

" THE ETHICS OF SURVIVAL "

SUBJECTS: English, Civics, Art Survey, Health Science (CTE), SEL & Technology.

GRADE LEVEL: 9th – 12th Grade (Adaptive)

CONCEPTUAL LENS / LENSES: Accountability vs. [Moral Choice](#) vs. Identity

UNIT OVERVIEW:

Imagine being trapped in a system where every choice you make to keep your family alive breaks a rule designed to keep you compliant. But if you do what it takes to keep yourself, or your loved ones alive and safe– you are labeled a *rule-breaker...* and rule breakers *should* be afraid of the controversial conflicts that lie ahead, yet, only one decision must be made. What would you choose? Survival or compliance? It's hard to decide– so think carefully. But quickly; make sure you choose correctly, for everyone's life depends on it. Welcome to "**The Ethics of Survival.**"

In this unit, we are stepping into the shoes of Educational Policy Analysts. We will read K.A. Holt's *House Arrest* alongside the documentary *13th* to investigate a heavy but vital question: **Is our justice and school system built to rehabilitate us, or just to monitor and control us?** By looking at real data—like how students with disabilities and students of color are disproportionately caught in these systems—we will uncover the 'why' behind the stories we read and discover your own power to advocate for systemic change.

We won't just guess—we are going to prove it.

This unit empowers students to transition from passive learners to **Educational Policy Analysts**, utilizing a multi-disciplinary framework to interrogate the intersection of justice, systemic control, and individual agency. Synthesizing ELA, Social Science, Health, SEL, and Technology into a cohesive action research cycle has students do more than study history—students diagnose structural failures, build data-driven arguments, and design policy interventions.

This unit turns the classroom into a consultancy where students use digital literacy to advocate for equity, learning to replace systems of control with those that rehabilitate and sustain. The universal invitation is applied thematically through the **art of storytelling**; here is the main takeaway→ this unit can be applied across multiple disciplines:

English Language Arts: Master theme and tone.

You will look at what characters, "Say, Think, and Do"; reading between the lines to catch explicit meanings and hidden ambiguities while collaborating in modern research techniques. Through socratic inquiry, philosophical debates will anchor interdisciplinary through the art of storytelling.

Civics & Social Science:

Dissect how political power works. You will analyze how people use or challenge laws to stand up for human rights.

Health & Technology:

Look at healthcare delivery models and ethical dilemmas. You will evaluate how media and systemic biases affect mental health, and practice advanced digital search strategies to call out fake or unreliable sources

SEL (Social-Emotional Learning): Builder of Awareness

Through empathetic strategies embedded from storylines— major self-awareness and decision-making skills are crafted. You will evaluate how taking on an active role as an advocate can boost your own mental well-being

Art Survey: 3D Master

You will use visual literacy to break down how institutions use images and architecture to control people. Then, you'll flip the script. You will create raw, original art that tracks a story arc and challenges these structural systems. Depending on your style, you will master studio design techniques through creative (non-judged) practices.

CONTENT LEARNING OBJECTIVES:

1. Examine how limited resources and daily incentives drive human choices, weighing the costs and benefits of how communities address complex issues.
2. Investigate how personal interests and diverse perspectives shape human rights by engaging with multi-modal texts and peer dialogue.
3. Conduct focused research to solve problems, adjusting your inquiry path as needed and synthesizing diverse sources to demonstrate deep understanding.
4. Deconstruct political power dynamics by analyzing the *13th* documentary to examine how individuals utilize or challenge laws to advocate for public change.
5. Use advanced digital search strategies to locate and evaluate credible sources.
6. Evaluate the reliability and limitations of sources to ensure they support your research goals.
7. Synthesize research evidence into clear, complex sentences, accurately citing your sources.
8. Lead and participate in collaborative Socratic seminars, building on classmates' ideas while presenting your own perspective with clarity and evidence.
9. Present your findings clearly, organizing evidence to address diverse perspectives with purpose and style.
10. Use textual evidence to analyze explicit and implied meanings, identifying where narratives are clear versus ambiguous.
11. Critique the U.S. Constitution as a living battleground of power, evaluating both the potential and the frustrations of modern electoral participation.
12. Build a structural 3D composition using distorted geometric lines and textures to represent an institutional environment of control

SEL OBJECTIVES:

1. Develop self-awareness and self-management skills to achieve school and life success.
2. Use social-awareness and interpersonal skills to establish and maintain positive relationships
3. Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

COMMON CORE ELA STANDARDS (11-12)*:

CCSS.ELA-LITERACY.RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CCSS.ELA-LITERACY.RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats as

well as in words in order to address a question or solve a problem.

CCSS.ELA-LITERACY.SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear perspective, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-LITERACY.W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

****ELA 9-10 standards are a more basic approach and can be adapted in a parallel manner**

COMMON CORE SOCIAL SCIENCE STANDARDS:

SS.BS.4.9-12: Analyze the causes and consequences of social deviance, social control mechanisms, and changing definitions of norms within a society.

SS.BS.5.9-12: Explain how collective behavior, social movements, and cultural diffusion contribute to societal evolution, conflict, or cooperation over time.

SS.BS.6.9-12: Use sociological frameworks to investigate contemporary global and community concerns, analyzing the psychological and systemic impacts on various populations.

SS.EC.6.9-12: Use data and economic indicators to analyze past and current states of the economy and predict future trends.

SS.EC.7.9-12: Describe how government policies are influenced by and impact a variety of stakeholders.

SS.EC.8.9-12: Analyze how advances in technology and investment in capital goods and human capital affect economic growth and standards of living.

SS.EC.9.9-12: Analyze the role of comparative advantage in local, national, and global trade of goods and services.

SS.EC.10.9-12: Explain how globalization trends and policies affect social, political, and economic conditions in different nations.

SS.EC.3.9-12: Evaluate how much competition exists within and among sellers and buyers in specific markets.

SS.EC.4.9-12: Evaluate the effectiveness of government policies to improve market outcomes, address inequality, or reduce inefficiencies.

SS.EC.5.9-12: Analyze the ways in which competition and government regulation influence what is produced and distributed in a market system.

SS.EC.1.9-12: Analyze how scarcity and incentives influence choices to consume or produce for different individuals and groups.

SS.EC.2.9-12: Use marginal benefits and marginal costs to propose a solution to a significant issue for an individual or community.

SS.CV.8.9-12: Analyze how individuals use and challenge laws to address a variety of public issues.

SS.CV.9.9-12: Evaluate public policies in terms of intended and unintended outcomes and related consequences.

SS.CV.10.9-12: Explain the role of compromise and deliberation in the legislative process.

SS.CV.5.9-12: Analyze the impact of personal interest and diverse perspectives on the application of civic dispositions, democratic principles, constitutional rights, and human rights.

SS.CV.6.9-12: Describe how political parties, the media, and public interest groups both influence and reflect social and political interests.

SS.CV.7.9-12: Describe the concepts and principles that are inherent to American Constitutional Democracy.

SS.CV.1.9-12: Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.

SS.CV.2.9-12: Evaluate the opportunities and limitations of participation in elections, voting, and the electoral process.

SS.CV.3.9-12: Analyze the impact of constitutions, laws, and agreements on the maintenance of order, justice, equality, and liberty.

SS.CV.4.9-12: Explain how the US Constitution established a system of government that has powers, responsibilities, and limits that have changed over time and are still contested while promoting the common good and protecting rights.

COMMON CORE HEALTH SCIENCE STANDARDS (CTE):

(Illinois aligns its core health curriculum with the [National Health Education Standards](#)).

NHES.1.12.1: Comprehend concepts related to health promotion and disease prevention to enhance health.

NHES.2.12.1: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

NHES.3.12.1: Demonstrate the ability to access valid information, products, and services to enhance health.

NHES.4.12.1: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

NHES.5.12.1: Demonstrate the ability to use decision-making skills to enhance health.

NHES.6.12.1: Demonstrate the ability to use goal-setting skills to enhance health.

NHES.7.12.1: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

NHES.8.12.1: Demonstrate the ability to advocate for personal, family, and community health.

SEX.ID.12.2: Evaluate how internal and external factors (e.g., culture, media, systemic biases) influence personal perceptions of gender identity and sexual orientation.

SEX.CHR.12.1: Define and apply strategies to ensure explicit, freely given, ongoing verbal or physical consent prior to and during any sexual activity.

SEX.CHR.12.2: Analyze the legal definitions and consequences of sexual harassment, sexual abuse, sexual assault, and domestic violence.

SEX.CHR.12.3: Evaluate the characteristics of healthy vs. unhealthy relationships, including setting boundaries around digital communications, sexting, and social media tracking.

CTE.HS.C.1: Compare and contrast various healthcare delivery models, structural facilities, and insurance systems (e.g., Medicare, Medicaid, private systems) regarding access and quality of care.

CTE.HS.C.2: Analyze the roles, responsibilities, and scopes of practice for diverse members of the multidisciplinary healthcare team.

CTE.HS.D.1: Apply legal boundaries and regulatory guidelines that dictate healthcare practice, including patient confidentiality laws (HIPAA) and informed consent requirements.

CTE.HS.D.2: Evaluate ethical dilemmas within medical practice, patient advocacy frameworks, and the legal mandates regarding reporting abuse or neglect.

ILLINOIS ARTS LEARNING STANDARDS: VISUAL ARTS (GRADES 9-12):

VA:Cr1.1.III: Visualize and hypothesize to generate plans for preparing and creating art and design that can affect social change or community needs.

VA:Cr1.2.I: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art or design.

VA:Cr2.1.I: Shape an artistic project without a preconceived plan, allowing experimentation with materials and techniques to guide the process.

VA:Cr2.3.III: Create art or design that effectively documents, reflects, or challenges systemic community structures.

VA:Pr4.1.I: Analyze, select, and curate artworks for a collection or personal exhibition based on a specific theme or concept.

VA:Pr5.1.II: Evaluate how various physical exhibition spaces or digital presentation formats alter how viewers perceive an artwork.

VA:Pr6.1.III: Curate an exhibition or multimedia collection that challenges public perceptions and invites active community dialogue.

VA:Re7.1.III: Deconstruct how visual literacy and imagery are used by institutional systems to direct political power or social control.

VA:Re7.2.I: Analyze how organizational components, styles, media, and structural context combine in a work of art to convey a specific tone.

VA:Re8.1.I: Interpret an artwork's meaning by analyzing relevant text, historical context, artist background, and cultural motifs.

VA:Cn10.1.II: Utilize art-making as a tool for personal social-emotional processing, self-awareness, and emotional literacy.

VA:Cn11.1.III: Interrogate how contemporary visual culture can reinforce structural biases or serve as a vehicle for systemic equity and justice.

SEL STANDARDS:

1A: Identify and manage one's emotions and behavior.

Benchmark 1A.5a: Evaluate how expressing more positive attitudes influences others.

Benchmark 1A.5b: Evaluate how control of impulsive behavior.

1B: Recognize personal qualities and external support.

Benchmark 1B.5a: Evaluate how developing interests and filling useful roles at home, school, and the community can promote well-being.

Benchmark 1B.5b: Access and evaluate the validity of family, school, and community resources to get help for oneself or others

Standard 1C: Demonstrate skills related to achieving personal and academic goals.

Benchmark 1C.5a: Set a post-secondary goal with steps, milestones, and timeframes.

Benchmark 1C.5b: Analyze how academic achievements and operational skills affect progress toward long-term life goals.

TECHNOLOGY INTEGRATION OVERVIEW:

Embedded in the *Concept-Based, Literacy-Driven, Systemic-Focused (CLS)* methodology, the [ISTE Standards for Students](#) act as a springboard for genuine student autonomy through technological integration. Digital tools evolve from simple utilities into advanced instruments for exercising agency. In this role, students pivot from traditional writing to the persona of **Educational Policy Analysts**, leveraging technical assets to probe, analyze, and illustrate intricate social frameworks on a worldwide scale.

- **Audio Analysis:** Students access multi-modal literary platforms—streaming K.A. Holt's YouTube channel to analyze her authorial background thoughts during the pandemic and her "why" behind writing the novel, while simultaneously cross-examining different narration styles via the Audible edition of *House Arrest*. Students will use audio and visual technology to stream the 13th documentary.
- **Research Paper:** Students transition from a statistical hook to historical context backed by credible, multi-modal evidence.
- **Google Slides:** Students use data charts to model the intersection of carceral logic and disability representation. (**The Final Policy Presentation**): Students deliver a polished, multi-modal brief tailored to influence real-world school and community members.
- [Google Translate training](#): a 101 "crash course" for any person needing to decode

TECHNOLOGY STANDARDS:

ISTE 1.3: Knowledge Constructor: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

ISTE 1.6: Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals

ISTE 1.5: Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

ISTE 1.1: Empowered Learner: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals.

IDENTIFIED STUDENTS: VARIATION WITHIN EVERY LESSON IS POSSIBLE → [Differation option example Teachers Love Learning](#)

GENERALIZATIONS	GUIDING QUESTIONS F = FACTUAL, C = CONCEPTUAL, D = DEBATABLE
<p>Individuals are forced into intricate moral dilemmas as institutional frameworks define the conditions of their survival.</p>	<p>F: How do the constraints Timothy faces under house arrest define his daily reality?</p> <p>C: In what ways do boundaries blur the line between essential survival and criminal behavior?</p> <p>D: At what point does the necessity of sustaining life challenge our conventional definitions of morality?</p>
<p>Within justice systems and educational institutions, carceral logic emphasizes compliance and surveillance at the expense of authentic rehabilitation.</p>	<p>F: What legal mechanisms, such as the loophole in the 13th Amendment, have shaped historical perceptions of justice?</p> <p>C: To what extent do current school disciplinary frameworks mirror the structures of the criminal justice system?</p> <p>D: Can a system founded on compliance ever truly foster a safe and nurturing educational community?</p>
<p>Intersectional obstacles, fueled by systemic biases, result in a disproportionate effect on marginalized populations.</p>	<p>F: What does the data reveal about the prevalence of documented disabilities within our justice systems?</p> <p>C: How do the intersections of race, socioeconomic status, and medical needs navigate or restrict an individual's agency?</p> <p>D: How might we embrace our collective responsibility to advocate for and empower one another across diverse lived experiences?</p>
<p>The stability of a home is threatened by economic hardship, which frequently compels individuals to navigate around systemic gaps through high-risk or irregular survival methods.</p>	<p>F: How do specific financial pressures, like managing complex medical needs, shape the stability of Timothy's home environment?</p> <p>C: How does a systemic lack of resources create a cycle of struggle for families facing hardship?</p> <p>D: When systemic support fails, what ethical considerations arise regarding individual agency and rule-breaking to ensure survival?</p>
<p>Public perception is shaped by media and statistic like distributions– which uphold systemic inequities</p>	<p>F: What do the Bureau of Justice Statistics (BJS) tell us about demographic disparities in our prison populations?</p> <p>C: How do powerful media tools, such as the documentary 13th, leverage historical data to illuminate the biases embedded in our legislative structures?</p> <p>D: If the foundational policies of a public system are built on biased data, is true impartiality an achievable goal?</p>

<p>To achieve structural transformation in institutional frameworks, there must be a shift from controlling environments toward active community empowerment.</p>	<p>F: What innovative, restorative practices are schools employing today to dismantle the school-to-prison pipeline?</p> <p>C: How can we harness digital literacy and data analysis to advocate for more equitable and restorative educational policies?</p> <p>D: Can we envision a truly safe school culture that moves beyond reliance on surveillance and zero-tolerance policies?</p>
<p>Multiple subject crossover creates unclear, confusing lessons for students, teachers, parents and admin</p>	<p>F: What specific academic tasks are required in this assignment for the English literature portion (House Arrest), the history/social studies portion (13th), and the CTE policy data analysis portion? Are there intersections?</p> <p>C: By utilizing a singular, cohesive framework—such as <i>Systemic Accountability</i>—how can educators simplify complex, cross-curricular instruction to better illustrate the functions of real-world systems?</p> <p>D: Is career readiness better served by mastering subjects in isolation or by integrating them to solve complex community problems?</p>
<p>*If there is more staff involved in a class, the class has a high need # of identified students*</p>	<p>https://www.teacherslovelearning.com/index#instructional-methods</p>
<p>If administration is in a classroom, the teacher is being observed, or there is some sort of other conflict.</p>	
<p>*If there are two teachers in the classroom, one teacher is for Special Ed (and/or) ESL students, and the other is for content*</p>	







*PLC / PRE PLANNING DISCUSSION

SUGGESTED LEARNING EXPERIENCES

Learning experiences ensure students are prepared for the expectations of the culminating unit assessment, and reflect what students should understand, know, and be able to do by the end of the unit. Learning experiences are meaningful and authentic.








The identity of the unit belongs within you and your students; bring your own style.

YOU ARE EXPLICITLY ENCOURAGED TO BRING IN ORAL HISTORIES FROM YOUR OWN CULTURAL BACKGROUND

SUGGESTED TIMELINE	SUGGESTED LEARNING EXPERIENCE	ASSESSMENTS	DIFFERENTIATION/ CRTL	RESOURCES
<p>Week 0: Why need stories?</p>	<p>Introducing the year <i>thematically through research</i>; socratically inquiring why humans need stories; students will create a class definition of a story or text and why the community needs such.</p> <p>What We'll Do: Read "Why Do We Need Stories?". We will map out the 4 major storytelling pillars: how stories build empathy, level up our communication, strengthen our cultural identity, and explode our confidence.</p> <p>The Mission: Before we look at data, we have to understand why human brains are literally wired for stories.</p> <p>Using the "Why We Need to Share Stories" framework, students work collaboratively to define how storytelling achieves four pillars:</p> <ul style="list-style-type: none"> Builds Empathy (understanding diverse perspectives). Improves Communication (expressing complex 	<p>Formative Benchmark: Draft journal prompts over the course of the entire novel as the protagonist evolves using your own voice and tone (non-grammar focus)*</p> <p>Alternative Assignment: The Project: Narrative Recording.</p> <p>Teams pick one powerful narrative—like a family legend, a community event, or a cultural story. Draft a quick script explaining why this story lasts (ELA) and record it using your devices (Tech).</p>	<p>→ GIFTED / EXTENSION VIDEOS</p> <p> PROFESSOR CHRIS RILEY: WHY D...</p> <p> THE IMPORTANCE OF STORIES I...</p> <p>*THINK PAIR SHARE ACTIVITY</p> <hr/> <p>DIFFERENTIATION PLAN:</p> <p>→ Present student's story (Journal Prompt 1) to the class (or peer); have the option to create a podcast or youtube movie like video for digital storytelling opportunities</p> <p>→ Mini lesson on written, oral vs visual live storytelling rhetoric</p> <p>→ Have an educator share a personal narrative to open up community culture and model vulnerability (& support).</p>	<p>ASSESSMENTS:</p> <p> WHYSTORIES_MARSHAL...</p> <p> WHYSTORIES.JPG</p> <p>EXTENSION:</p> <p>WHY I TEACH (NARRATIVE) JOURNAL RESOURCES* (ALL)</p> <p> JOURNAL 1-3 VISUAL.P...</p> <p> HA_JOURNAL_MINDM...</p> <p>STORY CONNECT LINK</p>



	<p>ideas clearly).</p> <ul style="list-style-type: none"> • Strengthens Cultural Identity (connecting with personal values). • Increases Confidence (sharing student voices). 	<p>You must explain how sharing this story builds emotional health (Health/SEL) and shapes your community's identity (Civics).</p> <p>Supports & CRTL :Use the Visual Doodle Journal or step-by-step writing flow charts if you prefer drawing over writing.</p> <p>Use the Google Translate training guide for live speech-to-text translation if English is your second language.</p>		
<p>Week 1: Foundations of Control</p> <p>How do institutional frameworks define the conditions of survival?</p>	<p>*Remember the theme of stories connecting us* every lesson</p> <p>Learning Experience: Analyzing Carceral Logic: In the opening chapters of <i>House Arrest</i>, students will distinguish between compliance and safety by contrasting Timothy's legal constraints with the critical medical requirements of his brother, Levi.</p> <p>Literary Integration: Using the "Analyzing Setting & Setting Tour Guide" model, students will investigate how the physical restrictions of house arrest create a person-vs-society conflict. This analysis focuses on how the setting generates the novel's oppressive and claustrophobic tone.</p>	<p>Benchmark: Exit ticket defining "carceral logic" using examples from Timothy's life</p> <p>Benchmark(s): Journal Prompts # 2-10 <small>** teacher discretion/continuous</small></p>	<p>UNIVERSAL SUPPORT:</p> <p>lower exit ticket → ESL Exit ticket → Extension ticket (new video)* ▶ Compliance is Not Enou...</p> <hr/> <p>→ CRTL/UDL: *Bring in Poetry/Creative Club Sponsor/ student for recruitment/collaboration</p>	<p>→ Story Recap ▶ How stories shap...</p> <p>→ Tour Guide Lit → Intro ppt → Lit terms bookmark → General exit ticket</p> <p>→ Holt background → House Arrest Audible → K.A. Holt YouTube storytelling</p> <p>→ SGNS info visual ▶ 148f4884-3673-... → Visual Summary chapters</p>


<p>Week 2: Deconstructing the Story Arc & Gaps</p> <p>How does a systemic lack of resources create a cycle of struggle?</p>	<p>*REMEMBER THE THEME OF STORIES CONNECTING US* RECAP</p> <p>The Concept: Creative narratives are mirror reflections of actual institutional design and statistical realities.</p> <p>Core Reading/Media: 13th Documentary (Loophole Segment); Bureau of Justice Statistics (NCJ 252642).</p> <p>Learning Experience: Students transition to hard policy data analysis. They dissect the loophole within the 13th Amendment and cross-examine it against current civil rights data charts showing the disproportionate incarceration rates of individuals with developmental exceptionalities and communities of color. They trace how Timothy's financial and familial strain is a direct product of systemic resource gaps rather than an isolated personal failure.</p> <p>Literary Strategy Hook: Using the 9-Point Storytelling Arc, students map how systemic pressures drive conflict toward a structural climax.</p>	<p>Benchmark: Socratic Seminar Socratic Rubric</p> <p>*How to facilitate SS* *Tech support for SS* *Different SS types* *Socratic Prep Example*</p>	<p>Extension: MORE SOCRATIC QUESTIONS</p> <p>UDL/CTRL:</p> <p>Creative Writing: → Poetry connection(s)/ live performance storytelling → Have students share any/part of the journal with a partner or whole class, have organic discussion if space allows.</p> <p>Health/CTE Objectives:</p> <p>→ Evaluate the physical and psychological impacts of persistent caregiver stress while creating an emotional well-being support plan.</p> <p>→ Rules vs. Resources Chart: Map court demands against actual family resources, identifying gaps and choosing one community asset to reduce stress.</p> <p>→ Biopsychosocial Stress Map*: Chart Timothy's physiological fight-or-flight responses to his environment and contrast them with healthy coping systems.</p>	<p>→ 13th documentary → Visual for documentary: → Disabilities Reported by Prisoners: Survey of Prison Inmates, 2016 Bureau of Justice Statistics</p> <p>→ Socratic Seminar Background Information → Socratic Seminar Q's → Socratic Prep Ex → More Socratic Q- ■ 5F4D99C9-95DD...</p> <p>Gallery walk engagement</p> <p>Poetry Live Poetry Live #2 Poetryfoundation web</p> <p>Spoken word example Another example</p> <p>CTE examples</p>
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<p>Week 3</p> <p>Spoken Word & Thematic Tone—Reclaiming Individual:</p> <p>At what point does the necessity of sustaining life challenge our conventional definitions of morality?</p>	<p>*REMEMBER THE THEME OF STORIES CONNECTING US* RECAP</p> <p>The Mission: Use creative writing as a shield and an act of beautiful rebellion—When a system attempts to completely standardize an individual, creative expression (poetry, prose, performance) serves as an act of resistance and emotional regulation.</p> <p>Core Reading/Media: House Arrest (Epistolary Verse Format); Mentor texts from Amanda Gorman (The Hill We Climb).</p> <p>Learning Experience: Students analyze K.A. Holt's verse for tone and urgency, then constructs counter-narratives..</p> <p>Literary Strategy Hook: Mood vs. Tone Matrix: Students use the STEAL strategy to analyze how internal speech, actions, and reactions signal shifting attitudes toward authority.</p>	<p>Formative Benchmark: Identity "My Story in Color" showcase</p> <p>Students create identity maps combining symbolic art and spoken word to demonstrate resilience within their lived experiences..</p>	<p>Alternative assignment:</p> <p> GETTING_TO_KNOW_YOU.PDF ...</p> <p>FIGURATIVE LANGUAGE</p> <p>Extension: Spoken word example Literary term mini lesson *  Figurative Language  HouseArrestFigurativeLan...</p> <p>Teacher example poetry:  We_Come_From_Grit_Edu...</p>	<p>Recap visual</p> <p> My Story in Color  Getting_to_Know_...</p> <p>YouthSpeaks Link (club) The Hill we Climb audio The Hill we Climb text Student poetry live</p> <p> HouseArrestFigura...</p> <p>Word List for (mood &) Tone website Tone & Mood Visual</p> <p>The King Center Link (Debate resource)</p>
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<p>Week 4:</p> <p>Digital Fact-Finding & Evaluating Gaps (Technology Focus)</p> <p>How can we harness digital literacy and data analysis to advocate for more equitable and restorative educational policies?</p>	<p>*REMEMBER THE THEME OF STORIES CONNECTING US* EVERY LESSON</p> <p>The Mission: Put on your digital investigator gear. Real advocates don't just guess—they build unshakeable arguments by sorting ironclad facts from unreliable bias.</p> <p>Core Reading/Media: House Arrest (Middle Chapters); U.S. Department of Education Office for Civil Rights Data Collections (CRDC).</p> <p>Learning Experience: Students utilize advanced digital search strategies to investigate systemic resource gaps. Acting as consultants, they cross-examine Timothy's financial challenges against actual regional insurance (Medicaid/Medicare) and school safety data.</p> <p>Literary Strategy Hook: The Pivot. Students analyze how the narrative style changes if told from an objective, third-person perspective versus Timothy's intimate, biased first-person perspective</p>	<p>Formative: research check</p> <p>(SEE IMAGE FOR ALTERNATIVE) →</p>		<p>https://womensleadership.stanford.edu/resources/voice-influence/harnessing-power-stories</p> <p>student_research_g... How to research Visual ResearchHelp_SocialIssue_Thesis</p> <p>Raw US data Medicaid Link Data Raw</p> <p>Visual checklist</p>
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<p>Week 5*</p> <p>Evidence Building & Argument (Civic & Health Focus)</p> <p>How do government policies and economic resource gaps create a cycle of struggle for families facing medical hardship?</p>	<p>*REMEMBER THE THEME OF STORIES CONNECTING US* RECAP</p> <p>The Mission: Crack open the legal code. It's time to build your case by turning raw data and human stories into a flawless, complex argument for equity</p> <p>Core Reading/Media: House Arrest (Climax Chapters); 13th documentary reference records.</p> <p>Suggested Learning Experience: Students analyze the intersection of Health and Civics by comparing Timothy's coping strategies to HIPAA and confidentiality laws, while documenting the physiological impact of chronic caregiver stress.</p> <p>Literary Strategy Hook: Literary Strategy: 9-Point Storytelling Arc. Students map how person-vs-society conflicts drive rising action toward an unavoidable narrative climax.</p>	<p>Mini "research paper"</p> <p>Adaptive Assignment Option: Level 1 (Support/ESL):</p> <p>Build a 3-sentence argument block using a fill-in-the-blank template that matches text evidence with a community solution.</p> <p>Level 2 (Standard/IEP): Write a 4-Write a four-paragraph argumentative essay using the supplied transition map to describe how rigid healthcare regulations lead to increased pressure on caregivers.</p> <p>Level 3 (Extension/Gifted): Draft a formal legal critique of court mandates and HIPAA confidentiality guidelines, using data to argue for specific systemic corrections</p>	<p>Universal Writing Help Distribute "Let's Write" guide notes featuring sentence frames, transitional logic tags, and a citation map</p> <p>Differentiation Strategy UDL: Offer multi-modal references, including print, audio, and film, for evidence gathering (give link and help create a google doc with them to see one another's research).</p> <p>CRTL: Accept (even more) non-traditional sources like oral histories and community stories as credible evidence. ESL: Provide writing packets with sentence frames, outlines, and visual citation guides.</p> <p>IEP: Segment writing goals into milestones, verifying thesis and claim paragraphs before final editing.</p>	<p>LET'S WRITE GUIDE NOTES</p> <p>Adaptive assignment ESL sentence starters</p> <p>▣ Social Issues & R... KAISER FAMILY FOUNDATION UNDERSTOOD WEBSITE</p>
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<p>Week 6 *</p> <p>The Restorative Justice Forum</p> <p>Can we envision a truly safe community or school culture that moves beyond reliance on surveillance and zero-tolerance policies?</p>	<p>*REMEMBER THE THEME OF STORIES CONNECTING US* RECAP</p> <p>The Mission: Take the floor. Your team is convening a high-level policy forum to debate control vs. rehabilitation and pitch actual, restorative solutions.</p> <p>Core Reading/Media: House Arrest (Resolution); Learning for Justice Toolkits (The Foundations of Restorative Justice).</p> <p>Suggested Learning Experience: Students lead and execute an open-ended, collaborative Socratic Seminar. They deliberate over the unit's final queries: Does strict compliance build safety, and what mutual responsibilities do diverse student populations hold within these spaces?</p> <p>Literary Strategy Hook: Theme Synergy. Analyzing how the central motifs of the novel and the arguments of the documentary interact to produce a multi-layered account of systemic justice</p>	<p>Formative benchmark: Socratic Forum Evaluation: Peer-and-teacher rubric grading on textual integration, civil peer deliberation, and evidentiary defense</p> <p><i>Launch final preparations for chosen Capstone Projects.</i></p>	<p>Accommodations: Students requiring oral processing support may use voice memos or visual maps to facilitate seminar contributions.</p> <p>Differentiation Strategy: Universal Design for Learning (UDL): Empower students by providing autonomy over their mastery demonstrations; they should choose a capstone pathway that aligns with their personal strengths.</p> <p>Additionally, structure the forum using restorative justice values to ensure a space where diverse perspectives and backgrounds are honored.</p> <p>English as a Second Language (ESL): multilingual formats and the use of pre-recorded audio, graphics, or visual storyboards.</p> <p>(IEP): Provide alternatives for students who find live public speaking challenging, such as submitting slide screencasts, visual mind maps, or voice memos to display their learning.</p>	<p> MAIA MAYOR - "I WA... STORY ARTICLE</p> <p>LEARNINGFORJUSTICE WEBSITE YOUTH ADVOCATE LINK</p> <p>READWRITETHINK.ORG (OTHER RUBRICS ARE HERE)</p> <p> UNIT 3: SOCRATIC SE...</p>
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Week 7 & 8	Capstone Project Week & Flexibility*			 SOCIAL ISSUES & RESE...
Entire Unit	<p>Visual/Verbal Graphic Organizer (pre-filled): Word Wall <i>key vocabulary</i>: external, conflict, motivation, Timothy, (characters/literary terms) (with ESL & audio options). Nevertheless, there is egregious vocabulary <i>interdisciplinary</i> (</p> <p>Speech-to-Text & Immersive Reading Systems: Integrate Microsoft Learning Accelerator Tools into cloud docs for student access to speech-to-text and audio tracking.</p>			<p>HOW TO CREATE SPACE LINK</p> <p>To-do student check list</p>
As needed*	<p>DIFFERENTIATION PLAN INVOLVES:</p> <p>Discussion challenges– pairing students with a strong peer for group discussions. However, he/she will complete the associated organizer activity on his/her own.</p> <p>Preferential seating near the teacher for check-ins for lower readers, students hard of hearing, language processing and attention deficit.</p> <p>Graphic Visual Novel Summaries→ Provide highly visual, comic-style or sketch-noted chapter plot maps alongside the primary text blocks of House Arrest. This concrete visual anchor preserves reading comprehension for lower-level text decoders while still keeping them engaged with complex theme analysis.</p>			<p>NCLD.ORG RESOURCES</p> <p>MORE SOCRATIC HELP</p>

SUMMATIVE ASSESSMENT

Choose Your Final Capstone Project: [RUBRIC](#)

At the end of our research cycle, you get to choose how you want to present your findings to the world. Select one pathway to present your research findings:

Option A: Policy Analyst Brief (Data Route)

Act as a consultant and use Google Slides to pitch restorative solutions to community leaders. Combine civil rights data with text evidence to advocate for replacing zero-tolerance rules with authentic support.

Option B: Multimedia Story Showcase (Creative Route)

Produce a digital narrative using a 9-point story arc. Integrate original poetry or fiction with audio, music, and art to demonstrate how storytelling builds empathy and community healing.

Option C: Community Advocacy Project (Volunteer Route)

Partner with a local advocacy or peer-mentoring group to complete 5 hours of targeted volunteer service. Document your real-world impact on resource gaps via a multi-modal "Impact Log".

Creative CAPSTONE Art Objective: Modification or extension

Option A: Create a visual composition contrasting geometric boundaries (compliance) with organic textures (vulnerability) to represent Timothy's conflict.

Option B: Sketch Timothy's house from a distorted bird's-eye view, using inward-leaning walls to evoke a claustrophobic, crowded tone.

Option C: Advanced 3D Installation: Build a miniature room model with bureaucratic text on the exterior and medical care items hidden inside, viewable only through a surveillance peephole.

