LHS English 9 Unit 4

Content Area: Course(s):

ELA

Time Period:

MP4

Length: Status:

Published

Unit Overview

Theme: The Paths to Genocide

Benchmark Text Focus: Informational

Anchor Text: Maus

Writing Genre Focus: Informative/Explanatory Essay Writing

Targeted ELA Standards

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

	developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RL.IT.9-10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
ELA.RI.IT.9-10.3	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
ELA.RI.TS.9-10.4	Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
ELA.RI.PP.9–10.5	Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
ELA.RI.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
ELA.RI.CT.9-10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
ELA.W.IW.9-10.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELA.W.WP.9-10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.W.RW.9–10.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
ELA.SL.PE.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
ELA.SL.II.9-10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
ELA.SL.ES.9-10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
ELA.SL.AS.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Weekly Structure

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Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do No	w	10 minutes	Mini-lesson review/recap	10 minutes	
Mini- lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes	Mini- lessor Do)	(I	20 minutes	Individual Conferences (You Do)	30 minutes	
Practice (We Do)	17 minutes	Closure	7 minutes	Practi (We D		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
 The dual nature of humankind: People are capable of acts of extreme evil and acts of extraordinary heroism. The Holocaust was one of the darkest periods of human history and it was relatively recent, taking place less than 100 years ago. The term genocide refers originally to this period of history created by a Polish lawyer in 1944 and it is a combination of the Latin term "genos" (people) and "caedo" (killing). "Maus" provides a layered narrative that intertwines personal history with the broader historical context of the Holocaust, illustrating how individual experiences reflect and illuminate the larger human tragedy. 	 Understanding the nuances of language, including figurative language and multiplemeaning words, is essential for interpreting texts. The ability to cite thorough textual evidence and analyze the development of themes and ideas in both literary and informational texts is crucial for constructing well-supported arguments. Analyzing how authors develop ideas and characters over the course of a text, including the use of rhetorical devices and the author's lens, allows students to understand the complexity of narratives. How to track the plot in a comic-style graphic novel Recognize symbolism Characterization and character traits Differentiating between heroes, villains and antiheros

Essential Questions

Content Specific	Skills Specific
 Why is it important to study the Holocaust and human atrocities? Are people inherently good or bad? How does history relate to literature? How do we determine a person's worth? 	 How do we recognize author's purpose? What is a motif? How do we determine a person's character?

Key Resources

Reading:

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

Supplementary Resources

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

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3	10.3. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9–10 reading and content, including technica 1	T identif y exampl es of figurati ve langua ge and foresha dowing in the prolog ue of Maus and explain how they hint at future events in the story.	• Read Prologue: • Foresh adowin g: Hints or clues about future events. Examp le: The broken telepho ne wires in the openin g pages. Explan	LHS ELA Instructional Workshop Model Suggested Activities/Gr oups Station Ideas:	plars & Non- Exem plars • How to Write a Perfec t 3- Point Thesis State ment • Litera ry Essay = Buildi ng a Thesis State ment Graph	• LHS Sugge sted Forma tive Readi ng Asses sment §

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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 meaning s, choosing flexibly from a range of strategies. L.VI.9– 10.4. Demonstrate	T analyz e how dialogu e and inciden ts in Maus reveal charact er traits and influen ce decisions, demon strating underst anding of the interplay betwee n charact er development and	Read Chapter 2 "The Honeymoon" (Pages 25–46) • Focus: Vladek's experiences leading up to WWII. • Vocabulary L.VL.9-10.3 • Annex: A buildin g joined to or associa ted with a main buildin g, used for additio nal space or purpos es. • Gestap o: The official secret police of Nazi	LHS ELA Instructional Workshop Model Suggested Activities/Gr oups Station Ideas:	• LHS Sugge sted Forma tive Readi ng Asses sment s

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		betwee n charact ers and inciden ts in Maus reveal aspects of charact er or provok e a decisio n. RL.IT. 9-10.3 Analyz e how specifi c word choices impact meanin g and tone in Maus. L.VI.9- 10.4 Writing Mini-lessons:		
		n.		
		9-10.3		
		e how specifi c word choices impact meanin g and tone in Maus.		
		Writing Mini-lessons:		
		 Introduce the topic clearly and engage the reader 		
		Organizing reasons and evidence logically to support claims		
		 Evaluation and selection of credible sources. 		

		L.VL.9–	SWBA	Reading Mini-lessons:	• LHS ELA	
		10.3.	T	_	Instructional	
			identif	Read Chapter		
		Determi	y and	3 "Prisoner of	Workshop	
		ne or	*	-	<u>Model</u>	
		clarify	summa	War" (Pages	Suggested	
		the	rize the	47–72)	Activities/Gr	
		meaning	key		<u>oups</u>	
		of	events	• Focus:	<u>оцрз</u>	
			and	Vladek's time	- Ctation Ideas.	
		unknow	analyz	as a POW and	• Station Ideas:	
		n and	e their	early signs of	_ ,	
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		Writing Mini-lessons: Identification and integration of relevant and accurate data and evidence. Quoting and citing textual evidence The relationship between claims, evidence, and reasoning		
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	SWBA T analyz e how Art Spiegel man uses shado ws, panel shapes, and facial express ions in Maus to convey meanin g and enhanc	 Reading Mini-lessons: Read Chapter 4 "The Noose Tightens" (Pages 73–93) Focus: The ghettoization of Jews and the intensifying oppression. Vocabulary L.VL.9-10.3 Ghetto:	LHS ELA Instructional Workshop Model Suggested Activities/Gr oups Station Ideas:	• LHS Sugge sted Forma tive Readi ng Asses sment s

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			Writing Mini-lessons: Acknowledging alternate or opposing claims Summarizing key points and emphasizing the significance of their claims in a conclusion		
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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 technica I meaning s, choosing flexibly from a range of strategies. L.VI.9–	SWBA T make inferen ces about what may happen in the next book of Maus using textual eviden ce to support their respon se. SWBA T make inferen ces about what may happen in the next book of Maus by using	Read Chapter 6 "Mouse Trap" (Pages 131–159) Focus: Escalation of danger as Vladek and Anja go into hiding. Vocabulary L.VL.9-10.3 Ausch witz: A comple x of Nazi concen tration and extermi nation camps during World War II. Dehum anizati on: The process of depriving a person or group of	LHS ELA Instructional Workshop Model Suggested Activities/Gr oups Station Ideas:	• LHS Sugge sted Forma tive Readi ng Asses sment s

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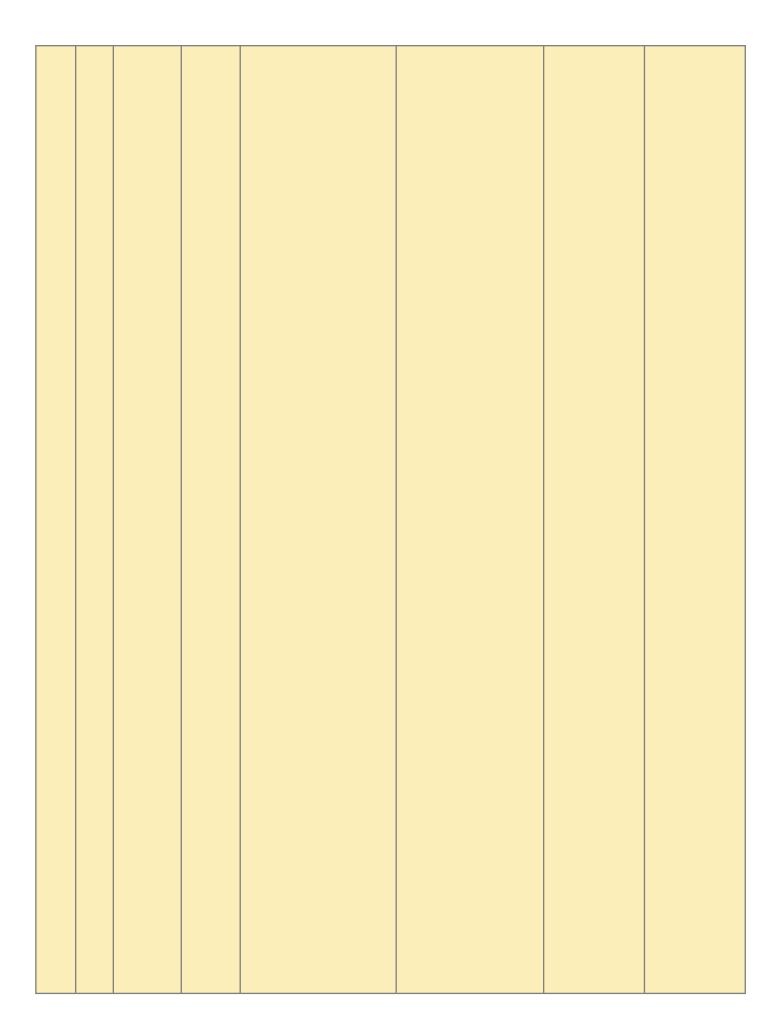
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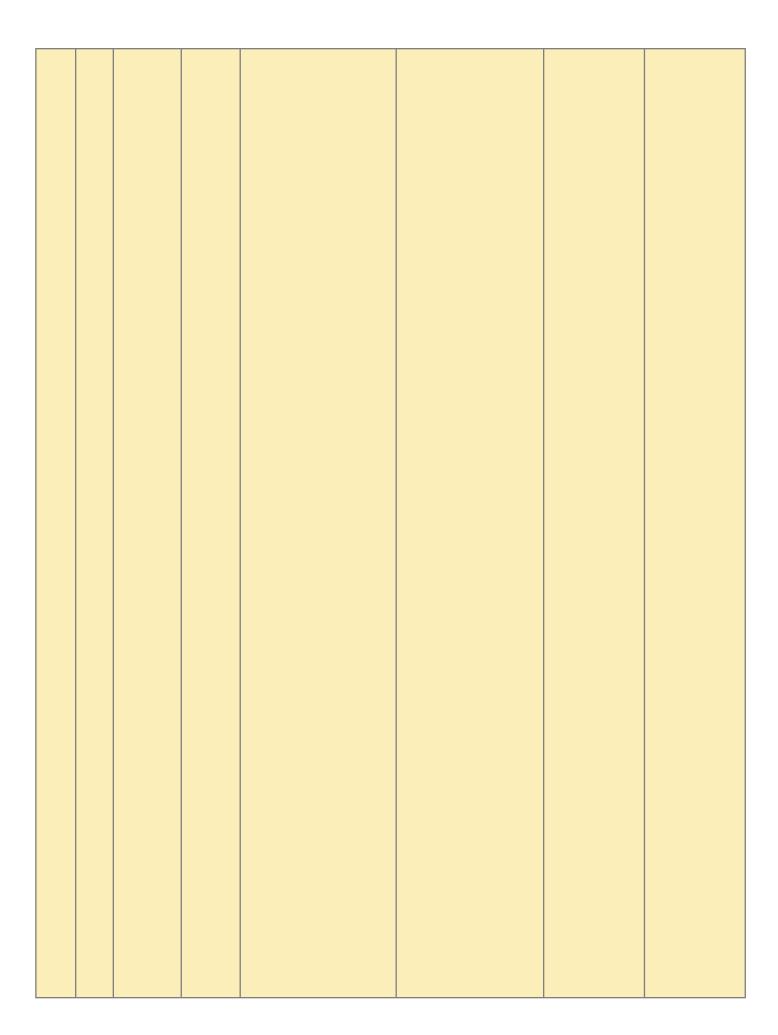
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				Writing Mini-lessons: • Editing: Grammar • Editing: Punctuation		
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Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	
• Content Areas	• Content and Skills to Spiral from Romeo and Juliet to Maus:	
1. Historical Context:		
■ The Holocaust: Understanding	1. Plot Structure and Narrative Arc:	

- the historical events of the Holocaust, including key figures, locations, events, and the broader impact on Jewish communities.
- World War II: Basic knowledge of the war's timeline, major battles, and the political climate of the time.
- 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.

2. Graphic Novel as a Medium:

- 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.
- 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

- 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 nonlinear 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.
- 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.

2. Character Development:

- Deepening Character Analysis:
 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?

- 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.

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

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. 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

- 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.

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

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
 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.

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.

6. Creative Expression:

- Graphic Novel Creation:
 Encourage students to
 experiment with creating their own short graphic stories,
 focusing on how to use visual elements to convey complex themes and emotions.
- Writing Analytical Essays: Develop skills in writing analytical essays that explore the thematic, historical, and narrative aspects of Maus.

7. Discussion and Debate:

- Facilitating Discussions:
 Encourage students to engage in thoughtful discussions and debates about the content of Maus, considering different perspectives and interpretations.
- Expressing Opinions: Develop skills in articulating and defending personal viewpoints on the ethical, thematic, and

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:

• 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?

narrative aspects of the text.

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

VA.K-2.1.5.2.Cn11	Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.
	People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.
	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?
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.