ESL II- Unit 3

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

Unit Focus

This unit focuses on the basics of geography, the beginnings of the Americas, the Maya, colonial and revolutionary America. The unit comprises two chapters, "The Seven Continents" and "The United States of America". In this unit, students will be able to identify and name land and water forms in English, they will be introduced to American history up until the signing of the Constitution. Students will be able to identify the features of fictional and nonfictional texts, summarize and paraphrase texts and write an academic essay. 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
ELD-SI.4-12. Explain	Follow and describe cycles and sequences of steps or procedures and their causes and effects
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. Inform.Expressive	Develop coherence and cohesion throughout text
ELD-LA.4-12. Argue.Expressive	Establish and maintain a formal style and objective tone
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 geography and the history of human migration to the Americas and the early history of the United States. Through the study of informational and fictional texts, videos, audio stories and images, students will learn geography vocabulary in English, the history of the first people in the Americas and the Mayas, the 13 colonies, the Revolutionary War and the Constitution. This will allow students to better understand the history of the country, learn geography and history academic terms and help them use maps and read historical documents. 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 is the history of my country different or similar to that of the United States? - How do I talk about geography in English? - How do I talk about history in English? - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?	- What ELA tier 2 and 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 and paragraph 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
- Geography and history terms - Identifying characteristics of different types of literature - Asking questions for clarification - Identify main idea, author's purpose and sequence - Grammar: Parts of speech Nouns: Review plurals Conjunctions: And, or, but, however; phrases with conjunctions	- 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

Adjectives: Comparatives and superlatives Adverbs: Describing how or when (-ly adverbs) - Writing summaries, paragraphs and an academic essay - Conducting research online - Oral presentation	

Bi-Weekly Scope and Sequence

WEEKS	Standards	Reading	Writing	Listening	Speaking	Assessment
19-20 SKILLS	L.1, 2, 2.C, 3, 4, 6 RI.1, 2, 3, 4, SL.1, 2, 6 W.4, 5, 6, 8, 10	- Reader: "Geography - Here's the 4-1-1" - Reader: "Coming to the Americas" - Identify main idea and purpose - Identify characteristics of a social science topic and brainstorm information for an academic essay - Identify characteristics of a nonfiction article" - Connect information	- Vocabulary related to geography - Grammar: Parts of speech Nouns: Review plurals Conjunctions: And, or, but, however; phrases with conjunctions Adjectives: Comparatives and superlatives Adverbs: Describing how or when - Sentence structures: Describe location using prepositions of place - Use connectors to sequence written	- Locate items on maps based on oral descriptions - Visualize and draw figures described orally - Listen to determine the author's purpose - Use context clues to determine word meaning	- Participate in academic discussions and express personal feelings and ideas - Produce simple vocabulary in an academic setting - Use connectors to sequence spoken text - Read own writing aloud - Prereading activities and prediction - Read text aloud	- "Geography - Here's the 4-1-1" comprehension questions - "Coming to the Americass" comprehension questions - Grammar check - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer - Writing samples

		from text to self - Use knowledge of affixes and roots to determine word meaning	text - Sequence written text - Write an academic essay			
19-20 RESOURCES		- Champion of Ideas (Red Level Ch. 13) - Champion of Ideas Writer (Activity 119-122) - Champion of Ideas Dictionary 2 (Vocabulary) - Champion of Ideas digital resources - Champion of Ideas Dictionary Workbook - Champion Audio - Smartboard, document camera, paper, folders, pens.	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/grammar game) - Champion Writer (Activity 119-122) - Vocabulary (Champion dictionary 2)	- YouTube (Audio clips) - Comparative and Superlative EdPuzzle		

		- Images related to geography - Graphic organizer				
21-22 SKILLS	L.1, 2, 2.C, 3, 4, 6 RI.1, 2, 4, 9 SL.1, 2, 6 W.4, 6, 7	- Reader: "The Ancient Maya" - High school geography book - Identifying the characteristics of a nonfiction article - Identify characteristics of a nonfiction book - Connect information from text to self - Identify sequence of a story - Identify characteristics of a major historical, cultural, or economic theme depicted in illustrations	-Vocabulary: social studies vocabulary - Sentence structure: Asking and answering questions with do, does, did - Prepare a survey - Plot and describe the results of the survey - Gather information from various sources and write citations - Write a summary paragraph	- Listen for information - Use context clues to determine word meaning	- Ask and answer questions - Produce simple vocabulary in an academic setting - Participate in class discussion to identify a topic for further research - Conduct a short oral presentation on a research project - Prereading activities and prediction - Read text aloud	- "The Ancient Maya" comprehension questions - "High school geography book" comprehension questions - Chapter 13 Evaluation - Grammar check - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer - Writing samples - Research project

21-22 RESOURCES		- Champion of Ideas (Red Level Ch.13) - Champion of Ideas Writer (Activity 123) - Champion of Ideas Dictionary 2 - Champion of Ideas Dictionary Workbook - Smartboard, document camera, paper, folders, pens. - Items or images related to the Maya civilization	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/grammar game) - Champion of Ideas Writer (Activity 123) - Graphic organizer	- The Ancient Maya EdPuzzle - YouTube videos (audio)		
23-24 SKILLS	L.1, 2, 2.C, 3, 4, 6 RI.1, 2, 4, 7, 9 SL. 1, 2, 4, 6 W.4, 5, 10	- Reader: "The American Colonists" - Reader: "The War for Independenc	- Vocabulary: Geography vocabulary, history vocabulary - Grammar: Nouns: Review	- Listen for a specific purpose - Listen to other students' presentations	- Produce simple vocabulary in an academic setting - Engage in academic discussion	- "The American Colonists" comprehension questions - "The War for Independence"

		e" - Identify characteristics of a nonfiction article - Identify main idea and writer's purpose - Connect information from text to self - Identify characteristics of the early American colonial period and War for Independence period of history using maps, illustrations and a timeline	plurals Conjunctions: Review conjunctions and introduce "because" Adverbs: Describing how and when, focus on adverbs with -ly - Sentence structure: making statements and answering questions with there is/are - Complete a KWL chart	-Use context clues to determine word meaning	of visuals associated with the 13 colonies article - Read simple paragraphs and passages independently - Use appropriate pacing, intonation and expression - Prereading activities and prediction - Read text aloud	comprehension questions - Grammar check - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer
23-24 RESOURCES		- Champion of Ideas (Red Level Ch. 14) - Champion of Ideas Digital Library - Champion of Ideas Writer (Activity	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary game) - Champion Writer (Activity 124-127) - Vocabulary (Champion dictionary 2)	- Early American Colonies EdPuzzle - African Americans in the Revolutionary War - The War for Independen		

		124-127) - Champion of Ideas Dictionary 2 - Champion of Ideas Dictionary Workbook - Smartboard, document camera, paper, folders, pens. - Items or images related to the vocabulary, map of the 13 colonies, pictures of colonial leaders - Items or images related to warfare, map of the U.S. - Graphic organizer		ce EdPuzzle - YouTube videos (audio)		
25-26 SKILLS	L.1, 2, 2.C, 3, 4, 6 RI.1, 2, 4, 7, 9 SL.1, 2, 6 W. 4, 5, 7, 10	- Reader: "The United States Constitution " - "Explore America: The 20th Century" (Champion	- Vocabulary: related to history (the Constitution) - Sequence events (create a reader's theater)	- Listen for a specific purpose (listen to gain information) - Use	- Ask questions to clarify meaning - Paraphrase a written text - Engage in	- "The United States Constitution" comprehension questions - "Explore America: The 20th Century" comprehensio

		Library) - Identify features of a nonfiction book - Identify characteristics of the U.S. Constitution using maps, illustrations and a timeline - Describe characters in a play	- Sentence structure: Making statements with there is/are - Complete a KWL chart - Collect information from various sources and write citations	context clues to determine word meaning	an academic discussion of visuals associated tot he U.S. Constitution - Use appropriate pacing, intonation and expression - Prereading activities and prediction - Read text aloud	n questions - Chapter 14 Evaluation - Grammar check - Participation - Teacher observation - Vocabulary check - Exit tickets - Vocabulary game - Graphic organizer
25-26 RESOURCES		- Champion of Ideas (Red Level Ch. 14) - Champion of Ideas Digital Library - Champion of Ideas Writer (Activity 128) - Champion of Ideas Dictionary 2 - Champion of Ideas Dictionary Workbook - Smartboard,	- IXL (Grammar) - Blooket/Kahoot/Gimkit (vocabulary/grammar game) - Champion Writer (Activity 128) - Vocabulary (Champion dictionary 2)	- Women in the Revolutionary War EdPuzzle		

		document camera, paper, folders, pens. - Graphic organizer				
27 SKILLS	L.1, 2, 2.C, 3, 4, 6 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 Week for Unit 3	- Students share research data (slides)	- Listening to peer projects	- Project presentation	- Champion tester
27 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.

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).

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

In this unit students will be introduced to the early history of the United Stated. Students will learn about the early migration from Asia to the Americas, the Maya people, the 13 colonies and the Revolutionary War. Students will also learn about the important contributions of African Americans and women to the building of our country as we celebrate Black History Month and Women's History Month.

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

6.1.12.CivicsPI.1.a:	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
6.1.12.CivicsPI.2.a:	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
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)