

BEFORE YOU TEACH

How to Use the Closed-Loop Routing Tables

A one-page “Score → Intervention Crosswalk” opens every unit of Book 4 · 9–10.

1 • Screen. Run the Grace Compass check-in. It scores three domains — A (Regulation & Well-Being), B (Self-Compassion & Growth), C (Social Competency & Repair).

2 • Route to the lowest domain. A student’s lowest-scoring domain is where support is needed most. Find that domain on the unit’s crosswalk; the rows beneath it are this unit’s targeted lessons, novel scenes, and anchor charts.

3 • Run the Teacher Move. The last column gives a one-line, low-prep way to deliver the row — usually a scaffold so students fill content, not structure.

4 • Mind the red flag. A red ★ (elevated) or ★★ (highest-sensitivity) badge means safety steps apply: counselor co-facilitation, posted crisis resources, and — for ★★ — pre/post consultation. Never route a flagged row without them.

Doing well? If all three domains score 75+, use the ♦ enrichment row — an integration capstone — instead of a support row.

Important: deliver lessons in order. The crosswalk tells you where a student’s need is met within the unit — it is not a license to reorder the curriculum. The same routing logic runs the Grace Compass digital screener, so print and screen always agree.

CLOSED-LOOP ROUTING

Score → Intervention Crosswalk

Unit 1 · Identity · Book 4 · 9–10

Run the Grace Compass check-in. The student's **lowest-scoring domain routes first**. Use the **Teacher Move** to run the row with minimal prep, and watch the **red safety flag** when routing. (All domains 75+ → ♦ enrichment row.)

Emotional Regulation & Well-Being

Self-Compassion & Growth

Social Competency & Repair

DOMAIN	LESSON / ACTIVITY	NOVEL SCENE	ANCHOR CHART	TEACHER MOVE
B	U1-L1 (9-10) Identity in a Scattered Container	Ch. 1 · The First Day of High School The cohort arrives at Lincoln Park High.	WHO AM I WHEN THE COHORT IS NOT IN THE ROOM	Build an Identity Anchor Card — “Things that stay true about me regardless of the room.” Five lines
B ★	U1-L1 (9-10) Mask vs. Mirror ★ ELEVATED — SAFETY	Ch. 4 · Amara at the Locker Amara, in a new building with kids from other middle schools, watches herself almost slip back into a...	REFUSING THE MASK	Pre-build the “REFUSING THE MASK” skeleton on the board; students add their own content only.
B ★	U1-L1 / U2-L6 / U2-L6 — Identity After the Mask ★ ELEVATED — SAFETY	Ch. 14 · The Old Story Jordan, the funny kid since first grade, sits with Ms.	WHO AM I WITHOUT THE MASK	Build from there.”

Domain A (regulation) is light here — it is carried by the recurring Regulation Toolkit; pair any row with the Right-Now tools.

★ counselor co-facilitation + posted crisis resources · ★★ pre/post counselor consultation · ♦ enrichment (all 75+). *Mirrors the Grace Compass digital screener.*

Beyond the Brand

45–50 min · August Week 1 · First lesson of the year

★ PPRA — COUNSELOR
AWARENESS

OBJECTIVE	Students explain the gap between the curated persona and the authentic self and identify one specific cost they personally pay to maintain a curated performance.
CASEL FOCUS	Self-Awareness (primary) · Self-Management (supporting)
DURATION	45–50 min · August Week 1 · First lesson of the year
KEY VOCABULARY	curated self · authentic self · performance tax · persona · gap · integrity · self-monitoring
MATERIALS	Student journals · Anchor chart paper · Markers · Scenario Cards B4-1A and B4-1B
OPENING REVIEW	None — first lesson of year. Deliver Year-Start Introduction Protocol first.

ILLINOIS SEL ALIGNMENT GRADES 9–10 · EARLY HIGH SCHOOL

Goal 1 — Self-Awareness & Self-Management

1A.4a Analyze how thoughts and emotions affect decision making and responsible behavior.

Goal 2 — Social Awareness & Interpersonal Skills

2A.4a Analyze similarities and differences between one's own and others' perspectives.

Aligned to the Illinois Social/Emotional Learning Standards (ISBE).

★ PPRA — COUNSELOR AWARENESS REQUIRED

PPRA-designated. Psychological self-examination — students examine the gap between public persona and private self. Advance parental notification required (minimum 10 days prior). Standard 3-tier opt-out protocols apply. Brief counselor at least 2 days before delivery. Do not ask students to share their curated vs. authentic gap with the whole class — journal first, always.

ANCHOR CHART

CURATED SELF FILTERED · SELECTED PERFORMED FOR AN AUDIENCE WHAT YOU SHOW		AUTHENTIC SELF UNFILTERED · PRIVATE COSTLY TO REVEAL WHAT IS ACTUALLY TRUE
PERFORMANCE TAX = Gap Width Time Maintained		

OPENING RITUAL

3 minutes · Year-Start Version 'Both feet on the floor. One breath slower than usual.' [Pause 10 seconds. Do not fill it.] 'This is how this class begins. Every time. Not because it is a routine for its own sake — because what this class asks of you takes a moment to actually arrive for. You will understand why by the end of today.' [Post the essential question on the board: 'Who are you when no one is watching?'] 'That is the question this unit is built around. Not who you perform for other people. Not who your applications say you are. Who are you when the audience is gone? Today we start looking at that gap — and what it costs to maintain it.'

IN-LESSON SCAN

OBSERVE During the journal prompt in Step 2, a student who writes immediately, intensely, and at length — clearly accessing well-developed and familiar content without pausing.

MAY SIGNAL This student has a large, established gap and may be relieved to have language for it — or activated by naming it directly. A well-rehearsed gap at 9–10 is often accompanied by significant shame material underneath.

ACTION Note privately. Do not acknowledge in class. Flag for counselor awareness before U2-L7 (Backpack Audit). |

IN-LESSON SCAN

OBSERVE During Step 3, a student who stares at the page for the full time and leaves it blank.

MAY SIGNAL Either: the gap is so defended that even a private prompt feels dangerous. Or: genuine alignment between curated and authentic selves (less common at this age).

ACTION Do not approach during the lesson. After class: 'How did today feel for you?' A low-pressure check-in opens more than any direct question. |

SCENARIO CARDS · FACILITATION NOTES

B4-1A and B4-1B B4-1A (KAMERON): Whole-class model. All four discussion questions. Key facilitation: 'His best friend says it's all technically true — can something be factually accurate and still misrepresent you?' B4-1B (PRIYA): Pairs. Key facilitation: 'What has Priya practiced so thoroughly she can no longer access what lies beneath it?' This is the Performance Tax at its most acute.

GRADE-BAND DIFFERENTIATION

GRADES 9 · 10	GRADES 11 · 12
Grades 9–10: Keep gap concept concrete and scenario-grounded. Journal prompts carry personal work privately. The essential question is planted today — it does not need to be answered today.	Grades 11–12: The gap has typically been maintained for years — the Performance Tax is higher and more entrenched. Push further: 'What has the sustained performance cost you in relationships where you actually wanted to be known?'

EXIT TICKET

"The gap between my curated self and my authentic self right now is _____. The performance tax I pay for it shows up as _____. One thing I would have more of if the gap were smaller is _____." Journal — private. Never collected. Never graded.

TEACHER REFLECTION

First lesson: resist the urge to push personal depth. Scenario cards carry the emotional weight. The journal prompts are where the real work happens — protect them even if everything else runs short. Total composure about the performance-authenticity gap content is almost always protective at this age — note students who appear entirely unaffected. The Performance Tax is not abstract for students managing identity gaps around race, sexuality, immigration status, or family circumstances — hold that awareness even if it is not named today.

FAMILY CONNECTION · CONVERSATION STARTER

★ PPRA LESSON Dear Families, Today in Architecture of Grace, your student examined the concept of the curated self — the gap between the identity we perform for others and who we actually are. Using scenario cards, students explored what it costs to maintain a version of yourself that is technically accurate but not fully honest. No student was asked to disclose personal information. All reflection was private and journal-based. A conversation-starter that might open this naturally: "Is

there a version of you that people see that feels different from how you actually are inside?" You do not need to pursue this if your student isn't ready. The fact that you asked it — and meant it — is enough.

► DIRECT INSTRUCTION

Scripted teaching sequence · Steps 1 — 3 · read aloud or in your own words

01 THE CURATED SELF — NAME THE GAP

10 MIN

'Open your phones for ten seconds. Look at your profile photo or your most recent public post.' [10 second pause.] 'Now: is the person in that image the same person who woke up this morning? Same mood? Same worries? Same doubts?' [Take 2–3 student responses — brief, no pressure.] 'We all manage how we appear. That is not dishonesty — that is being human. The question is not whether you have a gap between your curated and authentic self. The question is: what is it costing you?' Point to the anchor chart. 'This curriculum calls that cost the Performance Tax. Today we start measuring yours.'

02 THE PERFORMANCE TAX — HOW IT WORKS

8 MIN

Write on board: $TAX = GAP \times TIME$. 'The performance tax is real and measurable. Psychologists call the underlying mechanism self-monitoring: the cognitive effort of continuously tracking how you appear across every context. It runs on working memory — the same working memory you use for everything else that matters. The wider your gap, and the longer you maintain it, the more it consumes.' [Pause.] 'Kameron in the scenario card is anxious and sometimes lonely at home. His curated self is confident and effortlessly social. That gap is not free.' Students journal 3 minutes privately: 'Where am I spending the most performance energy right now? What would I have more of if that gap were smaller?' Do not ask for sharing.

03 IS THE GAP WORTH IT?

7 MIN

'Not all curation is a problem. Choosing what to share with an employer is different from performing a false identity for your closest friends. The question is not whether you adjust your presentation — you do, and so does everyone. The question is whether the gap is costing you more than it is giving you.' Write on board: SIGNAL QUESTION — 'Is the gap costing you more than it is giving you?' 'This is not a yes or no question you answer today. It is a question you carry through this unit.' Students write

privately: 'One thing my curated self shows that my authentic self doesn't fully believe is ____.' Private.
Not shared.

SCENARIO CARDS

Print and laminate before unit. Two cards per lesson.

B 4 - 1 A BEYOND THE BRAND

THE SITUATION

Kameron runs a school Instagram account with 2,300 followers. His posts are perfectly lit, captioned with wit, and carefully curated to show him as confident, funny, and effortlessly social. At home he is often anxious, sometimes lonely, and spends hours crafting posts that look spontaneous. His best friend — someone who has known him since fifth grade — says: 'I barely recognize you on there. It's weird because it's all technically true, but it doesn't feel like you.'

DISCUSSION QUESTIONS

What is the gap between Kameron's curated self and his authentic self — and what is it costing him? The best friend says 'it's all technically true.' Can something be factually accurate and still misrepresent you? How? Kameron's posts show the highlights. What is systematically absent? Is there a version of showing up online that is both genuine and selective? Where is the line?

THE PERFORMANCE TAX *Sustained self-monitoring — constantly tracking how you appear — consumes cognitive and emotional energy. The performance tax is real: the wider the gap between the curated self and the authentic self, the heavier the toll. The question is not whether we present differently in different contexts — that is human. The question is whether the gap is costing you more than it is giving you.*

B 4 - 1 B BEYOND THE BRAND

THE SITUATION

In a college interview, Priya is asked: 'Tell me something about yourself that isn't on your application.' She freezes. Her application is excellent — every accomplishment, activity, and honor documented. But in that moment she realizes she doesn't know how to answer because every version of herself she has practiced presenting is achievement-based. The interviewer smiles: 'Take your time. There's no wrong answer.' Priya's mind is blank.

DISCUSSION QUESTIONS

What has Priya practiced so thoroughly that she can no longer access what lies beneath it? Why is 'tell me something about yourself' so much harder than 'here are my accomplishments'? What would Priya say if the question was: 'What do you love that you have never put on an application?' Priya's application tells the interviewer what she has done. What would it take to tell them who she is?

THE HIGHLIGHT REEL VS. THE REAL SELF *The highlight reel is not dishonest — it is selective. But over time, if we practice the highlight reel long enough, we can lose fluent access to what lies beneath it. Identity is not a résumé. The architecture of who you are is built from your values, your contradictions, your private joys, and your genuine struggles — not your credentials alone.*

ARCHITECTURE OF GRACE · BOOK 4 · THE FAÇADE (9–10)

Curated Self vs. Authentic Self

Unit 1 · Lesson 1

IDENTITY

CURATED SELF

- Filtered · selected
- Performed for an audience
- What you show

AUTHENTIC SELF

- Unfiltered · private
- Costly to reveal
- What is actually true

Performance Tax = gap width × time maintained.

ARCHITECTURE OF GRACE

This is a free preview.

Sample Lesson · Book 4 · The Façade (9–10)

The complete, classroom-ready curriculum — with anchor charts, worksheets, Illinois SEL alignment, closed-loop routing, and scripted Direct Instruction — is part of the Architecture of Grace district library. Educators can license the full set; families can find materials in the family store.

architectureofgrace.org