ESL I- Unit 4

Content Area: **ESL**
Course(s):
Time Period: **MP4**
Length: **45**
Status: **Published**

Unit Focus

This unit focuses on the language of science, math and fictional stories. The unit comprises two chapters, "Over the Rainbow" and "Animal Adventures". In this unit, students will be able to use vocabulary of science, math and language arts, use single words and phrases 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. Students will also learn about Asian Pacific Heritage Month and Pride Month through reading and vocabulary lessons.

NJSLS ELA

LA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

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.9-10.9. 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.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any

false reasoning or distorted evidence.

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.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. B. Apply grades 9–10 Reading standards to 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”).	• draw evidence from nonfiction informational text to support analysis, reflection, and research
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.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.	• evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric • identify any false reasoning or distorted evidence

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

2:	Language for Language Arts
4:	Language for Science
	Describe reliable and valid evidence from multiple sources about a phenomenon
	Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or tradeoffs
3:	Language of Mathematics
	Introduce mathematical concept or entity
5:	Language for Social Studies
	Establish an objective or neutral stance
	Introduce and define topic and/or entity for audience
	Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships

Rationale, Transfer Goals, and Enduring Understandings

In this unit students are learning about school and family in the United States and immigrant experiences of people from other countries. Through the study of informational and fictional texts, videos, audio stories and images, students will learn about life in America and share their experience both in their country and moving here. 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 use shape and color vocabulary in English? - How do I talk about animals in English? - How do folktales represent the culture of a country? - How do I use geometry vocabulary in English?	- What ELA tier 1-3 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
- Identifying colors and shapes - Identifying animals and habitats - Identifying features of advertisements, newspaper articles, myths, reader's theater - Respond to oral directions - Identify main idea and sequence and author's purpose - Grammar Verbs: past tense of the verb "to be" Nouns: regular and irregular plurals Adjectives: nominative adjectives Pronouns: possessive pronouns - Writing (writing a job application, a journal entry,	- 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

an expository text, Q&A, writing a folktale) - Conducting research online - Oral presentation	- Writing sentences using a model - Conducting research online - Oral presentation

Bi-Weekly Scope and Sequence

WEEKS	Standards	Reading	Writing	Listening	Speaking	Assessment
28-29 SKILLS	L.1 L.2.C L.4.D RI.1-2, 4 RL.1, 2,4 RL.10 SL.1, 3, 2, 6 W.4-6, 10	- Reader: "Does Your Home Need a Makeover?" - Reader: "Mikail and the Mysterious Messages" - Identifying the features of a short story and advertisement. - Identify the speaker or narrator in a short story - Review categories of informational materials - Graphic organizer -Asian Pacific Heritage Month Reading Lesson	- Expressing likes/dislikes - Making statements about the immediate world using sentence structures - Grammar: Review parts of speech, roots, affixes Prepositions: Describing locations using prepositions of place Verbs: Describing actions and states of being Adjectives: Describing people places and things Pronouns: Renaming people, places and things (my, your) Conjunctions: and, or, but Review homonyms Review basic punctuation,	- Listen for a specific purpose (to learn about careers in art) - Listen for key word, phrases and simple sentences - Using context clues to determine word meaning	- Ask questions to clarify meaning - Ask and answer questions about preferences - Present a play - Prereading activities and prediction - Read text aloud	- "Does Your Home Need a Makeover?" comprehension questions - "Mikail and the Mysterious Messages" comprehension questions - Grammar check - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer - Writing samples

			capitalization and language forms - Vocabulary related to colors and shapes - Using idioms - Write basic personal information (job application) - Write a journal entry			
28-29 RESOURCES		- Champion of Ideas (Red Level Ch. 7) - Champion of Ideas Writer (Activity 64-70) - Champion of Ideas Dictionary 2 (Vocabulary) - Champion of Ideas digital resources - Champion of Ideas Dictionary Workbook - Champion Audio - Smartboard,	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/grammar game) - Champion Writer (Activity 64-70) - Vocabulary (Champion dictionary 2)	- Types of homes in the United States YouTube - Colors and Shapes EdPuzzle		

		document camera, paper, folders, pens. - Art supplies, home improvement magazines, images of different houses, blueprints.				
30-31 SKILLS	L.1 L.2.C L.4.D RI.1-2, 4 RL.1, 2,4 RL.10 SL.1, 2, 6 W.4-6, 10	- Reader: "Geometry: A Branch of Mathematics " - "What Will Become of this Boy" (Renaissance Artists Who Inspired the World - pg. 66-69) - Determine the author's purpose and point of view and their influence on student thinking - Identify the features of reader's theater - Use context to understand meaning	- Ask and answer informational questions in writing - Grammar: Homonyms (paint, line, ray) Verbs: review the verb "to be" Review a/an, capitalization and punctuation -Vocabulary: Geometry terms - Describe geometric figures - Write an expository text about geometric shapes	- Listen for a specific purpose (to learn about careers in art/ to make connections between childhood and adulthood/ to learn about a historical figure) - Listen for key word, phrases and simple sentences - Using context clues to determine word meaning	- Respond nonverbally to key words, phrases and simple sentences and produce simple academic vocabulary - Ask and answer questions related to immediate context - Make a short presentation - Prereading activities and prediction - Read text aloud	- "Geometry: A Branch of Mathematics" comprehension questions - "What Will Become of this Boy" comprehension questions - Chapter 7 Evaluation - Grammar check - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer - Writing samples

		- Graphic organizer				
30-31 RESOURCES		- Champion of Ideas (Red Level Ch. 7) - Champion of Ideas Writer (Activity 71-73) - Champion of Ideas Dictionary 2 - Champion of Ideas Dictionary Workbook - Smartboard, document camera, paper, folders, pens. - Old magazines, newspapers, catalogs	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/grammar game) - Champion of Ideas Writer (Activity 71-73) - Graphic organizer	- Geometry Vocabulary EdPuzzle - Louvre Museum Virtual Tour - Leonardo DaVinci YouTube Video		
	L.2	- Reader: "What Do	- Vocabulary:	- Use responsive	-Make statements	- "What Do You Know

32-33 SKILLS	L.2.C L.4.C-D RI.1, 2 SL.4, 6 W.4,10	You Know About Wild Animals" - Reader: "Taking a Trip to the Zoo" - Identify specific facts in expository texts - Research topics on the internet or in libraries - Define and identify alliteration - Review formal and informal English	Animals, habitat vocabulary - Grammar: Verbs: Imperative with prepositions, describing actions and states of being Nouns: regular and irregular plurals Pronouns: possessive pronouns Adjectives: nominative adjectives - Revise drafts - Create a Q&A document - Write a poem using alliteration	listening skills. - Listen for a specific purpose (to gain information about zoo animals and continents)	about the immediate world - Describing actions and states of being - Recite a poem - Discuss point of view - Prereading activities and prediction - Read text aloud	About Wild Animals" comprehension questions - "Taking a Trip to the Zoo" comprehension questions - Grammar check - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer
32-33 RESOURCES		- Champion of Ideas (Red Level Ch. 8) - Champion of Ideas Digital Library) - Champion of Ideas Writer (Activity 74-77) - Champion of Ideas Dictionary	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/grammar game) - Champion Writer (Activity 74-77) - Vocabulary (Champion dictionary 2)	- Trip to the Philadelphia Zoo YouTube - Animals EdPuzzle - Alliteration EdPuzzle		

		2 - Champion of Ideas Dictionary Workbook - Smartboard, document camera, paper, folders, pens. - Items related to the weather				
34-35 SKILLS	L.2 L.2.C L.4 RI.1, 2 RL.2 RL.10 SL.4-5, 2, 5 W.5, 9-10	- Reader: "Animals Save the Humans" - "The Raven" (People and Stories in American History: A Historical Anthology - pg.13) - Anticipate the content, purpose and organization of a text - Identify author's purpose, point of view and their influence on student thinking - Identify features of a	- Vocabulary: Animals, habitat vocabulary - Grammar: Verbs: Past tense of the verb "to be" - Draft a creative text for a folktale	- Listen for a key words, phrases, and simple sentences.	-Make statements about the immediate world - Describing actions and states of being - Read a folktale aloud - Prereading activities and prediction - Read text aloud	- "Animals Save the Humans" comprehension questions - "The Raven" comprehension questions - Chapter 8 Evaluation - Grammar check - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer

		folktale - Graphic organizer - Pride Month Reading Lesson				
34-35 RESOURCES		- Champion of Ideas (Red Level Ch. 8) - Champion of Ideas Digital Library - Champion of Ideas Writer (Activity 78-80) - Champion of Ideas Dictionary 2 - Champion of Ideas Dictionary Workbook - Smartboard, document camera, paper, folders, pens. - A variety of written texts (newspaper, letter,	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/grammar game) - Champion Writer (Activity 78-80) - Vocabulary (Champion dictionary 2)	- YouTube Videos (audio) - EdPuzzle		

		magazine, etc.) - Graphic organizer				
36 SKILLS	L.2 L.2.C L.4 RI.1-2, 4 SL.2, 4-5 W.10	- Graphic organizer for students listening to presentations - Evaluation Week for Unit 4 - Teacher-student meeting and portfolio evaluation		- Listening to teacher evaluation	- Discuss evaluation with the teacher	- Champion tester
36 RESOURCES		- Champion tester	Teacher created evaluation materials			

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. In addition to this, students will learn about Asian Pacific Heritage Month and Pride Month where they will learn how to navigate cultures and different wats of life 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).
9.4.2.CT.3:	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

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).

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.

Interdisciplinary Connections

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. In addition to this, students will learn about Asian Pacific Heritage Month and Pride Month where they will learn how to navigate cultures and different wats of life with sensitivity and respect.

6.1.12.HistoryCA.2.a:	Research multiple perspectives to explain the struggle to create an American identity.

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)
WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (HS-PS1-3)
G-CO	A. Experiment with transformations in the plane 1. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
1.4.12prof.Cr1c:	Use script analysis to generate ideas about a character that is believable and authentic.
1.4.12prof.Pr6a:	Perform devised or scripted theatre work for a specific audience.