ESL I- Unit 3

Content Area: **ESL**
Course(s):
Time Period: **MP3**
Length: **45**
Status: **Published**

Unit Focus

This unit focuses on time, weather and activities that can be done every time of the year. In addition to this, the unit focuses on important historical figures, Pocahontas, Caesar Chavez and African American women inventors, and how they changed the world. The unit comprises two chapters, "Day After Day" and "Seasons of Change". In this unit, students will be able to follow commands and instructions in English, use sentences with the help of a model and use the conventions and mechanics in English reading and writing . 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 graphic stories, informational texts, descriptive fiction and biography.

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.

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and

research. A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”). B. Apply grades 9–10 Reading standards to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

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.9-10.9. 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,	• certain historical and literary documents are significant for their themes, purposes, and rhetorical features

U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.	
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.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. B. Apply grades 9–10 Reading standards to	• draw evidence from nonfiction informational text to support analysis, reflection, and research

nonfiction informational texts e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).	
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 appropriate to task, purpose, and audience.	• determine or clarify the meanings of unknown or multiple-meaning words and phrases • 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
2:	Language for Language Arts
ELD-LA.4-12. Inform.Interpretive	Identifying and summarizing central ideas
ELD-LA.4-12. Inform.Expressive	Develop coherence and cohesion throughout text
ELD-LA.4-12. Argue.Expressive	Establish and maintain a formal style and objective tone
4:	Language for Science
ELD-SC.4-12. Explain.Expressive	Describe reliable and valid evidence from multiple sources about a phenomenon
5:	Language for Social Studies
ELD-SS.4-12. Explain. Interpretive	Determine multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
ELD-SS.4-12. Argue. Interpretive	Identifying topic and purpose
ELD-SS.4-12. Argue. Interpretive	Evaluating credibility, accuracy, and relevancy of source based on expert perspectives
	Select relevant information to support precise and knowledgeable claims with evidence from multiple sources.

Rationale, Transfer Goals, and Enduring Understandings

In this unit students are learning about time, weather patterns, clothing, vacations and important historical figures who have changed the United States. Through the study of informational and fictional texts, videos, audio stories and images, students will learn new academic and social vocabulary, they will also learn about important figures in American history. 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 I talk about the weather? - How do I talk about time?	- What ELA tier 1-3 vocabulary words will the student need to	- Listening for understanding - Speaking for communication and

- Who is Pocahontas? - Who is Caesar Chavez? - How have historical figures fought agains racism and inequality? - What do people do on vacation in the United States? - How do I write an observation log?	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. - Writers will be able to write texts for different academic purposes.	presentation - Writing for communication and explanation (following conventions and mechanics) - Reading for comprehension - Understanding the cultural and historical aspects of the United States.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
- Weather and time vocabulary - Historical figures who changed the United States - Respond to oral directions - Asking and answering informational questions - Identify main idea, sequence and author's purpose - Grammar Verbs - verb "to be", modals and auxiliaries Nouns - weather, time, vacation Adjectives - the use of affixes Pronouns - subject pronouns Articles - a, an, the - Writing sentences using a model - Conducting research online	- 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

- Oral presentation	

Bi-Weekly Scope and Sequence

WEEKS	Standards	Reading	Writing	Listening	Speaking	Assessment
19-20 SKILLS	L.2 L.2.C L.4.D RI.1-2, 4 RL.2,4 RL.10 SL.1, 2, 6 W.4-6	- Reader: "Take a Trip of a Lifetime - Climb a Mexican Volcano!" - Reader: "The Months" - Features of a newspaper article, an advertisement, travel brochure and letter. - Identify sequence of events using images - Read a schedule - Identifying language for formal and informal settings	- Asking and answering informational questions using do/does. - Grammar: Parts of speech Nouns: Proper nouns, irregular plurals Verbs: Review the verb "to be" Adjectives Pronouns: Review subject pronouns Articles: A, an, the - Vocabulary related to time (days of the week, months) - Write sentences using a model (who + to be+ what) - Write a schedule - Write a poem with riming sentences using sentence	- Listen to determine the author's purpose - Using context clues to determine word meaning	- Communicate needs orally. - Asking and answering informational questions using do/does. - Short questions and answers with time vocabulary (Did you walk yesterday? Do you go to school today) - Expressing simple statements with the verb to be - Prereading activities and prediction - Read text aloud	- "Take a Trip of a Lifetime - Climb a Mexican Volcano!" comprehension questions - "The Months" comprehension questions - Grammar check - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer - Writing samples

			frames.			
19-20 RESOURCES		- Champion of Ideas (Red Level Ch. 5) - Champion of Ideas Writer (Activity 48-53) - Champion of Ideas Dictionary 2 (Vocabulary) - Champion of Ideas digital resources - Champion of Ideas Dictionary Workbook - Champion Audio - Smartboard, document camera, paper, folders, pens. - Travel brochures, advertisements, calendars, schedules, letters showing a postmark. - Pictures showing weather and	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/grammar game) - Champion Writer (Activity 48-53) - Vocabulary (Champion dictionary 2)	- YouTube (Audio clips) - EdPuzzle		

		images showing different symbols of each month (flowers, hearts, flag)				
21-22 SKILLS	L.2 L.2.C L.4 RI.1-2, 4, 9 SL.1, 2, 6 W.4, 6, 7	- Reader: "Observation Log: Felines" - "Pocahontas: Friend of the Colonists" (Champion Library) - Identifying the characteristics of an observation log - Graphic organizer (timeline)	- Ask and answer informational questions in writing - Grammar: Homonyms (log) Verbs: Verbs (to be, to have, to need, to want) and auxiliaries (can) -Vocabulary: Biology terms - Write sentences using a model (Who + can/to have/to need/ to want + what) - Write a short comparative essay (with sentence frames) - Write an observation log	- Follow oral directions related to classroom procedures - Listen for information (discussion about Pocahontas) - Using context clues to determine word meaning	- Respond to oral directions - Ask and answer questions related to immediate context - Asking and answering simple questions using can, have, need and want. - Prereading activities and prediction - Read text aloud	- "Observation Log: Felines" comprehension questions - "Pocahontas: Friend of the Colonists" comprehension questions - Chapter 3 Evaluation - Grammar check - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer - Writing samples
21-22 RESOURCES		- Champion of Ideas (Red Level Ch. 5) - Champion of Ideas Writer (Activity 54-	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/grammar game)	- Pocahontas Ed Puzzle - Egypt travel advertisement YouTube		

		55) - Champion of Ideas Dictionary 2 - Champion of Ideas Dictionary Workbook - Smartboard, document camera, paper, folders, pens. - Map of North America - Graphic organizer (timeline)	- Champion of Ideas Writer (Activity 54-55) - Graphic organizer (timeline) - Book report			
23-24 SKILLS	L.2 L.2.C L.4 RI.1, 2, 7 SL.4, 6 W.4,10	- Reader: "Hurricane Wilma Strikes Miami" - Reader: "California, Here I Come" - Identifying sequence of events - Identify features of descriptive fiction - Identify	- Common greetings: simple statements (Good morning, good afternoon, etc) - Vocabulary (Weather, clothing) - Grammar: Verbs: Modals (can, cannot, may, may not) and present progressive Review subject	- Ask questions to clarify meaning . - Listen for a specific purpose (about hurricanes and about different climates)	-Make statements about the immediate world - Describing actions and states of being - Present progressive questions and answers - Prereading activities	- "Hurricane Wilma Strikes Miami" comprehension questions - "California, Here I Come" comprehension questions - Grammar check - Participation - Teacher observation - Vocabulary

		features of newspaper articles - Differences between an advertisement, editorial and letter - Identifying the differences between emotion and logic	pronouns Adjectives: discuss the used of affixes - Noun and adjective sentence structure - Describing actions and states of being (present progressive sentence structures) - Expressing needs and wants in the present tense		and prediction - Read text aloud	check - Exit tickets - Vocabulary game - Graphic organizer
23-24 RESOURCES		- Champion of Ideas (Red Level Ch. 6) - Champion of Ideas Digital Library (Chapter 3 concept picture) - Champion of Ideas Writer (Activity 56-61) - Champion of Ideas Dictionary 2 - Champion of Ideas Dictionary Workbook - Smartboard, document	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary game) - Champion Writer (Activity 56-61) - Vocabulary (Champion dictionary 2)	- Hurricane YouTube Video - Clothing Vocabulary EdPuzzle		

		camera, paper, folders, pens. - Items related to the weather				
25-26 SKILLS	L.2 L.2.C L.4 RI.1, 2 RL.2 RL.10 SL.4-5, 2, 5 W.9-10	- Reader: "Great Places to Visit Every Season" - "Caesar Chavez: Changing Lives" (Champion Library) - Use context to develop understanding - Determine author's purpose and point of view and their influence on student thinking - Define and recognize a metaphor - Review elements of fiction and nonfiction (biography)	- Vocabulary (Parent celebration vocabulary, idioms) - Grammar: Homonyms (Spring, fall, March, May, season, strike, fast) Verbs: to be - Write an expository short text with images (brochure) - Write about the seasons of Caesar Chavez's life	- Listen for a specific purpose (to gain information about vacations during all four seasons, the life of Caesar Chavez and metaphors)	- Discuss the author's purpose and point of view - Prereading activities and prediction - Read text aloud	- "Great Places to Visit Every Season" comprehension questions - "Caesar Chavez: Changing Lives" comprehension questions - Chapter 6 Evaluation - Grammar check - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer
25-26 RESOURC		- Champion of Ideas (Red Level Ch. 6) - Champion of Ideas	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/gramm	- Places to Visit in the United States YouTube		

ES		Digital Library (Guide 6) - Champion of Ideas Writer (Activity 62-63) - Champion of Ideas Dictionary 2 - Champion of Ideas Dictionary Workbook - Smartboard, document camera, paper, folders, pens. - Graphic organizer	ar game) - Champion Writer (Activity 62-63) - Vocabulary (Champion dictionary 2)	- Caesar Chavez EdPuzzle - African American Women Inventors EdPuzzle		
27 SKILLS	L.2 L.2.C L.4 RI.1-2, 4 SL.4-5, 2, 5 W.6, 9-10	- Women's History Month Project (Research on a famous woman slides) - Graphic organizer for students listening to presentations - Teacher-student meeting and portfolio evaluation - Evaluation	- Students share research data (slides)	- Listening to peer projects	- Project presentation	- Champion tester

		Week for Unit 3				
27 RESOURCES		- Champion tester	Teacher created evaluation materials			

21st Century Skills

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.

Career Readiness, Life Literacies, and Key Skills

Students will be conducting research projects online where they will have to evaluate the validity of the information and use online tools to create presentations. Students will research a famous woman for Woman History Month. Students will research diverse woman show made a change in the world. They will use the internet to find and evaluate information from diverse media sources.

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.CT.2:	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

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 Women's History Month (which ties into our reading about Pocahontas). Our readings will also include Native American and Hispanic historical figures and their contributions to create today's America.

6.1.12.HistoryCA.2.a:	Research multiple perspectives to explain the struggle to create an American identity.
6.1.12.HistorySE.2.a:	Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
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.9-12.7	Conduct short as well as more sustained research projects to answer a question (including a selfgenerated 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. (HS-PS1-3), (HS-PS1-6)
WHST.9-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. (HS-PS4-5)