



NEW HAVEN PUBLIC SCHOOLS

# Academics **Instructional Frameworks**

September 2021

*Please note that updates may be made after implementation and feedback.*



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# SY 2020-2024 Strategic Plan

## Core Values

We believe...

- 1 Equitable opportunities** create the foundation necessary for every child to succeed
- 2 A culture of continuous improvement** will ensure that all staff are learners and reflective practitioners
- 3 High expectations** and standards are necessary to prepare students for college and career
- 4 Collaboration** and partnerships with families and the New Haven community will enhance learning and achievement



## Mission

To provide all students in New Haven Public Schools with personalized, authentic, and engaging learning experiences through creativity, exploration, innovation, critical thinking, problem-solving, and high quality instruction. To foster a culture of continuous improvement through collaborative partnerships with staff, families, and the New Haven community. To support students' growth and development by utilizing the Whole Child Framework.

## Vision

Our vision is to be a premier urban school district that ensures access to equitable opportunities and successful outcomes for all students as they prepare for college, career, and life.

## Priority Areas for 2020-2024

- 1 Academic Learning**
- 2 Culture & Climate**
- 3 Youth & Family Engagement**
- 4 Talented Educators**
- 5 Operational Efficiencies**



## About this Document

This document is meant to improve instruction and student achievement across all content areas by providing the district with a common language for planning, implementing, and discussing student experiences in the classroom. It outlines research-based, student learning experiences that must occur in each content area in order for students to meet standards and access grade-level content.

First, it delineates **Common Guiding Principles** for instruction for all content areas, as well as *Considerations for Addressing the Academic Needs of Students with Special Needs* and *Considerations for Addressing the Academic Needs of English Learners* across content areas.

Then, it includes **Guiding Principles** and **Frameworks** for student experiences in each content area. Each content area Framework includes the following:

### *Guiding Principles*

The Guiding Principles for each content area are research-based, overarching principles of learning in that content area. These principles lay the foundation for the core practices on the page that follows.

### **Core Practices** and descriptions of **Student Experiences**

Each framework includes seven to ten **Core Practices**. Each **Core Practice** has a title and a description of **Student Experiences** in that **Core Practice**. These are active statements about what students should be doing in order to learn. They are observable as actions, but are not necessarily learning outcomes or student objectives.

The **Core Practices** are unlikely to occur all in one lesson; however, frequent experiences in each of the **Core Practices** is essential. The **Core Practices** listed should occur at all grade levels and courses for each content area; however, developmental variations will be necessary and appropriate.

Each Framework is meant to guide *planning and execution of effective instruction* over time. They are not



meant to delineate student learning goals or be used as skills rubrics which can be found in each subject curricula, such as the NHPS Learning Competencies and Mastery Scoring Criteria.

These frameworks are *different from* the NHPS TEVAL Classroom standards and instructional “Evidence of Learning Document” (Look-fors) in that those documents define teacher actions, whereas the Frameworks describe student experiences in the classroom.

This document could also be used for the following:

- a. Teachers to identify commonalities in student experiences across content areas.
- b. Teachers to ensure that instruction is purposeful, meaningful, and supportive.
- c. Teachers to engage in cross-district discussions within particular content areas.
- d. Administrators and teachers to plan and implement professional learning at the building or district level.

These Frameworks are modeled after the framework outlined in the “*Fountas and Pinnell Literacy Continuum*”(Fountas, I. C., & Pinnell, G. S. (2017). *The Fountas & Pinnell literacy continuum: A tool for assessment, planning, and teaching.*) The NHPS Academics Instructional Evidence of Teaching and Learning (Look-fors) Document as well as content specific curricula are posted here: <https://sites.google.com/a/nhps.net/new-haven-public-schools-curriculum/>







## *Common Guiding Principles*

**The following principles are the foundational principles for instruction across all subject areas:**

1. **Student achievement increases when students set their own goals.** Student goals should meet the student where they are and build the skill set needed to progress through their learning toward grade level expectations. Teachers assist students in setting goals, picking strategies to meet those goals, monitoring their progress, and giving feedback. Research has documented a strong, positive correlation between setting student achievement goals and student achievement.
2. **Students engage more fully with learning when they see real-world connections and relevance to their own lives.** Students' understanding of these connections happen when they engage in real-world applications of what they are learning. Teachers use culturally relevant pedagogy to establish high expectations for all students, engage students in critical analysis of what they are learning and prepare them to advocate for a social just world. There should also be purposeful attempts to make learning relevant to students' individual interests, cultures, and community. The more teachers get to know individual students, the more this is possible; however, teachers need not have in-depth knowledge of every aspect of the students in their classroom to create relevant lessons. It is most important that teachers create a space for students to express their perspectives, make their own connections to the learning, and appreciate that their classmates might think differently.
3. **Students learn by interacting with subject-specific texts.** The term "text" includes fiction and non-fiction texts as well as directions, forms, and all types of information visually displayed in graphs, charts, or maps, music, art, and digital sources on a range of topics. Students must interact with subject-specific texts, process the information included, make conclusions, and communicate their ideas with others in order to develop their learning. These interactions will also require the development of appropriate academic vocabulary in each subject area.
4. **Students learn by talking.** This is the important process of making their thinking visible, listening to others, and revising their understanding by reasoning out loud. Students learn from discourse with their peers around subject concepts, ideas and issues by explaining, critiquing and building common understanding. Discourse is one of the most effective ways for students to practice sense-making and decision-making, as they explain to others their evidence-based conclusions.





## Considerations for *Addressing the Academic Needs of Students with Special Needs*

### **Purpose of Special Education**

To ensure that students with disabilities develop intellectually, physically, emotionally, socially, and vocationally through the provision of an appropriate individualized education program in the least restrictive environment. The design and delivery of specially designed instruction is the core of special education. Specially designed instruction is the vehicle by which students with disabilities receive high-quality instruction and services that will result in mastery of academic and functional standards, graduation, and meaningful post-secondary outcomes.

### *Guiding Principles*

1. **Students with disabilities are always general education students.** Which means that there is one curriculum that incorporates the needs of all students; considering what is essential in accordance with a child's individualized education plan (IEP).
2. **Special education is a service-not a place-and is always available within differentiated core, supplemental and intensive supports.** Special education services can be delivered within the general education setting given general educators as service implementers. Students with disabilities need multiple pathways by which to access the curriculum. Most needs could be met through an intentional focus on differentiated instruction by which accommodations could be made.
3. **Effective integration between general education and special education yields the best learning of academic, functional, behavioral, and social emotional skills for students with disabilities.** Students with disabilities benefit most when they are taught by both general education and special education teachers who effectively communicate, plan, and share responsibility for both the academic and social emotional



outcomes for students. This shared responsibility could be created by the sharing of routines, creating mutual planning time, development of shared lessons, and the co facilitation of instruction.

4. **Utilizing universal design principles creates classrooms accessible to all learners; including students with disabilities.** Universal design for learning offers a frame that every student be provided an equal opportunity to learn, based on the idea that every child has their own unique and individual learning style. UDL would provide multiple pathways for students that align to interest, considers learning style and ability, as well as to provide multiple means of demonstration of mastery.

#### **High Leverage Instructional Strategies**

- a. Direct, explicit instruction
- b. Utilizing a multi-sensory approach.
- c. Scaffolding-break learning into small steps;
- d. Administer Probes
- e. Supply regular, quality feedback
- f. Use diagrams, graphics and pictures to augment what they say in words
- g. Provide ample independent, well-designed intensive practice
- h. Model instructional practices that they want students to follow;
- i. Provide prompts of strategies to use
- j. Assess and monitor progress

*\*adapted from Learning Disabilities Association, 2019*







## Consideration for *Addressing the Academic Needs of English Learners*

1. **All teachers are teachers of English Learners (EL) and need to plan accordingly** by designing and delivering instruction that is culturally and linguistically appropriate for all diverse learners, including those with Individualized Educational Programs (IEP). In order to do so, they provide integrated language and content instruction to support language development through language-focused scaffolds while collaborating with school support personnel and community-based human resources.
2. **All school leadership teams, and district/school leaders, are responsible for ensuring that the academic, linguistic, social, and emotional needs of ELs are addressed.** Leaders provide a clear vision for student success that includes high expectations for EL student achievement and socio-emotional development. They ensure that high-quality instruction for ELs is ongoing in a safe and inclusive learning environment that recognizes and respects the languages and cultures of all students. In addition, they safeguard high-quality instructional and support services to ELs with disabilities in alignment with their IEPs and current policies.
3. **District and schools engage all English Learners in instruction that is grade- appropriate, academically rigorous, and aligned with the Connecticut English Language Proficiency (CELP) standards.** They meaningfully integrate specific content and language objectives; use academic language and content-area supports to strategically move ELs along the language development continuum utilizing CELP standards and provide opportunities for students to discuss content and problem-solve with peers.
4. **District and schools recognize that bilingualism and biliteracy are assets,** and provide opportunities for all students to earn a Seal of Biliteracy upon obtaining a high school diploma by providing all students with opportunities to participate in language learning or language support programs that lead to proficiency in English and other languages.
5. **District and school communities leverage English Learners' home languages, cultural assets, and prior knowledge** by regarding home languages as instructional assets and using them in bridging prior knowledge to new knowledge while ensuring that content is meaningful and comprehensible. They make use of home languages and cultures of ELs to promote diversity.



6. **District and schools use diagnostic tools and formative assessment practices in order to measure ELs' content knowledge** as well as new and home language development to inform instruction by using State assessments in conjunction with formative assessments. They use State language proficiency data (LAS Links) to understand where ELs are along the continuum of language development, and how to provide appropriate scaffolds for them according to their proficiency level. They use appropriate tools to assess the needs and progress of ELs with disabilities.

\*Adapted from NY SDE <http://www.nysed.gov/news/2015/sed-releases-blueprint-english-language-learners-success>







## *Literacy Framework*

### *Guiding Principles:*

1. **Students learn by talking.** Talking is a representation of a student's thinking. Engaging students in conversation that is grounded in a variety of authentic texts- where they read, hear read aloud, or write expands their ability to comprehend ideas and use language to share thinking. This interaction is how the learner constructs ideas.
2. **Students need to process a large amount of written language.** Daily opportunities for students to read books of their choice independently, to read more challenging material with support, and to hear teacher-selected and grade appropriate texts with their teacher and/or other students.
3. **Students' ability to read and comprehend complex text is expanded through talking and writing.** Students need to acquire a wide range of ways to write about their reading and also to talk about texts with the teacher and other students.
4. **Students deepen their learning when they engage in reading, talking, and writing about texts across many different instructional contexts.** Each mode of communication provides a new way to process the ideas learned from oral and written texts and from each other.
5. **Students learn in a continual evolving process: it is a progression of learning.** This progression are stages or steps that most students go through as they master skills.
6. **Students' cultural references should be grounded in all aspects of learning.** Culturally responsive teaching appreciates the importance of including students' cultural references in all aspects of learning, enriching classroom experiences and keeping students engaged.



# Literacy Framework

	CORE PRACTICES	STUDENT EXPERIENCES
1	<b>Interactive Read Aloud and Literature Discussion</b>	Students engage in discussion about a text they are reading independently or have had read to them
2	<b>Independent Reading</b>	Students apply skills and strategies taught while maintaining a high volume of reading
3	<b>Shared and Performance Reading</b>	Students read together and take roles when reading a shared text
4	<b>Writing About Reading</b>	Students extend their understanding of a text through a variety of writing genres, sometimes illustrations
5	<b>Writing</b>	Students compose and write their own examples of a variety of genres, written for varying purposes and audiences
6	<b>Conventions of Grammar and Usage</b>	Students write using grade level conventions of usage, conventions of punctuation and sentence structure
7	<b>Phonics, Spelling and Word Study</b>	Students learn about the relationships of letters to sounds as well as the structure and meaning of words to help them read and spell. See Appendix A.
8	<b>Guided/Small Group</b>	Students read teacher selected material in a small group; students receive explicit teaching and support for reading increasingly complex text
9	<b>Oral and Visual Communication</b>	Students present their ideas through oral discussion and presentation
10	<b>Technological Communication</b>	Students communicate and search through technology; students think critically about information

Portions from Fountas, I. C., & Pinnell, G. S. (2017). *The Fountas & Pinnell literacy continuum: A tool for assessment, planning, and teaching*.





# Mathematics Framework

## *Guiding Principles:*

### STRATEGIES FOR INCREASING STUDENT ACHIEVEMENT IN MATHEMATICS

#### 1. Call attention to a void in students' knowledge:

Revealing to students a gap in their understanding capitalizes on their desire to learn more. For instance, you may present a few simple exercises involving familiar situations, followed by exercises involving unfamiliar situations on the same topic. The more dramatically you reveal the gap in understanding, the more effective the motivation.

#### 2. Show a sequential achievement:

Closely related to the preceding technique is having students appreciate a logical sequence of concepts. This differs from the previous method in that it depends on students' desire to increase, not complete, their knowledge. One example of a sequential process is how special quadrilaterals lead from one to another, from the point of view of their properties.

#### 3. Discover a pattern:

Setting up a contrived situation that leads students to discover a pattern can often be quite motivating, as they take pleasure in finding and then owning an idea. An example could be adding the numbers from 1 to 100. Rather than adding the numbers in sequence, students add the first and last ( $1 + 100 = 101$ ), and then the second and next-to-last ( $2 + 99 = 101$ ), and so on. Then all they have to do to get the required sum is solve  $50 \times 101 = 5,050$ . The exercise will give students an enlightening experience with a truly lasting effect. There are patterns that can be motivating, especially if they are discovered by the student—of course, being guided by the teacher.

#### 4. Present a challenge:

When students are challenged intellectually, they react with enthusiasm. Great care must be taken in select-



ing the challenge. The problem (if that is the type of challenge) must definitely lead into the lesson and be within reach of the students' abilities. Care should be taken so that the challenge does not detract from the lesson but in fact leads to it.

**5. Entice the class with a “gee whiz” mathematical result:**

There are many examples in the mathematics realm that are often counterintuitive. These ideas by their very nature can be motivating. For example, to motivate basic belief in probability, a very effective motivation is a class discussion of the famous **birthday problem**, which gives the unexpectedly high probability of birthday matches in relatively small groups. It's amazing—even unbelievable—result will leave the class in awe.

**6. Indicate the usefulness of a topic:**

Introduce a practical application of genuine interest to the class at the beginning of a lesson. For example, in high school geometry, a student could be asked to find the diameter of a plate where all the information he or she has is a section of the plate that is smaller than a semicircle. The applications chosen should be brief and uncomplicated to motivate the lesson rather than detract from it.

**7. Use recreational mathematics:**

Recreational motivation involves **puzzles**, games, **paradoxes**, or the school building or other nearby structures. In addition to being selected for their specific motivational gain, these devices must be brief and simple. An effective execution of this technique will allow students to complete the recreation without much effort. Once again, the fun that these recreational examples generate should be carefully handled, so as not to detract from the ensuing lesson.

**8. Tell a pertinent story:**

A story of a historical event (for example, the story of how Carl Friedrich Gauss added the numbers from 1 to 100 within one minute when he was a 10-year-old in 1787) or a contrived situation can motivate students. Teachers should not rush while telling the story—a hurried presentation minimizes the potential motivation of the strategy.

**9. Get students actively involved in justifying mathematical curiosities:**

One of the more effective techniques for motivating students is to ask them to justify one of many pertinent **mathematical curiosities**, like the fact that when the sum of the digits of a number is divisible by 9, the original number is also divisible by 9. The students should be familiar and comfortable with the mathematical curiosity before you challenge them to defend it.

Teachers of mathematics must understand the basic motives already present in their learners. The teacher can then play on these motivations to maximize engagement and enhance the effectiveness of the teaching process.

Exploiting student motivations and affinities can lead to the development of artificial mathematical problems and situations. But if such methods generate genuine interest in a topic, the techniques are eminently fair and desirable.

Posamentier, Alfred. *Strategies for Motivating Students in Mathematics*. Edutopia June 20, 2017.

# Mathematics Framework

	CORE PRACTICES	STUDENT EXPERIENCES
1	<b>Connecticut State Standards: Standards of Mathematical Practice</b>	Students engage in the standards of mathematical practice as they master the content standards in their grades. The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students.
2	<b>Singapore Mathematics Strategies</b>	Students learn through this scientifically-researched method based on the national mathematics curriculum used for kindergarten through sixth grade in Singapore. The term was coined in the United States to describe an approach originally developed in Singapore to teach students to learn and master fewer mathematical concepts at greater detail beginning with concrete, moving to pictorial and finally in the abstract.
3	<b>Rigor</b>	Students become career and college ready by engaging in a universally accepted 3-tiered approach. Rigor in math teaching means focusing with equal intensity on students' conceptual understanding, procedural fluency, and ability to apply what they know to real-world, problem-solving situations.
4	<b>Workshop Model in Mathematics</b>	Students are actively engaged in their learning and participating and varied levels of discourse through the Workshop Model. Also known as Guided Math, the Math Workshop model combines direct instruction with hands-on and student-centered learning opportunities.
5	<b>Technology-enriched Instructional Practice</b>	Students become highly engaged in the learning of mathematics when technology is integrated into teaching and learning. Technology-rich instruction provides educators with a valuable tool to reinforce lessons, but the technology in itself does not facilitate student learning.
6	<b>Culturally Responsive Classroom</b>	Students want to work hard to learn and please when their teachers create an environment of cultural connections. Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students cultural references in all aspects of learning.
7	<b>Homework as Additional Practice</b>	Students learn math by doing math. This means that they must practice at home. Mathematics homework provides students with additional practice of required skills and concepts. Research supports that students in an incremental mathematics curriculum retain concepts better when homework is a classroom routine.
8	<b>Assessments</b>	Students gain feedback into their learning through a variety of formative and summative assessments. Assessments are formal and informal measurements of knowledge that provide teacher and students with data and feedback about what has been learned in comparison to what should have been learned.





## Science Framework

### *Guiding Principles*

*Students learn science best through the following principles:*

Following a learning cycle (such as the 5Es), that allows them to have experiences with phenomena and the world before coming up with their own explanations and converging on common terms and understandings:

**Engagement:** stimulate students' interest, curiosity, and preconceptions.

**Exploration:** first-hand experiences with concepts without direct instruction.

**Explanation:** students' explanations followed by introduction of formal terms and clarifications.

**Elaboration:** applying knowledge to solve a problem. Students frequently develop and complete their own well-designed investigations.

**Evaluation:** students and teachers reflect on change in conceptual understanding and identify ideas still "under development."

1. **Transition from Guided Inquiry to Open Ended Inquiry:** Guided Inquiry into teacher posed questions by students leads to students investigating their own questions, testing their own hypotheses, analyzing data, and drawing conclusions.
2. **Experiential, Manipulation and Hands on Learning:** Students are given the opportunity to experience science directly. Class Activities are designed to teach students science lab skills, and provide experience with authentic lab tools, experimentation, and data analysis
3. **Focus on science practices.** Students are trying to make sense of the world and phenomena through the practices of questioning, modeling, investigating, analyzing, solving, explaining, arguing and communicating
4. **Assess their own Prior Knowledge/Misconceptions:** Students have to construct their internal model of



science concepts and reconcile it with previous experience, often leading to adjusting of hard to overcome misconceptions.

5. **Students learn by talk and engage in Peer Discourse -Self-Explanation/Discussion:** Students given the opportunity to explain and discuss ideas are better able to connect prior and new knowledge and experiences. The whole class is designed around making their thinking visible. Teachers use talk moves and guide this collaborative discourse.
6. **Use Academic Language** Students are able to use academic language, not simply memorize vocabulary, by constructing the meaning behind scientific words by regular experience with their use, including comparisons, graphic organizers, and talk alouds, and use words after they have experienced the science. Students can move from oral explanation to written explanation through careful guidance/practice, including both expository and persuasive writing in science.
7. **Non-Linguistic Representations:** Models, drawings, and pictures all can help understand science.
8. **Examine Science, Technology and Society (STS),** issues, and other items relevant to students' lives. These interdisciplinary learning activities engage students in the applications of science using their critical thinking skills and knowledge. They afford students the opportunity to examine ideas and data related to historical, technological, and/or social aspects of science concepts and content. Teachers also actively promote STEM careers.

**Select References:**

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# Science Framework

	CORE PRACTICES	STUDENT EXPERIENCES
1	<b>Engaging &amp; Exploring Authentic Phenomena</b>	Students observe, engage and explore phenomena, make connections to prior knowledge, and start to organize thinking towards learning outcomes.
2	<b>Asking Questions while uncovering preconceptions</b>	Students generate their own questions or problems, based on prior thinking that can be used to explore possibilities and lead to understanding in an organized fashion.
3	<b>Designing &amp; Conducting Careful Investigations and Experiments</b>	Students plan and carry out investigations with hypotheses, "fair tests", independent/dependent experimental designs (or construct solutions following the engineering process), including using appropriate equipment, collecting sophisticated data, and following ethical guidelines.
4	<b>Analyzing Data Using Mathematics and Modeling</b>	Students analyze data and measurements from investigations through graphs, statistics, and algorithms, as well as use mathematics and data to model scientific interactions.
5	<b>Constructing Explanations, Models &amp; Sense-Making</b>	Students make sense of the world by constructing their own explanations about a scientific concept or principle, that is based in evidence and can be communicated with a model or detailed conclusion.
6	<b>Using discourse to discuss science and argumentation to defend claims with evidence and reasoning</b>	Students talk about science to each other and construct, present and critique scientific arguments that support/refute claims based on scientific reasoning and evidence, while using discourse techniques of listening, questioning, and talk moves.
7	<b>Connecting science to real world experiences and issues</b>	Students encounter, investigate, make sense of and delve into scientific concepts and ideas that may impact their life, their future, and society in general.
8	<b>Making connections across the major cross cutting themes of science and with other subjects</b>	Students connect the scientific concepts to major themes across scientific disciplines (such as scale, patterns, energy flow, etc..) and relate the science to works in literature, art, events in history, cultures and other disciplines.



## *Performing and Visual Arts Framework*

### *Guiding Principles:*

1. **Students communicate through the Arts.** In today's society, the Arts provide a powerful and essential means of communication, especially through the media. They provide unique symbols and metaphors that convey emotion, express ideas, and inform life experiences.
2. **Students uncover creative, personal realization through the Arts.** The Arts help us discover who we are. Participation in the Arts as creators, performers, presenters and audience members enables individuals to discover and develop their own imagination and ingenuity.
3. **Students connect to culture and history, science and mathematics through Arts experiences.** The Arts are essential for individuals and communities to express their ideas, experiences, beliefs, and feelings. Understanding artwork of various content and genres provides insight into one's own culture and society as well as other periods and cultures. Through learning the Arts, students develop an appreciation of diverse forms and genres of artwork and its enduring significance. The Arts provide opportunities to access, express and integrate meaning across other content.
4. **Arts students experience a means to their social and emotional wellbeing.** Participation in the Arts as creators, performers, presenters, and consumers enhances one's intellectual, physical and emotional wellbeing. Those who actively create and/or respond to the Arts find joy, peace, inspiration, intellectual stimulation, understanding and other positive life qualities through their participation.
5. **Students learn how to be vital participants in the community when involved in the Arts.** The Arts provide opportunities for people to collaborate and connect with others in an enjoyable, inclusive environment as they create, prepare, present and support artwork, bringing communities together.
6. **Students Create, Perform, Present, Produce, Respond and Connect as artists.** The Arts are a doing subject. True understanding and appreciation of the Arts requires authentic, active engagement in the artistic processes. The Arts operate in an active "hands-on" and "minds-on" capacity.



7. **Students acquire comprehensive artistic literacy through Arts instruction.** Artistic literacy is the knowledge and understanding required to participate authentically in the Arts. Students should be able to think, create and respond like artists using specific symbols, vocabulary and metaphoric forms that are unique to each Art. They should be able to transfer Arts knowledge, skills and capacities to other subjects, settings and concepts. Artistically literate citizens have knowledge of to all five Arts disciplines: *Visual Art, Dance, Theater, Music, and Media Art*.

Summarized from National Core Arts Standards: A Conceptual Framework for Arts Learning [www.nationalartsstandards.org](http://www.nationalartsstandards.org)

## *Performing & Visual Arts Framework*

	CORE PRACTICES	STUDENT EXPERIENCES
1	<b>Create</b>	Students revise, arrange or generate original works of Art. They imagine, investigate, construct and reflect either individually or in a collaborative community.
2	<b>Perform</b>	Students select, analyze, interpret, re-create and convey meaning through an existing work. Individually and in a group, they realize artistic ideas and work through presentation, performing work for an audience.
3	<b>Present</b>	Students communicate purpose and meaning through artist statements. They elect work for exhibition and determine method of presentation, and they articulate thoughts and ideas using written, oral or non-verbal communication.
4	<b>Produce</b>	Students produce and present meaningful work of art through various media and technologies. Individually or in a group, they create and present artistic ideas and work.
5	<b>Respond</b>	Describe, interpret and analyze the artistic intent of others through discourse, movement, writing or presentation
6	<b>Reflect</b>	Students make and support artistic decisions using evidence. They think creatively: analyzing, evaluating, reasoning and evidencing meta-cognition.
7	<b>Connect</b>	Students relate artistic ideas and work with personal meaning, history, cultures, other Arts, and other content areas.
8	<b>Artistic Literacy</b>	Students read and interpret unique symbols, authentic text, and metaphors of Arts disciplines – the language of the art form. They think, speak, reflect and create with an artist’s mind and vocabulary. Synthesize and transfer Arts knowledge to other experiences.



## *Social Studies & History Department*

### *Guiding Principles:*

1. **Students learn the value of good citizenship.** Citizenship is a primary characteristic of 21st century learning. In Social Studies classrooms, all students are provided with opportunities to learn the value of being a good citizen. Students are taught the history of our democracy connecting its principles to their lives on a level of true understanding. Through simulated democratic processes, social studies teachers promote student independence, empathy and civic responsibility.
2. **Students' cultural references should be grounded in all aspects of learning.** Social Studies teachers use information regarding student interests, backgrounds, family histories, culture and traditions to promote relationships that enhance the potential for meaningful and effective social studies instruction. There is particular attention to how each student develops an identity responsive to diverse human and group behavior.
3. **Students develop historical thinking skills.** Building reading comprehension through close reading & analysis of documents is an expected outcome when implementing social studies standards. Students are provided with guidance and various reading strategies in order to evaluate different points of view, make historical claims based on documented evidence and use the content learned to solve problems and make decisions. (SHEG)
4. **Students apply disciplinary tools and concepts.** In social studies classrooms, students are presented with opportunities to examine historical periods, issues and trends, beliefs and ideas with focus on human interaction and its implications. Expected learning outcomes focus on both content and process while supporting an open-minded approach to interpreting perspectives on diverse issues. Suggested instructional strategies **both enhance academic vocabulary and engage** students in thoughtfully generating, applying, and assessing ideas about the world. (Marzano's Strategies)
5. **Students exhibit writing and effective communication skills.** With a strong emphasis on the cultivation



of key inquiry and historical thinking, social studies teachers structure assignments and guide students in writing tasks that activate prior knowledge, categorization of information, and offer support for historical interpretation and argument. The writing process is promoted daily through a variety of writing genres. Response journaling, persuasive writing, the five paragraph & argumentative essay, current event analysis and document-based questions allow students to define skills and demonstrate an understanding of concepts along the grade level continuum.

6. **Students learn by researching information to solve problems.** In a social studies setting, experiences help students identify areas of interest, learn information-seeking strategies, and develop skills in organizing and sharing information with others. As students work through topics for investigation, reading, writing, collecting data, graphing, illustration and content vocabulary are strengthened. (BigSix)

## *Social Studies Framework*

	CORE PRACTICES	STUDENT EXPERIENCES
1	<b>Student-driven Investigations</b>	Students explore real social problems, issues and ideas behind compelling and supporting questions that spark individual interest.
2	<b>Integration of Content &amp; Skills</b>	Students build academic vocabulary and content knowledge in economics, geography, civics and other related disciplines to support learning.
3	<b>Student Discourse</b>	Students apply knowledge and build arguments based on evidence accessed through structured academic controversies, classroom discussions and/or debates.
4	<b>Writing</b>	Students extend their understanding of text and build critical thinking skills through a variety of writing genres and illustrations.
5	<b>Historical Thinking</b>	Students evaluate and analyze primary source documents to construct meaningful accounts of the past.
6	<b>Visual Literacy</b>	Students access information by examining closely diverse visual text. Text types may range from non-fiction, textbooks, artifacts, pictures, photographs, film and non-te
7	<b>Digital Literacy</b>	Students use technology and resources independently to conduct research, access information and communicate findings.
8	<b>Informational Literacy</b>	Students locate, evaluate and use researched information effectively.







## *Physical Education / Health Framework*

Physical education teaches students about the importance and value of a physically active lifestyle. There are a variety of benefits gained through physical education. Personal health, social skills, self-esteem, motor skills, and knowledge base are areas that can be positively impacted. The philosophy of the physical education academic content standards is to ensure all New Haven students understand and use the acquired knowledge from physical education and apply it to daily life to:

### *Guiding Principles:*

- 1. Students will demonstrate competency in a variety of motor skills and movement patterns.** In order for students to enjoy physical and recreational activities, they must become competent movers. Students PreK thru 12 have a list of non-loco motor and locomotor movements rubrics they must meet at each level. Middle school and high school have more skill related benchmarks to meet.
- 2. Students will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.** Once students will use skills learned to enjoy recreational activities.
- 3. Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.** One of the main assessment tools is the Connecticut Physical Fitness Test. It is given to 4<sup>th</sup>, 6<sup>th</sup>, 8<sup>th</sup> and once in high school. Pre-tests are given in the preceding grades. This tests the students Muscular Strength, Muscular Endurance, Cardiovascular Endurance, and Flexibility.
- 4. Students will demonstrate Teamwork, Sportsmanship and Cooperation.** Physical education allows children to experience healthy social interactions, teaching cooperation through group activities, and encouraging teamwork through identification as one part of a team. These social skills stay with children throughout their lives, increasing the chance that they'll become involved in their communities, take leadership roles, and build lasting relationships. Social skills develop confidence, contributing to academic performance and mental health. Most Physical Education lessons will have a social emotional component to it.

5. **Students will recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.** Students will use physical activity as a positive opportunity for social interaction and development of leadership skills. Individuals will realize physical activity and challenges present opportunities for personal growth.

Many of these are derived from Connecticut's "Healthy Balanced Living Curriculum," located on the link below <https://portal.ct.gov/-/media/SDE/Health-Education/Exemplary-SHE/Standards/healthybalancedliving.pdf>

## *Physical Education / Health Framework*

	CORE PRACTICES	STUDENT EXPERIENCES
1	<b>Self-Management of Healthy Behaviors</b>	Students will practice health-enhancing behaviors to avoid and reduce health risks, such as diabetes, high blood pressure and heart disease
2	<b>Analyzing Internal and External Influences</b>	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health
3	<b>Decision-Making Skills</b>	Students will have the opportunity to practice decision-making skills such as in volleyball; Decision making is knowing whether to dig, set or spike and knowing when and where to move to hit the ball coming towards you. Decision-making can also be regarded as a problem-solving activity terminated by a solution deemed to be satisfactory. Decision Making is controlled by your frontal lobe in your brain. This part of the brain regulates decision making, problem solving and controls of purposeful behaviors consciousness and emotion.
4	<b>Motor Skill Performance (PE ONLY)</b>	Students are practicing a variety of individual movement patterns. Examples are Walking; running, stretching, bending, catching, and throwing are all motor skills. They are the building blocks of all games and activities in physical education class, sports, and daily life. Enhancing the quality of students' motor skills can enhance the quality of the activities in a physical education program and the daily lives of students
5	<b>Engaging in Physical Activity</b>	Students are physically active the majority of the time. The goal is for students to have an MPA (Meaningful Physical Activity) of at least 50% of the class time
6	<b>Physical Fitness</b>	Students will incorporate fitness and wellness concepts to achieve and maintain a health-enhancing level of physical fitness
7	<b>Benefits of Physical Activity</b>	Students will be able to explain physical activity for health, enjoyment, challenge, self-expression, and/or social interaction to sustain a physically active lifestyle





## World Languages Framework

Many of these are derived from ACTFL's Guiding Principles documents, available at the link below.

### Guiding Principles

1. **Students develop proficiency in a target language-rich classroom.** Students should hear the target language 90% or more of class time and be surrounded by target-language materials and texts. The target language used by the teacher must be supported by strong contexts, visuals, gestures, and modeling so that students always know what they are supposed to *do* in the class, even though they will not and should not understand every word they hear or read. In a supported target language environment, students learn to stay calm and use contextual clues to construct meaning for themselves; this is an essential skill that they can take to any “foreign situation” and apply to continued language learning in the future.
2. **Students learn through both input (listening, reading) and output (speaking, writing).** *Input is essential:* students must have heard words and expressions used in context before they can be expected to utter them appropriately; they must read words and expressions before they can be expected to write them with accuracy. A variety of listening, viewing and reading experiences help students internalize the structure, vocabulary, cadence, and culture of the language. *Output is also essential:* students must have opportunities to *use the language themselves* to have conversations, accomplish tasks, negotiate meaning, and speak/write for a purpose in order to build confidence, fluency, and accuracy.
3. **Students learn by practicing all three Modes of Communication: Interpretive, Interpersonal, and Presentational.** In daily life, a proficient speaker is able to seamlessly move between reading a news article, discussing it with colleagues, and writing an email response to the author.; these are different *modes of communication*. Students learn the skills particular to each mode of communication, such as accuracy in writing or use of voice inflection when conversing. Through practicing in each mode, students have multiple access points to internalize the vocabulary and structures of the language, as they develop well-rounded proficiency skills.
4. **Students develop Intercultural Communication skills when they interact with authentic texts, notice products and practices, interact with native speakers of the language, and make comparisons of the**



**target culture and language to their own.** Intercultural Communication skills require going beyond knowing facts *about* cultures, to learning how to effectively interact with people from different cultures, and developing an understanding of the concept of culture. *Authentic texts* (written for native speakers, by native speakers) and authentic experiences with native speakers are engaging for students, offer real-world language practice, and provide opportunities to notice, compare, and reflect on cultural similarities and differences.

5. **Students learn best through authentic contexts.** They build world-ready language skills and are more engaged when lessons are grounded in culture, subject area content, comparisons of languages and cultures, and interaction with native speakers in the local or global community. These contexts help students see the real-world application of language skills. Language lessons that are focused solely on language or grammar concepts without a relevant context are less likely to be impactful on learning and engagement.

Portions from: The American Council on the Teaching of Foreign Languages' Guiding Principles documents:

## *World Languages Framework*

	CORE PRACTICES	STUDENT EXPERIENCES
1	<b>Hearing the Language in Meaningful Contexts</b>	Students hear the target language spoken by the teacher, often with visual support, and participate by following directions, voting, completing a task, etc.
2	<b>Interacting with Authentic Texts</b>	Students listen to, view, or read authentic texts and demonstrate comprehension via a graphic organizer, questions, circling what they hear/saw, etc. Texts may include songs, infographics, schedules, menus, etc.
3	<b>Engaging in Spoken &amp; Written Conversations</b>	Students talk and negotiate meaning with others in spontaneous oral conversations. Novices may require visual (but not written) support. Students negotiate meaning in simple texting conversations with others.
4	<b>Speaking &amp; Writing for a Purpose</b>	Students speak or write in more drafted, formal ways for a particular audience and purpose. Novices may require visual cues or sentences starters.
5	<b>Learning Grammar in Context</b>	Students construct the meaning of new grammar for themselves through structured & scaffolded experiences with the grammar in authentic texts and conversations.
6	<b>Learning Language through Culture &amp; Culture through Language</b>	Students experience culture through age-appropriate experiences & texts. They use the language to participate in, investigate, and explain their learning. Students reflect on the relationship between the products, practices, and perspectives of the cultures studied.
7	<b>Comparing Languages &amp; Cultures</b>	Students use the language to investigate, explain, and reflect on the nature of language and culture through comparisons of the language and culture(s) studied and their own.
8	<b>Connecting to the Global and Local Target Language Community</b>	Students use the language both within and beyond the classroom to interact and collaborate in their local and global community.





# Appendix A:

## New Haven Public Schools Sample Word Lists, K-12

The following lists, for grades K-12, are composed of words that students typically encounter in reading, use in their writing, and study during word work. The words include high frequency words, vocabulary words and content specific academic language. These lists are not inclusive of all the words students will study in the various grade levels. Rather, the list serves as samples of the types of words, with increasing complexity, that will be part of every student's language development.

<p><i>Kindergarten</i></p> <p>companion creature explore imitate drowsy snooze soar generous goosey passenger tangled delicious determine energetic furious excited lonely pedestrian allow container enormous greet invite comfortable cozy fit patient uncomfortable amusing crowded grin pleasant various collide concerned confident disappointed glance amusing complete frightened healthy weak active haul repair switch fluffy icy machine tasty warm assist communicate creep Pounce scramble face overhead release rough swiftly bright diet</p>	<p>face playful point</p> <p><i>Sight Words</i> (Trick Words)</p> <p>a and are as be by do for from has have have he his I is me my of one or she the they to was we you</p> <p><i>Grade 1</i></p> <p>admire adult adventure affectionate amazing appetite arrange arrive astonished audible bad-tempered beam Bob bold chomp collapse commotion contents cooperate crabby crush curious dart delighted destination dine disappear discover disgusting dump</p>	<p>earsplitting essential evidence exclaim extraordinary faint feast ferocious firm flash fond frigid future gather gigantic glide glow gulp habitat hero hope hover howl humorous impolite inaudible independent inspect journey lunge match meadow memory migrate miserable moan munch mutter neighborhood neighborly nervous odd odor ordinary pack peaceful persevere pile popular possession pout powerful predator prey protect Quarrel rapidly relax remain rescue resent respect ridiculous rumble rush spot</p>	<p>squint stomp store study surroundings thrilling tidy timid track tremble trust tug twirl underground untidy vegetation wander wobble wonder wriggle</p> <p><i>Sight Words</i> (Trick Words)</p> <p>about also another any as been being between called come could day do does down each first friend good has her here how into little look many may me month Mr. Mrs. new none nothing now number of one or other our out over</p>	<p>own people put said say says see she should some their there they too try two very want was water way we were what when where who why word work would write Yours</p> <p><i>Grade 2</i></p> <p>accompany annoy appreciate approach approve attach attract behave beneficial blob bulge chaos characteristic collect compassionate complex congratulate conserve consume content convince create damp dash decrease delightful disapprove discover disguise disobedient downcast</p>	<p>dull duplicate eavesdrop eavesdropper ecstatic embarrass encourage expand expert fabulous fade familiar fearful fearless fetch flap flexible flop fragile fragrant fresh genius glare gleam gobble gratitude grip grumble guide hospitality host huddle hurt insist miniature misbehave murmur mushy necessary notorious numerous obedient occasionally optional overalls overjoyed pester picky plenty precaution predict prepare provide racket rarely recently recreation regularly routine rude scrunch shelter shimmer shriek sip slurp</p>
--	---	--	--	--	---



sniffle  
solid  
steer-clear  
stream  
strenuous  
stuff  
stunned  
sturdy  
swirl  
teamwork  
terrible  
terrific  
tourist  
treat  
tumble  
unique  
unusual  
unwelcome  
usual  
valuable  
vanish  
variety  
whimper

### *Sight Words* (Trick Words)

again  
against  
always  
America  
animal  
answer  
August  
away  
beautiful  
both  
bought  
breakfast  
bother  
brought  
carry  
change  
city  
country  
couple  
cousin  
daughter  
December  
different  
done  
early  
earth  
eight  
enough  
every  
family  
father  
favorite  
February  
full  
goes  
great  
head  
house  
January  
July  
knew  
know  
large  
laugh  
learn  
lose  
Monday  
mother  
move  
night  
ocean  
often  
once  
only  
picture  
piece  
place  
please  
pretty

pull  
ready  
right  
Saturday  
school  
shall  
something  
son  
special  
sure  
talk  
thought  
Thursday  
together  
tomorrow  
trouble  
Tuesday  
use  
used  
walk  
Wednesday  
whose  
won

### *Grade 3*

abandon  
achieve  
adapt  
adjust  
adventure  
advise  
aggressive  
appetizing  
aroma  
astounding  
avoid  
ban  
barricade  
belongings  
bewildered  
blow your top  
boast  
brainstorm  
bustle  
caretaker  
celebration  
challenge  
cherish  
clatter  
clench  
cling  
clutch  
cluttered  
coax  
collaborate  
comfy  
command  
commiserate  
contentment  
convenient  
cross  
customary  
dazzle  
debris  
decline  
delirious  
depend  
defect  
determination  
devastate  
differ  
diligent  
disaster  
disorganized  
display  
disrupt  
distress  
diverse  
dodge  
doubtful  
durable  
ease  
energize  
evacuate  
exhilarated

faint  
fantasize  
fantastic  
fierce  
flabbergasted  
flashy  
flick  
flimsy  
floppy  
flutter  
forbid  
fortunate  
frank  
fret  
fury  
generally  
ghastly  
graceful  
gruff  
handy  
hazardous  
headstrong  
heartbreaking  
horizontal  
immature  
immense  
impermissible  
improvise  
industrious  
intense  
joyful  
likely  
long  
lounge  
magnificent  
mature  
memorable  
motion  
nifty  
obstinate  
opportunity  
original  
overwhelmed  
particularly  
permissible  
permit  
persist  
plain  
plop  
prefer  
prowl  
quiver  
rap  
realize  
recall  
reconsider  
refreshing  
reluctant  
require  
retrieve  
reunite  
roam  
ruckus  
savory  
scan  
secure  
self-confident  
serve  
shuffle  
silky  
skill  
skillful  
slog  
slump  
snap  
snug  
sorrowful  
spectacular  
speechless  
speedy  
squirm  
strain  
stressful  
struggle  
successful

swerve  
task  
texture  
threatened  
tip  
trample  
unaggressive  
unexpected  
unfortunate  
ungrateful  
unlikely  
unsuccessful  
unwind  
urgent  
utter  
valuable  
vertical  
volunteer  
well-organized  
whiz  
whoop  
whoosh

### *Foundations*

### *Word of the Day*

abandon  
actively  
actually  
atmosphere  
belief  
bonded  
bucket  
bundle  
can't  
catches  
chorus  
column  
concentrate  
confident  
confusion  
convincing  
copying  
create  
crucial  
crunch  
demonstrate  
dried  
duties  
enjoyable  
expansion  
extra  
grabbed  
hustle  
I'm  
inspiring  
instructor  
judge  
knock  
label  
luckiest  
medium  
minor  
mixed  
moisture  
neighbor  
patient  
pleasant  
pollen  
predict  
replace  
scold  
scrapped  
settlement  
settling  
shipment  
stable  
staring  
starring  
stretch  
study  
surrender  
survive  
trapped  
vein

volume  
watch  
we're  
won't

### *Grade 4*

adequate  
adore  
alternative  
ambition  
amiable  
analyze  
apprehensive  
below  
bizarre  
bliss  
blotch  
blurt out  
boost  
ceremony  
circulate  
compromise  
conceal  
conditions  
consistent  
consistently  
crave  
creak  
critical  
crouch  
custom  
dazed  
deceive  
defy  
dejected  
dense  
desire  
desperate  
dissimilar  
dubious  
edible  
eerie  
effective  
elated  
eligible  
endure  
engage  
enraged  
ensure  
enthusiastic  
envision  
equitable  
exclusive  
experience  
feat  
flee  
focus  
formal  
fume  
function  
gleeful  
glum  
greedy  
harass  
hardship  
hazard  
hinder  
humane  
humble  
humdrum  
ideal  
imposing  
impressive  
imprudent  
in the blink  
inadequate  
inclusive  
inconsistent  
indignantly  
inedible  
ineffective  
ineligible  
informal  
inhumane  
initial

inspire  
integrate  
intimidate  
intricate  
jittery  
jubilant  
keen  
labor  
landscape  
launch  
lend  
lethal  
loathe  
luscious  
manually  
merit  
misfortune  
misjudge  
mysterious  
neglect  
nosing around  
obstacle  
offer  
optimistic  
pelt  
perilous  
permanent  
pessimistic  
plead  
plunge  
precarious  
precise  
prior to  
process  
proficient  
prudent  
pursue  
raise eyebrows  
recede  
reduce  
refuge  
rejoice  
reminisce  
reputation  
resemble  
revere  
rickety  
rove  
rowdier  
rowdy  
rubble  
rugged  
rummage  
safeguard  
sag  
sandwiched  
scrutinize  
secure  
seek  
segregate  
sensitive  
serene  
severe  
sidesplitting  
slight  
speculate  
stalk  
survey  
sustain  
temporary  
thoroughly  
tilt  
topple  
transform  
trend  
trim  
uniform  
unwise  
valiant  
vigilant  
wise  
yearn

### *Grades 5*

academic

advantage  
 argue  
 battered  
 befuddled  
 billow  
 blow off steam  
 blunt  
 breathtaking  
 budge  
 bundle  
 calamity  
 cantankerous  
 clamor  
 clank  
 clash  
 cluster  
 commit  
 compel  
 comply  
 conspicuous  
 consume/consumer  
 contact  
 contemplate  
 contented  
 convert  
 cuisine  
 currently  
 dab  
 during  
 defenseless  
 delectable  
 deliberately  
 dependent  
 desert/deserter  
 desirable  
 deteriorate  
 device  
 devour  
 dignified  
 dim  
 disadvantage  
 discontinue  
 discourteous  
 disposition  
 dissatisfied  
 drastic  
 dwelling  
 efficient  
 emerge  
 engrossed  
 envious  
 establish  
 ethical  
 exert  
 extend  
 fanciful  
 get on board  
 grimace  
 grotesque  
 hair-raising  
 harbor  
 heartless  
 heave  
 helter-skelter  
 heroine  
 hospitable  
 hunch  
 hunger  
 impact  
 indicate  
 inefficient  
 influence  
 inform  
 injustice  
 insignificant  
 interact  
 international  
 intrigue  
 knowledgeable  
 loll  
 lose your nerve  
 lurch  
 lurk

lush  
 luxurious  
 master  
 meager  
 memento  
 mobile  
 moist  
 momentous  
 moocher  
 motionless  
 mystify  
 negative  
 nourish  
 on pins and needles  
 pandemonium  
 peculiar  
 peer  
 picturesque  
 plummet  
 pollute  
 positive  
 prejudice  
 preposterous  
 preteen  
 priority  
 procedure  
 protest  
 quality  
 reassure  
 regulate  
 resilient  
 resist  
 resolve  
 restore  
 restriction  
 reuse  
 reverie  
 rustle  
 scarce  
 scour  
 selfless  
 sequence  
 significant  
 sociable  
 solitary  
 soothe  
 spectacle  
 squander  
 stamina  
 stroll  
 stun  
 suit  
 supporter  
 supreme  
 surge  
 tattered  
 thoughtful  
 thoughtless  
 through  
 thrust  
 thunderous  
 towering  
 tranquil  
 trickle  
 typical  
 uneasy  
 unethical  
 values  
 vary  
 vast  
 vexed  
 vivid  
 wide-eyed  
 widespread  
 wobbly

*Grades 6-8*

act  
 actions  
 active voice  
 adaptation  
 advertising  
     campaign  
 alliteration  
 allusion

analysis  
 anecdote  
 antagonist  
 anthology  
 argument  
 assonance  
 atmosphere  
 attribution  
 audience  
 authority  
 author's craft  
 author's purpose  
 author's style  
 autobiography  
 background  
     knowledge  
 bias  
 blog  
 bookmark  
 book panel  
     discussion  
 book review  
 cast of characters  
 character  
     development  
 character journal /  
     diary entry  
 character point of  
     view  
 character profile /  
     sketch  
 character traits  
 characterization  
 character's voice  
 citation  
 classroom  
     community  
 climax  
 compare  
 connotation  
 cons (*debate*)  
 contemporary  
 contrast  
 controversial topic  
 conventions of print  
 counter-argument  
 criteria  
 debate  
 demonstrate  
 denotation  
 denouncement  
 details  
 determine  
 dialect  
 dialogue  
 diction  
 director  
 drama  
 dramatic irony  
 dramatic silence  
 dynamic character  
 editorial  
 elaboration  
 emotional appeal  
 emphasis  
 epilogue  
 essay  
 euphemism  
 evaluate  
 evidence  
 exaggeration  
 explanatory writing  
 exposition  
 exposition essay  
 exposition text  
     structure  
 expressive voice  
 fable  
 fact  
 falling action  
 feature article  
 fiction  
 figurative language  
 first person point of  
     view

flashback  
 flat character  
 fluency  
 folktale  
 foreshadowing  
 general idea  
 genre  
 gradual release of  
     responsibility  
     model  
 hero  
 historical fiction  
 humor  
 hyperbole  
 identify  
 imagery  
 implication N (*imply*  
     *V*)  
 inference N (*infer V*)  
 internal monologue  
 interview  
 irony  
 journalist  
 line (*poetry*)  
 literary analysis  
 literature circles  
 main idea  
 memoir  
 mentor text  
 metaphor  
 monologue  
 mood  
 moral  
 motivation  
 mythology  
 narratives  
 narrator  
 nonfiction  
 note-taking  
 onomatopoeia  
 opinion  
 opposing view-  
     points  
 oral tradition  
 pace  
 parallel construc-  
     tion/structure  
 paraphrase  
 persistence  
 persona  
 personal  
 personal narrative  
 personification  
 persuasion  
 pitch  
 plagiarism  
 play  
 play structure  
 plot  
 poetic form  
 poetic language  
 point of view  
 previewing text  
 printed media  
 production company  
 prologue  
 propaganda  
 pros (*debate*)  
 prose  
 protagonist  
 purpose  
 questioning  
 readers theater  
 reading strategies  
 reading workshop  
 reading/writing  
     approaches  
 reflective writing  
 reliable source  
 resolution  
 revisions  
 rhyme  
 rhythm  
 rising action  
 round character

scene  
 screenplay  
 script  
 script format  
 second person point  
     of view  
 select  
 setting  
 simile  
 situational irony  
 skill  
 speaker (*poetry*)  
 specialized  
     vocabulary  
 specific idea  
 speech  
 stage directions  
 stage technicians  
 stanza  
 static character  
 strategy  
 stylized  
 speaking elements  
 subtext  
 summary N  
     (*summarize V*)  
 supporting details  
 symbol  
 symbolism  
 syntax  
 synthesis  
 tall tale  
 teleplay  
 text features  
 text highlighting  
 text structure  
 theme  
 third person point of  
     view  
 tone  
 topic  
 unbiased  
 URL  
 valid arguments  
 validity  
 values  
 verbal irony  
 visual media  
 voice  
 volume  
 web discussion  
 website  
 writing point or  
     purpose  
 writing territories  
 writing workshop

*Grades 9*

absolve  
 alleviate  
 alternative  
 ambivalent  
 analyze  
 animosity  
 appropriate  
 arbitrary  
 attribute  
 beneficial  
 comprehensive  
 connotation  
 contrast  
 credible  
 cursory  
 cynic  
 dearth  
 deficient  
 depict  
 derive  
 detract  
 devastate  
 digress  
 dilemma  
 diligent  
 dissent  
 distort

diversion  
 elation  
 elicit  
 escalate  
 evaluate  
 exacerbate  
 excerpt  
 exemplify  
 explicit  
 explosion  
 falter  
 feasible  
 feign  
 fluctuate  
 formulate  
 generate  
 gist  
 hypothetical  
 impartial  
 implausible  
 implication  
 imply  
 incentive  
 incoherent  
 indolent  
 infamous  
 infuriate  
 innovation  
 intercede  
 interpret  
 intimidate  
 isolate  
 jeopardize  
 lucrative  
 mandatory  
 mediate  
 mortify  
 niche  
 obscure  
 obsolete  
 pacify  
 perception  
 perspective  
 pertinent  
 ponder  
 prevalent  
 proponent  
 punitive  
 rapport  
 rationale  
 redundant  
 respective  
 retaliate  
 sabotage  
 scrutiny  
 similar  
 simulate  
 squander  
 succumb  
 tangible  
 technique  
 traumatic  
 turmoil  
 valid  
 verify  
 viable  
 vulnerable

*Grades 10*

abstract  
 admonish  
 advocate  
 alternative  
 ambiguous  
 analogy  
 anarchy  
 assiduous  
 assimilate  
 augment  
 authentic  
 belligerent  
 bolster  
 bureaucratic  
 circumvent  
 coalition



cohesive  
collaborate  
comply  
concurrent  
contingent  
demeanor  
deplore  
derogatory  
disparity  
disseminate  
dissident  
distraught  
divert  
dormant  
egocentric  
elusive  
emulate  
equitable  
eradicate  
estrangle  
exacerbate  
expedite  
fabricate  
facilitate  
fortuitous  
fraudulent  
heinous  
hypothetical  
illicit  
imminent  
impetuous  
incongruous  
indigenous  
indiscriminate  
inherent  
jurisdiction  
lax  
meticulous  
negligent  
nonchalant  
oblivious  
obscure  
omnipotent  
opportune  
oppose  
panacea

perfunctory  
preposterous  
precarious  
precipitate  
preclude  
proficient  
propensity  
qualitative  
quantitative  
recalcitrant  
redeem  
rejuvenate  
relegate  
relinquish  
repugnant  
resilient  
retrospect  
sanction  
spontaneous  
static  
stringent  
subordinate  
subsidize  
tenuous  
travesty  
tumult  
unilateral  
validate  
vindicate  
zealot

*Grades 11*

aberration  
abstract  
accolade  
accommodate  
aesthetic  
affinity  
altercation  
ameliorate  
amicable  
anarchy  
anomaly  
appall  
archaic  
arduous

articulate  
astute  
authoritarian  
aversion  
biased  
brevity  
cajole  
callous  
capitulate  
catalyst  
catharsis  
caustic  
censure  
chastise  
clamor  
coalesce  
cognizant  
commiserate  
compose  
conciliatory  
contract  
copious  
cordial  
debilitate  
decadence  
deference  
delineate  
deprecate  
despot  
deviance  
devious  
didactic  
disparage  
dissonance  
duplicity  
effervescent  
egregious  
elusive  
equivocal  
erroneous  
exemplary  
expedient  
extraneous  
formidable  
frivolous  
grueling

haphazard  
heretic  
hindrance  
hypocrisy  
iconoclast  
incessant  
incidental  
incite  
incorrigible  
indict  
indoctrinate  
insurgent  
intangible  
judicious  
lavish  
listless  
meager  
meander  
negligent  
obliterate  
ponderous  
preclude  
prerequisite  
proximity  
rectify  
rescind  
resolution  
rigorous  
scrutinize  
substantiate  
surmise  
tirade  
turbulence  
unimpeachable  
unobtrusive  
usurp  
vacillate  
whimsical

*Grades 12*

anachronistic  
abbreviate  
abdicate  
abstinence  
adulation  
adversity

amicable  
anonymous  
antagonist  
arid  
asylum  
benevolent  
camaraderie  
censure  
circuitous  
clairvoyant  
collaborate  
compassion  
compromise  
condescending  
conditional  
conformist  
congregation  
convergence  
deleterious  
demagogue  
digression  
diligent  
discredit  
disdain  
divergent  
empathy  
emulate  
enervating  
enhance  
ephemeral  
evanescent  
exasperation  
exemplary  
extenuating  
florid  
fortuitous  
frugal  
hackneyed  
haughty  
hedonist  
hypothesis  
impetuous  
impute  
incompatible  
inconsequential  
inevitable

integrity  
intrepid  
intuitive  
jubilation  
lobbyist  
longevity  
mundane  
novice  
opulent  
orator  
ostentatious  
parched  
perfidious  
precocious  
pretentious  
procrustine  
prosaic  
provocative  
prudent  
querulous  
rancorous  
reclusive  
reconciliation  
renovation  
restrained  
reverence  
sagacity  
spontaneity  
spurious  
submissive  
substantiate  
subtle  
superficial  
superfluous  
suppress  
surreptitious  
tactful  
tenacious  
transient  
venerable  
vindicate  
wary

# Excellence in Education

