



CHARACTER

B A S E D

LITERACY

CBL Themes

Quarter Theme

- Posted in class
- Discussed on a daily basis
- Connected to students lives
- Used in classroom management language



Responsibility Requires Action

living life with responsibility every day

Responsibility is the active side of morality: doing what I should do, doing what I say I will do, doing what is best for everybody; especially doing the one thing I should be doing right now.



Change Requires Effort

living life with dignity and moderation

Change is possible. Change requires three things; a vision, a plan, and effort. It requires changing bad habits to good habits. It requires effort even when I don't feel like working. It requires taking one step at a time.



Leadership Requires Engagement

engaging life fully for the common good

Leaders develop and dedicate their talents to promote the common good. This is where they choose to spend their time and effort. Leadership requires positive civic engagement. It is making sure that the communities I am part of are better because I am in them. And that I am better because of the communities I choose to be part of.



Justice Requires Restraint

living out justice for all people and the earth

There are things I cannot say or do to myself, any other person, or the planet because justice demands it. The actions I take and the decisions I make must respect the rights of all.



Courage Requires Fortitude

living with courage and commitment

Courage is risk for a reason, not risk for a thrill; courage requires I moderate my impulses and emotions. Courage leads me to consider the heroic journey in which people live for purposes bigger than themselves and their wants and needs.



Integrity Requires Wholeness

living out integrity and reflective justice

Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

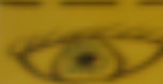


THEME CLASSROOM EXAMPLES

RESPONSIBILITY REQUIRES ACTION

A classroom with

RESPONSIBILITY...

 LOOKS like:

SOUNDS like: ?

Mature
Sitting down
everybody working
reading
writing
Working together
paying attention
to the teacher
no fighting
no sleeping
eyes open

Quiet
Talking about work
Pencils on paper
Whispering
Saying "thank you"
no yelling/whining
no cursing
no arguing
papers rattling
no snoring
no gum chewing
say "please"

Justice requires restraint


Justice demands I
not say or do some
things to myself,
any other person,
or the planet.



The actions I take,
and the decisions I
make, must respect
the rights of all.

Integrity Requires Wholeness




Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent, and principled. Integrity moves me to do difficult and new things, not just easy and accustomed things.

**Responsibility is
doing what I should
do, doing what I
said I would do,
doing what is best
for everybody;
especially doing
the one thing I
should be doing
right now.**

Change is 



 POSSIBLE. 

Change Requires 3 Things:



- ① a vision 
- ② a plan 
- ③ effort 

- Change requires us to drop bad habits & pick up good habits



- Change requires effort, even when we don't feel like working

- Change requires us to take 
 ONE STEP at a TIME

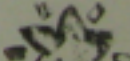
Justice Requires


 Restraint: 

there are things that you can't say or do...

- to yourself 
- to any other person 
- or to the planet








because Justice demands it.

The actions I take & the decisions I make must respect the rights of all. 

 Integrity

CBL reading list

- Middle school has a 3 year reading list
- High school has a 4 year reading list

	Middle School Reading List	Cycle I 2017-2018	Cycle II 2018-2019	Cycle III 2016-2017
	Responsibility Requires Action	Tuck Everlasting The Breadwinner Joey Pigza Swallowed the Key	Island of the Blue Dolphins Esperanza Rising Iqbal	Lupita Mañana Freak the Mighty The Outside Shot
	Change Requires Effort	Miracle's Boys Taste of Salt Popcorn Days and Buttermilk Nights	Riding Freedom Where the Red Fern Grows Jesse	The Maze Frindle I am the Cheese
	Leadership Requires Engagement	The Call of the Wild The Mighty Miss Malone The Boy on the Wooden Box	The Lightning Thief The Girl Who Owned a City The Westing Game	The View from Saturday Mud City Claudette Colvin: Twice Toward Justice
	Justice Requires Restraint	Shadow Spinner HUSH Framed in Fire	Maniac Magee Nothing But the Truth My Brother Sam is Dead	Number the Stars The Cay Nelson Mandela
	Courage Requires Fortitude	Bridge to Terabithia Parvana's Journey Beardance	Nightjohn Sarny Joey Pigza Loses Control	The Phantom Tollbooth Wringer Roll of Thunder, Hear My Cry
	Integrity Requires Wholeness	Stuck in Neutral If You Come Softly The Skin I'm In	Bronx Masquerade Seedfolks Surviving the Applewhites	Lisa, Bright and Dark Goodbye, Vietnam The Giver

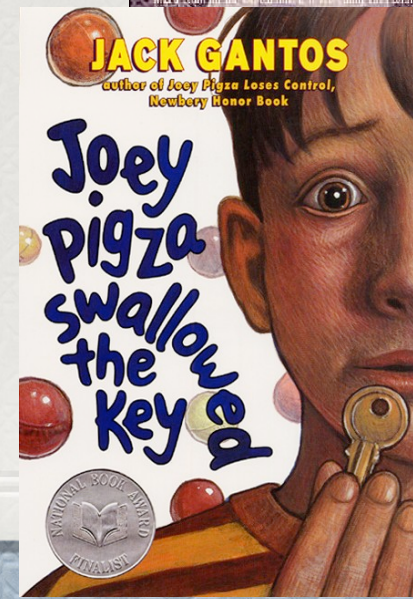
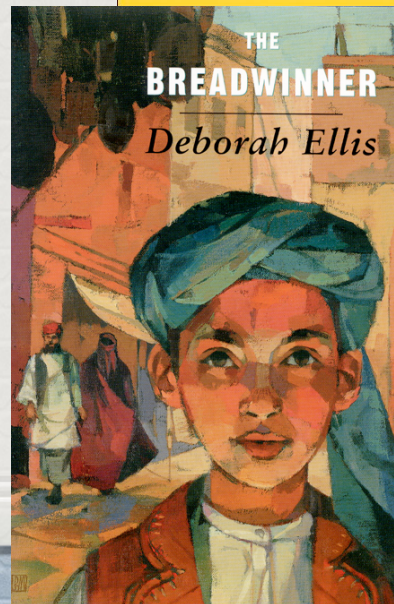
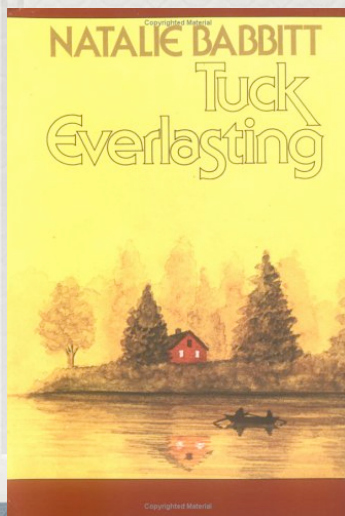
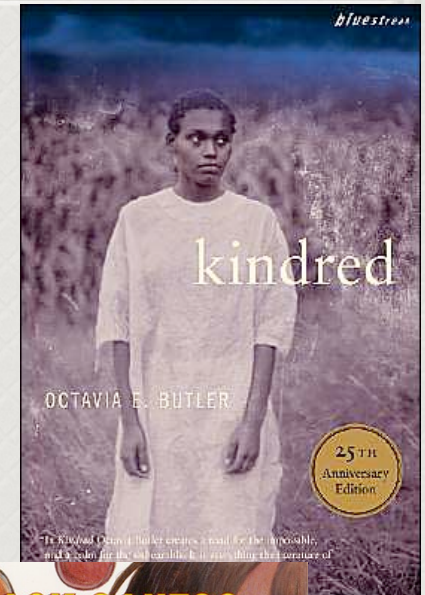
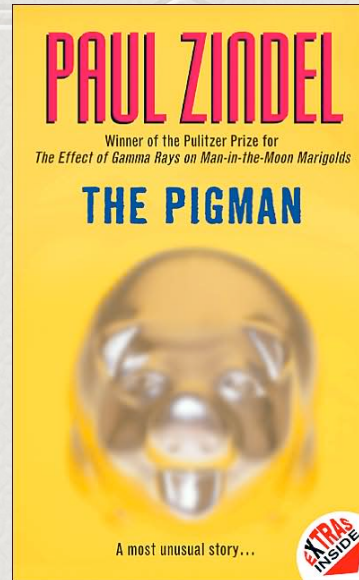
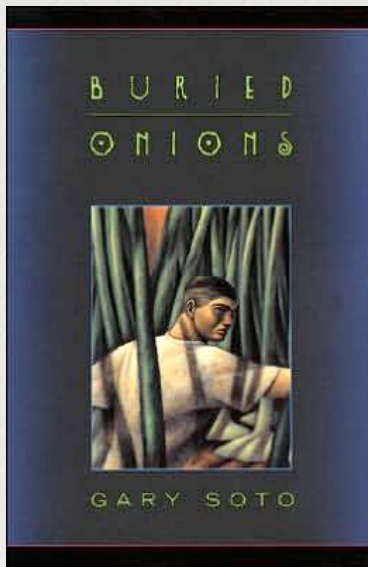
 High School Reading List	Cycle I 2016-2017	Cycle II 2017-2018	Cycle III 2018-2019	Cycle IV 2019-2020
 Responsibility Requires Action	Adventures of Ulysses Heaven Grapes of Wrath	The Circuit Julius Caesar The Long Valley	Buried Onions The Pigman Kindred	The Outsiders Breaking Through Lord of the Flies
 Change Requires Effort	Holes A Christmas Carol Nectar in a Sieve	East Side Dreams To Kill a Mockingbird Their Eyes Were Watching God	The Afterlife A Lesson Before Dying Cannery Row	All Quiet on the Western Front Bud, Not Buddy Of Mice and Men
 Leadership Requires Engagement	13 Days Code Talkers Anne Frank: Diary of a Young Girl	The Jungle Bread Givers The Art of Keeping Cool	The Golden Compass Falling Leaves Macbeth	Death Be Not Proud The Hunger Games Dead Man Walking
 Justice Requires Restraint	Farewell to Manzanar Night Fallen Angels	Watsons Go to Birmingham – 1963 A Raisin in the Sun The Good Earth	Friedrich Tunes for Bears to Dance To Cry, the Beloved Country	Romeo and Juliet Left for Dead Red Scarf Girl
 Courage Requires Fortitude	Harry Potter and the Sorcerer's Stone The House on Mango Street Othello	The Hobbit Parrot in the Oven Under the Blood Red Sun	Whirligig The Lion, the Witch and the Wardrobe Children of the River	Hatchet The Pearl Catfish and Mandala
 Integrity Requires Wholeness	The Contender Our Town The Joy Luck Club	An Island Like You Animal Farm Dragonwings	I Heard the Owl Call My Name The First Part Last Somewhere in the Darkness	Child of the Owl How the Garcia Girls Lost Their Accents A Child Called "It"

Character Education at the Markkula Center for Applied Ethics

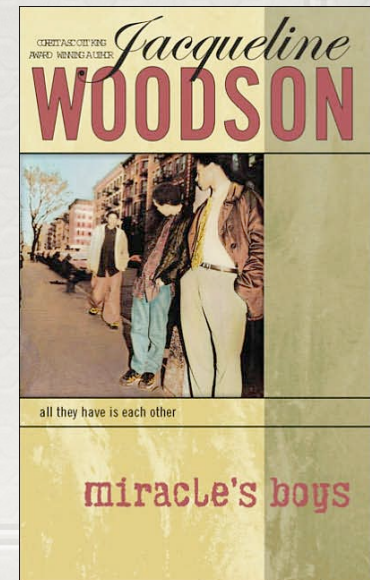
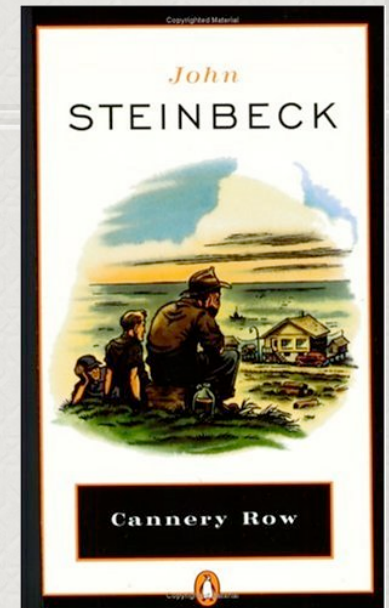
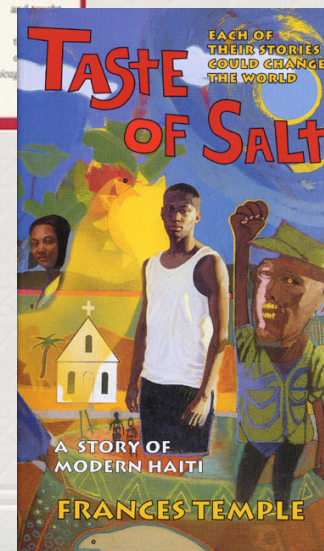
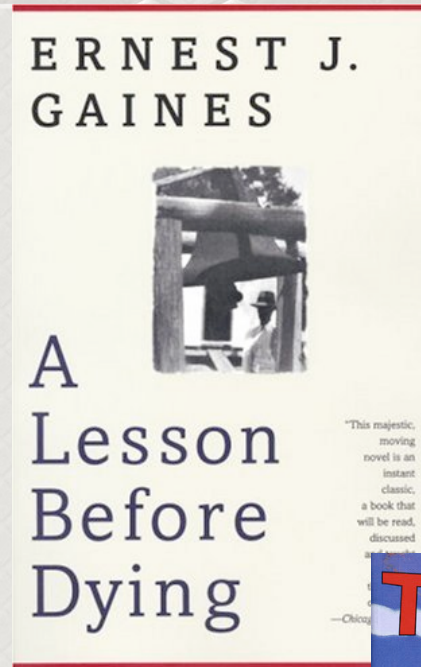
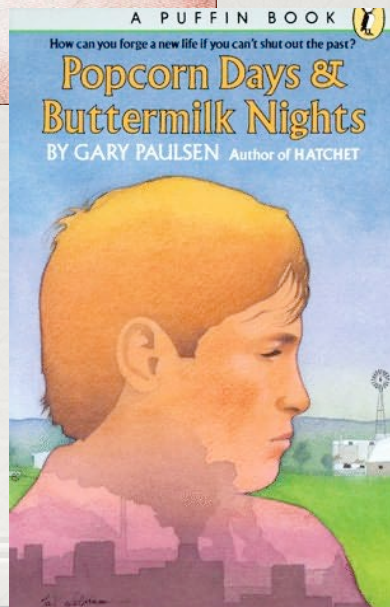
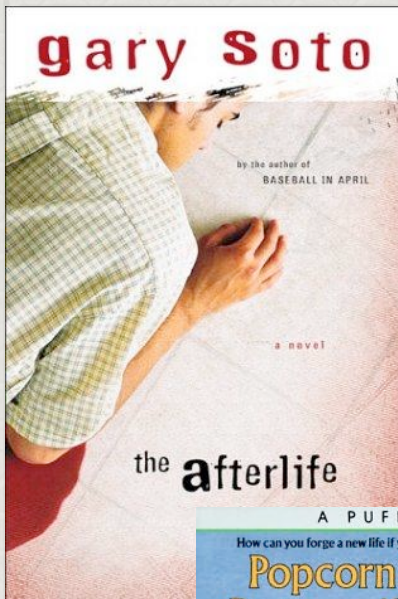
www.scu.edu/character

A Year

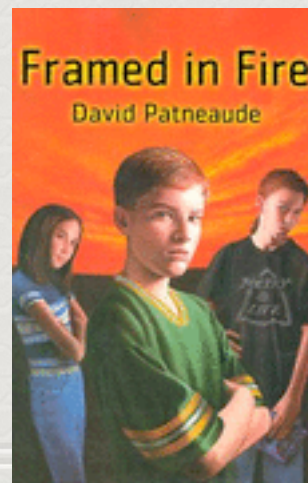
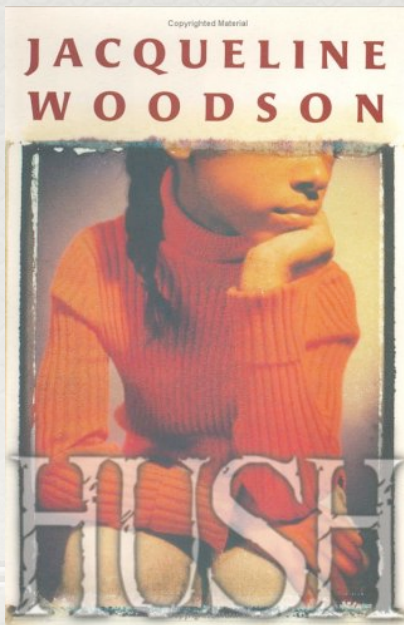
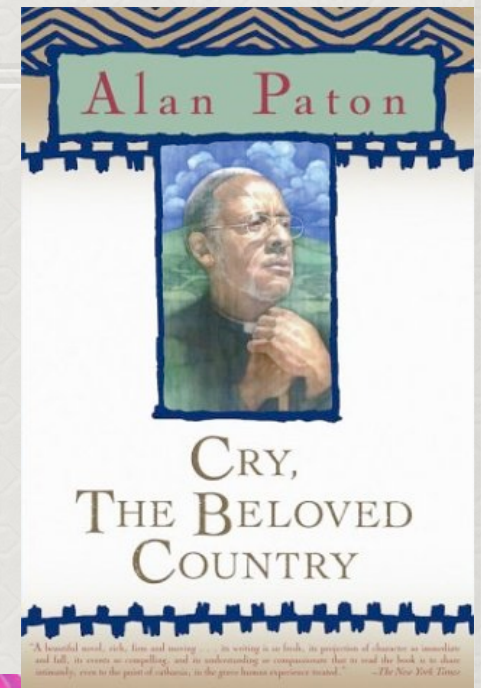
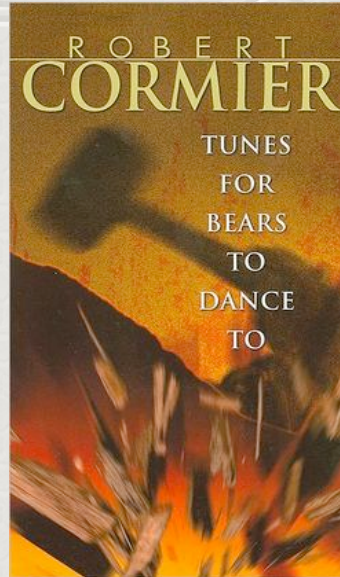
Responsibility Requires Action



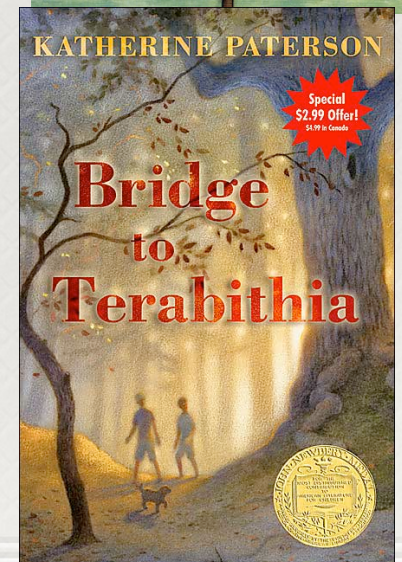
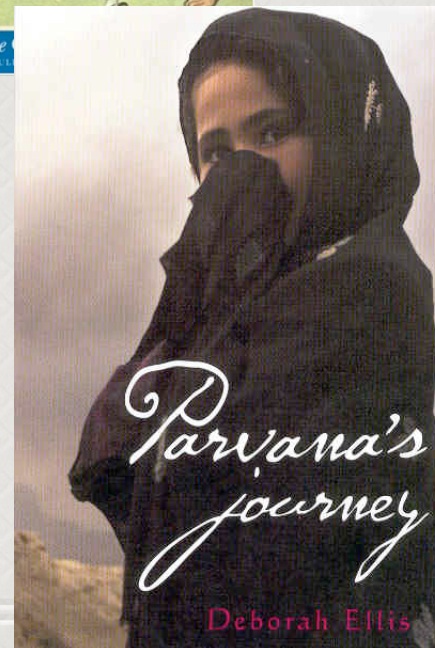
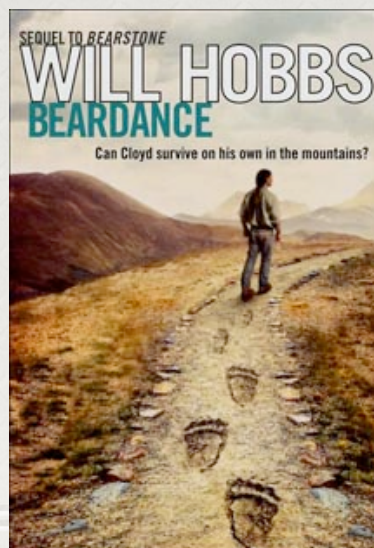
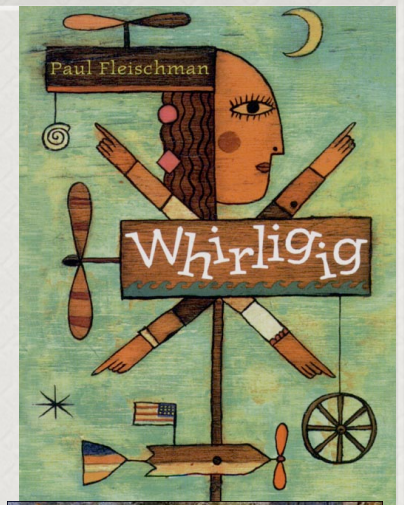
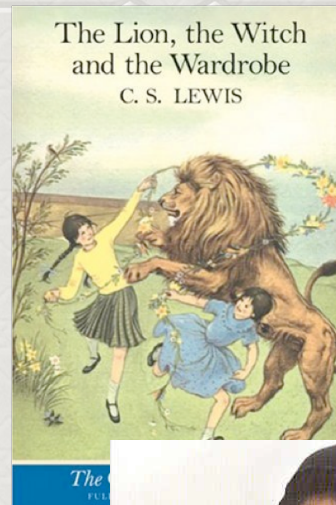
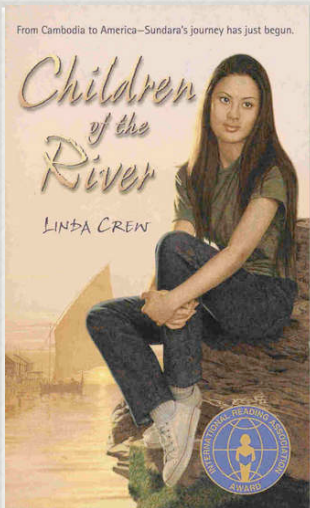
Change Requires Effort



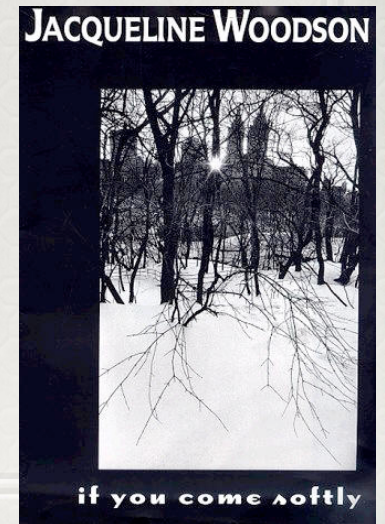
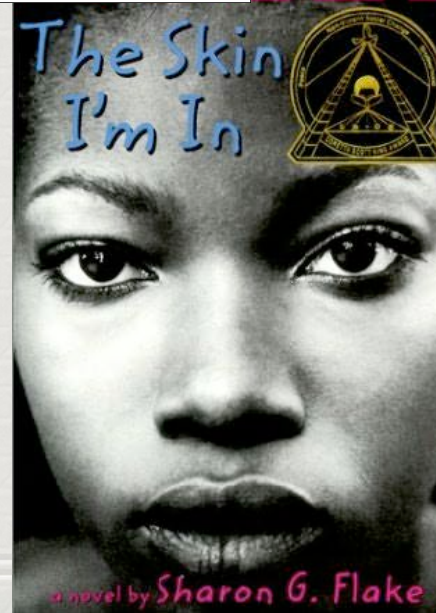
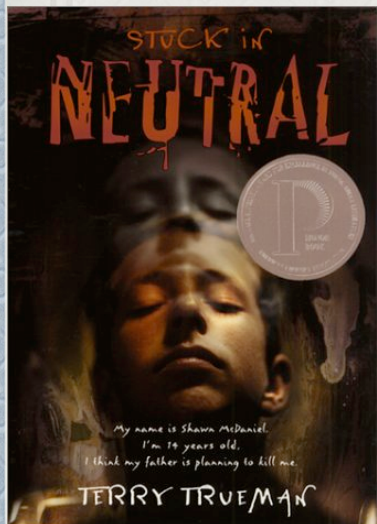
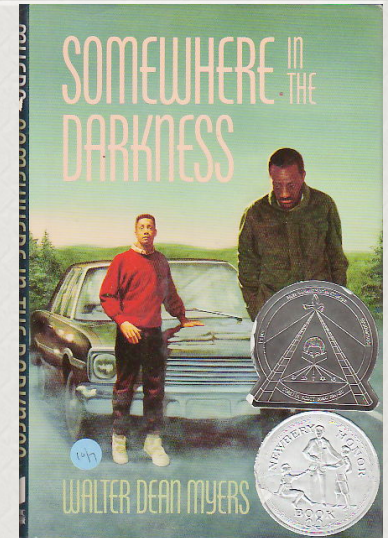
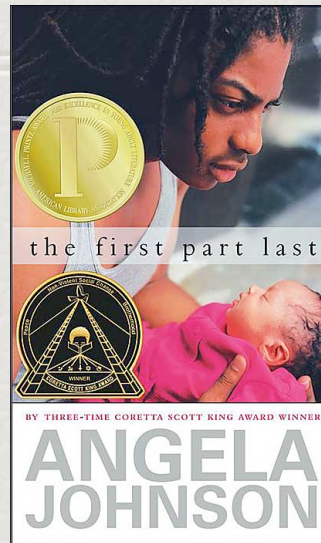
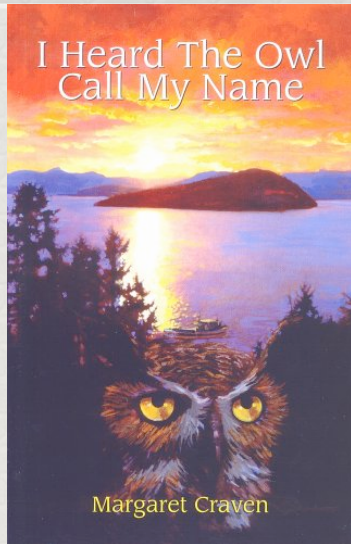
Justice Requires Restraint



Courage Requires Moderation



Integrity Requires Wholeness



Shifts for Common Core

Shift 1

The Big Idea:

every student is ready for college
or a career at graduation from
grade 12.

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Shift 2

The Big Idea:

grade level reading really is, and each text is justified several ways.

Qualitative Measures

Levels of Meaning

While the apparent aim of the text is to convince readers of the day of the evils of slavery, there are other aims as well; among the latter, not fully revealed in the excerpt, are Douglass's efforts to assert his own manhood (and that of other black men) and to create an extended analogy between his own literal rise to freedom and a spiritual awakening.

Structure

The *Narrative* uses a fairly simple, explicit, and conventional story structure, with events largely related chronologically by a narrator recounting his past. There are some philosophical discussions that may, to the reader just looking for a story, seem like digressions.

Language Conventinality and Clarity

Douglass's language is largely clear and meant to be accessible. He does, however, use some figurative language (e.g., juxtaposing literal *bread* with the metaphorical *bread of knowledge*) and literary devices (e.g., personifying *freedom*). There are also some now-archaic and unusual words and phrasings (e.g., *choice documents*).

Knowledge Demands

The *Narrative* discusses moderately sophisticated themes. The experiences of slavery Douglass describes are obviously outside students' own experiences, but Douglass renders them vivid. The text is bound by Douglass's authoritative perspective. General background knowledge about slavery and race in mid-nineteenth-century America is helpful, as is knowledge of Christianity, to which Douglass makes frequent reference throughout the excerpt and the work as a whole.

Quantitative Measures

Various readability measures of the *Narrative* are largely in agreement that it is of appropriate complexity for grades 6–8. A Coh-Metrix analysis calls attention to this excerpt's complex syntax and the abstractness of some of the language (e.g., hard-to-define concepts such as *slavery* and *freedom*). Helping to balance out that challenge are the text's storylike structure and the way the text draws clear connections between words and sentences. Readers will still have to make many inferences to interpret and connect the text's central ideas, however.

Reader-Task Considerations

These are to be determined locally with reference to such variables as a student's motivation, knowledge, and experiences as well as purpose and the complexity of the task assigned and the questions posed.

Recommended Placement

Both the qualitative and quantitative measures support the Standards' inclusion of the *Narrative* in the grades 6–8 text complexity band, with the understanding that the text sits at the high end of the range and that it can be reread profitably in later years by more mature students capable of appreciating the deeper messages embedded in the story.

Shift 3

The Big Idea:

focus on intensively teaching new words you can use many places.

- **Tier One words** are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. They are not considered a challenge to the average native speaker, though English language learners of any age will have to attend carefully to them. While Tier One words are important, they are not the focus of this discussion.
- **Tier Two words** (what the Standards refer to as *general academic words*) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as *relative, vary, formulate, specificity, and accumulate*), technical texts (*calibrate, itemize, periphery*), and literary texts (*misfortune, dignified, faltered, unabashedly*). Tier Two words often represent subtle or precise ways to say relatively simple things—*saunter* instead of *walk*, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.
- **Tier Three words** (what the Standards refer to as *domain-specific words*) are specific to a domain or field of study (*lava, carburetor, legislature, circumference, aorta*) and key to understanding a new concept within a text. Because of their specificity and close ties to content knowledge, Tier Three words are far more common in informational texts than in literature. Recognized as new and "hard" words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).

Tier Two Words and Access to Complex Texts

Because Tier Three words are obviously unfamiliar to most students, contain the ideas necessary to a new topic, and are recognized as both important and specific to the subject area in which they are instructing students, teachers often define Tier Three words prior to students encountering them in a text and then reinforce their acquisition throughout a lesson. Unfortunately, this is not typically the case with Tier Two words, which by definition are not unique to a particular discipline and as a result are not the clear responsibility of a particular content area teacher. What is more, many Tier Two words are far less well defined by contextual clues in the texts in which they appear and are far less likely to be defined explicitly within a text than are Tier Three words. Yet Tier Two words are frequently encountered in complex written texts and are particularly powerful because of their wide applicability to many sorts of reading. Teachers thus need to be alert to the presence of Tier Two words and determine which ones need careful attention.

Shift 4

The Big Idea:

teach writing to 1) argue logically, 2) explain, and 3) tell a story [somewhat]; the order used to be reversed.

Shift 5

The Big Idea:

anchor standards in reading,
writing and language [usually 10]
spiral vertically from grades 6-12

Shift 6

The Big Idea:

put less emphasis on listening and speaking; put more emphasis on the form of language.

Shift 7

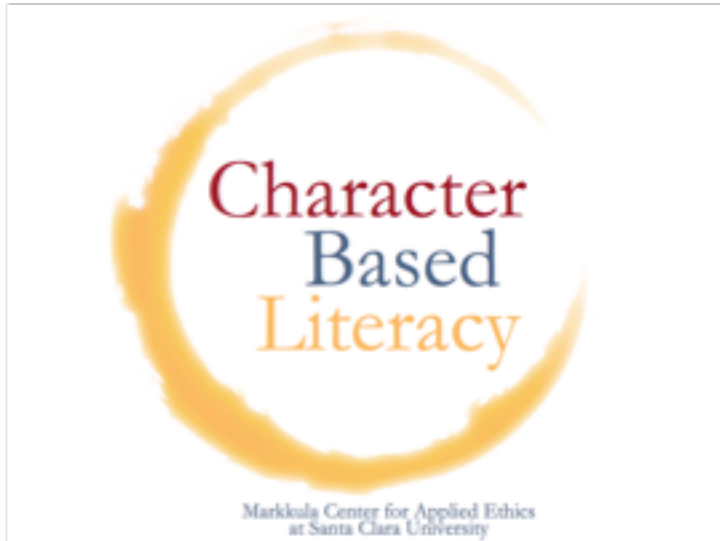
~~The Big Idea:~~

teach to reading and writing
standards for literature and
informational text - social studies
and science.

Lesson Plans

Lesson plans

- Gail Tompkins PRREE lesson plan format
- The lessons each consist of several short activities based on a collection of nearly a hundred literacy strategies which have been validated by research in the teaching of the English language arts and also found usable by teachers of special populations.



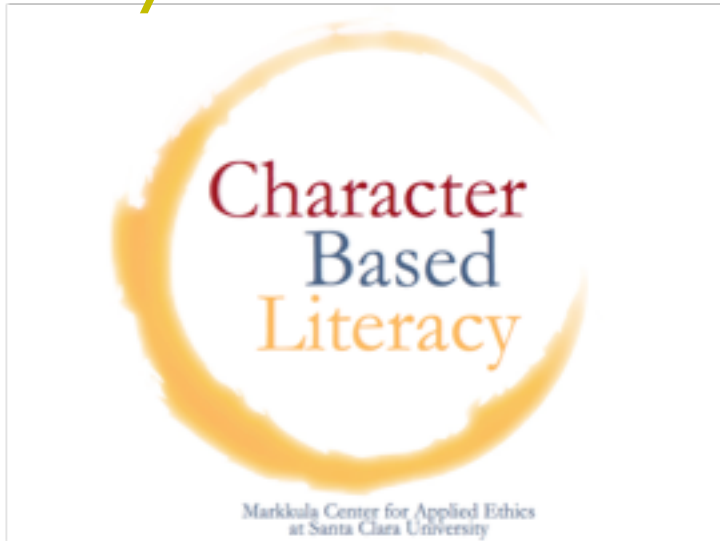
Character Education at the Markkula Center for Applied Ethics
 ethics programs for communities that learn, live, pray, or work together
www.scu.edu/character

PRREE Lesson Plan Format: Intro, Through and Beyond a Text

P	R	R	E	E
PREPARE	READ	RESPOND	EXPLORE	EXTEND
<p><u>1. Background</u> Build a context for the ideas, places, persons, or events in today's reading.</p> <p><u>2. Wordwall</u> Add five words to the wordwall after explicit instruction and practice.</p>	<p><u>3. Review</u> Review the most important timeline events from the beginning .</p> <p><u>4. Read</u> Read the selection for today.</p>	<p><u>5. Timeline</u> Agree on the most important events in today's reading, and list 3-5 on the timeline.</p> <p><u>6. Map</u> Add to an ongoing map, chart, or other graphic organizer.</p>	<p><u>7. Activity</u> Explore the reading with a visual or oral language activity.</p> <p><u>8. Discussion</u> Prompt in depth discussion with questions from the 9 territories.</p> <p><u>9. Analysis</u> Analyze the key paragraph closely.</p>	<p><u>10. Write</u> Every student writes a short product from today's prompt to connect to the unit theme.</p> <p><u>11. Close</u> Close by extending today's lesson to life and the world</p>

P

history connection



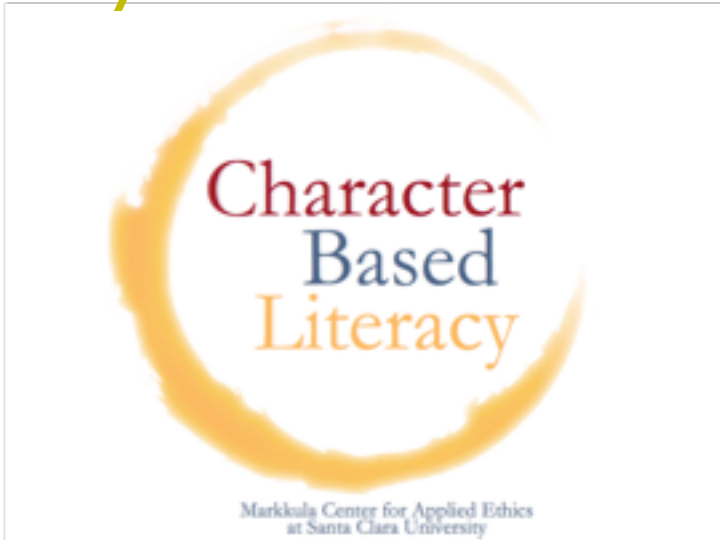
Character Education at the Markkula Center for Applied Ethics
ethics programs for communities that learn, live, pray, or work together
www.scu.edu/character

PRREE Lesson Plan Format: Into, Through and Beyond a Text

P	R	R	E	E
PREPARE				EXTEND
<p><u>1. Background</u> Build a context for the ideas, places, persons, or events in today's reading.</p> <p><u>2. Wordwall</u> Add five words to the wordwall after explicit instruction and practice.</p>	<p><u>3. F</u> Re imp eve beg</p> <p><u>4. R</u> Rea for t</p>			<p><u>Write</u> ry student writes ort product from y's prompt to nect to the unit ne.</p> <p><u>Close</u> se by extending y's lesson to life the world</p>
			<p><u>9. Analysis</u> Analyze the key paragraph closely.</p>	

One key question
theme
content
Question
Information

history connection




Character Education at the Markkula Center for Applied Ethics
ethics programs for communities that learn, live, pray, or work together
www.scu.edu/character

PRREE Lesson Plan Format: Into, Through and Beyond a Text

P	R	R	E	E
PREPARE	READ	RESPOND	EXPLORE	EXTEND
<p><u>1. Background</u> Build a context for the ideas, places, persons, or events in today's reading.</p> <p><u>2. Wordwall</u> Add five words to the wordwall after explicit instruction and practice.</p>	<p><u>3. Review</u> Review the most important timeline events from the beginning</p> <p><u>4. Read</u> for tod</p>	<p><u>5. Timeline</u> Agree on the most important events in today's reading, and</p>	<p><u>7. Activity</u> Explore the reading with a visual or oral language activity.</p>	<p><u>10. Write</u> Every student writes a short product from today's prompt to connect to the unit</p> <p><u>Use</u> by extending s lesson to life e world</p>

Tier Two
generative
permanent-portable

Wordwall classroom examples

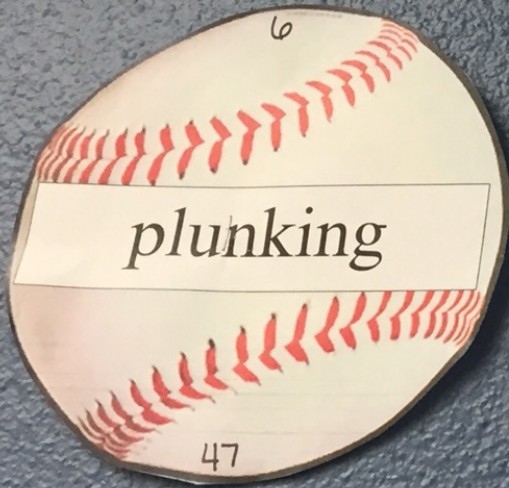
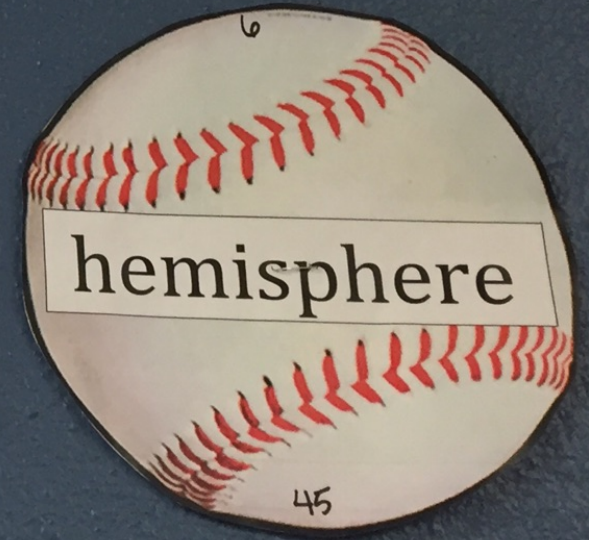
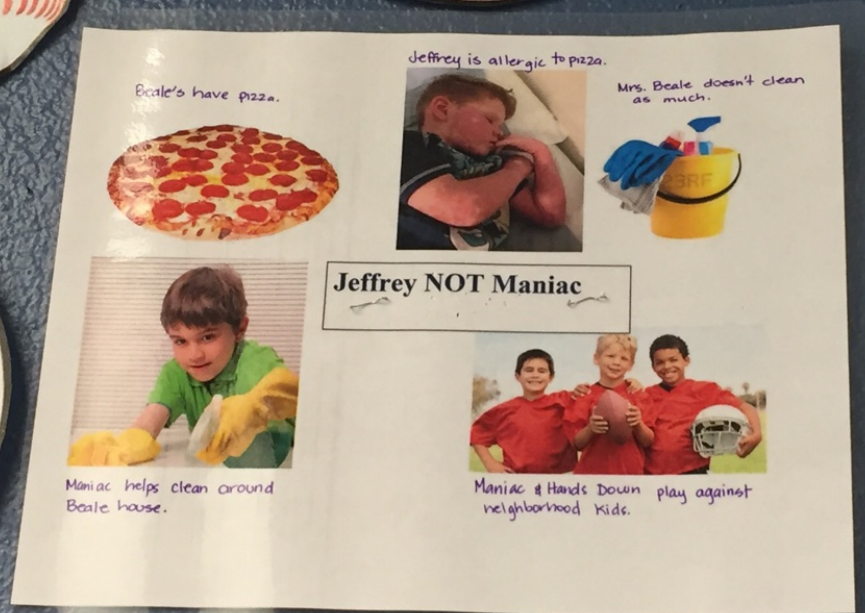
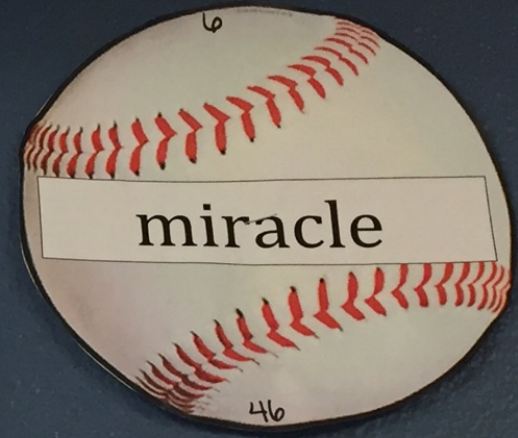
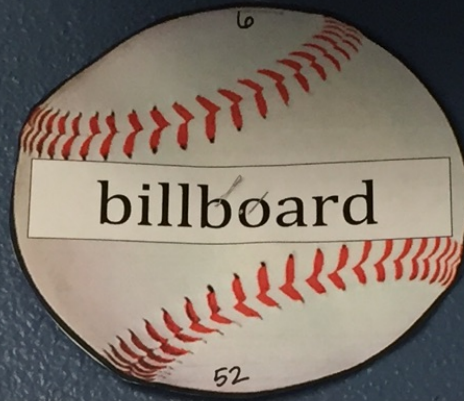
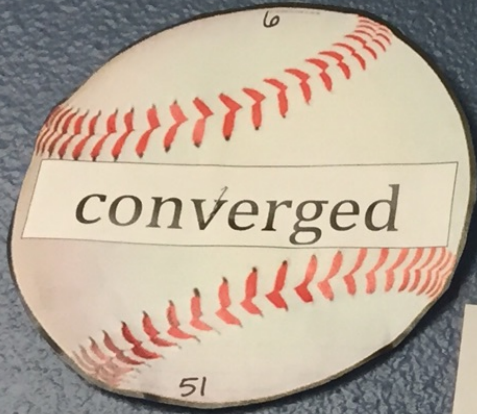
A decorative horizontal flourish consisting of a central diamond-shaped knot with two long, thin, curved lines extending outwards to the left and right, resembling a stylized scroll or ribbon.

Holes

By:

Louis Sachar

erous Sprawl Veterinarian wheelbarrow collapsed
Radiate worthless excavated callused
ound Ache canteen gazed allergies
by Horizon glisten carted relief
atory Fossil curiosity presumably magnets



Setting

Heaven, OH
Modern Day ~ Summer

1996 Characters

Marley-14

Pops and Momma

Butchy (her brother) her friends

Uncle Jack
Boy

Shoogy

Bobby
Feather

Marley and her family
Heaven OH because of
app Momma found a
bench post marked
Jack wanted to Marley
that he is going to
talks about Marley's
money for uncle
Her uncle
Beautiful
well Jo
Mamma

perfection

languid

hysterical

evolved

skeptic

vegetarian





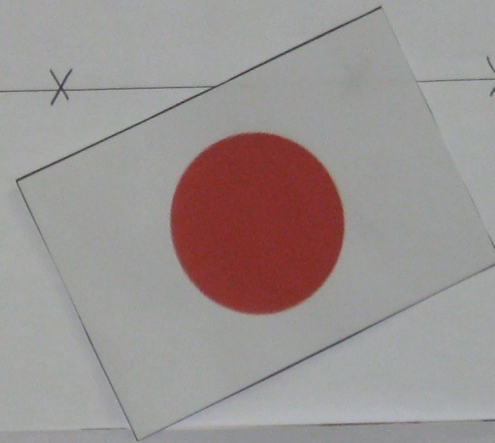
Accumulated

Protest

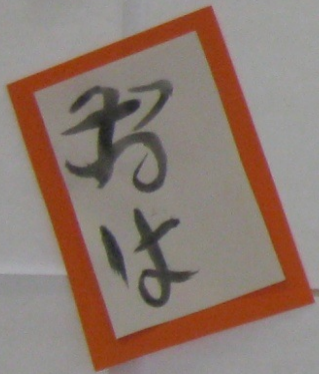
Vigilante

To

Fleet



Ine



Regiment

Reservoir

All

Commander

Perimeter

Ailr

WORD WALL

Day 1

Moral conflict

Senators

Soothsayers

Ides of March

Regretfully

Day 5

Day 9

Day 2

Forge

Conspiracy

Oath of Loyalty

Concessions

Emerges

Day 6

Day 10

Day 3

Erupts

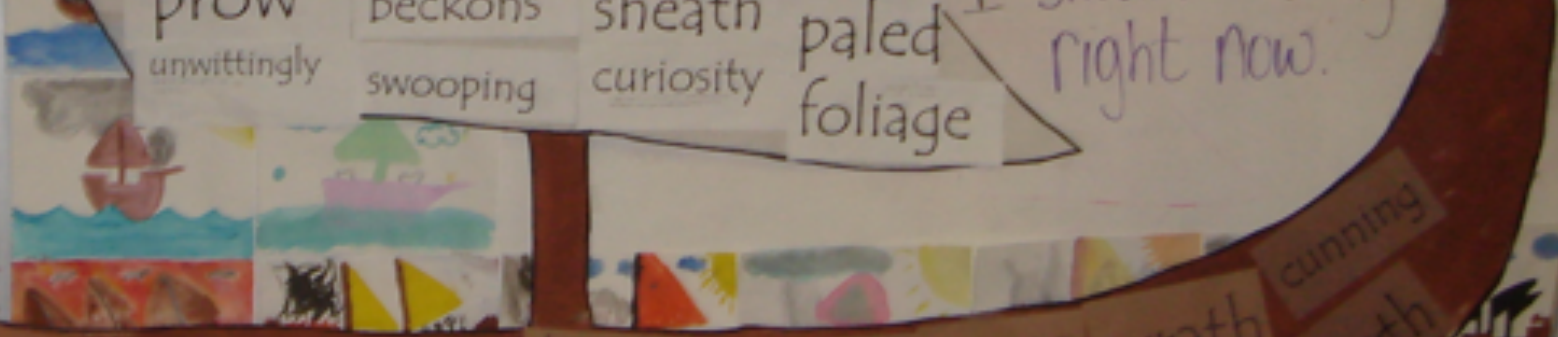
Dispute

Day 7

notify
 frequently occasional seldom
 0 1 2 3 4
 insatiable dumbfounded lurking
 vengeful skirt fearsome rawhide
 piratical fumes enchantment port
 naiad kinsmen moored tattered
 discord archer skiff immortal
 perils timbers fawned prophecy
 sentries booty deign oath
 voyages timber fatigue swooning
 mast armlets brutal swine
 prow beckons sheath
 unwittingly swooping curiosity
 faded foliage
 transfer surged expense irritated
 17 18 19 20
 cruel Loss solitude
 gleaming

Responsibility Requires Action
 Responsibility is the active side of morality:
 doing what I should do, doing
 what I say I will do,
 doing what is best
 for everybody;
 especially doing
 the One thing
 I should be doing
 right now.

Ulysses
 Body Count
 150 men
 - 18 to the Cyclops
 132 (day 3)
 33 (after D.S.)
 99
 - 8 (more injuries)
 - 91 Epheer falls
 - 90 Scylla
 84
 All → Just Ulysses left



bleak scattering repose savage helm disembark presumed sage wrath cunning
 d gluttonous skirmishing venerable counsel fated vortex hearth
 ed devoured mutiny squabble shroud demigod
 to courtship tapestry
 rude
 effective communication
 doing, writing and speaking



Stumbering

double-jointed

Symphonies

Condemned

negativity

Chaos

respiration

common

flinched

documentary

encrusted

Plight

hor d'oeuvres

bulbous

immobile

oversize

anxiously

reassures

invisibility

bile

STUCK IN NEUTRAL WORD WALL

quiver
- To shake involuntarily



Documentary
- A film that gives us true footage



WRECK
- something ruined



Negativity
- Lacking the quality of being positive



IMMUNITION
- Having a feeling of some thing



Impairment
- Reduces the level of work



UNRAVEL
- to undo or separate a fabric



REFLEX
- an instant reaction something usually done with it



Vocalize
- to let your voice (sing)



Symphonic
- A large orchestra
- a band that plays many instruments and makes beautiful music



Condemned
- To be found guilty



Illustration of a person
- a picture



NOV 20 11

BRANDY DICKSON



oversize

lunged

enched

immeling

slipped
blotch
spasm

ashamed

intolerable

sinuous



spectacles

allocation

suave

quivering

mumb
racketeers

scrabbled

localiz

drooping

lame

twilight

twitches

adj

collapse

jalopy

bouts

stou

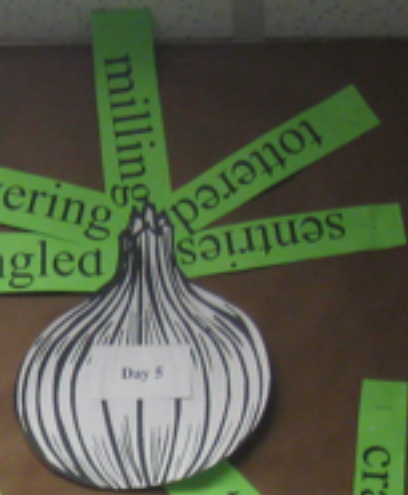
slave

stocky

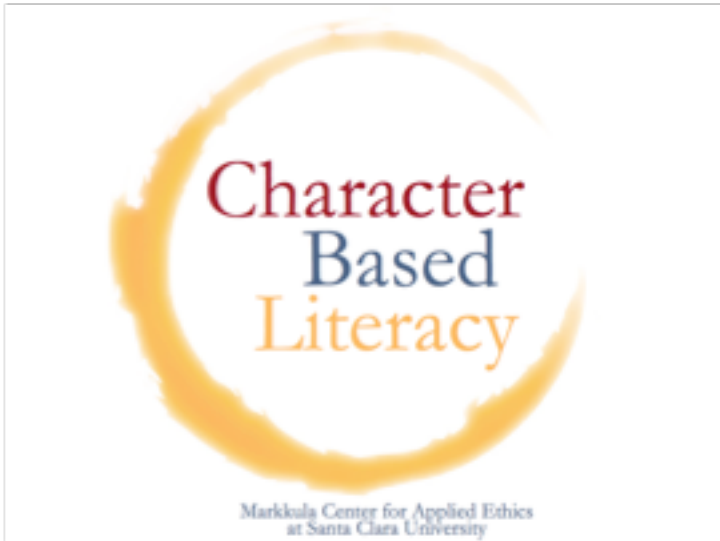
umbering

microscop

ensively



R



Character Education at the Markkula Center for Applied Ethics
 ethics programs for communities that learn, live, pray, or work together
www.scu.edu/character

PRREE Lesson Plan Format: Intro, Through and Beyond a Text

P	R	R	E	E
PREPARE	READ	R	E	E
<p><u>1. Background</u> Build a context for the ideas, places, persons, or events in today's reading.</p> <p><u>2. Wordwall</u> Add five words to the wordwall after explicit instruction and practice.</p>	<p><u>3. Review</u> Review the most important timeline events from the beginning .</p> <p><u>4. Read</u> Read the selection for today.</p>	<p><u>5. T</u> Agri imp today list time</p> <p><u>6. M</u> Add map graph</p>	<p><u>9. Analysis</u> Analyze the key paragraph closely.</p>	

heading only

Timeline Classroom Samples



6. Brent volunteered to help Ka with her death and his mother said to place whirling in Washington

Brent meets a cyclist who lets him stay at the campground. Brent makes his 1st whirling gear only a few feet.

9. Brent got out the bus then two people got stuck in the bus but they can get them out with a hook that they use to lift the car like a car.

10. Brent made a whirling gear of a whale with a pencil on top and he played the song perfectly.



1. Brent goes to a private school for his parents and he'll get his parents and they don't much attention to him. Brent goes to a party with his friend Jameson, when they get there Brent was wearing a black shirt but Brent was wearing red, he thought his friend set him up. Brent was embarrassed.

2. Brent kept looking around in the classroom but he left the party 5 hours a year & doesn't try to go to school.

5. Brent wakes up thinking he had died & finds out he had killed someone even after getting arrested. The next day Brent gets the newspaper & realizes he killed a good person. He goes to court, doesn't go to jail. Brent & his parent having a meeting w/ ~~Leah~~ mom.

3. Alexandra & Steph were walking to the beach. Alexandra was telling Steph that she was going to help her find a man because she wanted one.

4. Steph found 2 boyfriend. She fixes the whirling every year.

18.

16.

17.

12.

13.

8. Flaco is a boy who comes from Puerto Rico if he has a difficult time fitting in cause of his English. He hopes he drops out of gets a job. He doesn't use his English. He gets harassed with Constanza if they have a little quiz, she class then they have another, as a boy of color.

11.

14.

15.





The Law of Gravity

What do I know?
I know that gravity is a force that pulls objects down towards the center of the Earth. It is what keeps us on the ground and makes things fall.

What do I want to know?
I want to know how gravity works and why it is important. I also want to know how it affects different objects and how it can be measured.

How do I find out?
I can read books, watch videos, and do experiments. I can also ask my teacher and friends for help.

What have I learned?
I have learned that gravity is a force that pulls objects down. It is what keeps us on the ground and makes things fall. I also learned that gravity affects all objects, no matter how big or small.

What questions do I still have?
I still have questions about how gravity works and why it is important. I also have questions about how it affects different objects and how it can be measured.



Jesse

Jesse's dad is an alcoholic

Jesse dropped out of high school

Jesse and his brother moved into an apartment

Jesse and his brother are going to Texas College

Jesse and his brother are working in the field

Jesse is thinking about going to the state in October

He is worried about school

He is worried about school

He is worried about school

He is worried about school

He is worried about school

Jessie invited mirivva for a soda

They told friends we wanted to be a "love family"

They told friends we wanted to be a "love family"

They told friends we wanted to be a "love family"

They told friends we wanted to be a "love family"

They told friends we wanted to be a "love family"

Jesse's wife got injured with the car

They bought a yard for Jesse and his brother

Jesse and his brother are going to Texas College

Jesse and his brother are working in the field

Jesse and his brother are working in the field

Jesse and his brother are working in the field

Jesse and his brother are working in the field

Jesse went on a date with mirivva

Jesse and his brother are working in the field

Jessie invited mirivva to the work exhibit

31 10:14 AM

Lesson

- Grant driving the kids to Mr. Pichot's to ask a favor
- Grant visits Vivian & asks her to run away
- Waiting for Pichot to speak to his brother-in-law
- Vivian wants Grants to go, for them.
- Grant beats his students
- Pichot sends for Grant
- Pichot & Louis bet whiskey that Grant can't change Jefferson.

- Grant doesn't believe any more so he went all the way to see the singing
- Vivian makes a surprise visit & they go for a walk.
- Earlier the preacher asked him if he spoke of Jefferson about God he also asked what Grant really thought was going on in Jefferson's head.
- Vivian met his aunt & her friends & Grant oversteered his boundaries
- They said Vivian was a quality guy
- Mrs Emma realized Grant was lying because she saw Jeff was
- Mrs Emma thinks God is punishing her

Before Christmas

- Grant waits 3 hrs to speak to the sheriff
- He won't sit/eat
- Sheriff allows him to visit Jefferson
- Grant visits superintendent @ school
- Kids chopping wood reminds him of youth
- His teacher told him "you can't but it won't matter, you should've run"
- Miss Emma & Grant want to see Jefferson & pass a Confederate statue & flag.
- Grant goes to stone & is angry at the possibility of sleeping in his own bed
- Jefferson won't get up but Grant stays at school
- Miss Emma called himself to be a hog
- Grant says he will lie to Miss Emma about the truth

- Christmas program
- Many people showing up to support the program
- Vivian says things are changing but Grant wonders if that is true
- Aunt was caught for Jefferson

1 Jefferson got committed to Death Row even though he is innocent. His own grand mother wanted to go with Jefferson.

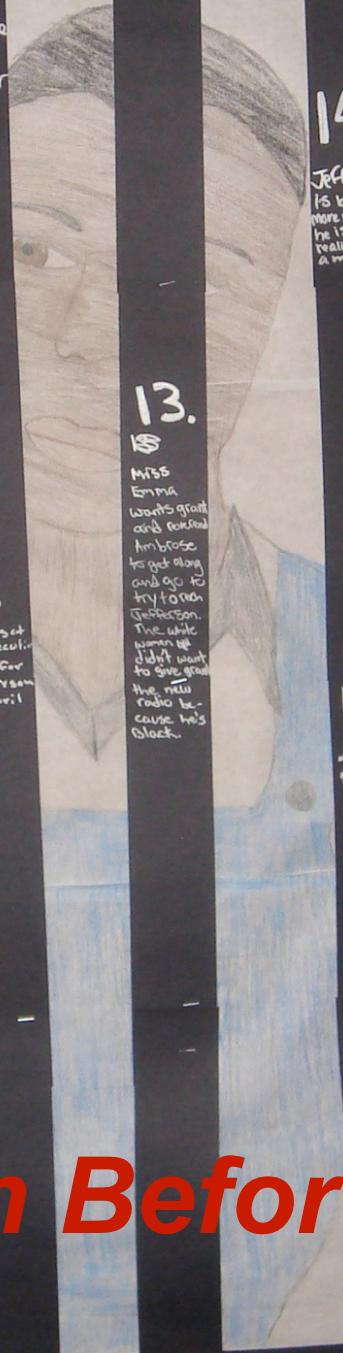
3 Grant went to work and he was having a bad day because of Jefferson.

5 Grant's old teacher who is disrespectful. Dr. Joseph came in and visited them. The Superintendent asked 2 see if he should stay.

7 Grant visited Jefferson at Jail he was acting like a hog.

9 Aunt Lou and her friends like Vivian most from went to see Jefferson and she slapped him.

11 Grant feels like nothing will ever change.



14 Jefferson is becoming more respectful he is slowly realizing he's a man.

16 Jefferson is starting to realize he's not a hog anymore.

17 Jefferson wrote / expressed himself for the first time. He called himself a man. He has feelings. He thinks he knows what love is. Everyone came to visit him. He's ready for death. He said his crime was a mistake. Sincerely Jefferson

18 Jefferson went Paul in his death he was the only one that treated him like a man in jail.

19 The Last Day Jefferson died like a man. Grant received the note Paul is Grant's friend Grant cries for Jefferson.

2 Grant, Aunt Lou, Miss Emma went to go see Henri Pichot they convince him to talk to the Sheriff. Grant has a crush on a woman Viviana who has kids 3, is still married.

4 Henry made Grant wait for him at his house for 2 1/2 hours. Grant waited for Jefferson's approval. he was hungry but he didn't want to eat...

6 Grant, Miss Emma, what he said to Jefferson. She brought her chicken and some other food but he didn't respond.

8 Miss Emma didn't really believe Grant's conversation with Jefferson. Vivian visited Grant.

10. Jefferson said something back about Vivian and Grant got mad. Miss Emma and Aunt Lou went to go visit Jefferson in a day room but he wouldn't talk to them.

12. They set an execution date for Jefferson on April 30th.

13. Miss Emma wants Grant and herself to get along and go to try to visit Jefferson. The white woman who didn't want to give Grant the mail radio because he's black.

15 Vivian is mad b/c all Grant wants is sex.

A Lesson Before Dying

Jefferson's Tran

Maryland

kindred

1976
1800's / 1819

By Colleen F. Butler

Dona sits in the hospital without her left arm.



Dona saves a drowning little boy. Her life is threatened after saving the boy.



Dona is hospitalized again.

She has to convince police Kevin did not do it.

Dona is talking to Kevin one minute and is gone the next.



Dona returns to the hospital her hand.

Dona saves Rufus from the burning drops.



Dona realizes she has traveled back in time (1800) in Maryland.



Dona finds Alice and her mother.

Dona fights white supremacist to get away.

Dona witnesses as a slave man is whipped.

Dona goes back to tell Kevin about her experience.

Dona discovers how she met Kevin at a warehouse job.

Dona and Kevin are both writers. They start dating.

Kevin goes with Dona to visit Rufus and they start for good in 1800 and leave in 1876.



Kevin writes about Dona and Kevin and which is James of Dona.



Dona reads Rufus and his 13 years.



Kevin sees a job hearing Rufus.



Dona meets Corrie, Donna's daughter.



The plants start to help Dona in the 1800s. Dona starts to hear Rufus and Corrie from the past.

Dona is caught hearing the slaves and is whipped.



Dona reflects about family before marriage and their wedding 4 months ago.

Dona has to live in the 1870s without Kevin. He was left in the 1800s. She's afraid of being born.

Dona saves Rufus again this time from Isaac and Alice. She helps Isaac and Alice get away.



Dona finds herself back in the plantation taking care of Rufus. She sees Corrie pregnant.



Kevin goes back to see Dona and Kevin.



Dona learns that Isaac and Corrie are married.

Rufus goes to see Dona and Kevin.

Isaac and Alice are Queen Isaac, Rufus and his Alice again.

Rufus goes to see Dona and Kevin for good in 1876.

Dona battles Rufus again by letter. He says she's not dead.

31 10:59 AM

day 1

1. The Dursleys are an ordinary family in an ordinary neighborhood.
2. They have a son whom they adore, named Dudley.
3. Odd things began happening in the neighborhood.
4. Mr. Dursley noticed a cat reading a map, strange people celebrating on the streets, and hears whispers about the Potters.
5. Mr. Dursley is afraid of being associated with his sister-in-law, her husband, Potter, or her son, Harry.
6. Dumbledore turns up on Privet Drive, and McGonagall is there to meet him.
7. Dumbledore confirms the rumors that McGonagall has been hearing – Voldemort killed Harry's parents, James and Lily, but was then destroyed himself when he unsuccessfully tried to kill Harry.
8. Hagrid arrives with Harry on a flying motorcycle.
9. Harry has a lightning-bolt shaped scar on his forehead where Voldemort's curse hit him.

day 2

1. Ten years have passed.
2. Harry lives in a cupboard under the stairs, where there are lots of spiders.
3. Harry is small and skinny for his age. He has black hair, bright green eyes, and wears round, taped up glasses.
4. Strange things tend to happen around Harry. His hair grows ridiculously fast, and he once ended up on the top of the school kitchen building without trying.
5. The day at the zoo starts off really well.
6. They go to a reptile house, and Dudley and Piers try to get a large snake to move. They get board and wander away.
7. The snake looks at Harry and winks. Then Harry and the snake have a conversation.
8. Dudley knocks Harry out the way to see the snake move, and suddenly, the glass on the front of the display disappears. The boa constrictor leaves the exhibit, frightening all the patrons.
9. When they get home, Uncle Vernon sends Harry to his cupboard with no meals.
10. Harry contemplates his miserable life in his cupboard while waiting for the family to go to bed.

day 3

1. After the Brazilian boa constrictor incident, Harry is locked into his cupboard until the start of summer holidays.
2. Harry gets the mail for Uncle Vernon, and discovers that there's a letter addressed to Mr. H. Potter.
3. Before Harry can open his letter, Uncle Vernon snatches it out of his hands, reads it, and gets very upset.
4. Uncle Vernon refuses to give the letter to Harry, and he and Aunt Petunia decide to ignore it.
5. The next day, another letter arrives for Harry, but Uncle Vernon intercepts it again.
6. Yet another day comes, and Harry tries to sneak out to get his letter, but Vernon is ahead of him once again.
7. On Saturday, twenty-four

8. On Sunday, Uncle Vernon is so upset when thirty or more letters come in through the fireplace that he loads the whole family into the car and they drive aimlessly around

9. They stay in a hotel for the night, but about a week later letters arrive for Harry

10. The family is not happy that Uncle Vernon is

11. Harry remembers that the next day is his birthday

12. Uncle Vernon catches Harry with a cold, tiny snake in the middle of a storm, convincing him that the letters will reach him

July 12

July 13

1. Ron Weasley is angry because he thinks Hermione is putting him in the spotlight.

2. All the Gryffindors start to run and break through the barrier to get to the Slytherin table.

9. She warns Harry that he had better train hard, or she might change her mind and punish him for breaking school rules.

4. They insult Peeves, the poltergeist who makes a lot of noise trying to get them caught.

10. McGonagall also tells him that Harry's father was a great Quidditch player.

ADN
BOSTON
DE
GITANO



...boys that Harry
...er, and will be on the
...eam.

...then he
...set when
...lying

...from his
...to take
...agal!

...n goes
...oom

...g
...illoy
...flies

...and
...it

...arry
...r

...ENTS OF ARROWS
& DEATHLY
...S

...the first book in the series, Harry Potter and the Sorcerer's Stone, is a story about a young boy who discovers he is a wizard and goes to a magical school.

...the second book in the series, Harry Potter and the Chamber of Secrets, is a story about a mysterious attack on the school and a secret chamber that has been hidden for centuries.

...the third book in the series, Harry Potter and the Prisoner of Azkaban, is a story about a wizard who is wrongly accused of a crime and a wizard who is a prisoner in a prison.

...the fourth book in the series, Harry Potter and the Goblet of Fire, is a story about a wizard who is chosen to compete in a dangerous tournament and a wizard who is a prisoner in a prison.

...the fifth book in the series, Harry Potter and the Order of the Phoenix, is a story about a wizard who is chosen to compete in a dangerous tournament and a wizard who is a prisoner in a prison.

...the sixth book in the series, Harry Potter and the Half-Blood Prince, is a story about a wizard who is chosen to compete in a dangerous tournament and a wizard who is a prisoner in a prison.

...the seventh book in the series, Harry Potter and the Deathly Hallows, is a story about a wizard who is chosen to compete in a dangerous tournament and a wizard who is a prisoner in a prison.

...the eighth book in the series, Harry Potter and the Cursed Child, is a story about a wizard who is chosen to compete in a dangerous tournament and a wizard who is a prisoner in a prison.

ON MANGO STREET
The mango tree is a symbol of life and hope. It is a tree that grows in the tropics and is known for its sweet fruit. The mango tree is a symbol of life and hope. It is a tree that grows in the tropics and is known for its sweet fruit.

Firestorm-related
Chips associated with
Sun often used for word
Fruit is attached to tree



Associated with
Mango Street
The color red
clouds

low clouds
small



There who went
Mango is a fruit that grows in the tropics and is known for its sweet fruit.
Mango is a fruit that grows in the tropics and is known for its sweet fruit.
Mango is a fruit that grows in the tropics and is known for its sweet fruit.
Mango is a fruit that grows in the tropics and is known for its sweet fruit.

THE



CONTENDER

Day 2

1. Alfred is at home bruised and battered;
2. Alfred tells his Aunt he fell off a fence;
3. Alfred sleeps all day and finally leaves the house only to hear that Major, and Hollis are looking for him;
4. Alfred thinks he sees Major and runs across the street into Mr. Donatelli's gym and tells Mr. Donatelli he wants to be a fighter.

Day 3

1. Donatelli takes the height and weight of Alfred;
2. Donatelli explains that there is no place to hide in a boxing ring and that you have to earn and work your way into the ring;
3. Donatelli tells Alfred that there are days he may want to quit and that people will tell him not to practice but Alfred must stay positive;
4. Alfred tells Donatelli that he wants to be somebody special. A champion

Day 4

1. Alfred gets made fun of for going to pray for "Whitey's God";
2. Alfred sees Major and Hollis at church hiding in the back;
3. Alfred starts thinking about James again in church. Hoping that Major and Hollis don't beat him to bad;
4. Alfred knows that the next day he will be asked about the attempted robbery and James by the Epstein's.

Day 5

1. Its Monday and Alfred is running in the park in the early morning hours;
2. Alfred gets stopped by two police officers. He tells them he is in training with Donatelli;
3. Lou Epstein talks to Alfred privately about the robbery and Alfred says he didn't hear anything about the robbery;
4. Epstein's no longer trust Alfred to do the bank deposit;
5. Henry tells Alfred that he is delighted that he will now be at the gym.

Day 6

1. Alfred is ready to begin boxing and arrives at Donatelli's gym;
2. The gym is hectic with men of all sizes and shapes shadowboxing, exercising, hitting the back jumping rope and etc.;
3. Alfred runs into Dr. Corey who has his work on sit ups to make his stomach "like a rock";
4. Alfred works out in street clothes because that is all he has. Alfred gets called trash because of this;
5. Bud tells the gym not to say anything to Donatelli because everyone deserves a second chance;
6. Donatelli leaves a ticket for Alfred to meet him at Madison Square Garden.

Day 7

1. Alfred arrives at Madison Square Garden with Henry;
2. Alfred and Henry sit 10 rows away from the ring ;
3. The fight begins slow and then comes to an instant end when Junius and Willie bump heads and Willie's too injured, thus causing Donatelli to stop the fight;
4. Henry, Alfred, and Jelly go in the back to meet up with Donatelli, Dr. Corey, and Bud Martin;

Day 8

Justice Requires Restraint

Farewell to Manzanar
-by
Jeanne Wakatsuki Houston & James D. Houston

1870 U.S. Naturalization Act
Restricts Immigration of Asians and Denies Them Citizenship

1913 California Alien Land Law
Prohibits "Aliens Ineligible for Citizenship." (i.e. Asian Immigrants) From Owning Land or Property

1924 Immigration Act
Stops All Asian Immigration

U.S.S. Arizona
December 7, 1941
Surprise attack on Pearl Harbor

Feb. 19, 1942 Executive Order 9066:
President Franklin Roosevelt Authorizes Japanese Relocation to Internment Camps

Feb. 1943 Japanese-American 442nd Infantry
FDR Announces its Formation

Dec. 18, 1944
U.S. Supreme Court rules that No Loyal Citizens Can Be held in Camps.

Hiroshima Nagasaki
August 6, 1945 August 9, 1945
Aug. 14, 1945 Japan Surrenders!

Nov. 7, 1945 Manzanar Camp Officially Closes

U.S. Code Congress June 1952
Public Law 82-414 Grants Japanese Aliens the Right to Become Citizens

Pages ix-9
indispensable_{p.8}
vigil_{p.5}
wrenching_{p.9}

After hearing about the bombing of Pearl Harbor, Papa returns home and burns his Japanese flag and documents linking him to Japan. The FBI takes him into custody for a year.

Pages 10-22
internment_{p.15}
ominously_{p.19}
alleviate_{p.22}

Jeanne's family is forced out of Terminal Island; they find a place in Boyle Heights. Several months later, they are bused to the Manzanar Internment Camp. They find out Papa is being detained in Idaho.

Pages 23-34
mischievous_{p.28}
ventilated_{p.30}
ironically_{p.33}

Woody takes charge of the family by having everyone patch holes and clean up the barracks. The internees have to deal with crowded conditions, filthy latrines, and plumbing that doesn't work.

Pages 35-46
edicts_{p.37}
tangible_{p.39}
convulsive_{p.46}

Papa arrives at Manzanar from North Dakota. Jeanne studies catechism to become a Catholic. Woody's wife has a baby. The sociologists want the families to eat together.

Pages 47-59
metamorphosis_{p.49}
defer_{p.54}
arrogance_{p.55}

Papa leaves Japan for a better life in America. He meets Mama, marries her and has nine children. Papa uses his skills to help people at Manzanar, e.g. making dentures.

Pages 60-71
interrogator_{p.63}
brooding_{p.65}
lurching_{p.66}

Papa is interrogated by the FBI in North Dakota. When he returns, he isolates himself from his family and community. He gets drunk and then verbally and physically abuses his family.

Pages 72-80
accumulated_{p.73}
perimeter_{p.76}
debris_{p.78}

Six men beat up Fred T. for being an Inu. A young cook is arrested for the crime. Joe K. stirs up the crowd. A riot takes place and stops after two internees are killed by the military police.

Pages 81-91
simultaneously_{p.81}
goad_{p.86}
lament_{p.89}

The camp administrators give each family a Christmas tree. Every internee over 17 is required to fill out a loyalty oath. Woody wants to show his loyalty by joining the U.S. Army and fighting.

Pages 95-103
shrewd_{p.96}
subdued_{p.98}
stark_{p.103}

The family moves to a larger barracks. Internees are allowed to go outside the fence. Papa makes a Japanese garden. Woody agrees to wait to be drafted rather than volunteer.

Pages 104-116
semblances_{p.104}
invulnerable_{p.105}
aloof_{p.114}

Schools are built; Jeanne attends 4th grade. She tries to fit in by trying out for the many activities organized by outside volunteers. Papa forbids her to become a Catholic.

Pages 117-132
posthumous_{p.124}
assimilate_{p.128}
lethargy_{p.132}

Jeanne's sister Eleanor has a baby boy. This brings Mama and Papa closer together. Jeanne develops a sense of separateness. Woody is drafted. The Supreme Court rules against the Japanese internment.

Pages 133-141
taut_{p.133}
pathetically_{p.137}
sustenance_{p.140}

The U.S. drops an atomic bomb on Hiroshima. Japan surrenders. Internees begin to leave Manzanar. Papa wants to design a housing project and use government loans to finance places for the Japanese to live.

Pages 142-156
conjure_{p.147}
disdain_{p.149}
bleak_{p.151}

Woody went to visit Papa's aunt in Hiroshima, Japan. Papa goes to Lone Pine to buy a car and drives the family from Manzanar to So. Cal., under the influence. The family moves to a housing project in Long Beach.

Pages 157-168
benevolent_{p.157}
acquiescence_{p.159}
potency_{p.166}

Jeanne begins to feel something is wrong with her for being Japanese. She is not allowed to join the Girl Scouts, but instead participates in school activities. Woody gains authority in the family.

Pages 169-182
diverged_{p.170}
mortified_{p.171}
capitulate_{p.175}

Jeanne and Radine go their separate ways in high school. Papa moves his family to San José. Jeanne wins the Carnival Queen contest. The staff tries to fix the results. Leonard finds out and threatens to tell. They let Jeanne become the queen.

Pages 185-203
suffice_{p.186}
subterranean_{p.192}
comprehensible_{p.198}

Jeanne returns to the camp with her family thirty years after her internment. She realizes who she is and finally begins to accept herself. She says Farewell to Manzanar.

Twelve Angry Men - Act I

double jeopardy
cannot be tried twice for the same crime

5th Amendment
right to remain silent



Antony & Octavius vs. Brutus & Cassius

Antony, Octavius and Lepidus draw up a list of people to be killed.

Antony & Octavius secretly plan to kill Lepidus.

Brutus & Cassius fight about how to run their armies.

The news from Rome: Portia killed herself & 100 senators have been murdered.

Cassius, thinking he's lost, kills himself.

Brutus asks many of his men to help him kill himself, but they refuse. Finally, a servant helps him commit suicide.

Antony calls Brutus "the noblest Roman of them all." He was the only conspirator who truly acted for the benefit of Rome.

Ceasar's ghost appears and tells Brutus he will see him during the impending battle.



Julius Caesar

Julius Caesar
Day 1 Pages 10-11

1. What is the main purpose of the speech?
2. How does Caesar use rhetorical devices to persuade the crowd?
3. What is the significance of the 'Beware the Ides of March' warning?
4. How does Caesar's tone change throughout the speech?
5. What is the overall message of the speech?
6. How does Caesar's character come across in this speech?

Julius Caesar
Day 2 Pages 12-13

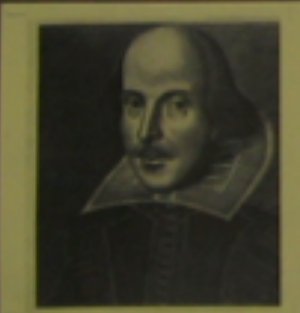
1. How does Brutus justify his decision to assassinate Caesar?
2. What rhetorical strategies does Brutus use to convince the crowd?
3. How does Brutus's speech differ from Caesar's?
4. What is the significance of the 'Friends, Romans, Countrymen' opening?
5. How does Brutus's tone reflect his internal conflict?
6. What is the overall message of Brutus's speech?

Julius Caesar
Day 3 Pages 14-15

1. How does Antony's speech differ from Brutus's?
2. What rhetorical devices does Antony use to sway the crowd?
3. How does Antony's tone change as he speaks?
4. What is the significance of the 'Friends, Romans, Countrymen' opening?
5. How does Antony's speech reflect his character?
6. What is the overall message of Antony's speech?

Julius Caesar

1. What is the main purpose of the speech?
2. How does Caesar use rhetorical devices to persuade the crowd?
3. What is the significance of the 'Beware the Ides of March' warning?
4. How does Caesar's tone change throughout the speech?
5. What is the overall message of the speech?
6. How does Caesar's character come across in this speech?



Julius Caesar

Speaker: _____

Topic: _____

1. _____

2. _____

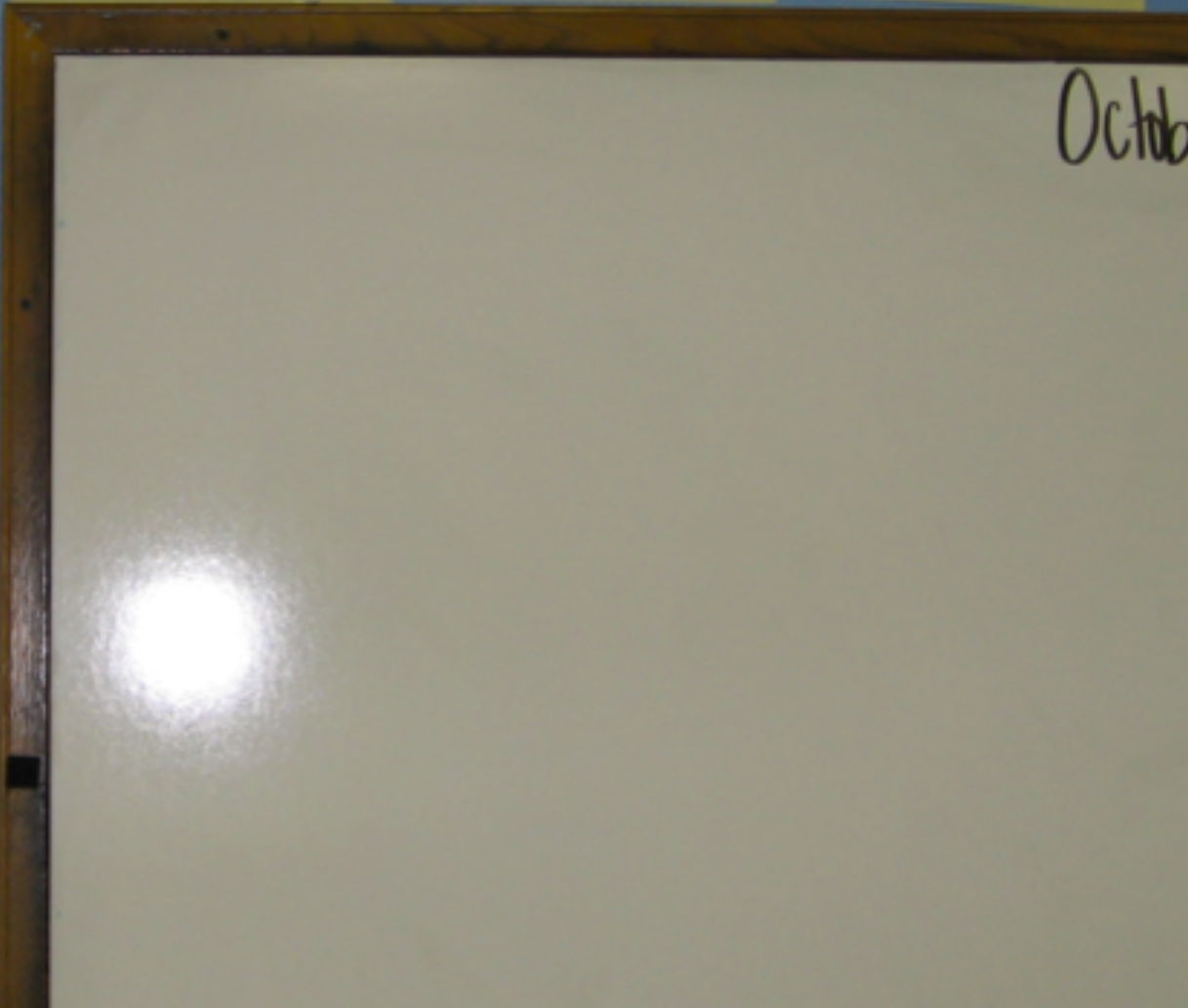
3. _____

4. _____

5. _____

6. _____

October



We meet Tomi Nakaji. He lives in Hawaii in 1941. He gets upset at his Grampa for flying a Japanese flag. He is bullied by Keet Wilson.

1

Under the Blood-Red Sun

by
Graham Salisbury

2

Tomi's parents think fighting hurts the family's name. Tomi decides to do a science project on pigeons for Mr. Ramos's science class. Tomi and his friends discuss the war, but he isn't very interested.

3 Tomi's dog, Lucky, is pregnant. Tomi is embarrassed about his room. He thinks of the Katana, a samurai sword that's been in his family for generations. His dad comes home, and his dad spends time with Tomi and the pigeons.

back to
rows to take care
Dapa proud.

Keet
With

that
the

The
Rats play
the Kaka'ako
s and win!
it will

The
Soldier
let Tomi
go. His

Billy and
Tomi and
his mom go
to visit

everyone
got I.D.
cards. Tomi
met up with
his friends &
to find

The
family
is

up to ask
Leaves and see
house for a radio.
all

bec
the

UNDER THE WIRE (1)



Francisco and his family were living in El Rancho Blanco, a small village north of Ensenalera, Mexico.

They traveled for two days and nights to make the long awaited trip to California.

Francisco and his family traveled in their Carochita to get to California.

Soledad (2)



While Papá, Mamá and Roberto were out picking in the fields Francisco was left in the car to take care of the younger children.

Francisco tried to pick cotton for the first time.

Inside Out (3)



Francisco started school. Nobody knew English. He liked the classroom because it wasn't like his home. Got in a fight with parents over his creation.

Miracle in tent city (4)



They moved from Corcoran to tent city.

Mamá was expecting.

Papá picked strawberries in the field because Mamá was too pregnant to do it.

Mamá had a baby boy named Juan Manuel "Torito".

EL ANGEL DEL ORO (5)



It rained a lot in Corcoran during the cotton season.

Miguelito was Francisco's new friend.

Francisco saved the white fish from the flooded city.

CHRISTMAS (6)



They decided to leave no job on back for work the next year.

They missed for the first time since 1919.

They all got a bag of candy for Christmas.

Death Forgiveness (7)



Francisco's parent had friend die.

El Papa would get irritated if El Tercero's clothes & things were dirty.

Papá liked El Tercero by bringing the brush at him with all his boys.

That's why they killed El Tercero in a fight by.

Cotton Sack (8)



After the great cotton year due to late autumn, they lost the autumn's vineyard & needed the cotton to pick cotton.

They found one cotton sack camp that had money & a cabin. Francisco needed to pick cotton but just couldn't get it.

The Circuit (9)



They were packing their stuff to move again.

They need to sit on Mr. Sullivan's bench.

Learning the Game (10)



was sad because last day of 7th grade.

and how to play basketball.

They were introduced to Gabriel the man who accompanied the contractor.

To Have and to Hold (11)



Francisco starts his new school.

His teacher reaches out and calls to him.

He teaches him how to play the trumpet.

He begins to like his new school.

Mama Shilka (12)



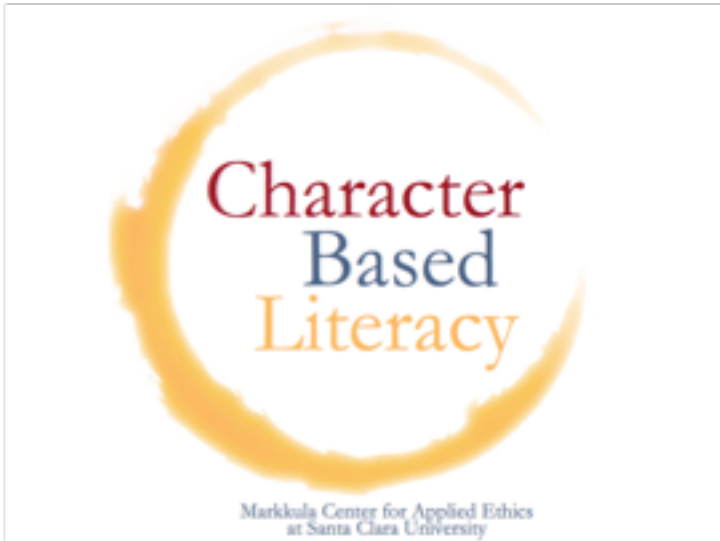
Francisco read the Miller's case.

Papá was constantly in a bad mood because his house was extremely hot.

He found a job for Roberto.

Everything was going good, when suddenly Roberto parents came to take his family away.

Kyle Hill, Maddie Murphy, Mel Fuga, Cam Karsnar, Aubrey Dawson



Character Education at the Markkula Center for Applied Ethics
 ethics programs for communities that learn, live, pray, or work together
www.scu.edu/character

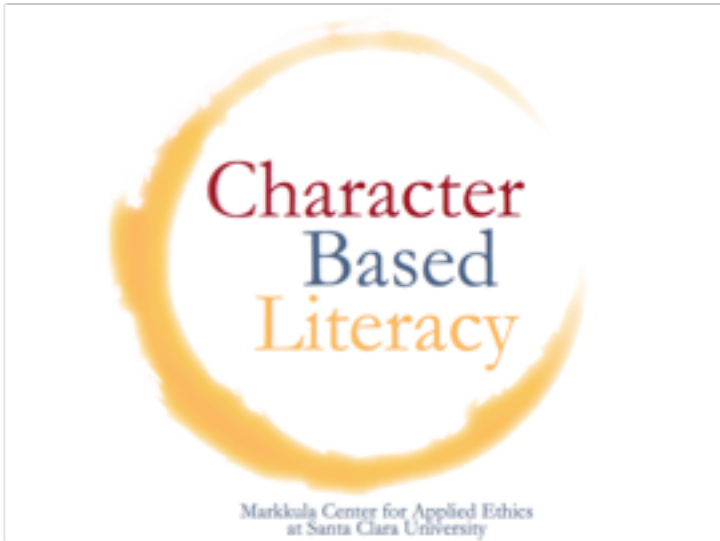
PRREE Lesson Plan Format: Into, Through and Beyond a Text

P	R	R	E	E
PREPARE	READ	RESPOND	EXPLORE	EXTEND
<p><u>1. Background</u> Build a context for the ideas, places, persons, or events in today's reading.</p> <p><u>2. Wordwall</u> Add five words to the wordwall after explicit instruction and practice.</p>	<p><u>3. Review</u> Review the most important timeline events from the beginning .</p> <p><u>4. Read</u> Read the selection for today.</p>	<p><u>5. Timeline</u> Agree on the most important events in today's reading.</p>	<p><u>7. Activity</u> Explore the reading with a visual or oral activity.</p>	<p><u>10. Write</u> Every student writes a short product from today's reading.</p>

information

break it down by setting
 where - who

R



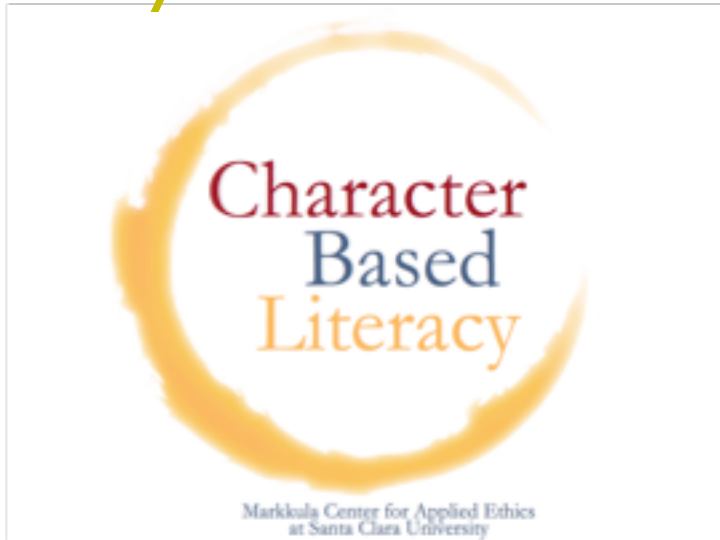
Character Education at the Markkula Center for Applied Ethics
 ethics programs for communities that learn, live, pray, or work together
www.scu.edu/character

PRREE Lesson Plan Format: Intro, Through and Beyond a Text

P	R	R	E	E
PREPARE	READ	RESPOND	EXPLORE	
<p><u>1. Background</u> Build a context for the ideas, places, persons, or events in today's reading.</p> <p><u>2. Wordwall</u> Add five words to the wordwall after explicit instruction and practice.</p>	<p><u>3. Review</u> Review the most important timeline events from the beginning .</p> <p><u>4. Read</u> Read the selection for today.</p>	<p><u>5. Timeline</u> Agree on the most important events in today's reading, and list 3-5 on the timeline.</p> <p><u>6. Map</u> Add to an ongoing map, chart, or other graphic organizer.</p>	<p><u>7. Analyze</u> with lang</p> <p><u>8. Discuss</u> Pro disc que terri</p> <p><u>9. Analysis</u> Analyze the key paragraph closely.</p>	

5-7 events

history connection



Character Education at the Markkula Center for Applied Ethics
ethics programs for communities that learn, live, pray, or work together
www.scu.edu/character

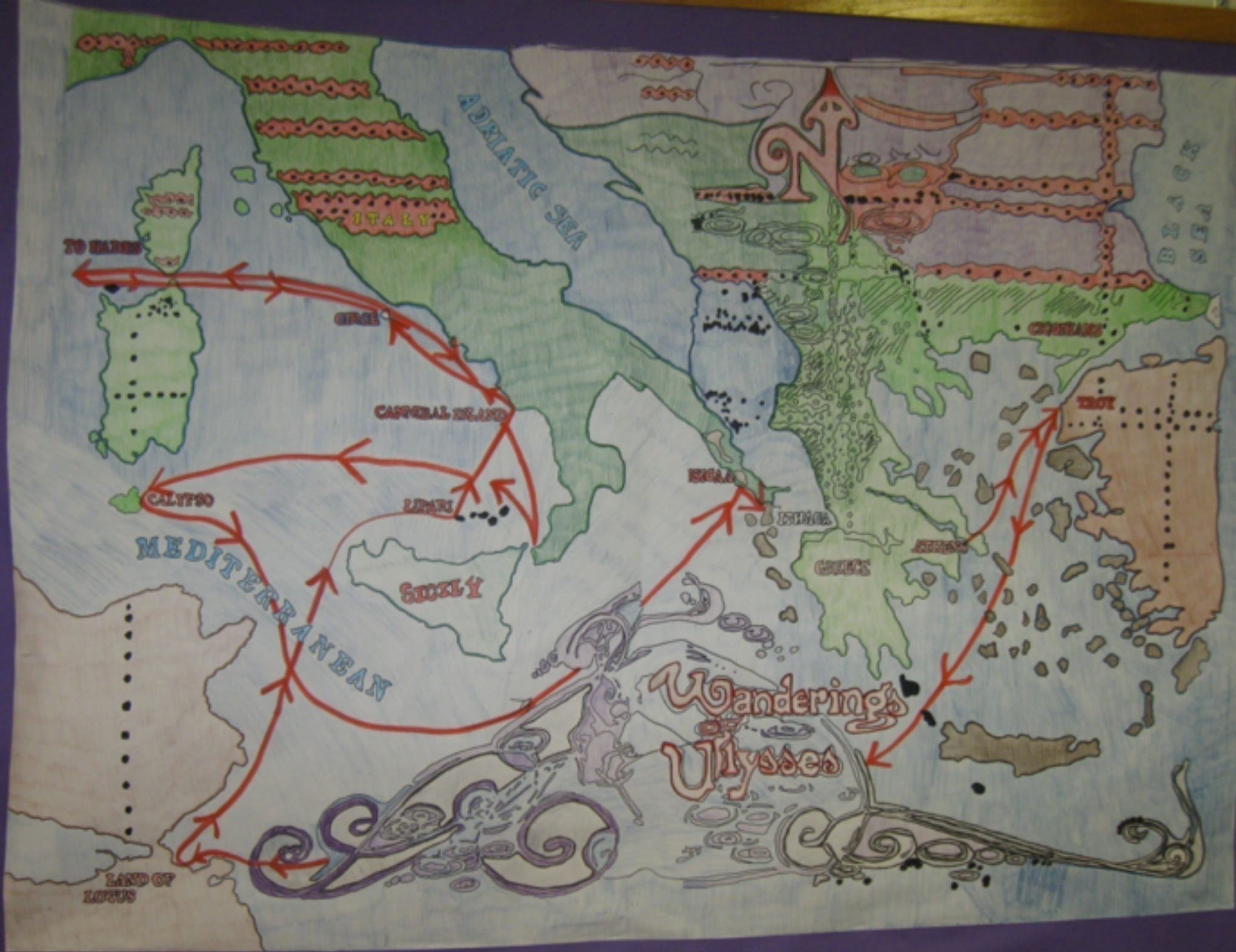
PRREE Lesson Plan Format: Into, Through and Beyond a Text

P	R	R	E	E
PREPARE	READ	RESPOND	EXPLORE	EXTEND
<p><u>1. Background</u> Build a context for the ideas, places, persons, or events in today's reading.</p> <p><u>2. Wordwall</u> Add five words to the wordwall after explicit instruction and practice.</p>	<p><u>3. Review</u> Review the most important timeline events from the beginning .</p> <p><u>4. Read</u> Read the selection for today.</p>	<p><u>5. Timeline</u> Agree on the most important events in today's reading, and list 3-5 on the timeline.</p> <p><u>6. Map</u> Add to an ongoing map, chart, or other graphic organizer.</p>	<p><u>7. Activity</u> Explore the reading with a visual or oral language activity.</p>	<p><u>10. Write</u> Every student writes a short product from today's prompt to</p>

continuing graphic:
one set of directions

MAP

Creature	Habitat	Physical Characteristics	Personality Traits
1. Hobbits	a. live in hobbit-holes in hills (ch. 1)	b. short, fat, beardless, furry feet (ch. 1)	c. love to eat, dislike adventures fond of visitors (ch. 1).
2. Wizards	a. <u>Unknown</u>	b. Old, long white beard, tall & skinny tall blue pointed hat blue long grey cloak silver scarf walks w/ a long wooden staff	c. Intelligent & wise brave powerful adventurous, magic speak other languages understand w/ a long wooden staff
3. Dwarves	a. <u>Unknown</u>	b. Short, long ^{yellow} beards strong live long lives wear gold hoods	c. troublemakers, mining of gold like to sing like to eat like to drink hate elves & trolls
4. Trolls	a. Dark places Deep caves Avoid the sun	b. Very big ugly & turn to stone when hit by light	c. Evil Skimped Cruel Freshy meat eaters Vicious



I don't understand all this "hate" in the world. It was a bleak and awful-sounding word.

Mama, no doubt, was thinking of the mother at Manzanar who had already received a posthumous Congressional Medal of Honor.

But I myself didn't cry about Papa, or have any inkling of what was wrenching Mama's heart.

Yet, the very idea of the oath itself became the final goad that prodded many once-loyal citizens to turn anti-American.

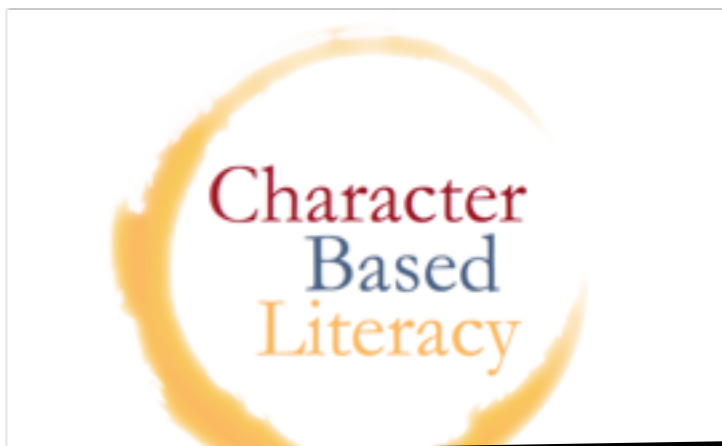
During that first summer and fall of sandy congestion and wind-blown boredom, the bitter...



13

E

history connection



Character Education at the Markkula Center for Applied Ethics
ethics programs for communities that learn, live, pray, or work together
www.scu.edu/character

PRREE Lesson Plan Format: Intro, Through and Beyond a Text

Activity
uses language
visual, oral
builds theme

		E	E
	OND	EXPLORE	EXTEND
2. Wordwall Add five words to the wordwall after explicit instruction and practice.	4. Read Read the selection for today.	<p>7. Activity Explore the reading with a visual or oral language activity.</p> <p>8. Discussion Prompt in depth discussion with questions from the 9 territories.</p> <p>9. Analysis Analyze the key paragraph closely.</p>	<p>10. Write Every student writes a short product from today's prompt to connect to the unit theme.</p> <p>11. Close Close by extending today's lesson to life and the world</p>

ACTIVITY CLASSROOM EXAMPLES

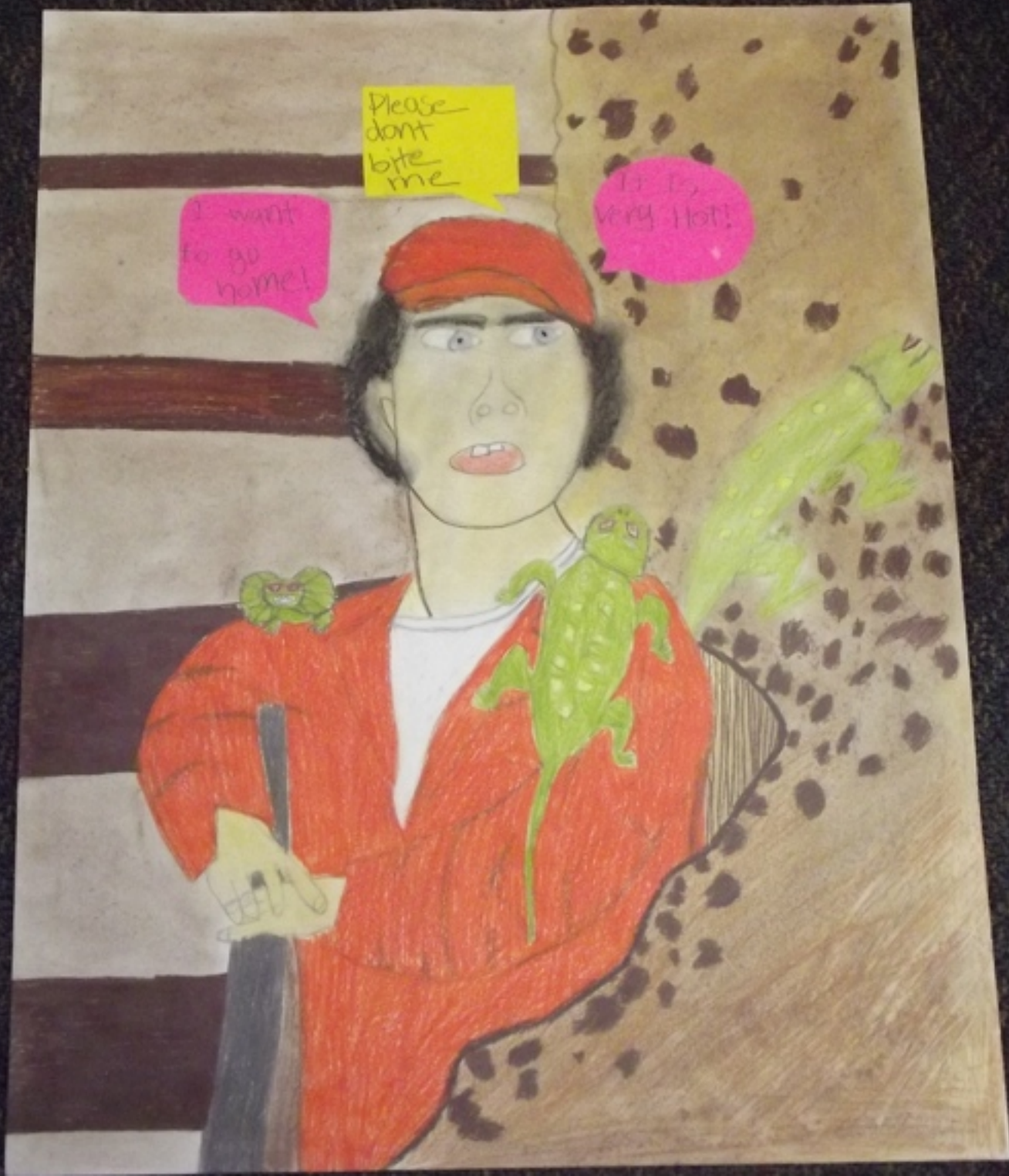
OPEN MIND PORTRAIT

Bud

Caldwell



- Mom was right when she says does you?
- I miss my mamma
- I'm On The Lam!
- Todd is drawing
- maybe the Flyers will lead me to my father
- I love my mommy
- I miss my mamma
- I said like the Queen and you said it's not me
- I want to find my mommy!
- my Mom left me to find my dad
- I need to get up early for breakfast
- I will never forget that pizza night with Todd
- I wonder who told Bugs about the fight with Todd?
- I don't like being in the shed
- I like to make shadow puppets
- Wow! I just traded slob with a girl!
- Hoppin' Trains sounds Fun!!!
- Can't let no-one call me Buddy.
- I'm scared
- I'm Not Giving Up!
- I'm A Man!
- I like to sit down and read books
- I have to sit down and read books
- I need to run away
- Ouch! The Horns!
- A Vampire's oh wait? It's A Fish!
- I need to run away
- The pizzas are so mean!
- I can't lose my suitcase
- I don't like being in the shed
- I like to make shadow puppets
- Wow! I just traded slob with a girl!
- Hoppin' Trains sounds Fun!!!
- I miss my mamma
- I said like the Queen and you said it's not me
- I want to find my mommy!
- my Mom left me to find my dad
- I need to get up early for breakfast
- I will never forget that pizza night with Todd
- I wonder who told Bugs about the fight with Todd?
- I don't like being in the shed
- I like to make shadow puppets
- Wow! I just traded slob with a girl!
- Hoppin' Trains sounds Fun!!!
- Can't let no-one call me Buddy.
- I'm scared
- I'm Not Giving Up!
- I'm A Man!
- I like to sit down and read books
- I have to sit down and read books
- I need to run away
- Ouch! The Horns!
- A Vampire's oh wait? It's A Fish!
- I need to run away
- The pizzas are so mean!
- I can't lose my suitcase
- I don't like being in the shed
- I like to make shadow puppets
- Wow! I just traded slob with a girl!
- Hoppin' Trains sounds Fun!!!



Please dont bite me

I want to go home!

It is, very Hot!

ZERO

Why is Zigzag trying to fight Caveman?

I have to defend Caveman because he is my only friend and because he doesn't know how to fight.

Why does the Warden care if I learn how to read?

The Warden doesn't care about me, nobody does...

Mr. Pendanski is always trying to push my buttons!!! He keeps calling me stupid and treating me like the dirt I dig everyday...

You know what? I don't even care about what happens to me anymore, I'm going to hit Mr. Pendanski with my shovel and then run away...





THE PIGMAN

by Paul Zindel



31 11:46 AM

Jem Dill

Calpurnia

Robinson

Mr Radley

Avery

Uncle Jimmy

Tim Johnson

and Perez



JEM



Scout - you look like a girl!

Why does Scout have to wear a dress?

Wow! Atticus can do something I can't believe it!

Send to plan another way to spy on Boo Radley!!

Jem said Goshes has

I don't want you to hang around me...

Scout stop fighting!!

you didn't you didn't go to school?

he gotta go home

Scout Be Quit

I wonder how Atticus is going to win this case...

I wonder how Atticus is going to win this case...

Who is that girl?

Why does my sister have to know no

Scout, be Quit!

Scout stop fighting!!

Scout is Crazy...

Don't Come Near me during school.

Where is Boo Radley?

I don't know what is going on

I don't want to be a lawyer no more...

Atticus would be mad if he saw me here in the court room.

No! I don't want to be a lawyer no more...

Scout doesn't know what the judge is saying

Scout it's a new way of learning... the court system!

Let's go peek at Ewells house.

I didn't know my dad could shoot!

Cross your heart.

I hope Atticus knows what he is doing.

Scout RUN GET OUT OF THERE.

Atticus has got him, Mr. Ewell chance!

I sit with the down ups, so I

was not -



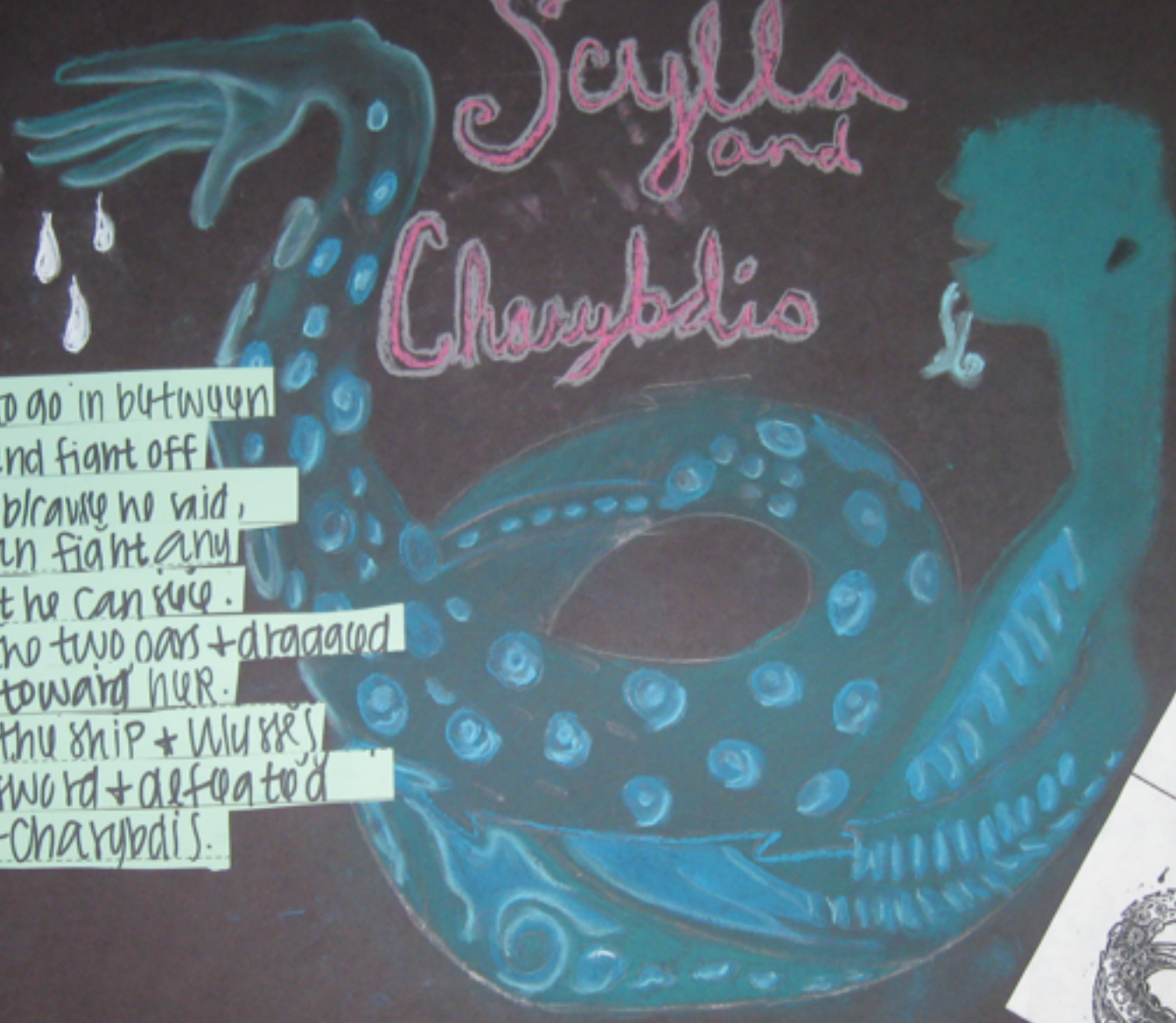
SKETCH

2. The Cyclops and Polyphemus
men.

Monsters

Ulysses

Scylla and Charybdis



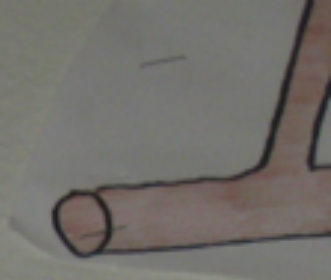
Ulysses chose to go in between the rocks and fight off Scylla + Charybdis. Bravely he said, that he can fight any enemy that he can see. Scylla grabbed the two oars + dragged the ship toward her. She shook the ship + Ulysses grabbed his sword + defeated Scylla + Charybdis.

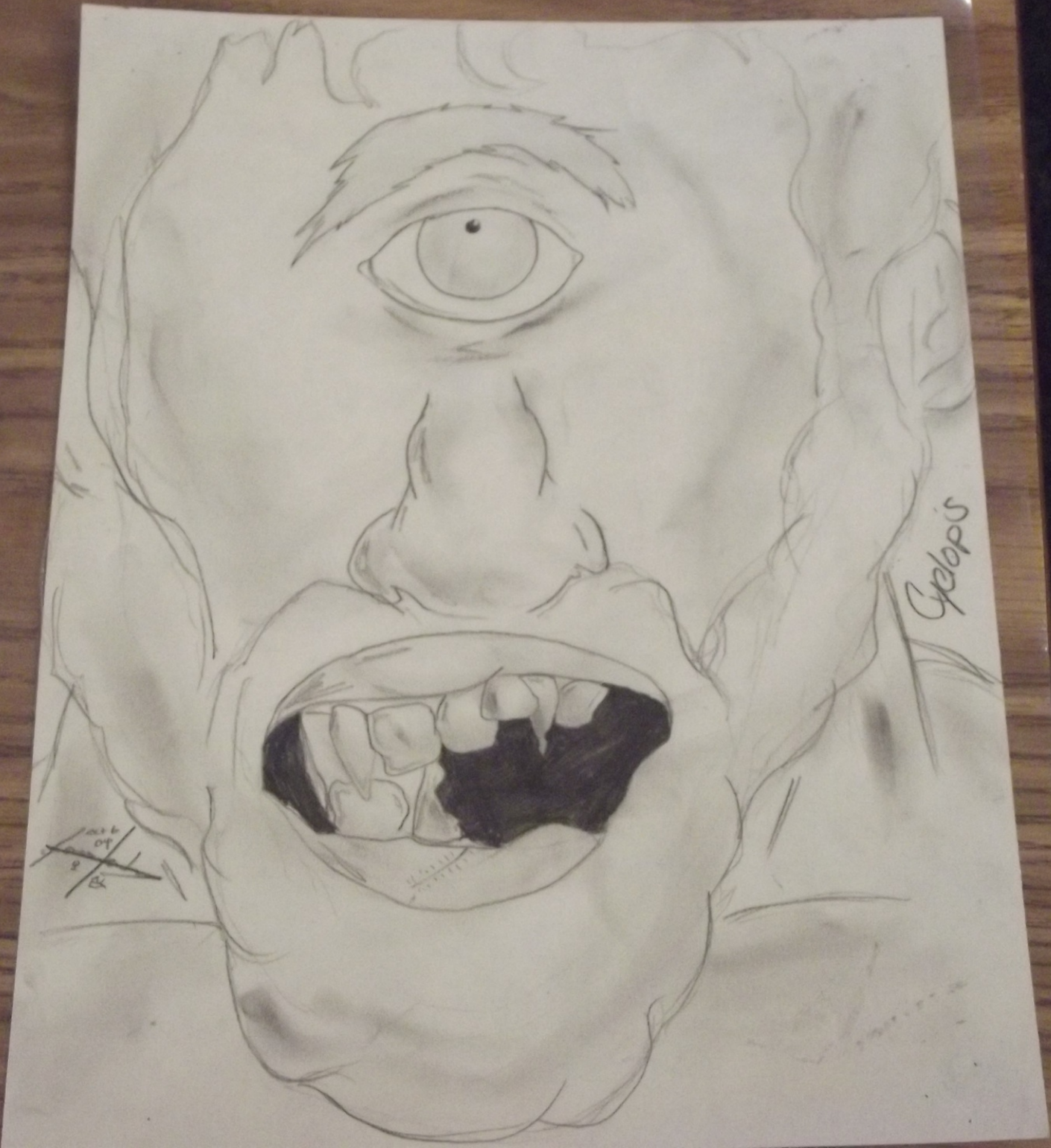




Circe the Sorceress







Cyclops

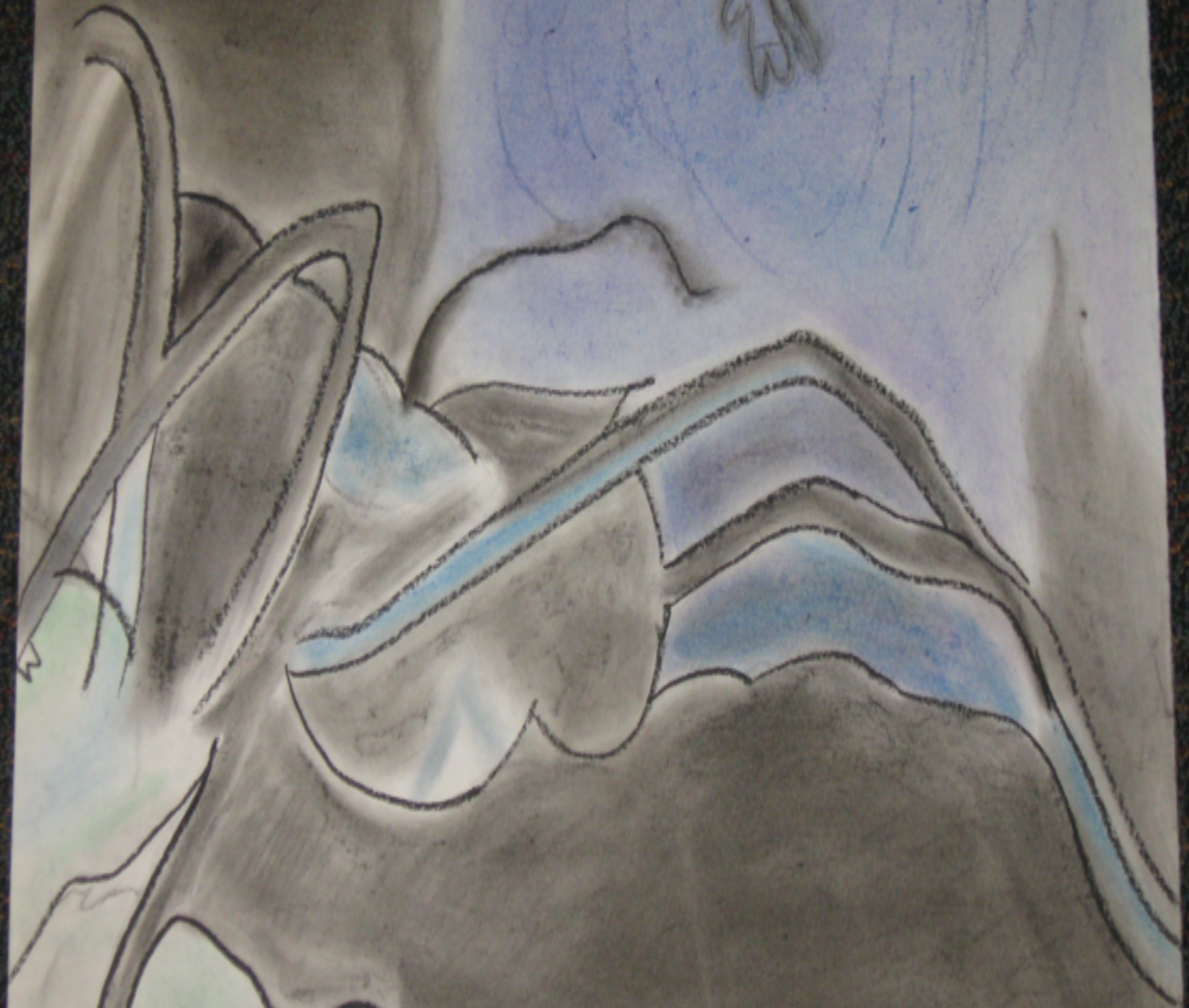
BK

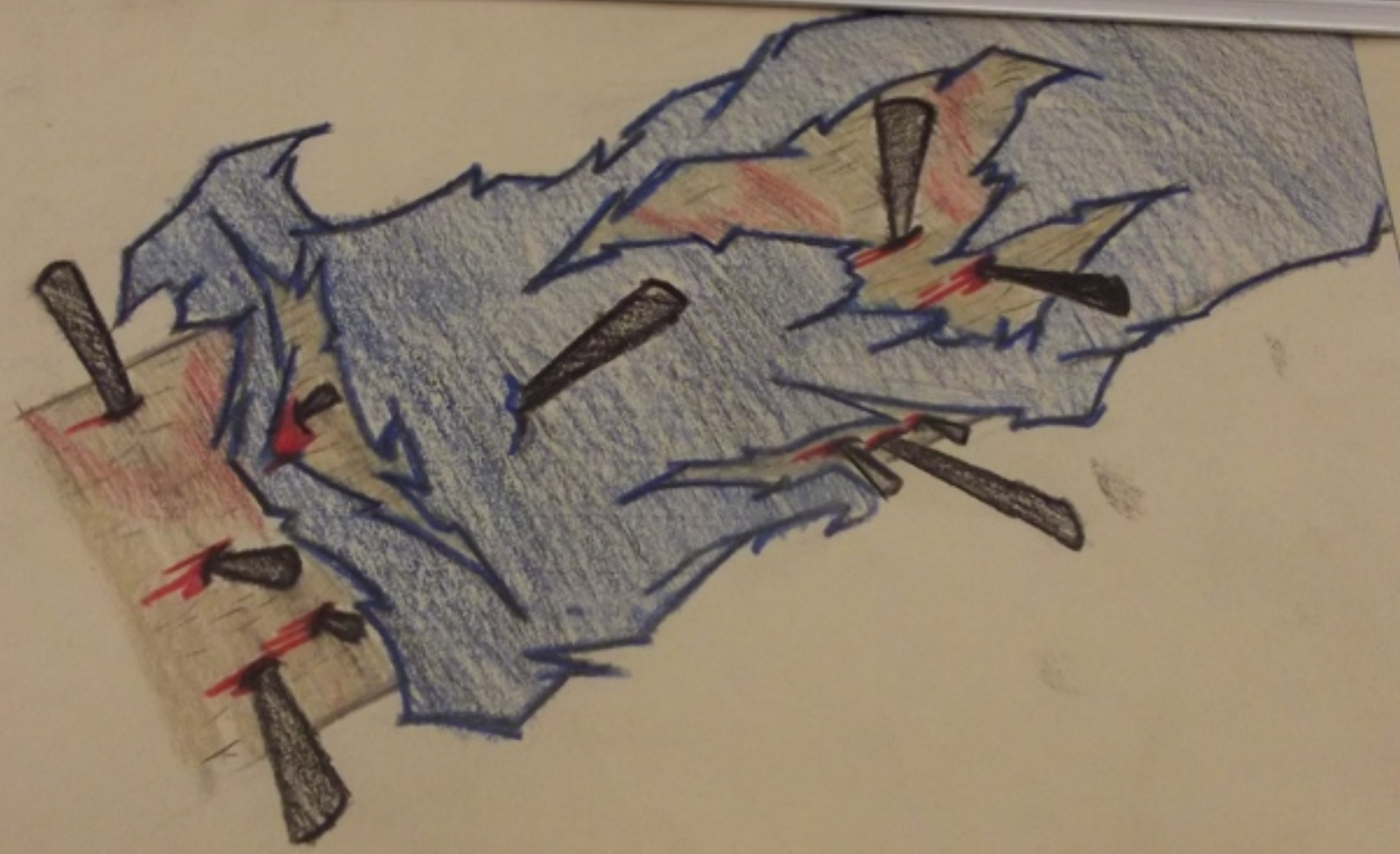
Polyphemus













Alex
P.



victor.



MISC.

THE GREEK GAZETTE

ROOM 25



A Day in the Life of a God

Annals of the Gods



Classifieds



Vacation Getaways



Dear Oracle

Dear Oracle,
So my name is Polyphemus. I'm a cyclops. Ughes and his wife of every year come and they get me blind they also make my food. Then he had to me about his name being nobody. Can you please tell me how I can get back at these little records when I want to tell them for what they did to me.

From Polyphemus



Weather Forecast



Cartoons



Sports



Circuit
EXPERIENCE
COURTESY



THE CIRCUIT

A collection of student-made projects for "The Circuit" is displayed on a blue background. The projects include:

- Hand-drawn maps of the USA and Mexico with the word "CIRCUIT" written vertically in large, colorful letters.
- Colorful illustrations of flags, including the Italian flag and the American flag.
- Hand-drawn scenes of a farm with a barn and sun, and a fishbowl with a goldfish.
- Diagrams of a house and a person.
- Handwritten text on lined paper, some with the title "THE CIRCUIT" written in various styles.
- Small illustrations of a person and a house.

THE BREADWINNER

RESPONSIBILITY
BEGINS ACTION

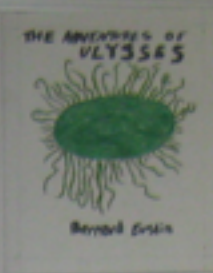
BALANCE

30 12:15 PM

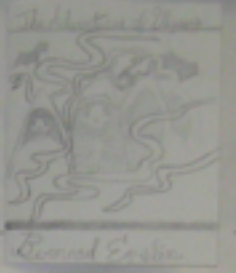
Science
To be grad

Ulysses
The adventures of Ulysses
Ulysses was a Greek hero who was known for his cunning and his ability to outwit his enemies. He was the son of Laertes and Penelope and was married to her. He was the king of Ithaca and was known for his bravery and his leadership. He was a great warrior and a great leader. He was a great hero and a great man. He was a great king and a great father. He was a great man and a great hero. He was a great king and a great father. He was a great man and a great hero.

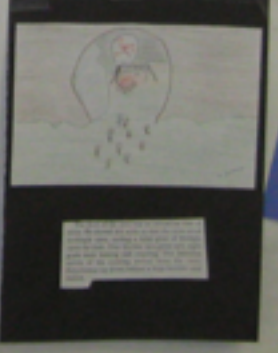
Ulysses
The adventures of Ulysses
Ulysses was a Greek hero who was known for his cunning and his ability to outwit his enemies. He was the son of Laertes and Penelope and was married to her. He was the king of Ithaca and was known for his bravery and his leadership. He was a great warrior and a great leader. He was a great hero and a great man. He was a great king and a great father. He was a great man and a great hero. He was a great king and a great father. He was a great man and a great hero.



Ulysses



Ulysses
The adventures of Ulysses
Ulysses was a Greek hero who was known for his cunning and his ability to outwit his enemies. He was the son of Laertes and Penelope and was married to her. He was the king of Ithaca and was known for his bravery and his leadership. He was a great warrior and a great leader. He was a great hero and a great man. He was a great king and a great father. He was a great man and a great hero. He was a great king and a great father. He was a great man and a great hero.





sheathing p.37
tattered p.38
mercilessly p.38
detest p.39
Keeper of the Winds

Ulysses tells the story of his adventures to Aeolus. Aeolus gives him a bag of wind to help him get home.

Ulysses' men think he is hoarding loot in the bag. They cut it open and are blown back to Aeolus.

brawling p.41
moored p.42
dispatched p.43
snuffling p. 46
Cannibal Beach

Tired and hungry, Ulysses and his men put into harbor in the land where the sun chases the moon.

Ulysses realizes that this land is populated by giant cannibals who eat many of the sailors. As a result, only one ship remains.

inhabitants p.49
haughtily p.49
venerable p.57
tidings p.58
Circe p. 47-58

Ulysses sends Eurylochus with half of his men to find out what is in the castle. They meet **Circe** who turns them into pigs.

When the men do not return, Ulysses goes to look for them. On his way he meets **Hermes**, the messenger god.

sty pg.60
plunge pg.61
tunic pg.62
quills pg.64
Circe pg. 59-75

Hermes gives Ulysses a flower to guard him against Circe's sorcery. She offers him happiness if he stays with her.

Ulysses decides to continue on his journey. Circe then tells him that he will have to visit the Land of the Dead.

girdling p.71
lashed p.72
curdling p.72
tittering p.76
The Land of the Dead

Ulysses and his men cross the River Styx and enter Hades' Land of the Dead beyond the Pillars of Hercules.

Ulysses meets Achilles, Elpenor, and Teiresias, all who counsel him about how to avoid disasters and return home.

prophecies p.83
flee p.85
loom p.85
rendezvous p.85
The Wandering Rocks

Ulysses sees floating rocks coming towards his ship. He tries to avoid them, but they force him to change course.

Ulysses realizes that Elpenor's prediction is true. He and his men will have to face the Sirens and Scylla and Charybdis.

13

15

Ancient Roman Times

III / XV
IV IV B.C.



Julius Ceasar Denied the crown!



Julius Caesar
DEAD!

Brutus' wife



commits suicide!



For Sale
Julius Caesar sculpture
(For a limited time only)



XVIII Aureus
for this beautiful
vase that belonged
to the Queen.
Pick it up at VIX
West Roman St.



Lupercal Celebration at the colosseum



Soothsayer- "I can tell you your future
and it will come true if you believe!"

WRITTEN BY ANDREW CORREA

MARS XV

ROMAN TIMES

XLV B.C.

JULIUS CAESAR'S BETRAYAL



On March 15 in 44 bc a group of senators assassinated Caesar. The story of the assassination has become the subject of many plays and other works of art, including this painting by Italian Vincenzo Camuccini.

MARK ANTONY



Mark Antony succeeded Julius Caesar as ruler of Rome after Caesar was assassinated. His rousing oratory turned the population of Rome against assassins Brutus and Cassius, and he drove them from Rome. He ruled Rome after Caesar's death, but when Antony allied himself with Cleopatra of Egypt, he was branded a traitor. The combined forces of Antony and Cleopatra were destroyed by Octavius at Actium and Antony, deserted by most of the remnants of his troops, committed suicide about a year later.

MARCUS JUNIUS BRUTUS



Roman political leader Marcus Junius Brutus participated in the 44 bc conspiracy to assassinate Julius Caesar, who had seized power as dictator of Rome. Following the assassination, Brutus fled to Macedonia to raise an army. He committed suicide when his army was defeated by troops led by Mark Antony and Caesar's nephew Octavian.

ROME PA



Questioning

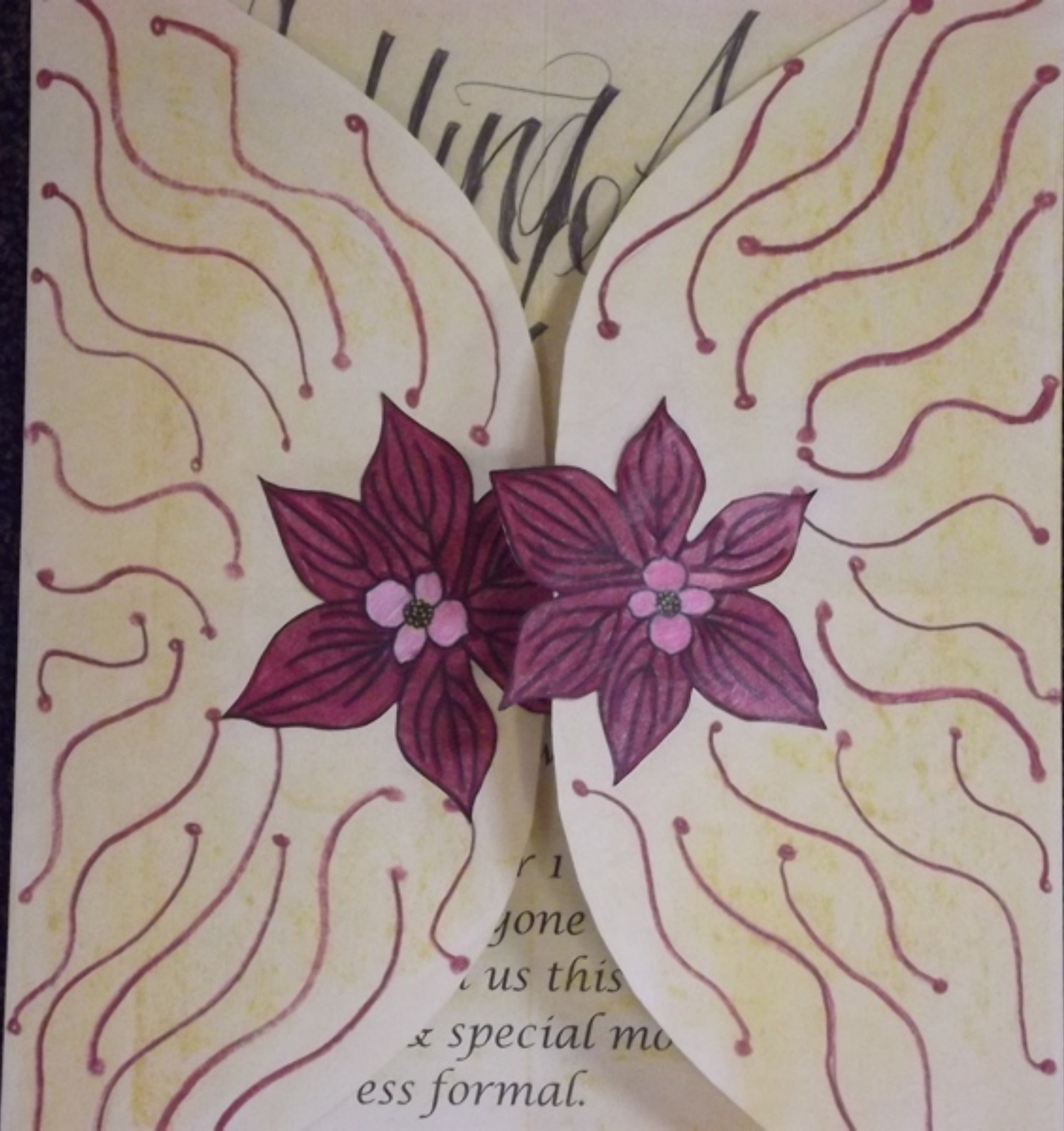
On-the-Surface

- Answers are stated in the text
- Answers tell what happened or what was said
- Answers retell main details
- Answers mention

Under-the-Surface

- Answers can be strongly implied - find the clues
- Answers can be informed - use background knowledge or research
- Answers can be opinions - defend them





I
gone
us this
& special mo
ess formal.

25th Wedding Anniversary

In Honor Of ; Mr. & Mrs.
Wakatsuki

Location ; Barrack # 16 .

We're celebrating Ko & Riku
Wakatsuki's 25th wedding
anniversary.

Date ; September 1 , 1940

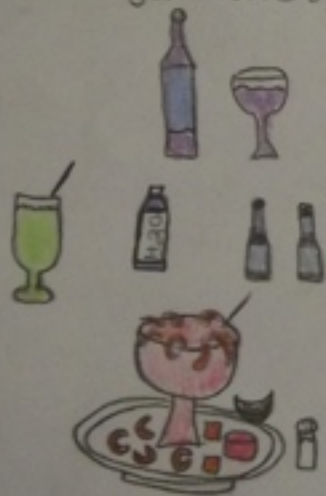
We invite everyone to come &
celebrate with us this
marvelous & special moment,
Please dress formal.



The Cattle of The Sun Restaurant

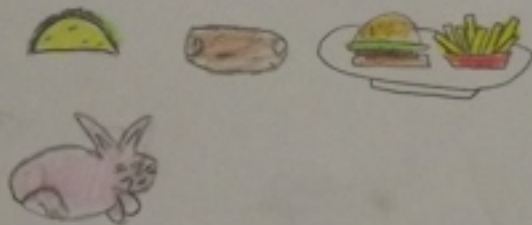
Beverages

- Ulysses wine.... \$2.99
- Water..... \$.99
- Beer..... \$1.99
- The Gods Wine.... \$5.99
- Shrimp Cocktail.... \$6.99
- Lemon Margarita.... \$2.99



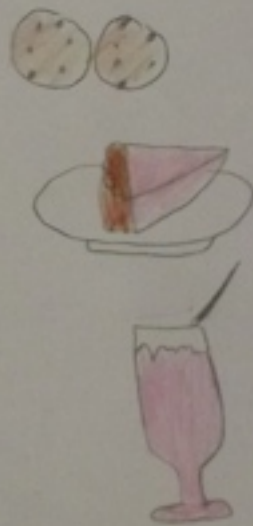
Food

- Roasted goat..... \$5.99
- Beef tacos..... \$1.99 each
- Steak tacos..... \$1.99 each
- Roasted Jack rabbit... \$5.99
- Cheese burger with fries... \$4.99
- Crab legs with butter... \$3.99
- Beef Burrito..... \$2.99



Desert

- Circe's Cookies.... 99¢ each
- Ulysses apple Pie.... \$2.99
- Fruit smoothie... \$1.99



Cannibal Stick's

The best quality of food
you can get in the area. We are
open 7 days a week. We are
open 11:00 am - 10:00 pm. We are
open 7 days a week. We are
open 11:00 am - 10:00 pm.

Lunch & Dinner
open 11:00 am - 10:00 pm

Drinks


- Soft Drinks \$1.50
- Sodas \$1.50
- Cream Soda \$1.50
- Lemonade \$1.50
- Milkshakes \$2.50

Snacks

- On the Border
- Dr. Cyclone
- Lemon Cake Pop
- Orange Pop

Specials








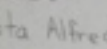
- Breakfast \$2.50
- Lunch \$3.50
- Dinner \$4.50



The Split Pea Menu

Open 7 days
11:00 am - 10:00 pm

Food

- Pizza - 25¢ 
- Spaghetti - 10¢ 
- Cheeseburger with Fries - 5¢ 
- Chicken Soup - 10¢ 
- Chee Fries - 4¢ 
- Tacos - 5¢ each 
- BBQ Ribs - 20¢ 
- Pasta Alfredo - 10¢ 

Smoothies

- Cocoa Cola
- Mountain Dew
- Sprite
- Root Beer
- Dr. Pepper
- Fruit Punch
- Pepsi

Milkshakes

- Strawberry
- Chocolate
- Vanilla
- Caramel

Desserts

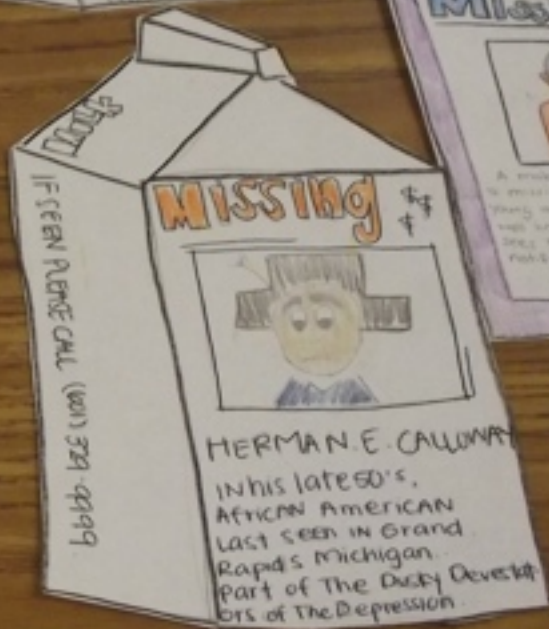
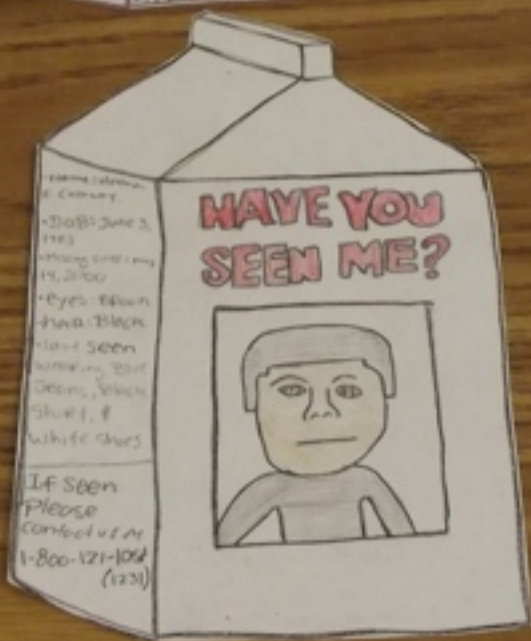
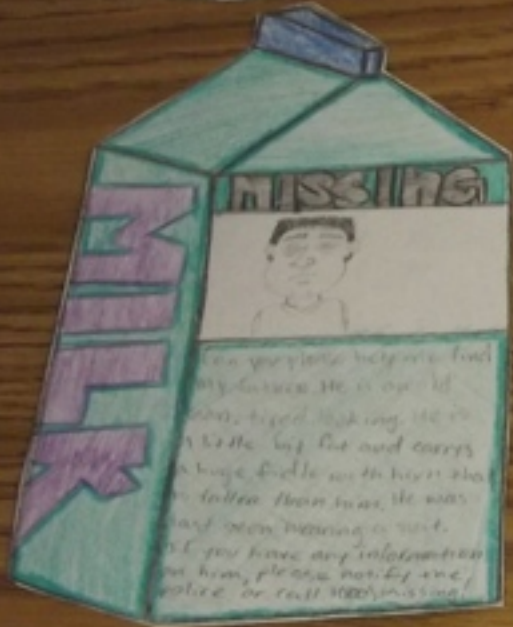
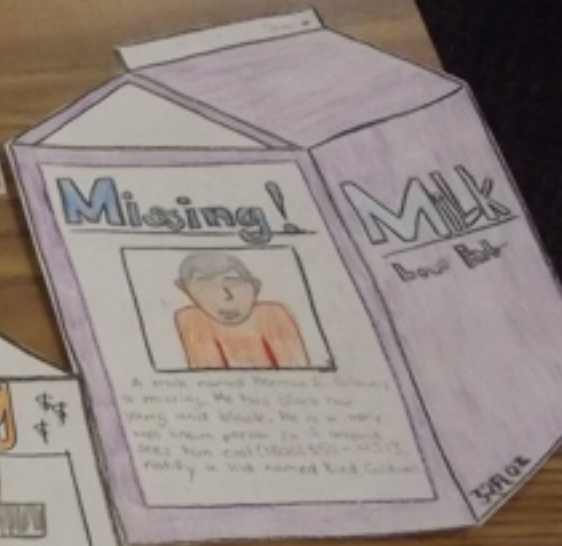
- Cheese Cake - 2¢
- Chocolate Brownie - 1¢
- Oak wood cookies - 1¢
- Ice Cream Sundae - 2¢
- Fudge Cake - 1¢

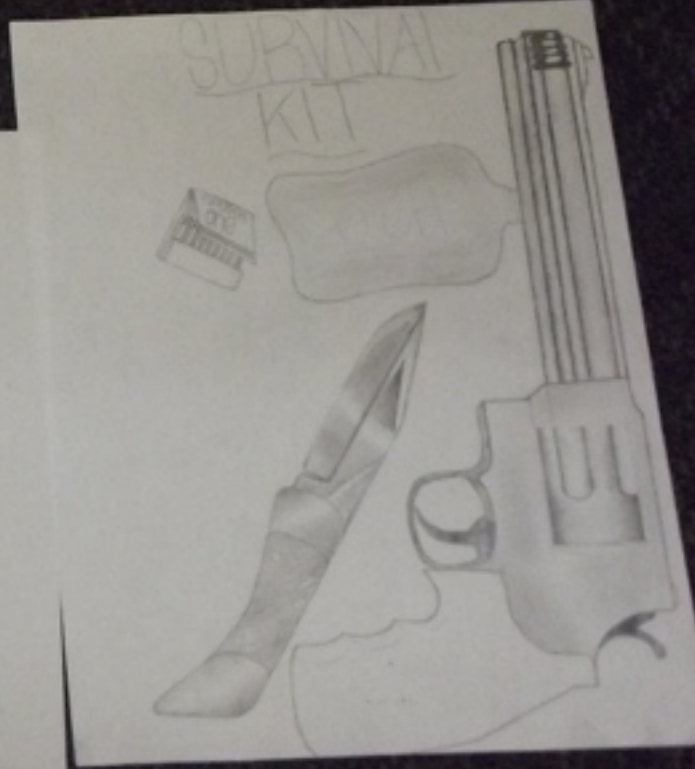
Breakfast · Lunch · Dinner

Split Pea


menu

Grand Rapids Best !!





The Dusky Devastators of The Depression



JAZZ

...and bring the best Jazz music ever out all over the Dusky Devastators of the Depression when you come to hear the best that it will have back members that will give you a lot of fun with your family members. Come in and enjoy our music on Friday 17th.

Join Us For The Fun!

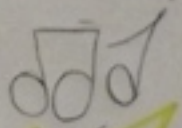
One Night Only!!

The DUSKY DEVASTATORS of the Depression!!!!

Where | Luxurious | Island

Only in Flint Michigan

Which | Saturday | June 16, 1932



THE DUSKY DEVASTATORS OF THE DEPRESSION COMING TO YOU!

Jazz

Splooosh

- Made from 100% peaches and all the ingredients are all natural
- The cost of a wonderful and tasteful jar of peaches it's only 10 cents
- So don't be shy and come down to the town school the wagon is station outside....



"COME TRY YOUR OWN JAR OF PEACHES"

Splooosh

\$ 1.50

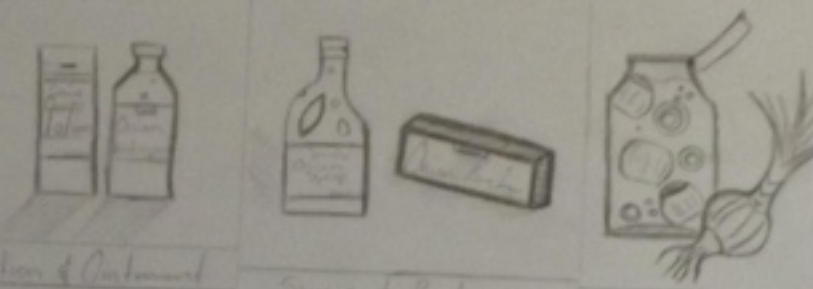
Splooosh!!!
keeps your
body healthy
and keeps it
energized. The
best perfume
around, for more
info ask Kate. A



Sam's Onions, the best
Onion's around.
Location: Street of Green Lake


Sam's Onions

Onions make you
live longer and
live to 200 years old.



Lotion & Ointment	Syrup & Paste	Onions & Onion Juice
Lotion: Keep your skin clean and soft.	Syrup: Goes great with bread.	Onion Juice: keeps your body hydrated and fresh.
1.50	2.00	1.50
Ointment: Gives her strength and a nice shin.	Paste: keep skin's together near and tight.	Ointment: keeps the body and heart healthy.
1.50	1.75	1.00

Onions!



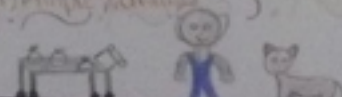
- Helps for stomach flu
- Not getting bitten by yellow-spotted lizards
- Can help for your skin
- Can help you grow hair faster
- Live to 200 years old

Sam's Onions

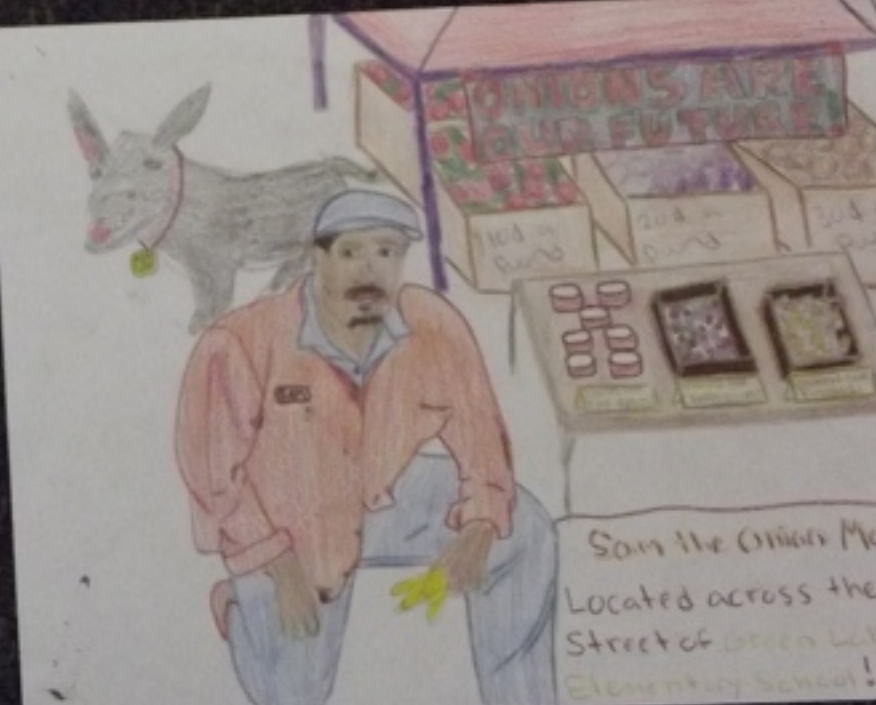
\$1.00

Onions
Ointments
Lotions
Syrups
Pastes
Asthma Cure (Onion based)
Warts & Pimples (Onion lotion)
Remedy for Arthritis (Onion syrup)

Onions are good for the digestion, the liver, the stomach, the lungs, the heart, the brain for living longer, for hair, Pimples, Acne.



Sam sells his onions out on the streets of Green Lake. Sam's onion field was somewhere on the other side of the lake. The weather is great but sometimes it rains. The people of Green Lake buy most of his onions. He is always near the school house. He's always with Mary Lou. If Mary Lou is in the shed that means Sam's across the lake getting more onions.



Sam the Onion Man
Located across the
Street of Green Lake
Elementary School!

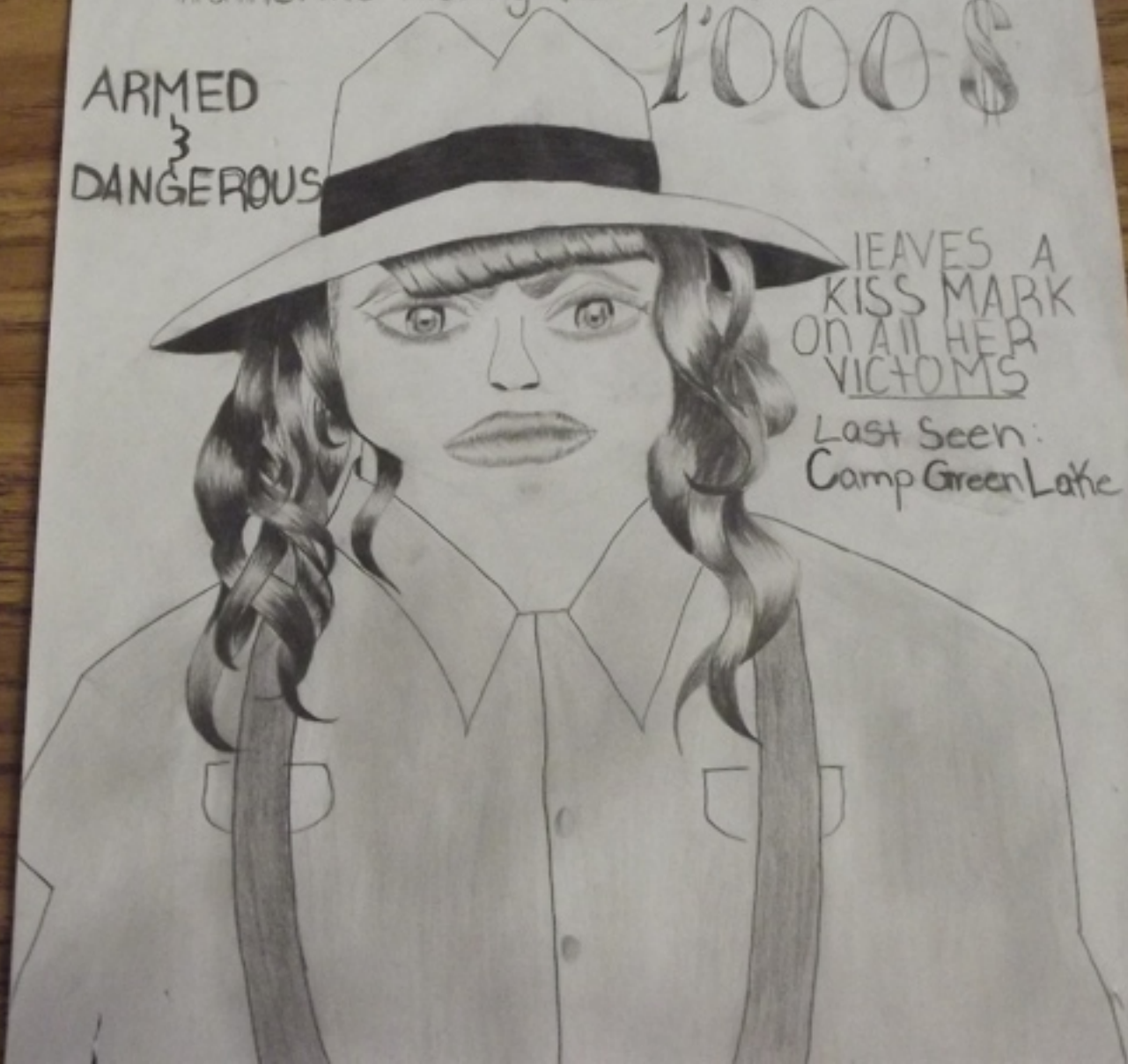
WANTED

MURDERER

Katherine "Kissing Kate" Barlow

1000 \$

ARMED
3
DANGEROUS



LEAVES A
KISS MARK
ON ALL HER
VICTIMS


Last Seen:
Camp Green Lake

Wanted



Name: Kissing Kate Barlow
Gender: Female
We are looking for Kate Barlow wanted for ransom. She has escaped being back on the work and please remember that she is her only one escapee from the 18th and 19th century with her escape.

WANTED



Accused of robbing a bank & murder.
The ransom of the bank will be \$10,000 & she will be paid. She has been seen in the area of Green Lake. She is wearing a cowboy hat and a patterned scarf. She has long blonde hair and is wearing a cowboy hat and a patterned scarf.

MOST WANTED



Name: Kissing Kate Barlow
Wanted for Robbing and killing victims. Then she kisses her dead victims with red lipstick.
Last seen on Green Lake town headed north.
Was wearing a cowboy hat and a red top.
If seen call local sheriff or just a 187.
REWARD \$10,000

WANTED

Kissing Kate Barlow



Accused of robbing banks all over the West and murdering anyone that gets in her way! Leaving a **RED X** on the dead body.
Last seen leaving the lake to the west wearing a red plaid shirt and a cowboy hat. She has long blonde hair and blue eyes.
REWARD: \$1,000

Who
Sirens

Who
Sylla

Who
Charybdis

When
Where
Under a huge rock that leads a waterway to Thrhoda

When
Where
under the right-hand rock

Where
Charybdis lived in a cave beneath the left hand rock.

What
Sylla was turned into a flesh spider with twelve leg & 6 x heads.

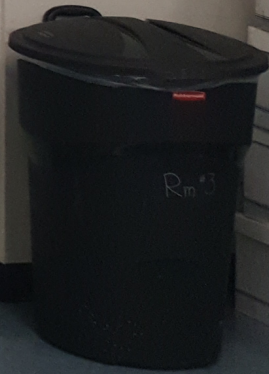
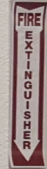
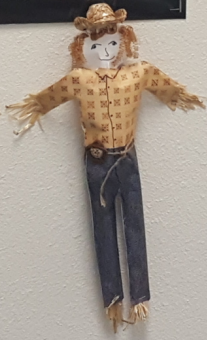
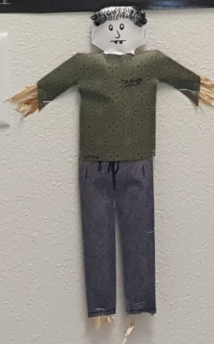
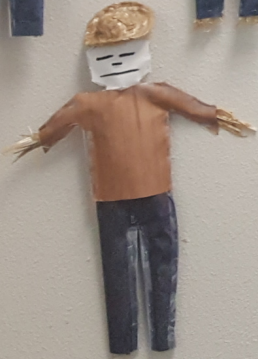
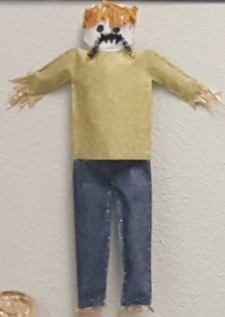
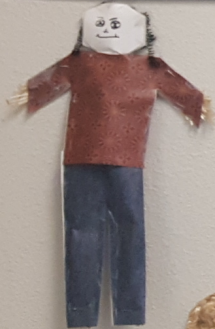
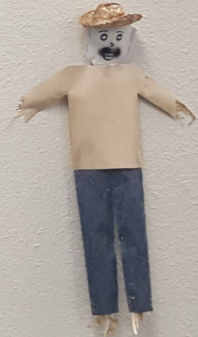
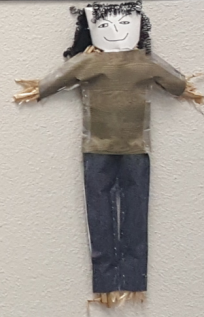
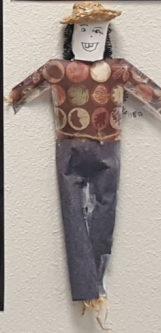
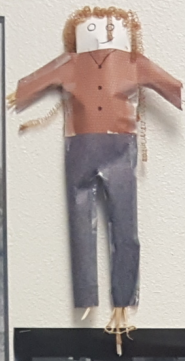
What unpleasant lady w/ 12 legs & heads who cries with the voice of a nb puppy @ mouths

What
A monster, huge bladder of a creature, face was all mouth, arms and legs were flippers

When
She deceived him, and took him for Poseidon's daughter

When
She was a beautiful naiad and then turned into a spider by Amphitrite

When
She once had been a beautiful naiad, daughter of Poseidon and was loved by Zeus



history connection



Character Education at the Markkula Center for Applied Ethics
ethics programs for communities that learn, live, pray, or work together
www.scu.edu/character

PRREE Lesson Plan Format: Into, Through and Beyond a Text

9 territories
or
inevitable conflicts
or
8 w's
who what when where why
how what if we

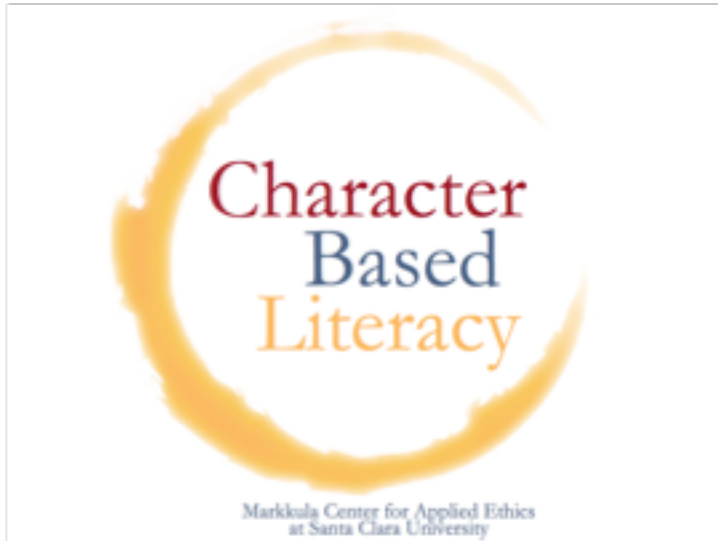
5-10

	E	E
OND	EXPLORE	EXTEND
<p>the most ents in ing, and e</p> <p>going or other</p>	<p><u>7. Activity</u> Explore the reading with a visual or oral language activity.</p> <p><u>8. Discussion</u> Prompt in depth discussion with questions from the 9 territories.</p> <p><u>9. Analysis</u> Analyze the key paragraph closely.</p>	<p><u>10. Write</u> Every student writes a short product from today's prompt to connect to the unit theme.</p> <p><u>11. Close</u> Close by extending today's lesson to life and the world</p>

and practice.

graphic organizer.

history connection



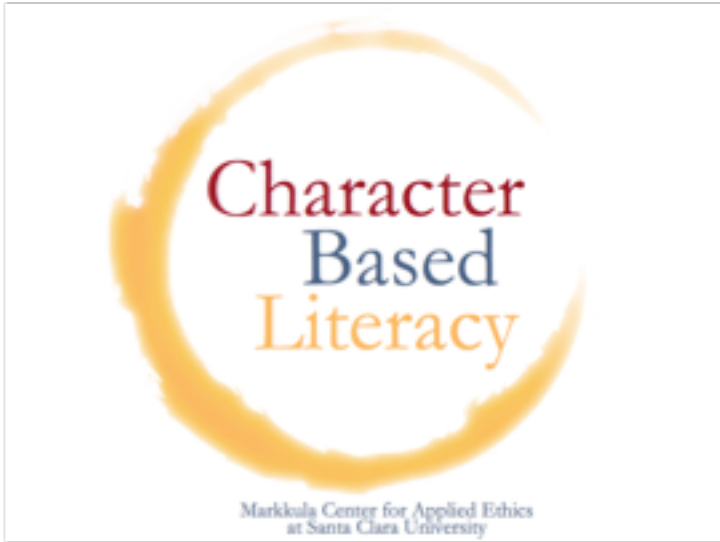
Character Education at the Markkula Center for Applied Ethics
 ethics programs for communities that learn, live, pray, or work together
www.scu.edu/character

PRREE Lesson Plan Format: Intro, Through and Beyond a Text

ethics content

		E	E
		EXPLORE	EXTEND
explicit instruction and practice.	going map, chart, or other graphic organizer.	<p>7. Activity Explore the reading with a visual or oral language activity.</p> <p>8. Discussion Prompt in depth discussion with questions from the 9 territories.</p> <p>9. Analysis Analyze the key paragraph closely.</p>	<p>10. Write Every student writes a short product from today's prompt to connect to the unit theme.</p> <p>11. Close Close by extending today's lesson to life and the world</p>

history connection



Character Education at the Markkula Center for Applied Ethics
ethics programs for communities that learn, live, pray, or work together
www.scu.edu/character

PRREE Lesson Plan Format: Into, Through and Beyond a Text

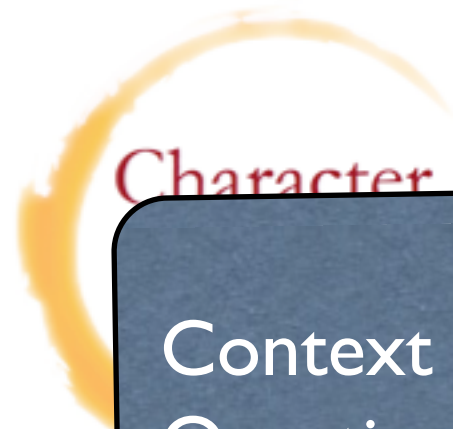
P	R	R	E	E
PREPARE	READ	RESPOND	EXPLORE	EXTEND
<u>1. Background</u> Build a context for	<u>3. Review</u> Review the most	<u>5. Timeline</u> Agree on the most	<u>7. Activity</u> Explore the reading with a visual or oral language activity. <u>8. Discussion</u> Prompt in depth discussion with questions from the 9 territories. <u>9. Analysis</u> Analyze the key paragraph closely.	<u>10. Write</u> Every student writes a short product from today's prompt to connect to the unit theme. <u>11. Close</u> Close by extending today's lesson to life and the world

theme
ethics connection
basis for writing prompt

E

history connection

Character Education at the Markkula Center for Applied Ethics
ethics programs for communities that learn, live, pray, or work together
www.scu.edu/character



Lesson Plan Format: and Beyond a Text

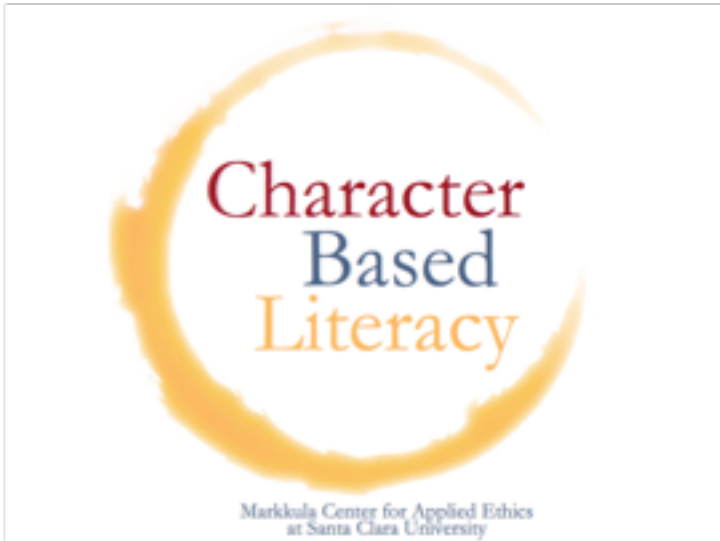
Context
Question
Product
3 Standards

CQP3S

2

3 standards specifications

P				E
PREPARE			EXPLORE	EXTEND
1. Background Build a context for the ideas, place, persons, or events of today's reading.	4. Read Read the selection for today.	6. Map Add to an ongoing map, chart, or other graphic organizer.	Prompt in depth discussion with questions from the 9 territories. 9. Analysis Analyze the key paragraph closely.	10. Write Every student writes a short product from today's prompt to connect to the unit theme.
2. Wordwall Add five words to the wordwall after explicit instruction and practice.				11. Close Close by extending today's lesson to life and the world



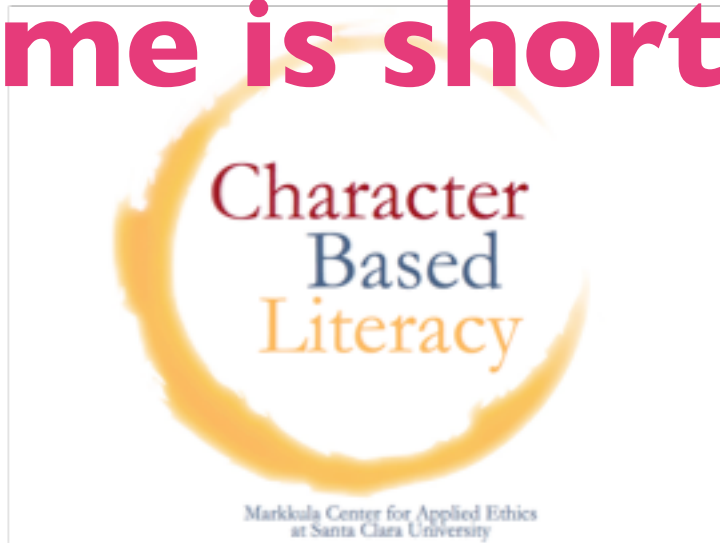
Character Education at the Markkula Center for Applied Ethics
 ethics programs for communities that learn, live, pray, or work together
www.scu.edu/character

PRREE Lesson Plan Format: Intro, Through and Beyond a Text

P	R	R	E	E
PREPARE	READ	RESPOND	EXPLORE	EXTEND
<p>1. Background Build a context for the ideas, plot, characters, or events in today's reading.</p> <p>2. Wordwall Add five words to a wordwall after explicit instruction and practice.</p>	<p>Header, or Theme Repeater, or Theme Activity</p>			<p>10. Write Every student writes a short product from today's prompt to connect to the unit theme.</p> <p>11. Close Close by extending today's lesson to life and the world</p>
			<p>Analyze the key paragraph closely.</p>	

What is most important if time is short?

Character Education at the Markkula Center for Applied Ethics
ethics programs for communities that learn, live, pray, or work together
www.scu.edu/character

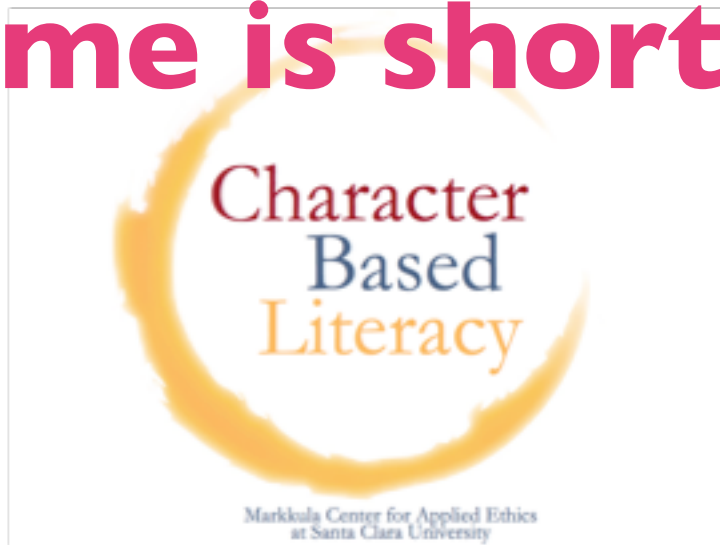


PRREE Lesson Plan Format: Into, Through and Beyond a Text

P	R	R	E	E
PREPARE	READ	RESPOND	EXPLORE	EXTEND
<p><u>1. Background</u> Build a context for the ideas, places, persons, or events in today's reading.</p> <p><u>2. Wordwall</u> Add five words to the wordwall after explicit instruction and practice.</p>	<p><u>3. Review</u> Review the most important timeline events from the beginning .</p> <p><u>4. Read</u> Read the selection for today.</p>	<p><u>5. Timeline</u> Agree on the most important events in today's reading, and list 3-5 on the timeline.</p> <p><u>6. Map</u> Add to an ongoing map, chart, or other graphic organizer.</p>	<p><u>7. Activity</u> Explore the reading with a visual or oral language activity.</p> <p><u>8. Discussion</u> Prompt in depth discussion with questions from the 9 territories.</p> <p><u>9. Analysis</u> Analyze the key paragraph closely.</p>	<p><u>10. Write</u> Every student writes a short product from today's prompt to connect to the unit theme.</p> <p><u>11. Close</u> Close by extending today's lesson to life and the world</p>

What is most important if time is short?

Character Education at the Markkula Center for Applied Ethics
ethics programs for communities that learn, live, pray, or work together
www.scu.edu/character

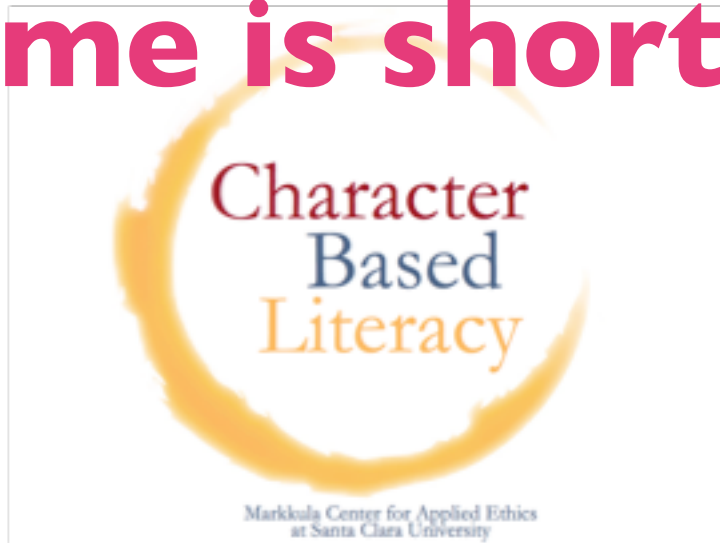


PRREE Lesson Plan Format: Into, Through and Beyond a Text

P	R	R	E	E
PREPARE	READ	RESPOND	EXPLORE	EXTEND
<p>1. Background Build a context for the ideas, places, persons, or events in today's reading.</p> <p>2. Wordwall Add 5 words to the wordwall after explicit instruction and practice.</p>	<p>3. Review Review the most important timeline events from the beginning .</p> <p>4. Read Read the selection for today.</p>	<p>5. Timeline Agree on the most important events in today's reading, and list 3-5 on the timeline.</p> <p>6. Map Add to an ongoing map, chart, or other graphic organizer.</p>	<p>7. Activity Explore the reading with a visual or oral language activity.</p> <p>8. Discussion Prompt in depth discussion with questions from the 9 territories.</p> <p>9. Analysis Analyze the key paragraph closely.</p>	<p>10. Write Every student writes a short product from today's prompt to connect to the unit theme.</p> <p>11. Close Close by extending today's lesson to life and the world</p>

What is most important if time is short?

Character Education at the Markkula Center for Applied Ethics
ethics programs for communities that learn, live, pray, or work together
www.scu.edu/character

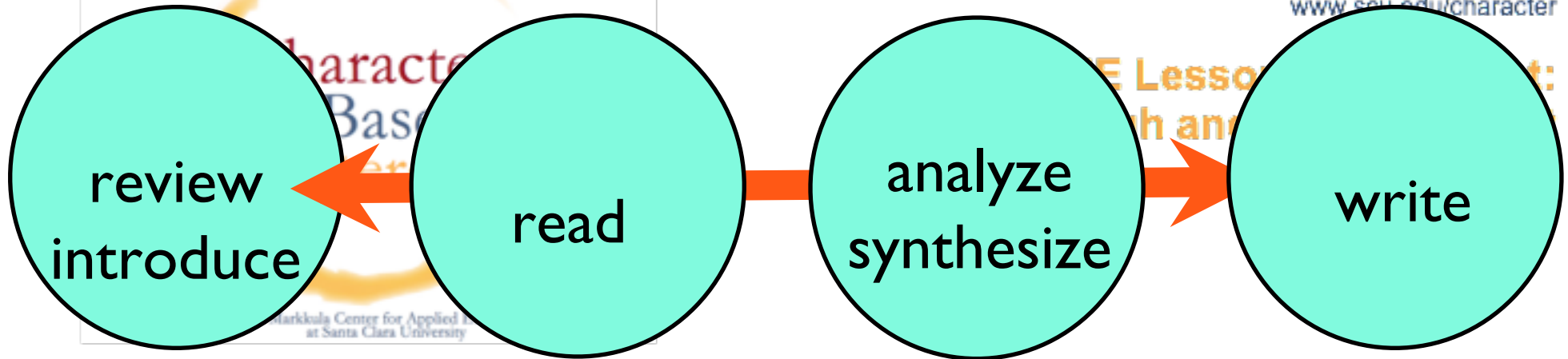


PRREE Lesson Plan Format: Into, Through and Beyond a Text

P	R	R	E	E
PREPARE	READ	RESPOND	EXPLORE	EXTEND
<p>1. Background Build a context for the ideas, places, persons, or events in today's reading.</p> <p>2. Wordwall Add 5 words to the wordwall after explicit instruction and practice.</p>	<p>3. Review Review the most important timeline events from the beginning.</p> <p>4. Read Read the selection for today.</p>	<p>5. Timeline Agree on the most important events in today's reading, and list 3-5 on the timeline.</p> <p>6. Map Add to an ongoing map, chart, or other graphic organizer.</p>	<p>7. Activity Explore the reading with a visual or oral language activity.</p> <p>8. Discussion Prompt in depth discussion with questions from the 9 territories.</p> <p>9. Analysis Analyze the key paragraph closely.</p>	<p>10. Write Every student writes a short product from today's prompt to connect to the unit theme.</p> <p>11. Close Close by extending today's lesson to life and the world.</p>

What is most important if time is short?

Character Education at the Markkula Center for Applied Ethics
ethics programs for communities that learn, live, pray, or work together
www.scu.edu/character



P	R	R	E	E
PREPARE	READ	RESPOND	EXPLORE	EXTEND
<p>1. Background Build a context for the ideas, places, persons, or events in today's reading.</p> <p>2. Wordwall Add 5 words to the wordwall after explicit instruction and practice.</p>	<p>3. Review Review the most important timeline events from the beginning.</p> <p>4. Read Read the selection for today.</p>	<p>5. Timeline Agree on the most important events in today's reading, and list 3-5 on the timeline.</p> <p>6. Map Add to an ongoing map, chart, or other graphic organizer.</p>	<p>7. Activity Explore the reading with a visual or oral language activity.</p> <p>8. Discussion Prompt in depth discussion with questions from the 9 territories.</p> <p>9. Analysis Analyze the key paragraph closely.</p>	<p>10. Write Every student writes a short product from today's prompt to connect to the unit theme.</p> <p>11. Close Close by extending today's lesson to life and the world.</p>

CBL Leadership



- CBL Leadership is organized around the content and themes of the Global Studies and American Studies utilizing 6 chronological themes.
- Reading of novels, informational text and primary source documents will follow the 10th grade World History and the 11th grade U.S. History standards.

Independent Study

iNDPENDENT
S • T • U • D • Y

- CBL Independent Studies presents a subset of CBL Leadership in independent study format for rural, small school and home schooling settings.
- Lesson plans are refined to allow students to complete assignments independently.

Newsworthy

- Newsworthy uses a news aggregator and over 10 news sources to select daily news and ideas to help educators form character and ethics through teaching informational text in secondary English, Social Studies, and Advisory classes.

- cblnewsworthy.org

Content curricula

CBL Science

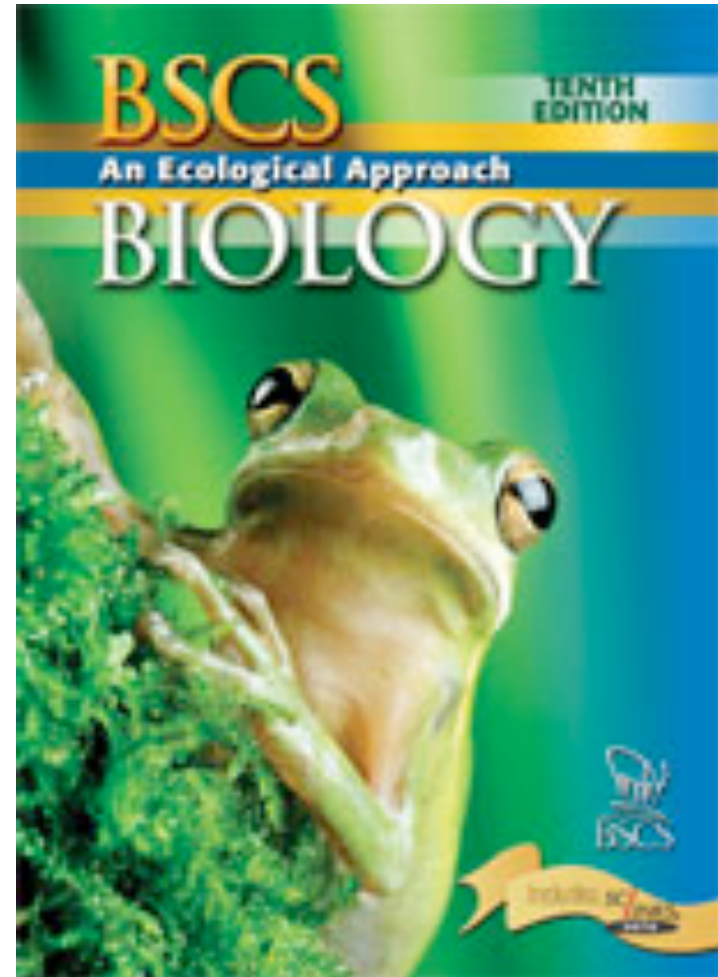


The science knowledge
and skills to live with
character in the world
of today and tomorrow.

Biology

High School Biology/Life Science

BSCS Biology, An Ecological Approach, BSCS Green Version, Tenth Edition [2006]. Dubuque, Iowa: Kendall/Hunt Publishing Company. [BSCS= [Biological Sciences Curriculum Study]



Quarter	Biological Theme	Character Theme
1	The World of Life	Responsibility
2	Continuity of Life	Change
3	Diversity and Adaptation in the Biosphere	Justice
4	Functioning Organisms	Courage
5	Patterns in the Biosphere	Integrity

Earth Science

High School Earth/Physical Science

Earth Science, Geology, the Environment, and the Universe. [2005]. Glencoe/McGraw-Hill with the National Geographic Society.



Quarter	Earth, Space and Physical Science Theme	Character Theme
1	Composition of the Earth	Responsibility
2	The Surface of the Earth	Change
3	Atmosphere and Oceans	Justice
4	Dynamic Earth	Courage
5	Beyond Earth	Integrity

Human Science

HUMAN SCIENCE

**engaging life science and health with ethics for the high school:
choices, changes, and tools for everyday life**

HUMAN SCIENCE

- lessons may be used together to constitute a full science program or as a supplement to the adopted text
- science and health content arranged around relevant ethical topics
- web based using a variety of non-text materials
- focus on *changes I can make* and *habits I can build* as a foundation for building ethics