Expeditionary School at Black River Response to Condition #7, Curriculum Framework August 5, 2023

ESBR's mission is to educate students to be intellectually curious, resourceful, and confident in themselves for a life of personal fulfillment and civic engagement. ESBR's culture of learning is built from these educational pillars: a global perspective, civic responsibility, community engagement, and environmental stewardship. Learning opportunities are intentionally aligned with these pillars. The idea of expeditions drives are instruction. Rather than receive knowledge devoid of a meaningful context, students actively explore and investigate.

Student explorations may take them to the outdoors and their community as they explore their passions and reflect on their personal growth to become conscientious global citizens and respectful human beings. Other explorations will take place in the classroom as the student take intellectual explorations.

Designed as a small school in which students learn from each other as well as from teachers, students are often taught in mixed grade settings. Although students of different ages may be in a common discussion about a topic such as Vermont's recent flooding and the chemistry of some of the pollutants that were released from flooded buildings, the proficiencies they accomplish will differ based on their age, readiness, capabilities, prior knowledge and interest. Where warranted, teachers will differentiation the resources they use and the expectations that they have. NewsELA, which presents topical readings at five levels, is an example of a tool that teachers use to differentiate their instruction.

In math and ELA, students are given placement exams and assessed and are placed accordingly. Ongoing assessment informs the student and her teachers about placement. Placements are changed as formative assessment dictates.

The schools' educational objectives are designed to offer students experiences where they can develop the dispositions outlined in VT-AOE's Portrait of a Graduate, dispositions that have been a key feature of ESBR's educational objectives since opening day. Over the course of a student's experience at ESBR, learner agency, critical thinking & problem solving, wellbeing, global citizenship communication and academic proficiency are the descriptors used to describe student's progress toward these dispositions.

The 2023-2024 school year professional development program will establish common instructional strategies, further develop the expeditionary nature of the ESBR's curriculum, and connect the Curriculum Framework to the six dimensions of the Profile of a Graduate.

ESBR's Minimum Course of Study by Grade Level Grades 7-9

Credits Key Curriculum Materials	Differentiation (by age, grade, motivation, and/or prior experience)	7 th Grade	8 th Grade	9 th Grade
PLMap (0 cr)		Per Learning Map	Per Learning Map	Per Learning Map
English HS 4 c MS 2 c Project and Imagine Learning (EL) Selected Fiction and Non-fiction. Forms of Writing are integrated into all subjects. NewsELA, Writer's Inc. Supplemental: Purdue University Online Writing Lab Landmark School Outreach Program	Mechanics of Writing Assessment and Placement NewsELA offers five levels of articles for each topic. Use Lexile bands to choose appropriate scaffolding to help students accomplish tasks with slowly diminishing support over the course of the year And in 504s and IEPs at a glance	Human. 7 (1c Eng, 1c SS) Mechanics of Writing (assessment and course) – "Writer's Inc." Lexile Range: 955–1155, by the end of the year students can read within the range with or without scaffolding Key Ideas & Details -Use several pieces of evidence to support analysis of text explicitly and inferential -Determine theme(f)/central idea(nf) and give objective summary	Human. 8 (1c Eng,1c SS) Lexile Range: 955–1155, by the end of the year students can read within the range independently & with proficiency Key Ideas & Details -Cite evidence to most strongly support analysis of text explicitly and inferential -Determine theme(f)/central idea(nf) with relation to characters, setting, plot and give objective summary	Lexile Range: 1080–1305, read and comprehend literature, including stories, dramas, and poems with scaffolding as needed at the high end of the range (broad understanding) Key Ideas & Details -Cite strong & thorough evidence from text analysis of text explicitly and inferential -Determine theme(f)/central idea(nf) & analyze in detail its development & how it emerges/is shaped and refined by specific details, & give objective summary

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	-Analyze how story or drama	-Analyze how <u>lines of text</u> ,	-Analyze how <u>complex</u>
	elements (characters, setting.,	dialogue, or incidents propel	characters with multiple or
	plot) interact	action, reveal more about	conflicting motivations develop
		character, or provoke decision	over time, <u>interact with</u>
		•	characters, & advance the plot,
	Craft & Structure	Craft & Structure	Craft & Structure
	-Figurative and connotative	-Figurative and connotative	-Figurative and connotative word
	word meanings	word meanings	meanings
	-Analyze impact of rhyme,	-Analyze impact of specific	-Analyze the cumulative impact
	alliteration & other sounds in	words on meaning & tone like	of specific words on meaning &
	stories, poems, drama	analogies/allusions	tone like giving a sense of time
			and place, or how it sets a formal
			or informal tone
	-Analyze how drama or poem	-Compare and contrast two or	-Analyze how an author's choices
	structure and form contribute to	more texts & analyze how the	concerning how to structure a
	meaning	differing structure of each text	text, order events within it (e.g.,
		contributes to its meaning and	parallel plots), and manipulate
		style	time (e.g., pacing, flashbacks)
			create such effects as mystery,
	-Analyze how author develops	-Analyze how contrasting	tension, or surprise.
	and contrasts points of view of	points of view of characters,	-Analyze a point of view or
	characters or narrator	audience/reader c <u>reates</u>	<u>cultural experience</u> reflected in of
		suspense or humor (ex. irony)	literature from outside the United
			States, drawing on a wide reading
	Integration of Knowledge &	Integration of Knowledge &	of world literature
	Ideas	Ideas	Integration of Knowledge &
	-Compare written works to	-Analyze how a film or theater	Ideas
	other media versions & analyze	production of a story stays	-Analyze how a film or theater
	the effects of techniques	faithful to original & evaluate	production of a story stays
	employed	director and actors' choices	faithful to original & evaluate
		-Analyze how modern fiction	director and actors' choices
	-Compare & contrast historical	themes, patterns of events or	-Analyze how an author draws on
	fiction to actual history of same	character types from myths,	and transforms source material in
	time and how authors use or	traditional stories, or religious	a specific work (e.g., how
	change history.		Shakespeare treats a theme or

				works and describe how the material is rendered new.	topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
Math 3 credits	Dr. Ron Larson Series of math texts Art of Problem Solving Supplemental KhanAcademy.org and Beast Academy	Math placement assessment, Use IXL for differentiation See differentiation span following a spiraling curriculum (L=low-, G=general, H=high)	Pre-Algebra The Art of Problem Solving L—Representing Ratios, Rates & Percents, Fractions, Numeric and Algebraic Expressions Equations & Inequalities G—Proportional Relationships, Rational Numbers, Numerical and Algebraic Numbers, Equations & Inequalities H—Linear Relationships, Solving one-variable equations	Algebra The Art of Problem Solving L-Linear Relationships, Solving one-variable equations, Equations & Inequalities G-Functions, Graphs and Features Linear Expressions & Single- Variable Equations/Inequalities, Linear Equations, Inequalities and Systems, Functions and Transformations, Exponents and Exponential Functions, Quadratic Functions and Solutions, Quadratic Equations and Applications H-Transformations and Angle Relationships, Pythagorean Theorem and Volume, Bivariate Data	Conceptual Geometry The Art of Problem Solving L—Transformations and Angle Relationships, Pythagorean Theorem and Volume, Bivariate Data G—Constructions, Proof, and Rigid Motion, Congruence in Two Dimensions, Dilations and Similarity, Right Triangles & Trigonometry, Polygons and Algebraic Relationships, Three- Dimensional Measurement and Application, Circles, Probability H—
Science 4 credits	Resource: New Hampshire Academy of Science. Anchor texts are under review.	NewsELA for differentiated readings.	Integrated. Science: Environmental Emphasis and scientific process with a focus on biological systems.	Integrated. Science: Environmental Emphasis and scientific process with a focus on earth and space science.	Integrated. Science: Environmental Emphasis and scientific process with a focus on chemical and physical sciences
Social Studies HS 3 c MS 2 c	Nat His Day Project	NewsELA for differentiated readings.	Human. 7 (1c SS)	Human. 8 (1c SS)	Social Studies 9 (1c SS)

ESBR's Minimum Course of Study by Grade Level Grades 10-12)

Credits	Key Curriculum Materials	Differentiation (by age, grade, motivation, and/or prior experience)	10 th Grade	11 th Grade	12 th Grade
PLMap (0 cr)			Per Learn Map	Per Learn Map	Per Learn Map
English HS 4 c	Nat His Day Project and	Mechanics of Writing	English 10 (1c)	English 11 (1c)	English 12 (1c)
MS 2 c	Imagine Learning (EL) Selected Fiction and Non-fiction. Forms of Writing are integrated into all subjects. NewsELA, Writer's INC and Perdue Owl	Assessment and Placement use of scaffolding by teacher will allow access to students more complex texts NewsELA offers five levels of nonfiction articles for each topic. Differentiate as per 504s and IEPs at a Glance.	Lexile Range: 1080–1305, read and comprehend literature, including stories, dramas, and poems independently and with proficiency at the high end of the range These proficiencies repeat from 9th grade. Students move from a broad understanding to specificity. As students are ready, use texts higher in the range with less scaffolding eventually reaching independence. Key Ideas & Details	Lexile Range: 1215–1355 & CCR, read and comprehend literature, including stories, dramas, and poems with scaffolding as needed at the high end of the range (broad understanding) Key Ideas & Details -Cite strong and thorough evidence from text of what	Lexile Range: 1215–1355, & CCR, read and comprehend literature, including stories, dramas, and poems independently and with proficiency at the high end of the range These proficiencies repeat from 11th grade. Students move from a broad understanding to specificity. As students are ready, use texts higher in the range with less scaffolding eventually reaching independence using college and career texts. Key Ideas & Details

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-Cite strong & thorough	the text says explicitly as	-Cite strong and thorough
evidence from text analysis of	well as inferences, including	evidence from text of what
text explicitly and inferential	determining where the text	the text says explicitly as
	leaves matters uncertain in f	well as inferences, including
	<u>& nf</u> .	determining where the text
	-Determine two or more	leaves matters uncertain in f
-Determine theme(f)/central	themes(f)/central ideas(nf)	& nf.
idea(nf) & analyze in detail its	& analyze development over	-Determine two or more
development & how it	the course of the text,	themes(f)/central ideas(nf)
emerges/is shaped and refined	including how they interact	& analyze development
by specific details, & give	and build on one another to	over the course of the text,
objective summary	produce a complex	including how they interact
	<pre>account(f)/analysis(nf);</pre>	and build on one another to
	provide objective summary.	produce a complex
	-(f)Analyze impact of the	<pre>account(f)/analysis(nf);</pre>
-Analyze how complex	author's choices regarding	provide objective summary.
characters with multiple or	how to develop and relate	-(f)Analyze impact of the
conflicting motivations develop	elements of a story or drama	author's choices regarding
over time, interact with	(e.g., where setting is, how	how to develop and relate
characters, & advance the plot	action is ordered, how	elements of a story or drama
	characters are introduced &	(e.g., where setting is, how
	developed). (nf)Analyze	action is ordered, how
	complex set of ideas/	characters are introduced &
	sequence of events &	developed). (nf)Analyze
	explain how specific	complex set of ideas/
	individuals/ideas/events	sequence of events &
	interact & develop over	explain how specific
	course of text.	individuals/ideas/events
	Craft & Structure	interact & develop over
Craft & Structure	-Determine meaning of	course of text.
-Figurative and connotative	words/phrases as used,	Craft & Structure
word meanings	including figurative and	-Determine meaning of
-Analyze the cumulative	connotative meanings (f/nf)	words/phrases as used,
impact of specific words on	& technical meaning(nf);	including figurative and
meaning & tone like giving a	analyze the impact of	connotative meanings (f/nf)
	specific word choices(f)/key	& technical meaning(nf);

sense of time and place, or how it sets a formal or informal tone in the specific parts (f-c.g., dailor or surprise. -Analyze how an author's ceg., Madison defines faction in Federalist Papers No.10) -Analyze how an author's fresh, engaging, or beautiful. (F-Include Shakespeare as well as other authors. nf-e.g., Madison defines faction in Federalist Papers No.10) -Analyze how an author's free, engaging, or seartiful. (F-melude Shakespeare as well as other authors nf-e.g., Madison defines faction in Federalist Papers No.10) -Analyze how an author's structure specific parts (f-(e.g., choice: where to begin or end a story, provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.) (nf-exposition/argument, including whether structure makes points clear, convincing, and engaging.) -Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (f-e.g., satire, sarcasm, irony, or understatement; nf-hetoric contributes to power, persuasiveness, beauty). Integration of Knowledge		<u> </u>	
and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. -Analyze a point of view or cultural experience reflected in of literature from outside the United States, drawing on a wide reading of world literature. Multiple meanings or language that is particularly fresh, engaging, or beautiful. (f-Include Shakespeare as well as other authors, nf-e.g., Madison defines faction in Federalist Papers No.10) -Analyze how an author's effects as mystery, tension, or surprise. -Analyze a point of view or cultural experience reflected in of literature from outside the United States, drawing on a wide reading of world literature. Maticular and the states of the United States, drawing on a wide reading of world literature. Maticular and the states of the United States, drawing on a wide reading of world literature. Maticular and the states of the state of the United States, drawing on a wide reading of world literature. Maticular and the state of the stat			
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exposition/argument, including whether structure makes points clear, convincing, and engaging.) -Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (fe.g., satire, sarcasm, irony, or understatement; nfrhetoric contributes to power, persuasiveness, beauty). Integration of Knowledge meaning as well as its aesthetic impact.) (nfexposition/argument, including whether structure makes points clear, convincing, and engaging.) -Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (fee.g., satire, sarcasm, irony, or understatement; nf-rhetoric contributes to power, persuasiveness,	wide reading of world literature	meaning as well as its	
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			Integration of Knowledge & Ideas -Analyze how a film or theater production of a story stays faithful to original & evaluate director ot actors' choices -Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	-Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by: Shakespeare & American dramatist.) -Demonstrate knowledge of 18th-, 19th- & early-20th- century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Integration of Knowledge & Ideas -Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by: Shakespeare & American dramatist.) -Demonstrate knowledge of 18th-, 19th- & early-20th-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Math – 3 credits	Dr. Ron Larson Series of math texts Art of Problem Solving	Math placement assessment, Use IXL for differentiation	Electives: Calc/Comp Science/Data Analysis/Stat	Electives: Calc/Comp Science/Data Analysis/Stat	Electives: Calc/Comp Science/Data Analysis/Stat
Science – 4 credits	Resource: New Hampshire Academy of Science Science Texts (TBD)	Some use of NewsELA,	Biology with Earth Science	Chemistry with Earth Science	Physics with Space Science
Social Studies HS 3 c	Nat His Day Project	Some use of NewsELA,	Social Studies 10	Elective Social Studies (11 or	12 th grade)

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