

Englewood Public School District

English Language Arts

Grade 6

Unit 2: Society and Equity

Overview: The literature unit is based on the theme of “society.” Through the study of novels, short stories, poetry, music, videos, and informational texts, students will examine the history of humankind’s search for a perfect world or community. Students will also examine why, over time, human’s ideas about utopia have evolved. Students will compare and contrast their own lives and communities with those of others and explore the idea of utopia through their own personal dreams and goals.

Time Frame: One Marking Period

Enduring Understandings:

The search for greater equity driven many people throughout history.

What it means to be human varies by individual.

There are multiple facets that have contributed to the evolution of the human condition.

Essential Questions:

What does it mean to be human?

How can we create the most equitable society possible?

What factors contribute to equity?

When do individual freedoms and expression supersede the need for equity?

Standards	Topics	Activities	Resources	Assessments
W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.8. Gather relevant information from multiple print and digital sources; assess	Topics Sir Thomas Moore Research Creation of Multimedia Presentation and Use of Google Docs	Students will work in groups of 3-5 and read about Sir Thomas Moore’s life and his ideas on creating the perfect society. (2.2.8.C.3, CRP4, CRP7, CRP11) Students will conduct a short research assignment on Sir Thomas Moore.	Texts: Student-selected resources regarding Sir Thomas Moore’s life and perspective: • http://www.luminarium.org/renlit/morebio.htm • https://www.britannica.com/biography/Thomas-More-English-humanist-and-statesman	Benchmark Assessment: • Exact Path Formative Assessment: Students will be evaluated on the quality of their 5-slide presentation Summative Assessment:
	Twenty-First Century Themes and Skills include: • The Four C’s			

the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- Civic Literacy
- Global Awareness

Objectives

Students will conduct a short research assignment.

Students will learn about Sir Thomas Moore.

Students will work collaboratively using Google Docs to create a presentation.

(CRP4, CRP7, CRP11, 2.2.8.C.3)

- https://www.educationworld.com/tools_templates/note_taking.doc

Students will create a 5-slide presentation using Google Docs. (9.2.8.B.3, CRP4, CRP6, CRP7, CRP11)

Students will practice identifying points of view.

- <https://www.ereadingworksheets.com/point-of-view-worksheets/point-of-view-worksheet.pdf>

- <http://famous-trials.com/thomasmore>
- http://www.bbc.co.uk/history/historic_figures/more_sir_thomas.shtml

“Understanding Point of View” by Standards Solution

Companion Texts:
Scholastic Magazine

“Primary Sources: *Utopia* by Thomas Moore”
<https://newsela.com/read/primary-source-thomas-more-utopia>

“Utopian Communities in America”
<https://newsela.com/read/go-vt-us-history-utopia>

Students will be evaluated on the quality of their research paper

Alternative Assessments:
Students will present their presentations to the class.

Students will engage in group discussion about Sir Thomas Moore’s life and his ideas on creating the perfect society.

Students will role play a Utopian society.

Students will peer review their research assignments using a rubric.

RI.6.6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to

<p>Topics</p> <p>Short Stories</p> <p>Analyzing an Author's Intent</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none">• The Four C's• Civic Literacy• Global Awareness	<p>Students will read the short story "Harrison Bergeron" by Kurt Vonnegut independently and complete a study guide. (CRP4)</p> <ul style="list-style-type: none">• http://www.dukeofdefinition.com/harrison_bergeron_study_guide.pdf <p>Students will respond to the following question in essay form (CRP4, CRP6, CRP11, 2.2.8.C.3)</p> <ul style="list-style-type: none">• In "Harrison Bergeron," how does Vonnegut suggest that total equality is not worth striving for? What does he suggest would be the dangers of total equality within a society? Cite	<p><u>Text:</u></p> <p>"Harrison Bergeron" by Kurt Vonnegut https://docs.google.com/document/d/1YV2ueyIV4Qxnwc4I2-KAL6yCy1f5xTzke_rQzTL1A6Y/edit</p> <p><u>Companion Texts:</u></p> <p><i>Scholastic Magazine</i></p> <p>"Text Set: 'Harrison Bergeron' by Kurt Vonnegut" https://newsela.com/text-sets/95459</p>	<p><u>Formative Assessment:</u></p> <p>Students will be evaluated on the quality of their study guide responses</p> <p><u>Summative Assessment:</u></p> <p>Students will be evaluated on the quality of their essay</p> <p><u>Alternative Assessments:</u></p> <p>Students will self-correct their study guide answers by sharing with a partner.</p> <p>Students will use flashcards to quiz a partner in preparation for a comprehension test.</p> <p>Students will peer review their essays using a PARCC rubric.</p> <p>Students will write and share a literary reaction for two of</p>
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task, purpose, and audience.

W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.6.2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

evidence to support your response.

the pieces in the companion text set

Topics Analyzing Lyrics Perspectives of the Perfect Society Twenty-First Century Themes and Skills include: <ul style="list-style-type: none">• The Four C's• Civic Literacy• Global Awareness	Students will read the lyrics to four songs and listen to the audio. (CRP11) Student will discuss "In what ways do these songs depict utopian beliefs?" (CRP4, 9.2.8.B.3) Students will choose one song to compare to their own definition of utopia in journal form. (CRP4, CRP8)	Music: John Lennon's "Imagine" http://www.azlyrics.com/lyrics/johnlennon/imagine.html Bob Marley's "One Love" http://www.azlyrics.com/lyrics/bobmarley/onelovepeoplegetready.html Michael Jackson's "Heal the World" http://www.azlyrics.com/lyrics/michaeljackson/healtheworld.html Joe Smooth's "Promised Land" http://www.justsomalyrics.com/15479/joe-smooth-promised-land-lyrics.html	Formative Assessment: Students will be evaluated on their participation in group discussion. Summative Assessment: Students will be evaluated on the quality of their journal response. Alternative Assessments: Students will engage in a mock debate about whether a utopia is achievable. Students will share their journal responses in small groups.
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RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of

Topics
Reading of Extended Text

Utopian Structures

Author's Purpose

Characterization

Twenty-First Century Themes and Skills include:

- The Four C's
- Civic Literacy
- Global Awareness

The class will read *The Giver*. **(CRP4)**

Instructors will select from several activities **(CRP4, CRP6, CRP11)**:

- Students create a 90-Second film of a scene from *The Giver*.
- Students design a book cover for *The Giver*.
- Students complete a job application for a selected occupation in *The Giver*.

Videos:

John Lennon's "Imagine"
<https://www.youtube.com/watch?v=r03wFlziZDU>

Bob Marley's "One Love"
<https://www.youtube.com/watch?v=vdB-8eLEW8g>

Michael Jackson's "Heal the World"
<https://www.youtube.com/watch?v=BWf-eARnf6U>

Joe Smooth's "Promised Land"
<https://www.youtube.com/watch?v=5T6wGShMow8>

Companion Texts:

Scholastic Magazine

Text:

The Giver by Lois Lowry

"Thinking About Characters" by Standards Solution

Web-based Resources:

"Curriculum for Creating 90-Second Newberry Film"
<http://houston.kidsoutandabout.com/sites/default/files/images/Curriculum%20for%20Creating%20a%2090->

Formative Assessment:

Students will be evaluated on the quality of their instructor-chosen activities.

Summative Assessment:

Students will be evaluated on the correctness of their answers on a comprehension test.

Alternative Assessments

Students will engage in a Socratic seminar.

the text distinct from personal opinions or judgments.

RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text.

Objectives

Students will read and analyze the structure of a novel.

Students will analyze an author's purpose for a novel.

Students will consider the development of characters in relation to the setting and plot in a novel.

Students will participate in a Socratic Seminar to analyze a novel's approach to its theme.

- Students complete vocabulary and language activities.
- Students consider the author's rationale for using black and white and how color depicts certain emotions.
- Students write an alternative ending to *The Giver*.

Students participate in a Socratic Seminar and consider deeply held values in society. **(9.2.8.B.3, CRP4)**

Students will choose a character from the novel and complete a character analysis. **(CRP4, CRP6)**

- https://www.risd.k12.nm.us/assessment_evaluation/Character%20Analysis.pdf

[Second%20Newbery%20Film.pdf](#)

"7 Creative Classroom Activities"
<http://www.walden.com/blog/the-giver-7-creative-classroom-activities/>

"Lessons for The Giver"
by Cleveland Literacy System
<http://net.cmsdnet.net/schoolnet/documents/Grade%208%20-%20Novel%20Unit%20-The%20Giver.pdf>

"Utopia: Are Perfect Worlds Possible?"
<http://www.cpalms.org/Public/PreviewResourceLesson/Preview/44296>

"Build Your Own Utopia: The Giver PBL Unit"
<http://www.middleweb.com/22092/build-your-own-utopia-the-giver-pbl-unit/>

Companion Texts:
Scholastic Magazine

"Lois Lowry Biography"
<https://www.biography.com/people/lois-lowry>

Students will present their projects for the novel.

Students will illustrate a character using specific cited examples from the text.

W.6.1. Write arguments to support claims with clear reasons and relevant evidence.

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision)

Topics	Writing Arguments	Students will compose an argumentative essay focusing on the skill of incorporating a counterargument. Students should respond to the following argumentative prompt (CRP4, CRP6, CRP8, CRP11, 2.2.8.C.3):	Text: “Writing Arguments and Appeals” by Standards Solution	Formative Assessment: Instructors will identify student’s baseline strengths and areas of need using on-demand writing assessments.
Twenty-First Century Themes and Skills include:	<ul style="list-style-type: none">• The Four C’s• Civic Literacy• Global Awareness	<ul style="list-style-type: none">• The homes in Jonas’s community are all furnished the same. Everything each family owns is exactly the same as everyone else’s. In addition, everyone in the community wears the same type of clothing and has the same meals delivered to their homes each day. Jonas remarked that they had “to protect people from wrong choices” and the Giver commented that “it’s safer” that way. Consider the advantages and disadvantages of these practices. Are people better off and more secure when they don’t have to make any choices, or do people need the freedom to	Companion Texts: <i>Scholastic Magazine</i> “How to Write an Argumentative Essay” https://newsela.com/read/lib-writing-argumentative-essay	Instructors and students will evaluate progress toward writing essays using writing checklists. Instructors will use exemplar pieces of student writing at each grade level to evaluate developmental needs of students.
Objectives	Students will write an argumentative essay.			Summative Assessment: Students will be evaluated on the quality of their argumentative essay. Alternative Assessments Instructor will maintain a running record of student growth in writing skills. Instructor and students will use rubrics for student self-assessment. Instructor will provide students with writing checklists for self-reflection.

and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by

make choices—even wrong choices?

Topic
Communicating
Perspective
Via Social Media

Writing a Blog

Twenty-First Century
Themes and Skills include:

- The Four C's
- Civic Literacy
- Global Awareness

Objectives
Students will communicate their perspective of what makes a perfect society by writing a blog.

Students will consider social media and its role in communicating perspective.

Students will consider the nature of social media and how one can communicate their perspective to large numbers of people.
(9.2.8.B.3, CRP4, CRP6, CRP8)

Students will answer the following questions to help brainstorm ideas for their individual perfect societies **(CRP4, CRP6, CRP8)**:

- If you could live anywhere in the world, where would you live?
- Why? What about this place appeals to you?
- Describe your perfect life. Who would you want with you? What would you do every day? How would you make money? What kind of rules would you follow (or not)?

Students will write a blog regarding their perspective on creating the perfect society and share their blog with the class. **(9.2.8.B.3,**

Companion Texts:

“Be Smart About It: How to Use Social Media to Your Advantage”
<https://newsela.com/read/selection-convo-students-posting-online-effects>

“Social Media, Longtime Clan Network Give Hope to Somalis Battling Famine”
<https://newsela.com/read/african-famine-whatsapp>

Scholastic Magazine

Formative Assessment:

Students will be evaluated on their correctness of answers on a quiz on blog elements

Summative Assessment:

Students will be evaluated on the quality of their blogs.

Alternative Assessments

Students will write a blog regarding their perspective on creating the perfect society and share their blog with the class.

Students will engage in small group discussion about the benefits of social media.

Students will use a rubric to peer review their blogs before submission.

Students will publish their blogs.

planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames

8.1.8.A.1, 8.1.8.D.5, CRP4, CRP6, CRP11)

Blogtopia Assignment

Directions

http://www.readwritethink.org/files/resources/lesson_images/lesson942/Assignment.pdf

Blogtopia Rubric

http://www.readwritethink.org/files/resources/lesson_images/lesson942/Rubric.pdf

(a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

RL.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

RL.6.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level

<p>Topics</p> <p>Companion Text and Media Comparison</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • The Four C’s • Civic Literacy • Global Awareness <p>Objectives</p> <p>Students will read and watch different text and media to consider the similarities and differences in the authors’ perspectives of utopia.</p>	<p>Students will read a poem and article and watch a video regarding utopian societies. (CRP4, CRP11)</p> <p>Students will compare and contrast how the authors present the ideas differently. (CRP4, CRP6, CRP8)</p> <ul style="list-style-type: none"> • https://www.education.com/worksheet/article/compare-contrast-venn-diagram/ 	<p>Texts:</p> <p>“Utopia” by Wislawa Szymborska http://www.nobelprize.org/nobel_prizes/literature/laureates/1996/szymborska-poems-1-e.html</p> <p>“Utopian Communities Didn’t Pan Out” http://mentalfloss.com/article/23297/4-utopian-communities-didnt-pan-out</p> <p>Video:</p> <p>“Utopia: The Perfect World” http://www.youtube.com/watch?v=peSpUDMcGR8</p> <p>Companion Texts:</p> <p><i>Scholastic</i> magazine</p> <p>“Great Cities: Delhi’s Modernist Dream Proves a Far-Fetched Fantasy” https://newsela.com/read/cities-history-newdelhi</p>	<p>Formative Assessment:</p> <p>Students will be evaluated on the quality of their Venn Diagrams.</p> <p>Summative Assessment:</p> <p>Students will be evaluated on their correctness of answers on a comprehension test.</p> <p>Alternative Assessment</p> <p>Students will engage in group discussion about utopian societies.</p> <p>Students will present Venn diagrams.</p> <p>Students will apply the perspectives of the companion texts to their Venn diagrams through oral presentations.</p>
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text-complexity or above, scaffolding as needed.

RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

RI.6.8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

RI.6.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

RI.6.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above,

with scaffolding as needed.

W.6.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate

Topics

PARCC LATs

Objectives

Students will gain a better understanding of EBSRs and TECRs.

Students will hone their understanding of literary elements.

Students will practice completing LATs.

Instructors will select the reading and writing LAT lessons that best meets their students' needs.

Literary Reading Analysis Tasks

Lesson 1: Introducing the EBSR and TECR

Lesson 2: Modeling the EBSR and TECR

Lesson 3: Honing Understanding of Literary Elements

Lesson 4: Close-Reading Strategies

Lesson 5: Using Context Clues for the Vocabulary EBSR

Lesson 6: The Evidence-Based Selected Response

Lesson 7: The Technology-Enhanced Constructed Response

Lesson 8: Practice Completing the LAT

Literary Writing Analysis Tasks

Lesson 1: Introduction to the Prose Constructed Response on the Literary Analysis Task

Reading PARCC LAT Lesson 8
Writing PARCC LAT Lesson 8

with others;
demonstrate sufficient
command of
keyboarding skills to
type a minimum of
three pages in a single
sitting.

Lesson 2: Modeling the
Prose Constructed
Response

Lesson 3:
Understanding the PCR
Prompt and Writing a
Thesis Statement

Lesson 4: Selecting
Textual Evidence to
Support Reasons

Lesson 5: Drafting the
Prose Constructed
Response Outline

Lesson 6: Writing
Quality Body
Paragraphs

Lesson 7: Practice
Completing the Prose
Constructed Response

Lesson 8: Writing
Advanced-Proficient
Prose Constructed
Responses

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the reading and writing requirements. This will include allowing more opportunities to demonstrate creativity and allow for student choice.

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Shorten assignments to focus on mastery of key concepts. ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label classroom materials ● Word walls ● Give directions/instructions verbally and in simple written format. ● Provide audiotapes of textbooks and have the student follow the text while listening ● Allow students to use a dual language dictionary 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student’s IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches that provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Give directions/instructions verbally and in simple written format. ● Provide extra time to complete assignments. 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction

	<ul style="list-style-type: none"> Adjust the pace of lessons 	<ul style="list-style-type: none"> Review behavior expectations and adjust for personal space or other behaviors as needed. Oral prompts can be given. 	
Integration of 21st Century Standards NJSL 9: 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.			
Interdisciplinary Connections: Comprehensive Health and Physical Education: 2.2.8.C.3 Hypothesize reasons for personal and group adherence, or lack of adherence, to codes of conduct at home, locally, and in the worldwide community.			
Integration of Technology Standards NJSL 8: 8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools. 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.			
Career Ready Practices: CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them CRP11. Use technology to enhance productivity.			