GR 6 Unit 1 (Discovering Your Voice)

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **6 weeks**
Status: **Published**

Unit Overview

Unit Title: Discovering Your Voice

Essential Question: What are the ways you can make yourself heard?

Standards

Unit 1

L.SS.6.1.B	Use intensive pronouns (e.g., myself, ourselves).
L.SS.6.1.C	Recognize and correct inappropriate shifts in pronoun number and person.
L.SS.6.1.D	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
L.SS.6.1.F	Recognize spelling conventions.
L.KL.6.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.6.2.B	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.KL.6.2.D	Maintain consistency in style and tone.
L.VL.6.3.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.6.3.B	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
L.VL.6.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.VL.6.3.D	Consult 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 or its part of speech.
L.VI.6.4.A	Interpret figures of speech (e.g., personification) in context.
L.VI.6.4.C	Analyze the impact of a specific word choice on meaning and tone.
L.VI.6.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.

RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.CI.6.2	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.6.3	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.
RI.IT.6.3	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
RI.TS.6.4	Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
RI.PP.6.5	Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.
RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
RI.MF.6.6	Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
RI.AA.6.7	Trace the development of and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
W.AW.6.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
W.AW.6.1.C	Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
W.AW.6.1.D	Establish and maintain a formal/academic style, approach, and form.
W.AW.6.1.E	Provide a concluding statement or section that follows from the argument presented.
W.IW.6.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
W.IW.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.IW.6.2.E	Acknowledge and attempt a formal/academic style, approach, and form.
W.NW.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.NW.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.WR.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.SE.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a

	day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.PE.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.PE.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.ES.6.3	Deconstruct a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
SL.PI.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Unit 2

L.SS.6.1.F	Recognize spelling conventions.
L.KL.6.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.6.2.B	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.KL.6.2.C	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
L.KL.6.2.D	Maintain consistency in style and tone.
L.VL.6.3.B	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
L.VL.6.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.VL.6.3.D	Consult 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 or its part of speech.
L.VI.6.4.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RL.CI.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RI.CI.6.2	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RI.IT.6.3	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
RL.TS.6.4	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into

	the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
RL.CT.6.8	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
W.AW.6.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
W.AW.6.1.C	Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
W.AW.6.1.D	Establish and maintain a formal/academic style, approach, and form.
W.IW.6.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
W.IW.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.IW.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.IW.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.IW.6.2.E	Acknowledge and attempt a formal/academic style, approach, and form.
W.NW.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.NW.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
W.NW.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
W.NW.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.NW.6.3.E	Provide a conclusion that follows from the narrated experiences or events.
W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.WR.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.SE.6.6	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.PE.6.1.B	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
SL.PE.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

SL.PE.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.PI.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Unit 3

L.SS.6.1.E	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive and parenthetical elements.
L.SS.6.1.F	Recognize spelling conventions.
L.KL.6.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.6.2.B	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.KL.6.2.C	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
L.VL.6.3.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.6.3.B	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
L.VL.6.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.VL.6.3.D	Consult 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 or its part of speech.
L.VL.6.3.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.6.4.B	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
L.VI.6.4.D	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RL.CI.6.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RI.CI.6.2	Determine the central idea of an informational text and explain how it is supported by key details; provide a summary of the text distinct from personal opinions or judgments.
RL.IT.6.3	Describe how a particular text's structure unfolds in a series of episodes and use textual evidence to describe how the characters respond or change as the plot moves toward a resolution.

RI.IT.6.3	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
RL.TS.6.4	Analyze how a particular piece (e.g., sentence, chapter, scene, stanza, or section) fits into the overall structure of a text and contributes to the development of the ideas, theme, setting, or plot.
RI.TS.6.4	Use text structures (e.g., cause-effect, problem-solution), search tools, and genre features (e.g., graphics, captions, indexes) to locate and integrate information.
RL.MF.6.6	Compare and contrast information or texts to develop a coherent understanding of a theme, topic, or issue when reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.
RI.MF.6.6	Integrate information when presented in different media or formats (e.g., visually, quantitatively) to develop a coherent understanding of a topic or issue.
RL.CT.6.8	Compare and contrast literary texts in different forms, by different authors, or from different genres (e.g., stories and poems; historical novels and primary source documents, scientific journals and fantasy stories) in terms of their approaches to similar themes and topics.
RI.CT.6.8	Compare and contrast informational texts in different forms, by different authors, or from different genres (e.g., a memoir written by and a biography on the same person, historical novels and primary source documents, infographics and scientific journals) in terms of their approaches to similar themes and topics.
W.AW.6.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
W.AW.6.1.C	Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
W.AW.6.1.D	Establish and maintain a formal/academic style, approach, and form.
W.IW.6.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
W.IW.6.2.B	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
W.IW.6.2.C	Use appropriate transitions to clarify the relationships among ideas and concepts.
W.IW.6.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.IW.6.2.E	Acknowledge and attempt a formal/academic style, approach, and form.
W.IW.6.2.F	Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows from and supports the information or explanation presented.
W.NW.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.NW.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.NW.6.3.E	Provide a conclusion that follows from the narrated experiences or events.
W.WP.6.4	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices; sustaining effort to fit composition needs and purposes; and attempting to address purpose and audience.
W.WR.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.SE.6.6	Gather relevant information from multiple print and digital sources; assess the credibility

	of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.PE.6.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
SL.PE.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
SL.PE.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.PI.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
SL.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
SL.AS.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit 4

L.KL.6.2.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.6.2.B	Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.VL.6.3.A	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.6.3.B	Determine the meaning of words and phrases as they are used, including figurative, connotative, and technical meanings.
L.VL.6.3.C	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
L.VL.6.3.D	Consult 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 or its part of speech.
L.VI.6.4.C	Analyze the impact of a specific word choice on meaning and tone.
RL.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
RL.PP.6.5	Determine how an author conveys or develops perspective in a text (through the narrator or speaker when appropriate).
RI.PP.6.5	Identify author's purpose, perspective or potential bias in a text and explain the impact on the reader's interpretation.
W.NW.6.3.A	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
W.NW.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop

	experiences, events, and/or characters.
W.NW.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
W.WR.6.5	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
W.RW.6.7	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.PI.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

Unit 5

Unit 6

Materials/Activities/Resources

Core materials:

- HMH Into Reading
- HMH Writing

Web Site Resources:

- Ed Your Friend in Learning

Technology

- IXL
- EdHMH

TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.5	Understand appropriate uses for social media and the negative consequences of misuse.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.2.8.E.1	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

Assessment

Formative Assessment

- Teacher Observation
- Comprehension Quizzes
- Running Records
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

Summative Assessment

- Unit Test
- On Demand Pieces
- F&P Benchmark (special education)

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Readworks 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
- Readworks 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
● Readworks 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
● Readworks 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

6.1.8.HistoryUP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
8.2.8.EC.1	Explain ethical issues that may arise from the use of new technologies.
VPA.1.1.8.D.1	Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
VPA.1.1.8.D.2	Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.
VPA.1.1.8.D.CS1	Art is a universal language. Visual communication through art crosses cultural and

	language barriers throughout time.
VPA.1.2.8.A.2	Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

Social and Emotional Learning Connections

Learning Mindset: Self-Awareness, Self Management, Relationship Skills, responsible Decision-Making, Social Awareness

Career Readiness, Life Literacies, and Key Skills

9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
9.2.8.CAP.19	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level.

Career Ready Practices

- 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.