ESL I- Unit 2

Content Area: **ESL**
Course(s):
Time Period: **MP2**
Length: **45**
Status: **Published**

Unit Focus

This unit focuses on both leisure activities and careers in the United States, as well as the history of certain sports and institutions. The unit comprises two chapters, "Just for Fun" and "Making a Living". In this unit, students will be able to see what people in America spend their free time doing, what the most common sport are in the country, what career paths people follow and what is available to them and compare all these aspects to their experience in their home countries. The sub-emphasis that must be established in reading and writing is the listening and communication skills required of an L2 learner. This 9-week plan is to introduce and review target vocabulary in nouns, verbs, adjectives and prepositions and academic vocabulary. Students will practice these skills in writing and orally. Students will also be introduced to some figurative and idiomatic language while reading poetry, informational texts, descriptive fiction and biography. Students will also be introduced to the importance of sports in the Iroquois Tribe as we learn about Native American Heritage Month and winter holidays celebrated by the diverse people in the United States.

NJSLS ELA

LA.L.9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.L.9-10.2.C Spell correctly.

LA.L.9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

LA.L.9-10.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

LA.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) LA.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

LA.W.9-10.6 Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

LA.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

LA.W.9-10.10 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.

LA.RI.9-10.2 Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

LA. RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

LA. RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

LA.RL.9-10 Reading Literature LA.RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

LA.RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

LA.SL.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.

LA.SL.9-10.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

LA.SL.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.

LA.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

LA.SL.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

LA.SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

NJSLS and Correlating SLOs

NJSLS	Student Learning Objectives
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	• there can be uncertainty in texts • cited evidence must be strong, thorough and relevant • cite strong and thorough textual evidence • make relevant connections to support analysis
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.	• every text has a central idea and related theme • to determine a theme or central idea of a text • to provide an objective summary of the text
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	• the figurative and connotative meanings of words and phrases are determined by how they are used in the text • determine the figurative and connotative meaning of words and phrases as they are used in the text
RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.	• texts differ in complexity • read and comprehend literature including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed
RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	• determine a central idea of a text • provide an objective summary of the text
RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	• authors make decisions regarding the organization, presentation, and connections of ideas and events
RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.	• certain historical and literary documents are significant for their themes, purposes, and rhetorical features

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• clear and coherent writing is appropriate to task, purpose, and audience • producing clear and coherent writing in which the organization is appropriate to task, purpose, and audience
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	• planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing • addressing what is most significant for a specific purpose and audience strengthens writing
W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	• technology can be used to produce, share, and update individual or shared writing projects • use technology to produce, share, and update individual or shared writing products. use technology to link to other information
W 9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	• the research process is used to answer a question or solve a problem • research process applies to our own questions and/or problems • narrow or broaden the inquiry when appropriate • synthesize multiple sources on the subject to demonstrate understanding of the subject • conduct short and sustained research projects to answer a question or solve a problem • narrow or broaden the inquiry when appropriate
W.9-10.10. 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.	• writing occurs over various time frames for a variety of tasks, purposes and audiences • write routinely over extended and shorter time frames • write routinely for a range of tasks, purposes, and audiences

SL.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.	• initiate and participate effectively in a range of collaborative discussions with peers • build on others' ideas and express our ideas clearly and persuasively
SL.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.	• diverse media formats must be evaluated for credibility, accuracy, and discrepancies across multiple sources • evaluate the credibility and accuracy of each source
SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	• content, organization, development, and style are appropriate to task, purpose, and audience • present information, findings, and supporting evidence clearly, concisely, and logically
SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	• strategic use of digital media can enhance findings, reasoning, and evidence, and add interest in presentations • strategically use digital media to add interest to presentations
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.	• adapt speech to a variety of contexts and tasks • demonstrate command of formal English
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use parallel structure.	• demonstrate command of the conventions of standard English grammar and usage when writing or speaking
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Spell correctly.	• spell correctly
L.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are	• determine or clarify the meanings of unknown or multiple-meaning words and phrases

appropriate to task, purpose, and audience.	• determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies • use context clues to determine or clarify meaning • identify and use patterns of word changes to determine different meanings or the part of speech of words or phrases • consult reference materials to find the pronunciation, to determine meaning, and to understand its part of speech, where the word came from, and how it is used • verify our preliminary determination of the meaning of a word or phrase, such as by checking the inferred meaning in context or in a dictionary
L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• accurate use of words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level is important to comprehension or expression

WIDA Standards

1:	Social and Instructions Language
ELD-SI.4-12. Narrate	Share Ideas about one's own and other's lived experiences and previous learning
ELD-SI.4-12. Narrate	Recount and restate ideas to sustain and move dialogue forward
ELD-SI.4-12. Inform	Define and classify facts and interpretations
ELD-SI.4-12. Inform	Summarize most important aspects of information
ELD-SI.4-12. Argue	Generate questions about different perspectives
2:	Language for Language Arts
ELD-LA.4-12. Narrate.Interpretive	Identify themes or central ideas that develop over the course of a text
ELD-LA.4-12. Narrate.Interpretive	Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequence, and context)
ELD-LA.4-12. Inform.Interpretive	Identifying and summarizing central ideas
ELD-LA.4-12.	Develop coherence and cohesion throughout text

Inform.Expressive ELD-LA.4-12. Argue.Expressive	Establish and maintain a formal style and objective tone

Rationale, Transfer Goals, and Enduring Understandings

In this unit students are learning about work and leisure life in the United States. Through the study of informational and fictional texts, videos, audio stories and images, students will learn about life in America and will be able to plan for their future careers. Students will use the reading, writing, speaking and listening strategies of language to improve their language proficiency.

Essential Questions

Overarching Essential Question	Content-Specific	Skill Specific
- How do you greet someone in English? - How do you express your needs in English? - How do you describe things in English? - How do you write about someone's life? - What do people in the United States do in their free time? - What career options do I have?	- What ELA tier 1-2 vocabulary words will the student need to acquire to do well in school? - Readers determine the main idea, author's purpose and details to support their understanding of fiction and nonfiction texts. - Readers use context clues to determine the meaning of unknown words. - Students use academic language in speaking and writing. - Writers convey their ideas clearly and in an organized way with the help of sentence models.	- Listening for understanding - Speaking for communication and presentation - Writing for communication and explanation (following conventions and mechanics) - Reading for comprehension - Understanding the cultural aspects of school and family in the United States

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
- Careers and leisure activities in America - Respond to oral directions - Common greetings - Identify main idea and sequence - Grammar Verbs - The verb "to be" Nouns - Plural Adjectives - Comparative adjectives Pronouns - Subject pronouns Prepositions - Prepositions of place - Writing Writing about the weather, describing things, writing a short biography. - Conducting research online - Oral presentation	- Strategies: Comprehension, questioning, summarizing - Classify information - Produce drawings, phrases, short sentences - Respond to oral directions - Follow two-step oral directions - Ask and answer short questions - Describe actions, people, places

Bi-Weekly Scope and Sequence

WEEKS	Standards	Reading	Writing	Listening	Speaking	Assessment
10-11 SKILLS	L.1-2 L.2.C L.4 L.6 RI.2-3 SL.4-5 W.10	- Reader: "My Journal" - Reader: "We Are Number One!" - Identifying main ideas, sequence,	- Common greetings - Grammar: Review parts of speech Nouns - plurals Adjectives - Comparative adjectives and opposites	- Follow oral directions related to classroom procedures - Common greetings (Introducing oneself) - Using context	- Respond to oral directions - Common Greetings - Talk about the weather - Introduce oneself - Prereading	- "My Journal" comprehension questions - "We Are Number One!" comprehension questions - Check on parts of

		personal preference - Features of nonfiction texts (article and journal)	Verbs - Describing states of being (the verb to be) and actions Pronouns - Subject pronouns Contractions - Write about the weather - Write about what you see using nouns - Responding to commands/directions (Imperative) - Describing actions - Identifying the parts of a page	clues to determine word meaning	activities and prediction - Read text aloud	speech - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer
10-11 RESOURCES		- Champion of Ideas (Red Level Ch. 3) - Champion of Ideas Writer (Activity 21-27) - Champion of Ideas Dictionary 2 - Champion of Ideas Dictionary Workbook	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/grammar game) - Champion Writer (Activity 21-27) - Vocabulary (Champion dictionary 2) - Champion digital library (Guide 17-18)	- YouTube (Audio clips) Sports in America - EdPuzzle		

		- Champion of Ideas Digital Library (Concept Picture) - Champion of Ideas digital resources (Nouns 5-6, Verbs 5-6) - Champion Audio - Champion of Ideas Library - Smartboard, document camera, paper, folders, pens, map of the US, baseball bat, catcher's mitt or baseball				
12-13 SKILLS	L.2 L.2.C L.4 L.6	- Reader: "What Do Americans Do For Fun" - "Sports:	- How to make a graph with collected data - Writing and revising to produce a	- Follow oral directions related to classroom procedures	- Respond to oral directions - Communicating needs	- "What Do Americans Do For Fun" comprehension questions - "Sports: An

	RI.2-4 RI.9 RL.1 RL.4 SL.6 W.10	An Important Part of Iroquois Life" (Champion Library) - Identifying main ideas, sequence, personal preference - Review difference between fiction and nonfiction texts - Review Features of a nonfiction article - Reading a graph	final document - Vocabulary - Grammar: Pronouns - Subject Pronouns Antonyms	- Listen for key words and phrases in an academic setting - Listen to gain information about a concept (Sports in American Indian society) - Class survey (Talking about leisure activities)	orally - Asking questions to obtain information - Class survey (Talking about leisure activities) - Prereading activities and prediction - Read text aloud	Important Part of Iroquois Life" comprehension questions - Chapter 3 Evaluation - Check on the parts of speech - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer
12-13 RESOURCES		- Champion of Ideas (Red Level Ch. 3) - Champion of Ideas Writer (Activity 28-32) - Champion of Ideas	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/grammar game) - Champion of Ideas Writer (Activity 28-32) - Vocabulary (Champion dictionary 2) - Google slides (graphing data)	- Native Americans EdPuzzle - YouTube (Audio clips)		

		Digital Library (Concept Picture) - Champion of Ideas Dictionary 2 - Smartboard, document camera, paper, folders, pens. - Graphic organizer				
14-15 SKILLS	L.2 L.2.C L.4 RI.2 RL.1-2 RL.10 SL.4 W.5 W.10	- Reader: "Ask Etty" - Reader: "What Will I Be" - Identifying main ideas, sequence, personal preference - Features of newspaper advice column - Features of poetry	- Vocabulary to describe common occupations - Introduce English writing conventions - Grammar: Nouns - review plurals; plurals with -s, -es, or -ies; proper nouns Pronouns - Subject pronouns Adjectives - opposites Prepositions - Prepositions of location (across, around, down, for,	- Follow oral directions related to classroom procedures - Common greetings - Listen for a specific purpose (to gain information about a Vietnamese family)	- Respond to oral directions - Share personal information (name, address, phone number) - Asking and answering about informational questions - Rename, restate, paraphrase - Describing actions - Prereading activities and	- "Ask Etty" comprehension questions - "What Will I Be" comprehension questions - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer

			up) Articles: a, an, the Contractions The 5 W's Synonyms - Steps in the writing process - Writing a letter with sentence frames - Research different occupations		prediction - Read text aloud	
14-15 RESOURCES		- Champion of Ideas (Red Level Ch. 4) - Champion of Ideas Digital Library (Concept Picture) - Champion of Ideas Writer (Activity 37-41) - Champion of Ideas Dictionary 2 - Champion of Ideas Dictionary	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/grammar game) - Champion Writer (Activity 37-41) - Vocabulary (Champion dictionary 2) - Champion of Ideas Digital Library (Guide 1 - Steps in the writing process) - Department of Labour Job Handbook - 5 Ws Slide	- YouTube (Audio clips) - Occupations EdPuzzle - 5Ws EdPuzzle		

		Workbook - Smartboard, document camera, paper, folders, pens. - Items or images related to different occupations - Graphic organizer				
16-17 SKILLS	L.2 L.2.C L.4 RI.2 RI.3 RI.9 SL.2, 4-6 W.4-7	- Reader: "School Today and Work Tomorrow" - "Clara Barton: Angel of the Battlefield" (Champion Library) - Identifying main ideas, sequence, personal preference - Review differences between fiction and nonfiction	- Vocabulary Homonyms/homophones - Grammar review: Review single/plural nouns Review single/plural pronouns - Review the 5W's (Activity 47) - Renaming people, places, things (Subject pronouns) - Use graphic organizer for prewriting	- Follow oral directions related to classroom procedures - Listen for a specific purpose (to gain information about the American Red Cross)	- Answer questions related to immediate context - Ask questions to obtain information - Discuss a short text	- "School Today and Work Tomorrow" comprehension questions - "Clara Barton: Angel of the Battlefield" comprehension questions - Chapter 4 Evaluation - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer

		- Review features of a biography	- Write a short biography using writing steps (Guide 1)			
16-17 RESOURCES		- Champion of Ideas (Red Level Ch. 4) - Champion of Ideas Digital Library (Chapter 4 concept picture) - Champion of Ideas Writer (Activity 42-47) - Champion of Ideas Dictionary 2 - Champion of Ideas Dictionary Workbook - Smartboard, document camera, paper, folders, pens. - Items or images	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/grammar game) - Champion Writer (Activity 42-47) - Vocabulary (Champion dictionary 2)	- Clara Barton YouTube (Audio clips) - Clara Barton EdPuzzle - The American Red Cross EdPuzzle - Winter Holidays EdPuzzle		

		related to different occupations - Graphic organizer				
18 SKILLS	L.2 L.2.C L.4 RI.2 RI.3 RI.9 SL.2, 4-6 W.4-7	- Review Unit 2 content - Teacher-student meeting and portfolio evaluation - Evaluation Week for Unit 2	- Write a short biography using writing steps (Guide 1)			- Champion tester
18 RESOURCES		- Champion tester	Teacher created evaluation materials			

Career Readiness, Life Literacies, and Key Skills

In this unit students will learn about work and leisure life in America. Students will conduct a short research project on careers where they will go to the Department of Labor website and find out the qualifications and pay for their desired job. Students will also learn about Native American Heritage Month and winter holidays and how to navigate these cultural differences with sensitivity and respect.

9.4.12.CI.1:	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.IML.2:	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g.,

	NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.
9.4.12.IML.8:	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
9.4.8.GCA.1:	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.12.CI.2:	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
9.4.12.CI.3:	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.CAP.3:	Investigate how continuing education contributes to one's career and personal growth
CAEP.9.2.12.CAP.8:	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

21st Century Skills

Unit 2 analyzes careers and leisure activities in the United States so time will be spent on thinking about careers for the future and leisure activities. Students will also prepare and practice for communicating in L2, organization strategies, and problem-solving for school and life skills. Resources and tech resources will be reinforced and practiced for student independent growth.

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Interdisciplinary Connections

Students will be introduced and will practice various software, and tasked with a short research project. During this marking period as students work on their project they will be exposed to information relating to Hispanic Pride (which ties into our reading). Our readings will also incorporate African American historical figures bringing in diversity and its benefits.

6.1.12.HistoryCA.2.a:	Research multiple perspectives to explain the struggle to create an American identity.
6.1.12.HistoryCC.1.a:	Assess the impact of the interactions and conflicts between native groups and North American settlers.
RST.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. (HS-PS4-1), (HS-PS4-4)
WHST.9-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-PS4-5)