining what the text says explicitly and when drawing inferences from the text. (R.1) (R.2, 3 , 9) (W.9)	1. Identity Development D. Value storytelling as a way to foster empathy and to understand the importance of mutual interdependence, relationality, and kinship		<p>Books: <i>Other Words for Home</i> by Jasmine Warga <i>Inside Out and Back Again</i> by Thanhha Lai</p> <p>Podcasts: <i>Little Stories for Tiny People: Who Am I, Really?</i></p> <p>Artwork / Photographs: <i>Student photo essays or self-portraits (locally collected)</i> <i>Romare Bearden's "The Block"</i></p>
#6 How can writing help us tell our stories and honor the	4. Responsible and Involved Citizenship b. Take responsibility for	2. Writing. B. Writing Process. With guidance and support from peers	1. Identity Development C. Share their lived experiences, their		<p>Books: <i>Dreamers</i> by Yuyi Morales</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p>experiences of others?</p> <p>(companion to Social Studies Unit 6)</p>	<p>personal decisions and actions.</p>	<p>and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (W.5) (W.1-4, 6) (L.1, 2)</p>	<p>gifts, dreams, stories and languages, indigeneity, immigration journeys and/or ancestral lineages while honoring the lived experiences of all</p>		<p><i>The Best We Could Do</i> (young reader edition) by Thi Bui <i>Your Name Is a Song</i> by Jamilah Thompkins-Bigelow</p> <p>Videos:</p> <p>Read-aloud: <i>Alma and How She Got Her Name</i></p> <p>Podcasts:</p> <p>The Past & The Curious: Ellis Island Letters</p> <p>Artwork / Photographs:</p> <p><i>Story quilts or illustrated memoirs (Faith Ringgold, Bisa Butler)</i> <i>Immigration journey</i></p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
					<i>photography (National Geographic Kids features)</i>
#7 How can we use technology to share messages that inspire kindness, fairness, and change?	5. Informed and Integrative Thinking E. Develop and use models to explain phenomena.	3. Speaking and Listening. B. Comprehension and Evaluation- Summarize a text read aloud or information presented in diverse media and formats; summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (SL.2, 3) (R.6- 8) (W.8, 9)	2. Resisting Racism C. Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont		<p>Books: <i>Harbor Me</i> by Jacqueline Woodson <i>The Parker</i> <i>Inheritance</i> by Varian Johnson <i>Ghost</i> by Jason Reynolds</p> <p>Podcast: <i>Brains On!: How Do We Know What Will Happen Next?</i> <i>Tumble: Science Predictions and Hypotheses</i></p> <p>Artwork / Photographs: <i>Surrealist paintings (e.g., Salvador Dalí, Frida Kahlo)</i></p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p>#8 How can we use technology to share a message?</p>	<p>1. Clear and Effective Communication F. Use technology to further enhance and disseminate communication.</p>	<p>4. Language B. Knowledge of Language- Use knowledge of language and its conventions when writing, speaking, reading, or listening; demonstrate awareness of different varieties of English; and demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.3, 5) (R.4)</p>	<p>4. Social Responsibility B. Acknowledge that we have a social responsibility to address the ways systemic racism, poverty, and intersectional oppressions have caused harm to all communities.</p>		<p>Books: <i>Click'd</i> by Tamara Ireland Stone <i>How to Code a Sandcastle</i> by Josh Funk <i>Her Right Foot</i> by Dave Eggers</p> <p>Videos: <u>PBS Design Squad: Tech & Communication</u> <u>KQED Youth Media Challenge (Students Use Social Media to Spread Kindness)</u></p> <p>Podcasts: <u>The Ten News: Tech for Good</u> <u>The Big Fib: Social Media & Truth</u></p> <p>Artwork/ Photography:</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
					Digital street art (JR's large-scale photo projects)



Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p>#1 Do our identities shape the way we communicate?</p>	<p>4. Responsible and Involved Citizen F. Practice responsible digital citizenship.</p>	<p>2. Writing. A. Production- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (i.e., arguments, informative/explanatory texts, and/or narratives). (W.1-4) (R.1, 3, 5) (W.5, 6, 9) (L.1, 2)</p>	<p>3. Interconnectedness B. Challenge deficit-thinking about Ethnic Studies Groups.</p>		<p>Books: <i>Ghost</i> by Jason Reynolds (Units 1-3)</p> <p>Podcasts: Code Switch – “A Decade of Watching Black People Die”</p> <p>Artwork/ Photography: Frida Kahlo self-portraits</p>
<p>#2 What role does technology play in helping people speak out against oppression??</p>	<p>5. Informed and Integrative Thinking A. Apply knowledge from various disciplines and contexts to real life situations.</p>	<p>3. Speaking and Listening B. Comprehension and Evaluation- Analyze information presented in diverse media and formats, including the main ideas, supporting</p>	<p>1. Identity Development B. Explore the historical, contemporary, interdependent, and multidimensional nature of identity (i.e. race, gender,</p>		<p>Books: <i>Ghost</i> by Jason Reynolds</p> <p><i>Harbor Me</i> by Jacqueline Woodson</p> <p>Videos:</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		details, and purpose behind the method of presentation; evaluate a speaker’s argument, reasoning, and/or use of evidence.	disability, sexual identity, etc.).		<p>Podcasts: The Moth: “Aleeza Kazmi – Identity in the Age of the Internet”</p> <p>Artwork/ Photography: Teen social media portraits</p>
#3 How can we use facts and clear thinking to explain how unfair systems affect our lives and the lives of others?	3. Creative and Practical Problem Solving C. Identify patterns, trends, and relationships that apply to solutions.	1. Reading A. Textual Evidence- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text, analysis, reflection, and/or research.	4. Social Responsibility B. Acknowledge that we have a social responsibility to address the ways systemic racism, poverty, and intersectional oppressions have caused harm to all communities.		<p>Books: <i>Ghost</i> by Jason Reynolds <i>Harbor Me</i> by Jacqueline Woodson</p> <p>Podcasts: Teaching Tolerance “The Mind Online”</p>
#4 How can technology and research help us understand	2. Self Direction H. Persevere in challenging situations.	2. Writing C. Research- Gather relevant information or	4. Social Responsibility A. Understand the impact of social		<p>Books: <i>Harbor Me</i> by Jacqueline Woodson</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p>information better and take action to make our communities fairer for everyone?</p>		<p>evidence from multiple and diverse sources, assess the credibility and accuracy of each source (including potential for bias), and integrate the information or evidence, while avoiding plagiarism.</p>	<p>movements and the solidarity efforts that fought for the freedom of all peoples, especially for Ethnic Studies Groups</p>		<p>Videos: “What is Fake News?” (PBS Learning Media)</p> <p>Podcasts: Code Switch “Can We Talk About Whiteness?” (age appropriate sections)</p> <p>Artwork/ Photography: Amplify Your Voice posters by Shepard Fairey</p>
<p>#5 How can we notice patterns in our community that show unfairness, like racism or poverty, and work to make things better?</p>	<p>5. Informed and Integrative Thinking B. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge.</p>	<p>2. Writing C. Research- Gather relevant information or evidence from multiple and diverse sources, assess the credibility and accuracy of each source (including potential for bias), and integrate the information or</p>	<p>4. Social Responsibility C. Engage in difficult yet humanizing conversations about racism and its intersections with language, class, gender, and disability, etc.</p>		<p>Books: <i>Harbor Me</i> by Jacqueline Woodson</p> <p>Videos: “The Line: Poverty in America” (PBS)</p> <p>Podcasts: “1619” Podcast (Prologue Episode abridged)</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		evidence, while avoiding plagiarism. (W.7-9) (R.1, 6, 7, 8, 9) (W.1-6) (SL.2) (L.1, 2)			Artwork/ Photography: Photographs from Everyday Africa or Vermont Historical Society
#6 How can we work together to challenge stereotypes about different cultural and ethnic groups so we can better understand and appreciate each other?	5. Informed and Integrative Thinking C. Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes.	3. Speaking and Listening A. Collaboration- Prepare for and participate in a range of collaborative discussions with diverse partners on grade appropriate topics, texts, and issues, listening to and building on others' ideas and expressing their own clearly. (SL.1) (R.1) (W.6, 9)	2. Resisting Racism A. Examine how systems work to uphold oppression and exclusion (i.e. white supremacy, patriarchy, heteronormativity, ableism, classism, institutional and structural racism, colonialism and imperialism, etc.).		Books: <i>Brown Girl Dreaming</i> by Jacqueline Woodson Podcasts: Louder Than a Riot (NPR) Artwork/ Photography: Kehinde Wiley portraits
#7 How can we use research and collaboration to challenge	4. Responsible and Involved Citizen A. Participate in and contribute to the	2. Writing. A. Production- Produce clear and coherent writing in	3. Interconnectedness D. Contribute to community		Books: <i>Brown Girl Dreaming</i> by Jacqueline Woodson

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p>stereotypes and build a more accurate understanding of Ethnic Studies groups?</p>	<p>enhancement of community life.</p>	<p>which the development, organization, and style are appropriate to task, purpose, and audience (i.e., arguments, informative/explanatory texts, and/or narratives). (W.1-4) (R.1, 3, 5) (W.5, 6, 9) (L.1, 2)</p>	<p>actualization and an equitable distribution of power.</p>		<p>Podcasts: Student Podcast Challenge (NPR)</p> <p>Artwork/ Photography: Political or activist artwork by Favianna Rodriguez or Emory Douglas</p>
<p>#8 Is it my responsibility to challenge the systems of oppression that impact our communities?</p>	<p>3. Creative and Practical Problem Solving B. Frame questions, make predictions, and design data collection and analysis strategies.</p>	<p>3. Speaking and Listening B. Comprehension and Evaluation- Analyze information presented in diverse media and formats, including the main ideas, supporting details, and purpose behind the method of presentation; evaluate a speaker’s argument, reasoning, and/or use of evidence.</p>	<p>2. Resisting Racism C. Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont</p>		<p>Books: <i>Brown Girl Dreaming</i> by Jacqueline Woodson</p> <p>Videos: The Danger of a Single Story” by Chimamanda Ngozi Adichie (TED Talk)</p>



Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p>#1 How do stories, in their various forms, shape our understanding of ourselves and others?</p>	<p>5. Informed and Integrative Thinking E. Develop and use models to explain phenomena.</p>	<p>3. Speaking and Listening B. Comprehension and Evaluation Analyze information presented in diverse media and formats, including the main ideas, supporting details, and purpose behind the method of presentation; evaluate a speaker's argument, reasoning, and/or use of evidence.</p>	<p>2. Resisting Racism C. Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont</p>		<p>Books: <i>Inside Out and Back Again</i> by Thanhha Lai</p> <p>Artwork/ Photography: The Migration Series by Jacob Lawrence</p>
<p>#2 How can we build understanding across diverse experiences?</p>	<p>4. Responsible and Involved Citizen B. Take responsibility for personal decisions and actions.</p>	<p>3. Speaking and Listening C. Presentation Present information, findings, and supporting evidence in such a way that the development, organization, style,</p>	<p>3. Interconnectedness C. Build one's purpose anchored in an anti-racist, anti-discriminatory, and intercultural solidarity.</p>		<p>Books: <i>Inside Out and Back Again</i> by Thanhha Lai</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		register, and media are appropriate to task, purpose, and audience; use appropriate eye contact, adequate volume, and clear pronunciation.			
#3 How can collaborative writing and storytelling build empathy, understanding, and a sense of connection within our community?	2. Self Direction F. Analyze the accuracy, bias, and usefulness of information.	2. Writing B. Writing Process- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or varying the approach.	2. Resisting Racism B. Disrupt negative stereotypes and assumptions of Ethnic Studies Groups.		Books: <i>Inside Out and Back Again</i> by Thanhà Lai Podcasts: <i>This American Life</i> , “Tell Me I’m Fat” and/ or “Act V”
#4 Why is language important?	3. Creative and Practical Problem Solving F. Identify opportunities for innovation and collaboration.	4. Language B. Knowledge of Language- Use knowledge of language and its conventions when writing, speaking, reading, or listening; demonstrate understanding of	4. Social Responsibility D. Co-create cultural community spaces that center healing (from the effects of historic and contemporary trauma, harm, and toxicity rooted in		Books: <i>Pet</i> by Akwaeke Emezi Podcasts: On Being , “Resilient Together: Collective Healing” Artwork/

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		figurative language, word relationships, and nuances in word meanings.	racism an intersectional forms of oppression) and wellness for dancing, singing, eating, and enjoying nature—as an art of understanding each other’s humanity and our relationship to our earth.		Photography: Art installation: The AIDS Memorial Quilt or Monument Lab community works
#5 How can we use language and creativity to break down barriers, foster empathy, and inspire social change in our communities?	3. Creative and Practical Problem Solving G. Use a range of tools, including technology, to solve problems.	2. Writing A. Production- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (i.e., arguments, informative/explanatory texts, and/or narratives). (W.1-4) (R.1, 3, 5) (W.5, 6, 9) (L.1, 2)	2. Resisting Racism D. Develop new humanizing systems that value Ethnic Studies Groups.		Books: <i>Pet</i> by Akwaeke Emezi Videos: Youth Speaks: “Somewhere in America” Podcasts: Scene on Radio. “Seeing White” (selected clips) Artwork/ Photography: Street art

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
					#SayTheirNames murals
#6 How can we use our personal stories and experiences to contribute to our community's health, wellness, and understanding of diverse identities?	4. Responsible and Involved Citizen E. Demonstrate a commitment to personal and community health and wellness.	1. Reading B. Summary and Analysis- Summarize a text, including key supporting details; determine a central idea or theme; and analyze the development or interaction of individuals, events, or ideas. (R.2, 3) (R.9)	1. Identity Development C. Share their lived experiences, their gifts, dreams, stories and languages, indigeneity, immigration journeys and/or ancestral lineages while honoring the lived experiences of all.		Books: <i>Pet</i> by Akwaeke Emezi Videos: We Still Live Here (PBS documentary) Podcasts: WNYC "Radio Rookies" Artwork/ Photography: LaToya Ruby Frazier's work
#7 How can we use creative problem-solving and effective communication to address community challenges and promote equitable	3. Creative and Practical Problem Solving E. Generate a variety of solutions, use evidence to build a case for best responses, critically evaluate the effectiveness of	4. Language C. Vocabulary- Acquire and accurately use grade-appropriate general academic and domain specific words and phrases; gather vocabulary	3. Interconnectedness D. Contribute to community actualization and an equitable distribution of power.		Books: <i>Punching the Air</i> by Ibi Zoboi and Yusef Salaam Videos: PBS Student Reporting Labs

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
solutions?	responses, and repeat the process to generate alternate solutions.	knowledge when considering a word or phrase important to comprehension or expression. (L.4, 6) (R.4) (L.5)			<p>Podcasts: Brave Little State, “Who Belongs in Vermont History?”</p> <p>Artwork/ Photography: Diego Rivera’s “Detroit Industry Murals”</p>
#8 How can we critically analyze texts and systems to understand their impact on our lives and communities?	3. Creative and Practical Problem Solving D. Analyze, evaluate, and synthesize evidence, arguments, claims, and beliefs.	1. Reading C. Craft and Structure- Analyze the structure of texts, including how specific parts relate to each other and the whole; assess how point of view or purpose shapes the content and style of a text. (R.5, 6) (R.4)	2. Resisting Racism C. Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont.		<p>Books: <i>Punching the Air</i> by Ibi Zoboi and Yusef Salaam</p> <p>Videos: The 1619 Project (Hulu)</p> <p>Podcasts: Civics 101 “Starter Kit: How a Bill Becomes Law”</p>



Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p>#1 How can we use different forms of communication to help us to understand and share the effects of unfairness in our world?</p>	<p>1. Clear and Effective Communication E. Demonstrate effective, expressive, and receptive communication, including oral, written, multimedia, and performance.</p>	<p>1. Reading D. Craft and Structure- Analyze the structure of texts, including how specific parts relate to each other and the whole; assess how point of view or purpose shapes the content and style of a text. (R.5, 6) (R.4)</p>	<p>2. Resisting Racism C. Research the ways that systems have impacted their lives, Ethnic Studies groups and VT.</p>		<p>Books: <i>Stamped from the Beginning</i> by Jason Reynolds</p> <p>Artwork/ Photography: "Trust Black Women" by Tatyana Fazlalizadeh</p>
<p>#2 How can identifying patterns, trends, and relationships between people and systems help us address social issues?</p>	<p>3. Creative and Practical Problem Solving C. Identify patterns, trends, and relationships that apply to solutions.</p>	<p>2. Writing A. Production- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (i.e., arguments, informative/ explanatory texts,</p>	<p>4. Social Responsibility B. Acknowledge that we have a social responsibility to address the ways systemic racism, poverty, and intersectional oppressions have caused harm to all communities.</p>		<p>Books: <i>Dear Martin</i> by Nic Stone</p> <p>Videos: "How Redlining Still Hurts Minority Homeowners" (PBS NewsHour Extra)</p> <p>Podcasts: 1619 by Nikole Hannah-Jones</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		and/or narratives). (W.1-4) (R.1, 3, 5) (W.5, 6, 9) (L.1, 2)			Episode 2: “The Economy That Slavery Built” Artwork/ Photography: "American Gothic" by Gordon Parks
#3 How can we use collaboration, technology, and problem-solving skills to explore and communicate the diverse aspects of our identities and experiences?	3. Creative and Practical Problem Solving G. Use a range of tools, including technology, to solve problems.	3. Speaking and Listening A. Collaboration- Prepare for and participate in a range of collaborative discussions with diverse partners on grade-appropriate topics, texts, and issues, listening to and building on others' ideas and expressing their own clearly. (SL.1) (R.1) (W.6, 9)	1. Identity Development B. Explore the historical, contemporary, interdependent, and multidimensional nature of identity (i.e. race, gender, disability, sexual identity, etc.)		Books: <i>Dear Martin</i> by Nic Stone Podcasts: This Teenage Life Artwork/ Photography: “Identity Tapestry” by Mary Corey March

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
#4 How can systems thinking help us understand the ways that different forms of oppression interact and impact our society, and how can we communicate this understanding effectively?	5. Informed and Integrative Thinking C. Apply systems thinking to understand the interaction and influence of related parts on each other and on outcomes.	4. Language A. Conventions- Demonstrate understanding of the conventions of English grammar and usage when writing and speaking, as well as mechanics (capitalization, punctuation, and spelling) when writing. (L.1, 2) (SL.6)	2. Resisting Racism A. Examine how systems work to uphold oppression and exclusion (i.e. white supremacy, patriarchy, heteronormativity, ableism, classism, institutional and structural racism, colonialism and imperialism, etc.).		<p>Books: <i>Just Mercy: Adapted for Young Adults</i> by Bryan Stevenson</p> <p>Podcasts: Justice in America- "The Criminalization of Poverty"</p> <p>Artwork/ Photography: Reginald Adams public art</p>
#5 How can we use various forms of communication, including written, oral, and multimedia, to effectively research, analyze, and share the impacts of systemic racism and oppression on individuals, communities, and	1. Clear and Effective Communication E. Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.	1. Reading C. Craft and Structure Analyze the structure of texts, including how specific parts relate to each other and the whole; assess how point of view or purpose shapes the content and style of a text. (R.5, 6) (R.4)	2. Resisting Racism C. Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont.		<p>Books: <i>Just Mercy: Adapted for Young Adults</i> by Bryan Stevenson</p> <p>Videos: Equal Justice Initiative: Bryan Stevenson: We Need to Talk About an Injustice (TED Talk)</p> <p>Artwork/ Photography:</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
society?					<i>Hands Up</i> by Devin Allen
#6 How can we research and apply information from multiple sources to understand the impact of social movements on marginalized communities and advocate for justice and freedom?	5. Informed and Integrative Thinking A. Apply knowledge from various disciplines and contexts to real life situations.	2. Writing C. Research- Gather relevant information or evidence from multiple and diverse sources, assess the credibility and accuracy of each source (including potential for bias), and integrate the information or evidence, while avoiding plagiarism. (W.7-9) (R.1, 6, 7, 8, 9) (W.1-6) (SL.2) (L.1, 2)	4. Social Responsibility A. Understand the impact of social movements and the solidarity efforts that fought for the freedom of all peoples, especially for Ethnic Studies Groups		<p>Books: <i>Just Mercy: Adapted for Young Adults</i> by Bryan Stevenson</p> <p>Videos: Eyes on the Prize: America's Civil Rights Movement (PBS excerpt clips)</p> <p>Podcasts: <i>Teaching Hard History-</i> "Understanding the Civil Rights Movement"</p>
#7 How can we use our vocabulary, communication skills, and community engagement to	4. Responsible and Involved Citizen A. Participate in and contribute to the enhancement of community life.	4. Language C. Vocabulary- Acquire and accurately use grade-appropriate general academic and domain-specific	4. Social Responsibility D. Co-create cultural community spaces that center healing (from the effects of historic and		<p>Books: <i>The Marrow Thieves</i> by Cherie Dimaline</p> <p>Videos: What is Indigenous Futurism? (CBC Arts)</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p>create spaces of healing, wellness, and connection that address the impacts of historical and contemporary trauma?</p>		<p>words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.4, 6) (R.4) (L.5)</p>	<p>contemporary trauma, harm, and toxicity rooted in racism an intersectional forms of oppression) and wellness for dancing, singing, eating, and enjoying nature—as an art of understanding each other’s humanity and our relationship to our earth.</p>		<p>Podcasts: All My Relations, “Indigenous Dreaming”</p> <p>Artwork/ Photography: Water Song or The Wisdom of the Universe by Christi Belcourt</p>
<p>#8 How can we take responsibility for our actions and decisions to contribute to an equitable community, and how can we present our ideas effectively to promote positive change?</p>	<p>4. Responsible and Involved Citizen B. Take responsibility for personal decisions and actions.</p>	<p>3. Speaking and Listening C. Presentation- Present information, findings, and supporting evidence in such a way that the development, organization, register, and media are appropriate to task, purpose, and audience; use appropriate eye</p>	<p>3. Interconnectedness D. Contribute to community actualization and an equitable distribution of power.</p>		<p>Books: <i>The Marrow Thieves</i> by Cherie Dimaline</p> <p>Podcasts: The Moth - “Stories of Standing Up”</p> <p>Artwork/ Photography: Standing Rock protests by Josué Rivas</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		contact, adequate volume, and clear pronunciation. (SL.4-6) (R.1) (W4-6, 9) (L.1)			



Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p>#1 How does storytelling shape our understanding of identity, relationships, and the world around us?</p>	<p>1. Clear and Effective Communication E. Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.</p>	<p>1. Reading A. Textual Evidence- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text, analysis, reflection, and/or research. (R.1) (R.2, 3 , 9) (W.9)</p>	<p>1. Identity Development D. Value storytelling as a way to foster empathy and to understand the importance of mutual interdependence, relationality, and kinship</p>		<p>Books: <i>Piecing Me Together</i> by Renée Watson</p> <p>Videos: PBS Short Film “Youth Storytellers: Changing the Narrative”</p> <p>Artwork/ Photography: JR’s “Inside Out Project” portraits</p>
<p>#2 How can we use language to connect, to understand, and to be understood?</p>	<p>1. Clear and Effective Communication A. Demonstrate organized and purposeful communication.</p>	<p>2. Writing A. Production- Produce clear and coherent writing in which the development, organization, style, and register are appropriate to task, purpose, and</p>	<p>1. Identity Development A. Identify the contributions, cultures, and histories of Ethnic Studies Groups</p>		<p>Books: <i>The House on Mango Street</i> by Sandra Cisneros</p> <p>Podcasts: The Moth Episode “Finding My Voice”</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		audience (i.e., arguments, informative/explanatory texts, and/or narratives). (W.1-4) (R.1, 3, 5) (W.5, 6, 9) (L.1, 2)			
#3 Who decides what stories are worth telling?	5. Informed and Integrative Thinking D. Use evidence and reasoning to justify claims.	3. Speaking and Listening A. Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, listening to and building on others' ideas, and expressing their own clearly and persuasively while considering potential impact. (SL.1) (R.1) (W.6, 9)	4. Social Responsibility A. Understand the impact of social movements and the solidarity efforts that fought for the freedom of all peoples, especially for Ethnic Studies Groups		<p>Books: <i>Code Talker: A Novel About the Navajo Marines of World War Two</i> by Joseph Bruchac</p> <p>Videos: Systemic Racism Explained (act.tv YouTube)</p> <p>Podcasts: Code Switch Episode: "A Class Divided" or "The Story of Sandra Bland" (NPR)</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
					Artwork/ Photography: Emory Douglas Artwork
#4 How do people use language to influence what others think, feel, and do?	1. Clear and Effective Communication D. Adjust communication based on the audience, context, and purpose.	2. Writing A. Production Produce clear and coherent writing in which the development, organization, style, and register are appropriate to task, purpose, and audience (i.e., arguments, informative/ explanatory texts, and/or narratives).	4. Social Responsibility C. Engage in difficult yet humanizing conversations about racism and its intersections with language, class, gender, and disability, etc.		Books: <i>Code Talker: A Novel About the Navajo Marines of World War Two</i> by Joseph Bruchac Videos: What Aristotle and Joshua Bell can teach us about persuasion (TedEd) "We Shall Overcome" (MLK's speeches compilation)

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
					<p>Podcasts: Hidden Brain Episode: “The Science of Persuasion”</p> <p>Artwork/ Photography: WWII Navajo Code Talkers archival photos</p>
<p>#5 How do interconnected ideas, events, and perspectives shape our understanding of history, identity, and society?</p>	<p>5. Informed and Integrative Thinking C. Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes.</p>	<p>1. Reading B. Summary and Analysis- Summarize a text, including key supporting details; determine a central idea or theme; and analyze the development or interaction of individuals, events, or ideas. (R.2, 3) (R.9)</p>	<p>1. Identity Development A. Identify the contributions, cultures, and histories of Ethnic Studies Groups.</p>		<p>Videos: Crash Course: World History Series</p> <p>Podcasts: Throughline (NPR)</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p>#6 What can we learn from characters who struggle, grow, or resist?</p>	<p>3. Creative and Practical Problem Solving C. Identify patterns, trends, and relationships that apply to solutions</p>	<p>2. Writing B. Writing Process- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or varying the approach. (W.5) (W.1-4, 6) (L.1, 2)</p>	<p>4. Social Responsibility B. Acknowledge that we have a social responsibility to address the ways systemic racism, poverty, and intersectional oppressions have caused harm to all communities.</p>		<p>Books: <i>Dear Martin</i> by Nic Stone</p> <p>Videos: The Hill We Climb By Amanda Gorman</p> <p>Artwork/ Photography: Amplifier Art youth justice posters</p>
<p>#7 How can we use technology to help us to understand diverse perspectives and address complex problems?</p>	<p>3. Creative and Practical Problem Solving G. Use a range of tools, including technology, to solve problems.</p>	<p>3. Speaking and Listening B. Comprehension and Evaluation Comprehend and evaluate information presented in diverse media and formats; evaluate a speaker's point of view, argument, reasoning, potential bias, and/or use of evidence and</p>	<p>1. Identity Development A. Identify the contributions, cultures, and histories of Ethnic Studies Groups</p>		<p>Books: <i>Unfollow</i> by Megan Phelps-Roper</p> <p>Podcasts: Radio Lab Episode: The Beauty Puzzle</p> <p>Artwork/ Photography: Ai Weiwei's surveillance installations</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		rhetoric. (SL.2, 3) (R.6-8) (W.8, 9)			
#8 What does it mean to be part of a community, and how do we navigate conflict and difference within it?	3. Creative and Practical Problem Solving H. Persist in solving challenging problems and learn from failure.	4. Language B. Knowledge of Language- Apply knowledge of language to understand how language functions differently across contexts and over time, make effective choices for meaning or style, and comprehend more fully. (L.3, 5) (R.4)	4. Social Responsibility B. Acknowledge that we have a social responsibility to address the ways systemic racism, poverty, and intersectional oppressions have caused harm to all communities.		Suggested resources: Books: <i>Born a Crime</i> by Trevor Noah Podcasts: On Being with Krista Tippett Artwork/ Photography: Wigs or Stereo Styles by Lorna Simpson



Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p>#1 How do where we live and who we live among shape how we see the world and ourselves?</p>	<p>1. Clear and Effective Communication A. Demonstrate organized and purposeful communication</p>	<p>1. Reading C. Craft and Structure- Analyze the structure of texts, including how specific parts relate to each other and the whole; assess how point of view or purpose, including an author’s potential biases, shapes the content and style of a text. (R.5, 6) (R.4)</p>	<p>1. Identity Development B. Explore the historical, contemporary, interdependent, and multidimensional nature of identity (i.e. race, gender, disability, sexual identity, etc.).</p>		<p>Books: <i>Of Mice and Men</i> by John Steinbeck</p> <p>Podcasts: This American Life Episode “House Rules”</p> <p>Artwork/ Photography: Edward Hopper’s Gas</p>
<p>#2 What does it mean to belong and what happens when people or groups are not included in history?</p>	<p>5. Informed and Integrative Thinking C. Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes.</p>	<p>2. Writing C. Research- Gather relevant information or evidence from multiple and diverse sources, assess the credibility and accuracy of each source (including</p>	<p>2. Resisting Racism A. Examine how systems work to uphold oppression and exclusion (i.e. white supremacy, patriarchy, heteronormativity, ableism, classism, institutional and</p>		<p>Suggested resources:</p> <p>Books: <i>Of Mice and Men</i> by John Steinbeck</p> <p>Videos: “Erased History: The Lost Communities of America” (PBS)</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		potential for bias), and integrate the information or evidence, while avoiding plagiarism. (W.7-9) (R.1, 6, 7, 8, 9)	structural racism, colonialism and imperialism, etc.).		<p>Podcasts: 1619 Podcast Episode “The Truth”</p> <p>Artwork/ Photography: Gordon Parks’ <i>American Gothic, Washington, D.C.</i> (1942)</p>
<p>#3 How do authors use their craft to reflect and sometimes reshape society?</p>	<p>4. Responsible and Involved Citizenship C. Demonstrate ethical behavior and the moral courage to sustain it.</p>	<p>3. Speaking and Listening C. Presentation- Present information, findings, and supporting evidence in such a way that the development, organization, style, register, and media are appropriate to task, purpose, and audience. (SL.4-6) (R.1) (W4-6, 9) (L.1)</p>	<p>1. Identity Development B. Explore the historical, contemporary, interdependent, and multidimensional nature of identity (i.e. race, gender, disability, sexual identity, etc.)</p>		<p>Books: <i>Persepolis</i> by Marjane Satrapi</p> <p>Videos: BBC Documentary: “<i>Iran: A Revolution Remembered</i>”</p> <p>Podcasts: The History of Literature Podcast Episode “Graphic Novels that Change Perspectives”</p> <p>Artwork/</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
					<p>Photography: Shirin Neshat’s <i>Women of Allah</i> photography series</p>
<p>#4 When is it brave to speak up and what are the risks of staying silent?</p>	<p>1. Clear and Effective Communication D. Adjust communication based on the audience, context, and purpose.</p>	<p>4. Language C. Vocabulary- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for communicating at the college and career readiness level. (L.4, 6) (R.4) (L.5)</p>	<p>1. Identity Development D. Value storytelling as a way to foster empathy and to understand the importance of mutual interdependence, relationality, and kinship.</p>		<p>Books: <i>Persepolis</i> by Marjane Satrapi</p> <p>Videos: Malala Yousafzai’s UN speech on education rights</p> <p>Podcasts: NPR Rough Translation Episode: “The Courage to Speak”</p> <p>Artwork/ Photography: Picasso’s <i>Guernica</i> (1937)</p> <p>Protest posters from Iran’s 1979 Revolution and 2022 Women’s Rights</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
					movement
#5 How do people navigate the tension of holding onto their identity with societal pressure to change?	5. Informed and Integrative Thinking B. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge.	1. Reading A. Textual Evidence- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text, analysis, reflection, and/or research. (R.1) (R.2, 3 , 9) (W.9).	4. Social Responsibility B. Acknowledge that we have a social responsibility to address the ways systemic racism, poverty, and intersectional oppressions have caused harm to all communities.		<p>Books: <i>American Street</i> by Ibi Zoboi</p> <p>Videos: Ibi Zoboi’s interview: “<i>On Writing Stories of Haitian Immigrant Girls</i>”</p> <p>Podcasts: Code Switch Episode “Can We Code-Switch and Still Be Ourselves?”</p> <p>Artwork/ Photography: Jaune Quick-to-See Smith’s <i>Trade (Gifts for Trading Land with White People)</i></p>
#6 In what ways do traditions, values, and beliefs both connect and divide	1. Clear and Effective Communication a. Demonstrate	2. Writing A. Production- Produce clear and coherent writing in	2. Resisting Racism C. Research the ways that systems have		Books: <i>American Street</i> by Ibi Zoboi

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
communities?	organized and purposeful communication.	which the development, organization, style, and register are appropriate to task, purpose, and audience (i.e., arguments, informative/explanatory texts, and/or narratives). (W.1-4) (R.1, 3, 5) (W.5, 6, 9) (L.1, 2)	impacted their lives, Ethnic Studies groups, and Vermont.		<p>Videos: PBS: <i>Immigration, Family, and Faith: Navigating Traditions in a New Country</i></p> <p>Short film: <i>“This Is Home”</i></p> <p>Podcasts: Immigrantly Podcast Episode “Community and Belonging”</p> <p>Artwork/ Photography: Alejandro Cartagena’s <i>Immigrant Archive Project</i></p>
#7 How can reading and writing help us understand people whose experiences are different from our	3. Creative and Practical Problem Solving D. Analyze, evaluate, and synthesize evidence, arguments, claims, and beliefs.	3. Speaking and Listening A. Collaboration Prepare for and participate effectively in a range of conversations and	3. Interconnectedness C. Build one’s purpose anchored in an anti-racist, anti-discriminatory,		<p>Books: <i>Homegoing</i> by Yaa Gyasi</p> <p>Videos: Interview with Yaa Gyasi on <i>Homegoing</i></p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
own?		collaborations with diverse partners, listening to and building on others' ideas, and expressing their own clearly and persuasively while considering potential impact. (SL.1) (R.1) (W.6, 9)	and intercultural solidarity		and intergenerational trauma Podcasts: <i>LeVar Burton Reads Episode "The Paper Menagerie" by Ken Liu</i> Artwork/ Photography: The Equal Justice Initiative's <i>National Memorial for Peace and Justice</i> photography exhibit.
#8 What is our responsibility when we encounter injustice?	5. Informed and Integrative Thinking D. Use evidence and reasoning to justify claims.	3. Speaking and Listening A. Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, listening to and	2. Resisting Racism C. Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont		Books: <i>Homegoing</i> by Yaa Gyasi Videos: <i>13th</i> by Ava DuVernay Podcasts: Radio Diaries Episode "The Strange Story of the

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		building on others' ideas, and expressing their own clearly and persuasively while considering potential impact. (SL.1) (R.1) (W.6, 9)			Freedom Rides” Artwork/ Photography: Charles Moore’s Civil Rights Movement protest photography.



Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p>#1 What shapes the American identity—and who gets to define it?</p>	<p>3. Creative and Practical Problem Solving H. Persist in solving challenging problems and learn from failure.</p>	<p>4. Language B. Knowledge of Language Apply knowledge of language to understand how language functions differently across contexts and over time, make effective choices for meaning or style, and comprehend more fully. (L.3, 5) (R.4)</p>	<p>4. Social Responsibility B. Acknowledge that we have a social responsibility to address the ways systemic racism, poverty, and intersectional oppressions have caused harm to all communities.</p>		<p>Books: <i>There There</i> by Tommy Orange</p> <p>Videos: “The Myth of the Melting Pot” (Vox)</p> <p>Artwork/ Photography: “Freedom from Want” by Norman Rockwell (1943)</p>
<p>#2 How do power, privilege, and resistance show up in the stories we tell and the stories we ignore?</p>	<p>3. Creative and practical problem solving g. Use a range of tools, including technology, to solve problems.</p>	<p>3. Speaking and Listening B. Comprehension and Evaluation Comprehend and evaluate information presented in diverse media and formats; evaluate a</p>	<p>1. Identity Development A. Identify the contributions, cultures, and histories of Ethnic Studies Groups</p>		<p>Books: <i>There There</i> by Tommy Orange</p> <p>Podcasts: 1619 Podcast Episode: “The Fight for a True Democracy” (NYT)</p>



	Transferable Skill	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		<p>speaker's point of view, argument, reasoning, potential bias, and/or use of evidence and rhetoric. (SL.2, 3) (R.6-8) (W.8, 9)</p>			
<p>#3 In what ways do myths, symbols, and national narratives influence how we see ourselves and others?</p>	<p>5. Informed & Integrative Thinking . Analyze, evaluate, and synthesize information from multiple sources to build on knowledge.</p>	<p>2. Writing B. Writing Process Develop and strengthen writing as needed by planning, revising, editing, rewriting, or varying the approach. (W.5) (W.1-4, 6) (L.1, 2)</p>	<p>4. Social Responsibility B. Acknowledge that we have a social responsibility to address the ways systemic racism, poverty, and intersectional oppressions have caused harm to all communities.</p>		<p>Books: <i>The Underground Railroad</i> by Colson Whitehead</p> <p>Videos:</p> <p>Podcasts: Throughline Episode: "The Constitution"</p> <p>Artwork/ Photography: "Fourth of July" by Gordon Parks</p>
<p>#4 How do authors use fiction to tell emotional or</p>	<p>5. Informed and Integrative Thinking C. Apply</p>	<p>1. Reading B. Summary and Analysis</p>	<p>1. Identity Development A. Identify the</p>		<p>Books: <i>The Underground Railroad</i> by Colson</p>



	Transferable Skill	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p>political truths?</p>	<p>systems thinking to understand the interaction and influence of related parts on each other, and on outcomes.</p>	<p>Summarize a text, including key supporting details; determine a central idea or theme; and analyze the development or interaction of individuals, events, or ideas. (R.2, 3) (R.9)</p>	<p>contributions, cultures, and histories of Ethnic Studies Groups</p>		<p>Whitehead</p> <p>Videos: PBS American Masters: Toni Morrison: The Pieces I Am Podcasts: StoryCorps Episode: "Driving Lessons"</p> <p>Artwork/ Photography: "Harriet Tubman Series" by Faith Ringgold</p>
<p>#5 What is the relationship between personal freedom and social responsibility?</p>	<p>5. Informed and Integrative Thinking b. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge</p>	<p>4. Language A. Conventions Demonstrate understanding of the conventions of English grammar and usage when writing and speaking, as well as mechanics (capitalization,</p>	<p>3. Interconnectedness A. Describe the ways that students, families, and communities of color come from generations of peoples who have rich intellectual and</p>		<p>Books: <i>Parable of the Sower</i> by Octavia E. Butler Videos: "America After Ferguson" (PBS Frontline) Podcasts: On Being Episode: "John Powell:"</p>



	Transferable Skill	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		punctuation, and spelling) when writing. (L.1, 2) (SL.6)	cultural traditions		<p><i>Opening to the Question of Belonging</i></p> <p>Artwork/ Photography: Photographs from the Poor People's Campaign (1968)</p>
#6 How do fear, hope and conflict shape the choices people make, and the consequences they face?	5. Informed and Integrative Thinking D. Use evidence and reasoning to justify claims.	3. Speaking and Listening A. Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, listening to and building on others' ideas, and expressing their own clearly and persuasively while considering potential impact. (SL.1) (R.1) (W.6, 9)	2. Resisting Racism C. Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont		<p>Suggested resources:</p> <p>Books: <i>Parable of the Sower</i> by Octavia E. Butler</p> <p>Videos: "Refuge" by Matthew K. Firpo</p> <p>Podcasts: This American Life Episode "The Other Mr. President"</p>



	Transferable Skill	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p>#7 What does it mean to pursue happiness, justice or success?</p>	<p>1. Clear and Effective Communication A. Demonstrate organized and purposeful communication.</p>	<p>2. Writing A. Production Produce clear and coherent writing in which the development, organization, style, and register are appropriate to task, purpose, and audience (i.e., arguments, informative/explanatory texts, and/or narratives). (W.1-4) (R.1, 3, 5) (W.5, 6, 9) (L.1, 2)</p>	<p>1. Identity Development A. Identify the contributions, cultures, and histories of Ethnic Studies Groups</p>		<p>Books: <i>Parable of the Sower</i> by Octavia E. Butler</p> <p>Videos: PBS NewsHour "What does justice look like in America?"</p> <p>Artwork/ Photography: Norman Rockwell's "The Problem We All Live With" (1964)</p>
<p>#8 How do poets use language to evoke emotions and reflect their lived experiences? How can I use poetry to evoke emotions and reflect my lived experiences?</p>	<p>5. Informed & Integrative Thinking B. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge.</p>	<p>1. Reading A. Textual Evidence Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn</p>	<p>1. Identity Development D. Value storytelling as a way to foster empathy and to understand the importance of mutual interdependence, relationality, and</p>		<p>Books: <i>Citizen: An American Lyric</i> by Claudia Rankine <i>Don't Call Us Dead</i> by Danez Smith <i>The Carrying</i> by Ada Limón <i>A Thousand Times You Lose Your</i></p>



	Transferable Skill	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		from the text, analysis, reflection, and/or research. (R.1) (R.2, 3 , 9) (W.9)	kinship		<i>Treasure</i> by Hoa Nguyen Videos: Sarah Kay – "If I Should Have a Daughter" (TED Talk) Button Poetry Podcasts: The Poetry Gods VS The Poetry Foundation Artwork/ Photography: "Love Is the Message, The Message Is Death" by Arthur Jafa (2016)



Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
<p><u>#1 Whose voices are heard, silenced, or amplified in our society, and what is the role of storytelling in shifting that balance?</u></p>	<p>5. Informed and Integrative Thinking D. Use evidence and reasoning to justify claims.</p>	<p>3. Speaking and Listening A. Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, listening to and building on others' ideas, and expressing their own clearly and persuasively while considering potential impact. (SL.1) (R.1) (W.6, 9)</p>	<p>2. Resisting Racism C. Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont.</p>		<p>Books: <i>The Fire Next Time</i> by James Baldwin</p> <p>Videos:</p> <p>Podcasts: Seeing White (Scene on Radio) – Episode: “Turning the Lens”</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
#2 What responsibilities do we have as readers, writers, and citizens in confronting injustice and misinformation?	3. Creative and Practical Problem Solving F. Identify opportunities for innovation and collaboration.	3. Speaking and Listening A. Collaboration Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, listening to and building on others' ideas, and expressing their own clearly and persuasively while considering potential impact. (SL.1) (R.1) (W.6, 9)	3. Interconnectedness C. Build one's purpose anchored in an anti-racist, anti-discriminatory, and intercultural solidarity		<p>Books: <i>The Fire Next Time</i> by James Baldwin</p> <p>Videos: "United States of Conspiracy" (PBS)</p> <p>Podcasts: On the Media Episode: "Breaking News Consumers Handbook"</p> <p>Artwork/ Photography: "Trace" by Ai Weiwei</p>
#3 What does it mean to live ethically in a complex and interconnected world, and how can literature help us explore that?	1. Clear and Effective A. Communication Demonstrate organized and purposeful communication.	2. Writing A. Production Produce clear and coherent writing in which the Development, organization, style, and register are	2. Resisting Racism C. Research the ways that systems have impacted their lives, Ethnic Studies groups, and Vermont		<p>Books: <i>Exit West</i> by Mohsin Hamid</p> <p>Videos: "The Truth Is Hard" (The New York Times ad campaign)</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
		appropriate to task, purpose, and audience (i.e., arguments, informative/explanatory texts, and/or narratives). (W.1-4) (R.1, 3, 5) (W.5, 6, 9) (L.1, 2)			
#4 How do history, culture, and lived experience influence how people create and interpret texts?	5. Informed and Integrative Thinking B. Analyze, evaluate, and synthesize information from multiple sources to build on knowledge.	1. Reading A. Textual Evidence Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text, analysis, reflection, and/or research. (R.1) (R.2, 3, 9) (W.9)	4. Social Responsibility B. Acknowledge that we have a social responsibility to address the ways systemic racism, poverty, and intersectional oppressions have caused harm to all communities.		Books: <i>Exit West</i> by Mohsin Hamid Videos: National Museum of African American History – Digital Storytelling Exhibit Podcasts: Throughline Episode: “The Invention of Race”
#5 How does	1. Clear and	4. Language D.	1. Identity		Books:

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
language shape the way we understand identity, power, and belonging?	Effective Communication D. Adjust communication based on the audience, context, and purpose.	Vocabulary Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for communicating at the college and career readiness level. (L.4, 6) (R.4) (L.5)	Development D. Value storytelling as a way to foster empathy and to understand the importance of mutual interdependence, relationality, and kinship		<i>Citizen: An American Lyric</i> by Claudia Rankine Videos: “3 Ways to Speak English” (TED Talk) Artwork/ Photography: Barbara Kruger (text based art)
#6 When and how can creative expression spark change in a community or society?	4. Responsible and Involved Citizenship C. Demonstrate ethical behavior and the moral courage to sustain it.	3. Speaking and Listening D. Presentation Present information, findings, and supporting evidence in such a way that the development, organization, style, register, and media are appropriate to task, purpose, and audience. (SL.4-6) (R.1) (W4-6, 9) (L.1)	1. Identity Development B. Explore the historical, contemporary, interdependent, and multidimensional nature of identity (i.e. race, gender, disability, sexual identity, etc.)		Books: <i>The Poet X</i> by Elizabeth Acevedo Podcasts: Design Matters with Debbie Millman Artwork/ Photography: Kehinde Wiley’s portraits

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
#7 How can we use research, writing, and dialogue to understand multiple perspectives and challenge our own assumptions?	5. Informed and Integrative Thinking C. Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes.	2. Writing C. Research Gather relevant information or evidence from multiple and diverse sources, assess the credibility and accuracy of each source (including potential for bias), and integrate the information or evidence, while avoiding plagiarism. (W.7-9) (R.1, 6, 7, 8, 9)	2. Resisting Racism A. Examine how systems work to uphold oppression and exclusion (i.e. white supremacy, patriarchy, heteronormativity, ableism, classism, institutional and structural racism, colonialism and imperialism, etc.)		<p>Books: <i>The Poet X</i> by Elizabeth Acevedo</p> <p>Videos: PBS American Experience – “The Internment of Japanese Americans”</p> <p>Podcasts: Hidden Brain Episode: “The Mind of the Village”</p> <p>Artwork/ Photography: Dorothea Lange’s Japanese Internment photographs</p>
#8 What makes an idea worth listening to, and how do we decide what’s true,	1. Clear and Effective Communication A. Demonstrate organized and	1. Reading C. Craft and Structure Analyze the structure of texts, including how specific parts	1. Identity Development B. Explore the historical, contemporary,		<p>Books: <i>The Book of Unknown Americans</i> by Cristina Henríquez</p>

Essential Question:	Transferable Skill PPI:	Content PPI:	IRIS PPI:	Summative Assessment:	Suggested Unit texts:
meaningful, or relevant?	purposeful communication	relate to each other and the whole; assess how point of view or purpose, including an author's potential biases, shapes the content and style of a text. (R.5, 6) (R.4)	interdependent, and multidimensional nature of identity (i.e. race, gender, disability, sexual identity, etc.)		<p>Videos: Alan Alda "The Art of Communicating Science"</p> <p>TED Talks Daily Episode: Sam Harris: "Can We Build AI Without Losing Control?"</p> <p>Podcasts: Freakonomics Radio Episode: "How to Change Minds"</p>