

# GR 3 Module 05 (Teamwork)

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Marking Period 3**  
Length: **3 weeks**  
Status: **Published**

## Unit Overview

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Module Title: Teamwork

Essential Question: What can sports teach us about working together?

## Standards

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### Module 5: Teamwork

### Week 1 Lesson 1

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| ELA.L.RF.3.3.D   | Read grade-appropriate irregularly spelled words.   |
| ELA.L.RF.3.3.E   | Analyze the parts of high-frequency words that are regular and the parts that are irregular.  |
| ELA.L.RF.3.4.A   | Read grade-level text with purpose and understanding.   |
| ELA.L.RF.3.4.B   | Read grade-level text orally with accuracy, appropriate rate, and expression.   |
| ELA.L.RF.3.4.C   | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| ELA.L.WF.3.2.F.i | Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.  |
| ELA.L.WF.3.2.G   | Spell common words in English, including regular and irregular forms.   |
| ELA.L.KL.3.1.A   | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.   |
| ELA.RL.CR.3.1    | Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.                          |
| ELA.RI.MF.3.6    | Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| ELA.SL.ES.3.3    | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.   |

### Week 1 Lesson 2

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| ELA.L.KL.3.1.A | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases. |
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| ELA.L.VL.3.2.B  | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).  |
| ELA.RL.CR.3.1   | Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.  |
| ELA.RL.IT.3.3   | Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.   |
| ELA.RL.TS.3.4   | Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| ELA.RI.CT.3.8   | Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.  |
| ELA.SL.PE.3.1.A | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  |
| ELA.SL.PE.3.1.B | Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).   |
| ELA.SL.PE.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   |
| ELA.SL.PE.3.1.D | Explain their own ideas and understanding in light of the discussion.   |
| ELA.SL.II.3.2   | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| ELA.SL.ES.3.3   | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.   |

## Week 1 Lesson 3

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| ELA.L.RF.3.3.A | Identify and know the meaning of the most common prefixes and derivational suffixes.  |
| ELA.L.RF.3.3.B | Decode words with common Latin suffixes.  |
| ELA.L.RF.3.3.C | Decode multisyllable words.   |
| ELA.L.WF.3.2.C | Identify language of word origin, as noted in dictionaries.   |
| ELA.L.KL.3.1.A | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.   |
| ELA.L.VL.3.2.B | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).  |
| ELA.RI.CR.3.1  | Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.  |
| ELA.RL.CI.3.2  | Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).  |
| ELA.RI.IT.3.3  | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.                                    |
| ELA.RL.TS.3.4  | Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |

## Week 1 Lesson 4

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| ELA.L.RF.3.3.A | Identify and know the meaning of the most common prefixes and derivational suffixes.   |
| ELA.L.RF.3.3.B | Decode words with common Latin suffixes.   |
| ELA.L.WF.3.2.C | Identify language of word origin, as noted in dictionaries.  |
| ELA.L.KL.3.1.A | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.  |
| ELA.L.VL.3.2.B | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). |
| ELA.RL.CI.3.2  | Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).   |
| ELA.RL.MF.3.6  | Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).  |
| ELA.RI.CT.3.8  | Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.                           |

## Week 1 Lesson 5

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| ELA.RL.MF.3.6 | Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). |
| ELA.RI.CT.3.8 | Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.                          |

## Week 2 Lesson 6

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| ELA.L.RF.3.3.D | Read grade-appropriate irregularly spelled words.   |
| ELA.L.RF.3.3.E | Analyze the parts of high-frequency words that are regular and the parts that are irregular.  |
| ELA.L.RF.3.4.A | Read grade-level text with purpose and understanding.   |
| ELA.L.RF.3.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression.   |
| ELA.L.WF.3.2.G | Spell common words in English, including regular and irregular forms.   |
| ELA.L.KL.3.1.A | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.   |
| ELA.L.VL.3.2.A | Use sentence-level context as a clue to the meaning of a word or phrase.  |
| ELA.SL.II.3.2  | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

## Week 2 Lesson 7

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| ELA.L.RF.3.3.C | Decode multisyllable words.   |
| ELA.L.RF.3.4.C | Use context to confirm or self-correct word recognition and understanding, rereading as |

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|                | necessary.  |
| ELA.L.KL.3.1.A | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.   |
| ELA.L.VL.3.2.A | Use sentence-level context as a clue to the meaning of a word or phrase.  |
| ELA.SL.II.3.2  | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

## Week 2 Lesson 8

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| ELA.L.RF.3.3.C | Decode multisyllable words.   |
| ELA.L.RF.3.4.C | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| ELA.L.WF.3.2.C | Identify language of word origin, as noted in dictionaries.   |
| ELA.L.KL.3.1.A | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.   |
| ELA.L.VL.3.2.A | Use sentence-level context as a clue to the meaning of a word or phrase.  |
| ELA.L.VL.3.2.B | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).  |
| ELA.L.VL.3.2.C | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).  |
| ELA.RL.IT.3.3  | Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.   |
| ELA.RL.TS.3.4  | Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |
| ELA.RL.CT.3.8  | Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).  |

## Week 2 Lesson 9

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| ELA.L.WF.3.2.C | Identify language of word origin, as noted in dictionaries.   |
| ELA.L.KL.3.1.A | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.   |
| ELA.L.VL.3.2.A | Use sentence-level context as a clue to the meaning of a word or phrase.  |
| ELA.L.VL.3.2.B | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).  |
| ELA.L.VL.3.2.C | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).  |
| ELA.RL.IT.3.3  | Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.   |
| ELA.RL.TS.3.4  | Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. |

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| ELA.RL.CT.3.8 | Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).        |
| ELA.SL.II.3.2 | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

## Week 2 Lesson 10

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| ELA.L.WF.3.2.C | Identify language of word origin, as noted in dictionaries.  |
| ELA.L.VL.3.2.B | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). |
| ELA.L.VL.3.2.C | Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).   |
| ELA.SL.II.3.2  | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.      |

## Week 3 Lesson11

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| ELA.L.RF.3.3.D | Read grade-appropriate irregularly spelled words.  |
| ELA.L.RF.3.3.E | Analyze the parts of high-frequency words that are regular and the parts that are irregular.   |
| ELA.L.RF.3.4.A | Read grade-level text with purpose and understanding.  |
| ELA.L.RF.3.4.B | Read grade-level text orally with accuracy, appropriate rate, and expression.  |
| ELA.L.WF.3.2.G | Spell common words in English, including regular and irregular forms.  |
| ELA.L.KL.3.1.A | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.  |
| ELA.L.KL.3.1.B | Choose words and phrases for effect.   |
| ELA.L.VI.3.3.A | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  |
| ELA.L.VI.3.3.C | Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).                           |
| ELA.RI.CR.3.1  | Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers. |

## Week 3 Lesson 12

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| ELA.L.RF.3.3.B | Decode words with common Latin suffixes.  |
| ELA.L.RF.3.3.C | Decode multisyllable words.   |
| ELA.L.WF.3.2.C | Identify language of word origin, as noted in dictionaries.   |
| ELA.L.KL.3.1.A | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| ELA.L.KL.3.1.B | Choose words and phrases for effect.  |
| ELA.L.VL.3.2.B | Determine the meaning of the new word formed when a known affix is added to a known                                   |

word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

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| ELA.L.VI.3.3.A | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).   |
| ELA.L.VI.3.3.C | Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).  |
| ELA.RI.IT.3.3  | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.    |
| ELA.RI.AA.3.7  | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text. |

## Week 3 Lesson 13

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| ELA.L.RF.3.3.B  | Decode words with common Latin suffixes.  |
| ELA.L.RF.3.3.C  | Decode multisyllable words.   |
| ELA.L.WF.3.2.C  | Identify language of word origin, as noted in dictionaries.   |
| ELA.L.KL.3.1.A  | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.   |
| ELA.L.VL.3.2.B  | Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).                                |
| ELA.RI.IT.3.3   | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.    |
| ELA.RI.PP.3.5   | Distinguish their own point of view from that of the author of a text.  |
| ELA.RI.AA.3.7   | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text. |
| ELA.RI.CT.3.8   | Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.  |
| ELA.SL.PE.3.1.A | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  |
| ELA.SL.PE.3.1.B | Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).                       |
| ELA.SL.PE.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   |
| ELA.SL.PE.3.1.D | Explain their own ideas and understanding in light of the discussion.   |

## Week 3 Lesson 14

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| ELA.L.KL.3.1.A | Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases. |
| ELA.RI.PP.3.5  | Distinguish their own point of view from that of the author of a text.  |

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| ELA.RI.CT.3.8   | Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.                                    |
| ELA.W.IW.3.2.A  | Introduce a topic clearly.  |
| ELA.W.IW.3.2.B  | Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.   |
| ELA.W.IW.3.2.C  | Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.   |
| ELA.W.IW.3.2.D  | Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).   |
| ELA.W.IW.3.2.E  | Provide a conclusion related to the information or explanation presented.   |
| ELA.W.WP.3.4.A  | Identify audience, purpose, and intended length of composition before writing.  |
| ELA.W.WP.3.4.B  | Consider writing as a process, including self-evaluation, revision and editing.   |
| ELA.W.WP.3.4.C  | With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.                          |
| ELA.W.SE.3.6    | Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.                                 |
| ELA.W.RW.3.7    | Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.   |
| ELA.SL.PE.3.1.A | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  |
| ELA.SL.PE.3.1.B | Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| ELA.SL.PE.3.1.C | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.   |
| ELA.SL.PE.3.1.D | Explain their own ideas and understanding in light of the discussion.   |

## **Week 3 Lesson 15**

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| ELA.RI.CT.3.8  | Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.           |
| ELA.W.IW.3.2.A | Introduce a topic clearly.   |
| ELA.W.IW.3.2.B | Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.                          |
| ELA.W.IW.3.2.C | Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.  |
| ELA.W.IW.3.2.D | Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).                                    |
| ELA.W.IW.3.2.E | Provide a conclusion related to the information or explanation presented.  |
| ELA.W.WP.3.4.A | Identify audience, purpose, and intended length of composition before writing.   |
| ELA.W.WP.3.4.B | Consider writing as a process, including self-evaluation, revision and editing.  |
| ELA.W.WP.3.4.C | With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice. |
| ELA.W.SE.3.6   | Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.        |

## **Materials/Activities/Resources**

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### **Core materials:**

- HMH Into Reading
- Schoolwide Writing

### **Supplemental Resources:**

- Foundations
- Brainspring
- Leveled Readers

### **Web Site Resources:**

- Ed Your Friend in Learning
- Schoolwide Writing
- Newsela
- Lexia
- Amira (K-3)
- Raz-Kids/Reading A-Z

## **Technology**

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- **8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- **8.2.5.ITH.3:** Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
- **8.2.5.ITH.4:** Describe a technology/tool that has made the way people live easier or has led to a new business or career.

## **Assessment**

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### **Formative Assessments**

- Teacher Observation
- Anecdotal Notes
- Exit Tickets
- Student Practice Pages



## **Summative Assessments**

- Module Tests

## **Benchmark Assessments**

- NWEA MAPs

## **Alternative Assessments**

- Weekly Tests
- Comprehension Quizzes
- Dibels
- F & P Assessments
- Phonics Skill Assessments

## **Accommodations & Modifications**

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### **Special Education**

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

### **504**

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

## **ELL**

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

## **At-Risk of Failure**

- Additional time during intervention time
- Newsela/Readworks/Reading A-Z level reading passages
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

## **Gifted & Talented**

- Independent projects
- PEP/GEM class
- Above-Level Reading Materials

## **Interdisciplinary Connections**

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[NJ Curriculum Mandates: Galloway Teacher Resource Crosswalk](#)

### **NJSLS Theater & Social Studies Standards Covered in ELA Curriculum:**

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| TH.3-5.1.4.5.Cr1a    | Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work. |
| TH.3-5.1.4.5.Cr1c    | Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.   |
| TH.3-5.1.4.5.Pr6a    | Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.   |
| SOC.6.1.5.CivicsCM.1 | Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.   |
| TH.3-5.1.4.5.Re7a    | Identify, explain and demonstrate an understanding of both artistic choices and personal   |

TH.3-5.1.4.5.Cn10a

reactions made in a drama/theatre work through participation and observation.

Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.

## **Social and Emotional Learning Connections**

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Learning Mindset: Asking for Help

## **Career Readiness, Life Literacies, and Key Skills NJSL**

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Financial Literacy (9.1):

- By the end of Grade 5
  - 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

Career Awareness, Exploration, and Preparation (9.2):

- By the end of Grade 5
  - 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
  - 9.2.5.CAP.2: Identify how you might like to earn an income.
  - 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

Life Literacies and Key Skills (9.4):

- By the end of Grade 5
  - 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
  - 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
  - 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7,

8.2.5.ED.6).

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).

## **Career Ready Practices**

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- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.