

BEFORE YOU TEACH

How to Use the Closed-Loop Routing Tables

A one-page “Score → Intervention Crosswalk” opens every unit of Book 5 · 11–12.

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 5 · 11–12

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 (11-12) Identity at the Walk-Out ★ ELEVATED — SAFETY	Ch. 1 · The First Day of the Last Year Ms.	WHO AM I WHEN I LEAVE	Pre-build the “WHO AM I WHEN I LEAVE” skeleton on the board; students add their own content only.
B	U1-L5 / U3-L1 / U3-L1 — Label vs. Integrity	Ch. 10 · The Lie Marcus Almost Told Marcus, in October, is asked by a college admissions officer about a leadership experience.	INTEGRITY UNDER STAKES	Pre-build the “INTEGRITY UNDER STAKES” skeleton on the board; students add their own content only.
B	U1-L6 (11-12) I Am More Than My Hardest Year	Ch. 5 · Pepper, in October Darius, six months after Pepper died at the end of Book 4, talks about who he has become since the gri...	GRIEF IS A LAYER, NOT A LOCATION	Pre-build the “GRIEF IS A LAYER, NOT A LOCATION” skeleton on the board; students add their own content only.

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.*

The Exit Interview

50–55 min · August Week 1 · First lesson of Book 5

OBJECTIVE

Students conduct a structured self-examination of who they have been in high school — what they have performed, what they have actually built, and what they are choosing to carry forward — and write the first line of who they are choosing to become.

CASEL FOCUS

Self-Awareness (primary) · Responsible Decision-Making (supporting)

DURATION

50–55 min · August Week 1 · First lesson of Book 5

KEY VOCABULARY

exit interview · transition identity · curated self · authentic self · carry-forward · leaving and arriving · threshold

OPENING REVIEW

None — first lesson of Book 5. Use the Year-Start Introduction Protocol for Book 5 before beginning.

ILLINOIS SEL ALIGNMENT GRADES 11–12 · LATE HIGH SCHOOL

Goal 1 — Self-Awareness & Self-Management

1B.5a Implement a plan to build on a strength, meet a need, or address a challenge.

1A.5a Evaluate how expressing one's emotions in different situations affects others.

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

ANCHOR CHART

THE THRESHOLD — LEAVING AND ARRIVING THE THRESHOLD: The liminal space between who you have been and who you are becoming. You are standing in it right now — this year, this room, this version of yourself. **WHAT YOU ARE LEAVING:** The identity context in which you have built yourself. The people who know your history. The roles that have defined you. The version of yourself that was built in response to this particular environment. **WHAT YOU ARE ARRIVING INTO:** An environment where none of your prior relational architecture exists. Where you will introduce yourself to people who have no idea who you were. Where you get to choose, from scratch, what version of yourself shows up. **THE ESSENTIAL QUESTION:** Of everything you have been and built in high school — what do you choose to carry through the threshold? What do you choose to leave behind? **POST:** Before class. **KEEP:** All of Unit 1.

ARCHITECTURE OF GRACE · BOOK 5 · THE CAPSTONE (11–12)

The Threshold — Leaving and Arriving

Unit 1

IDENTITY

WHAT YOU ARE LEAVING

- The context in which you built yourself
- The people who know your history
- The roles that have defined you

WHAT YOU ARE ARRIVING INTO

- An environment where none of your prior relational architecture exists
- Where you introduce yourself from scratch

The threshold is the liminal space between who you have been and who you are becoming. You are standing in it right now.

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OPENING RITUAL

90 seconds · Year-Start Version 'Both feet on the floor. One breath slower than usual.' [Pause 15 seconds.] [For students with prior AoG experience]: 'You have done this before. Notice how it feels different when you know where you are in the year — and where you are in your life.' [For students without prior AoG experience]: 'This is how this class begins. Every time. It is a choice to be present — not to a screen, not to the period after this one, but to what is actually happening right now. In your life. Which is significant.' 'This is the beginning of your last year of high school. Whatever that means to you — relief, grief, excitement, terror, some combination of all of them — it is real. This class will not ask you to manage those feelings. It will ask you to think honestly about who you are choosing to become.' [Post: 'Of everything you have been and built in high school — what do you choose to carry forward?']

► DIRECT INSTRUCTION

Scripted teaching sequence · scripted sequence · follow the steps · read aloud or in your own words

NOTE

STEP 1 10 min THE EXIT INTERVIEW — PART 1: WHO HAVE YOU BEEN? 'An exit interview is a structured conversation held when someone is leaving an organization. The purpose: to understand honestly what their experience was, what they contributed, and what they are taking with them. Today you are conducting an exit interview with yourself — about your high school experience.' [Pause.] 'Not the version for the college essay. Not the version your parents would read. The honest version.' Students open journals — 8 minutes of private writing: 'Three roles I have played in high school — not jobs or positions, but identity roles. Who I have been to different groups of people. Two things I am genuinely proud of having built here — not accomplishments, but qualities or capacities. One thing about the identity I have carried in high school that I am not taking with me.' STEP 2 10 min THE EXIT INTERVIEW — PART 2: WHO ARE YOU ARRIVING AS? 'In the environment you are moving toward — college, work, a new city, a new community — none of the people you meet will know your history. They will not know who you were in 9th grade. They will not know the story of how you became who you are. They will only know who shows up.' [Pause.] 'That is not a loss. It is an opportunity — and a responsibility. You get to choose what version of yourself arrives.' Students write privately: 'The version of me that I am choosing to send into the next chapter — what are their three most essential qualities? Not the ones I perform. The ones that are actually mine.' Then: 'The first line of who I am choosing to become: ____.' Private. Never shared. STEP 3 10 min THE CONTINUITY QUESTION — WHAT TRAVELS THROUGH THE THRESHOLD? 'Here is the question nobody asks in the college application or the graduation ceremony: of everything you have built in yourself — the values, the relationships, the understanding, the capacity for grace — what travels through the threshold with you? And how does it travel when the context that held it is gone?' Write on board: CONTINUITY QUESTION:

'What are you carrying through the threshold — and what holds it in place when the context changes?' 'Your integrity anchor from Book 4 does not disappear when you leave this school. But the environment that kept it visible — the community that knew you as someone who lived by it — is gone. What holds it in place when nobody is watching and nobody knows your history?' Students write: 'The thing about who I am that is most at risk of being lost in the transition is _____. What holds it in place is _____. Private.

IN-LESSON SCAN

OBSERVE During the journal writing in Step 1, a student who writes intensely and at length about a role they have been playing that they clearly did not choose — a role assigned by their family, their community, or their circumstances.

MAY SIGNAL This student has been inhabiting an identity shaped more by others' expectations than by genuine self-authorship. The threshold of departure may be simultaneously terrifying and liberating for them — they are losing the context that defined them, but also the context that constrained them.

ACTION Do not approach during the lesson. After class: 'I noticed today felt significant. The roles we've been playing — sometimes we don't get to choose them. I'd like to talk more about what you're thinking about carrying forward — and what you're ready to leave behind.' | | --- |

IN-LESSON SCAN

OBSERVE During Step 3, a student who writes that nothing about who they are is at risk of being lost — who seems entirely confident that the transition poses no identity challenge.

MAY SIGNAL Total confidence about identity continuity at the threshold of departure is unusual at 11–12. This student may have done deep prior work on identity stability — or may be protecting themselves from the vulnerability of naming what is actually precarious.

ACTION Do not challenge publicly. After class, if the student seems disengaged from the depth of the material: 'The transition question — does it feel like a non-issue for you? I'm curious what makes it feel settled.' Ask with genuine curiosity, not skepticism. | | --- |

SCENARIO CARDS · FACILITATION NOTES

B5-1A and B5-1B B5-1A (AMARA'S THRESHOLD): Whole-class model. Key for Q1: 'Amara is terrified of losing the version of herself that high school built — even though she knows it was partly a performance. What is she actually afraid of losing?' Key for Q3: 'Write the first line of Amara's Chapter 3 — not her college essay, the honest version.' B5-1B (THEO'S ARRIVAL): Pairs. Key: 'Theo has an opportunity to be anyone when he arrives at university. He finds this paralyzing rather than liberating. What does that paralysis tell you about his relationship to his own identity?'

The answer: he has not yet built an internal identity that is independent of the social context that defined him.

GRADE-BAND DIFFERENTIATION

GRADES 9 · 10	GRADES 11 · 12
In B4-U1, students examined the gap between their curated and authentic selves. The threshold question was about individual moments and relationships. The stakes were interpersonal.	The threshold question is existential. The transition is from a defined identity context to an undefined one. The stakes are not interpersonal — they are about who you fundamentally are when the environment that shaped you is no longer present. This is a qualitatively different kind of question.

EXIT TICKET

"Three roles I have played in high school are __, __, and __. The version of me I am choosing to send into the next chapter has these three qualities: __, __, and __. The thing about who I am that is most at risk of being lost in the transition is __. What holds it in place is __." Journal — private. Never collected. Never graded.

TEACHER REFLECTION

First lesson of Book 5 — the tone you set here defines the register for the entire Capstone year. These students are near-adults facing one of the most significant transitions of their lives. The Exit Interview must feel like a conversation between people who are taking the question seriously — not like a worksheet. Hold the room with genuine weight and genuine warmth simultaneously. The Continuity Question (Step 3) is the most important conceptual move of the year's opening — plant it here, return to it throughout Book 5. Students who cannot identify anything at risk in the transition are worth noting — genuine identity stability is rare at 11–12, and what presents as confidence is often either deep prior work or defended vulnerability. Know which.

FAMILY CONNECTION · CONVERSATION STARTER

Today students began Book 5: The Capstone — the final year of Architecture of Grace. The first lesson asked them to conduct an Exit Interview with themselves: Who have I been in high school? Who am I choosing to become? Of everything I have built — what do I choose to carry through the transition ahead? This is the essential question of senior year — and it is one of the most important questions any person asks at any threshold in their life. Conversation-starter: 'Is there a version of

you in high school that you're ready to leave behind? And is there something you've built here that you want to make sure travels with you?'

SCENARIO CARDS

Print and laminate before unit. Two cards per lesson.

B 5 - 1 A

THE EXIT INTERVIEW

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SAFETY NOTE**

THE SITUATION

Sofia is a semester away from graduation. Her college essay identified herself primarily by her academic achievements and extracurricular leadership. Now, sitting with the Exit Interview, she is being asked: 'Who were you becoming here — beneath the record?' She stares at the question. She has a very good answer about her record. She does not know how to answer about herself.

DISCUSSION QUESTIONS

What is the Exit Interview asking that Sofia's application did not ask — and why is that harder to answer? Sofia has a clear answer about her record and almost no answer about herself. What has she been building — and what has she been neglecting? The Exit Interview asks you to name what you are releasing, carrying forward, and choosing to build. What is the purpose of each of those three things? Begin your own Exit Interview: what identity are you releasing as you leave this building — and why?

THE EXIT INTERVIEW

The Exit Interview is not a performance review. It is an invitation to name what actually grew in you during high school — beneath the record, beneath the title, beneath the accomplishment. Many students can articulate their transcript. Fewer can articulate their character development. The Exit Interview asks for the second thing.

B 5 - 1 B

THE EXIT INTERVIEW

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SAFETY NOTE**

THE SITUATION

When Darius fills out his Exit Interview, the hardest section is 'what I am releasing.' He has been the class clown since sixth grade. It protected him from taking things seriously enough to be disappointed by them. He has used it to manage anxiety, deflect from vulnerability, and stay likable across social groups. 'I don't think that's who I want to be anymore,' he writes. 'But I don't know

who I am without it.'

DISCUSSION QUESTIONS

What function has the 'class clown' identity served for Darius — and what has it cost him? Darius says 'I don't know who I am without it.' What does that feel like — and what does it make possible? Releasing an identity is not the same as erasing it. What would it mean for Darius to carry the humor forward without being defined by it? What identity have you been performing in high school that you want to release or revise as you move forward?

RELEASING AN IDENTITY *Some identities we adopt in high school serve a genuine protective function — they help us survive environments that feel unsafe, manage anxiety, or maintain social standing. The work of the Exit Interview is not to condemn those identities. It is to ask: does this still serve me? Is this who I want to carry forward? And if not — who is underneath it?*

ARCHITECTURE OF GRACE

This is a free preview.

Sample Lesson · Book 5 · The Capstone (11–12)

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