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

Day	Day One Day Two		Two	Day	Three	Day Four		Day Five		Day Six	
	Reading Focus Reading Focus		Reading Focus		Reading Focus			ading ocus	Reading	j Focus	
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Day	Seven	Day E	ight		Day	y Nine	Day Ten	
	Writi	ng Focus			Writing Focus			
Activity Suggested Activity Suggested Time		A	ctivity	Suggested Time	Activity	Suggested Time		
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	D	o Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini- lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes		Mini- esson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 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

injustice.

• Historical and Cultural Relevance: 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

Content Specific

- The Role of Individual Choices and Societal Complicity: 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.
- Informative/Explanatory Writing
 Creation: 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.

Skills Specific

- Reading Comprehension and Analysis of Text: 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.
- Identifying Central Ideas and Supporting Evidence: 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.
- Evaluating Sources: 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
- Informative Writing Organization:
 Students will understand how to organize and develop informative/explanatory writing using effective introductions, logical organization, transitions, and relevant evidence.
- Maintaining Accuracy, Objectivity, and Sensitivity: 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.
- Revising and Editing for Clarity and Impact: Students will understand how to revise their writing to strengthen coherence,

clarify ideas, and ensure factual accuracy and appropriate tone.

Essential Questions

Content Specific	Skills Specific
 What stages or conditions typically lead to genocide, and how can they be identified before violence occurs? How do governments and societies use propaganda and fear to justify discrimination and mass violence? What roles do individuals and communities play in either enabling or resisting genocide? How does the graphic novel format of Maus affect our understanding of the Holocaust and the experiences of its victims and survivors? Why is it important to study genocide, and how can this knowledge help us take action against injustice today? How can we write about genocide in ways that are respectful, accurate, and informative? 	 How do authors like Art Spiegelman combine factual content with narrative techniques to help readers understand historical events like genocide? How can we determine the central ideas in a text about genocide and explain how those ideas are developed? 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? How can we evaluate and choose the most reliable sources when researching sensitive historical topics like genocide? What strategies help writers clearly explain complex historical topics like genocide in a well-organized and informative essay? Why is it important to use formal tone and accurate language when writing about topics as serious as genocide? How does revising and editing improve the clarity, accuracy, and impact of our informative writing?

Key ResourcesReading:

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:

- o Comprehension microskills
- o Tier I instructional practices
- o 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

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.

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

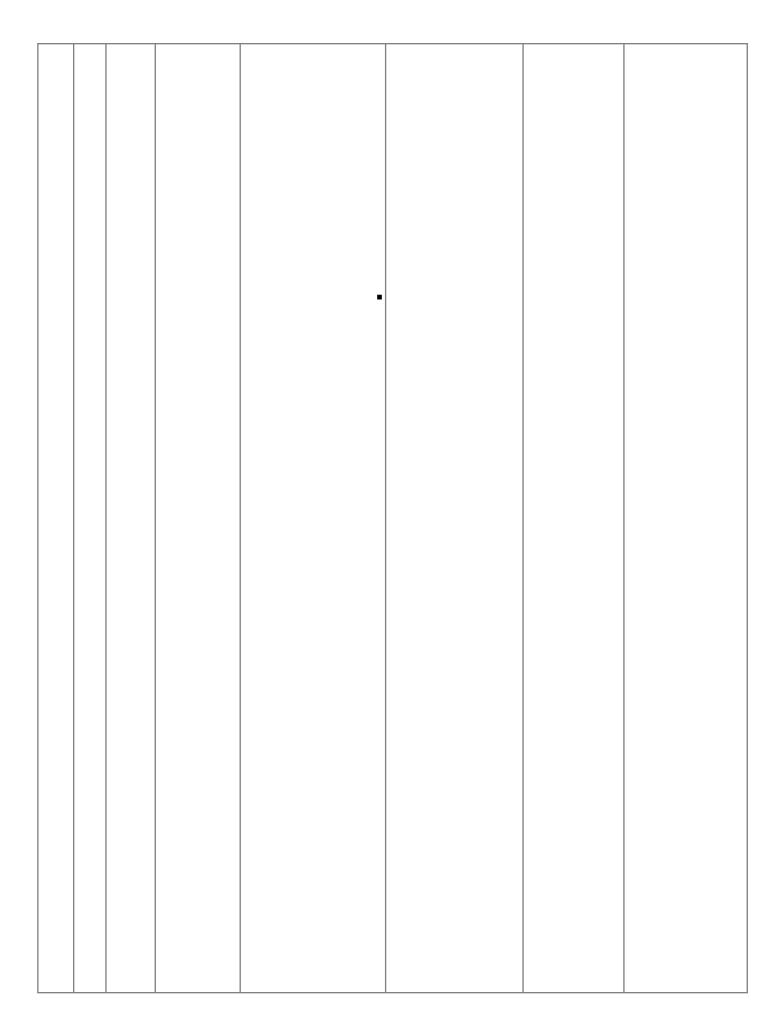
Skills, Content, Activity, Assessment

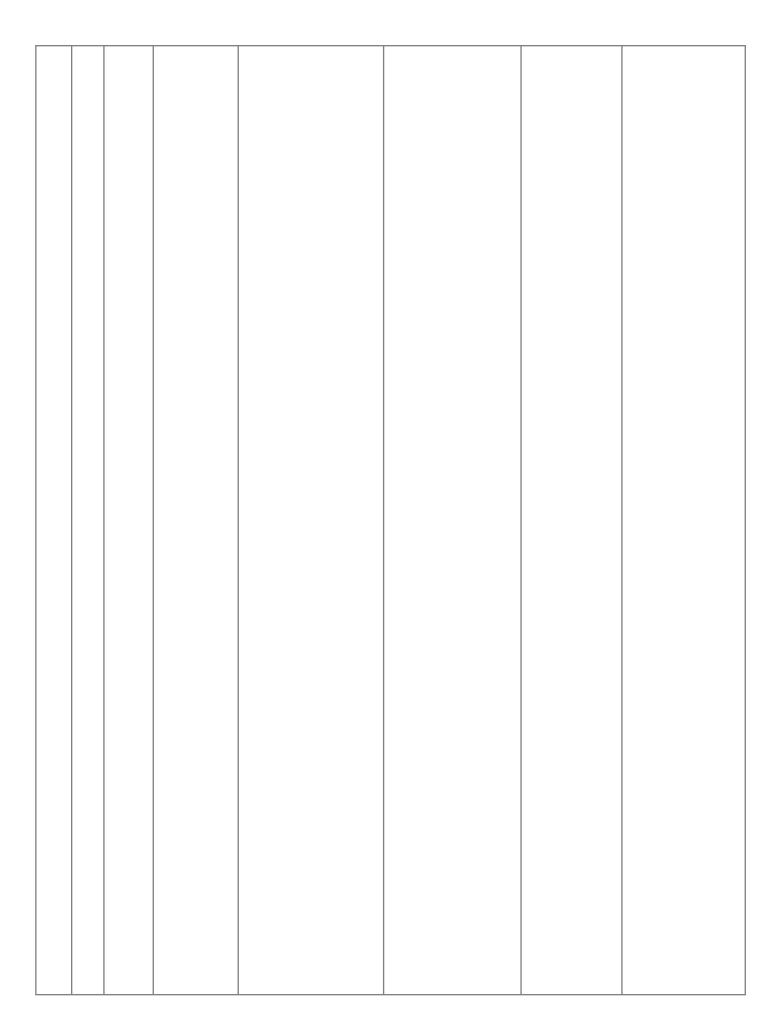
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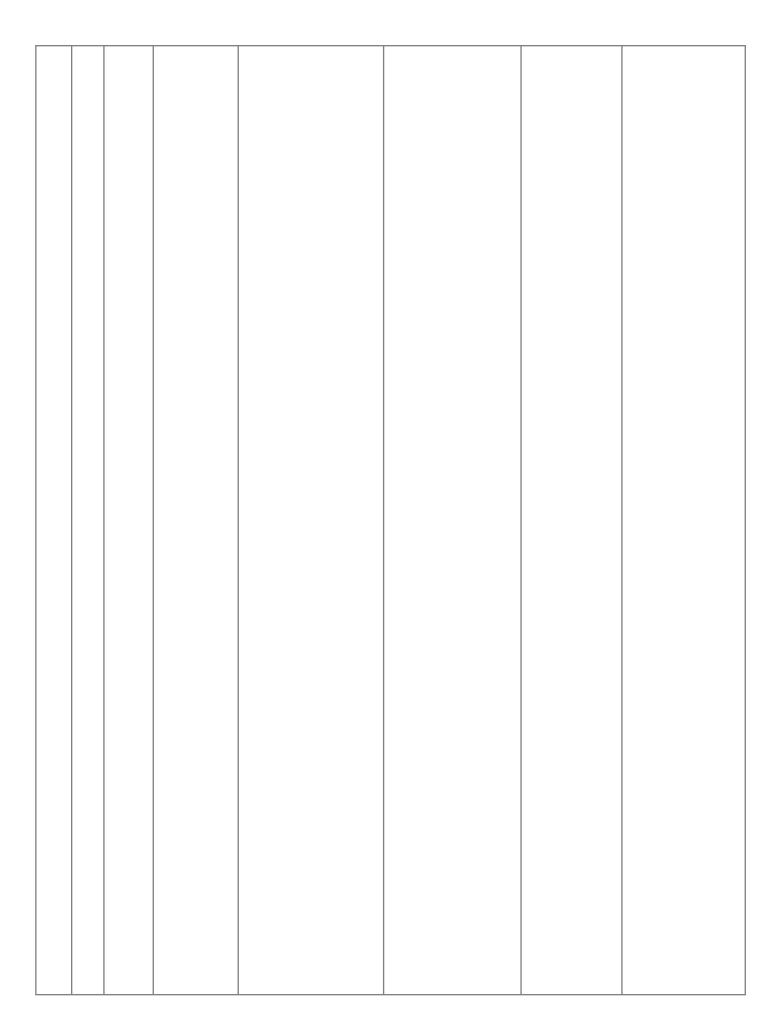
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Apr il	3	SL.P E.9– 10.1 SL.II. 9– 10.2 RL.C T.9– 10.8 RI.C	SWBAT analyze how Art Spiegelma n uses graphic elements, such as panels, frames, and visual contrasts, in Maus to	Reading Minilessons: Introduction: Introduce book (videos - The Creation of Maus, Maus: Book Banned, An Introduction,	• Teacher-led • IXL Recommen ded or Assigned Skill and Weekly Arena Practice	 The Creati on of Maus Maus: Book Banne d An Introd uction Analy 	

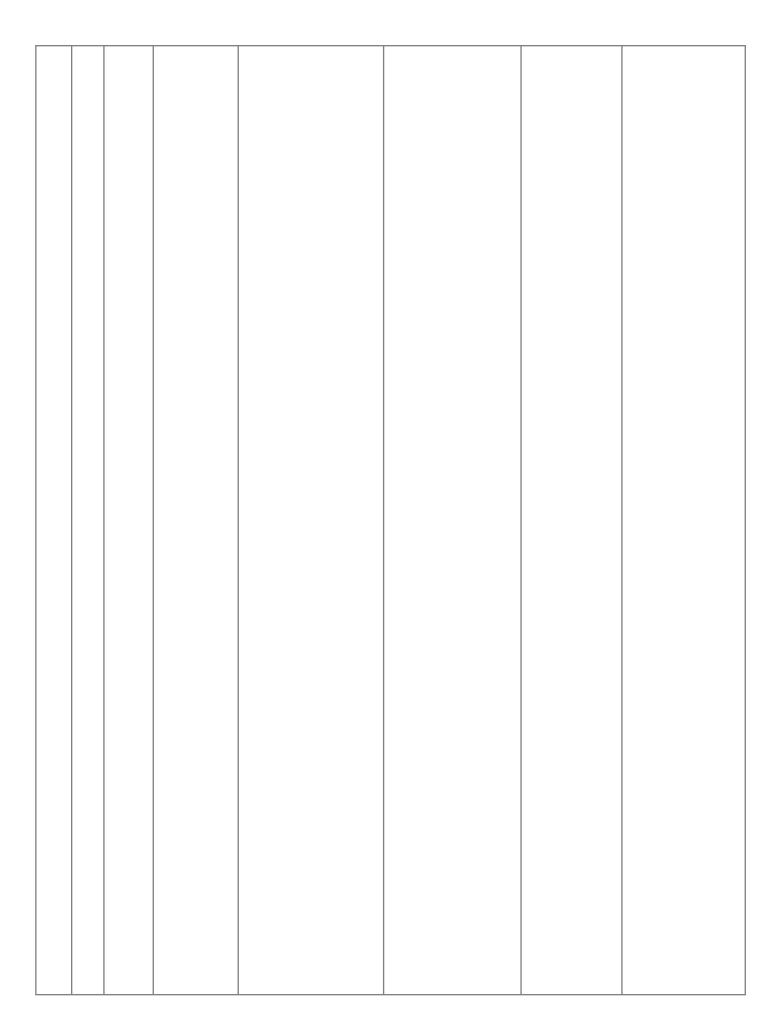
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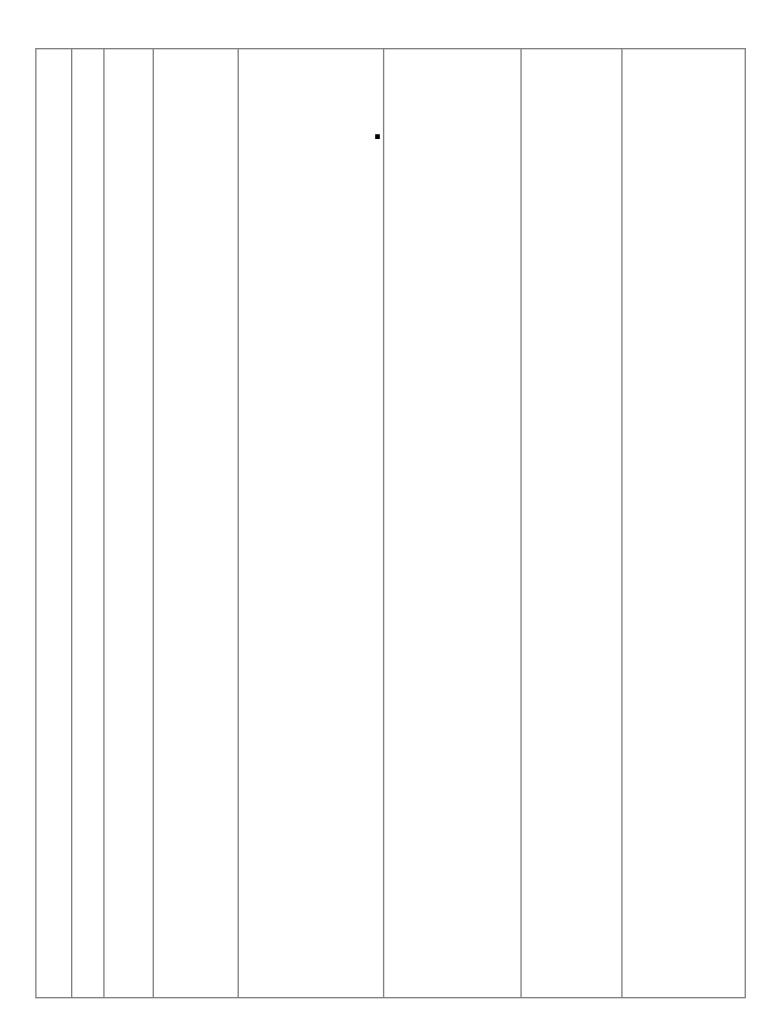
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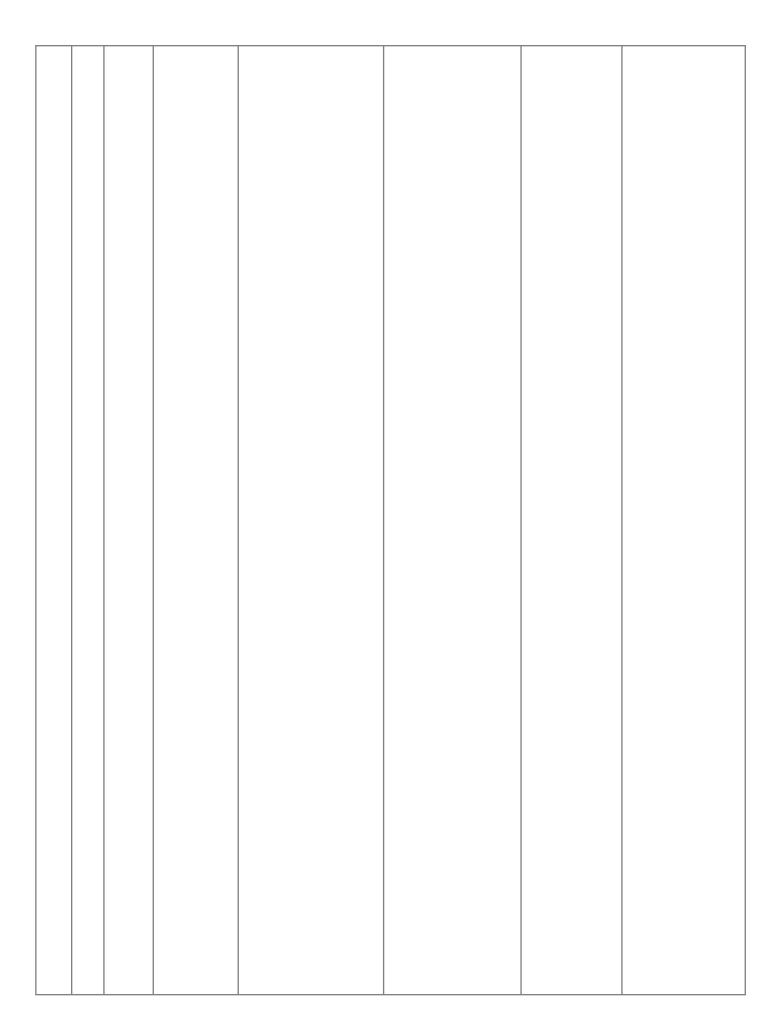












				Writing Minilessons: Characteristics of an Informative/Explanatory essay writing. Review the Informative/Explanatory essay rubric.			
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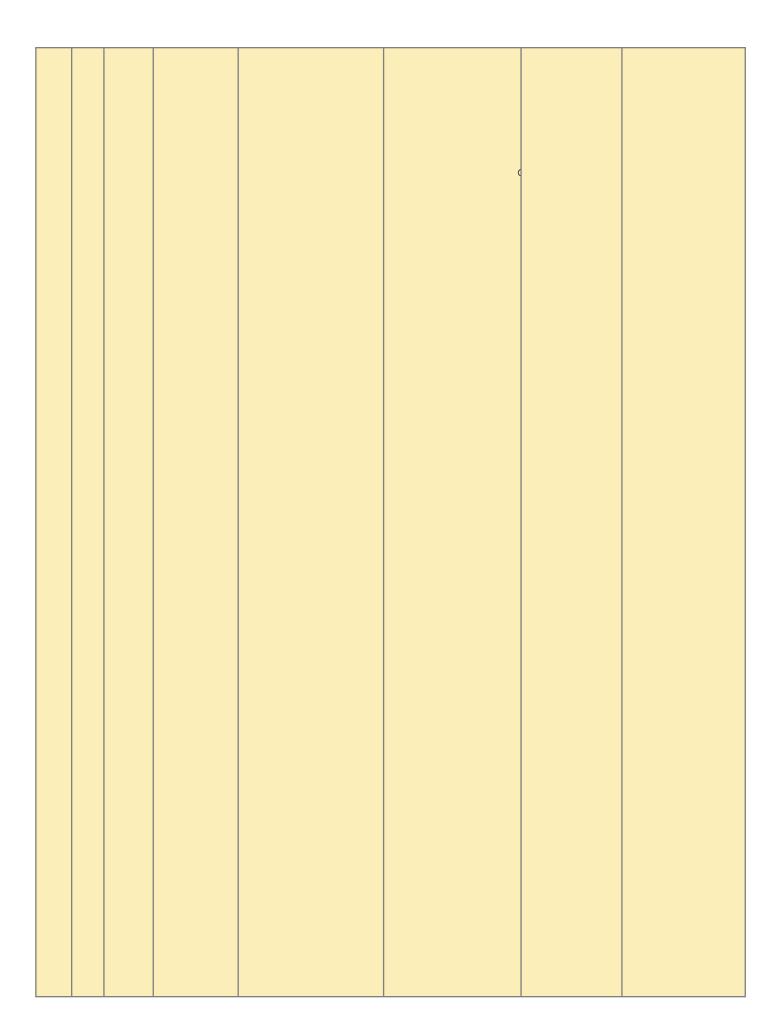
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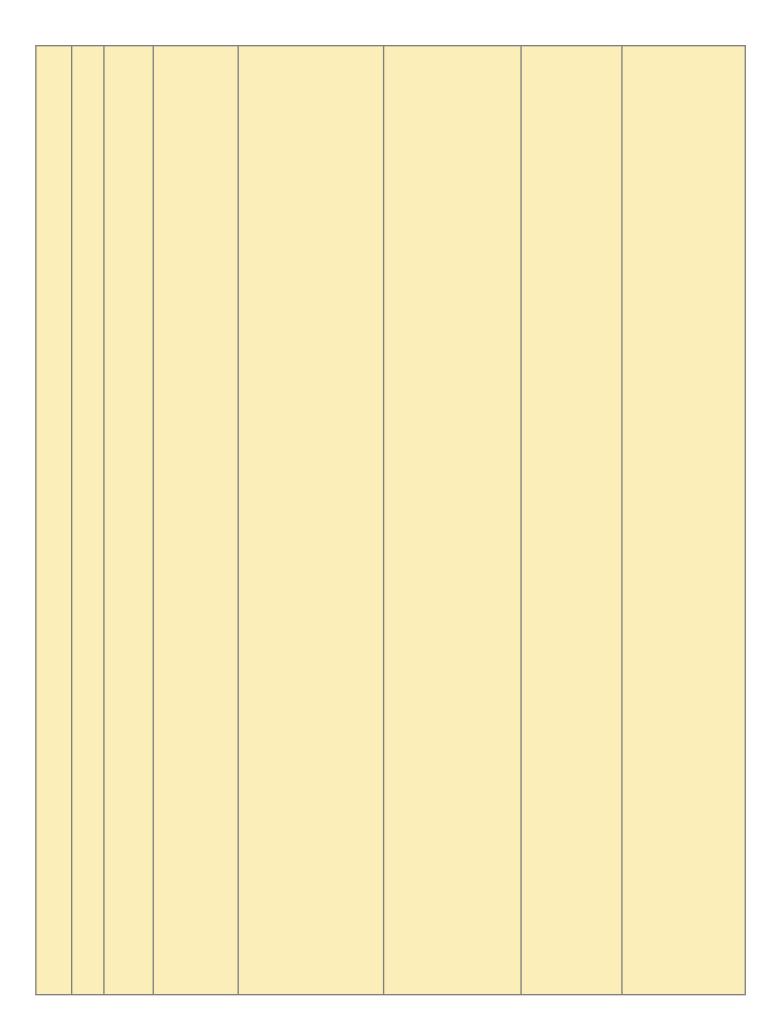
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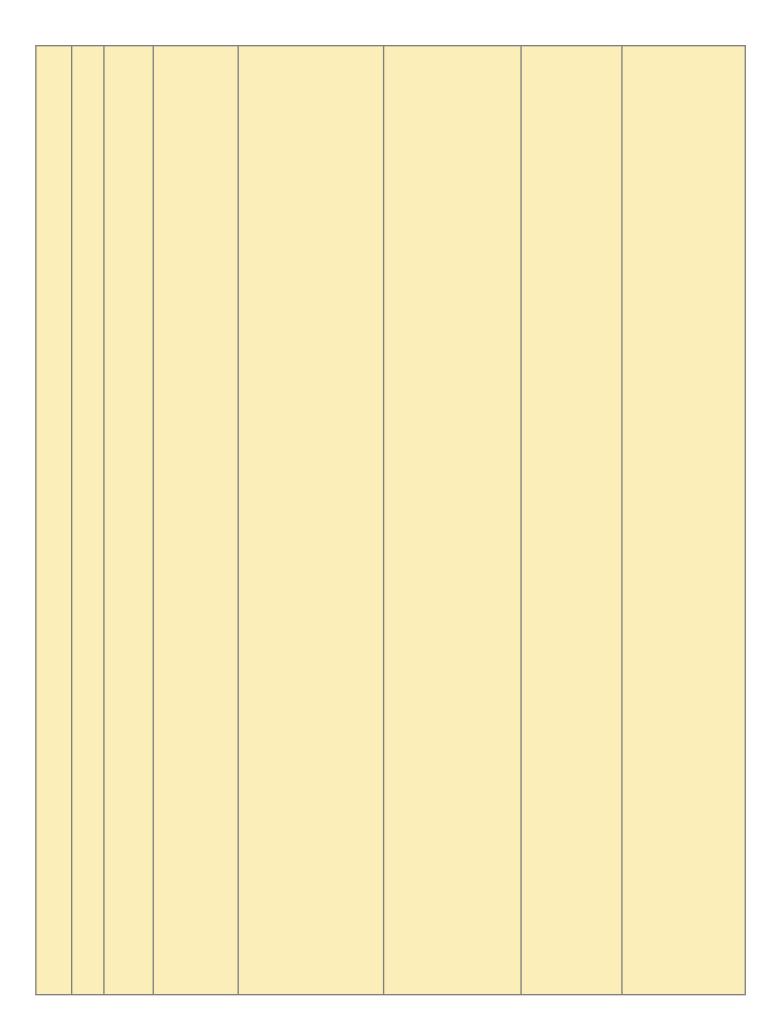
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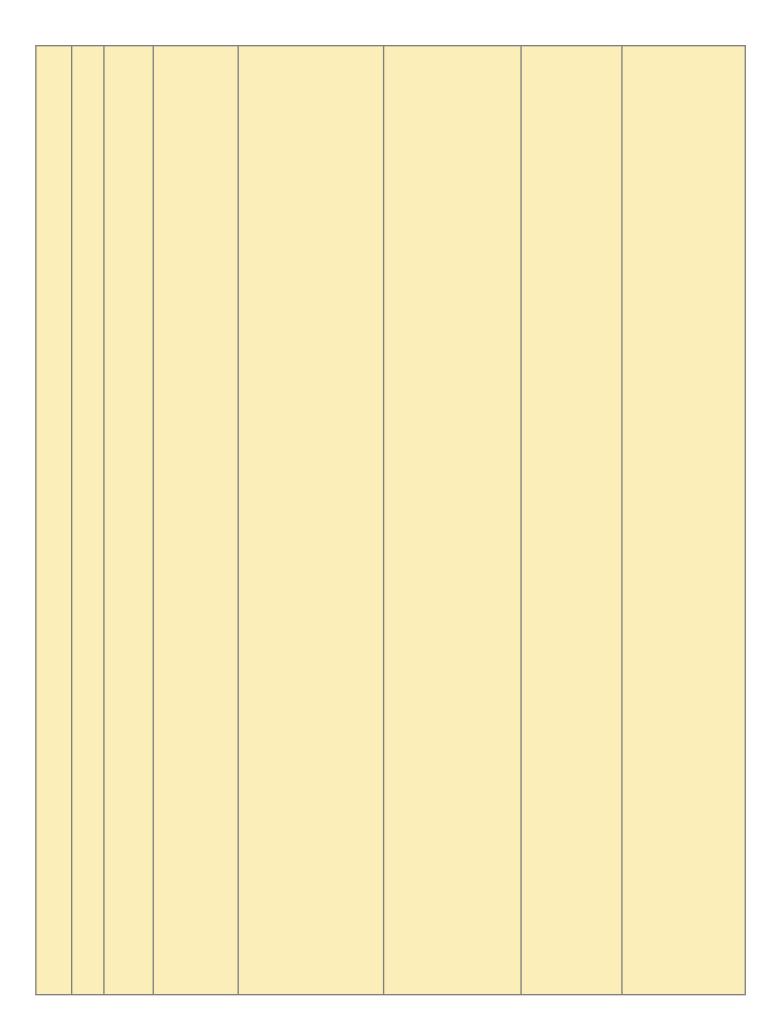
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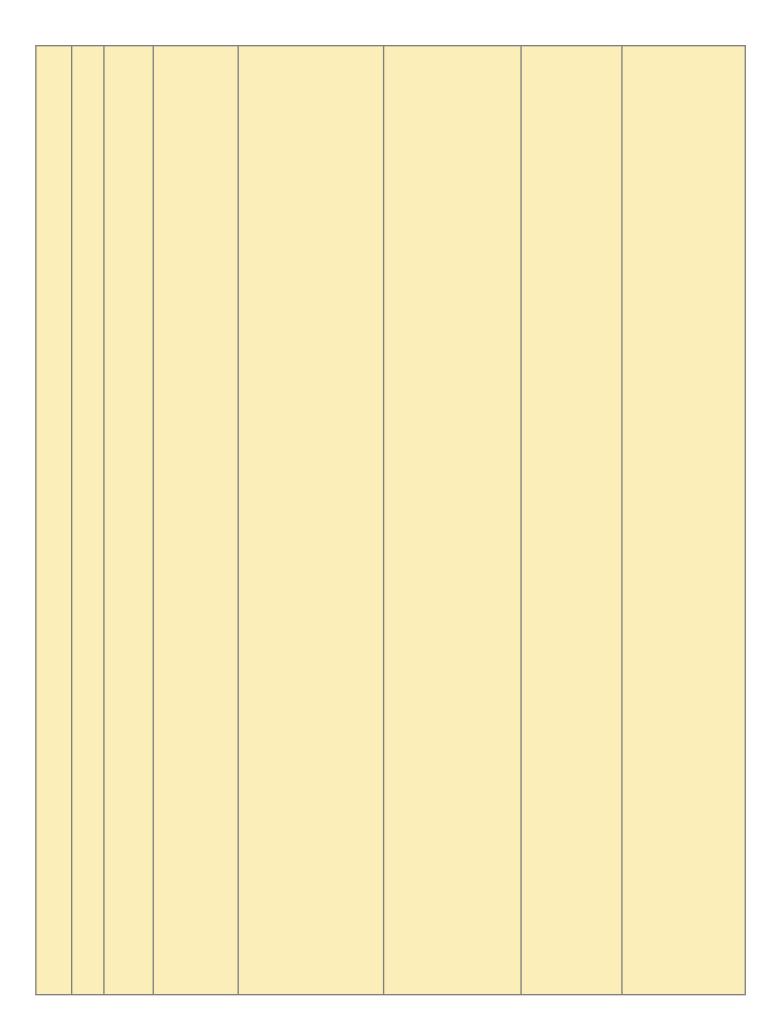
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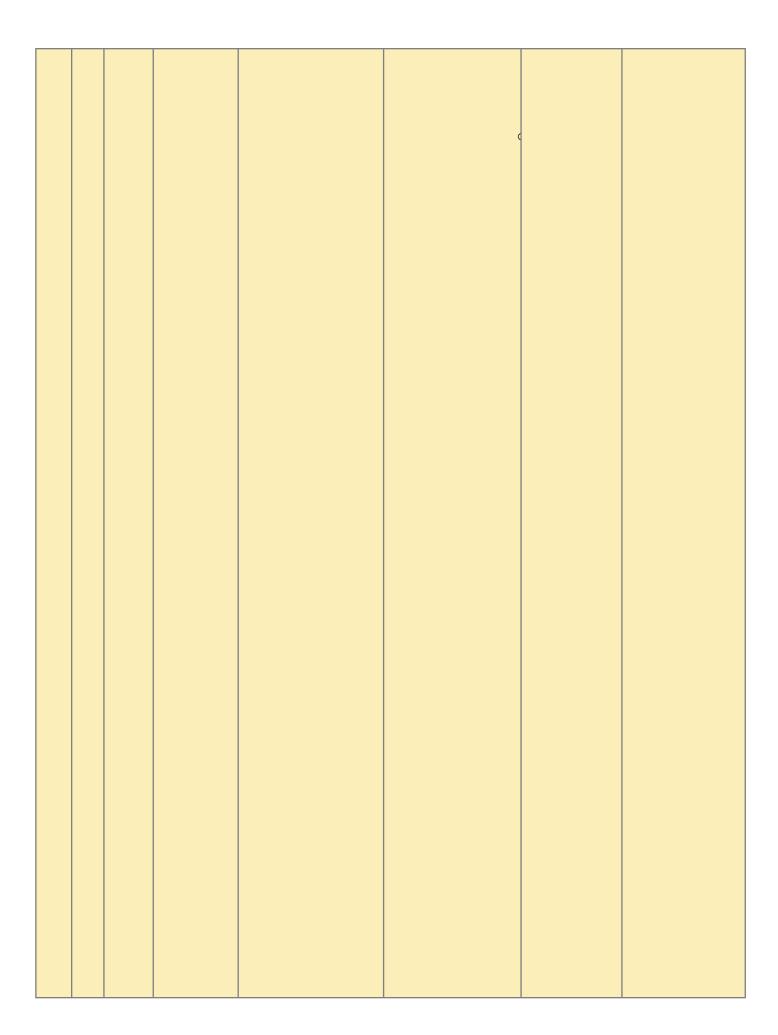
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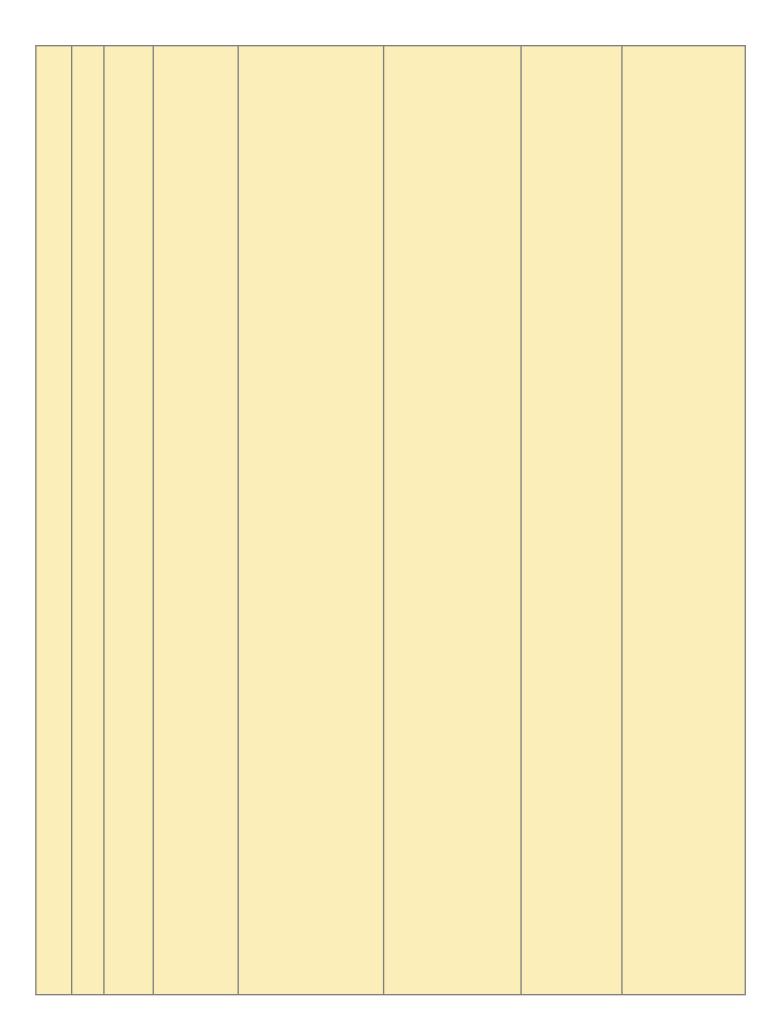
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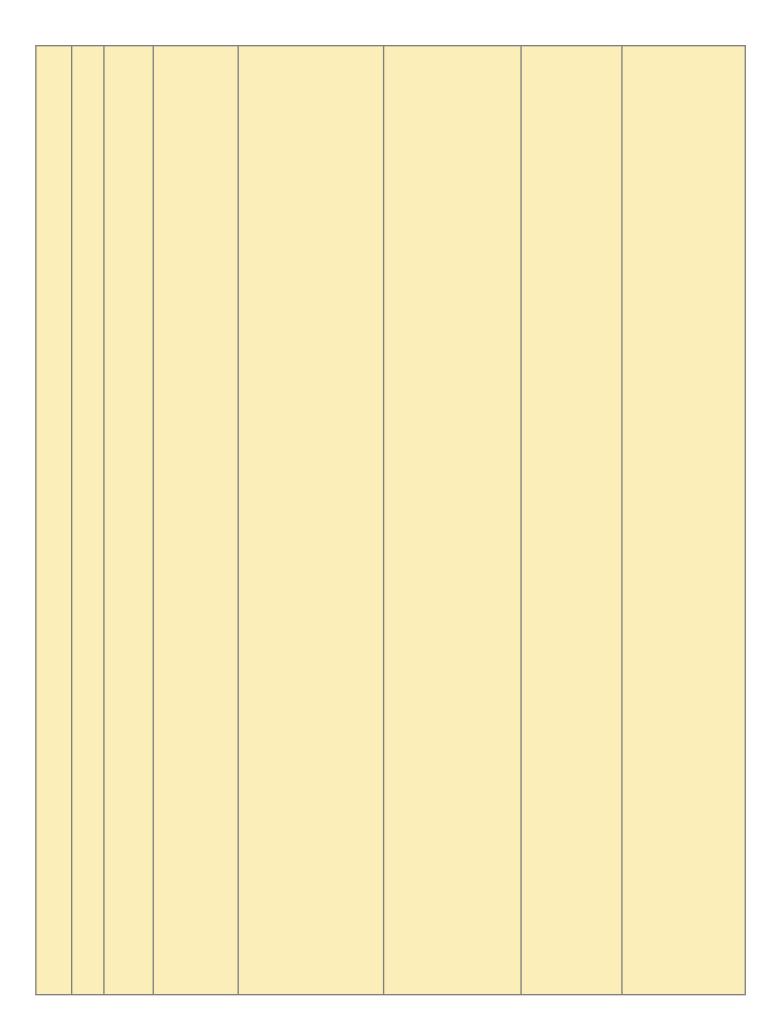
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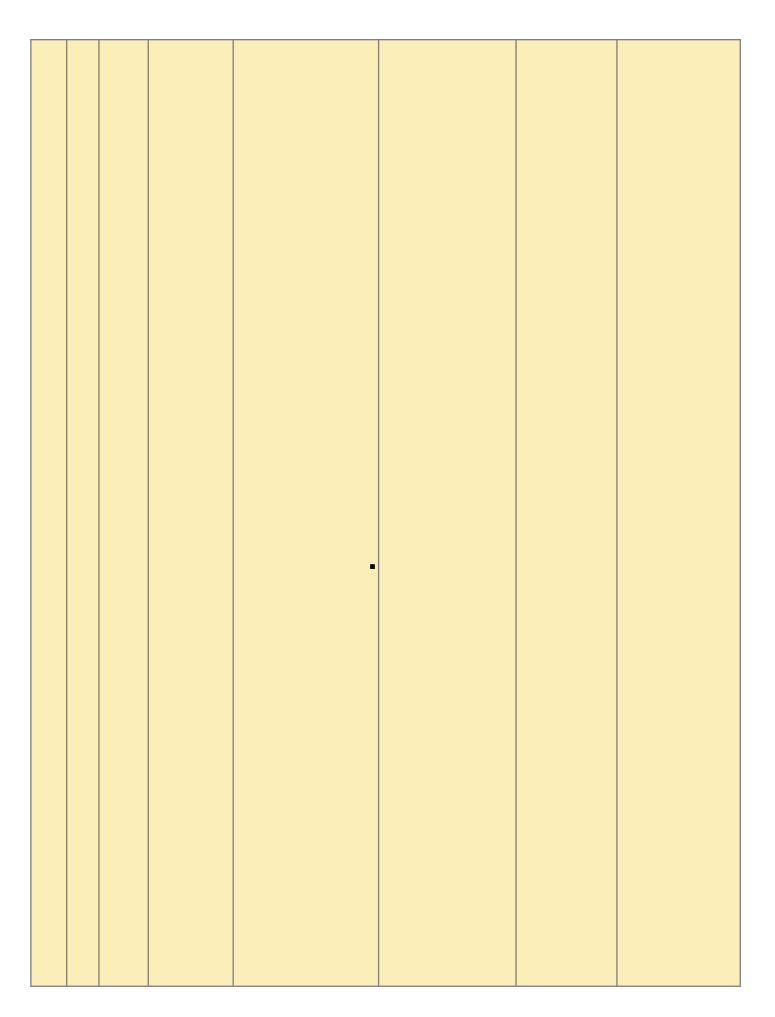


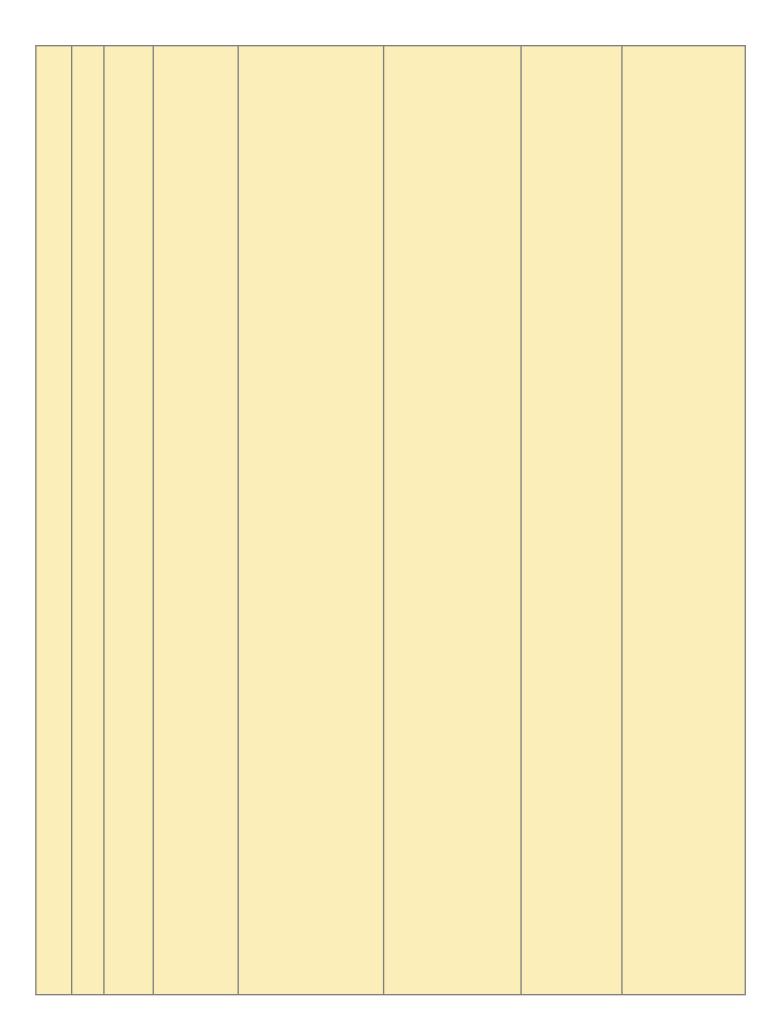


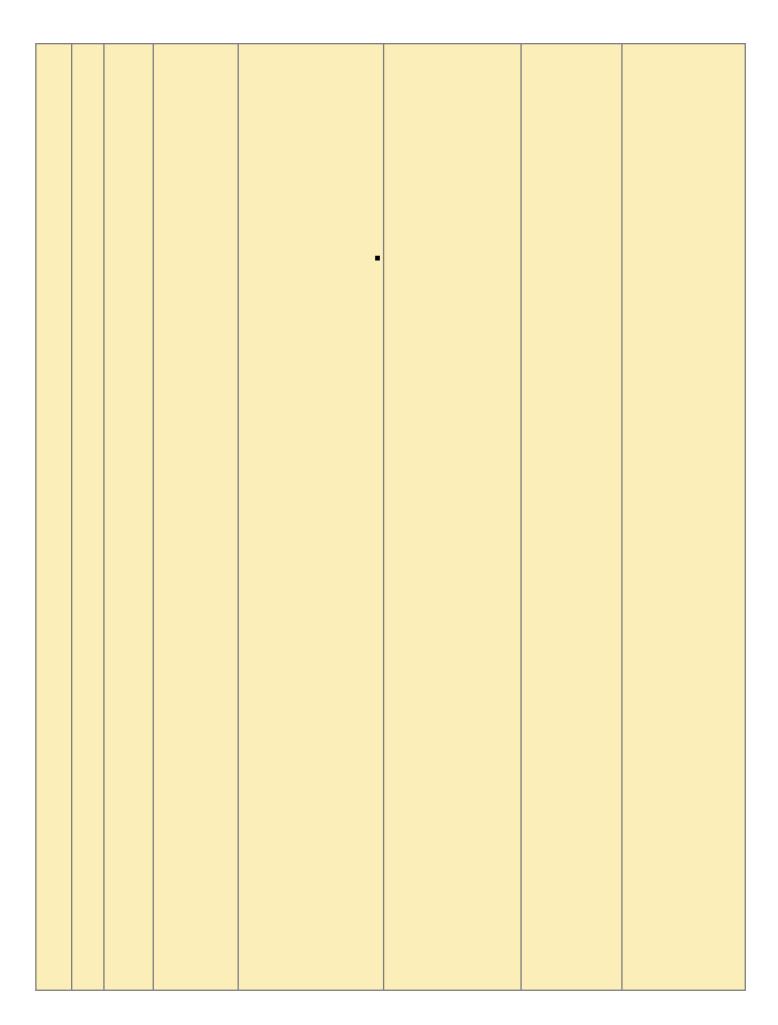


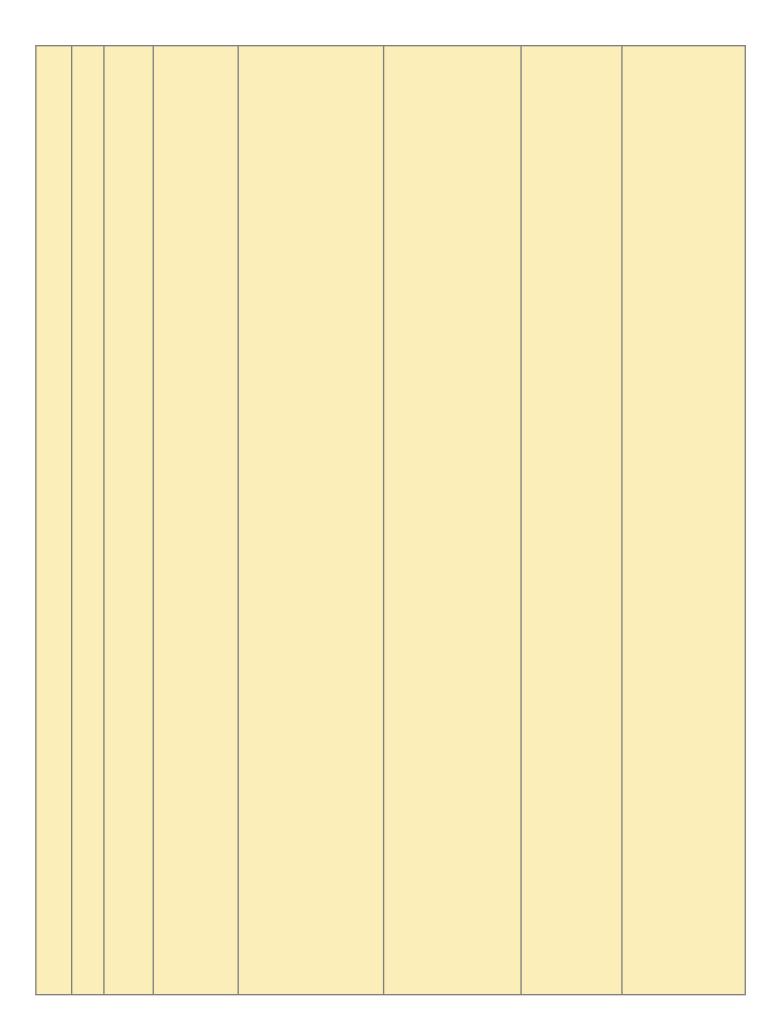


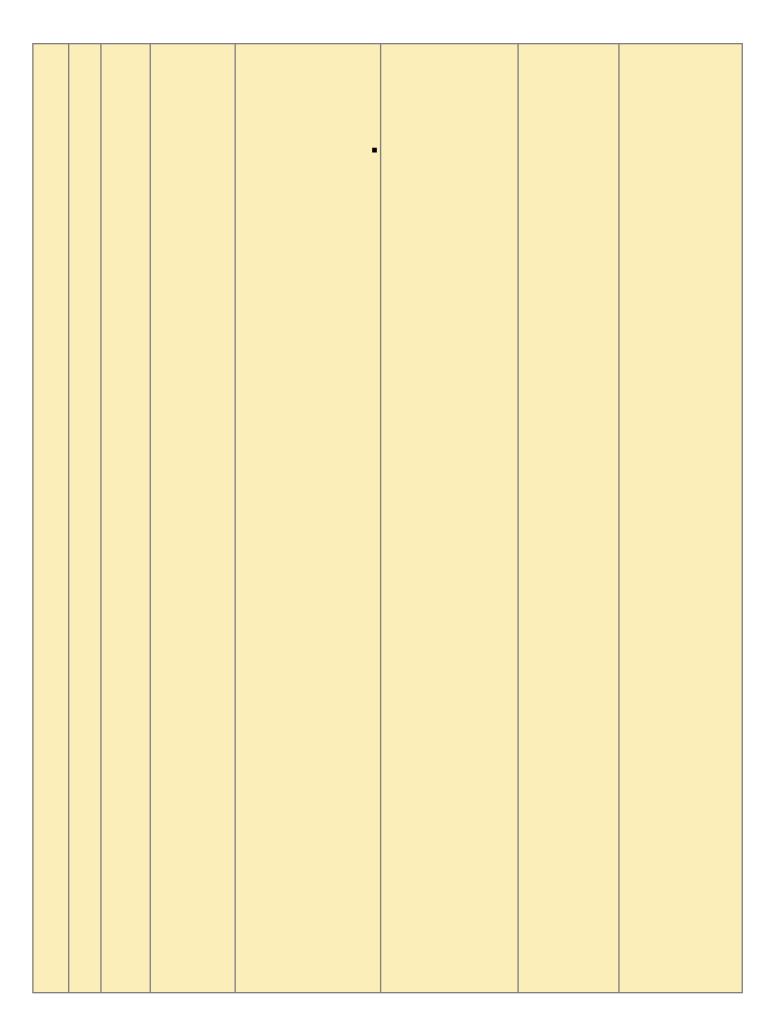
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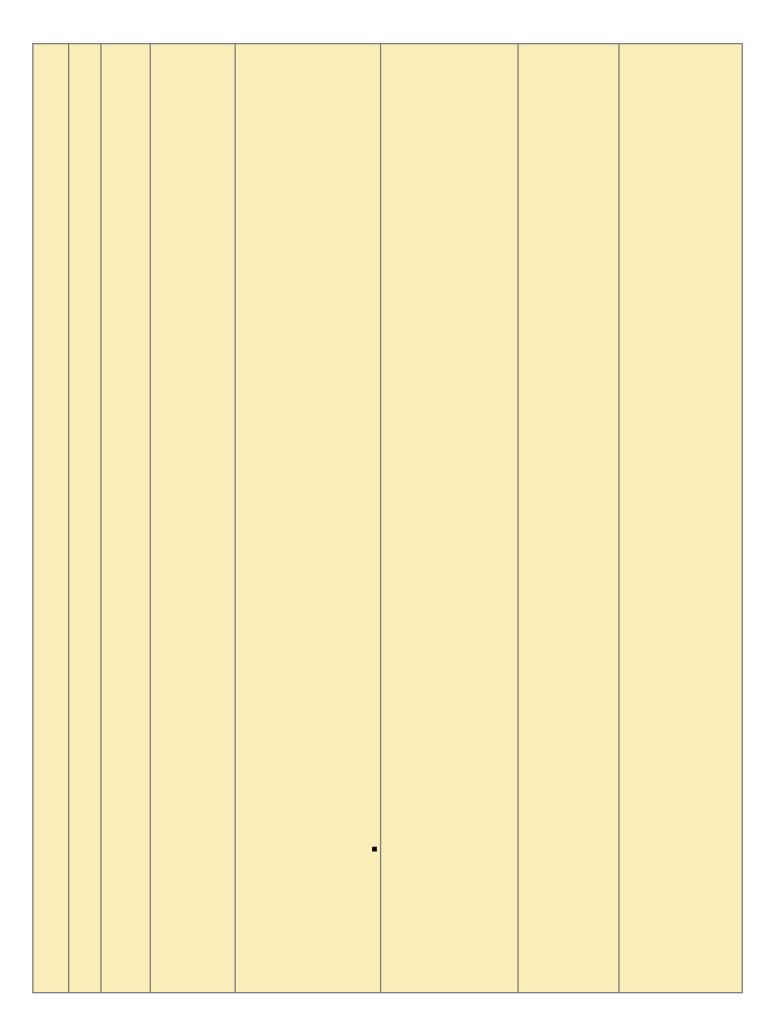


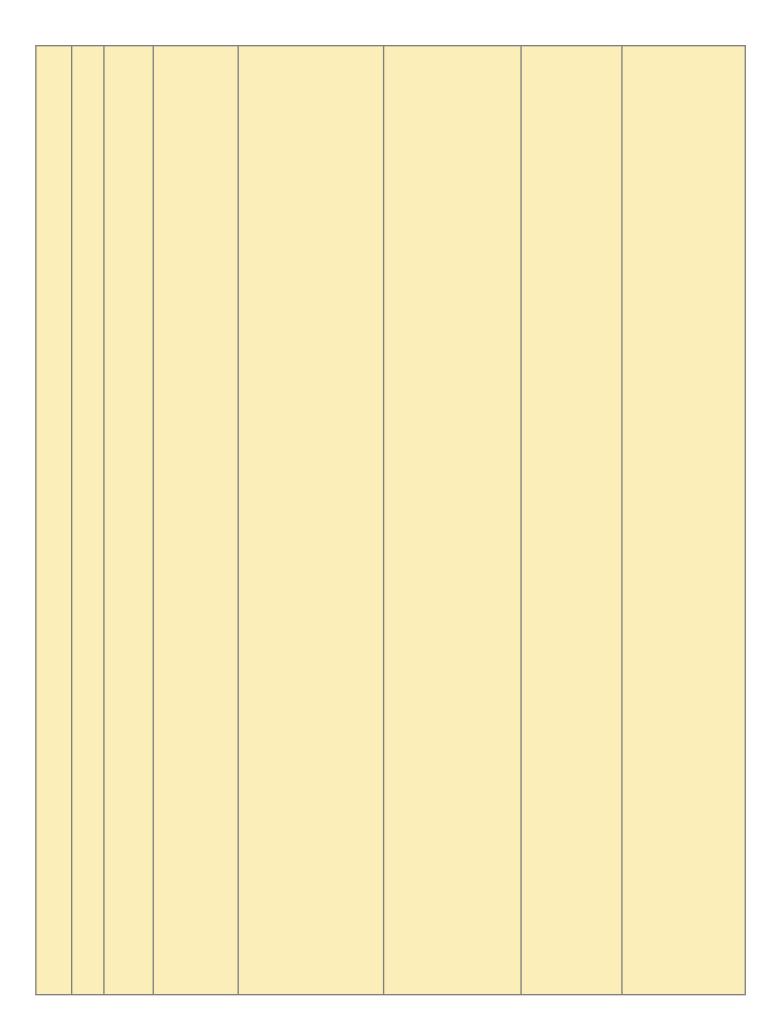












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				Writing Minilessons: • Identification and integration of relevant and accurate data and evidence. • Quoting and citing textual evidence		
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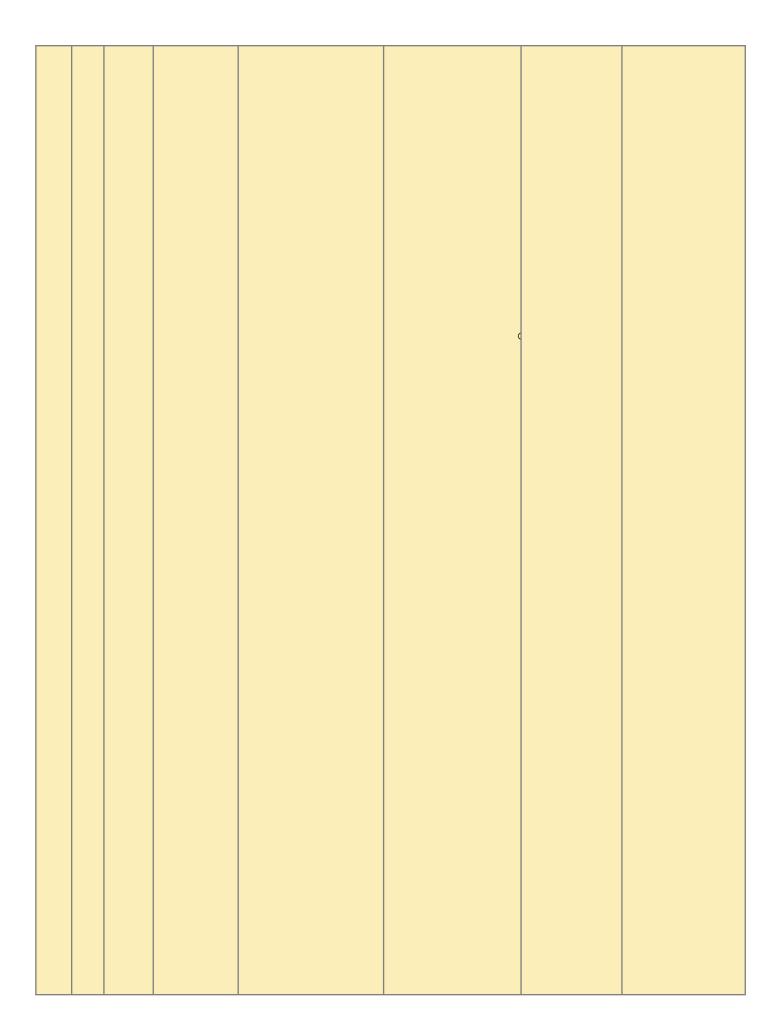
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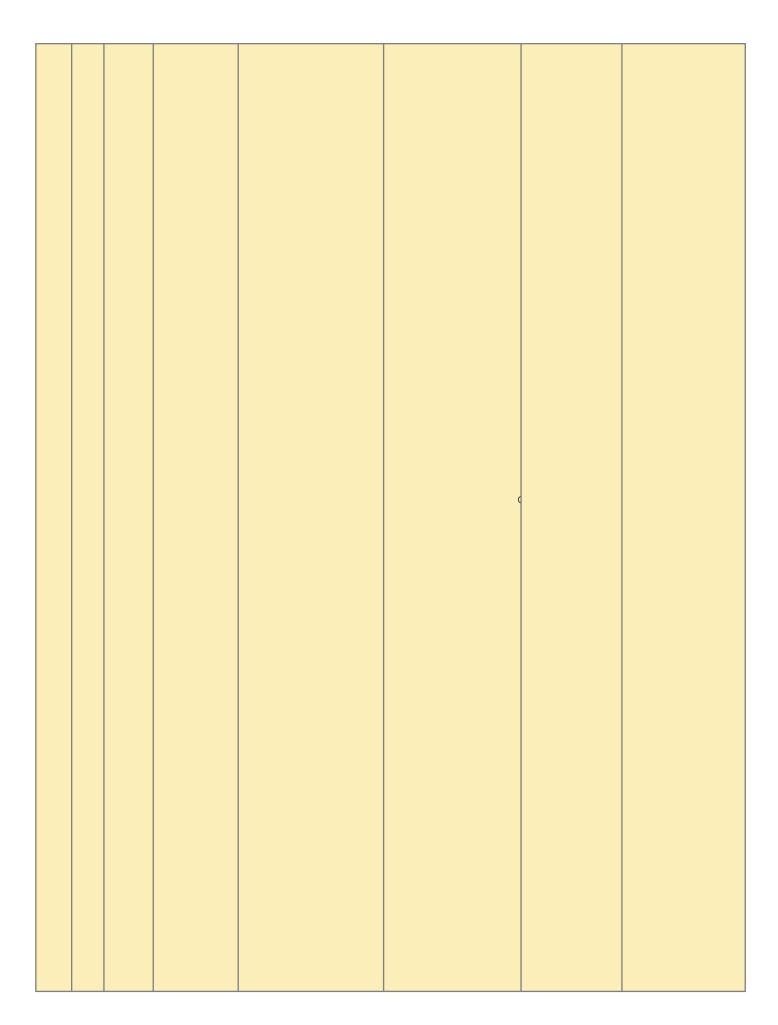
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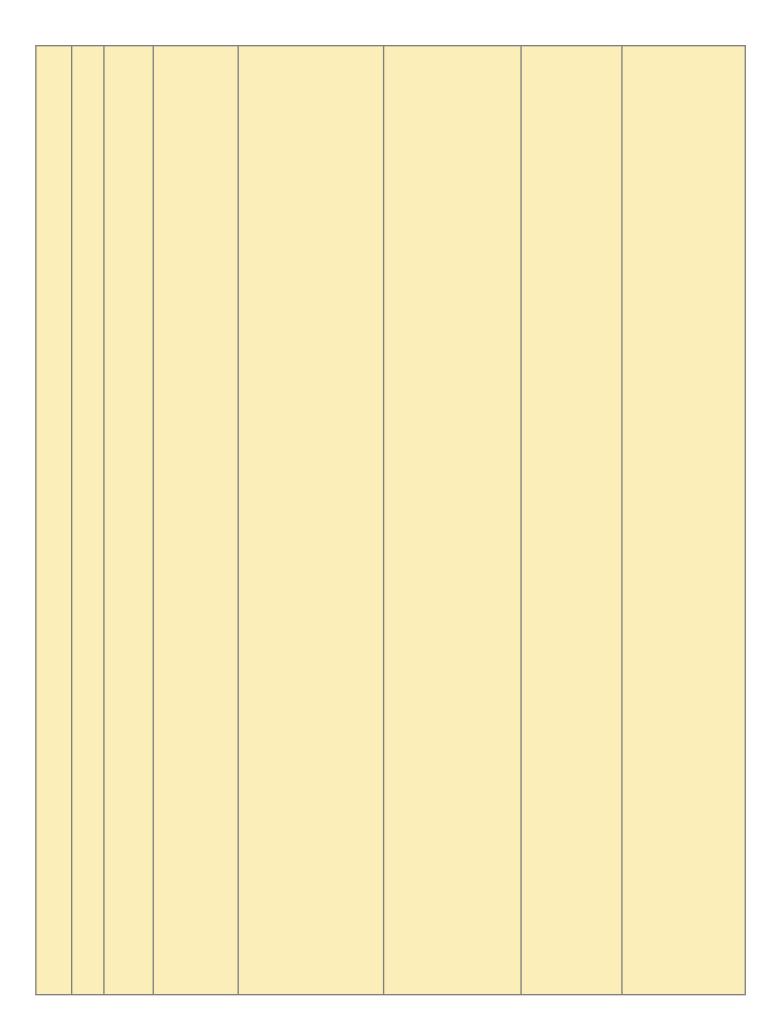
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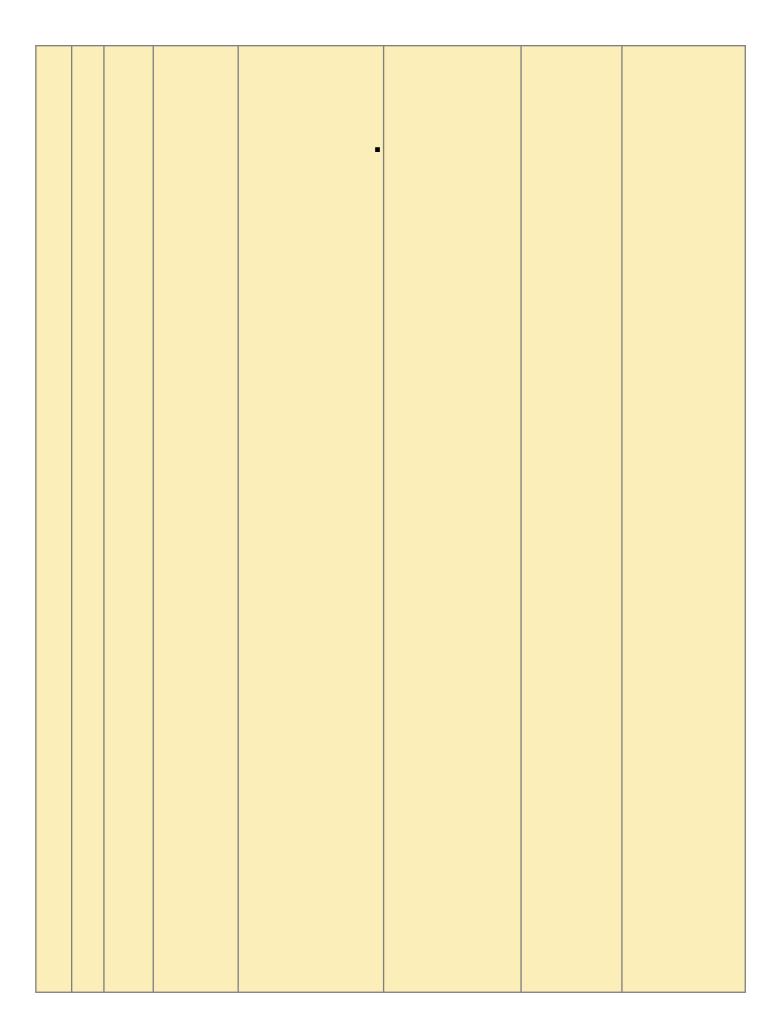
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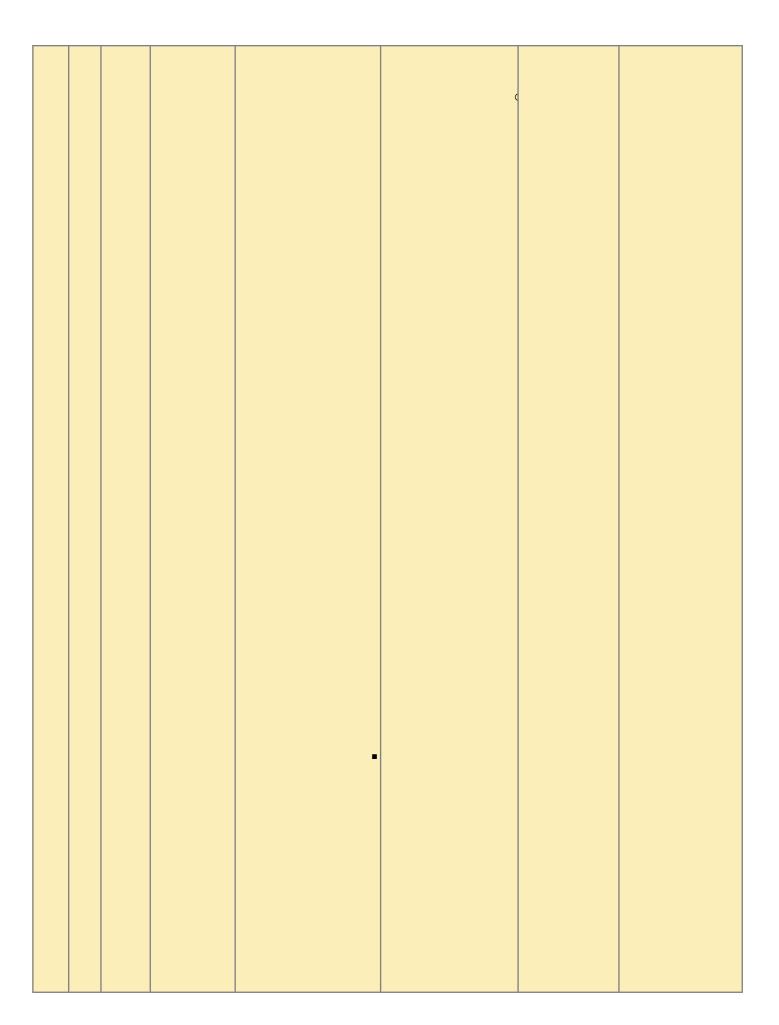
				 The relationship between claims, evidence, and reasoning Summarizing key points and emphasizing the significance of their claims in a conclusion 		
May	4	L.VL .9– 10.3 L.VI. 9– 10.4 RL.C I.9– 10.2 RL.I T.9– 10.3 W.I W.9– 10.2 SL.P E.9– 10.1	SWBAT analyze how Spiegelma n uses structure, visual elements, and character interaction s 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	Reading Minilessons: Read Chapter 5 "Mouse Holes" (Pages 95–129) Focus: Vladek's survival tactics and the strain on his family. Vocabulary L.VL.9-10.3 Arya n: A term misus ed by the Nazis to describe a "racia lly super ior" group of	LHS ELA Instructiona I Workshop Model Suggested Activities/G roups Station Ideas: Tea cher -led IXL Rec om men ded or Assi gne d Skill and Wee kly Are na Prac tice	• LHS Suggeste d Formativ e Reading Assessme nts

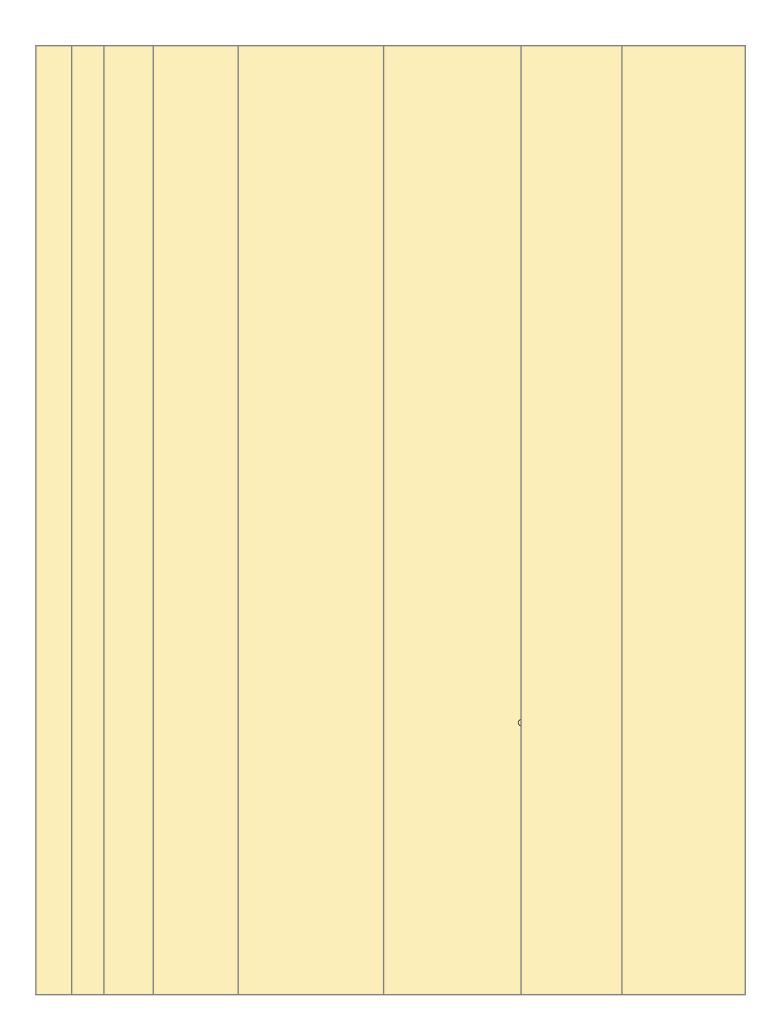
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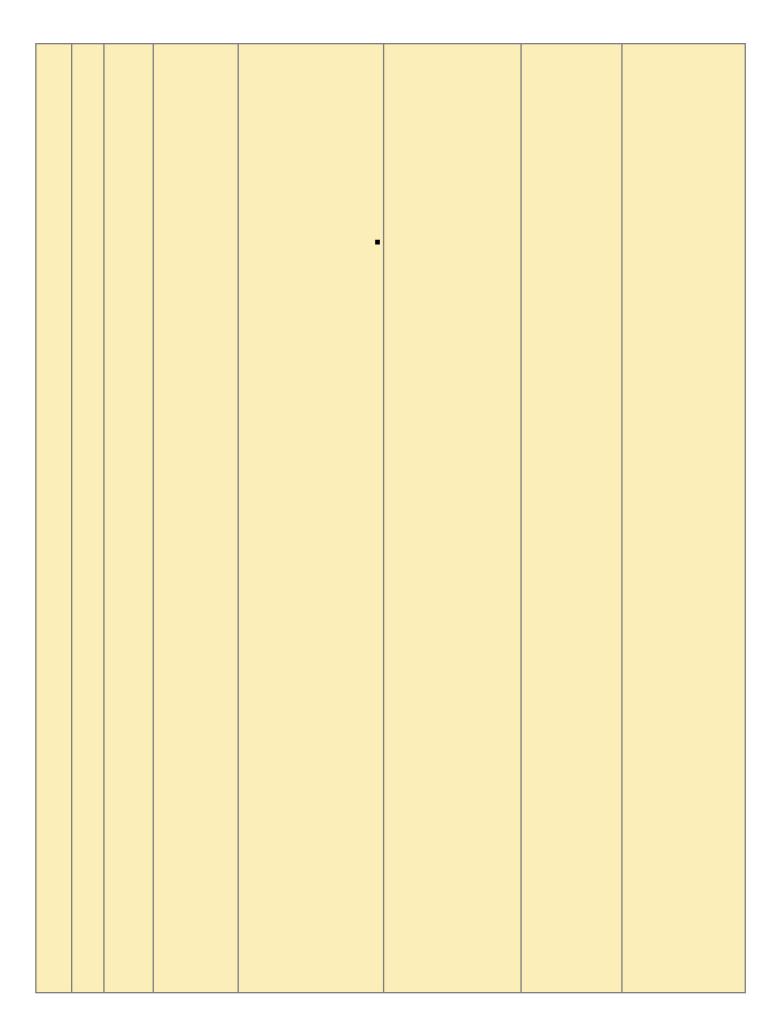
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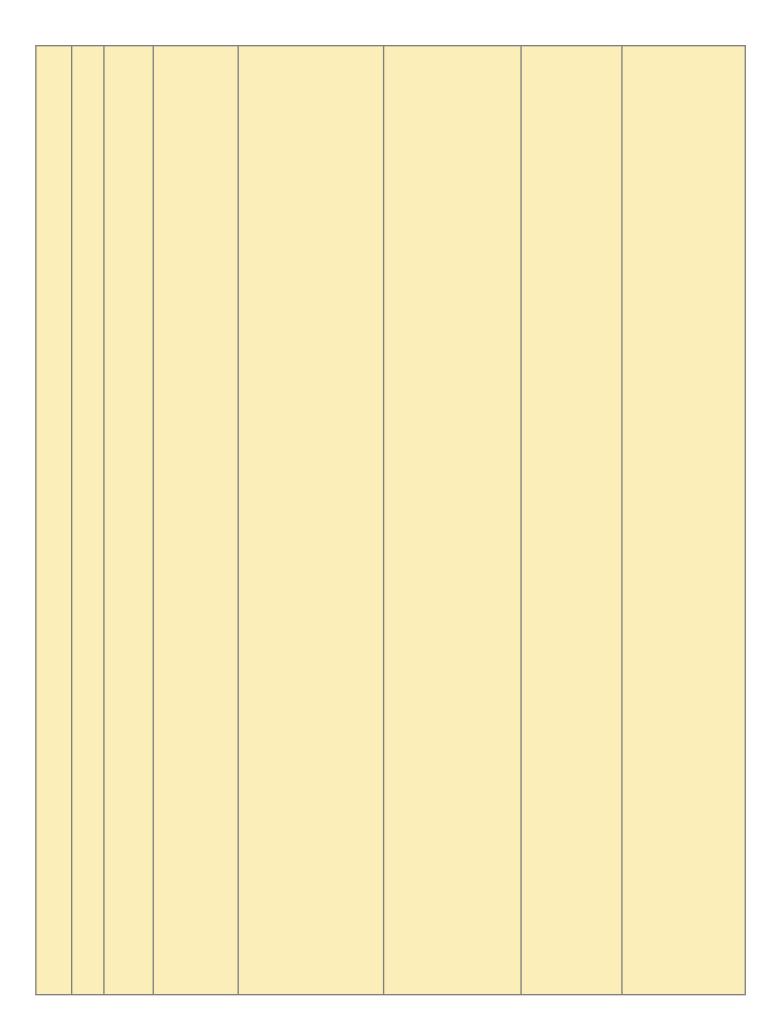


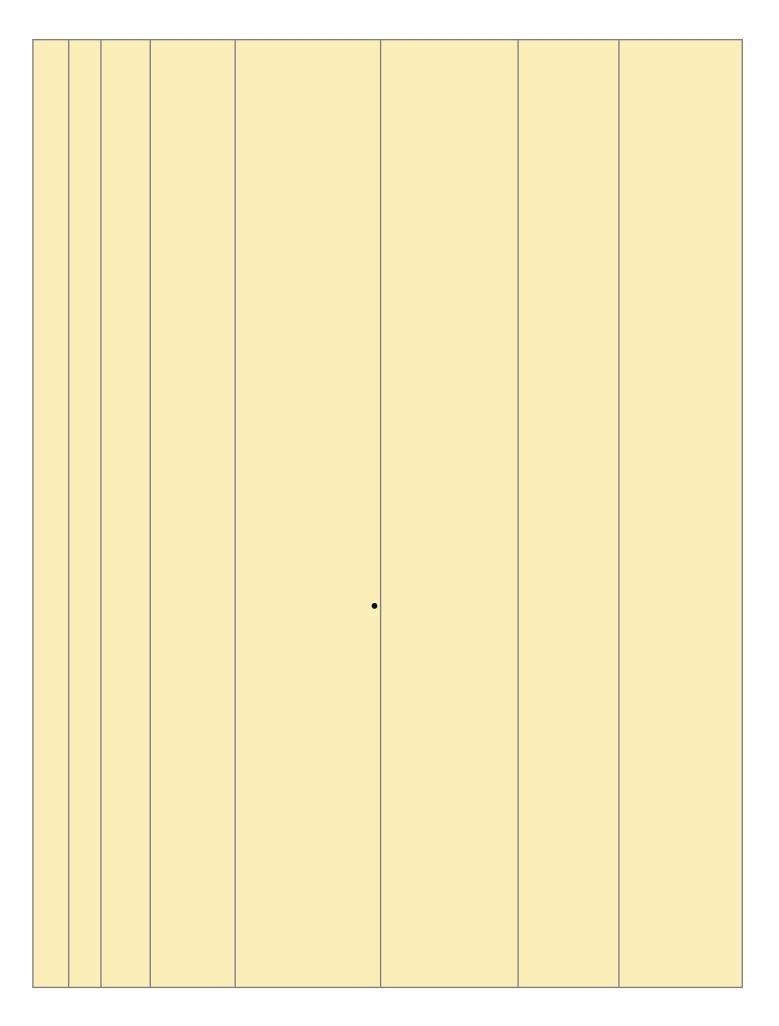


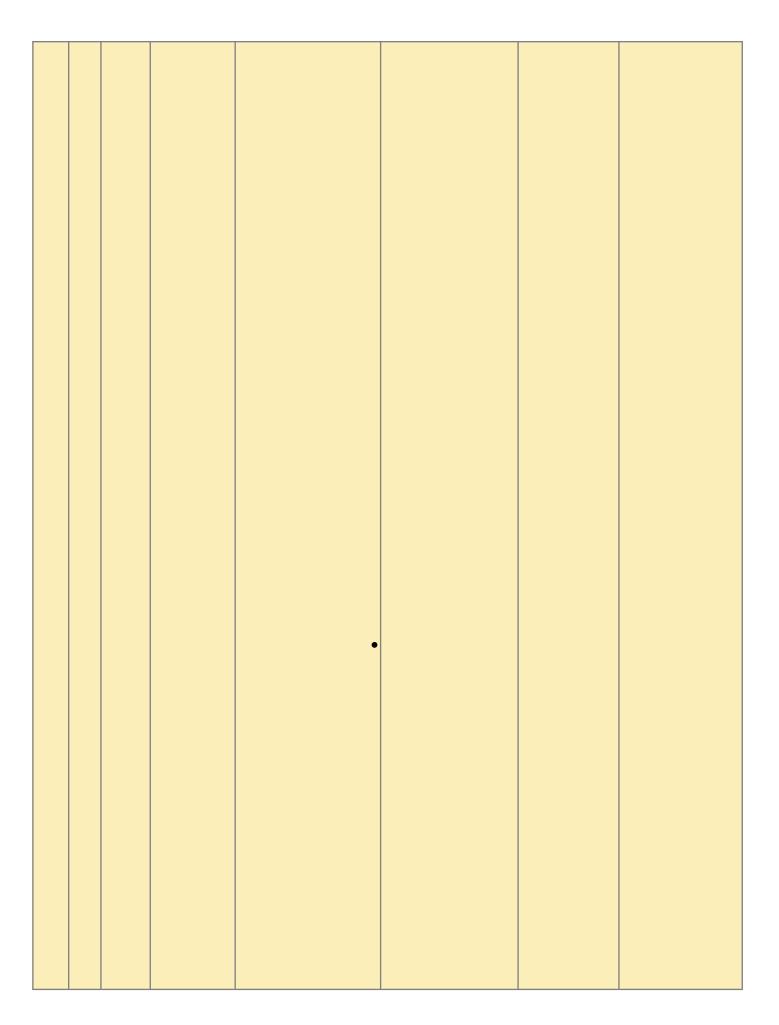


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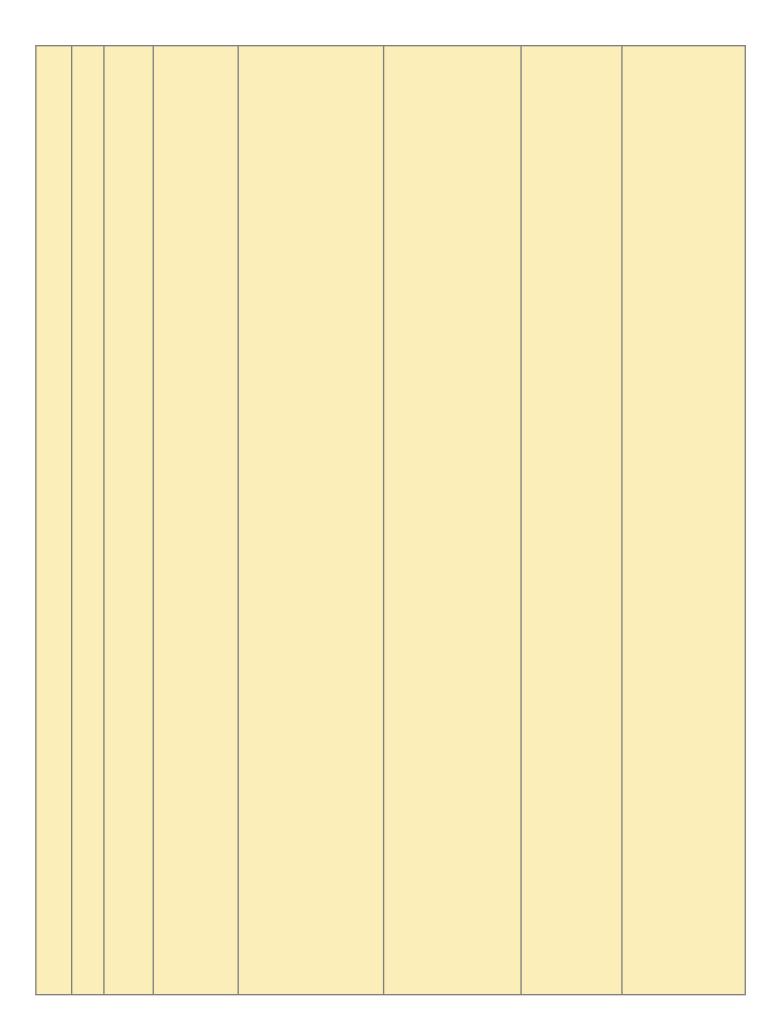
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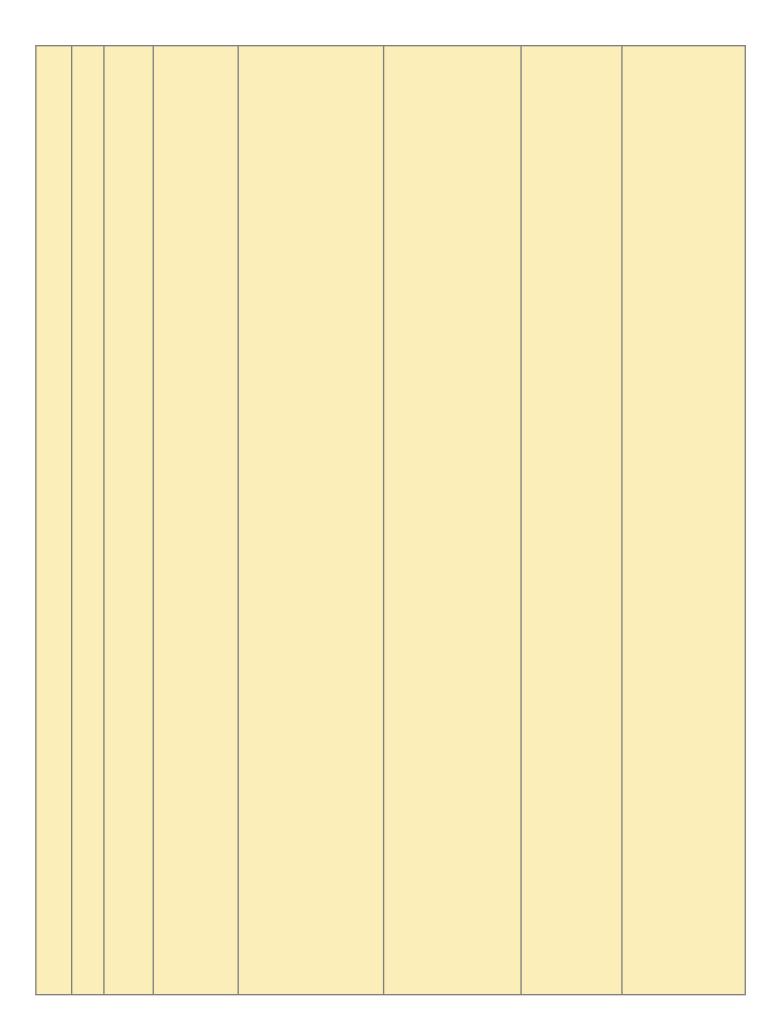






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				Writing Minilessons: • Using transitional words, phrases, and clauses to create cohesion. • Use of formal language and tone in writing.		
Jun e	1	L.VL .9– 10.3 L.VI. 9– 10.4 RL.C R.9– 10.1 RL. MF.9– 10.6 W.I W.9– 10.2 SL.P E.9– 10.1	SWBAT make inferences about what may happen in the next book of Maus using textual evidence to support their response. SWBAT make inferences about what may happen in the next book of Maus by using	Reading Minilessons: 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 Ausc hwitz A comp lex of Nazi conce ntrati on and exter minat	LHS ELA Instructiona I Workshop Model Suggested Activities/G roups Station Ideas: Tea cher -led IXL Rec om men ded or Assi gne d Skill and Wee kly	• LHS Suggeste d Formativ e Reading Assessme nts

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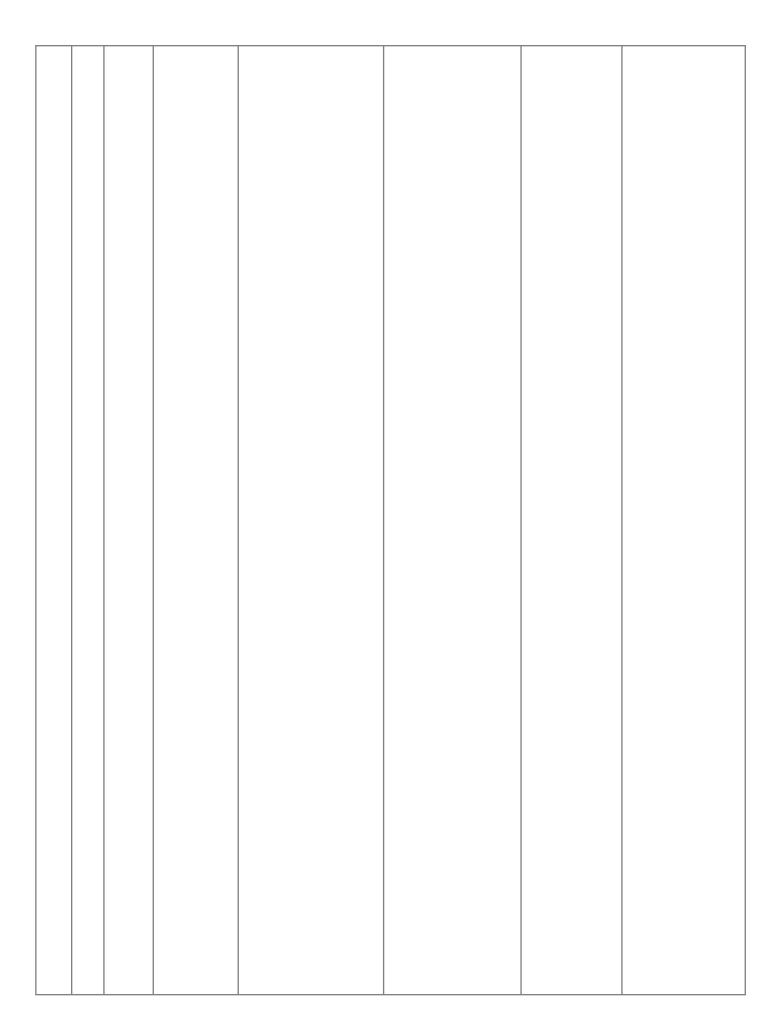
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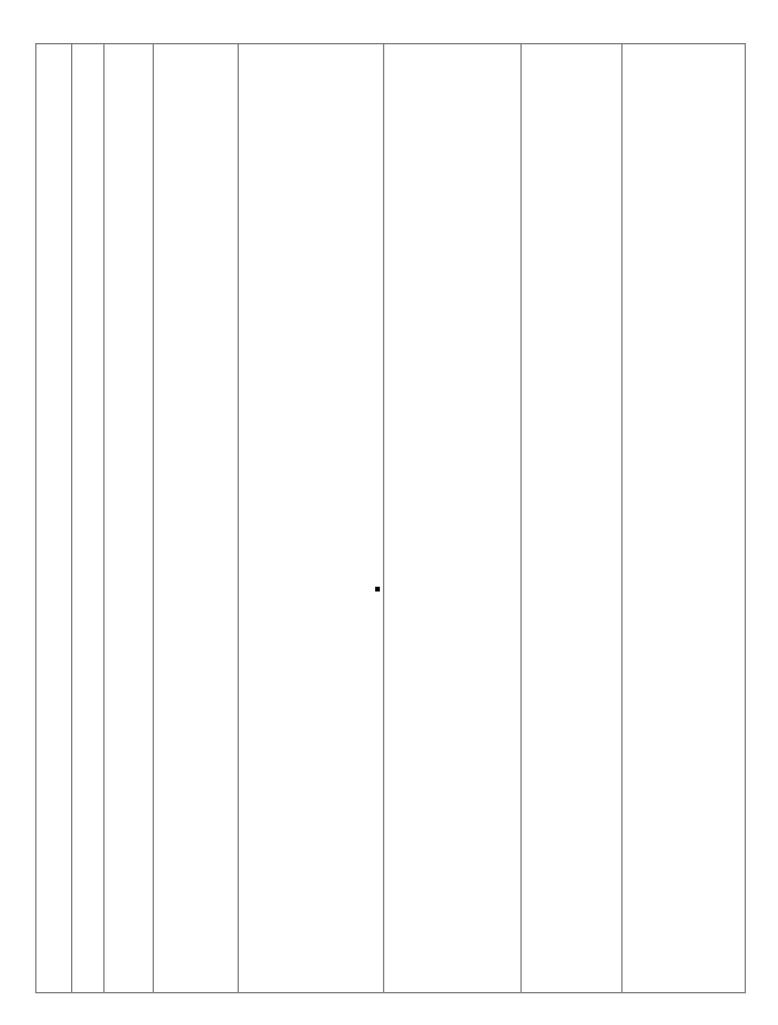
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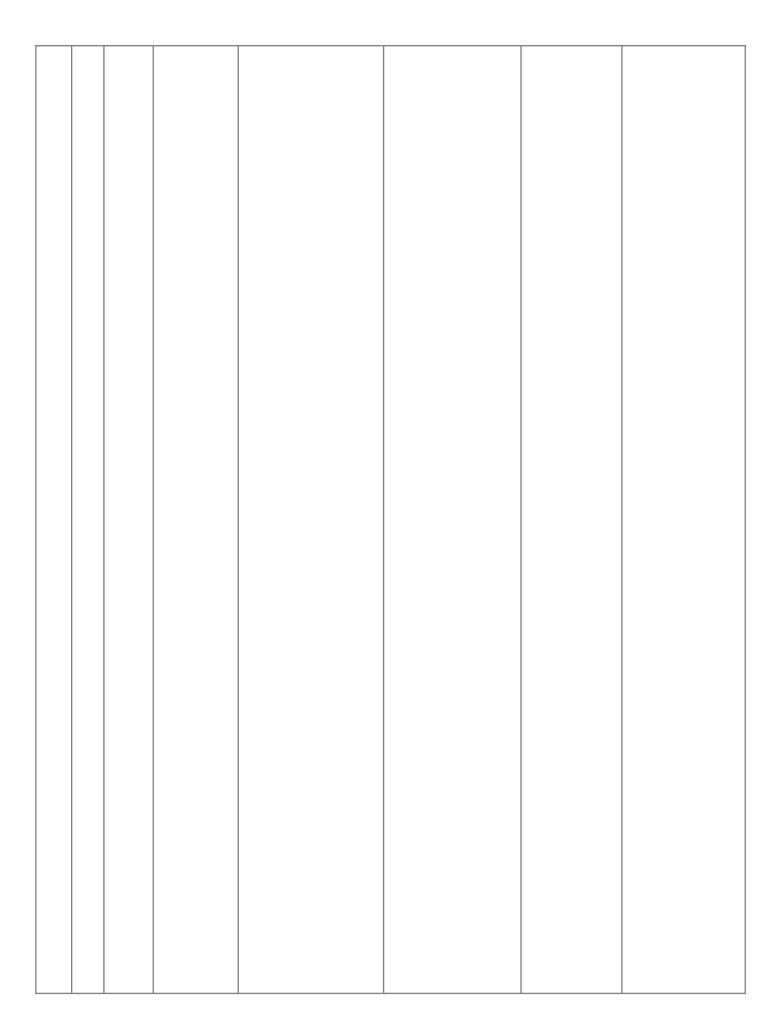
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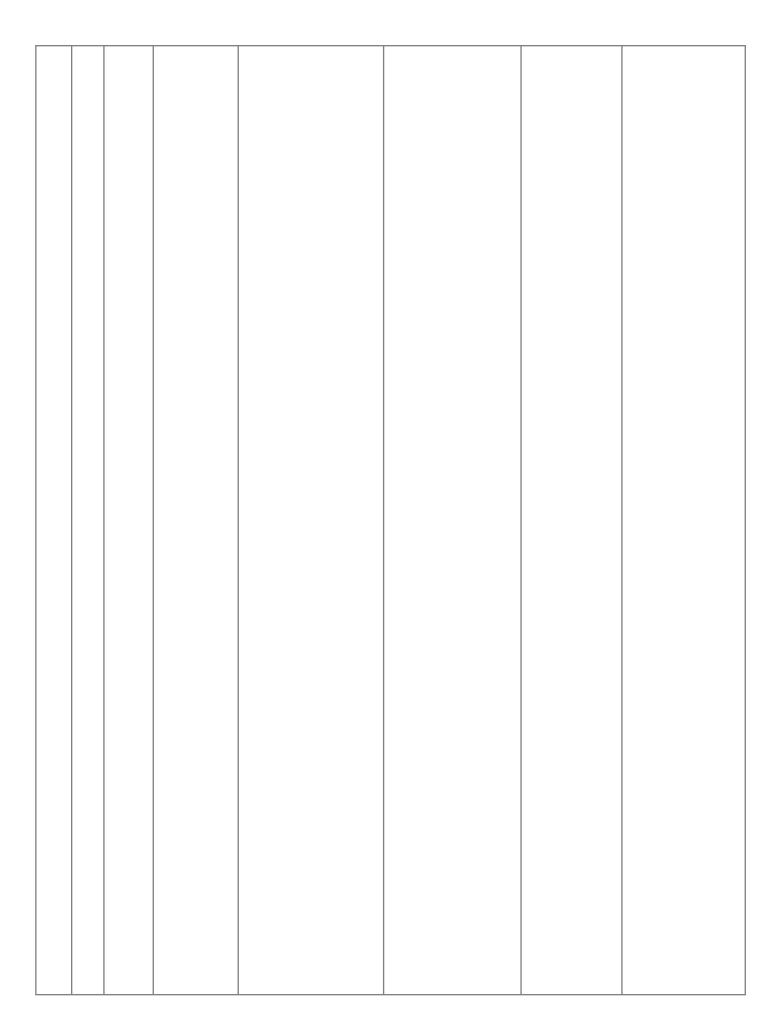
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				Writing Mini-lessons: • Editing: Grammar • Editing: Punctuation		
Jun e	2	RI.C R.9– 10.1 RI.CI .9– 10.2 RI.IT .9– 10.3 RI.T S.9- 10.4 RI.PP .9– 10.5 RI.M F.9– 10.6 RI.C T.9- 10.8 L.VL .9– 10.3	SWBAT to demonstrat e their knowledge of a fictional text by taking a benchmark assessment. SWBAT to demonstrat e their knowledge of writing an Informativ e/Explanat ory essay. SWBAT reflect on their learning in reading and writing throughout marking period 4.	 Reading benchmark MP 4 Writing benchmark MP 4 End of MP/Year reflection 	• End of MP Reflection • Grade s 9-12 Informativ e/Explanator y Essay Rubric	• LinkIt! Benchma rk MP 4 • End of MP/Year Reflectio n

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Spiraling for Mastery

Content or Skill for this Unit

Content Areas

1. Historical Context:

- The Holocaust: Understanding 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.

Spiral Focus from Previous Unit

• Content and Skills to Spiral from Romeo and Juliet to Maus:

- 1. Plot Structure and Narrative Arc:
 - 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:

- 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:

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 narrative aspects of the text.

■ 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?

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

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

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.

individuals think about the audience for their communication and prepare accordingly to

Utilize critical thinking to make sense of problems and persevere in solving them. CRP.K-12.CRP8

Career-ready individuals readily recognize problems in the workplace, understand the CRP.K-12.CRP8.1

> 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?

Cultures

WL.K-12.2

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 hias

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.