

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

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

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

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

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

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

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

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

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

			<p>-Analyze how story or drama elements (characters, setting., plot) interact</p> <p><b>Craft &amp; Structure</b>          -Figurative and connotative word meanings          -Analyze impact of <u>rhyme, alliteration</u> &amp; other sounds in stories, poems, drama</p> <p>-Analyze how drama or poem structure and form contribute to meaning</p> <p>-Analyze how author develops and contrasts points of view of characters or narrator</p> <p><b>Integration of Knowledge &amp; Ideas</b>          -Compare written works to other media versions &amp; analyze the effects of techniques employed</p> <p>-Compare &amp; contrast historical fiction to actual history of same time and how authors use or change history.</p>	<p>-Analyze how <u>lines of text, dialogue, or incidents propel action, reveal more about character, or provoke decision</u></p> <p><b>Craft &amp; Structure</b>          -Figurative and connotative word meanings          -Analyze impact of specific words on meaning &amp; tone like <u>analogies/allusions</u></p> <p>-<u>Compare and contrast two or more texts</u> &amp; analyze how the differing structure of each text contributes to its meaning and style</p> <p>-Analyze how contrasting points of view of characters, audience/reader <u>creates suspense or humor (ex. irony)</u></p> <p><b>Integration of Knowledge &amp; Ideas</b>          -Analyze how a film or theater production of a story <u>stays faithful to original &amp; evaluate director and actors' choices</u>          -Analyze how <u>modern fiction</u> themes, patterns of events or character types from myths, traditional stories, or religious</p>	<p>-Analyze how <u>complex characters with multiple or conflicting motivations develop over time, interact with characters, &amp; advance the plot,</u></p> <p><b>Craft &amp; Structure</b>          -Figurative and connotative word meanings          -Analyze <u>the cumulative impact</u> of specific words on meaning &amp; tone like giving a sense of time and place, or how it <u>sets a formal or informal tone</u></p> <p>-Analyze how an author's choices concerning how to structure a text, order events within it (e.g., <u>parallel plots</u>), and <u>manipulate time (e.g., pacing, flashbacks)</u> create such effects as <u>mystery, tension, or surprise.</u></p> <p>-Analyze a point of view or <u>cultural experience</u> reflected in of literature from outside the United States, drawing on a <u>wide reading of world literature</u></p> <p><b>Integration of Knowledge &amp; Ideas</b>          -Analyze how a film or theater production of a story stays faithful to original &amp; evaluate director and actors' choices          -Analyze how an author <u>draws on and transforms source material in a specific work</u> (e.g., how Shakespeare treats a theme or</p>
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				works and <u>describe how the material is rendered new.</u>	topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
<b>Math</b> 3 credits	<i>Dr. Ron Larson Series of math texts</i>  <i>Art of Problem Solving</i>  Supplemental <i>KhanAcademy.org</i> <i>and Beast Academy</i>	Math placement assessment, Use IXL for differentiation See differentiation span following a spiraling curriculum (L=low-, G=general, H=high)	<b>Pre-Algebra</b> <i>The Art of Problem Solving</i> L–Representing Ratios, Rates & Percents, Fractions, Numeric and Algebraic Expressions Equations & Inequalities G–Proportional Relationships, Rational Numbers, Numerical and Algebraic Numbers, Equations & Inequalities H–Linear Relationships, Solving one-variable equations	<b>Algebra</b> <i>The Art of Problem Solving</i> L–Linear Relationships, Solving one-variable equations, Equations & Inequalities G–Functions, Graphs and Features Linear Expressions & Single-Variable Equations/Inequalities, Linear Equations, Inequalities and Systems, Functions and Transformations, Exponents and Exponential Functions, Quadratic Functions and Solutions, Quadratic Equations and Applications H–Transformations and Angle Relationships, Pythagorean Theorem and Volume, Bivariate Data	<b>Conceptual Geometry</b> <i>The Art of Problem Solving</i> L–Transformations and Angle Relationships, Pythagorean Theorem and Volume, Bivariate Data G–Constructions, Proof, and Rigid Motion, Congruence in Two Dimensions, Dilations and Similarity, Right Triangles & Trigonometry, Polygons and Algebraic Relationships, Three-Dimensional Measurement and Application, Circles, Probability H–
<b>Science</b> 4 credits	Resource: New Hampshire Academy of Science. Anchor texts are under review.	NewsELA for differentiated readings.	Integrated. Science: Environmental Emphasis and scientific process with a focus on biological systems.	Integrated. Science: Environmental Emphasis and scientific process with a focus on earth and space science.	Integrated. Science: Environmental Emphasis and scientific process with a focus on chemical and physical sciences
<b>Social Studies</b> HS 3 c MS 2 c	Nat His Day Project	NewsELA for differentiated readings.	Human. 7 (1c SS)	Human. 8 (1c SS)	Social Studies 9 (1c SS)

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

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

			<p>-Cite <u>strong &amp; thorough</u> evidence from text analysis of text explicitly and inferential</p> <p>-Determine theme(f)/central idea(nf) &amp; <u>analyze in detail its development &amp; how it emerges/is shaped and refined by specific details</u>, &amp; give objective summary</p> <p>-Analyze how <u>complex characters with multiple or conflicting motivations develop over time, interact with characters, &amp; advance the plot</u></p> <p><b>Craft &amp; Structure</b>          -Figurative and connotative word meanings          -Analyze <u>the cumulative impact</u> of specific words on meaning &amp; tone like giving a</p>	<p>the text says explicitly as well as inferences, <u>including determining where the text leaves matters uncertain in f &amp; nf</u>.</p> <p>-Determine two or more <u>themes(f)/central ideas(nf) &amp; analyze development over the course of the text</u>, including <u>how they interact and build on one another to produce a complex account(f)/analysis(nf)</u>; provide objective summary.</p> <p>-(f)Analyze <u>impact of the author's choices</u> regarding how to develop and relate elements of a story or drama (e.g., <u>where setting is, how action is ordered, how characters are introduced &amp; developed</u>). (nf)Analyze complex set of ideas/sequence of events &amp; explain how specific individuals/ideas/events interact &amp; develop over course of text.</p> <p><b>Craft &amp; Structure</b>          -Determine meaning of words/phrases as used, including <u>figurative and connotative meanings (f/nf) &amp; technical meaning(nf)</u>; analyze the impact of <u>specific word choices(f)/key</u></p>	<p>-Cite strong and thorough evidence from text of what the text says explicitly as well as inferences, including determining where the text leaves matters uncertain in f &amp; nf.</p> <p>-Determine two or more themes(f)/central ideas(nf) &amp; analyze development over the course of the text, including how they interact and build on one another to produce a complex account(f)/analysis(nf); provide objective summary.</p> <p>-(f)Analyze impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where setting is, how action is ordered, how characters are introduced &amp; developed). (nf)Analyze complex set of ideas/sequence of events &amp; explain how specific individuals/ideas/events interact &amp; develop over course of text.</p> <p><b>Craft &amp; Structure</b>          -Determine meaning of words/phrases as used, including figurative and connotative meanings (f/nf) &amp; technical meaning(nf);</p>
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			<p>sense of time and place, or how it <u>sets a formal or informal tone</u></p> <p>-Analyze how an author's choices concerning how to structure a text, order events within it (e.g., <u>parallel plots</u>), <u>and manipulate time (e.g., pacing, flashbacks)</u> create such effects as <u>mystery, tension, or surprise</u>.</p> <p>-Analyze a point of view or <u>cultural experience</u> reflected in of literature from outside the United States, drawing on a <u>wide reading of world literature</u></p>	<p><u>terms(nf) on meaning and tone, including words with multiple meanings</u> or language that is <u>particularly fresh, engaging, or beautiful</u>. (f-Include Shakespeare as well as other authors. nf-e.g., Madison defines faction in Federalist Papers No.10)</p> <p>-Analyze how an author's choices concerning <u>how to structure specific parts (f-(e.g., choice: where to begin or end a story, provide a comedic or tragic resolution)</u> contribute to its <u>overall structure</u> and meaning as well as its <u>aesthetic impact</u>.) (nf-exposition/argument, including whether structure makes points clear, convincing, and engaging.)</p> <p>-Analyze a case in which grasping a point of view requires <u>distinguishing what is directly stated in a text from what is really meant</u> (f-e.g., <u>satire, sarcasm, irony, or understatement</u>; nf-rhetoric contributes to <u>power, persuasiveness, beauty</u>).</p> <p><b>Integration of Knowledge &amp; Ideas</b></p>	<p>analyze the impact of specific word choices(f)/key terms(nf) on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (f-Include Shakespeare as well as other authors. nf-e.g., Madison defines faction in Federalist Papers No.10)</p> <p>-Analyze how an author's choices concerning how to structure specific parts (f-(e.g., choice: where to begin or end a story, provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.) (nf-exposition/argument, including whether structure makes points clear, convincing, and engaging.)</p> <p>-Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (f-e.g., satire, sarcasm, irony, or understatement; nf-rhetoric contributes to power, persuasiveness, beauty).</p>
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Math – 3 credits	<i>Dr. Ron Larson Series of math texts Art of Problem Solving</i>	Math placement assessment, Use IXL for differentiation	Electives: Calc/Comp Science/Data Analysis/Stat	Electives: Calc/Comp Science/Data Analysis/Stat	Electives: Calc/Comp Science/Data Analysis/Stat
Science – 4 credits	Resource: New Hampshire Academy of Science Science Texts (TBD)	Some use of NewsELA,	Biology with Earth Science	Chemistry with Earth Science	Physics with Space Science
Social Studies HS 3 c	Nat His Day Project	Some use of NewsELA,	Social Studies 10	Elective Social Studies (11 or 12 <sup>th</sup> grade)	



MS 2 c				
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