

# LHS English 9 Unit 4

Content Area: **ELA**  
Course(s):  
Time Period: **MP4**  
Length:  
Status: **Published**

## Unit Overview

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**Theme:** The Paths to Genocide

**Benchmark Text Focus:** Informational

**Anchor Text:** Maus

**Writing Genre Focus:** Informative/Explanatory Essay Writing

## Targeted ELA Standards

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Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.KL.9–10.2	Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.
ELA.L.VL.9–10.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VI.9–10.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
ELA.RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
ELA.RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RI.CI.9–10.2	Determine one or more central ideas of an informational text and analyze how it is

ELA.RL.IT.9–10.3

ELA.RI.IT.9–10.3

ELA.RI.TS.9–10.4

ELA.RI.PP.9–10.5

ELA.RI.MF.9–10.6

ELA.RI.CT.9–10.8

ELA.W.IW.9–10.2

ELA.W.WP.9–10.4

ELA.W.RW.9–10.7

ELA.SL.PE.9–10.1

ELA.SL.II.9–10.2

ELA.SL.ES.9–10.3

ELA.SL.AS.9–10.6

## Weekly Structure

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	Time		Time		Time		Time		Time		Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

Day Seven		Day Eight	
Writing Focus			
Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes

Day Nine		Day Ten	
Writing Focus			
Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes

## Rationale

The study of the Holocaust and other genocides is crucial for understanding the darkest aspects of human history and learning from them to prevent future atrocities. This unit, "Understanding the Holocaust and Genocide Through Maus," uses Art Spiegelman's graphic novel to provide a personal and impactful exploration of these themes. Maus offers a unique perspective on the Holocaust, making complex historical events accessible and engaging for students.

Writing argument allows students to use critical thinking skills while engaging with complex themes such as death, loss, mourning and genocide. Argumentative writing requires the students to engage closely with the text they are studying in order to use proper evidence to support their points.

The benchmark focuses on a cold read of the short story "The Sniper" by Liam O'Flaherty which deals with similar themes to *Maus*. The writing task asks students to argue how the different characters in *Maus* and

"The Sniper" deal with war which builds on the skills taught of developing a claim with textual evidence to support the position.

## Enduring Understandings

Content Specific	Skills Specific
<ul style="list-style-type: none"> <li>▪ <b>Historical and Cultural Relevance:</b> Students will understand that genocide typically develops through identifiable stages, including classification, dehumanization, organization, and execution, often fueled by political, social, and historical forces. Additionally, students will unravel how learning about genocide helps develop moral and civic responsibility, promoting awareness, empathy, and action against injustice.</li> <li>▪ <b>The Role of Individual Choices and Societal Complicity:</b> Students will understand that genocide is not only the result of leaders' actions, but also of everyday people who choose to participate, stay silent, or resist. They will also explore how media, rhetoric, and social narratives can shape public opinion and enable persecution and genocide by marginalizing targeted groups.</li> <li>▪ <b>Informative/Explanatory Writing Creation:</b> Students will understand how texts like Maus use graphic imagery and personal testimony to represent complex historical realities and emotional truths about genocide, as well as deepen understanding of historical atrocities. Using this information, students will understand that effective informative/explanatory writing must balance factual accuracy with respectful engagement and support claims with credible sources.</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Reading Comprehension and Analysis of Text:</b> Students will understand that analyzing texts like Maus requires attention to both the informational content and the author's stylistic and structural choices. Additionally, students will evaluate how a graphic novel, interviews, timelines, and other informational texts present, emphasize, or omit aspects of genocide.</li> <li>▪ <b>Identifying Central Ideas and Supporting Evidence:</b> Students will understand how to determine central ideas about genocide and track how authors like Art Spiegelman develop them using details, structure, and visual storytelling.</li> <li>▪ <b>Evaluating Sources:</b> Students will understand how to locate, assess, and synthesize multiple informational sources to support a nuanced understanding of genocide and analyze sources for credibility, relevance, and bias.</li> <li>▪ <b>Informative Writing Organization:</b> Students will understand how to organize and develop informative/explanatory writing using effective introductions, logical organization, transitions, and relevant evidence.</li> <li>▪ <b>Maintaining Accuracy, Objectivity, and Sensitivity:</b> Students will understand that informative writing about genocide demands accuracy, objectivity, and sensitivity to the subject matter by the use formal tone, precise language, and evidence-based reasoning to explain complex topics.</li> <li>▪ <b>Revising and Editing for Clarity and Impact:</b> Students will understand how to revise their writing to strengthen coherence,</li> </ul>

	clarify ideas, and ensure factual accuracy and appropriate tone.
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## Essential Questions

Content Specific	Skills Specific
<ul style="list-style-type: none"> <li>What stages or conditions typically lead to genocide, and how can they be identified before violence occurs?</li> <li>How do governments and societies use propaganda and fear to justify discrimination and mass violence?</li> <li>What roles do individuals and communities play in either enabling or resisting genocide?</li> <li>How does the graphic novel format of <i>Maus</i> affect our understanding of the Holocaust and the experiences of its victims and survivors?</li> <li>Why is it important to study genocide, and how can this knowledge help us take action against injustice today?</li> <li>How can we write about genocide in ways that are respectful, accurate, and informative?</li> </ul>	<ul style="list-style-type: none"> <li>How do authors like Art Spiegelman combine factual content with narrative techniques to help readers understand historical events like genocide?</li> <li>How can we determine the central ideas in a text about genocide and explain how those ideas are developed?</li> <li>How does the format of a text—such as a graphic novel versus a traditional article—affect how information about genocide is presented and understood?</li> <li>How can we evaluate and choose the most reliable sources when researching sensitive historical topics like genocide?</li> <li>What strategies help writers clearly explain complex historical topics like genocide in a well-organized and informative essay?</li> <li>Why is it important to use formal tone and accurate language when writing about topics as serious as genocide?</li> <li>How does revising and editing improve the clarity, accuracy, and impact of our informative writing?</li> </ul>

## Key Resources

### Reading:

Anchor Text: *Maus* by Art Spiegelman

[Eng 9 - Maus I Pacing Guide](#)

[Maus Novel Protocol](#)

[Google Drive Folder \(Maus\)](#)

### **Writing:**

- [Literary Essay - Building a Thesis Statement Graphic Organizer](#)
- [Analyzing a Literary Essay](#)
- [Exemplars & Non-Exemplars](#)
- [Grades 9-12 Argumentative Essay Rubric](#)
- [How to Write a Perfect 3-Point Thesis Statement](#)

### **Additional instructional resources:**

- [Comprehension microskills](#)
- [Tier I instructional practices](#)
- [Engagement toolkit](#)

### **Lexia Aspire Resources:**

- [Word Recognition](#) - phonemic awareness, decoding, fluency
- [Language Comprehension](#) - vocabulary, morphology, academic language, syntax
- [Writing & reading comprehension](#) - background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing

## **Supplementary Resources**

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Ways to integrate fictional text in this unit:

- Analyze author's craft in graphic storytelling - For example, focus on how Art Spiegelman uses literary and graphic devices (e.g., symbolism, point of view, dialogue, irony) to convey meaning and develop themes.
- Fiction + historical research pairing - For example, after reading selected chapters of Maus, students read a short fictional story related to WWII or survival and compare how both texts represent trauma, survival, or memory.

Informational texts from district-approved resources.

[Additional district-approved secondary ELA instructional resource list](#)

[Warm-Up Activities to Engage Students Before They Read Nonfiction Texts](#)

## **Nonfiction Connections to Accompany Maus:**

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

[Newsela: How to Navigate Dark Tourism](#)

[Newsela Article: Jewish American Month](#)

[EdPuzzle: Kids Meet a Holocaust Survivor](#)

### **Interdisciplinary Connections:**

[Newsela Article: Opinion about Refugee Policies in US](#)

[Newsela Article: Debate of America's Response to the Holocaust](#)

[Newsela Article: Why Didn't the Allies bomb Auschwitz?](#)

[Newsela Article: Life in Poland before Holocaust](#)

[Newsela Article: American Refugee Camps for Jewish](#)

[Newsela Article: Nuremberg Trials](#)

[EdPuzzle: Holocaust Denial](#)

[EdPuzzle: Life in Auschwitz](#)

[EdPuzzle: Survivors Remember Kristallnacht](#)

[US Holocaust Memorial Museum Virtual Tour](#)

[The Maus Project: Censorship](#)

[Why Maus Matters](#)

## **Skills, Content, Activity, Assessment**

<b>M on th</b>	<b>W ee k</b>	<b>Stan dard s</b>	<b>Suggeste d Learning Targets</b>	<b>Mini-Lesson Skills</b>	<b>Suggested Student Centered Activities</b>	<b>Resources</b>	<b>Assessment</b>
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April	2	<p>RI.C R.9– 10.1</p> <p>RI.CI .9– 10.2</p> <p>RI.IT .9– 10.3</p> <p>RI.T S.9– 10.4</p> <p>RI.PP .9– 10.5</p> <p>RI.M F.9– 10.6</p> <p>RI.C T.9– 10.8</p> <p>L.VL .9– 10.3</p> <p>L.VI. 9– 10.4</p> <p>W.I W.9– 10.2</p>	<p>SWBAT demonstrate their knowledge of reading a fictional text by taking a pre-assessment .</p> <p>SWBAT demonstrate their knowledge of Informative/Explanatory essay writing by taking a pre-assessment .</p>	<ul style="list-style-type: none"> <li>• Reading Pre-assessment</li> <li>• Writing Pre-assessment</li> </ul>			<ul style="list-style-type: none"> <li>• LinkIt! pre-assessment - reading</li> <li>• Informative/Explanatory essay writing pre-assessment</li> </ul>
April	3	<p>SL.P E.9– 10.1</p> <p>SL.II. 9– 10.2</p> <p>RL.C T.9– 10.8</p> <p>RI.C</p>	<p>SWBAT analyze how Art Spiegelman uses graphic elements, such as panels, frames, and visual contrasts, in Maus to</p>	<p><i>Reading Mini-lessons:</i></p> <p>Introduction:</p> <ul style="list-style-type: none"> <li>• Introduce book (videos - <a href="#">The Creation of Maus</a>, <a href="#">Maus: Book Banned</a>, <a href="#">An Introduction</a>,</li> </ul>	<p>Station Ideas:</p> <ul style="list-style-type: none"> <li>• Teacher-led</li> <li>• IXL Recommended or Assigned Skill and Weekly Arena Practice</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">The Creation of Maus</a></li> <li>• <a href="#">Maus: Book Banned</a></li> <li>• <a href="#">An Introduction</a></li> <li>• <a href="#">Analy</a></li> </ul>	



		<p>T.9-10.8 W.I W.9-10.2 SL.P E.9-10.1</p> <p>enhance storytelling and compare the graphic novel format to traditional novels.</p> <p>SWBAT identify the characteristics of an Informative/Explanatory essay.</p> <p>SWBAT analyze the Informative/Explanatory writing rubric.</p>	<p>“book walk”) SE.II.9-10.2 Possible Do Now: “What are some reasons authors might choose to use a graphic novel format?”</p> <ul style="list-style-type: none"> <li>• Introduce context (time period, author) RL.CT.9-10.8</li> <li>• Compare/contrast graphic novel vs. novel (format, parts of a comic, writing style) SE.PE.9-10.1 <ul style="list-style-type: none"> <li>○ Instructional Focus Points: ■</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Text Based Activity: <a href="#">Analyze cover and opening panels to predict theme</a> RL.CI.9-10.2</li> <li>• Building Background Knowledge w/ Informational Text: <a href="#">Why Maus Matters</a> RI.CI.9-10.2</li> <li>• Writing in Response to Reading Options: <ul style="list-style-type: none"> <li>○ KW L chart: Holocaust</li> <li>○ What is prejudice and why is prejudice dangerous when it</li> </ul> </li> </ul>	<p><a href="#">zing a Literary Essay</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Examples &amp; Non-Examples</a></li> <li>• <a href="#">Grade s 9-12 Informative/Explanatory Essay Rubric</a></li> </ul>	
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				<p><i>Writing Mini-lessons:</i></p> <ul style="list-style-type: none"> <li>• Characteristics of an Informative/Explanatory essay writing.</li> <li>• Review the Informative/Explanatory essay rubric.</li> </ul>			
April	4	<p>L.VL.9–10.3</p> <p>L.VI.9–10.4</p> <p>RL.I.9–10.3</p> <p>W.I.9–10.2</p> <p>SL.PE.9–10.1</p>	<p>SWBAT identify examples of figurative language and foreshadowing in the prologue of Maus and explain how they hint at future events in the story.</p> <p>SWBAT analyze how characters' dialogue and actions reveal their personalities and</p>	<p><i>Reading Mini-lessons:</i></p> <ul style="list-style-type: none"> <li>• Read Prologue: <ul style="list-style-type: none"> <li>○ Foreshadowing: Hints or clues about future events.</li> </ul> </li> </ul> <p>Example: The broken telephone wires in the opening pages.</p>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> <li>• Station Ideas: <ul style="list-style-type: none"> <li>• Teacher-led</li> <li>• IXL Recommended or Assigned Skill and Weekly Arena</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Exemplars &amp; Non-Exemplars</a></li> <li>• <a href="#">How to Write a Perfect 3-Point Thesis Statement</a></li> <li>• <a href="#">Literary Essay - Building a Thesis Statement Graphic Organizer</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>

			<p>contribute to the tone of the story in Maus.</p> <p>SWBAT analyze an Informative/Explanatory exemplar by using the rubric.</p> <p>SWBAT write an Informative/Explanatory on a topic by formulating a clear thesis.</p>	<p>Explanation: This foreshadows the breakdown of communication between Art and his father, as well as the unraveling of their shared history. L.VI.9-10.4</p> <ul style="list-style-type: none"> <li>• Read Chapter 1 “The Sheik” (Pages 5–23)</li> <li>• Focus: Vladek’s early life and introduction to the Jewish experience in Poland.</li> <li>• Vocabulary L.VL.9-10.3 <ul style="list-style-type: none"> <li>○ Dowsy:</li> </ul> </li> </ul>	<p>Practice</p> <ul style="list-style-type: none"> <li>• Vocabulary/Grammar Activity</li> <li>• Building Background Knowledge w/ Informational Text: <a href="#">Dehumanizing the Enemy video</a> &amp; discussion questions</li> <li>• Writing in Response to Reading</li> </ul>		
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				<p>Property or money brought by a bride to her husband upon marriage.</p> <ul style="list-style-type: none"><li>○ Textile: A type of cloth or woven fabric.</li><li>○ Communism: A political theory advocating for a society in which all property is publicly owned and each person work</li></ul>	Options:		
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				<p>s and is paid according to their abilities and needs .</p> <ul style="list-style-type: none"><li>○ Anti-Semitic: Prejudice, discrimination, or hostility toward Jewish people.</li><li>○ Pragmatic : Dealing with things sensibly and realistically in a way that is practical rather</li></ul>			
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				<p>than theor etical</p> <p>.</p> <ul style="list-style-type: none"><li>• Instructional Focus:<ul style="list-style-type: none"><li>○ Settin g and Chara cter Devel opme nt: Expla in what chara cters say and do and the tone with whic h they speak often revea l a lot about their chara cter. RL.I T.9- 10.3</li></ul></li></ul> <p><i>Writing Mini- lessons:</i></p> <ul style="list-style-type: none"><li>• Review an Informative/ Explanatory exemplar</li><li>• Formulating a clear thesis</li></ul>			
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May	1	<p>L.VL.9–10.3</p> <p>L.VI.9–10.4</p> <p>RL.IT.9–10.3</p> <p>W.IW.9–10.2</p> <p>SL.PE.9–10.1</p>	<p>SWBAT analyze how dialogue and incidents in Maus reveal character traits and influence decisions, demonstrating understanding of the interplay between character development and plot.</p> <p>SWBAT analyze how specific word choices in Maus impact the meaning and tone of the text.</p> <p>SWBAT introduce a topic/thesis clearly by organizing ideas in a logical way.</p> <p>SWBAT develop a topic/thesis by</p>	<p><i>Reading Mini-lessons:</i></p> <ul style="list-style-type: none"> <li>• Read Chapter 2 “The Honeymoon” (Pages 25–46)</li> <li>• Focus: Vladěk’s experiences leading up to WWII.</li> <li>• Vocabulary L.VL.9-10.3 <ul style="list-style-type: none"> <li>○ Annex: A building joined to or associated with a main building, used for additional space or purposes.</li> <li>○ Gestapo: The official secret police of Nazi</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> <li>• Station Ideas: <ul style="list-style-type: none"> <li>• Teacher-led</li> <li>• IXL Recommended or Assigned Skill and Weekly Are na Practice</li> <li>• Vocabulary/ Grammar Activity</li> <li>• Building Background Knowledge w/</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>
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		including relevant facts, definitions, concrete details, quotations, and examples to support their ideas.	<p>Germ any and Germ an- occup ied Euro pe.</p> <ul style="list-style-type: none"><li>○ Ratio n: A fixed allow ance of food or provi sions, espec ially durin g a time of scarci ty.</li><li>○ Liqui date: To elimi nate, often viole ntly, partic ularly as it pertai ns to politi cal or milita ry opera tions.</li><li>○ Refu ge: A</li></ul>	<p>Info rmat iona l Text : <a href="#">Deh uma nizi ng the Ene my vide o</a> &amp; disc ussi on ques tion s</p> <ul style="list-style-type: none"><li>• Writ ing in Res pons e to Rea ding Opti ons:</li></ul>		
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					<div>condi tion of being safe or shelte red from dange r or troubl e. ○ Figur ative Lang uage L.VI. 9- 10.4 ■</div>			
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				<ul style="list-style-type: none"><li>• Instructional Focus:<ul style="list-style-type: none"><li>○ Analyze how dialogue between characters and incidents in Maus reveal aspects of character or provoke a decision. RL.I T.9-10.3</li><li>○ Analyze how specific word choices impact meaning and tone in Maus.</li></ul></li></ul>			
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				<p>L.VI.9-10.4</p> <p><i>Writing Mini-lessons:</i></p> <ul style="list-style-type: none"> <li>• Introduce the topic clearly and engage the reader</li> <li>• Organizing reasons and evidence logically to support claims</li> <li>• Evaluation and selection of credible sources.</li> </ul>			
May	2	<p>L.VL.9-10.3</p> <p>L.VI.9-10.4</p> <p>RL.CI.9-10.2</p> <p>RI.CI.9-10.2</p> <p>RL.IT.9-10.3</p> <p>W.IW.9-10.2</p> <p>SL.PE.9-10.1</p>	<p>SWBAT identify and summarize the key events and analyze their significance to the overall plot.</p> <p>SWBAT identify and analyze a theme emerging from key statements in Maus and explain how it</p>	<p><i>Reading Mini-lessons:</i></p> <ul style="list-style-type: none"> <li>• Read Chapter 3 “Prisoner of War” (Pages 47–72)</li> <li>• Focus: Vladek’s time as a POW and early signs of systemic dehumanization.</li> <li>• Vocabulary L.VL.9-10.3 <ul style="list-style-type: none"> <li>○ Wehrmacht: The unified armed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> <li>• Station Ideas: <ul style="list-style-type: none"> <li>• Teacher-led</li> <li>• IXL Recommended or Assigned Skill and Wee</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>

		<p>develops throughout the text.</p> <p>SWBAT analyze how past and present narratives interact in a text, exploring how the author's choices shape the development of ideas and themes.</p> <p>SWBAT develop a topic by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas.</p>	<p>d force s of Nazi Germ any from 1935 to 1945.</p> <ul style="list-style-type: none"> <li>○ Barra cks: Build ings used to house soldie rs or priso ners.</li> <li>○ Hosti lity: Unfri endly or antag onisti c behav ior.</li> <li>○ Depo rtatio n: The force d remo val of a perso n or group from a count ry.</li> <li>○ Priso</li> </ul>	<p>kly Are na Prac tice</p> <ul style="list-style-type: none"> <li>• Voc abul ary/ Gra mm ar Acti vity</li> <li>• Buil ding Bac kgro und Kno wle dge w/ Info rmat iona l Text : <a href="#">Pris oner s of War artic le</a> &amp; criti cal thin king ques tion s that requ ire text ual evid ence :</li> </ul>		
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				<p>ner: A perso n who is confi ned, partic ularly durin g war or due to politi cal reaso ns.</p> <ul style="list-style-type: none"><li>• Figurative Language L.VI.9-10.4<ul style="list-style-type: none"><li>○ Simil e: A comp ariso n using "like" or "as." Exam ple: "It was as if the whol e world was again st us." Expla natio n: This simil e comp</li></ul></li></ul>	<p>RL. CR. 9- 10.1</p>		
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				<p>ares the Jewis h exper ience durin g the Holo caust to the entire world turnin g hostil e, emph asizin g their sense of aliena tion and despa ir.</p> <ul style="list-style-type: none"><li>○ Euph emis m: A mild or indire ct expre ssion used to repla ce a harsh er or blunt one. Exam ple: "Sent to the East." Expla</li></ul>			
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				<p>nation: This euphemism was often used by the Nazis to obscure the reality of deportations to death camps.</p> <ul style="list-style-type: none"><li>• Instructional Focus:<ul style="list-style-type: none"><li>○ Plot events: What are the key events that happened in the plot in chapter 3? RL.I T.9-10.3</li></ul></li></ul>			
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				<ul style="list-style-type: none"><li>○ Development of Theme RL.C L.9-10.2<ul style="list-style-type: none"><li>▪</li></ul></li></ul>			
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				<p><i>Writing Mini-lessons:</i></p> <ul style="list-style-type: none"> <li>• Identification and integration of relevant and accurate data and evidence.</li> <li>• Quoting and citing textual evidence</li> </ul>			
May	3	L.VL .9– 10.3  L.VI. 9–	SWBAT analyze how Art Spiegelma n uses	<p><i>Reading Mini-lessons:</i></p> <ul style="list-style-type: none"> <li>• Read Chapter 4 “The Noose Tightens”</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessme</a></li> </ul>

		<p>10.4 shadows, panel shapes, and facial expressions in Maus to convey meaning and enhance the narrative.</p> <p>RL.I T.9–10.3</p> <p>RL.P P. 9–10.5</p> <p>RI.PP .9–10.5</p> <p>RL.MF.9–10.6</p> <p>RI.MF.9–10.6</p> <p>W.IW.9–10.2</p> <p>SL.PE.9–10.1</p> <p>SWBAT compare Vladek's experiences in Maus to a Holocaust survivor's primary source memoir, identifying similarities and differences in how both texts convey the trauma and impact of the Holocaust.</p> <p>SWBAT analyze how the increasing restrictions on Jews in Maus contribute to the building tension and impact the</p>	<p>(Pages 73–93)</p> <ul style="list-style-type: none"> <li>• Focus: The ghettoization of Jews and the intensifying oppression.</li> <li>• Vocabulary L.VL.9-10.3 <ul style="list-style-type: none"> <li>○ Ghetto: A section of a city where a minority group, particularly Jews during the Holocaust, was forced to live.</li> <li>○ Black market: An illegal trade system where goods or services are</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Station Ideas: <ul style="list-style-type: none"> <li>• Teacher-led</li> <li>• IXL Recommended or Assigned Skill and Weekly Arena Practice</li> <li>• Vocabulary/Grammar Activity</li> <li>• Building Background Knowledge w/ Informational Text: <a href="#">Pris</a></li> </ul> </li> </ul>	<p><a href="#">nts</a></p>
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		<p>narrative.</p> <p>SWBAT develop a topic by including relevant facts, definitions, concrete details, quotations, and examples to support their ideas.</p> <p>SWBAT provide a concluding statement or section that logically follows the flow of ideas, reflects on the topic, and reinforces the information presented.</p>	<p>sold outside of formal economic rules or regulations.</p> <ul style="list-style-type: none"> <li>○ Curfew: A regulation requiring people to remain indoors during designated hours, often enforced by authorities.</li> <li>○ Starvation: Suffering or death caused by a lack of food.</li> <li>○ Confi</li> </ul>	<p><a href="#">oner s of War artic le</a> &amp; critical thinking questions that require textual evidence : RL. CR. 9-10.1</p>		
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				<p>neme nt: The state of being restr icted or impri soned</p> <p>.</p> <ul style="list-style-type: none"><li>• Figurative Language L.VI.9-10.4<ul style="list-style-type: none"><li>○ Perso nifica tion: Attrib uting huma n qualit ies to inani mate objec ts or abstra ct ideas. Exam ple: "The hung er screa med inside me." Expla natio n: Hung er is perso nified as "scre amin g,"</li></ul></li></ul>			
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				<p>intensifying the reader's understanding of Vladek's suffering during the Holocaust.</p> <ul style="list-style-type: none"><li>○ Hyperbole: An exaggerated statement for emphasis. Example: "It felt like we were waiting for a thousand years in that line." Explanation: Vladek exaggerates the</li></ul>			
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				<p>length of time spent waiting for food or roll call in the camps, emphasizing the psychological and physical torment of the endless waits.</p> <ul style="list-style-type: none"><li>○ Alliteration : The repetition of consonant sounds at the beginning of words. Example: "Packed like prison</li></ul>			
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				<p>ners in the pit." Expla natio n: The repeti tion of the "p" sound emph asizes the harsh and inhu mane condi tions of the camp s.</p> <ul style="list-style-type: none"><li>• Instructional Focus:<ul style="list-style-type: none"><li>○ Grap hic novel techn iques RL. MF.9 -10.6</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Writ ing in Res pons e to Rea ding Opti ons:</li></ul>		
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				<ul style="list-style-type: none"><li>○ Compare Vladek's experiences in Chapter 4 to a primary source (e.g., an excerpt from a Holocaust survivor's memoir). RL.P P.9-10.5</li><li>○ Pacin g RL.I T.9-10.3</li></ul>			
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				<ul style="list-style-type: none"> <li>• The relationship between claims, evidence, and reasoning</li> <li>• Summarizing key points and emphasizing the significance of their claims in a conclusion</li> </ul>			
May	4	L.VL.9–10.3 L.VI.9–10.4 RL.CI.9–10.2 RL.IT.9–10.3 W.IW.9–10.2 SL.PE.9–10.1	SWBAT analyze how Spiegelman uses structure, visual elements, and character interactions in Maus to develop the themes of survival, deception, and the father-son dynamic.  SWBAT analyze how Vladek's survival tactics in the past influence his present-day habits	<i>Reading Mini-lessons:</i> <ul style="list-style-type: none"> <li>• Read Chapter 5 "Mouse Holes" (Pages 95–129)</li> <li>• Focus: Vladek's survival tactics and the strain on his family.</li> <li>• Vocabulary L.VL.9-10.3 <ul style="list-style-type: none"> <li>◦ Arya n: A term misused by the Nazis to describe a "racially superior" group of</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> <li>• Station Ideas: <ul style="list-style-type: none"> <li>• Teacher-led</li> <li>• IXL Recommended or Assigned Skill and Weekly Arena Practice</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>

		<p>and examine how these behaviors contribute to the theme of generational trauma, while also exploring Art's emotional response to his father's actions.</p> <p>SWBAT differentiate between literal and figurative meanings in Maus, analyzing how the title "Mouse Holes" symbolizes both a physical space and a metaphor for survival and escape in the context of the chapter.</p> <p>SWBAT use appropriate transitions to create cohesion</p>	<p>non-Jewish Europeans.</p> <ul style="list-style-type: none"><li>○ Smuggle: To move goods or people illegally into or out of a country.</li><li>○ Quarantine: A period of isolation to prevent the spread of disease or contamination.</li><li>○ Bribe: Offering money or favors to influence someone's actions</li></ul>	<ul style="list-style-type: none"><li>• Vocabulary/Grammar Activity</li><li>• Text Based Activity: <a href="#">Maus Visual Analysis Graphic Organizer</a></li><li>• Writing in Response to Reading Options:</li></ul>	
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		<p>and clarify the relationships among ideas and concepts within their writing.</p> <p>SWBAT establish and maintain a formal, academic style in their writing to match the purpose and audience.</p>	<p>illegally or dishonestly.</p> <ul style="list-style-type: none"><li>○ Subterfuge: Deceit used to achieve one's goal or escape danger.</li><li>● Instructional Focus:<ul style="list-style-type: none"><li>○ Development of Theme RL.C I.9-10.2</li></ul></li></ul>			
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				<p><i>Writing Mini-lessons:</i></p> <ul style="list-style-type: none"> <li>• Using transitional words, phrases, and clauses to create cohesion.</li> <li>• Use of formal language and tone in writing.</li> </ul>			
June	1	<p>L.VL.9–10.3</p> <p>L.VI.9–10.4</p> <p>RL.CR.9–10.1</p> <p>RL.MF.9–10.6</p> <p>W.IW.9–10.2</p> <p>SL.PE.9–10.1</p>	<p>SWBAT make inferences about what may happen in the next book of Maus using textual evidence to support their response.</p> <p>SWBAT make inferences about what may happen in the next book of Maus by using</p>	<p><i>Reading Mini-lessons:</i></p> <ul style="list-style-type: none"> <li>• Read Chapter 6 “Mouse Trap” (Pages 131–159)</li> <li>• Focus: Escalation of danger as Vladek and Anja go into hiding.</li> <li>• Vocabulary L.VL.9-10.3 <ul style="list-style-type: none"> <li>◦ Auschwitz : A complex of Nazi concentration and extermination</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">LHS ELA Instructional Workshop Model Suggested Activities/Groups</a></li> <li>• Station Ideas: <ul style="list-style-type: none"> <li>• Teacher-led</li> <li>• IXL Recommended or Assigned Skill and Weekly</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">LHS Suggested Formative Reading Assessments</a></li> </ul>

		<p>textual evidence to support their predictions .</p> <p>SWBAT analyze how betrayal influences survival in Maus by examining Vladek and Anja's capture, and evaluate how Spiegelman builds suspense through Vladek's retelling of events.</p> <p>SWBAT develop and strengthen their writing by editing with guidance from peers and adults by examining their grammar.</p> <p>SWBAT develop</p>	<p>ion camps during World War II.</p> <ul style="list-style-type: none"> <li>○ Dehumanization: The process of depriving a person or group of human qualities, making them seem less than human.</li> <li>○ Transit: The act of moving people or goods from one place to another.</li> <li>○ Betra</li> </ul>	<p>Are na Practice</p> <ul style="list-style-type: none"> <li>• Vocabulary/ Grammar Activity</li> <li>• Text Based Activity: <a href="#">Maus</a> <a href="#">Visual Analysis Graphic Organizer</a></li> <li>• Writing in Response to Reading Options:</li> </ul>		
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			<p>and strengthen their writing by editing with guidance from peers and adults by examining their punctuation.</p>	<p>yal: The act of being disloyal or treacherous.</p> <ul style="list-style-type: none"><li>○ Extinction: The complete destruction of a group, particularly in the context of genocide.</li></ul> <ul style="list-style-type: none"><li>● Figurative Language L.VI.9-10.4<ul style="list-style-type: none"><li>○ Symbolism: Using an object, character, or event to represent a deeper meaning. Example: The</li></ul></li></ul>			
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				<p>mask s worn by chara cters to disgu ise thems elves. Expla natio n: The mask s symb olize identi ty and survi val, as Jews often had to conce al their identi ties to escap e perse cutio n.</p> <ul style="list-style-type: none"><li>• Instructional Focus:<ul style="list-style-type: none"><li>○ Infere ncing using textu al evide nce RL.C</li></ul></li></ul>			
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				<div>s Captu re RL. MF.9 -10.6</div> <div>■</div> <div></div> <div>■</div>			
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				<p><i>Writing Mini-lessons:</i></p> <ul style="list-style-type: none"><li>• Editing: Grammar</li><li>• Editing: Punctuation</li></ul>			
June	2	RI.C R.9–10.1 RI.CI .9–10.2 RI.IT .9–10.3 RI.T S.9–10.4 RI.PP .9–10.5 RI.M F.9–10.6 RI.C T.9–10.8 L.VL .9–10.3 L.VI. 9–10.4	<p>SWBAT to demonstrate their knowledge of a fictional text by taking a benchmark assessment .</p> <p>SWBAT to demonstrate their knowledge of writing an Informative/Explanatory essay.</p> <p>SWBAT reflect on their learning in reading and writing throughout marking period 4.</p>	<ul style="list-style-type: none"><li>• Reading benchmark MP 4</li><li>• Writing benchmark MP 4</li><li>• End of MP/Year reflection</li></ul>		<ul style="list-style-type: none"><li>• <a href="#">End of MP Reflection</a></li><li>• <a href="#">Grade s 9-12 Informative/Explanatory Essay Rubric</a></li></ul>	<ul style="list-style-type: none"><li>• LinkIt! Benchmark MP 4</li><li>• End of MP/Year Reflection</li></ul>



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### Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<ul style="list-style-type: none"> <li><b>Content Areas</b> <ol style="list-style-type: none"> <li>Historical Context: <ul style="list-style-type: none"> <li>The Holocaust: Understanding the historical events of the Holocaust, including key figures, locations, events, and the broader impact on Jewish communities.</li> <li>World War II: Basic knowledge of the war's timeline, major battles, and the political climate of the time.</li> <li>Post-War Trauma and Memory: Exploring the psychological and emotional impact of the Holocaust on survivors and their families, especially in the context of post-war life.</li> </ul> </li> <li>Graphic Novel as a Medium: <ul style="list-style-type: none"> <li>Understanding Visual Storytelling: Analyzing how images and text work together to convey meaning, including the use of panels, gutters, and the interplay between words and visuals.</li> </ul> </li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li><b>Content and Skills to Spiral from Romeo and Juliet to Maus:</b> <ol style="list-style-type: none"> <li>Plot Structure and Narrative Arc: <ul style="list-style-type: none"> <li>Building on Plot Structure: Just as students analyzed the narrative arc in Romeo and Juliet, they can apply this understanding to Maus. Discuss how Maus uses a non-linear narrative to juxtapose the past (Vladek's Holocaust experiences) with the present (Art's relationship with his father). Explore how this structure affects the reader's understanding of the story and its themes.</li> <li>Rising Action and Climax: Compare how tension is built and resolved in both texts. In Maus, this could involve examining how key moments of Vladek's survival story serve as climactic points in the narrative.</li> </ul> </li> <li>Character Development: <ul style="list-style-type: none"> <li>Deepening Character Analysis:</li> </ul> </li> </ol> </li> </ul>

- **Symbolism in Imagery:**  
Examining the use of animal characters (e.g., Jews as mice, Nazis as cats) and other symbolic elements that convey deeper meanings and themes.
- **Narrative Structure:**  
Understanding the dual narrative of *Maus*—Vladek’s story of survival during the Holocaust and Art’s contemporary interactions with his father—and how these timelines interweave.

### 3. Themes and Motifs:

- **Survival and Trauma:**  
Exploring how survival is portrayed, both physically and psychologically, and how trauma affects individuals and their relationships.
- **Guilt and Responsibility:**  
Discussing themes of guilt, both survivor’s guilt and the guilt of later generations, as well as the responsibilities of memory and storytelling.
- **Identity and Dehumanization:**  
Analyzing how identity is constructed and deconstructed, including the portrayal of race, ethnicity, and the effects of dehumanization.

### 4. Character Analysis:

- **Vladek Spiegelman:** A deep dive into the character of Vladek, exploring his experiences during the Holocaust and how they shape his behavior and relationships in the present.
- **Art Spiegelman:** Analyzing Art’s role as both a character and the author, focusing on his struggles with his father, his creative process, and his relationship with history.

The skills students used to analyze *Romeo and Juliet*’s character arcs can be applied to *Maus*. Explore how Vladek’s experiences during the Holocaust shaped his character in the present. Encourage students to consider how trauma and survival have influenced his behavior, much like they analyzed how *Romeo*’s and *Juliet*’s decisions were influenced by their circumstances.

- **Motivation and Conflict:**  
Discuss the internal and external conflicts faced by characters in *Maus*, comparing them to those in *Romeo and Juliet*. How do Vladek’s motivations differ from those of *Romeo* or *Juliet*, and how are these motivations shaped by their vastly different contexts?

### 3. Themes:

- **Expanding on Themes:** Revisit themes from *Romeo and Juliet*, such as love, conflict, and fate, and explore their presence in *Maus*. For example, while *Romeo and Juliet* deals with the idea of fate in the context of doomed love, *Maus* explores fate in the context of survival and the randomness of life and death during the Holocaust. Both works also explore the consequences of conflict—one on a personal level, the other on a global, historical scale.
- **Memory and Trauma:** Connect the theme of memory in *Romeo and Juliet* (how characters are remembered or how they remember others) with the theme of memory and its representation in *Maus*.

## 5. Moral and Ethical Questions:

- **Representation of Trauma:** Discussing the ethics of representing the Holocaust in a graphic novel, including questions about accuracy, sensitivity, and the potential impact on readers.
- **Memory and Testimony:** Exploring the importance of memory, testimony, and the act of bearing witness, and how these are represented in the narrative.

## Skills Development

### 1. Critical Reading and Interpretation:

- **Analyzing Visuals and Text:** Develop skills in analyzing the interplay between visuals and text, considering how the combination of these elements creates meaning.
- **Interpreting Symbolism:** Practice identifying and interpreting symbols, metaphors, and motifs in the graphic novel, particularly the animal representations and the use of black-and-white imagery.

### 2. Historical Analysis:

- **Contextualizing the Narrative:** Develop the ability to contextualize the events and experiences depicted in *Maus* within the broader historical framework of the Holocaust and World War II.
- **Cross-Referencing Historical Events:** Encourage students to cross-reference the narrative with historical sources to deepen their understanding of the events described.

Discuss how both texts handle the preservation of memory and the implications for the characters.

### 4. Literary Devices:

- **Literary Devices and Symbolism:** Build on students' familiarity with metaphor, symbolism, and irony from *Romeo and Juliet* by exploring how these devices are used in *Maus*. For example, discuss the symbolism of the animal characters and how this visual metaphor adds layers of meaning to the narrative, much like the use of metaphorical language in Shakespeare's play.
- **Irony and Symbolism:** Compare the use of irony in both texts. For instance, consider how the tragic irony in *Romeo and Juliet* contrasts with the bitter, historical irony found in *Maus*.

### 5. Narrative Techniques:

- **Narrative Techniques and Rhythm:** The focus on rhythm and pacing in *Romeo and Juliet* can transition into a discussion of pacing and narrative techniques in *Maus*. Analyze how the visual layout of the graphic novel—such as panel size, the use of gutters, and page composition—controls the pacing of the story, much like Shakespeare's rhythm controls the flow of dialogue.
- **Dialogue and Tension:** Compare the use of dialogue in both works. In *Romeo and Juliet*, dialogue often heightens emotional tension, while in *Maus*, dialogue serves both to recount historical

### 3. Narrative Structure Analysis:

- **Understanding Dual Narratives:** Analyze how the dual narratives of past and present interact, exploring the effects of this structure on the reader's understanding of the characters and themes.
- **Temporal Shifts:** Examine how temporal shifts are managed in the narrative and their impact on pacing, tension, and emotional resonance.

### 4. Thematic Exploration:

- **Connecting Themes to Personal Experiences:** Encourage students to explore how the themes in *Maus* relate to broader human experiences, such as trauma, memory, and identity, and to consider personal connections to these themes.
- **Comparative Analysis:** Compare the themes in *Maus* with those in other Holocaust literature or narratives of trauma and survival.

### 5. Ethical Reflection and Discussion:

- **Discussing Ethical Issues:** Engage in discussions about the ethical considerations in representing historical trauma, including the responsibilities of artists and authors in depicting such events.
- **Reflecting on Memory and Representation:** Encourage students to reflect on the role of memory in personal and collective identity and the challenges of representing it in different media.

events and to reveal the complexities of father-son relationships.

### 6. Audience Engagement:

- **Engaging the Audience through Visual and Verbal Language:** Discuss how both Shakespeare and Spiegelman engage their audiences, albeit through different mediums. In *Romeo and Juliet*, the rhythm of the language draws in the audience, while in *Maus*, the combination of visual and verbal storytelling creates a powerful emotional impact.
- **Emotional and Intellectual Engagement:** Encourage students to compare how they felt emotionally and intellectually engaged by both texts, considering the different ways each work connects with its audience.

## **Suggested Activities to Connect the Units:**

### 1. Comparative Analysis:

- Assign a comparative analysis where students explore how both *Romeo and Juliet* and *Maus* handle themes of fate, conflict, and memory, focusing on the different narrative techniques each author uses.

### 2. Creative Projects:

- Have students create a visual representation of a scene from *Romeo and Juliet* in the style of *Maus*, emphasizing how visual elements can enhance the storytelling.

### 3. Discussion and Reflection:

<p>6. Creative Expression:</p> <ul style="list-style-type: none"> <li>▪ <b>Graphic Novel Creation:</b> Encourage students to experiment with creating their own short graphic stories, focusing on how to use visual elements to convey complex themes and emotions.</li> <li>▪ <b>Writing Analytical Essays:</b> Develop skills in writing analytical essays that explore the thematic, historical, and narrative aspects of Maus.</li> </ul> <p>7. Discussion and Debate:</p> <ul style="list-style-type: none"> <li>▪ <b>Facilitating Discussions:</b> Encourage students to engage in thoughtful discussions and debates about the content of Maus, considering different perspectives and interpretations.</li> <li>▪ <b>Expressing Opinions:</b> Develop skills in articulating and defending personal viewpoints on the ethical, thematic, and narrative aspects of the text.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Facilitate discussions where students reflect on how their understanding of narrative and character development from Rome and Juliet informs their reading of Maus. What similarities and differences do they notice in how each text tells its story?</li> </ul>
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## Career Readiness, Life Literacies, and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

## Interdisciplinary Connections

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VA.K-2.1.5.2.Cn11	<p>Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.</p> <p>People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.</p> <p>How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the views of a society? How does art preserve aspects of life?</p>
WL.K-12.2	Cultures
WL.K-12.3	Connections
SOC.9-12.1.1	Chronological Thinking
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical

events.

SOC.9-12.1.3.2

Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.

Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.