

Inquiry & Innovation

Unit 1: Know Your Neighborhood

Stage 1: Desired Results

Standards & Indicators:

RI.CR.9–10.1. [Reading Informational Texts.Close Reading of Text.9-10.1](#). Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. [Reading Informational Texts.Central Ideas and Themes of Texts.9-10.2](#). Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3](#). Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.TS.9–10.4. [Reading Informational Texts.Text Structure.9–10.4](#). Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. [Reading Informational Texts.Perspective and Purpose in Texts.9–10.5](#). Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.MF.9–10.6. [Reading Informational Texts.Diverse Media and Formats.9–10.6](#). Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. [Reading Informational Texts.Analysis of an Argument.9–10.7](#). Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.CT.9–10.8. [Reading Informational.Comparison of Texts.9–10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱

SL.II.9–10.2. [Speaking and Listening.Integrate Information.9-10.2](#). Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.AS.9–10.6. [Speaking and Listening.Adapt Speech.9-10.6](#). Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

W.IW.9–10.2. [Writing.Informative and Explanatory Writing.9-10.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

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- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.WP.9–10.4. [Writing.Writing Process.9-10.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. [Writing.Writing Research.9-10.5](#). 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. 🌱

W.SE.9–10.6. [Writing.Sources of Evidence.9-10.6](#). Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. [Writing.Range of Writing.9-10.7](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

L.SS.9–10.1. [Language. System and Structure of Language.9-10.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation.
- E. Recognize spelling conventions.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)	Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer

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		<p>modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.</p>
<p>Central Idea/Enduring Understanding: Students have the power to create meaningful change when they understand their communities, think critically about root causes, collaborate to design solutions, and take action with purpose.</p> <p>Through hands-on inquiry, reflection, and service, students grow as engaged citizens, creative problem-solvers, and compassionate leaders.</p>	<p>Essential/Guiding Question: How can students use inquiry, collaboration, and creativity to make a lasting impact in a community?</p> <p>Unit 1: Community Mapping & Needs Assessment <i>What makes a strong, healthy community, and how do we identify what it needs?</i></p>	
<p>Content: Unit 1: Knowing Your Neighborhood – Community Mapping</p> <ul style="list-style-type: none"> ● Understanding what defines a community and its health ● Learning data collection methods: surveys, interviews, and mapping ● Identifying community assets and challenges ● Engaging with classmates to analyze and reflect on their immediate environment 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> ● Community Analysis: Identify and assess strengths, needs, and challenges in various communities (classroom, school, local). ● Data Collection & Interpretation: Design and conduct surveys, interviews, and mapping activities; analyze qualitative and quantitative data. ● Reflection & Self-Assessment: Regularly evaluate personal and group progress; adapt strategies based on feedback and outcomes. 	
<p>Interdisciplinary Connections:</p> <p>Social Studies / Civics: Exploring community structures, local government, power dynamics, and historical contexts; understanding civic responsibility and youth engagement in social change.</p> <p>Mathematics: Collecting and analyzing quantitative data from surveys; interpreting statistics; using graphs and charts to represent community information.</p> <p>Technology / Digital Literacy: Employing digital tools for research, collaboration, data visualization, and multimedia presentations; developing 21st-century digital communication skills.</p> <p>Geography: Interpreting spatial data, maps, and geographic information systems (GIS) to understand demographic patterns, resource distribution, and environmental challenges.</p>		
<p>Stage 2: Assessment Evidence</p>		
<p>Performance Task(s): Unit 1: Know Your Neighborhood – Community Mapping</p> <ul style="list-style-type: none"> ● Conduct a classroom survey and peer interviews to identify community strengths and challenges. 	<p>Other Evidence: Peer and Self-Assessments Surveys and Interview Transcripts Exit Tickets / Quick Writes</p>	

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<ul style="list-style-type: none"> ● Create a visual community map (digital or physical) highlighting assets and areas for improvement. ● Present findings in a multimedia presentation with recommendations for classroom improvement. 	
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> ● <i>Collaborative Group Work</i> ● <i>Peer Review & Feedback</i> 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● Digital Survey Tools (e.g., Google Forms, SurveyMonkey) ● Mapping Software and Apps (e.g., Google My Maps, ArcGIS Online)
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>For high-achieving students in the Inquiry & Innovation class, offer leadership roles such as project management and mentorship within group work. Challenge them with advanced research on complex case studies and policy analysis. Encourage independent projects like digital advocacy campaigns or organizing community events. Support cross-disciplinary exploration by integrating economics, political science, or environmental science. Provide opportunities for presentations at community forums, writing articles or blogs, and building college portfolios. Promote deeper reflective writing on personal leadership and community impact, and allow experimentation with advanced technology tools like GIS mapping and data visualization.</p>	<p>For on-grade-level students in the Inquiry & Innovation class, provide structured group work with clear roles to build collaboration skills. Guide them through inquiry and research using accessible texts and community resources. Support them in designing and testing practical solutions. Encourage writing and presentations that focus on organizing ideas clearly and using evidence from their research. Integrate technology tools for data collection, research, and multimedia presentations to enhance engagement and skill development.</p>	<p>For struggling students in the Inquiry & Innovation class, provide clear, step-by-step instructions and frequent check-ins to support comprehension and task completion. Use simplified texts and visuals to make complex concepts more accessible. Pair them with peer buddies or small groups for guided collaboration and scaffolding. Break larger projects into manageable chunks with shorter deadlines. Incorporate hands-on, experiential learning like field activities and role-plays to reinforce understanding. Provide frequent opportunities for verbal reflection and one-on-one feedback to build confidence and skill mastery.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

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Unit 2: Beneath The Surface Inquiry

Stage 1: Desired Results

Standards & Indicators:

RI.CR.9–10.1. [Reading Informational Texts.Close Reading of Text.9-10.1](#). Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. [Reading Informational Texts.Central Ideas and Themes of Texts.9-10.2](#). Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3](#). Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.TS.9–10.4. [Reading Informational Texts.Text Structure.9–10.4](#). Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. [Reading Informational Texts.Perspective and Purpose in Texts.9–10.5](#). Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.MF.9–10.6. [Reading Informational Texts.Diverse Media and Formats.9–10.6](#). Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. [Reading Informational Texts.Analysis of an Argument.9–10.7](#). Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.CT.9–10.8. [Reading Informational.Comparison of Texts.9–10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱

SL.PE.9–10.1. [Speaking and Listening.Participate Effectively.9-10.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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SL.II.9–10.2. [Speaking and Listening.Integrate Information.9-10.2](#). Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.UM.9–10.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱

W.IW.9–10.2. [Writing.Informative and Explanatory Writing.9-10.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.WP.9–10.4. [Writing.Writing Process.9-10.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. [Writing.Writing Research.9-10.5](#). 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. 🌱

W.SE.9–10.6. [Writing.Sources of Evidence.9-10.6](#). Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. [Writing.Range of Writing.9-10.7](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

L.SS.9–10.1. [Language. System and Structure of Language.9-10.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

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- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation.
- E. Recognize spelling conventions.

L.KL.9–10.2. **Language. Knowledge of Language.9-10.2.** Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. **Language. Vocabulary Acquisition, Use and Literal Meaning.9-10.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. **Language. Vocabulary Acquisition, Use and Interpretative Meaning.9-10.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)	Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of

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		<p>information that may have profound effects on society. These new types of information must be evaluated carefully.</p>
<p>Central Idea/Enduring Understanding: Students have the power to create meaningful change when they understand their communities, think critically about root causes, collaborate to design solutions, and take action with purpose.</p> <p>Through hands-on inquiry, reflection, and service, students grow as engaged citizens, creative problem-solvers, and compassionate leaders.</p>	<p>Essential/Guiding Question: How can students use inquiry, collaboration, and creativity to make a lasting impact in a community?</p> <p>Unit 2: Beneath The Surface Inquiry <i>How do we uncover the deeper causes behind community challenges?</i></p>	
<p>Content: Unit 2: Beneath The Surface Inquiry</p> <p>Introduction to inquiry methods and critical questioning</p> <ul style="list-style-type: none"> ● Distinguishing between surface problems and root causes ● Exploring systems thinking models (e.g., iceberg model) ● Examining power dynamics, equity, and historical context in school systems ● Researching school policies and proposing changes 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> ● Data Collection & Interpretation: Design and conduct surveys, interviews, and mapping activities; analyze qualitative and quantitative data. ● Critical Inquiry & Systems Thinking: Formulate deep questions to uncover root causes; understand and apply systems thinking models to community issues. ● Research & Evidence Use: Locate, evaluate, and synthesize information from diverse sources, including current events and case studies. ● Use of Technology: Employ digital tools for research, data collection, presentations, and project management. 	
<p>Interdisciplinary Connections:</p> <p>Social Studies / Civics: Exploring community structures, local government, power dynamics, and historical contexts; understanding civic responsibility and youth engagement in social change.</p> <p>Technology / Digital Literacy: Employing digital tools for research, collaboration, data visualization, and multimedia presentations; developing 21st-century digital communication skills.</p> <p>Art / Media Literacy: Creating visual and multimedia content (infographics, videos, posters) to communicate findings and advocate for change.</p> <p>Health / Social-Emotional Learning (SEL): Reflecting on personal and community wellness; building empathy, collaboration skills, and resilience through service learning.</p>		
<p>Stage 2: Assessment Evidence</p>		
<p>Performance Task(s): Unit 2: Root Cause Inquiry & Systems Thinking</p> <ul style="list-style-type: none"> ● Research and analyze a school policy or system using root cause analysis tools. 		<p>Other Evidence: Reflection Journals Graphic Organizers and Notes Multimedia Artifacts Exit Tickets / Quick Writes</p>

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<ul style="list-style-type: none"> ● Develop a systems-thinking diagram (e.g., iceberg model) illustrating how underlying causes contribute to visible issues. ● Write an argumentative report proposing a change or solution, supported by research and interviews. ● Present the proposal to a school stakeholder panel or class forum. 	
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> ● <i>Inquiry Circles</i> ● <i>Guest Speakers & Mentors</i> ● <i>Technology Integration</i> ● <i>Reflective Writing</i> ● <i>Role-Playing & Simulations</i> 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> ● StudySync (texts related to community development, current events, and social justice) ● Community Partner Organizations and Contacts ● Online Databases for Research (e.g., JSTOR, Newsela, local government websites) ● Systems Thinking Resources and Visual Models (e.g., iceberg model diagrams)
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>For high-achieving students in the Inquiry & Innovation class, offer leadership roles such as project management and mentorship within group work. Challenge them with advanced research on complex case studies and policy analysis. Encourage independent projects like digital advocacy campaigns or organizing community events. Support cross-disciplinary exploration by integrating economics, political science, or environmental science. Provide opportunities for presentations at community forums, writing articles or blogs, and building college portfolios. Promote deeper reflective writing on personal leadership and community impact, and allow experimentation with advanced technology tools like GIS mapping and data visualization.</p>	<p>For on-grade-level students in the Inquiry & Innovation class, provide structured group work with clear roles to build collaboration skills. Guide them through inquiry and research using accessible texts and community resources. Support them in designing and testing practical solutions. Encourage writing and presentations that focus on organizing ideas clearly and using evidence from their research. Integrate technology tools for data collection, research, and multimedia presentations to enhance engagement and skill development.</p>	<p>For struggling students in the Inquiry & Innovation class, provide clear, step-by-step instructions and frequent check-ins to support comprehension and task completion. Use simplified texts and visuals to make complex concepts more accessible. Pair them with peer buddies or small groups for guided collaboration and scaffolding. Break larger projects into manageable chunks with shorter deadlines. Incorporate hands-on, experiential learning like field activities and role-plays to reinforce understanding. Provide frequent opportunities for verbal reflection and one-on-one feedback to build confidence and skill mastery.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

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Unit 3: Fix It Forward Innovative Solutions

Stage 1: Desired Results

Standards & Indicators:

RI.CR.9–10.1. [Reading Informational Texts.Close Reading of Text.9-10.1](#). Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.9–10.2. [Reading Informational Texts.Central Ideas and Themes of Texts.9-10.2](#). Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.IT.9–10.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3](#). Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.TS.9–10.4. [Reading Informational Texts.Text Structure.9–10.4](#). Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. [Reading Informational Texts.Perspective and Purpose in Texts.9–10.5](#). Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.MF.9–10.6. [Reading Informational Texts.Diverse Media and Formats.9–10.6](#). Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. [Reading Informational Texts.Analysis of an Argument.9–10.7](#). Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.CT.9–10.8. [Reading Informational.Comparison of Texts.9–10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱

SL.PE.9–10.1. [Speaking and Listening.Participate Effectively.9-10.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

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SL.II.9–10.2. [Speaking and Listening.Integrate Information.9-10.2](#). Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. [Speaking and Listening.Present Information.9-10.4](#). Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. [Speaking and Listening.Use Media.9-10.5](#). Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. 🌱

W.AW.9–10.1. [Writing.Argumentative Writing.9-10.1](#). Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

W.IW.9–10.2. [Writing.Informative and Explanatory Writing.9-10.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.WP.9–10.4. [Writing.Writing Process.9-10.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

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W.WR.9–10.5. [Writing. Writing Research.9-10.5](#). 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. 🌱

W.SE.9–10.6. [Writing. Sources of Evidence.9-10.6](#). Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. [Writing. Range of Writing.9-10.7](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

L.SS.9–10.1. [Language. System and Structure of Language.9-10.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation.
- E. Recognize spelling conventions.

L.KL.9–10.2. [Language. Knowledge of Language.9-10.2](#). Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9–10.3. [Language. Vocabulary Acquisition, Use and Literal Meaning.9-10.3](#). Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. [Language. Vocabulary Acquisition, Use and Interpretative Meaning.9-10.4](#). Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

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<p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).</p>		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Idea
9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.	There are strategies to improve one's professional value and marketability.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	
9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)	Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully.
<p>Central Idea/Enduring Understanding: Students have the power to create meaningful change when they understand their communities, think critically about root causes, collaborate to design solutions, and take action with purpose.</p> <p>Through hands-on inquiry, reflection, and service, students grow as engaged citizens, creative problem-solvers, and compassionate leaders.</p>		<p>Essential/Guiding Question: Unit 3: Fix It Forward Innovative Solutions</p> <p><i>How can we creatively design and test solutions that make a difference?</i></p>
<p>Content: Unit 3: Fix It Forward Innovative Solutions</p> <ul style="list-style-type: none"> ● Developing empathy through community engagement and interviews ● Learning the stages of design thinking: ideation, prototyping, testing 		<p>Skills(Objectives):</p> <ul style="list-style-type: none"> ● Creative Problem-Solving & Design Thinking: Generate innovative ideas, prototype solutions, incorporate feedback, and iterate designs. ● Collaboration & Leadership: Work effectively in teams, assume roles, manage

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<ul style="list-style-type: none"> • Applying creativity and collaboration to design community solutions • Using feedback loops to refine ideas • Preparing and delivering innovation pitches 	<p>projects, and communicate respectfully and productively.</p> <ul style="list-style-type: none"> • Communication Skills: Write clear, coherent arguments, reports, and reflections; develop and deliver engaging oral and multimedia presentations. • Use of Technology: Employ digital tools for research, data collection, presentations, and project management.
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<p><u>Interdisciplinary Connections:</u></p> <p>Social Studies / Civics: Exploring community structures, local government, power dynamics, and historical contexts; understanding civic responsibility and youth engagement in social change.</p> <p>Science / Environmental Studies: Using data collection and mapping techniques; studying environmental factors affecting communities (e.g., urban planning, sustainability, public health).</p> <p>Mathematics: Collecting and analyzing quantitative data from surveys; interpreting statistics; using graphs and charts to represent community information.</p> <p>Technology / Digital Literacy: Employing digital tools for research, collaboration, data visualization, and multimedia presentations; developing 21st-century digital communication skills.</p> <p>Art / Media Literacy: Creating visual and multimedia content (infographics, videos, posters) to communicate findings and advocate for change.</p> <p>Health / Social-Emotional Learning (SEL): Reflecting on personal and community wellness; building empathy, collaboration skills, and resilience through service learning.</p>	
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Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <p>Unit 3: Fix It Forward Innovative Solutions</p> <ul style="list-style-type: none"> • Participate in a community walk or virtual interviews to gather needs and ideas. • Collaborate in teams to brainstorm, prototype, and test creative solutions addressing a community issue. • Develop a polished “Innovation Pitch” including visuals and a clear explanation of the solution’s impact. • Facilitate a peer feedback session and revise the project accordingly. 	<p><u>Other Evidence:</u></p> <p>Reflection Journals Surveys and Interview Transcripts Graphic Organizers and Notes Drafts and Revisions Exit Tickets / Quick Writes</p>
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> • Collaborative Group Work • Project-Based Learning • Field Experiences 	<p><u>Resources:</u></p> <ul style="list-style-type: none"> • StudySync (texts related to community development, current events, and social justice)
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<ul style="list-style-type: none"> Design Thinking Workshops 		<ul style="list-style-type: none"> Online Databases for Research (e.g., JSTOR, Newsela, local government websites) 	
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>For high-achieving students in the Inquiry & Innovation class, offer leadership roles such as project management and mentorship within group work. Challenge them with advanced research on complex case studies and policy analysis. Encourage independent projects like digital advocacy campaigns or organizing community events. Support cross-disciplinary exploration by integrating economics, political science, or environmental science. Provide opportunities for presentations at community forums, writing articles or blogs, and building college portfolios. Promote deeper reflective writing on personal leadership and community impact, and allow experimentation with advanced technology tools like GIS mapping and data visualization.</p>	<p>For on-grade-level students in the Inquiry & Innovation class, provide structured group work with clear roles to build collaboration skills. Guide them through inquiry and research using accessible texts and community resources. Support them in designing and testing practical solutions. Encourage writing and presentations that focus on organizing ideas clearly and using evidence from their research. Integrate technology tools for data collection, research, and multimedia presentations to enhance engagement and skill development.</p>	<p>For struggling students in the Inquiry & Innovation class, provide clear, step-by-step instructions and frequent check-ins to support comprehension and task completion. Use simplified texts and visuals to make complex concepts more accessible. Pair them with peer buddies or small groups for guided collaboration and scaffolding. Break larger projects into manageable chunks with shorter deadlines. Incorporate hands-on, experiential learning like field activities and role-plays to reinforce understanding. Provide frequent opportunities for verbal reflection and one-on-one feedback to build confidence and skill mastery.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

<p>Unit 4: Implementing Innovation</p>
<p>Stage 1: Desired Results</p>
<p>Standards & Indicators:</p> <p>RI.CR.9–10.1. Reading Informational Texts.Close Reading of Text.9-10.1. Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.</p> <p>RI.CI.9–10.2. Reading Informational Texts.Central Ideas and Themes of Texts.9-10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.</p>

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RI.IT.9–10.3. [Reading Informational Texts.Interactions Among Text Elements.9–10.3](#). Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.TS.9–10.4. [Reading Informational Texts.Text Structure.9–10.4](#). Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9–10.5. [Reading Informational Texts.Perspective and Purpose in Texts.9–10.5](#). Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

RI.MF.9–10.6. [Reading Informational Texts.Diverse Media and Formats.9–10.6](#). Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. [Reading Informational Texts.Analysis of an Argument.9–10.7](#). Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.CT.9–10.8. [Reading Informational.Comparison of Texts.9–10.8](#). Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts. 🌱

SL.PE.9–10.1. [Speaking and Listening.Participate Effectively.9-10.1](#). Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.PI.9–10.4. [Speaking and Listening.Present Information.9-10.4](#). Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

W.IW.9–10.2. [Writing.Informative and Explanatory Writing.9-10.2](#). Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.

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- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.WP.9–10.4. [Writing.Writing Process.9-10.4](#). Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. [Writing.Writing Research.9-10.5](#). 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. 🌱

W.SE.9–10.6. [Writing.Sources of Evidence.9-10.6](#). Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. [Writing.Range of Writing.9-10.7](#). Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

L.SS.9–10.1. [Language. System and Structure of Language.9-10.1](#). Demonstrate command of the system and structure of the English language when writing or speaking.

- A. Use parallel structure.
- B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- D. Use a colon to introduce a list or quotation.
- E. Recognize spelling conventions.

L.KL.9–10.2. [Language. Knowledge of Language.9-10.2](#). Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

- A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
- B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
- C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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L.VL.9–10.3. **Language. Vocabulary Acquisition, Use and Literal Meaning.9-10.3.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.

- A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.9–10.4. **Language. Vocabulary Acquisition, Use and Interpretative Meaning.9-10.4.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Idea
9.1.12.FP.1	Create a clear long-term financial plan to ensure its alignment with your values.	To be fiscally responsible, an individual’s finances should align with his or her values and goals.
9.1.12.FP.2	Explain how an individual’s financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.	
9.1.12.PB.4	Explain how you would revise your budget to accommodate changing circumstances.	A budget may need to be modified as an individual’s career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.
9.2.12.CAP.3	Investigate how continuing education contributes to one’s career and personal growth.	There are strategies to improve one’s professional value and marketability.
9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.
9.2.12.CAP.16	Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice	Collaboration with individuals with diverse experiences can

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9.4.12.CT.2	(e.g., 1.1.12acc.C1b, 2.2.12.PF.3). Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
<p>Central Idea/Enduring Understanding: Students have the power to create meaningful change when they understand their communities, think critically about root causes, collaborate to design solutions, and take action with purpose.</p> <p>Through hands-on inquiry, reflection, and service, students grow as engaged citizens, creative problem-solvers, and compassionate leaders.</p>		<p>Essential/Guiding Question: Unit 4: Implementing Innovation</p> <p><i>How can students lead meaningful change through service and action?</i></p>
<p>Content: Unit 4: Implementing Innovation</p> <ul style="list-style-type: none"> ● Planning student-led service-learning projects ● Collaborating with community partners and stakeholders ● Implementing and managing projects with clear goals and roles ● Measuring impact through data collection and reflection ● Presenting final projects to peers, teachers, and community members 		<p>Skills(Objectives):</p> <ul style="list-style-type: none"> ● Data Collection & Interpretation: Design and conduct surveys, interviews, and mapping activities; analyze qualitative and quantitative data. ● Research & Evidence Use: Locate, evaluate, and synthesize information from diverse sources, including current events and case studies. ● Civic Engagement & Ethical Responsibility: Demonstrate understanding of equity, power dynamics, and ethical considerations in community work. ● Reflection & Self-Assessment: Regularly evaluate personal and group progress; adapt strategies based on feedback and outcomes.
<p>Interdisciplinary Connections:</p> <p>Social Studies / Civics: Exploring community structures, local government, power dynamics, and historical contexts; understanding civic responsibility and youth engagement in social change.</p> <p>Science / Environmental Studies: Using data collection and mapping techniques; studying environmental factors affecting communities (e.g., urban planning, sustainability, public health).</p> <p>Mathematics: Collecting and analyzing quantitative data from surveys; interpreting statistics; using graphs and charts to represent community information.</p> <p>Technology / Digital Literacy: Employing digital tools for research, collaboration, data visualization, and multimedia presentations; developing 21st-century digital communication skills.</p> <p>Art / Media Literacy: Creating visual and multimedia content (infographics, videos, posters) to communicate findings and advocate for change.</p> <p>Health / Social-Emotional Learning (SEL): Reflecting on personal and community wellness; building empathy, collaboration skills, and resilience through service learning.</p>		

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Stage 2: Assessment Evidence

Performance Task(s):

Unit 4: Action Projects & Community Impact

- Plan and implement a small-scale community service project linked to prior research and solutions.
- Collect data or testimonials to evaluate the project's impact on the community.
- Create a project portfolio documenting planning, implementation, challenges, and reflections.
- Host a community showcase event where students present their projects and reflect on their learning journey.

Other Evidence:

Reflection Journals
 Graphic Organizers and Notes
 Drafts and Revisions
 Community Partner Feedback
 Exit Tickets / Quick Writes

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- *Collaborative Group Work*
- *Project-Based Learning*
- *Field Experiences*
- *Guest Speakers & Mentors*
- *Design Thinking Workshops*
- *Reflective Writing*
- *Peer Review & Feedback*

Resources:

- StudySync (texts related to community development, current events, and social justice)
- Digital Survey Tools (e.g., Google Forms, SurveyMonkey)
- Mapping Software and Apps (e.g., Google My Maps, ArcGIS Online)
- Video and Presentation Tools (e.g., Canva, PowerPoint, Prezi)
- Design Thinking Toolkits and Templates
- Multimedia Creation Tools (e.g., iMovie, Audacity, Adobe Spark)
- Reflection and Journal Platforms (e.g., Google Docs, Seesaw)
- Systems Thinking Resources and Visual Models (e.g., iceberg model diagrams)

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>For high-achieving students in the Inquiry & Innovation class, offer leadership roles such as project management and mentorship within group work. Challenge them with advanced research on complex case studies and policy analysis. Encourage independent projects like digital advocacy campaigns or organizing community events. Support cross-disciplinary exploration by integrating economics, political science, or environmental science.</p>	<p>For on-grade-level students in the Inquiry & Innovation class, provide structured group work with clear roles to build collaboration skills. Guide them through inquiry and research using accessible texts and community resources. Support them in designing and testing practical solutions. Encourage</p>	<p>For struggling students in the Inquiry & Innovation class, provide clear, step-by-step instructions and frequent check-ins to support comprehension and task completion. Use simplified texts and visuals to make complex concepts more accessible. Pair them with peer buddies or small groups for guided collaboration and scaffolding. Break larger projects into manageable</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:</p>

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Provide opportunities for presentations at community forums, writing articles or blogs, and building college portfolios. Promote deeper reflective writing on personal leadership and community impact, and allow experimentation with advanced technology tools like GIS mapping and data visualization.	writing and presentations that focus on organizing ideas clearly and using evidence from their research. Integrate technology tools for data collection, research, and multimedia presentations to enhance engagement and skill development.	chunks with shorter deadlines. Incorporate hands-on, experiential learning like field activities and role-plays to reinforce understanding. Provide frequent opportunities for verbal reflection and one-on-one feedback to build confidence and skill mastery.	Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Pacing Guide

Content	Resources	Standards
UNIT 1: Know Your Neighborhood		
23 Days Week 1 Icebreakers, Trust Builders, Intro to Community - Journal Prompt: What makes a good community? Week 2 Surveys & Interviews – Class Culture Design Survey & Analyze Data Week 3 Visual Mapping – Assets & Challenges Map Your Classroom Activity Week 4 Stakeholder Interviews (peers, teachers) - Group Role Reflections Week 5 Mini Project: Propose Classroom Improvements - Mini Project Showcase	CHAPTERS Classroom Mapping Toolkit, Community Planning Toolkit Google Forms, Mapping Your Community ☑ Smallpdf—PDF Convert, AI Su... Canva, Padlet StudySync: <i>The City That Never Stops Giving</i> Student Presentations Unit Assessment: Collaborative Classroom Improvement Plan	RI.CR.9–10.1. RI.CI.9–10.2. RI.IT.9–10.3. RI.TS.9–10.4. RI.PP.9–10.5. RI.MF.9–10.6. RI.AA.9–10.7. RI.CT.9–10.8. SL.II.9–10.2. SL.AS.9–10.6. W.IW.9–10.2.A-F W.WP.9–10.4. W.WR.9–10.5. W.SE.9–10.6. W.RW.9–10.7. L.SS.9-10.1.A-E 9.4.12.CT.1 9.4.12.CT.2 9.4.12.IML.3
UNIT 2: Beneath The Surface Inquiry		
22 Days Week 6 Intro to Systems Thinking - Class	CHAPTERS Iceberg Model, Think Like a System Systems Thinking!	RI.CR.9–10.1. RI.CI.9–10.2. RI.IT.9–10.3. RI.TS.9–10.4. RI.PP.9–10.5.

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<p>Reflection: Surface vs Root</p> <p>Week 7 Identify School Issues – Culture, Safety, Equity - Role Analysis Journals</p> <p>Week 8 Policy & Power Inquiry - Mini Research Paper</p> <p>Week 9 Equity & Historical Context - Socratic Seminar</p> <p>Week 10 Mini Project: Proposal for Change (Discipline, Clubs, Equity) - Persuasive Letter or Slide Deck</p>	<p>StudySync: <i>Letters from Birmingham Jail</i></p> <p>School Policy Handbook</p> <p>StudySync: <i>The Refusal</i> Unit Online Assessment:</p> <p>Peer & Staff Presentation</p> <p>Unit 2 Assessment: Policy Proposal or Awareness Campaign</p>	<p>RI.MF.9–10.6. RI.AA.9–10.7. RI.CT.9–10.8. SL.PE.9-10.1.A-D SL.II.9-10.2 SL.UM.9-10.5 W.IW.9–10.2.A-F W.WP.9–10.4. W.WR.9–10.5. W.SE.9–10.6. W.RW.9–10.7. L.SS.9-10.1.A-E L.KL.9-10.2.A-C L.VL.9-10.3.A-E L.VI.9-10.4.A-C 9.4.12.CT.1 9.4.12.CT.2 9.4.12.IML.3</p>
<p>UNIT 3: Fix It Forward Innovative Solutions</p>		
<p>23 Days</p> <p>Week 11 Field Trip or Community Walk - Reflection Photo Essay</p> <p>Week 12 Community Interviews – Strengths & Needs - Interview Analysis</p> <p>Week 13 Design Thinking Introduction - Idea Brainstorm Journal</p> <p>Week 14 Prototype & Feedback Loops - Peer Critiques</p> <p>Week 15 Mini Project: Innovation Pitch (Shark Tank Style) - Pitch Deck & Reflection</p>	<p>CHAPTERS</p> <p>Google My Maps</p> <p>StudySync: <i>The Gathering Place</i></p> <p>IDEO.org Design Kit https://www.designkit.org/</p> <p>Canva, Google Slides, Sketching Tools</p> <p>Presentation Day</p> <p>Unit 3 Assessment: Innovation Pitch for Local Problem</p>	<p>RI.CR.9–10.1. RI.CI.9–10.2. RI.IT.9–10.3. RI.TS.9–10.4. RI.PP.9–10.5. RI.MF.9–10.6. RI.AA.9–10.7. RI.CT.9–10.8. SL.PE.9-10.1.A-D SL.II.9-10.2 SL.PI.9-10.4 SL.UM.9-10.5 W.AW.9-10.1.A-E W.IW.9–10.2.A-F W.WP.9–10.4. W.WR.9–10.5. W.SE.9–10.6. W.RW.9–10.7. L.SS.9-10.1.A-E L.KL.9-10.2.A-C L.VL.9-10.3.A-E L.VI.9-10.4.A-C 9.2.12.CAP.3 9.2.12.CAP.4 9.2.12.CAP.16 9.4.12.CT.1 9.4.12.CT.2 9.4.12.IML.3</p>

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UNIT 4: Implementing Innovation		
<p>22 Days</p> <p>Week 16 Final Project Planning & Roles - Group Contracts</p> <p>Week 17 Research & Outreach to Partners - Weekly Logo</p> <p>Week 18 Implementation Week - Media Portfolio</p> <p>Week 19 Reflection & Impact Measurement - Project Report</p> <p>Week 20 Final Showcase & Public Presentation - Presentation Rubric</p>	<p>Action Plan Template</p> <p>Local Directory, News, Google Scholar</p> <p>Canva, Flyers, Email</p> <p>Google Forms, Data Sheets</p> <p>Invite Community & Parents</p> <p><i>Unit Online Assessment: Final Action Project Showcase</i></p>	<p>RI.CR.9–10.1. RI.CI.9–10.2. RI.IT.9–10.3. RI.TS.9–10.4. RI.PP.9–10.5. RI.MF.9–10.6. RI.AA.9–10.7. RI.CT.9–10.8. SL.PE.9-10.1.A-D SL.PI.9-10.4 W.IW.9–10.2.A-F W.WP.9–10.4. W.WR.9–10.5. W.SE.9–10.6. W.RW.9–10.7. L.SS.9-10.1.A-E L.KL.9-10.2.A-C L.VL.9-10.3.A-E L.VI.9-10.4.A-C 9.1.12.FP.1 9.1.12.FP.2 9.1.12.PB.4 9.2.12.CAP.3 9.2.12.CAP.4 9.2.12.CAP.16 9.4.12.CT.1 9.4.12.CT.2</p>