

Grade 9 Curriculum Map 2015-2016
English 9 Resources - links, supplemental materials, sample assignments, etc.

	Unit 1	Unit 2	Unit 3	Unit 4
Title	Freedom/Human Rights (Argument)	Justice/Fate or Free Will (Character Analysis through Narrative)	Heroes/Fate vs. Free Will (Research and Analysis)	Love/Transformation (Literary Analysis)
End of Unit Performance Task(s)	Outline Frederick Douglas said, “If there is no struggle, there is no progress.” Do you agree that we must fight to be free? Students will submit a portfolio of at least 5 edited and revised paragraphs written in response to each reading assignment. These paragraphs will form a cohesive, unified outline of an analytical essay addressing the individuals’ role in society when fighting for freedoms. Supplemental Assignment: As a closing to <i>To Kill a Mockingbird</i> and a segue to <i>Fahrenheit 451</i> , students will complete the Books on Fire Project . ** This project serves as a segue into Quarter Two. **	Narrative Friedrich Nietzsche said, “There are no facts, only interpretations.” Good literature involves the perspective of several characters who are often complex. Look back at the texts from this unit. How do these texts use narrative techniques to develop a character’s story? Students will write a narrative from the perspective of one of the characters in <i>Fahrenheit 451</i> . It may be written in third or first person. They will choose the narrator (first or third person), the setting, and the point of view (limited or omniscient). Using both direct and indirect characterization, students will develop the character and that character’s version of justice. Supplemental Assignment: Create a 21st Century narrative through a medium other than traditional story or writing. For example: “Ordeal by Cheque,” <i>The Invention of Hugo Cabret</i> , <i>The Adventures of Johnny Bunko</i> , and the like.	Research Instructor’s Choice for Research: 1. Having developed an understanding of the attributes of the Epic Hero (Odysseus), the Tragic Hero (Oedipus), the Modern Hero (Atticus Finch), and Anti-Hero (Guy Montag), choose a different character from literature, or a person from history or modern day, and write a compare and contrast paper in which you analyze the heroic characteristics of your chosen character or person and evaluate him or her as one of the heroic archetypes. The paper must utilize MLA format throughout (i.e., internal citations, works cited page, formatting, etc.) 2. According to Kira Salak, “If a journey doesn’t have something to teach you about yourself, then what kind of journey is it?” Review three heroes (one must be Odysseus), and consider Salak’s perspective. Students must create an original thesis and use evidence to support it. The paper must utilize MLA format throughout (i.e., internal citations, works cited page, formatting, etc.) 3. Using the epic poem <i>The Odyssey</i> by Homer, <i>Oedipus Rex</i> by Sophocles, several outside resources from the district databases, and the introductory text <i>The Trojans and their Neighbors</i> , students will construct an expository research paper about one aspect of mythology. The paper must utilize MLA format throughout (i.e., internal citations, works cited page, formatting, etc.) Greek Mythology Research Paper and Presentations	Dramatic Performance “Deceiving others. That is what the world calls a romance.” – Oscar Wilde Using various monologues from William Shakespeare’s comedic play <i>Twelfth Night</i> or <i>A Midsummer Night’s Dream</i> , students will write a mock Part 3 of the Common Core English Regents. Students will construct 2-3 paragraphs analyzing the central idea and the use of one literary device/writing strategy/rhetorical device that supports the central idea within the monologues. Supplemental Assignment: Memorize 20 lines (or more) from one character in <i>Twelfth Night</i> and give a dramatic performance of the selected scene. The student must also write a 1-page, MLA style, response paper about the significance of their speech within the play, a significant literary device used within the speech, or another topic determined by the teacher.

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<div>Essential Questions</div> <div>Essential Understandings</div>	<p>What is freedom? What lessons can we learn about human rights through literature and life?</p> <p>Essential Understandings:</p> <ul style="list-style-type: none">- Freedom is an essential human right.- There are various types of freedom.- True freedom requires struggle. <p>Performance Task Foci</p> <ol style="list-style-type: none">1. What techniques do authors use to persuade their audience?2. What is the difference between fact and opinion?3. How do we use facts to create a strong persuasive argument?	<p>What is justice? Does an individual have the ability to create change?</p> <p>Essential Understandings:</p> <ul style="list-style-type: none">- Justice is not always blind.- Power can corrupt justice.- All humans should be treated equally.- Individuals have the ability to make their own choices.- Differing perspectives are the impetus for change. <p>Performance Task Foci</p> <ol style="list-style-type: none">1. What or who motivates the character?2. What does the character do, and how does it affect his/her setting?3. How does s/he deal with conflict?4. What are the consequences of his/her actions? Is s/he held accountable?5. What role does s/he play in society?6. Is the character flat, round, dynamic or static?7. How do his/her actions develop the plot?8. How would this character define justice?9. Does this character influence others to change their attitudes?	<p>What is a hero? Are our lives governed by fate or free will?</p> <p>Essential Understandings:</p> <ul style="list-style-type: none">- A person’s choices and desires affect his/her life.- In the face of adversity, some individuals prevail while others fail.- People often forsake the law when it conflicts with their personal set of ethics or religious beliefs.- It is important for people and cultures to construct narratives about their experiences.- What makes a person a hero? <p>Performance Task Foci</p> <ol style="list-style-type: none">1. How can we use research to effectively prove a thesis? Why are citations and MLA formatting required in the research process?2. How do readers filter through difficult or challenging texts to construct meaning?3. How do we effectively incorporate MLA format in our research papers?	<p>What is love? How do we evolve/transform from our personal experiences?</p> <p>Essential Understandings:</p> <ul style="list-style-type: none">- Social expectations affect the development of our identities.- Appearance influences our perception of people.- Shakespeare’s stories are timeless: concerns of today are the same concerns of people centuries ago. <p>Performance Task Foci</p> <ol style="list-style-type: none">1. How do readers filter through difficult or challenging texts to construct meaning?2. What techniques do writers use to support their central idea?3. How do we construct analysis of fictional texts?
Texts	<p>Required Texts</p> <ul style="list-style-type: none">- <i>To Kill a Mockingbird</i> by Harper Lee (790L)- “The Gettysburg Address” by Abraham Lincoln (1170L)- “I Have a Dream” by Dr. Martin Luther King, Jr. (1120L) <p>Supplemental Readings (from <i>Collections</i> textbook)</p> <ul style="list-style-type: none">- “A Quilt of a Country” by Anna Quindlen (1260L)- “Once Upon a Time” by Nadine Gordimer (1390L)- “Rituals of Memory” by Kimberly M. Blaeser (1380L)- “The Vietnam Wall” by Alberto Ross (poem)- excerpt from <i>Nobody Turn Me Around: A People’s History of the 1963 March on Washington</i> by Charles Euchner (1030L)- from <i>Cairo: My City, Our Revolution</i> by Ahdaf Soueif (990L)- from <i>Reading Lolita in Tehran</i> by Azar Nafisi (1150L)- from <i>Persepolis 2: The Story of a Return</i> by Marjane Satrapi (graphic novel)- “The Censors” by Luisa Valenzuela (1200L)- “Six Kinds of Freedom” William Gairdner	<p>Required Texts</p> <ul style="list-style-type: none">- <i>Fahrenheit 451</i> by Ray Bradbury (890L)- “When Mr. Pirzada Came to Dine” by Jhumpa Lahiri (1170L)- “The Grasshopper and the Bell Cricket” by Yasunari Kawabata (1060L) <p>Supplemental Readings (from <i>Collections</i> textbook)</p> <ul style="list-style-type: none">- “Monkey See, Monkey Do, Monkey Connect” by Frans de Waal (1160L)- “With Friends Like These . . .” by Dorothy Rowe (1070L)- “At Dusk” by Natasha Trethewey (poem)- “Count on Us” PSA Announcement from the <i>Corporation for National and Community Service</i>- Stephen Colbert and Morning News for Millennials (pairing for <i>Fahrenheit 451</i> to discuss how technology has disintegrated/compromised news)- <i>A Tale of Two Cities</i> by Charles Dickens (1130L)	<p>Required Texts</p> <ul style="list-style-type: none">- <i>The Odyssey</i> by Homer (1130L)<ul style="list-style-type: none">- 9H selections from the Robert Fagles’ translation- 9R excerpts from the <i>Collections</i> textbook- <i>Oedipus Rex</i> by Sophocles (1070L) <p>Supplemental Readings (from <i>Collections</i> textbook)</p> <ul style="list-style-type: none">- from <i>The Cruellest Journey: 600 Miles to Timbuktu</i> by Kira Salak (1030L)- “The Real Reasons We Explore Space” by Michael Griffin (1170L)- “The Journey” by Mary Oliver (poem)	<p>Required Texts</p> <ul style="list-style-type: none">- from “Love’s Vocabulary” (essay) by Diane Ackerman (1020L)- <i>Twelfth Night</i> by William Shakespeare (1040L)<ul style="list-style-type: none">- OR -- <i>A Midsummer Night’s Dream</i> by William Shakespeare (1070L) <p>Supplemental Readings (from <i>Collections</i> textbook)</p> <ul style="list-style-type: none">- “My Shakespeare” by Kate Tempest (poem)- teacher-selected Shakespearean Sonnets
Increasing Text Complexity (Lexile Bands)	790L - 1390L	890L-1170L	1030L - 1170L	1020L - 1070L

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Content Connections (SS, Science, Math, World Lang, Art, Music, Other)	<p>Social Studies: Civil War; Segregation; Jim Crow Laws; Great Depression; Civil Rights</p> <p>Music: "Strange Fruit" by Billie Holiday</p> <p>Ethics/Philosophy: Racism statistics, moral codes, stereotypes, etc.</p>	<p>Social Studies: New World Order; Digital Addiction; Superficial Relationships; Dystopia; Nazi/Communist Book Burnings</p> <p>Science: Science Fiction vs. Reality (technology)</p> <p>Music: “Let Down” by Radiohead “Mind’s Eye” by the Real DMT</p> <p>Ethics/Philosophy: Censorship, Knowledge vs. Ignorance, Fear as Control, Perspective vs. Truth</p>	<p>Social Studies: Geography of Greek Islands; Greek Mythology; The Role of Women; War and Imperialism</p> <p>Geography: Charting Maps</p> <p>Music: “Across the Universe” by the Beatles</p> <p>Ethics/Philosophy: Double Standards; Loyalty; Hospitality; Fate vs. Free Will; Maturity and Growth; Revenge</p>	<p>Social Studies: Elizabethan England; Shakespearean theater; The Globe</p> <p>Music: Role of music in Shakespearean theater (focus on the Clown’s songs in <i>Twelfth Night</i>)</p> <p>Art/Theater: Viewing Shakespearean plays</p> <p>Ethics/Philosophy: Historical Gender Roles; Love vs. Lust; Deception</p>
Reading Standards Across Units	<p>CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>			
Reading Standards Central to Unit	<p>RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RL.9-10.11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.</p> <p>a. Self-select text to respond and develop innovative perspectives.</p> <p>b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</p>	<p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from <i>Ovid</i> or the <i>Bible</i> or how a later author draws on a play by Shakespeare).</p> <p>RL.9-10.11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.</p> <p>a. Self-select text to respond and develop innovative perspectives.</p> <p>b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</p>	<p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p>a. Analyze works by authors or artists who represent diverse world cultures.</p> <p>RL.9-10.11 Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.</p> <p>a. Self-select text to respond and develop innovative perspectives.</p> <p>b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.</p>	<p>RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; 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).</p> <p>RL.9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from <i>Ovid</i> or the <i>Bible</i> or how a later author draws on a play by Shakespeare).</p>

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Writing Standards Across Units	CCSS.ELA-Literacy.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence CCSS.ELA-Literacy.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content			
Writing Standards Central to Unit	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-Literacy.W.9-10.8 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.	CSS.ELA-Literacy.W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CCSS.ELA-Literacy.W.9-10.3.a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. CCSS.ELA-Literacy.W.9-10.3.b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. CCSS.ELA-Literacy.W.9-10.3.c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. CCSS.ELA-Literacy.W.9-10.3.d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-Literacy.W.9-10.8 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. CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCSS.ELA-Literacy.W.9-10.9.a Apply <i>grades 9-10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). CCSS.ELA-Literacy.W.9-10.9.b Apply <i>grades 9-10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	CCSS.ELA-Literacy.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCSS.ELA-Literacy.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CCSS.ELA-Literacy.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. CCSS.ELA-Literacy.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. CCSS.ELA-Literacy.W.9-10.8 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.
Speaking/ Listening Standards Across Units	CCSS.ELA-Literacy.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. CCSS.ELA-Literacy.SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.			

Grade 9 Curriculum Map 2015-2016
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Speaking and Listening Standards Central to Unit	CCSS.ELA-Literacy.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	CCSS.ELA-Literacy.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	CCSS.ELA-Literacy.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CCSS.ELA-Literacy.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	CCSS.ELA-Literacy.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language Standards Across Units	CCSS.ELA-Literacy.L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCSS.ELA-Literacy.L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CCSS.ELA-Literacy.L.9-10.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
Language Standards Central to Unit	L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. L.9-10.6. 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. *In addition to vocabulary in context from the literature selections, teachers will be using Vocabulary Units from <i>Sadlier-Oxford Vocabulary Workshop Level D Common Core Edition</i> . Units can be found on vocabulary.com	L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. L.9-10.6. 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. *In addition to vocabulary in context from the literature selections, teachers will be using Vocabulary Units from <i>Sadlier-Oxford Vocabulary Workshop Level D Common Core Edition</i> . Units can be found on vocabulary.com	L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. L.9-10.6. 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. *In addition to vocabulary in context from the literature selections, teachers will be using Vocabulary Units from <i>Sadlier-Oxford Vocabulary Workshop Level D Common Core Edition</i> . Units can be found on vocabulary.com	L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. L.9-10.6. 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. *In addition to vocabulary in context from the literature selections, teachers will be using Vocabulary Units from <i>Sadlier-Oxford Vocabulary Workshop Level D Common Core Edition</i> . Units can be found on vocabulary.com
Grammar	Grammar embedded within Language Standards. Supplemental Text <i>Sadlier Oxford Grammar for Writing</i> (Level Blue) *See district website for additional details	Grammar embedded within Language Standards. Supplemental Text <i>Sadlier Oxford Grammar for Writing</i> (Level Blue) *See district website for additional details	Grammar embedded within Language Standards. Supplemental Text <i>Sadlier Oxford Grammar for Writing</i> (Level Blue) *See district website for additional details	Grammar embedded within Language Standards. Supplemental Text <i>Sadlier Oxford Grammar for Writing</i> (Level Blue) *See district website for additional details