

# Englewood Public School District

## English Language Arts

### Grade 6

#### Unit 1: Identity and Belonging

**Overview:** This is a literature unit based on the theme of “identity and belonging.” Through the study of the novel, short stories, videos, and informational texts, students will learn about what an outsider can teach us about ourselves. Students will also consider what acceptance of diversity, regardless of race, socioeconomics, and family structure means to them personally.

**Time Frame:** One Marking Period

#### Enduring Understandings:

*Human needs and emotions transcend racial and cultural differences.*

*Different races must learn to live together.*

*Everyone needs a home and a family of some kind.*

#### Essential Questions:

*What does it mean to have a personal identity?*

*What is cultural identity and norms?*

*What does it mean to belong to something?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<b>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.</b>  <b>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</b>	<b>Topics</b> Personal Identity  Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> <li>The Four C’s</li> <li>Civic Literacy</li> <li>Health Literacy</li> <li>Global Awareness</li> </ul> <b>Objectives</b> Students gain a greater understanding of themselves and the	Students watch the video “The Bear That Wasn’t” and discuss the questions at the end of the activity to consider what personal identity means. Next, students construct a poster to display their personal identity. <b>(9.2.8.B.3, CRP4, CRP6)</b>  Students will choose the correct use of pronouns for subjective, objective, and possessive cases.	<b><u>Texts:</u></b> Trinity University Digital Commons, “ <i>Who am I? Using Personal Narrative to Reflect on Identity</i> ” by Mollie Carson  “Choosing the Correct Pronouns” by Standards Solution  <b><u>Companion Text:</u></b> “Frida Kahlo”	<b><u>Benchmark Assessments:</u></b> <ul style="list-style-type: none"> <li>Common Formative Assessment</li> <li>Exact Path</li> </ul> <b><u>Formative Assessments:</u></b> Students will be evaluated on their participation in group activities and discussions.

personal opinions or judgments.

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.

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

meaning of personal identity.

- <https://www.k12reader.com/worksheet/subject-pronouns/>
- <https://www.k12reader.com/worksheet/possessive-pronouns/>
- <https://www.k12reader.com/worksheet/object-pronouns/> (CRP4)

[https://www.commonlit.org/en/texts/frida-kahlo?search\\_id=4318398](https://www.commonlit.org/en/texts/frida-kahlo?search_id=4318398)

“Underface”  
[https://www.commonlit.org/en/texts/underface?search\\_id=4318398](https://www.commonlit.org/en/texts/underface?search_id=4318398)

*Scholastic Magazine*

**Video:**  
“The Bear That Wasn’t”  
<https://www.facinghistory.org/holocaust-human-behavior/bear-wasn-t>

Students will be evaluated on the correctness of their answers on a comprehension quiz for “The Bear that Wasn’t.”

**Summative Assessments:**  
Students will be evaluated on the correctness of their answers on a unit test on pronouns.

Students will be evaluated on the correctness of their answers on a unit test on “*Who am I? Using Personal Narrative to Reflect on Identity*”

**Alternative Assessments:**  
Students will create and share a personal identity poster.

Students will create and share an identity chart for “The Bear that Wasn’t”  
<https://www.facinghistory.org/resource-library/image/sample-identity-chart?backlink=holocaust-and-human-behavior/complexity-identity>

Students will create and share a Venn diagram comparing and contrasting

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.

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

## Topics

Belonging  
Cultural Identity and Norms  
Short Stories

Twenty-First Century Themes and Skills include:

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

## Objectives

Students will read several short stories and be able to provide evidence-based responses to guided questions.

Students will be able to compare and contrast different authors' works on a similar topic.

Students will practice spelling commonly misspelled words.

Students will read the article "Revenge of the Geeks" by Alexandra Robbins and participate in a Socratic Seminar. (9.2.8.B.3, CRP4)

- <https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar>

Students will read "The All-American Slurp" by Lensey Namioka. The instructor selects from the activities in the unit that best meets the students' needs (9.2.8.B.3, CRP4)

- <http://www.mybooklibrary.com/pdf/activities-for-teaching-all-american-slurp.pdf>.

Students read "All Summer in a Day" by Ray Bradbury and complete an NWT Prose Constructed Response. (9.2.8.B.3, CRP4, CRP11, CRP6)

Students will create flashcards to practice identifying commonly misspelled words. (CRP4)

## Texts:

"Revenge of the Geeks" by Alexandra Robbins  
<http://articles.latimes.com/2011/may/28/opinion/la-oe-robbins-high-school-20110528>

"The American Slurp," Unit of Study by Lensey Namioka

"All Summer in a Day" by Ray Bradbury

"Commonly Misspelled Words" by Standards Solution

"Using Context Clues to Figure Out Unknown Words" by Standards Solution

## Companion Texts:

"Fish Cheeks" by Amy Tan  
[https://www.commonlit.org/en/texts/fish-cheeks?search\\_id=4360578](https://www.commonlit.org/en/texts/fish-cheeks?search_id=4360578)

"Seventh Grade" by Gary Soto

elements of their own identity to those of a peer.

Students will answer teacher-led questions on the theme of identity in the reading passages.

## Formative Assessments:

Students will be evaluated on their participation in group activities and discussions.

Students will be evaluated on their participation in selected activities associated with "The American Slurp."

Students will be evaluated on their participation in a NWT Pre Assessment.

## Summative Assessment:

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

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

## Alternative Assessments:

Students will peer review their NWT Prose Constructed Responses using the PARCC rubric

- [https://parcc.pearson.com/resources/Practice-Tests/ELA\\_GR/ELA](https://parcc.pearson.com/resources/Practice-Tests/ELA_GR/ELA)

connotative meanings; analyze the impact of a specific word choice on meaning and tone.

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

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather

Students will use a context clues chart to determine the definitions of unknown words in the literary passages. (CRP4, CRP6)

- <https://elainthemiddle.wordpress.com/2013/03/11/chart-context-clues/>

[https://www.commonlit.org/en/texts/seventh-grade?search\\_id=4360578](https://www.commonlit.org/en/texts/seventh-grade?search_id=4360578)

*Scholastic Magazine*

L Grade 6-11 July 2015 Updated Rubric v3.pdf

Students will work in small groups to orally quiz each other on commonly misspelled words.

Students will participate in a Socratic Seminar.

vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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.

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

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

Topics	Students will read articles and watch a video regarding Jackie Robinson and Ruby Bridges. Next, students respond to the questions by providing evidence-based responses:	<b><u>Texts:</u></b> “Ruby Bridges Biography” <a href="http://www.biography.com/people/ruby-bridges-475426">http://www.biography.com/people/ruby-bridges-475426</a>  “Jackie Robinson Biography” <a href="http://www.biography.com/people/jackie-robinson-9460813">http://www.biography.com/people/jackie-robinson-9460813</a>	<b><u>Formative Assessment:</u></b> Students will be evaluated on their participation in a close reading.  Students will be evaluated on the correctness of their Evidence-Based Responses.
Overcoming Challenges			
Biographies and Autobiographies			
Famous African Americans			
Twenty-First Century Themes and Skills include:			
• The Four C’s	1. What can we learn about being an “outsider” from these two famous figures?		
• Civic Literacy	2. What can you infer about what they went through?		<b><u>Summative Assessment:</u></b> Students will be evaluated on the correctness of their

<p>with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p><b>RI.6.2.</b> Determine a 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.</p> <p><b>RI.6.3.</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><b>L.6.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<ul style="list-style-type: none"> <li>Global Awareness</li> </ul> <p><b>Objectives</b></p> <p>Students will enhance their understanding of the life and times of two famous African American figures.</p> <p>Students will gain a greater understanding of the struggle that African Americans faced as they fought for greater equality.</p> <p>Students will analyze the works of Maya Angelou.</p> <p>Students will identify a variety of sentence structures.</p>	<p>3. How are they similar and different? <b>(8.1.8.A.1, CRP4)</b></p> <p>Students will read <i>I Know Why the Caged Bird Sings</i>, Chapter 1, and summarize the selection in a Think-Pair-Share. <b>(CRP4, 9.2.8.B.3)</b></p> <p>Students will work in pairs to create a Wordle using text that describes Maya Angelou. <b>(CRP11)</b></p> <ul style="list-style-type: none"> <li><a href="http://www.wordle.net">www.wordle.net</a></li> </ul> <p>Students will practice revising sentences. <b>(CRP4)</b></p> <ul style="list-style-type: none"> <li><a href="https://www.englishworksheetsland.com/grade6/18revise.html">https://www.englishworksheetsland.com/grade6/18revise.html</a></li> </ul>	<p><i>I Know Why the Caged Bird Sings</i>, Chapter 1, by Maya Angelou</p> <p>“Revising Sentences” by Standards Solution</p> <p><b>Companion Texts:</b> <i>Scholastic Magazine</i></p> <p>“Authors: Maya Angelou” <a href="https://newsela.com/read/bio-author-maya-angelou">https://newsela.com/read/bio-author-maya-angelou</a></p> <p>“Filmmakers Tell Story of Jackie Robinson’s Complicated Life” <a href="https://newsela.com/read/jackie-robinson-pbs/">https://newsela.com/read/jackie-robinson-pbs/</a></p> <p><b>Videos:</b> “Jackie Robinson Breaks Barriers” <a href="http://www.history.com/topics/black-history/black-history-month/videos/jackie-robinson-breaks-barriers">http://www.history.com/topics/black-history/black-history-month/videos/jackie-robinson-breaks-barriers</a></p>	<p>answers on a literature comprehension test.</p> <p><b>Alternative Assessments:</b> Students will create interview questions for Maya Angelou in relation to how her life affected the writing of <i>I Know Why the Caged Bird Sings</i></p> <p>Students will complete a WebQuest on Maya Angelou <a href="https://www.seymour.k12.wi.us/faculty/skaminski/news_detail.cfm?newsid=22809">https://www.seymour.k12.wi.us/faculty/skaminski/news_detail.cfm?newsid=22809</a></p> <p>Students will create a group Venn Diagram on Jackie Robinson and Ruby Bridges.</p>
<p><b>RI.6.7.</b> 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.</p>	<p><b>Topics</b></p> <p>Family Structures</p> <p>Evolving Cultural Norms</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> <li>The Four C’s</li> <li>Civic Literacy</li> </ul>	<p>Students will read the article “Types of Family Structures” by Michelle Blessing and watch the YouTube video “Kids React to Controversial Cheerios Commercial.” <b>(8.1.8.A.2)</b></p>	<p><b>Texts:</b> “Types of Family Structures” by Michelle Blessing <a href="http://family.lovetoknow.com/about-family-values/types-family-structures">http://family.lovetoknow.com/about-family-values/types-family-structures</a></p>	<p><b>Formative Assessment:</b> Students will be evaluated on their participation in a close reading.</p> <p>Students will be evaluated on the correctness of their Evidence-Based Responses.</p>



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.6.10. 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

- Global Awareness

### Objectives

Students will consider their perspective of family structures.

Students will evaluate the message and purpose of a commercial.

Students should reflect on their own family structure and describe what family means to them. How important is it to be a member of a family? How do they rely on their family? **(2.4.6.A.1, CRP4)**

Students will provide a written response to the following questions based on the video:

1. Why do you think this film was created? What was the goal of the filmmakers?
2. How did the filmmakers organize the questions in order to maximize the impact of the kids' message?
3. What is the effect of including the facts at the bottom of the screen throughout the video?

**(CRP8, 9.2.8.B.3)**

### Topics

Reading Comprehension

Analyzing Narrative Text

Twenty-First Century Themes and Skills include:

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

### Objectives

Students will read *Maniac Magee* by Jerry Spinelli. **(CRP4)**

Instructors select from a variety of activities to conduct literature circles for *Maniac Magee*. **(CRP4, CRP6)**

- "Literature Circle Guide: *Maniac Magee*" by Perdia Finn, Scholastic

[www.scholastic.com/teachers/article/collateral.../0545158419.pdf](http://www.scholastic.com/teachers/article/collateral.../0545158419.pdf)

### Companion Texts:

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"How Propaganda Works"  
<https://newsela.com/read/lib-overview-propaganda-wwi-wwii>

"Pennsylvania Lumber Company Makes Waves with Super Bowl Commercial"  
<https://newsela.com/read/84-lumber-ad-immigration>

### Videos:

YouTube: "Kids React to Controversial Cheerios Commercial"  
<http://www.youtube.com/watch?v=VifdBfp5pnw>

### Texts:

*Maniac Magee* by Jerry Spinelli

"Determining Word Meaning" by Standards Solution

"Revising Sentences" by Standards Solution

### Companion Texts:

*Scholastic Magazine*

### Summative Assessment:

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

### Alternative Assessments:

Students will engage in group discussion about the perspective of the YouTube video.

Students will write journal entries discussing their family structures.

Students will peer review their written question responses for grammar errors.

### Formative Assessment:

Students will be evaluated on the quality of their products from the *Maniac Magee* unit.

Students will be evaluated on their participation in literature circles.

### Summative Assessment:

Students will be evaluated on the correctness of their

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.

Students will analyze the theme, plot, and characterization of a narrative text.

Students will determine the meaning of figurative language.

Students will interpret the role of each character in a narrative text.

Students will enhance their understanding of the structure of a novel.

Students will participate in group discussions as they analyze narrative text.

- “Maniac Magee: A Unit Plan” by Barbara M. Linde, MA Ed., enotes **(CRP4, CRP6, CRP11)**  
[http://www.galenaparkisd.com/curriculum/language\\_arts/documents/Maniac\\_Magee\\_Lesson\\_Plan.pdf](http://www.galenaparkisd.com/curriculum/language_arts/documents/Maniac_Magee_Lesson_Plan.pdf)

Students keep a journal of figurative language, explain each example's meaning, and draw a picture of how it is represented in the novel. **(CRP4, CRP6)**

Students analyze how a particular sentence or chapter fits into the overall structure of the text and contributes to the development of the theme, setting, characterization, or plot. **(CRP4, CRP6)**

Students will practice revising sentences. **(CRP4)**

- <https://www.englishworksheetsland.com/grade6/18revise.html>

“The Art of Singing”  
<https://www.readworks.org/article/The-Art-of-Singing/b48f9242-c5f9-4d65-8731-73ebd7860c54>

“Rumpelstiltskin”  
<https://www.readworks.org/article/Rumpelstiltskin/ab4a0f2c-43e9-40d6-991e-5e0203a0a350>

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

**Alternative Assessments:**

Stage a radio or TV talk show, with one student playing the role of Maniac Magee as the principal guest and another student playing the host. Other characters from the novel may make appearances on the show as well; the rest of the class may act as the studio audience or phone-in listeners. To prepare for the show, have students brainstorm a list of possible discussion topics based on the novel's dominant themes, such as how to get along with others, how to resolve conflicts nonviolently, and how to understand the pros and cons of different family structures.

Nicknames are perfect examples of words with strong connotative meanings! Students will consider synonyms for “maniac” and discuss how the character would be different given the



L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.6.4. Produce clear and coherent writing in which the development, organization, voice and

different name. Examples: “Crazy Magee,” “Deranged Magee,” or “Fanatic Magee,”—all of these would have different connotative meanings, though the denotations would remain pretty similar.

Students will engage in literature circles.

Students will share their figurative language journals.

Students will engage in group discussions to evaluate how a particular sentence or chapter fits into the overall structure of the text and contributes to the development of the theme, setting, characterization, or plot.

**Topics**  
PARCC NWTs

**Objectives**  
Students will gain a better understanding of EBSRs and TECRs.

Students will hone their understanding of narrative elements.

Instructors will select the reading and writing NWT lessons that best meets their students’ needs.

Reading PARCC NWT Lessons



**Narrative Tasks**

**Lesson 1: Introducing the EBSR and TECR**

**Lesson 2: Narrative Story Reading Strategies**

Reading PARCC NWT Lesson 4

Writing PARCC NWT Lesson 4

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.6.6. 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.

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

Students will practice completing NWTs.

### **Lesson 3: Evaluating Evidence**

### **Lesson 4: Practice Completing the Narrative Task**

### Writing PARCC NWT Lessons



### **Narrative Tasks**

### **Lesson 1: Introduction to the Prose Constructed Response on the Narrative Task**

### **Lesson 2: Writing from a Point of View**

### **Lesson 3: Practice Completing the Prose Constructed Response**

### **Lesson 4: From Proficiency to Advanced-Proficiency**

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.

#### **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/](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

- 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

### Special Education

- 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.
- Adjust the pace of lessons

### At-Risk

- 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.
- Review behavior expectations and adjust for personal space or other behaviors as needed.
- Oral prompts can be given.

### Gifted and Talented

- 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

### Integration of 21<sup>st</sup> 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:

2.4.6.A.1 Compare and contrast how families may change over time.

**Integration of Technology Standards NJSLS 8:**

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools.

**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.