

HOMEWOOD-FLOSSMOOR HIGH SCHOOL  
PLANNING COMMITTEE AGENDA  
March 19, 2025 - 8:45 a.m.  
The Viking Room

1. Call to Order
2. [Approval of Minutes of the Planning Committee Meeting of January 17, 2025](#)
3. Comments
4. New Business
  - a. Professional Learning Communities
  - b. [English Instructional Resources](#)
5. Adjournment

# **Approval of Minutes of the Planning Committee Meeting of January 17, 2025**

MINUTES OF PLANNING COMMITTEE MEETING  
Homewood-Flossmoor High School, 999 Kedzie, Flossmoor, IL  
January 17, 2025

In attendance for all or part of the meeting were, Mrs. Hoereth, Mr. Riedel, Dr. Wakeley, Dr. Alexander, Dr. Hester, and Mrs. Ross-Cook. Mr. Legardy attended the meeting via Zoom video conference.

Ms. Marilyn Thomas, HF Chronicle was present.

The meeting was called to order at 8:03 a.m.

Approval of Minutes. The October 11, 2024 minutes stand approved as presented.

Comments. No comments were received.

Old Business:

Instructional Coach Update. Mrs. Ross-Cook provided an instructional coach update and discussion ensued on the overall instructional coaching structure, progress towards goals, and opportunities for growth. Mrs. Ross-Cook noted there are currently five instructional coaches at and their work is anchored to the district's strategic plan. The instructional coaches take a student-centered approach with goals focused on: high quality and effective learning experiences, engaging equity-centered practices, data-centered instructional design and culturally competent and innovative staff. In their role they use coaching cycles as well as providing consultation that at this time is teacher initiated. The coaches engage in data driven practices in accordance with John Hattie's research that is guiding our teachers to high impact practices. It was noted that John Hattie has the biggest empirical research in 40 years. Dr. Wakeley noted that teachers' efficacy makes the most difference in the academic success of students. Mr. Riedel suggested the creation of instructional videos as an additional resource that can be used as educational tool for teachers to consume on their own. He encouraged them to use HF's instructional coaches in the videos focusing on the content and be less concerned with the level of quality of the videos. Mr. Riedel added that this format will be effective in supporting the work of the instructional coaches. Mr. Legardy shared that Stevenson High School has resource videos regarding standard-based learning on its website. He suggested that perhaps their model can be replicated and customized to meet HF needs. Mrs. Hoereth expressed that it would be interesting to look at this again next year after another year of data has been collected. Mrs. Ross-Cook spoke on opportunities for growth that will cultivate team and individual growth that include: Identify measurement tools to determine impact on student achievement, restructure coaching cycle guidelines – shifting from solely teacher initiated to PLC goal-directed and a required component for supporting non-tenure teachers and reduce the number of coaches to be fiscally responsible and align with current reality of instructional coaching implementation. As a team they will be engaging with Sweeney, will participate in Jim Knight modules, and they will participate in collaborative instructional coach work with other area schools. The team will also hone in on equity-centered practices and engaging in instructional coaching challenges. Mrs. Ross-Cook shared that one of the Instructional Coaches has requested to return to the classroom and at this point they will not fill that position. Mrs. Ross-Cook also noted that they are in the process of restructuring the

program. Dr. Hester added that next year the four coaches will focus on English, math implementation and the new work going on in science and then social science on the heels. Mrs. Ross-Cook added that their goal is to come into the year with a work plan. Mrs. Hoereth encouraged Dr. Hester and Mrs. Ross-Cook to consider hiring a data analytic intern for the summer as an economical and great way to dive into data that may be beneficial in helping them to think about the data differently. Mr. Riedel encouraged them to seek out teachers who would benefit from the instructional coaching opportunity and not to rely solely on teacher initiated coaching. The committee looks forward to future follow ups regarding this initiative.

#### New Business:

Instructional Resource Recommendations SY26. Dr. Hester introduced the instructional resources being proposed for the 2025-2026 school year. She reviewed the list of the instructional resources, primarily textbooks and some multimedia. Dr. Hester added that administrative and department staff engaged in a thorough review process to provide students with relevant, rigorous and appropriate resources for instruction. In addition to Dr. Hester's review, the resources were reviewed by teacher teams and Department Leads using content-specific and standards-aligned criteria. Departments requesting these resources for school year 2026 include: CTE, Fine Arts, ELL, World Language and Science. Dr. Hester noted that the new English course textbooks are currently not available but will be brought to the Planning Committee at a future date. Dr. Hester stated that the textbooks are available today for the committee's review. Mr. Legardy requested that the English textbooks/resources be provided to the full board with adequate time for the full board's review prior to the Planning Committee meeting. He added that the materials will be of interest since there was previous discussion on the English resources. Dr. Hester stated that she will make those materials available at least a week prior to the next Planning Committee. This item will be on the January 21, 2025 board agenda for approval.

Policy Updates. Dr. Wakeley spoke on the policy updates provided by PRESS that include revisions to policies. There are minor revisions to the policies based on new legislation or legislative changes and/or updates. He noted that they have been waiting for PRESS to provide administrative procedures and exhibits to the district's policies. Dr. Wakeley stated that it looks like that process will begin this spring with completion by the start of next school year. Board members will be invited to be part of the review team along with Dr. Norrell. This item will be on the January 21, 2025 board agenda for approval.

Closing Remarks. Dr. Wakeley informed the committee that as part of the district's strategic plan, an articulation meeting that includes the feeder districts' superintendents, principals and curriculum and instruction directors/staff, will be held on January 24, 2025 from 9:00 a.m. to 12:00 p.m. Dr. Norrell will also be available at the meeting. He noted this meeting will provide an opportunity to garner feedback for a better understanding of what the feeder districts' needs are in terms of curriculum. Dr. Wakeley will share a tentative agenda with the board and this meeting will be the first of a regular progression of articulation meetings that will be held moving forward. Mrs. Hoereth suggested creating an overall goal with the feeder districts that they all can support.

Dr. Wakeley also spoke on Vision 2030. Vision 2030 is a plan for improving public education in Illinois. The Illinois Association of School Boards (IASB) and other education organizations introduced the plan in November 2024. Vision 2030 provides a blueprint to enhance public education through future-focused learning with shared accountability and predictable funding. A resolution for adoption in support of Vision 2030 will be on the January 21, 2025 board agenda for approval by the Board of Education. Vision 2030 was introduced at the Illinois Association of School Boards' Joint Annual Conference in November.

Dr. Wakeley shared recent good news that Mr. Shannon Swilley former HF Associate Principal of Equity, Curriculum & Instruction, recently started a new position on January 1, 2025, as Assistant Superintendent at Bradley-Bourbonnais's elementary district. Dr. Wakeley offered his congratulations and expressed he wishes Mr. Swilley the very best in his new role. He added Mr. Swilley will do a great job.

Mr. Legardy requested an update on Terrace Metrics to be given at the next Planning Committee meeting. Dr. Hester will provide that information.

Adjournment. The meeting adjourned at 9:31 a.m.

# English Instructional Resources

Homewood-Flossmoor High School  
English Instructional Resource Proposal (March 2025)  
2025-2026

Course	Title	Author	ISBN	Qty	Price Each	Estimated Shipping	Total Cost of Resource
ENGLISH							
English 1	The Absolutely True Diary of a Part-time Indian	Sherman Alexie	978-1783442010	720	\$9.89	\$712.08	\$7,832.88
English 1	The Odyssey: A Graphic Novel	Gareth Hinds	978-0763642686	720	\$14.24	\$1,025.28	\$11,278.08
English 2	American Born Chinese	Gene Luen Yang	978-1250811899	750	\$8.94	\$670.50	\$7,375.50
English 2	Our Missing Hearts	Celeste Ng	978-0593492666	750	\$11.16	\$837.00	\$9,207.00
English 2	The Anthropocene Reviewed	John Green	978-0525555247	750	\$11.90	\$892.50	\$9,817.50
English 2	The Other Wes Moore	Wes Moore	978-0385528207	750	\$11.90	\$892.50	\$9,817.50
English 3: American Literature	All my Rage	Sabaa Tahir	978-0593202364	720	\$7.93	\$570.96	\$6,280.56
English 3: American Literature	American Like Me	Various authors, America Ferrera (editor)	978-1501180927	720	\$12.40	\$892.80	\$9,820.80
English 3: American Literature	American Literature and Rhetoric	Robin Aufses, Renee Shea, Katherine Cordes, Lawrence Scanlon	978-1319248895	390	\$141.00	\$5,499.00	\$60,489.00
English 3: American Literature	James	Percival Everett	978-0385550369	720	\$17.64	\$1,270.08	\$13,970.88
English 3: American Literature	The Beauty of Your Face	Sahar Mustafah	978-0393542042	720	\$17.50	\$1,260.00	\$13,860.00
English 3: American Literature	The Children's Hour	Lilian Hellman	978-0822202059	720	\$10.00	\$720.00	\$7,920.00
English 3: LGBTQ+ Lives and Literature	8: The Play	Dustin Lance Black	978-1580818896	30	\$16.99	\$50.97	\$560.67
English 3: LGBTQ+ Lives and Literature	House in the Cerulean Sea	TJ Klune	978-1250217318	30	\$11.11	\$33.33	\$366.63
English 3: LGBTQ+ Lives and Literature	The Stonewall Reader	Jason Baumann (introduction), Edmund White (forward), *And collected texts for an anthology	978-0143133513	30	\$15.29	\$45.87	\$504.57
English 3: LGBTQ+ Lives and Literature	*The Children's Hour	Lilian Hellman	978-0822202059	30	\$10.00	\$30.00	\$330.00
English 3: LGBTQ+ Lives and Literature	A Queer History of the United States for Young People	Michael Bronski	978-0807056127	30	\$11.55	\$34.65	\$381.15

Homewood-Flossmoor High School  
English Instructional Resource Proposal (March 2025)  
2025-2026

Course	Title	Author	ISBN	Qty	Price Each	Estimated Shipping	Total Cost of Resource
English 3: LGBTQ+ Lives and Literature	Felix Ever After	Karen Callender	978-0062820266	30	\$12.00	\$36.00	\$396.00
English 3: LGBTQ+ Lives and Literature	Indecent	Paula Vogel	978-1559365475	30	\$9.92	\$29.76	\$327.36
English 3: LGBTQ+ Lives and Literature	Leaves of Grass	Walt Whitman	978-1657675117	30	\$5.24	\$15.72	\$172.92
English 3: LGBTQ+ Lives and Literature	The Great Believers	Rebecca Makkai	978-0735223530	30	\$9.17	\$27.51	\$302.61
English 3: LGBTQ+ Lives and Literature	The Hours	Michael Cunningham	978-1841150352	30	\$9.75	\$29.25	\$321.75
English 4: Global Voices	A Long Way Gone	Ishmael Beah	978-0374531263	240	\$9.50	\$228.00	\$2,508.00
English 4: Global Voices	Arab in America	Toufic El Rassi	978-0867196733	240	\$23.34	\$560.16	\$6,161.76
English 4: Global Voices	Blackout	Dhonielle Clayton, Tiffany D. Jackson, Nic Stone, Angie Thomas, Ashley Woodfolk, and Nicola Yoon	978-0063088108	240	\$9.70	\$232.80	\$2,560.80
English 4: Global Voices	Clap When You Land	Elizabeth Acevedo	978-0062882776	240	\$8.78	\$210.72	\$2,317.92
English 4: Global Voices	I Am Not Your Perfect Mexican Daughter	Erika Sánchez	978-1524700515	240	\$8.87	\$212.88	\$2,341.68
English 4: Global Voices	Punching the Air	Ibi Zoboi and Yusef Salaam	978-0062996497	240	\$9.70	\$232.80	\$2,560.80
English 4: Global Voices	The Namesake	Jhumpa Lahiri	978-0358062684	240	\$11.30	\$271.20	\$2,983.20
IB English Language & Lit 1	The Thing Around Your Neck	Chimamanda Ngozi Adichie	978-0307455918	30	\$9.99	\$29.97	\$329.67
<b>Total</b>							<b>\$193,097.19</b>



# **Core and Supplemental Resource Selection Proposal\_Data 2025-2026 - English Summaries (1)**

Homewood-Flossmoor High School  
English Text Proposals  
2025-2026

Course	Title	Author	Summary
English I	The Odyssey Graphic Novel	Gareth Hinds	<p><i>The Odyssey</i> by Gareth Hinds is a graphic novel adaptation of Homer's <i>The Odyssey</i>. It presents a visually striking rendition of Odysseus's challenging journey home to Ithaca after the Trojan War. The narrative highlights his encounters with mythical creatures and gods, showcasing trials that test his wit and resilience. Hinds' illustrations deepen the story's emotional impact, making the themes of heroism, loyalty, and identity accessible to modern audiences.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>·Analyze how various narrative elements influence the development of characters in a text [RL.9-10.3]</li> <li>·Organize narratives to clearly communicate a series of events or experiences [W.9-10.3]</li> <li>·Edit for independent clauses, grammatical errors, and punctuation [L.9-10.2]</li> </ul> <p><b>Academic Value:</b></p> <p>Teaching the graphic novel of <i>The Odyssey</i> supports students' development of analyzing how narrative elements—such as dialogue, visual symbolism, and pacing—shape character development, particularly Odysseus' transformation from a prideful warrior to a humbled hero. The graphic format reinforces narrative organization by visually structuring events, making it easier for students to examine how sequencing, flashbacks, and perspective shifts influence the story's flow. Additionally, students can refine their editing skills by analyzing the dialogue and captions for grammatical accuracy, independent clause usage, and punctuation, applying these lessons to their own writing.</p>
English I	The Absolutely True Diary of a Part Time Indian	Sherman Alexie	<p><i>The Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie tells the story of Junior, a Native American teenager who leaves his school on the Spokane Reservation to attend an all-white high school in a nearby town. Facing isolation, racism, and poverty, Junior struggles to find his place between two worlds, while dealing with personal losses and family challenges. Through resilience, humor, and the support of new friendships, he discovers his own strength and potential beyond the limitations he once believed defined him.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>·Analyze the development of an idea or theme over the course of a text [RL.9-10.2]</li> <li>·Support claims and counterclaims with relevant and sufficient evidence, including textual evidence [RL.9-10.1]</li> <li>·Edit for independent clauses, grammatical errors, and punctuation [L.9-10.2]</li> <li>·Conform to the guidelines in a specific style manual [L.9-10.3A]</li> </ul> <p><b>Academic Value:</b></p> <p><i>The Absolutely True Diary of a Part-Time Indian</i> fosters students' ability to analyze the development of themes such as identity, resilience, and belonging. Through key events—such as leaving the reservation, facing adversity at a new school, and navigating friendships—students examine how the author develops and supports central ideas. The diary format provides a clear structure for students to analyze textual evidence and use it to support claims and counterclaims about character development and theme. The novel serves as a model for students in organizing their own narratives while refining their writing skills, including editing for grammar and punctuation, and adhering to style guidelines in their work.</p>

Homewood-Flossmoor High School  
English Text Proposals  
2025-2026

Course	Title	Author	Summary
English 2	American Born Chinese	Gene Luen Yang	<p><i>American Born Chinese</i> tells parallel stories of the Monkey King and his journey to the West (an essential fable in Chinese culture) and of Jin Wang, a first generation Asian teen trying to fit in at a suburban American school.</p> <p><b>Learning Targets:</b> ·Evaluate the choices an author makes when creating an interpretation of an original source [RL.9-10.2, RI.9-10.2, W.9-10.7, W.9-10.8, SL.9-10.2]</p> <p><b>Academic Value:</b> <i>American Born Chinese</i> provides an opportunity for students to evaluate how Gene Luen Yang reinterprets cultural narratives and stereotypes through graphic storytelling. By analyzing the novel's adaptation of mythological elements—such as the Monkey King's tale—alongside Yang's personal narrative, students will examine how visual and textual choices shape meaning and perspective. This critical evaluation guides students to assess the decisions an author makes when adapting an original source. Exploring how authors creatively reimagine traditional stories to engage with contemporary discussions on race, identity, and assimilation reinforces their ability to analyze interpretative choices in both literary and informational texts.</p>
English 2	Our Missing Hearts	Celeste Ng	<p><i>Our Missing Hearts</i> by Celeste Ng is set in a dystopian America where the government suppresses marginalized communities, particularly Asian Americans. The story follows 12-year-old Bird, whose mother, a Chinese-American poet, disappeared after her work was deemed subversive. As Bird searches for answers, he uncovers a resistance against the oppressive system. The novel explores themes of love, identity, censorship, and the fight for justice.</p> <p><b>Learning Targets:</b> ·Analyze the main ideas or themes in a text [RL.9-10.2, RI.9-10.2] ·Write for a specific purpose and audience [W.9-10.3.A, W.9-10.10] ·Analyze the development of an idea or theme over the course of a text [RL.9-10.2, RI.9-10.2] ·Use organizational structures to highlight connections between the elements of an argument [RI.9-10.5, RI.9-10.8, SL.9-10.2, SL.9-10.3] ·Revise writing for audience, purpose, and style [W.9-10.1.D, W.9-10.3.A, W.9-10.2.D, W.9-10.2.E, L.9-10.2, L.9-10.3, L.9-10.3.A, SL.9-10.6]</p> <p><b>Academic Value:</b> <i>Our Missing Hearts</i> supports students' development of analyzing central themes like government control, resistance, and the impact of societal oppression through its portrayal of a dystopian world. The novel's structure encourages students to trace the development of themes over time, fostering discussions on how these ideas evolve throughout the text. Additionally, students can practice writing for specific purposes and audiences by analyzing the novel's organizational choices and revising their own work to reflect a clear argument, style, and tone suitable for their audience.</p>

Homewood-Flossmoor High School  
English Text Proposals  
2025-2026

Course	Title	Author	Summary
English 2	The Other Wes Moore	Wes Moore	<p><i>The Other Wes Moore: One Name, Two Fates</i> is a compelling dual biography that tells the true stories of two young men named Wes Moore, who grew up in similar neighborhoods in Baltimore, Maryland. Despite their common backgrounds, one Wes Moore went on to become a Rhodes Scholar, decorated combat veteran, and successful author, while the other ended up serving a life sentence in prison for murder.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>·Analyze the development of an idea or theme over the course of a text [RL.9-10.2, RI.9-10.2]</li> <li>·Use organizational structures to highlight connections between the elements of an argument [RI.9-10.5, RI.9-10.8, SL.9-10.2, SL.9-10.3]</li> <li>·Revise writing for audience, purpose, and style [W.9-10.1.D, W.9-10.3.A, W.9-10.2.D, W.9-10.2.E, L.9-10.2, L.9-10.3, L.9-10.3.A, SL.9-10.6]</li> </ul> <p><b>Academic Value:</b></p> <p><i>The Other Wes Moore</i> supports students' development of analyzing how themes of identity, choices, and the influence of environment develop by comparing the lives of two men with the same name but different outcomes. The book's alternating chapters highlight connections between their experiences, allowing students to see how structure reinforces the argument about fate, opportunity, and personal decisions. This structure also serves as a model for students to revise their own writing, organizing their ideas clearly to emphasize connections and adapting their style for their intended audience and purpose.</p>
English 2	The Anthropocene Reviewed	John Green	<p><i>The Anthropocene Reviewed</i> by John Green is a collection of essays that explores and reviews various facets of human life and the natural world through a deeply personal lens. Green uses a five-star rating system to evaluate everything from everyday experiences, like sunsets and the feeling of scratch-and-sniff stickers, to profound topics, such as humanity's resilience and the challenges of modern life. Blending humor and introspection, the book offers a unique perspective on what it means to live in the Anthropocene—the age of human impact on Earth.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>·Analyze an author's organization of an analysis or a series of ideas and how it serves their purpose [W.9-10.1.A, W.9-10.1.C, W.9-10.1.E, W.9-10.2, W.9-10.2.A, W.9-10.2.B, W.9-10.2.C, W.9-10.2.F, SL.9-10.4]</li> <li>·Synthesize information from multiple sources [9-10.W.7, 9-10.R.1.7]</li> <li>·Correct sentence fragments and run ons [9-10.L.1, 9-10.L.2, 9-10.L.1.b]</li> </ul> <p><b>Academic Value:</b></p> <p><i>The Anthropocene Reviewed</i> supports students' development of analyzing how John Green organizes his reflections on various topics, using a mix of personal anecdotes, scientific observations, and historical context to support his exploration of humanity's impact on the world. The book's thematic structure, where each essay is connected by a review format, illustrates how the organization serves his purpose of offering both personal insight and broader social commentary. Students can synthesize information from Green's essays, combining insights from different sources to form a cohesive understanding of his ideas on human existence and the planet. Green's distinct writing style—often blending conversational tone with complex ideas—provides opportunities for students to identify and correct sentence fragments and run-ons, reinforcing clarity and effectiveness in their own analytical writing.</p>

Homewood-Flossmoor High School  
English Text Proposals  
2025-2026

Course	Title	Author	Summary
English 3: LGBTQ+ Lives and Literature	8: The Play	Dustin Lance Black	<p><i>8: The Play</i> by Dustin Lance Black is a documentary-style drama that reenacts the 2010 federal trial <i>Perry v. Schwarzenegger</i>, which challenged California's Proposition 8 banning same-sex marriage. The play uses actual court transcripts, interviews, and firsthand accounts to reveal the arguments for and against marriage equality. It powerfully highlights the personal stories behind the legal battle, exposing the human impact of discrimination and the fight for LGBTQ+ civil rights.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>·Evaluate the rhetorical choices of an argument including its evidence and reasoning using historical texts [RI.11-12.5, RI.11-12.6, RI.11-12.9]</li> <li>·Analyze how an author's content and rhetorical choices communicate a text's purpose [RI.11-12.5, RI.11-12.6, RI.11-12.9]</li> <li>·Support claims and counterclaims using relevant, sufficient, and logical evidence [W.11-12.1a-e, W.11-12.4, W.11-12.5]</li> </ul> <p><b>Academic Value:</b></p> <p>Dustin Lance Black's <i>8: The Play</i> supports students' development of rhetorical analysis and argumentation as it presents real courtroom dialogue and personal testimonies to examine the legal battle over marriage equality. The play allows students to evaluate the rhetorical choices, evidence, and reasoning used by both sides of the argument while considering how historical texts—such as legal transcripts—are shaped by context and bias. Additionally, by analyzing the content, structure, and rhetorical strategies used by lawyers, activists, and witnesses, students gain a deeper understanding of how arguments are constructed, and they can apply this knowledge to craft well-supported claims and counterclaims in their own writing and debates.</p>
English 3: LGBTQ+ Lives and Literature	A Queer History of the United States	Michael Bronski	<p><i>A Queer History of the United States for Young People</i> is a comprehensive and accessible primer on LGBTQ+ history in America. It explores how LGBTQ+ individuals have been a part of the nation's identity for over 400 years, contributing to its culture and shaping its understanding. The book highlights the resilience and resistance of LGBTQ+ individuals throughout history, challenging traditional narratives and offering a more inclusive perspective on American history.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>·Evaluate the rhetorical choices of an argument including its evidence and reasoning using historical texts [RI.11-12.5, RI.11-12.6, RI.11-12.9]</li> <li>·Analyze how an author's content and rhetorical choices communicate a text's purpose [RI.11-12.5, RI.11-12.6, RI.11-12.9]</li> <li>·Support claims and counterclaims using relevant, sufficient, and logical evidence. [W.11-12.1a-e, W.11-12.4, W.11-12.5]</li> </ul> <p><b>Academic Value:</b></p> <p>Michael Bronski's <i>A Queer History of the United States</i> provides a rich historical analysis that supports students' development of evaluating rhetorical choices used to construct arguments about LGBTQ+ rights, examining how historical texts present evidence and reasoning within shifting social and political contexts. By analyzing Bronski's content, structure, and rhetorical strategies—such as his use of historical narratives, primary sources, and interpretive framing—students gain insight into how authors shape their arguments to communicate a specific purpose. Additionally, the book equips students with relevant, sufficient, and logical evidence to support claims and counterclaims in discussions of historical and contemporary LGBTQ+ issues, helping them develop critical thinking and argumentative writing skills.</p>

Homewood-Flossmoor High School  
English Text Proposals  
2025-2026

Course	Title	Author	Summary
English 3: LGBTQ+ Lives and Literature	Felix Ever After	Kacen Callender	<p><i>Felix Ever After</i> by Kacen Callender is a heartfelt and empowering coming-of-age novel that explores identity, self-love, and the complexities of relationships. Felix Love, a Black, queer, transgender teen, navigates the challenges of self-discovery while dealing with transphobia, anonymous threats, and unrequited feelings. Set against a vibrant New York City backdrop, the story is a poignant journey of resilience, authenticity, and finding one's voice in a world that can be both beautiful and cruel.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>·Evaluate the development of an idea or theme over the course of a text [RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6]</li> <li>·Create introductions and conclusions for analytical texts that unify the text and reveal the significance of a topic [W.11-12.2.a-f, SL.11-12.4]</li> <li>·Revise writing so that it consistently fits audience, purpose, and task [L.11-12.3a, W.11-12.5, W.11-12.10]</li> </ul> <p><b>Academic Value:</b></p> <p><i>Felix Ever After</i> enhances students' ability to evaluate themes of identity, self-acceptance, and love by examining how Felix's journey unfolds through his relationships, conflicts, and process of self-discovery. By studying the novel's structure and key moments, students are able to practice crafting strong introductions and conclusions in their analytical writing, ensuring their essays are cohesive and clearly highlight the novel's significance. Additionally, engaging with the novel's themes and narrative voice enables students to revise their writing for audience, purpose, and task by refining their tone and organization to effectively communicate ideas in literary analysis and discussions on identity and representation.</p>
English 3: LGBTQ+ Lives and Literature	Indecent	Paula Vogel	<p><i>Indecent</i> by Paula Vogel is a play that explores the creation, reception, and legacy of <i>God of Vengeance</i>, a Yiddish play written in 1907 by Sholem Asch. Spanning decades and multiple continents, <i>Indecent</i> delves into themes of artistic freedom, censorship, and identity, intertwining the struggles of the original play's performers with broader questions about love and prejudice. Through music, movement, and historical reflection, it celebrates the resilience of art and the human spirit in the face of oppression.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>·Analyze how an author chooses to develop and relate the organization, events, setting, and characters of a narrative [RL.11-12.3, RL.11-12.4, RL.11-12.5, R.11-12.10]</li> <li>·Support claims using relevant, sufficient, and logical evidence [W.11-12.1.e]</li> </ul> <p><b>Academic Value:</b></p> <p>Paula Vogel's <i>Indecent</i> offers a rich narrative structure that enables students to analyze how an author develops and connects events, setting, and characters. By weaving together historical context, multiple timelines, and meta-theatrical elements, Vogel tells the story of <i>The God of Vengeance</i> and its lasting impact. Her non-linear storytelling and layered perspectives build tension, deepen character arcs, and reinforce central themes, offering a model for logical content organization in writing. Through its exploration of censorship, identity, and artistic freedom, the play encourages students to support claims with textual evidence and historical references, strengthening their literary analysis and argumentative writing skills.</p>

Homewood-Flossmoor High School  
English Text Proposals  
2025-2026

Course	Title	Author	Summary
English 3: LGBTQ+ Lives and Literature	Leaves of Grass	Walt Whitman	<p><i>Leaves of Grass</i> by Walt Whitman is a groundbreaking poetry collection that celebrates the human spirit, nature, and the interconnectedness of all life. Through free verse and vivid imagery, Whitman explores themes of individuality, democracy, and the transcendental experience of existence. The work, evolving over multiple editions, reflects Whitman's deepening contemplation of America's identity and the beauty of the everyday.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>-Analyze tone and specific language, both literal and figurative, used to determine the author's purpose [RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.8, RI.11-12.9, RI.11-12.10, L.11-12.5a-b]</li> <li>-Strengthen claims using valid reasoning [W.11-12.2a-f]</li> <li>-Adapt writing style as appropriate to purpose and task [W.11-12.4, W.11-12.5]</li> </ul> <p><b>Academic Value:</b></p> <p>Walt Whitman's <i>Leaves of Grass</i> offers a rich text to support students' development of analyzing tone and language, as Whitman blends both literal and figurative language to convey his purpose of celebrating individuality, unity, and the American spirit. Through close reading, students can use specific examples to support their interpretations of Whitman's imagery, symbolism, and rhythm. The poem's free verse and dynamic style also encourage students to experiment with form and tone, refining their analytical writing or echoing Whitman's themes in their own work.</p>
English 3: LGBTQ+ Lives and Literature	The Children's Hour	Lillian Hellman	<p><i>The Children's Hour</i> by Lillian Hellman is a gripping drama set in a girls' boarding school, where a malicious student spreads a false rumor that two headmistresses are in a same sex relationship. This lie spirals into a devastating scandal, exposing the destructive power of prejudice and moral panic in a society unwilling to confront its biases. The play explores themes of truth, lies, and societal judgment, highlighting the devastating impact of false accusations and discrimination.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>-Analyze tone and specific language, both literal and figurative, used to determine the author's purpose [RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.8, RI.11-12.9, RI.11-12.10, L.11-12.5a-b]</li> <li>-Strengthen claims using valid reasoning [W.11-12.2a-f]</li> <li>-Adapt writing style as appropriate to purpose and task [W.11-12.4, W.11-12.5]</li> </ul> <p><b>Academic Value:</b></p> <p>Lillian Hellman's <i>The Children's Hour</i> offers a powerful platform for analyzing tone and language, as she uses both literal and figurative language to heighten tension and emotional complexity, exposing the destructive power of lies and unchecked authority. By examining dialogue and dramatic plot shifts, students can strengthen their claims with valid reasoning, citing textual evidence to analyze how language shapes character motivations and social dynamics. The play's structure and intense themes encourage students to refine their writing style, practicing persuasive and argumentative techniques suited to their purpose and audience.</p>
English 3: LGBTQ+ Lives and Literature	The Great Believers	Rebecca Makkai	<p>Rebecca Makkai's novel <i>The Great Believers</i> weaves together two timelines: Yale Tishman, a young man navigating the AIDS crisis in 1980s Chicago, and Fiona, the sister of one of Yale's friends, searching for her missing daughter in present-day Paris. Exploring themes of love, loss, friendship, and trauma's lasting impact, the story underscores the devastation of the AIDS epidemic and the enduring need for connection and healing.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>-Analyze how an author chooses to develop and relate the organization, events, setting, and characters of a narrative [RL.11-12.3, RL.11-12.4, RL.11-12.5, R.11-12.10]</li> <li>-Support claims using relevant, sufficient, and logical evidence [W.11-12.1e]</li> </ul> <p><b>Academic Value:</b></p> <p><i>The Great Believers</i> provides students opportunities to refine their ability to structure writing cohesively by analyzing Makkai's parallel storylines and shifting perspectives, ensuring ideas build logically. The novel's emotional depth and historical context also strengthen students' ability to support claims with relevant evidence, using textual details and historical references to craft well-supported literary analyses.</p>

Homewood-Flossmoor High School  
English Text Proposals  
2025-2026

Course	Title	Author	Summary
English 3: LGBTQ+ Lives and Literature	The Hours	Michael Cunningham	<p><i>The Hours</i> by Michael Cunningham weaves together the lives of three women across different time periods: Virginia Woolf in 1920s England, Laura Brown in 1940s America, and Clarissa Vaughan in 1990s New York. Each woman grapples with questions of identity, love, and meaning, their stories interconnected by Woolf's novel: <i>Mrs. Dalloway</i>. Against backdrops of societal expectations, mental illness, and the AIDS crisis, the novel explores resilience, the power of literature, and the enduring connections between lives across time. Cunningham's poetic prose and layered narrative celebrate the complexities of being human while honoring queer experiences and histories.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>·Analyze how an author's stylistic choices affect a text's impact on a reader [RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6]</li> <li>·Analyze situations in which the intent or purpose of a text is not literally or directly stated [RL.11-12.2, RL.11-12.10, RI.11-12.4]</li> <li>·Use transitions and/or transitional phrases and syntax to link sections of a text and create cohesion [L.11-12.3a, W.11-12.2c]</li> <li>·Edit for errors in punctuation [L.11-12.2a]</li> </ul> <p><b>Academic Value:</b></p> <p>Michael Cunningham's <i>The Hours</i> fosters students' analysis of an author's stylistic choices, using lyrical prose, stream-of-consciousness narration, and shifting perspectives to deepen emotional engagement. The novel also invites exploration of themes like identity, mental health, and societal expectations through subtext, symbolism, and character interactions. Cunningham's fluid narrative structure serves as a model for using transitions and varied syntax for cohesion, while close reading his precise writing enables students to refine punctuation and enhance clarity and flow in their own work.</p>
English 3: LGBTQ+ Lives and Literature	The Stonewall Reader	Jason Baumann (introduction), Edmund White (forward), *And collected texts for an anthology	<p><i>The Stonewall Reader</i> by Jason Baumann is an anthology collection organized in sections titled "Before Stonewall", "During Stonewall", and "After Stonewall" – using the Stonewall Riots as one of the most significant timeline moments in queer American history. The Stonewall uprising is the most significant event in the history of the gay liberation movement and the catalyst for the modern fight for LGBTQ rights.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>·Analyze tone and specific language, both literal and figurative, used to determine the author's purpose [RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.8, RI.11-12.9, RI.11-12.10, L.11-12.5a-b]</li> <li>·Strengthen claims using valid reasoning [W.11-12.2a-f]</li> <li>·Adapt writing style as appropriate to purpose and task [W.11-12.4, W.11-12.5]</li> </ul> <p><b>Academic Value:</b></p> <p><i>The Stonewall Reader</i> serves as a foundational text for developing students' analytical and argumentative skills through primary source evaluation. By engaging with firsthand accounts, historical documents, and personal narratives, students will analyze tone and language—both literal and figurative—to determine authorial purpose and perspective. The text provides opportunities to strengthen claims using valid reasoning by examining the arguments presented in speeches, essays, and interviews. Additionally, its blend of historical records and personal reflections models how to adapt writing style for different purposes, supporting students in refining their own research-driven analysis and narrative storytelling techniques.</p>



Homewood-Flossmoor High School  
English Text Proposals  
2025-2026

Course	Title	Author	Summary
English 3: LGBTQ+ Lives and Literature	House in the Cerulean Sea	TJ Klune	<p><i>The House in the Cerulean Sea</i> by TJ Klune is a heartwarming fantasy about Linus Baker, a rule-following caseworker sent to evaluate an orphanage for magical children, including a gnome, a sprite, a wyvern, and an unidentifiable green blob. Under the care of the enigmatic Arthur Parnassus, Linus learns the power of acceptance, love, and found family. This story celebrates individuality and the connections that shape our lives.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>·Use description, sensory language, and precise details to create a vivid picture of characters, settings, and events in narratives [W.11-12.3a, W.11-12.3d]</li> <li>·Pace and organize narratives to create a smooth progression of experiences or events [W.11-12.3b, W.11-12.3c, W.11-12.3e, W.11-12.4]</li> </ul> <p><b>Academic Value:</b></p> <p>TJ Klune's <i>The House in the Cerulean Sea</i> serves as an excellent model to support students' development of using description, sensory language, and precise details, as Klune's whimsical yet immersive prose brings the magical orphanage, its unique inhabitants, and their emotional journeys vividly to life. The novel also demonstrates effective pacing and organization in narrative writing by carefully unfolding Linus's transformation, balancing moments of introspection, tension, and warmth to create a seamless progression of events. By studying Klune's storytelling techniques, students can refine their own narrative writing, learning how to craft richly detailed worlds and structure their stories for maximum emotional impact.</p>
English 3: American Literature	All My Rage	Sabaa Tahir	<p><i>All My Rage</i> by Sabaa Tahir is an emotionally charged novel that explores themes of grief, forgiveness, and resilience. Set in a small town in California, it follows the lives of two Pakistani-American teenagers, whose families are bound by shared histories of hardship. Noor, a smart and determined young woman, struggles with the trauma of her past and the expectations placed on her by her family. Salahudin, coping with the recent death of his mother and his father's destructive behavior, faces a future clouded by anger and loss. As their lives intertwine, the novel delves into their individual journeys of healing, the weight of cultural and familial expectations, and their fight for hope and belonging.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>·Analyze how an author chooses to develop and relate the organization, events, setting, and characters of a narrative [RL.11-12.3, RL.11-12.4, RL.11-12.5, R.11-12.10]</li> <li>·Support claims using relevant, sufficient, and logical evidence [W.11-12.1.e]</li> </ul> <p><b>Academic Value:</b></p> <p><i>All My Rage</i> offers a rich narrative structure that alternates between multiple perspectives and timelines, allowing students to analyze how Sabaa Tahir develops characters, setting, and events to enhance the emotional depth of the story. As themes of grief, forgiveness, and belonging unfold, Tahir's deliberate organization and gradual revelation of character struggles provide a compelling study of how narrative structure influences meaning. Her use of evocative language, vivid descriptions, and heartfelt dialogue heightens the emotional intensity, reinforcing the connection between literary techniques and thematic development. Additionally, as students examine these elements, they will practice supporting their analyses with relevant, sufficient, and logical evidence, strengthening their ability to craft well-supported literary arguments.</p>

Homewood-Flossmoor High School  
English Text Proposals  
2025-2026

Course	Title	Author	Summary
English 3: American Literature	American Like Me	Collection of Authors - Gathered and Edited by America Ferrera	<p><i>American Like Me</i> is a collection of essays that explores several questions: What does it mean to be an immigrant (or the child of immigrants) in America? What is America to me? Using popular figures like Michelle Kwan and Uzo Aduba, Ferrera captures the complex landscape of America through the stories of immigrants or first generation Americans.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>·Use description, sensory language, and precise details to create a vivid picture of characters, settings, and events in narratives [W.11-12.3a, W.11-12.3d]</li> <li>·Pace and organize narratives to create a smooth progression of experiences or events [W.11-12.3b, W.11-12.3c, W.11-12.3e, W.11-12.4]</li> </ul> <p><b>Academic Value:</b></p> <p><i>American Like Me</i> offers a collection of personal essays that serve as mentor texts for students developing their own narrative writing skills. The essays demonstrate how authors use description, sensory language, and precise details to vividly portray characters, settings, and events, modeling techniques that students can apply in their own storytelling. The varied structures and pacing of these narratives highlight strategies for organizing events smoothly and effectively, helping students analyze how different authors craft a compelling progression of experiences. The diverse themes—such as identity, belonging, and cultural conflict—further allow students to evaluate how rhetorical choices, including emotional appeal and cultural insights, shape an author's connection with readers. By comparing the essays, students can assess how different voices construct narratives, use evidence to support their reflections, and develop a nuanced understanding of identity and personal storytelling.</p>
English 3: American Literature	American Literature and Rhetoric (2nd edition)	Robin Aufses, Renee Shea, Katherine Cordes, Natalie Castillo, Lawrence Scanlon	<p><i>American Literature &amp; Rhetoric</i> is a comprehensive, student-centered textbook that examines American literature through the lens of rhetoric and argumentation. The book pairs classic and contemporary texts to explore how writers use language to persuade, inform, and engage audiences. With an emphasis on close reading, analytical writing, and synthesis, it supports students as they develop essential skills for English literature classes. It also provides historical and cultural context, fostering a deeper understanding of American literary traditions and rhetorical strategies.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>·Analyze the interaction between important ideas or themes within a text [RI.11-12.7, RI.11-12.9]</li> <li>·Analyze how an author's stylistic choices affect a text's impact on a reader [RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6]</li> <li>·Analyze situations in which the intent or purpose of a text is not literally or directly stated [RL.11-12.2, RL.11-12-10, RI.11-12.4]</li> <li>·Analyze tone and specific language, both literal and figurative, used to determine the author's purpose [RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.8, RI.11-12.9, RI.11-12.10, L.11-12.5a-b]</li> </ul> <p>Strengthen claims using valid reasoning [W.11-12.2a-f]</p> <p><b>Academic Value:</b></p> <p><i>American Literature &amp; Rhetoric</i> integrates literature and rhetorical analysis, making it a valuable resource for developing critical reading, writing, and analytical skills. Through its exploration of both classic and contemporary texts, students engage in analyzing how important ideas or themes interact within a text and examining the historical and cultural contexts that shape these works. The text also encourages close reading of stylistic choices, tone, and specific language—both literal and figurative—helping students determine an author's purpose and assess the impact of rhetorical and literary techniques on readers. Students practice recognizing when a text's intent or purpose is implied rather than explicitly stated, strengthening their ability to interpret complex works. By studying the rhetorical strategies used in various texts, students develop skills to construct well-supported arguments and strengthen their claims using valid reasoning, preparing them for college-level discourse and critical engagement with diverse perspectives.</p>

Homewood-Flossmoor High School  
English Text Proposals  
2025-2026

Course	Title	Author	Summary
English 3: American Literature	James	Percival Everett	<p><i>James</i> is a reinterpretation of Mark Twain's <i>The Adventures of Huckleberry Finn</i> through the perspective of James (Jim), an enslaved character. It reframes the story as a counternarrative to Twain's original work, elevating James as the central protagonist and hero, allowing readers to celebrate his journey from being an enslaved person to a freeman. Readers will witness the challenges he faces and the growth that occurs as he attempts to navigate a world that hates and fears him. The book serves as a lesson on contemporary American fiction and the power of language.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>·Analyze tone and specific language, both literal and figurative, used to determine the author's purpose [RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.8, RI.11-12.9, RI.11-12.10, L.11-12.5a-b]</li> <li>·Strengthen claims using valid reasoning [W.11-12.2a-f]</li> <li>·Adapt writing style as appropriate to purpose and task [W.11-12.4, W.11-12.5]</li> </ul> <p><b>Academic Value:</b></p> <p><i>James</i> supports students' understanding of how tone and specific language—both literal and figurative—shape an author's purpose, particularly in the way the setting and characters evolve in response to personal and societal challenges. The themes of self-discovery, isolation, and transformation unfold gradually, demonstrating how an author's distinctive use of language, pacing, and point of view influences the reader's perception and emotional engagement with the text. As students analyze the protagonist's internal and external conflicts, they will strengthen their ability to construct well-supported claims using valid reasoning when discussing the novel's themes and stylistic choices. The text also provides a strong model for students to adapt their own writing style to suit different purposes and tasks, reinforcing the importance of structure and clarity in analytical and narrative writing.</p>
English 3: American Literature	The Beauty of Your Face	Sahar Mustafah	<p><i>The Beauty of Your Face</i> is a poignant and thought-provoking novel that explores identity, faith, and resilience through the eyes of Afaf Rahman, a Palestinian-American woman and school principal. Set against the backdrop of an attack on her all-girls Muslim school, the narrative alternates between the harrowing present and Afaf's past, unraveling her journey of self-discovery, loss, and the healing power of faith.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>·Analyze tone and specific language, both literal and figurative, used to determine the author's purpose [RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.8, RI.11-12.9, RI.11-12.10, L.11-12.5a-b]</li> <li>·Strengthen claims using valid reasoning [W.11-12.2a-f]</li> <li>·Adapt writing style as appropriate to purpose and task [W.11-12.4, W.11-12.5]</li> </ul> <p><b>Academic Value:</b></p> <p><i>The Beauty of Your Face</i> supports students' exploration of tone and specific language, both literal and figurative, to determine the author's purpose in conveying themes of identity and trauma. As the main character's experiences shape her understanding of herself and the world, readers can assess how the thematic development unfolds over time and how Mustafah's stylistic choices—such as poignant imagery and nuanced dialogue—enhance the emotional impact of the narrative. These elements allow students to critically analyze the relationship between language and meaning while strengthening their ability to construct well-supported claims using valid reasoning in their responses. The novel serves as a model for students to adapt their own writing style to suit different purposes and tasks, helping them refine their narrative and analytical writing skills.</p>

Homewood-Flossmoor High School  
English Text Proposals  
2025-2026

Course	Title	Author	Summary
English 4: Global Voices in Literature	The Namesake	Jhumpa Lahiri	<p><i>The Namesake</i> is a novel that explores the complex journey of identity and cultural assimilation. It follows a young, first generation immigrant family in the United States, primarily focusing on the life of their son. His name/naming creates the thread of tension throughout the story of navigating culture and the impact of family expectations on personal identity.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>·Analyze the interaction between important themes or concepts within a text [RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12. 5, RL.11-12.6]</li> <li>·Analyze situations in which the intent or purpose of a text is not literally or directly stated [RL.11-12.3, RL.11-12.4, RL.11-12.6, RL.11-12.10]</li> <li>·Analyze multiple interpretations of a text [RL.11-12.5, RL.11-12.7]</li> <li>·Strengthen claims using valid reasoning [RL.11-12.1, RL.11-12.2, RL.11-12.3, W.11-12.2b]</li> </ul> <p><b>Academic Value:</b></p> <p><i>The Namesake</i> strengthens students' ability to analyze the interaction between important themes and concepts by exploring the immigrant experience through a rich historical and cultural lens. The novel encourages critical analysis of characters' motivations and the ways in which the intent or purpose of the text is not always explicitly stated, particularly as Gogol struggles with dual identities. Lahiri's use of first-person perspective and cultural exploration deepens the narrative's effectiveness in conveying themes of identity and belonging, offering students an opportunity to examine multiple interpretations of the text. The novel's vivid descriptions, sensory language, dialogue, and setting enrich the story, allowing students to assess how these elements enhance the reader's connection to the characters and their journey. By engaging with these literary elements, students will also strengthen their ability to construct well-supported claims using valid reasoning, honing their analytical and argumentative skills.</p>
English 4: Global Voices in Literature	Punching the Air	Ibi Zoboi and Yusef Salaam	<p><i>Punching the Air</i> is a novel-in-verse by Ibi Zoboi and Yusef Salaam that follows Amal Shahid, a talented Black teenager who is beloved by his Muslim family and wrongfully convicted of a crime. Sent to juvenile detention, Amal faces the harsh realities of racism, the justice system, and incarceration. Through his poetry, he reflects on his identity, experiences, and desire for freedom. The novel explores themes of racial injustice, resilience, and the power of artistic expression as Amal navigates adversity and finds his voice. In spite of his surroundings, he clings to hope and saves himself by finding his truth through art and creativity.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>·Analyze the interaction between important themes or concepts within a text [RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12. 5, RL.11-12.6]</li> <li>·Analyze situations in which the intent or purpose of a text is not literally or directly stated [RL.11-12.3, RL.11-12.4, RL.11-12.6, RL.11-12.10]</li> <li>·Analyze multiple interpretations of a text [RL.11-12.5, RL.11-12.7]</li> <li>·Strengthen claims using valid reasoning [RL.11-12.1, RL.11-12.2, RL.11-12.3, W.11-12.2b]</li> </ul> <p><b>Academic Value:</b></p> <p><i>Punching the Air</i> offers students an opportunity to analyze the interaction between important themes and concepts, particularly how poetry serves as a tool for emotional expression, shaping language, imagery, and rhythm. The novel's exploration of wrongful conviction and incarceration encourages critical analysis of situations in which the intent or purpose of a text is not literally or directly stated, particularly in its commentary on racism and the criminal justice system. Amal's journey toward self-discovery through art further allows students to examine multiple interpretations of justice, hope, and resilience, fostering meaningful discussions about personal and societal struggles. Through its layered storytelling, the novel invites students to strengthen claims using valid reasoning, as they analyze how the poetic structure, narrative style, and thematic depth contribute to the text's impact. <i>Punching the Air</i> encourages empathy and engagement in conversations about social justice, making it a powerful resource for developing both analytical and empathetic skills.</p>

Homewood-Flossmoor High School  
English Text Proposals  
2025-2026

Course	Title	Author	Summary
English 4: Global Voices in Literature	<i>I Am Not Your Perfect Mexican Daughter</i>	Erika L. Sánchez	<p><i>I Am Not Your Perfect Mexican Daughter</i> follows Julia Reyes, a rebellious and ambitious teen struggling with grief after the sudden death of her seemingly perfect sister, Olga. As Julia uncovers secrets about Olga's hidden life, she begins to question her family's expectations and her own identity. Caught between her Mexican heritage and her dreams of independence, she clashes with her overprotective mother while battling depression and self-doubt. A trip to Mexico helps her gain a deeper understanding of her parents' sacrifices and her own path forward. Ultimately, Julia learns to embrace both her cultural roots and her aspirations, finding strength in self-discovery and resilience.</p> <p><b>Learning Targets:</b>            ·Analyze the interaction between important themes or concepts within a text [RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12. 5, RL.11-12.6]            ·Analyze situations in which the intent or purpose of a text is not literally or directly stated [RL.11-12.3, RL.11-12.4, RL.11-12.6, RL.11-12.10]            ·Analyze multiple interpretations of a text [RL.11-12.5, RL.11-12.7]            ·Strengthen claims using valid reasoning [RL.11-12.1, RL.11-12.2, RL.11-12.3, W.11-12.2b]</p> <p><b>Academic Value:</b>  <i>I Am Not Your Perfect Mexican Daughter</i> provides students opportunities to explore themes of cultural expectation, family loyalty, and personal identity. The novel encourages students to read between the lines of emotional turmoil and complicated family dynamics, where motivations and intentions are often implied rather than overtly stated. With its layered characters and conflicts, the text invites multiple interpretations of what it means to be "perfect" and how cultural identity shapes self-perception. Through writing and analysis, students will be challenged to support claims with evidence that applies strong and valid reasoning.</p>
English 4: Global Voices in Literature	<i>Clap When You Land</i>	Elizabeth Acevedo	<p><i>Clap When You Land</i> is a novel-in-verse that tells the story of two sisters who live in different countries when they learn of their father's tragic death in a plane crash. Yahaira, who lives in New York, and Camino, who lives in the Dominican Republic, struggle with grief and the revelation that their father had been leading a double life. The novel explores themes of family, loss, betrayal, identity, and the complexities of love. Through their individual journeys, the sisters confront the emotional and cultural divides between them, finding strength in their shared connection to their father and each other. The story is a powerful exploration of how families navigate secrets, healing, and reconciliation.</p> <p><b>Learning Targets:</b>            ·Analyze the interaction between important themes or concepts within a text [RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12. 5, RL.11-12.6]            ·Analyze situations in which the intent or purpose of a text is not literally or directly stated [RL.11-12.3, RL.11-12.4, RL.11-12.6, RL.11-12.10]            ·Analyze multiple interpretations of a text [RL.11-12.5, RL.11-12.7]            ·Strengthen claims using valid reasoning [RL.11-12.1, RL.11-12.2, RL.11-12.3, W.11-12.2b]</p> <p><b>Academic Value:</b>  <i>Clap When You Land</i> provides students with opportunities to analyze the interaction between important themes and concepts, particularly family, grief, and identity, as two sisters navigate the discovery of each other after their father's death. The novel encourages students to examine situations in which the intent or purpose of a text is not literally or directly stated, as the dual perspectives reveal the emotional and cultural complexities that shape the characters' actions and decisions. By presenting differing interpretations of the father's life and legacy, the text challenges students to analyze multiple interpretations of a text, considering how perspective influences meaning. The novel's structure and poetic style encourage students to strengthen claims using valid reasoning, supporting their analysis with textual evidence and critical thought.</p>

Homewood-Flossmoor High School  
English Text Proposals  
2025-2026

Course	Title	Author	Summary
English 4: Global Voices in Literature	Blackout	Dhonielle Clayton, Tiffany D. Jackson, Nic Stone, Angie Thomas, Ashley Woodfolk, and Nicola Yoon	<p><i>Blackout</i> is a novel that follows the interconnected lives of several Black teenagers in New York City over one summer night, as they navigate love, friendship, and self-discovery amidst a citywide blackout. Through a series of individual stories, the book explores themes of identity, community, and resilience in the face of societal challenges. The characters' experiences highlight both the struggles and joys of growing up while reflecting on the power of connection and hope.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>·Analyze the interaction between important themes or concepts within a text [RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6]</li> <li>·Analyze situations in which the intent or purpose of a text is not literally or directly stated [RL.11-12.3, RL.11-12.4, RL.11-12.6, RL.11-12.10]</li> <li>·Analyze multiple interpretations of a text [RL.11-12.5, RL.11-12.7]</li> <li>·Strengthen claims using valid reasoning [RL.11-12.1, RL.11-12.2, RL.11-12.3, W.11-12.2b]</li> </ul> <p><b>Academic Value:</b></p> <p><i>Blackout</i> provides opportunities for students to analyze the interaction between important concepts within a text by weaving together interconnected themes of identity, community, and resilience, prompting students to analyze how these concepts interact across different characters' experiences. It encourages the analysis of when an intent or purpose of a text is not literally or directly stated by requiring readers to infer the deeper meanings behind the characters' actions and the societal issues they face, which aren't always explicitly stated. Through its complex narrative, <i>Blackout</i> fosters multiple interpretations of the characters' struggles and relationships, and it challenges students to strengthen their claims by using valid reasoning drawn from the text's nuanced portrayal of race, culture, and social dynamics.</p>
English 4: Global Voices in Literature	Arab in America	Toufic El Rassi	<p><i>Arab in America</i> by Toufic El Rassi is a graphic memoir that explores the struggles and experiences of growing up Arab-American in post-9/11 America. Through personal anecdotes and social commentary, El Rassi examines themes of identity, racism, xenophobia, and cultural alienation. The memoir highlights the challenges of navigating two cultures while facing discrimination, media bias, and misconceptions about the Arab identity. <i>Arab in America</i> offers a powerful reflection on the complexities of belonging and the impact of societal prejudices on personal and communal identity.</p> <p><b>Learning Targets:</b></p> <ul style="list-style-type: none"> <li>·Evaluate the reasoning in historical, political, and other primary sources [RI.11-12.8, RI.11-12.9, RI.11-12.10, W.11-12.7, W.11-12.8]</li> <li>·Evaluate how an author's stance or use of point of view contributes to the effectiveness of a text as a whole [RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5, RI.11-12.6]</li> <li>·Evaluate an author's use of dialogue, description, sensory language, and precise details to create a vivid picture of characters, POV, settings, and events in narratives [RI.11-12.4, RI.11-12.9, RI.11-12.10, RL.11-12.4, RL.11-12.9, RL.11-12.10]</li> </ul> <p><b>Academic Value:</b></p> <p><i>Arab in America</i> develops students' ability to evaluate reasoning in primary sources by presenting historical and political insights through personal stories and reflections, encouraging critical analysis of these narratives. It also illustrates how an author's stance on identity and culture shapes a text's effectiveness and impact, fostering deeper understanding of point of view. Additionally, the text's vivid descriptions of the Arab-American experience allow students to examine how sensory language, dialogue, and setting enhance character development and the narrative's emotional depth.</p>

Homewood-Flossmoor High School  
English Text Proposals  
2025-2026

Course	Title	Author	Summary
English 4: Global Voices in Literature	A Long Way Gone	Ishmael Beah	<p><i>A Long Way Gone</i> by Ishmael Beah is a memoir recounting his experiences as a child soldier in Sierra Leone's civil war. At 12, Beah flees his attacked village, surviving alone before being recruited into the army, where he is exposed to violence, drugs, and manipulation. Rescued by UNICEF, he undergoes rehabilitation and struggles to reclaim his humanity. The memoir explores trauma, survival, resilience, and redemption, offering a powerful firsthand account of war's impact on children.</p> <p><b>Learning Targets:</b>            ·Evaluate how an author's stance or use of point of view contributes to the effectiveness of a text as a whole [RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.5, RI. 11-12.6]            ·Evaluate an author's use of dialogue, description, sensory language, and precise details to create a vivid picture of characters, POV, settings, and events in narratives [ RI.11-12.4, RI.11-12.9, RI.11-12.10, RL.11-12.4, RL.11-12.9, RL.11-12.10]</p> <p><b>Academic Value:</b>  <i>A Long Way Gone</i> supports students in evaluating textual features by presenting Ishmael Beah's personal experiences as a child soldier, allowing readers to examine how his point of view shapes the narrative's emotional depth and authenticity. The author's stance on war and its impact on youth emerges through his first-person perspective, guiding students in assessing how this influences the text's overall effectiveness in conveying trauma and survival. Beah's use of vivid sensory language, dialogue, and detailed descriptions of settings and characters creates an immersive narrative, enabling students to analyze how these literary techniques enhance the story's intensity and emotional resonance.</p>
IB English Language and Literature 1	The Thing Around Your Neck	Chimamanda Ngozi Adichie	<p><i>The Thing Around Your Neck</i> by Chimamanda Ngozi Adichie is a collection of 12 short stories that follow Nigerian and Nigerian-American characters as they navigate displacement, familial expectations, and the struggle for autonomy. With vivid, empathetic prose, Adichie depicts women challenging patriarchal constraints and immigrants adjusting to life in the United States, exploring themes of identity, gender, power, immigration, and cultural conflict. Adichie illuminates the impact of cultural dislocation, gender roles, and the search for belonging.</p> <p><b>Learning Targets:</b>            ·Analyze how an author chooses to develop and relate the organization, events, setting, and characters of a narrative [RL.11-12.3, RL.11-12.4, RL.11-12.6, RL.11-12.10]            ·Analyze situations in which the intent or purpose of a text is not literally or directly stated [RL.11-12.3, RL.11-12.4, RL.11-12.6, RL.11-12.10]            ·Support claims using relevant, sufficient, and logical evidence [W.11-12.1.e]</p> <p><b>Academic Value:</b>  <i>The Thing Around Your Neck</i> provides students with opportunities to analyze how an author develops and relates the organization, events, setting, and characters of a narrative, as Chimamanda Ngozi Adichie's collection of short stories explores Nigerian culture, postcolonial experiences, and identity. The varied storytelling techniques in the text challenge students to examine situations in which the intent or purpose of a text is not literally or directly stated, requiring close analysis of implicit themes, character motivations, and narrative structure. By engaging with contemporary social issues, including gender roles, immigration, and cultural displacement, students refine their ability to support claims using relevant, sufficient, and logical evidence, strengthening their analytical writing skills. The collection's diverse perspectives encourage critical thinking about how plot progression influences the communication of themes, allowing students to explore the nuanced ways in which authors craft meaning.</p>

# English Curriculum Course Texts at a Glance





## Course Texts at a Glance - English Department

The following tables show the core texts of each English course to be implemented with the new curriculum in 2025/26. The courses use a combination of previously approved texts and texts that are pending board approval. Those texts pending approval are highlighted yellow.

English 1	
Title	Author
<i>The Absolutely True Diary of a Part-Time Indian</i>	Sherman Alexie
<i>The Odyssey</i>	Homer (translated by Robert Fitzgerald)
<i>The Odyssey: Graphic Novel</i>	Gareth Hinds
<i>The Tragedie of Macbeth</i>	William Shakespeare

Note: The short story, poetry, and non-fiction units will use a range of short texts.

English 2	
Title	Author
<i>The Piano Lesson</i>	August Wilson
<i>The Other Wes Moore</i>	Wes Moore
<i>The Anthropocene Reviewed</i>	John Green
<i>Eurydice</i>	Sarah Ruhl
<i>American Born Chinese</i>	Gene Luen Yang
<i>Our Missing Hearts</i>	Celeste Ng
<i>Fahrenheit 451</i>	Ray Bradbury
<i>1984</i>	George Orwell

Note: The narrative, rhetoric, and research units will include a range of short texts.

English 3: American Literature and Composition	
Title	Author
* <i>The Crucible</i>	Arthur Miller
* <i>The Children's Hour</i>	Lilian Hellman
* <i>The Glass Menagerie</i>	Tennessee Williams
<i>A Raisin in the Sun</i>	Lorraine Hansberry
* <i>The Great Gatsby</i>	F. Scott Fitzgerald
<i>The Beauty of Your Face</i>	Sahar Mustafah
<i>Of Mice and Men</i>	John Steinbeck
<i>The Things They Carried</i>	Tim O'Brien
<i>All my Rage</i>	Sabaa Tahir
<i>American Like Me</i>	Various authors, America Ferrera (editor)
<i>James</i>	Percival Everett
* <i>A Separate Peace</i>	John Knowles
* <i>Leaves of Grass</i>	Walt Whitman

Texts below with an asterisks\* are considered common between courses at the same level.

English 3: LGBTQ+ Lives and Literature	
Title	Author
<i>8: The Play</i>	Dustin Lance Black
<i>A Queer History of the United States for Young People</i>	Michael Bronski
* <i>The Children's Hour</i>	Lilian Hellman
* <i>The Crucible</i>	Arthur Miller
* <i>The Glass Menagerie</i>	Tennessee Williams
<i>The Great Believers</i>	Rebecca Makkai

<i>Felix Ever After</i>	Kacen Callender
<i>The Stonewall Reader</i>	Jason Baumann (introduction), Edmund White (forward), *And collected texts for an anthology
<i>House in the Cerulean Sea</i>	TJ Klune
* <i>A Separate Peace</i>	John Knowles
* <i>The Great Gatsby</i>	F. Scott Fitzgerald
<i>The Hours</i>	Michael Cunningham
<i>The 57 Bus</i>	Dashka Slater
<i>Indecent</i>	Paula Vogel
* <i>Leaves of Grass</i>	Walt Whitman

Texts below with an asterisks\* are considered common between courses at the same level.

English 4: African American Literature and Composition	
Title	Author
<i>The Norton Anthology of African American Literature Volume 1</i>	Henry Louis Gates Jr.
<i>The Norton Anthology of African American Literature Volume 2</i>	Henry Louis Gates Jr.
* <i>Fences</i>	August Wilson
<i>The Vanishing Half</i>	Brit Bennett
* <i>Homegoing</i>	Yaa Gyasi

Texts below with an asterisks\* are considered common between courses at the same level.

English 4: Global Voices	
Title	Author
<i>Born a Crime</i>	Trevor Noah

<i>Arab in America</i>	Toufic El Rassi
<i>A Long Way Gone</i>	Ishmael Beah
<i>*Homegoing</i>	Yaa Gyasi
<i>Blackout</i>	Dhonielle Clayton, Tiffany D. Jackson, Nic Stone, Angie Thomas, Ashley Woodfolk, and Nicola Yoon
<i>*Fences</i>	August Wilson
<i>Doubt</i>	Patrick Shanley
<i>The Laramie Project</i>	Moises Kaufman
<i>The Curious Incident of the Dog in the Night-Time</i>	Mark Haddon
<i>The Namesake</i>	Jhumpa Lahiri
<i>Punching the Air</i>	Ibi Zoboi and Yusef Salaam
<i>I Am Not Your Perfect Mexican Daughter</i>	Erika Sánchez
<i>Clap When You Land</i>	Elizabeth Acevedo

Texts below with an asterisks\* are considered common between courses at the same level.

IB English Language and Composition 1	
Title	Author
<i>The Thing Around Your Neck</i>	Chimamanda Ngozi Adichie